

1. Evaluation - PD

Dear Supervisor,

Thank you for completing our new online student evaluation form. We have made an effort to significantly streamline the evaluation. In turn, please be sure to complete all questions and fill in the required text boxes – without sufficient detail, we are unable to provide students with feedback that facilitates their growth.

As you complete the ratings below, please compare the student to other trainees at an equivalent level of training. The minimal level for competency is satisfactory.

* 1. Name of Ferkauf student:

* 2. Please indicate the semester and year your evaluation refers to:

* 3. Name of Supervisor:

* 4. Supervisor's email address

* 5. Highest degree of Supervisor

* 6. Credentials of Supervisor (e.g. NY license)

* 7. License Number:

* 8. Externship Site:

* 9. Type of setting (e.g., medical center, community mental health center)

- Community Mental Health Center
- Health Maintenance Organization
- Medical Center
- Military Medical Center
- Private General Hospital
- General Hospital
- Veterans Affairs Medical Center
- Private Psychiatric Hospital
- State/County Hospital
- Correctional Facility
- School District/System
- University Counseling Center
- Medical School
- Consortium
- Other (e.g., consulting), please specify

Other (please specify)

10. Types of services provided (e.g., intervention, assessment, consultation)

- Administration
- Assessment
- Consultation
- Psychotherapy
- Research
- Supervision
- Teaching
- Other (e.g., community-based intervention), please specify

Other (please specify)

* 11. Type of clients served at externship site (e.g. children, adolescents, adults)

* 12. How did you supervise the extern's work?

- Student Report
- Audio Tape
- Video Tape
- Direct Observation
- Review of Progress Notes

Other (please specify)

13. Scientific General and Clinical Psychology- Students must demonstrate graduate-level knowledge of biological, social, cognitive and affective bases of behavior, human development, as well as history and systems of psychology. Students demonstrate a graduate-level knowledge of the foundation of clinical psychology including the full range of human psychopathology, concepts of psychotherapy, and theoretical foundations of clinical psychology.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

14. Scientific General and Clinical Psychology- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Inadequate knowledge of biological, social and affective bases of behavior
- Inadequate knowledge of history and systems of psychology
- Inadequate knowledge of psychopathology, concepts of psychotherapy and theoretical foundations of clinical psychology
- Other (please specify)

15. Research- Student exhibits knowledge of the research literature regarding theory and evaluation of assessment and treatment.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

16. Research- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Inadequate knowledge of theory
- Inadequate knowledge of the evidence based practice of psychology
- Inadequate ability to evaluate research within the context of clinical work
- Inadequate ability to query the research literature to inform clinical work
- Other (please specify)

17. Ethical and Legal Standards- Student demonstrates understanding and adherence to the moral, ethical, and legal standards that are set by your organization and by the field of psychology. This includes, but is not limited to, maintaining client confidentiality, documenting clinical work in a complete and timely manner, knowledge of ethical/legal codes, standards and guidelines, and following all mandated reporting policies.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

18. Ethical and Legal Standards- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Poor awareness of ethical standards
- Lack of knowledge about mandated reporter rules
- Failure to protect patient confidentiality
- Other unethical behavior (be sure to describe below)
- Other (please specify)

19. Individual and Cultural Diversity- student exhibits knowledge, sensitivity, and commitment to issues of multiculturalism and diversity as related to clients, research participants, peers, supervisors, and other colleagues. This includes, but is not limited to, issues related to age, race/ethnicity, gender, socioeconomic status, sexual orientation, disability, religion, and national origin.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

20. Individual and Cultural Diversity- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Poor awareness of issues related to diversity and/or multiculturalism
- Insensitive behavior
- Failure to consider diversity/multicultural issues as they relate to clinical work
- Other (please specify)

21. Professional Values, Attitudes and Behaviors- Student is respectful of peers, supervisors, staff, and clients. S/he demonstrates honesty, integrity, commitment maturity in judgment.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

22. Professional Values, Attitudes and Behaviors- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Dishonest behavior
- Disrespectful behavior
- Failure to meet expectations for professionalism
- Failure to meet requirements of the position
- Other (please specify)

23. Communication and Interpersonal Skills- Student interacts effectively with the people s/he encounters through his/her role, including, but not limited to, supervisors, staff, peers, and clients. In particular, with clinical work, students are able to form working alliances with clients, understand appropriate boundaries and show the ability to deal with conflict and negotiate differences. The student is an effective communicator, both in responding to others' requests and in communicating his/her needs. Additionally, the student is an active listener and responds to others in a timely and respectful fashion.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

24. Communication and Interpersonal Skills- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Problems with assertiveness
- Failure to develop rapport with clients
- Poor e-mail communication
- Failure to address important issues
- Poor listening and follow-through
- Other (please specify)

25. Assessment- Student demonstrates (as appropriate) proficiency in clinical interviewing, mental status examination, diagnostic, intellectual and personality assessment, integration of a variety of assessment measures, and report writing. Furthermore, student is able to efficiently query the literature in order to use evidence based methods for the process of assessment.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

26. Assessment- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Poor diagnostic skills
- Inability to select appropriate assessment tools
- Inability to administer assessments appropriately
- Failure to interpret assessment results accurately
- Inadequate report writing skills
- Other (please specify)

27. Intervention- Student demonstrates mastery of (as appropriate for program year) theories of intervention and demonstrates the ability to apply interventions effectively. In addition, student is able to effectively integrate clinical research into their work and follows the evidence-based practice of psychology. Students should have an understanding of the therapy model and therapeutic process and have knowledge of, and sensitivity to, clients' dynamics. If the student provides group/family/couples work, he/she is able to understand and facilitate group processes and work collaboratively with a co-therapist.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

28. Intervention- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Lack of knowledge about theories of intervention
- Inability to administer interventions effectively
- Lack of flexibility; failure to respond to client needs
- Other (please specify)

29. Supervision- Student engages effectively in the supervision process in order to achieve the maximum benefit. This includes, but is not limited to, being prepared for supervision, being open and nondefensive, and respecting supervisors and their guidance. Additionally, if/when the student has the opportunity to participate in group supervision and/or to directly supervise less advanced students, s/he is expected to be prepared, to treat others with respect, to be nonjudgmental, and to listen to others' perspectives. The student should be self-reflective and identify arenas within to work out personal issues and reactions that could potentially impact on one's own professional work.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

30. Supervision- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Not prepared for supervision
- Defensive
- Failure to follow instructions
- Disrespectful
- Closed minded
- Other (please specify)

31. Consultation and interprofessional/interdisciplinary skills-

Student acquires knowledge of, and exposure to, different roles such as consultant, educator, supervisor and manager. S/he seeks out, and provides, consultation in a timely way as indicated.

- Not Applicable
- Incompetent/ Unsatisfactory
- Satisfactory/ At expected level
- Good/ Top 25% of supervisees
- Excellent/ Top 10% of supervisees

32. Consultation- If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Does not seek consultation as needed
- Does not provide consultation in a timely, appropriate way
- Other (please specify)

33. Theory: Student understands the centrality of unconscious motivation and the centrality of transference/countertransference dynamics in the therapeutic dyad

- Not Applicable
- Incompetent / Unsatisfactory
- Satisfactory / At expected level
- Good / Top 25% of supervisees
- Excellent / Top 10% of supervisees

34. Theory: If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Does not have an understanding of the psychodynamic model
- Is not able to conceptualize a case using central psychodynamic concepts such as unconscious motivation and transference/countertransference phenomena
- Does not understand the centrality of conflict in motivations
- Does not understand the use of inquiry and exploration
- Other (please specify)

35. Practical skills: The student demonstrated proficiency in psychodynamic interventions as appropriate to supervisor's orientation within psychodynamic theories.

- Not Applicable
- Incompetent / Unsatisfactory
- Satisfactory / At expected level
- Good / Top 25% of supervisees
- Excellent / Top 10% of supervisees

36. Practical skills: If rated less than satisfactory, please check off the box(es) below indicating areas in need of improvement and describe the nature of the observed problems in the space provided.

- Does not use transference/countertransference interpretations in a timely and appropriate way
- Is not able to explore sufficiently before closing down with an intervention
- Does not demonstrate proficiency in staying close to the affect and psychic space of the patient
- Talks about feelings rather than increasing experience of affect for patients for whom this is appropriate (the allusion is to trauma patients for whom decreasing affect may be useful)
- Other (please specify)

37. If there are other comments or concerns that you have not detailed above, please let us know here:

38. We are also eager to hear about our students' strengths! Please use the space below to let us know about areas in which your supervisee is excelling.