

<p>McGill University Counselling Psychology EDPC 783: Doctoral Field Experience Trainee Evaluation Form</p>
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Student: _____

Supervisor: _____

Director of Practicum Training Site: _____

Practicum Training Site: _____

Dates of Training FROM: _____ **TO:** _____

This is a(n): *Interim Evaluation* *Final Evaluation*

Hours of Training

Please indicate the nature and the extent (i.e., hours) of training experiences provided below. The trainee is expected to complete weekly logs of hours for every activity listed and to submit these to the site supervisor for his/her initials. For the mid-point evaluation, please calculate the hours to date. For the final evaluation, please indicate the total hours from the beginning to the end of the doctoral practicum at this site.

Domains of Training

In completing the evaluation grids below, please rate this trainee's abilities ***compared to other trainees at a similar level of training***. Indicate your evaluations in the areas of *Relationship and Interpersonal Skills, Ethical Issues and Professional Conduct, Psychological Assessment Skills, Intervention Skills, Consultation Skills, Skills in Application of Research, and Supervision*.

- 1.....Deficient:** Functions at a level substantially below that of trainees at this year level. Performance is deficient and unsatisfactory. Remedial action is required.
- 2.....Needs improvement:** Functions at a level somewhat below that expected of trainees at this year level. Closer supervision is required.
- 3.....Good:** Functions at a level appropriate to the year of training.
- 4.....Very Good:** Functions at a level above that expected of trainees at this year level.
- 5.....Excellent:** Functions at a superior level relative to other trainees at this level.
- N/A.....Not Applicable**

Successful Completion: Students are required to have a minimum score of 3 in all categories to successfully complete the practicum requirements and earn a passing grade for the course.

Training experiences for the time period ending: _____.

Direct client contact¹

Individual adult therapy cases _____ total hours

Individual child/adolescent therapy cases _____ total hours

Couple and family therapy cases _____ total hours

Group therapy leadership _____ total hours

Assessment (Adults) _____ total hours

Assessment (Child/Adolescents) _____ total hours

Consultation _____ total hours

Indirect client contact

Observation of individual therapy _____ total hours

Observation of child/adolescent therapy _____ total hours

Observation of family therapy _____ total hours

Observation of group therapy _____ total hours

Observation of assessments _____ total hours

Supervision

Individual Supervision² _____ total hours

Group Supervision _____ total hours

Activities to support practice³ _____ total hours

¹ Direct contact: a training activity (usually face to face) where students intervene with a client and/or any significant member of the client's system (e.g.: teacher, parent, executive/manager) directly linked with the provision of psychological services.

² Individual supervision: activities where the supervisor observes the student deliver a service, reviews an audio/video taped session of service delivery with the student, or where the student presents an ongoing case for discussion and review.

³ As per the Excel Tracking Log - Activities to support practice.

Relationship & Interpersonal Skills					
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
1. With clients:					
a. Ability to take a respectful, professional approach with clients.	1	2	3	4	5 N/A
b. Ability to form a working alliance with clients including those with different cultural backgrounds.	1	2	3	4	5 N/A
c. Ability to deal with conflict, negotiate differences.	1	2	3	4	5 N/A
d. Ability to understand and maintain appropriate professional boundaries.	1	2	3	4	5 N/A
e. Knowledge about the nature and impact of diversity in different clinical situations.	1	2	3	4	5 N/A
2. With colleagues:					
a. Ability to work collegially with fellow professionals including those of different backgrounds from that of the trainee.	1	2	3	4	5 N/A
b. Ability to work effectively with diverse others in assessment, treatment and consultation.	1	2	3	4	5 N/A
3. With supervisors:					
a. Ability to work collaboratively with the supervisor.	1	2	3	4	5 N/A
b. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision.	1	2	3	4	5 N/A
4. With support staff :					
a. Respectful of support staff roles and individuals	1	2	3	4	5 N/A
5. With teams at clinic:					
a. Ability to participate fully in team's work.	1	2	3	4	5 N/A
b. Ability to understand and observe team's operating procedures.	1	2	3	4	5 N/A
6. With community professionals:					
a. Ability to communicate professionally and work collaboratively with community professionals.	1	2	3	4	5 N/A
7. With the practicum site:					
a. Ability to understand and observe agency's operating procedures.	1	2	3	4	5 N/A
b. Ability to participate in furthering the work and mission of the practicum site.	1	2	3	4	5 N/A

8. Self Knowledge						
a. Aware of personal values, motives, biases.	1	2	3	4	5	N/A
b. Aware of impact on others (clients/colleagues/supervisors)	1	2	3	4	5	N/A
Overall Relationship/Interpersonal Skills	1	2	3	4	5	N/A

Ethical Issues and Professional Conduct						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
1. Observes OPQ Ethical Code of Conduct.	1	2	3	4	5	N/A
2. Observes practicum site rules and regulations.	1	2	3	4	5	N/A
3. Observes pertinent Quebec laws.	1	2	3	4	5	N/A
4. Identifies ethical issues.	1	2	3	4	5	N/A
5. Seeks appropriate information and consultation when faced with ethical issues.	1	2	3	4	5	N/A
6. Timeliness (e.g., notes, reports, meetings and appointments).	1	2	3	4	5	N/A
7. Successfully manages fees and payments.	1	2	3	4	5	N/A
8. Presentation of case material in an organized manner.	1	2	3	4	5	N/A
9. Protects and maintains confidentiality of case materials.	1	2	3	4	5	N/A
10. Monitors own professional behavior and provides unimpaired psychological services.	1	2	3	4	5	N/A
11. Uses resources that support healthy functioning when experiencing personal distress.	1	2	3	4	5	N/A
12. Maintains working rapport with colleagues/other professionals in case conferences, team meetings etc.	1	2	3	4	5	N/A
Overall Ethical Issues and Professional Development	1	2	3	4	5	N/A

Psychological Assessment						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
1. Ability to utilize systematic approaches to gathering data to inform clinical decision making.	1	2	3	4	5	N/A
2. Knowledge of psychometric issues and assessment methods.	1	2	3	4	5	N/A
3. Ability to integrate assessment data from different sources for diagnostic purposes.	1	2	3	4	5	N/A
4. Ability to formulate the case including diagnosis, risk assessment, and identification of behavioral targets for change.	1	2	3	4	5	N/A

5. Ability to clarify referral questions.	1	2	3	4	5	N/A
6. Ability to develop appropriate assessment strategy.	1	2	3	4	5	N/A
7. Ability to develop appropriate treatment recommendations and/or follow-up.	1	2	3	4	5	N/A
8. Ability to communicate assessment results to patients and other professionals.	1	2	3	4	5	N/A
9. Ability to integrate understandings of gender, ethnicity, sexual orientation or other diversity issues into assessment.	1	2	3	4	5	N/A
Overall Psychological Assessment Skills	1	2	3	4	5	N/A

Intervention Skills						
	1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent	
1. Ability to manage general issues with the therapeutic relationship (i.e. limit-setting, missed appointments, termination, etc.).	1	2	3	4	5	N/A
2. Ability to formulate a therapeutic plan and goals (based on both a case assessment and a conceptual model of intervention).	1	2	3	4	5	N/A
3. Ability to develop and implement specific empirically-supported treatment methods.	1	2	3	4	5	N/A
4. Ability to effectively communicate skills that promote a therapeutic alliance, patient disclosure, and active problem exploration.	1	2	3	4	5	N/A
5. Ability to evaluate treatment efficacy/outcomes on an ongoing basis.	1	2	3	4	5	N/A
6. Demonstrates an understanding of how gender, ethnic, cultural, and sexual orientation factors may influence interventions and takes these factors into account.	1	2	3	4	5	N/A
7. Reviews and, when appropriate, modifies the therapeutic plan on the basis of an ongoing case assessment.	1	2	3	4	5	N/A
8. Recognizes therapeutic complications and instances of personal values, emotions or biases that may impair professional objectivity and conduct.	1	2	3	4	5	N/A
9. Ability to identify when and how collateral interventions, including family involvement, are indicated.	1	2	3	4	5	N/A
10. Ability to formulate suitable termination recommendations.	1	2	3	4	5	N/A
11. Ability to provide clear, well-integrated, timely, and concise progress notes, countersigned by supervisors.	1	2	3	4	5	N/A

12. Reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5	N/A
13. Ability to accurately assess crisis situations including suicidality, violence potential, and the gravely disabled	1	2	3	4	5	N/A
14. Develops responsible plans for intervening in crisis situations including, for example, therapy referral, behavioral contracting, and voluntary and involuntary hospitalization	1	2	3	4	5	N/A
15. Uses good professional judgment and knowledge of how to access community resources such as child or elder protective services	1	2	3	4	5	N/A
Overall Psychotherapy/Behavior Change Skills	1	2	3	4	5	N/A

Consultation Skills						
1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent						
1. Knowledge of the roles of other professionals.	1	2	3	4	5	N/A
2. Ability to effectively relate to other professionals in accordance with their unique patient care roles.	1	2	3	4	5	N/A
3. Ability to clarify consultation questions in relation to the particular needs, responsibilities and problems of the consultee.	1	2	3	4	5	N/A
4. Ability to choose an appropriate means of assessment to answer referral questions.	1	2	3	4	5	N/A
5. Ability to implement a systematic approach to data collection in a consultative role.	1	2	3	4	5	N/A
6. Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals.	1	2	3	4	5	N/A
Overall Consultation Skills	1	2	3	4	5	N/A

Skills in Application of Research						
1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent						
1. Understands and applies theory and research knowledge related to practice in the setting.	1	2	3	4	5	N/A
Overall Skills in Application of Research	1	2	3	4	5	N/A

Supervision						
1. Deficient	2. Needs Improvement	3. Good	4. Very Good	5. Excellent		
1. Ensures that no clinical services are delivered without the oversight of a qualified supervisor.	1	2	3	4	5	N/A
2. Attends supervisory sessions regularly and punctually.	1	2	3	4	5	N/A
3. Demonstrates professional work habits (e.g., duty hours, personal appearance, etc.).	1	2	3	4	5	N/A
4. Maintains working rapport with supervisor(s).	1	2	3	4	5	N/A
5. Accurately reports clinical activities to supervisor(s).	1	2	3	4	5	N/A
6. Accepts supervisory input regarding performance.	1	2	3	4	5	N/A
7. Incorporates supervisory directives in service delivery.	1	2	3	4	5	N/A
8. Is aware of when to seek additional supervision or referral.	1	2	3	4	5	N/A
9. Demonstrates emotional adjustment and maturity.	1	2	3	4	5	N/A
10. Is well-prepared for supervision.	1	2	3	4	5	N/A
Overall Use of Supervision	1	2	3	4	5	N/A

Global Evaluation of Trainee

STRENGTHS:

NEEDS:

RECOMMENDATIONS FOR FUTURE TRAINING:

(Signature of supervisor*)

(Date)

(Signature of student**)

(Date)

*Supervisor signature indicates that feedback on clinical performance to date has been given to the trainee. Once completed and signed, please provide copies of this evaluation to the student.

**Trainee signature indicates only that the feedback was given. Trainees who do not agree with the feedback may contest the evaluation by speaking to the McGill Practicum Supervisor who will contact the site and set up a meeting in discuss and resolve evaluation issues.

Send the evaluation with original signatures to:

Dr. Jack De Stefano
Doctoral Practicum Supervisor, McGill University