

# CCP - Practicum Student Evaluation Form (2015)

## Demographics

### 1. Demographics

Student's Last Name:

Student's First Name:

Practicum Site:

Practicum Supervisor:

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Please rate the student's performance on the basis of actual observations and/o reports received by clients and staff. Please rate the student's performance by selecting the number on the scale that best describes the student's competence given the descriptions below. Rate each category independently.

All items on the rubric are rated according to the following rubric/key:

NA(0) Not applicable for this training experience/Not assessed during training experience.

R(1) Needs remedial work.

Competence considered to be WELL BELOW AVERAGE and in need of further training and/or requires additional growth, maturation, and change on the part of the trainee in order for him/her to be effective in the skill area. Requires remedial work, especially if trainee is in internship.

E(2) Entry level/Continued intensive supervision is needed.

Competence considered to be BELOW AVERAGE, but which, with further supervision and experience, is expected to develop satisfactorily. Most common rating for practica. Routine but intensive, supervision is needed.

I(3) Intermediate/Should remain a focus of supervision.

Competence is at least at minimal level necessary for functioning with moderate supervision required. Common rating throughout internship and practica. Routine supervision in each activity.

HI(4) High Intermediate/Occasional supervision needed.

Competence assessed to be ABOVE AVERAGE with a minimal need for supervision. A frequent rating at completion of 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.

A(5) Advanced skills comparable to autonomous practice.

Competence assessed to be VERY WELL DEVELOPED and reflect capability for independent functioning with little or no supervision required. Rating expected at completion of internship training. Competency attained at full staff privilege level, however as an uncertified trainee, supervision is required while in training status.

It is expected that during internship, students will achieve at least 80% of competency areas rated as I(3) or higher, with no competency areas rated as R.

## Interpersonal Professional Relationships

### 2. Empathy, Compassion, & Desire to Be Helpful

	0-NO	1-R	2-E	3-I	4-HI	5-A
EMPATHY: Demonstrates accurate empathy for feelings that are overtly expressed by others, in a manner that furthers the goals of professional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMPASSION: Demonstrates compassion for others who are dissimilar from oneself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 3. Experience & Use of Affect

0-NO 1-R 2-E 3-I 4-HI 5-A

EXPERIENCE & USE OF AFFECT: Attends to own emotional reactions/clinical intuition in interpersonal relationships

TOLERATES AFFECT: Demonstrates affect tolerance in professional relationships, contexts, and settings

## 4. Tolerates Affect

0-NO 1-R 2-E 3-I 4-HI 5-A

TOLERANCE: Demonstrates affect tolerance in professional relationships, contexts, and settings (Examples: maintains affective equilibrium and focus on therapeutic task in face of client distress)

## 5. Effective Boundary Management

0-NO 1-R 2-E 3-I 4-HI 5-A

EFFECTIVE BOUNDARY MANAGEMENT (1): Demonstrates appropriate use of self-disclosure

EFFECTIVE BOUNDARY MANAGEMENT (2): Establishes and maintains appropriate professional boundaries

## 6. Recognizes Effects of Self on Others

0-NO 1-R 2-E 3-I 4-HI 5-A

RECOGNIZES EFFECT OF SELF ON OTHERS: Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts

## 7. Respectful Interactions with Others [Across Difference]

0-NO 1-R 2-E 3-I 4-HI 5-A

RESPECTFUL INTERACTIONS WITH OTHERS: Demonstrates respectful, open engagement with diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and demonstrates adaptation to context

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## 8. Demonstrates Effective Interpersonal Skills in Challenging Situations

0-NO 1-R 2-E 3-I 4-HI 5-A

DEMONSTRATES EFECTIVE INTERPERSONAL SKILLS (1): Actively addresses problematic interpersonal situation using verbal and nonverbal skills

DEMONSTRATES EFECTIVE INTERPERSONAL SKILLS (2): Seeks clarification in challenging interpersonal communications

DEMONSTRATES EFECTIVE INTERPERSONAL SKILLS (3): Acknowledges own role in difficult interactions

DEMONSTRATES EFECTIVE INTERPERSONAL SKILLS (4): Demonstrates understanding of different viewpoints in challenging interactions

## 9. Open to Providing & Receiving Feedback

0-NO 1-R 2-E 3-I 4-HI 5-A

OPEN TO RECEIVING FEEDBACK: Accepts and implements feedback from others in a non-defensive manner

OPEN TO PROVIDING FEEDBACK: Provides feedback to others in an empathic, supportive, non-critical fashion

## 10. Cooperation & Collaboration

0-NO 1-R 2-E 3-I 4-HI 5-A

COOPERATION & COLLABORATION: Consults and collaborates with others

## 11. Expressive Skills

0-NO 1-R 2-E 3-I 4-HI 5-A

EXPRESSIVE SKILLS (1): Communicates clearly using verbal, nonverbal, and written skills in a professional context

EXPRESSIVE SKILLS (2): Demonstrates clear understanding and use of professional language

## 12. Awareness of & Commitment to Interpersonal Competence

0-NO 1-R 2-E 3-I 4-HI 5-A

AWARENESS OF INTEPERSONAL COMPETENCE: Uses available resources to improve and extend interpersonal skills

## PROFESSIONALISM

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## 13. Professional Behavior

	0-NO	1-R	2-E	3-I	4-HI	5-A
Compliance with agency guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to learning and supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adherence to ethical standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiasm and interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability and responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment/decision-making abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to handle stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitivity to multicultural issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 14. Professional Values and Attitudes

	0-NO	1-R	2-E	3-I	4-HI	5-A
INTEGRITY: Adherence to professional values infuses work as counselor-in-training; recognizes situations the challenge adherence to professional values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEPORTMENT: Communication and physical conduct (including attire) is professionally appropriate, across different settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACCOUNTABILITY:Accepts responsibility for own actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONCERN FOR THE WELFARE OF OTHERS: Acts to understand and safeguard the welfare of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROFESSIONAL IDENTITY: Display emerging professional identity as a counselor; uses resources (e.g., supervision, literature) for professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 15. Individual and Cultural Diversity

	0-NO	1-R	2-E	3-I	4-HI	5-A
SELF: Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OTHERS : Applies knowledge of others as cultural beings in assessment, treatment, and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INTERACTION: Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APPLICATIONS:Applies knowledge, sensitivity, and understanding regarding Individual and Cultural Diplomacy (ICD) issues to work effectively with diverse others in assessment, treatment, and consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 16. Ethical and Legal Standards

	0-NO	1-R	2-E	3-I	4-HI	5-A
KNOWLEDGE OF ETHICS: Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards, and guidelines, laws, statutes, rules, and regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AWARENESS AND APPLICATION OF ETHICS: Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ETHICAL CONDUCT: Integrates own moral principles/ethical values in professional conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 17. Reflective Practice/Self-Assessment/Self-Care

	0-NO	1-R	2-E	3-I	4-HI	5-A
REFLECTIVE PRACTICE: Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SELF-ASSESSMENT: Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SELF-CARE: Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PARTICIPATION IN SUPERVISION PROCESS: Effectively participates in supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Communication/Collaboration

### 18. Rapport with

	0-NO	1-R	2-E	3-I	4-HI	5-A
Patients or clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family, significant others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 19. Patient/Family Conferences:

	0-NO	1-R	2-E	3-I	4-HI	5-A
Ability to present information in a clear and understandable manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to needs of patients/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers useful and appropriate recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 20. Staff Conference/Meetings

- 0-NO     
  1-R     
  2-E     
  3-I     
  4-HI     
  5-A

## RELATIONSHIPS

### 21. Relationships

	0-NO	1-R	2-E	3-I	4-HI	5-A
INTERPERSONAL RELATIONSHIPS: Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AFFECTIVE SKILLS: Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EXPRESSIVE SKILLS: Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SCIENCE

### 22. Scientific Knowledge and Methods

	0-NO	1-R	2-E	3-I	4-HI	5-A
SCIENTIFIC MINDEDNESS: Values and applies scientific methods to professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENTIFIC FOUNDATION OF PSYCHOLOGY: Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCIENTIFIC FOUNDATION OF PROFESSIONAL PRACTICE: Demonstrates knowledge, understanding, and application of the concept of evidence-based practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 23. Research/Evaluation

	0-NO	1-R	2-E	3-I	4-HI	5-A
SCIENTIFIC APPROACH TO KNOWLEDGE GENERATION: Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APPLICATION OF SCIENTIFIC METHOD TO PRACTICE: Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPLICATION

## 24. Evidence-Based Practice

	0-NO	1-R	2-E	3-I	4-HI	5-A
KNOWLEDGE AND APPLICATION OF EVIDENCE-BASED PRACTICE: Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 25. Interviewing & Psychological Assessment

	0-NO	1-R	2-E	3-I	4-HI	5-A
Interviewing and Psychological Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conduct an assessment interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of appropriate assessment methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration, scoring of tests/assessments instruments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to formulate recommendations based on assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of DSM-V	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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## 26. Assessment

	0-NO	1-R	2-E	3-I	4-HI	5-A
KNOWLEDGE OF MEASUREMENT AND PSYCHOMETRICS: Selects assessment measures with attention to issues of reliability and validity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KNOWLEDGE OF ASSESSMENT METHODS: Demonstrates awareness of the strengths and limitations of administration, scoring, and interpretation of traditional assessment measures as well as related technological advances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APPLICATION OF ASSESSMENT METHODS: Selects appropriate assessment measures to answer diagnostic question.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DIAGNOSIS: Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CONCEPTUALIZATION AND RECOMMENDATIONS: Utilizes systematic approaches of gathering data to inform clinical decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNICATION OF ASSESSMENT FINDINGS: Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 27. Intervention

	0-NO	1-R	2-E	3-I	4-HI	5-A
INTERVENTION PLANNING: Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SKILLS: Displays clinical skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INTERVENTION IMPLEMENTATION: Implements evidence-based interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROGRESS EVALUATION: Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 28. Therapeutic Interventions

	0-NO	1-R	2-E	3-I	4-HI	5-A
Basic Counseling Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of treatment interventions to identified problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective use of psychological theory/concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills in implementing treatment strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing evaluation of treatment progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provision for maintenance of change, relapse prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documentation of treatment sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 29. Group or Family Treatment

	0-NO	1-R	2-E	3-I	4-HI	5-A
Ability to conduct Psychoeducational groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic Group counseling skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic Family counseling skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 30. Consultation

	0-NO	1-R	2-E	3-I	4-HI	5-A
ROLE OF CONSULTANT: Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADDRESSING REFERRAL QUESTION: Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COMMUNICATION OF CONSULTATION FINDINGS: Identifies literature and knowledge about process of informing consulted of assessment findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
APPLICATION OF CONSULTATION METHODS: Identifies literature relevant to consultation methods (assessment and intervention) within systems, client, or settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 31. Consultation

	0-NO	1-R	2-E	3-I	4-HI	5-A
Problem identification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation of plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with clients and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EDUCATION

## 32. Teaching

	0-NO	1-R	2-E	3-I	4-HI	5-A
KNOWLEDGE: Demonstrates awareness of theories of learning and how they impact teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SKILLS: Demonstrates knowledge of application of teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 33. In-Service

	0-NO	1-R	2-E	3-I	4-HI	5-A
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 34. Supervision

	0-NO	1-R	2-E	3-I	4-HI	5-A
EXPECTATIONS AND ROLES: Demonstrates knowledge of, purpose for, and roles in supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PROCESSES AND PROCEDURES: Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SKILLS DEVELOPMENT: Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SUPERVISORY PRACTICES: Provides helpful supervisory input in peer and group supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Systems

### 35. Interdisciplinary Systems

	0-NO	1-R	2-E	3-I	4-HI	5-A
DISTINCTIVE CONTRIBUTIONS: Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INTERDISCIPLINARY CONTEXT FUNCTIONING: Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INTERDISCIPLINARY COLLABORATION: Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PRODUCTIVE RELATIONSHIP: Develops and maintains collaborative relationships and respect for other professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 36. Management-Administration

	0-NO	1-R	2-E	3-I	4-HI	5-A
APPRAISAL OF MANAGEMENT AND LEADERSHIP: Forms autonomous judgment of organization's management and leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MANAGEMENT: Demonstrates awareness of roles of management in organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADMINISTRATION: Demonstrates knowledge of an ability to effectively function within professional settings and organizations, including compliance with policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# CCP - Practicum Student Evaluation Form (2015)

## 37. Advocacy

0-NO 1-R 2-E 3-I 4-HI 5-A

EMPOWERMENT: Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision.

SYSTEMS CHANGE: Promotes change to enhance the functioning of individuals.

## General Impressions & Questions

### 38. Overall Rating of Trainee

0-NO  1-R  2-E  3-I  4-HI  5-A

39. Please describe the face-to-face supervision that occurred between you and the student. (e.g., please describe the modality, frequency, duration, etc.)

40. What types of activities have you directly observed the student perform?

41. Please summarize the student's strengths.

42. Please summarize the student's weaknesses and suggest the kinds of experience needed to strengthen the student's skills.

43. Other comments and/or feedback regarding this evaluation: