**CPP COMPETENCY PRACTICUM ASSESSMENT: SUPERVISOR FORM**

**COUNSELING PRACTICUM**

**Counseling Psychology Program**

**University of Akron**

Trainee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Instructions:**

This form is designed to help supervisors provide feedback about the performance of trainees. The evaluation criteria are based on the minimal competencies expected by the American Psychological Association during practicum experiences. It is anticipated that this evaluation will be an interactive process. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments.

**Bases of evaluation (circle those used):**

Client Recordings Case Discussion Review of Progress Notes

Review of Test Protocols Leading Training Seminars Co-Leading Outreach

**Comparison group used for evaluation (Circle those used):**

## Pre-masters practicum students

## 1st year post-masters practicum students

## 2nd year post-masters practicum students

## Advanced/pre-internship practicum students

**Scale:**

1 = Unsatisfactory/Needs remediation 4= Exceeds expectations

2 = Some improvement needed 5= Area of expertise

3 = Meets expectations NA = Not applicable

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| Basic Work Requirements | 1 | 2 | 3 | 4 | 5 | N/A |
| Arrives on time consistently. |  |  |  |  |  |  |
| Informs supervisor and makes arrangements for absences. |  |  |  |  |  |  |
| Completes required total number of hours or days on site. |  |  |  |  |  |  |
| Is responsive to norms about clothing, language, etc., on site. |  |  |  |  |  |  |

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| Relationship/Interpersonal Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to take a respectful, helpful professional approach to patients/clients/families. |  |  |  |  |  |  |
| Ability to form a working alliance with a variety of clients. |  |  |  |  |  |  |
| Ability to deal with conflict, negotiate differences. |  |  |  |  |  |  |
| Ability to understand and maintain appropriate professional boundaries. |  |  |  |  |  |  |
| Ability to work collegially with fellow professionals. |  |  |  |  |  |  |
| Ability to support others and their work and to gain support for one’s own work. |  |  |  |  |  |  |
| Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers. |  |  |  |  |  |  |
| Ability to work collaboratively with the supervisor. |  |  |  |  |  |  |
| Ability to articulate own training needs. |  |  |  |  |  |  |
| Ability to prepare for supervision. |  |  |  |  |  |  |
| Ability/willingness to accept supervisory input, including direction. |  |  |  |  |  |  |
| Ability to follow through on recommendations. |  |  |  |  |  |  |
| Ability to negotiate needs for autonomy from and dependency on supervisors. |  |  |  |  |  |  |
| Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary. |  |  |  |  |  |  |
| Ability to be respectful of support staff roles and persons. |  |  |  |  |  |  |
| Ability to participate fully in team’s work. |  |  |  |  |  |  |
| Ability to understand and observe team’s operating procedures. |  |  |  |  |  |  |
| Ability to communicate professionally and work collaboratively with community professionals. |  |  |  |  |  |  |
| Ability to understand and observe agency’s operating procedures. |  |  |  |  |  |  |
| **Relationship/Interpersonal Skills, Contd.** | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to participate in furthering the work and mission of the practicum site. |  |  |  |  |  |  |
| Ability to contribute in ways that will enrich the site as a practicum experience for future students. |  |  |  |  |  |  |

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| Psychological Assessment Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to formulate and apply diagnoses using DSM-5; to understand the strengths and limitations of current diagnostic approaches. |  |  |  |  |  |  |
| Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups. |  |  |  |  |  |  |
| Ability to utilize systematic approaches to gathering data to inform clinical decision making. |  |  |  |  |  |  |
| Knowledge of psychometric issues and bases of assessment methods. |  |  |  |  |  |  |
| Knowledge of issues related to integration of different data sources. |  |  |  |  |  |  |
| Ability to integrate assessment data from different sources for diagnostic purposes. |  |  |  |  |  |  |
| Capacity for effective use of supervision to implement and enhance assessment skills. |  |  |  |  |  |  |

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| Intervention Skills | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to formulate and conceptualize cases; generate working hypotheses about client issues within the first few sessions. |  |  |  |  |  |  |
| Demonstrates empathic understanding of clients. |  |  |  |  |  |  |
| Attends to client emotion, thoughts, and behavior. |  |  |  |  |  |  |
| Uses self as a therapeutic tool. |  |  |  |  |  |  |
| Ability to plan treatments and realistic treatment goals; structures the course of therapy and individual sessions. |  |  |  |  |  |  |
| Re-evaluates and modifies treatment plan, goals, etc., if necessary based on additional information. |  |  |  |  |  |  |
| Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions, career counseling, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site. |  |  |  |  |  |  |
| Knowledge regarding psychotherapy theory, research and practice. |  |  |  |  |  |  |
| Knowledge regarding the concept of empirically supported practice methods and relationships. |  |  |  |  |  |  |
| Knowledge regarding specific empirically supported treatment methods and activities. |  |  |  |  |  |  |
| Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships). |  |  |  |  |  |  |
| Assessment of treatment progress and outcome. |  |  |  |  |  |  |
| Linking concepts of therapeutic process and change to intervention strategies and tactics. |  |  |  |  |  |  |
| Effective use of supervision to implement and enhance skills. |  |  |  |  |  |  |
| Demonstrates effective termination skills. |  |  |  |  |  |  |
| Considers audience needs and demographics when developing outreach programs. |  |  |  |  |  |  |
| Effectively uses a variety of outreach materials, techniques, and methods. |  |  |  |  |  |  |

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| Consultation Skills/ Interprofessional Collaborations | 1 | 2 | 3 | 4 | 5 | N/A |
| Knowledge of the unique patient care roles of other professionals. |  |  |  |  |  |  |
| Understanding of the consultant’s role as an information provider to another professional who will ultimately be the patient care decision maker. |  |  |  |  |  |  |
| Ability to choose an appropriate means of assessment to answer referral questions. |  |  |  |  |  |  |
| Ability to implement a systematic approach to data collection in a consultative role. |  |  |  |  |  |  |
| Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals. |  |  |  |  |  |  |

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| Diversity: Individual and Cultural Differences | 1 | 2 | 3 | 4 | 5 | N/A |
| Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations, sociopolitical history and context of various groups) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world, exploration of own biases and stereotypes). |  |  |  |  |  |  |
| Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations). |  |  |  |  |  |  |
| Ability to work effectively with diverse others in assessment, treatment and consultation. |  |  |  |  |  |  |
| Actively engages in exploration of own biases and stereotypes. |  |  |  |  |  |  |

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| Ethics | 1 | 2 | 3 | 4 | 5 | N/A |
| Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology. |  |  |  |  |  |  |
| Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting. |  |  |  |  |  |  |
| Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting. |  |  |  |  |  |  |
| Seek appropriate information and consultation when faced with ethical issues. |  |  |  |  |  |  |
| Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student). |  |  |  |  |  |  |
| Evidence of commitment to ethical practice. |  |  |  |  |  |  |

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| Practical Skills to Maintain Effective Clinical Practice | 1 | 2 | 3 | 4 | 5 | N/A |
| Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments. |  |  |  |  |  |  |
| Developing an organized, disciplined approach to writing and maintaining notes and records; notes and reports are descriptive and well written. |  |  |  |  |  |  |
| Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc. |  |  |  |  |  |  |
| Self-identifies personal distress, particularly as it relates to clinical work. |  |  |  |  |  |  |
| Seeks and uses resources that support healthy functioning when experiencing personal distress (e.g. uses available resources when appropriate). |  |  |  |  |  |  |
| Organizing one’s day, including time for notes and records, rest and recovery etc. |  |  |  |  |  |  |

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| Professional Development | 1 | 2 | 3 | 4 | 5 | N/A |
| Demonstrates critical thinking and analysis with regard to professional development. |  |  |  |  |  |  |
| Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources). |  |  |  |  |  |  |
| Responsibility and accountability relative to one’s level of training, and seeking consultation when needed. |  |  |  |  |  |  |
| Practices time management. |  |  |  |  |  |  |
| Develops self- awareness, understanding, and reflection. |  |  |  |  |  |  |
| Practices self-care. |  |  |  |  |  |  |
| Explores personal issues relevant to therapy work and professional development. |  |  |  |  |  |  |
| Awareness of personal identity (e.g., relative to individual and cultural differences). |  |  |  |  |  |  |
| Awareness of one’s own beliefs and values as they relate to and impact professional practice and activity. |  |  |  |  |  |  |
| Social intelligence; ability to interact collaboratively and respectfully with other colleagues. |  |  |  |  |  |  |
| Willingness to acknowledge and correct errors. |  |  |  |  |  |  |
| Creates and conducts an effective presentation. |  |  |  |  |  |  |
| Knows the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills. |  |  |  |  |  |  |
| Uses supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors). |  |  |  |  |  |  |

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## General Comments

Overall, what would you identify as this trainee's strong points?

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What would you identify as areas in which this trainee could improve?

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I performed a **live observation** (select one: by sitting in on the session/ by observing it through

the recording system) on this trainee’s work this semester on (insert date(s))\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or check here \_\_\_\_\_\_if live supervision was incorporated into a majority of supervision sessions (e.g. watch tape at all or most supervision sessions).

Supervisor's Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trainee Comments:

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Trainee's Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adapted 8.22.19