

**Default Question Block**

**Note that the evaluation will be sent to the student immediately so you may want to wait to submit the survey until after you have met with the student to provide verbal feedback.**

Date of evaluation

**Name of Student:**

**Name of Supervisor Conducting Evaluation:**

*Please indicate your credentials (e.g., Ph.D. ABPP) and licensure number with your name (i.e., Super Supervisor, Ph.D. MI license #555).*

Practicum Placement (include site and rotation if applicable)

**Supervisor's Email Address (you will be sent a copy of this evaluation):**

**Email Address of Trainee (they will be sent a copy of this evaluation):**

**EMU Student's Program Type:**

*If you are not sure, please ask the student. The accuracy of this entry is important to ensure your evaluation is routed to the correct program during student reviews.*

- Clinical PhD
- Clinical-Behavioral MS
- General Clinical MS

**Semester Under Evaluation:**

- Fall (September - December)
- Winter (January - April)
- Summer (May - August)

Year

Evaluation type (please select one):

- Internal (EMU Psychology Clinic)
- External Mid-Year (250 Hours for PSY 683)
- External End Year (500 Hours for PSY 684)
- Advanced External (Doctoral student completing additional external practicum)

Accreditation requires at least a portion of the doctoral student's evaluation be based on direct observation (i.e., live or video-audio recording) during EACH evaluation period. Please indicate:

- a. how you directly observed the student
- b. how much (e.g., number of sessions) and
- c. types of sessions (e.g., assessment and/or therapy)

you observed during this evaluation period. For terminal MS students, you can indicate NA.

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain I. Assessment

A. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; administer and score psychological measures in accordance with test protocols; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective, and taking into account factors that affect or invalidate administration and scoring.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences including limitations of assessment instruments and potential bias in use with diverse groups as well as appropriately identify impairments and potential diagnoses.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Conduct effective clinical interviews that demonstrates knowledge of psychopathology, involves an accurate diagnosis based on assessment information, and incorporates a comprehensive understanding of the presenting issues.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Assess and effectively manage risk of harm; identify, and assess the nature of risk; consult with supervisor when risk is assessed as moderate or high; implement effective and appropriate risk management measures; and engage and/or transfer care to appropriate services to maximize safety.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## F. Overall Assessment Rating

Significantly below  
expectationSlightly below  
expectation

Meets expectation

Slightly above  
expectationSignificantly above  
expectation

NA

Comments regarding development of assessment competencies

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain II. Intervention

A. Establish and maintain effective relationships with the recipients of psychological services utilizing empathetic listening, framing problems, etc.

Significantly below  
expectationSlightly below  
expectation

Meets expectation

Slightly above  
expectationSignificantly above  
expectation

NA

B. Knowledge of interventions including the scientific, theoretical, empirical, and contextual bases of intervention, including theory, research, and practice.

Significantly below  
expectationSlightly below  
expectation

Meets expectation

Slightly above  
expectationSignificantly above  
expectation

NA

C. Develop evidence-based intervention plans specific to the service delivery goals and case conceptualization.

Significantly below  
expectationSlightly below  
expectation

Meets expectation

Slightly above  
expectationSignificantly above  
expectation

NA

D. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Demonstrate the ability to apply the relevant research literature to clinical decision making.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H. Overall Intervention Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of intervention competencies

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

### Domain III. Research

A. Utilize empirical literature for assessments and interventions including considering empirical data regarding psychometrics for assessments and evidence-based interventions and select appropriate intervention based on published empirical evidence and diversity characteristics of service recipient.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Contribute to ongoing research studies (if applicable) including making significant contributions and following through with research commitments.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Overall Research Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of research competencies

**INSTRUCTIONS:** The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

### Domain IV. Ethical and Legal Standards

A. Knowledgeable of and acts in accordance with the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting; and relevant professional standards and guidelines.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Conduct self in an ethical manner in all professional activities and consistent with work involving diverse service recipients.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Institute procedures to protect privacy and confidentiality, explain limits of confidentiality, and identify own professional limitations and refer to another professional when appropriate.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Overall Ethical and Legal Standards Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of ethical and legal standards competencies

**INSTRUCTIONS:** The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain V. Individual and Cultural Diversity

A. Demonstrate understanding of their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Overall Individual and Cultural Diversity Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of individual and cultural diversity competencies



INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

### Domain VI. Professional Values and Attitudes

A. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others including respectful of support staff and diverse service recipients; collegial with peers; maintains appropriate professional boundaries; and manages conflict/disagreement with supervisors, peers, and staff.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Respond professionally in increasingly complex situations with a greater degree of independence.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Completion of professional tasks (e.g., timely paperwork, keeping appointments, collecting fees, etc.).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Overall Professional Values and Attitudes Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of professional values and attitudes competencies

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain VII. Communication and Interpersonal Skills

A. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Demonstrate effective interpersonal skills and the ability to manage difficult communication well including use of core communication skills (e.g., engages in active listening, uses empathetic language, responds to nonverbal cues and behaviors, and uses language appropriate to service recipients age and level of understanding).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Communicate effectively with service recipients from diverse backgrounds.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Overall Communication and Interpersonal Skills Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of communication and interpersonal skills competencies

**INSTRUCTIONS:** The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain VIII. Supervision

A. Value guidance, learning, and reflection through the professional supervision process including regularly participates in supervision, engages in reflection of limitations, recognizes and accepts supervisor's input and authority.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Awareness of factors affecting quality including the impact of diversity on all professional settings and supervision participants including self as defined by APA policy.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Seeks assistance for high risk situations or when challenged by complex or difficult circumstances including work with diverse individuals.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Overall Supervision Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of supervision competencies

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain IX. Consultation and Interprofessional/Interdisciplinary Skills

A. Demonstrate knowledge and respect for the roles and perspectives of other professions.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Collaborate with other professionals for benefit of service recipient including analyzing relevant opinions and integrating them into assessment and intervention where appropriate and incorporating information related to diversity.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Functions effectively in multidisciplinary and interdisciplinary contexts.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Respectful and productive relationships with individuals from other professions.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Identifies one's role as a consultant, addresses referral question, and appropriate applies consultation methods.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Overall Consultation and Interprofessional/Interdisciplinary Skills Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of consultation and interprofessional/interdisciplinary skills competencies

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain X. Management-Administration

A. Participates in management of direct delivery of professional services and responds appropriately to management hierarchy.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Knowledge of and ability to function within professional settings and organizations, including compliance with policies and procedures.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Recognition of own role in creating policy, participation in system change, and management structure.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of the organization.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Overall Management-Administration rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of management-administration competencies

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

## Domain XI. Advocacy

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

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Promotes change to enhance the functioning of individuals.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Overall Advocacy rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments regarding development of advocacy competencies

## Domain XII. Program-Specific Competencies

A. Create and conduct effective case presentation incorporating assessment, intervention, and service recipient diversity information as appropriate.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Display effective teaching skills including explains psychological concepts to junior students or professionals from other disciplines if available.

Significantly below expectation

Slightly below expectation

Meets expectation

Slightly above expectation

Significantly above expectation

NA

Comments regarding development of program-specific competencies

If you would like to provide additional feedback regarding this trainee, please enter it below.



