
To serve the interests of the public and guide the profession of psychology

SUPERVISOR'S EVALUATION - MID-TERM REPORT (FORM A)

Instructions/Information

Please read the following pages carefully before completing your evaluation form. For more information, refer to the Information for Applicants Handbook on the CAP website at www.cap.ab.ca under "Register as a Psychologist."

1. The CAP document titled "**Standards for Supervision of Provisional Psychologists - Form A**" provides details on the requirements to be met within the candidate's supervised experience.
2. Indicate the candidate's declared area of competence as approved by the Registration Approvals Sub-Committee. Complete a separate evaluation form for each branch of psychology declared.
3. Complete the mid-term evaluation half-way through the supervised hours. Retain one copy in your records and give a copy to the supervisee. **You do not need to provide a copy to the College.**

Definitions

Branches of Psychology

Educational/School Psychology is the application of psychological knowledge, skills and judgment about human behaviour and development to the understanding of the social, emotional and learning needs of children, adolescents and adults, and to the creation of learning environments that facilitate learning and mental health.

Clinical/Counseling Psychology is the application of psychological knowledge, skills and judgment to alleviate maladjustment, disability and discomfort as well as to promote human adaptation, adjustment and personal development.

Neuropsychology is the application of psychological knowledge, skills and judgment about brain-behaviour relationships to the assessment, diagnosis and treatment of individuals with known or suspected central nervous system dysfunction.

Forensic Psychology is the application of psychological knowledge, skills and judgment about human behaviour to the understanding, assessment, diagnosis and/or treatment of individuals within the context of criminal and/or legal matters.

Industrial/Organizational Psychology is the application of psychological knowledge, skills and judgment to further the welfare of people and the effectiveness of organizations by:

- Understanding the behaviour of individuals and organizations in the workplace
- Helping individuals pursue meaningful and enriching work AND
- Assisting organizations in the effective management of their human resources.

Health Psychology is the application of psychological knowledge, skills and judgment to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of determinants of health and illness.

Rehabilitation Psychology is the application of psychological-knowledge, skills and judgment to the assessment and treatment of individuals with impairments in their physical, emotional, cognitive, social, or occupational abilities in order to promote maximum functioning and minimize disability.

Professional Activities

Interventions are activities based on psychological knowledge, skills and judgment that promote, restore, sustain and/or enhance positive functioning and a sense of well-being in clients through preventive, developmental and/or remedial services.

Formal assessment is the professional activity of gathering, analyzing, and synthesizing information about an individual or group of individuals sufficient to draw supportable psychological conclusions. It entails the use of standardized instruments that are criteria and norm referenced with commonly accepted psychometric properties, direct client contact by the assessor with the person being assessed, AND one or more of the following: interview; personal history; behaviour observations; anecdotal information or substantive collateral information. Formal assessment is aimed at providing an understanding that will inform a practical plan of action or provide information about a person's mental health, emotional or developmental functioning. It may result in a diagnostic classification or the identification of strengths, weaknesses, and competencies and may be communicated in a written psychological assessment report.

General assessment is the professional activity of gathering, analyzing, and synthesizing information about an individual or group of individuals sufficient to draw supportable psychological conclusions. It entails a process of gathering information through direct personal contact with the person being assessed AND utilizing one or more of the following methods: interview; observations; checklists; formal or anecdotal record; personal history and other commonly accepted professional methods. It may result in a diagnostic classification or the identification of strengths, weaknesses, and competencies and may be communicated in a written report.

Research is knowledge of applied statistics and measurement theory; knowledge of the logic of different models of scientific research (e.g., laboratory, quasi-experimentation, field research); qualitative research methods (especially reliability and validity in gathering and interpreting data); critical reasoning skills; ability to apply various research approaches; ability to write professional research reports.

Consultation is the provision of professional advice or service based on psychological knowledge, skills and judgment that will assist others in the identification and resolution of problems.

Supervision is a kind of management that involves responsibility for the services provided under one's supervision and may involve teaching in the context of a relationship focused on developing or enhancing the competence of the person being supervised. NOTE: This does not include supervision RECEIVED by an applicant --rather it relates to supervisory responsibility the applicant may have for others.

Teaching is instruction for the purpose of imparting knowledge and skills in psychology.



Foundational Knowledge

Foundational knowledge in psychology forms the underpinning of all professional training in psychology and includes the following areas:

Knowledge of the Biological Bases of Behaviour, for example:

- Physiological psychology
- Comparative psychology
- Neuropsychology
- Sensation and perception
- Psychopharmacology

Knowledge of the Cognitive-Affective Bases of Behaviour, for example:

- Learning
- Cognition
- Motivation
- Emotion

Knowledge of the Social Bases of Behaviour, for example:

- Social psychology
- Group processes
- Community psychology
- Environmental psychology
- Organizational and systems theory
- Cultural issues

Knowledge of Psychology of the Individual, for example:

- Personality theory
- Human development
- Psychopathology
- Individual differences

Core Competencies

The following core competencies, which are required of all applicants, reflect the competencies outlined in the Mutual Recognition Agreement (MRA).

Interpersonal relationships. This basic competency forms part of all the knowledge and skills required.

Knowledge

1. Knowledge of theories and empirical data about professional relationships, such as:

- Interpersonal relationships
- Power relationships
- Therapeutic alliance
- Interface with social psychology

2. Specific knowledge of fluctuations of the therapeutic/professional relationship as a function of intervention setting

3. Knowledge of self, such as:

- Motivation
- Resources
- Values
- Personal biases

4. Knowledge of factors that may influence the professional relationship (e.g., boundary issues)

Knowledge of others, such as:

- Macro-environment in which the person functions (work, national norms, etc.)
- Micro-environment (personal differences, family, gender differences, etc.)

Skills

- Effective communication
- Establishing and maintaining rapport
- Establishing and maintaining trust and respect in the professional relationship



Assessment and evaluation. A competent professional psychologist draws on diverse methods of evaluation, determining which methods are best suited to the task at hand rather than relying solely or primarily on formalized testing as an automatic response to situations requiring assessment.

The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organization or system at some other level of organization.

The skills required for assessment can and should be applied to many situations other than initial evaluation including, for example, treatment outcome, program evaluation and problems occurring in a broad spectrum of non-clinical settings.

The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.

Knowledge

- Assessment methods
- Populations served
- Human development
- Diagnosis

Skills

- Formulating a referral question
- Selecting methods
- Information collection and processing
- Psychometric methods
- Formulating hypotheses and making a diagnosis when appropriate
- Report writing
- Formulating an action plan

Intervention. Intervention is conceptualized as activities that promote, restore, sustain and/or enhance positive functioning and a sense of well-being in clients through preventive, developmental and/or remedial services. A broad, comprehensive vision of the intervention competency should include explicitly theory as well as the following knowledge and skills.

Knowledge

- An array of varied interventions with individuals and systems (e.g., couples, families, groups and organizations)
- Respect for the positive aspects of all major approaches, which should reflect an openness to varied viewpoints and methods
- Awareness of when to make appropriate referrals and consult
- Awareness of context and diversity
- Interventions that promote health and wellness

Skills

- Establishing and maintaining professional relationships with clients from all populations served
- Establishing and maintaining appropriate interdisciplinary relationships with colleagues
- Gathering information about the nature and severity of problems and formulating hypotheses about factors contributing to the problem through qualitative and quantitative means
- Selecting appropriate intervention methods
- Analyzing the information, developing a conceptual framework and communicating this to the client

Research.

Professional psychology programs should include research training that will enable students to develop:

A basic understanding of and respect for the scientific underpinnings of the discipline

- Knowledge of methods so as to be good consumers of the products of scientific knowledge
- Sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context, with the aid of specialized consultants (e.g. statisticians)

Knowledge

Basic research methods and basic applications of scientific research, including:

- Applied statistics and measurement theory
- The logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research)
- Qualitative research methods (including observation and interviewing), especially reliability and validity in gathering and interpreting qualitative data

Skills

- Critical reasoning skills
- Applications of various research approaches to social systems
- Ability to write professional reports



Ethics and standards. Professionals accept their obligations, are sensitive to others and conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.

Knowledge

- Ethical principles
- Standards of professional conduct
- Responsibilities to clients, society, the profession and colleagues
- Awareness of potentially conflicting principles
- Standards for psychological tests and measurements
- Standards for conducting psychological research
- Jurisprudence and local knowledge

Skills

- Ethical decision-making
- Proactively identifying potential ethical dilemmas
- Resolving ethical dilemmas
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Defining Competence

Competence is a multidimensional construct comprised of four major components: **knowledge, skills, judgment and diligence.**

Knowledge involves having absorbed and understood a body of information sufficient to understand and conceptualize the range of professional issues we can reasonably expect to encounter. Knowledge is a necessary but not sufficient foundation for competence. In Alberta basic knowledge is initially demonstrated by completing a graduate-degree program in psychology, with a certain set of required courses, and by passing the Examination for Professional Practice in Psychology. Knowledge can be understood as covering a continuum from basic information that all psychologists should know such as ethics, to specific knowledge necessary for specialized areas of practice such as neuropsychology.

Skill is the ability to effectively apply knowledge in actual practice. As with knowledge, skills cover a continuum from basic practice skills such as listening and interviewing, to technical proficiency for specific psychotherapeutic, assessment or other professional procedures. It is generally accepted that supervised field experience such as practica and internships are necessary to acquire the required skills for the practice of psychology.

Judgment involves knowing when to apply which skills under what circumstances. It also involves self-reflection regarding how our own values, attitudes, experiences and social context influence our actions, interpretations, choices and recommendations. Good judgment incorporates the intent of increasing the probability that our activities will benefit and not harm the individuals, families, groups and communities we relate to in our role as psychologists. Judgment is much harder to assess and is usually indirectly addressed during supervised experience. The CPA Code of Ethics encourages psychologists to:

- II.8 Take immediate steps to obtain consultation or to refer a client to a colleague or other appropriate professional, whichever is more likely to result in providing the client with competent service, if it becomes apparent that a client's problems are beyond their competence
- II.10 Evaluate how their own experiences, attitudes, culture, beliefs, values, social context, individual differences, specific training and stresses influence their interactions with others, and integrate this awareness into all efforts to benefit and not harm others

Diligence involves consistently attending to our knowledge, skills and judgment as they are applied in our professional activities and being careful to give priority to our clients' needs over any other concerns. Diligence involves a willingness to work hard to provide the best service possible for each and every client, and in honestly evaluating our own skills and seeking additional training when appropriate. A diligent psychologist seeks out professional standards and guidelines that identify the knowledge, skills and judgment essential to practice. Being diligent also incorporates self-awareness of any personal or situational circumstances that might diminish our competence. The CPA Code of Ethics encourages psychologists to:

- II.11 Seek appropriate help and/or discontinue scientific or professional activity for an appropriate period of time, if a physical or psychological condition reduces their ability to benefit and not harm others
- II.12 Engage in self-care activities that help to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment and interfere with their ability to benefit and not harm others



Supervisor's Evaluation - Mid-Term Report

Provisional Name: _____

Date: _____

Areas of Practice = Branch of Psychology + Professional Activities + Client Characteristics

Please indicate (by checking the appropriate box below) your branch of psychology. Please note that the area of practice declared in your supervision plan will be the area of practice in which your oral examination is based.
Complete a separate evaluation form for each branch of psychology declared.

- Educational/School
 Clinical/Counselling
 Forensic
 Neuropsychology
 Health
 Rehabilitation
 Industrial/Organizational

Please place a check mark in the appropriate box(es) below to indicate the professional activities you practiced in and the client population you worked with. This should match what was approved in your supervision plan.

Professional Activities							
Client Characteristics	Interventions (mandatory)	Formal Assessment	General Assessment	Research	Consultation	Supervision	Teaching
Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Couples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description of Client(s)							
Child/ Adolescent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each branch of psychology selected and through the final supervisor's evaluation, all candidates will be assessed on the following four competencies:

- 1) Interpersonal Relationships;
- 2) Assessment and Evaluation;
- 3) Intervention; and
- 4) Ethics and Standards



Evaluation of Competence

Key Rating Categories

NR Not ready to move to Standards for Supervision Form B
AR Almost ready to move to Standards for Supervision Form B
R Ready to move to Standards for Supervision Form B

Dimensions of the Candidate's Competence to Be Rated	Supervisor's Evaluation of Candidate's Current Level of Functioning (see key above)		
	NR	AR	R
Mandatory:			
Application for Ethical Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Relationship Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment & Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Preparation / Documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intervention Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health Professions Act & Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Code of Ethics for Psychologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAP Standards of Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAP Bylaws relevant to the practice of psychologists and provisional psychologists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAP guidelines and jurisprudence matters relevant to the provisional psychologist's areas of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As Applicable:			
Formal assessment (as a declared professional activity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consultation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandatory:			
Use of judgment in the application of the above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diligence in the application of the above	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on any specific areas that you have rated as not ready and provide a proposed remediation:



Both the supervisor and candidate should retain a copy of the signed work appraisal form.

This supervision appraisal has been reviewed with the candidate by the supervisor.

Provisional Name _____

Primary Supervisor's Signature

Provisional Signature

Secondary Supervisor's Signature

Date

Date

