

**QUEEN'S UNIVERSITY DEPARTMENT OF PSYCHOLOGY
CLINICAL PRACTICUM EVALUATION FORM**

Trainee:

Term:

Supervisor:

Year:

Training Site:

Current Practicum

- Psyc 838 Introductory Clinical Practica*
- Psyc 839 Introductory Clinical Practica*
- Psyc 989 Advanced Clinical Practica*
- Psyc 990 Advanced Clinical Practica*
- Psyc 991 Advanced Clinical Practica*
- Psyc 992 Advanced Clinical Practica*

Total Number of:

- Assessment cases seen:
- Clients treated individually:
- Clients treated in groups:
- Client age range:

Date of Initial Goal Setting:

Date of Informal Progress Review (recommended 6-8 weeks into placement):

Date of Mid-Point Evaluation (required for 2 term placements):

Date of Final Evaluation:

Goals Identified for Practicum:	Achieved?

Practicum Hours

Activity	Hours
Total hours of direct service (assessment)	
Total hours of direct service (intervention)	
Total hours of direct service (other)	
Total hours of indirect service (assessment)	
Total hours of indirect service (intervention)	
Total hours of indirect service (other)	
Total hours of individual, face-to-face supervision	
Total hours of other supervision	
TOTAL PRACTICUM HOURS	

This evaluation form serves two purposes: (i) Through the use of competency-based anchors, supervisors and trainees can come to a common understanding of trainees' performance and specifically target the skills needed to achieve the desired competency level within an area of practice within a specified time frame (i.e. midpoint and final evaluation). (ii) Through the written commentary, trainees are provided with an overall evaluation of their performance during the training period covered by the evaluation. This evaluation is based on the competency based evaluation used at The Ottawa Hospital (shared by Dr. Kerri Ritchie, Director of Training, 2015)

Instructions:

Foundational competencies are the knowledge, skills, attitudes, and values that serve as the foundation for the functions a psychologist is expected to carry out.

- | | | | |
|--|--|---|--|
| 1. Professionalism
A. Integrity and Ethical Conduct
B. Department | 2. Self Assessment
A. Reflective Practice
B. Individual Diversity and Context | 3. Relationships
A. Functioning in Interprofessional Contexts | 4. Scientific Knowledge
A. Scientific Mindedness |
|--|--|---|--|

Functional competencies are the functions or actions that a psychologist is expected to carry out.

- | | | | |
|---|---|---|---|
| 1. Assessment
A. Application of Methods & Diagnosis | 2. Intervention
A. Individual Intervention Skills
B. Intervention - Group /Couples' Therapy Skills | 3. Supervision
A. Participation in Supervision Process
B. Efficiency & Prioritization
C. Competence in the Provision of Supervision | 4. Research
A. Research Implementation & Plan |
|---|---|---|---|

Competencies are evaluated through behavioural anchor statements, which fall within five categories. **Trainees, however, may fall completely within one of these five categories or levels of competence, or they may evidence behaviours and actions that fall within more than one competency level:**

Advanced Skills: Skills and performance consistently meet the practice standards of the profession with minimal supervisory guidance and able to fully engage in self-reflective practice. Rating expected at the completion of post doctoral training or college registration year. However, it is possible that some interns and advanced practicum students will be functioning at this level within some of the competency areas.

High Intermediate: Competency attained in all but most complex cases; trainees demonstrate sophisticated and refined clinical skills. Supervisors provide overall management of trainees' activities; depth of supervision is based on clinical needs. Rating expected at the end of the Internship.

Intermediate Skills/Performance: Able to identify and meet professional standards but may need prompting, may not apply consistently, or may not understand nuance or complexity of issues. Most common rating during practicum and at the beginning of internship. Routine supervision of clinical activities has a focus on refining and expanding skills.

Novice Skills/Performance: Meets part of the standards, and/or requires supervisory guidance to identify and build the requisite skills to meet standards. Most common rating for junior practicum. However, it would not be uncommon for a senior practicum student or an intern learning a new area to be performing as a novice (e.g. couples' therapy, group).

Does not Meet Expectations: Intensive supervision required to attain acceptable level of competency. Implementation of an action plan with measurable objectives to guide the acquisition of requisite skills.

Please check the statement(s) that most closely reflect the trainee's behaviours during their experience with you. **Some of the categories may not be applicable to all aspects of training and these categories include a check box for N/A. Supervisors are asked to complete all other categories.**

For 1 term placements an informal progress review is recommended at mid-point, and a final evaluation is required at the end of the placement. For 2 term placements a mid-point evaluation is required after 1 term, and a final evaluation is required at the end of the placement.

Ratings of Does not Meet Expectations will warrant a meeting with the Director of the Psychology Clinic/Practicum Coordinator and/or Director of Clinical Training to discuss options regarding remediation plans, and continuation in the Clinical Program.

Please e-mail a copy of the evaluation to the Director of the Psychology Clinic/Practicum Coordinator and make a copy of the evaluation for the supervisor and the practicum student.

Trainees may fall completely within one of these five categories or levels of competence, or they may evidence behaviours and actions that fall within more than one competency level

FOUNDATIONAL COMPETENCIES: 2 SELF ASSESSMENT		
A. REFLECTIVE PRACTICE	MID	END
<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Demonstrates frequent congruence between own & others' assessment & seeks to resolve incongruities. ▪ Models self care, monitors & evaluates attitudes, values & beliefs towards diverse others. ▪ Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors, models self-care. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Recognizes impact of self on others: <ul style="list-style-type: none"> ▪ Describes how others experience him/her & identifies roles one might play within a group. ▪ Systematically & effectively reviews own professional performance with supervisors. ▪ Determines when response to client needs takes precedence over personal needs. ▪ Works with supervisor to monitor and identify early markers of fatigue and stress and takes action for self-care to ensure effective practice. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Supervisor occasionally needs to address the effect of stressors on professional functioning. ▪ Supervisor occasionally needs to address increasing insight with respect to how others experience him/her & identifies roles one might play within a group. ▪ Responsively utilizes supervision to enhance reflectivity. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ With supervisory support, demonstrates openness to consider own personal concerns and issues to recognize impact of self on others. ▪ Needs assistance and support to understand central role of self-care to effectively practice. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Intensive supervision is required, with considerable structure and incremental measurable objectives, to address the awareness of impact of self on others and reflecting upon self. ▪ Frequent supervision is required to address the effect of stressors on professional functioning. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Optional Comments:

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FOUNDATIONAL COMPETENCIES: 2 SELF ASSESSMENT		
B. INDIVIDUAL DIVERSITY AND CONTEXT	MID	END
<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Regularly and independently uses knowledge of the role of diversity in interactions to monitor and improve effectiveness as a professional. ▪ Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment. ▪ Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Critically evaluates feedback and initiates supervision regularly about diversity issues and contextual factors and puts this knowledge into practice. ▪ Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Articulates attitudes, values, and beliefs toward diverse others. ▪ Supervision needed to expand awareness and effective practice in relation to diversity issues. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Demonstrates knowledge, awareness and understanding of the way diversity and context shape interactions between and among individuals. ▪ Incorporation of diversity information and sensitivity in clinical practice is supported through supervisory guidance. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Demonstrates very limited knowledge, awareness and/or openness to the understanding of the way in which diversity and context shape interactions between and among individuals. ▪ Intensive supervision is required to properly address diversity in clinical practice and/or professional relations. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Optional Comments (description of client population may be appropriate here):

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FOUNDATIONAL COMPETENCIES: 3. RELATIONSHIPS		
A. FUNCTIONING IN A TEAM	MID	END
<input type="checkbox"/> N/A		
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Incorporates psychological information into overall team planning and implementation. ▪ Uses skills as a psychologist to facilitate team functioning, including consultation to team leaders regarding team functioning. ▪ Information to team is shared concisely and questions are consistently asked thoughtfully and appropriately. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Independently contributes to team/colleagues, such as: <ul style="list-style-type: none"> ▪ Communicating important information about clients. ▪ Being sensitive to the needs of other team members and responding appropriately. ▪ Occasional focus of supervision is to determine how best to communicate information or feedback or to process any challenging complex team issues. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Has developed an understanding of the team and the role of the psychologist. ▪ Supervision focus is on one or more of the following: <ul style="list-style-type: none"> ▪ Providing relevant information concisely and/or at appropriate times. ▪ Understanding complex or challenging interactions between team members. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Demonstrates ability to cooperate with others in task completion, but will often let others take lead even if knowledgeable about area. ▪ Supervision focuses on one or more of the following: <ul style="list-style-type: none"> ▪ Participating in team discussions. ▪ Making relevant, well stated contributions. ▪ Understanding the role and function of the psychologist and other team members. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Does not Meet Expectations: <ul style="list-style-type: none"> ▪ Despite supervision, has limited knowledge of and ability to display the skills that support effective team functioning, such as: <ul style="list-style-type: none"> ▪ Developing respect for the unique skills of other team members. ▪ Understanding the importance of Interprofessional/colleague communication in optimizing client care. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

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FOUNDATIONAL COMPETENCIES: 4. SCIENTIFIC KNOWLEDGE		
A. SCIENTIFIC MINDEDNESS	MID	END
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Independently assesses & applies scientific knowledge & skills appropriately & habitually to the solution of problems. ▪ Readily presents own work for the scrutiny of others. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Articulates, in supervision & case conference, support for issues derived from the literature. ▪ Formulates appropriate questions regarding case conceptualization. ▪ Generates hypotheses regarding own contribution to therapeutic process & outcome. ▪ Performs scientific critique of literature. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Needs some supervisory guidance to synthesize the information and conclusions that have been obtained from the literature. ▪ Generates hypotheses but is unsure or reticent to express their clinical judgment about the contribution to therapeutic process & outcome. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Aware of need for evidence to support assertions, but needs assistance to bring forward. ▪ Needs supervisory support/direction to perform scientific critique of literature and to connect this information to clinical practice. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Does not Meet Expectations: <ul style="list-style-type: none"> ▪ Has significant difficulty presenting own work for scrutiny of others i.e. taping sessions, receiving and incorporating feedback, and/or utilizing outcome measures. ▪ Minimizes the importance of research in clinical practice. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

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FUNCTIONAL COMPETENCIES: 2. INTERVENTION		
A. INDIVIDUAL INTERVENTION SKILLS	MID	END
<input type="checkbox"/> N/A		
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Consistently establishes quality relationships with a wide variety of clients. ▪ Independently and effectively implements a range of intervention strategies appropriate to practice setting and adapting to clients needs. ▪ Is able to concurrently monitor within session, shorter, and longer term treatment goals and is able to hone and/or alter treatment goals as needed. ▪ Understands and uses own emotional reactions to the client productively in the treatment. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Works collaboratively with client and smoothly facilitates timing and pacing of interventions. ▪ Sophisticated ability to develop a comprehensive treatment plan, including appropriate and realistic goals. ▪ Occasional supervision focuses on: <ul style="list-style-type: none"> ▪ Assessing responses to treatment and determining how best to address barriers in order to maximize progress. ▪ Timing and pacing of more complex interventions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Develops rapport with most clients. ▪ Applies specific interventions, which have empirical support. ▪ Is able to target initial therapeutic goals. ▪ Can identify own issues that impact therapeutic process. ▪ Supervision focuses on one or more of the following: <ul style="list-style-type: none"> ▪ Developing plans for sessions. ▪ Determining when to change plans to respond to client agenda. ▪ Maintaining focus in sessions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Articulates awareness of theoretical basis of intervention and some general strategies. ▪ Framework for therapy remains at a session by session level. ▪ Supervision focuses on one or more of the following: <ul style="list-style-type: none"> ▪ Planning interventions. ▪ Generating hypotheses / interpretations. ▪ Connecting session plans to treatment goals. ▪ Using client context to teach and reinforce skills/themes. ▪ Increasing ability to individualize treatment to individual client. ▪ Identifying own emotional reactions to the client. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Does not Meet Expectations: <ul style="list-style-type: none"> ▪ Has difficulty developing rapport with most clients. ▪ Intensive supervision, with measurable objectives, is required to maintain therapeutic alliance. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Optional Comments:

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FUNCTIONAL COMPETENCIES: 2. INTERVENTION		
B. GROUP <input type="checkbox"/> OR COUPLE'S THERAPY <input type="checkbox"/> SKILLS	MID	END
<input type="checkbox"/> N/A		
Advanced Skills/Performance <ul style="list-style-type: none"> ▪ Attends to member (partner) participation, completion of therapeutic assignments, group (couple's) communication, safety and confidentiality. ▪ Builds cohesiveness while dealing with complications. ▪ Aware of areas of strengths and areas for growth 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Elicits participation and cooperation from all members (partners). ▪ Supervision focus is on refining complicated group (couples) interventions such as dealing with conflict amongst group (couples) members. ▪ Independently prepares for each session with little or no prompting. ▪ Needs occasional feedback concerning strengths and areas for improvement. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Seeks input on group (couple's) process issues as needed, and then works to apply new knowledge and skills. ▪ Needs occasional feedback concerning strengths and weaknesses. ▪ Generally prepared for sessions. ▪ With supervisory support, actively works on identifying own strengths and areas for growth 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Identifies problematic issues in group (couple's) process but requires assistance to handle them. ▪ Supervisor takes the lead on identifying areas of strength and growth. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Does not Meet Expectations: <ul style="list-style-type: none"> ▪ Intensive supervision, with measurable objectives, is required to maintain therapeutic alliance with multiple members of the group (both members of couple). ▪ Other (please specify): 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Optional Comments:

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FUNCTIONAL COMPETENCIES: 3. SUPERVISION		
B. EFFICIENCY & PRIORITIZATION	MID	END
<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Efficient and effective time management. ▪ Independently and accurately makes adjustments to priorities as demands evolve. ▪ Ensures that routine and non routine tasks are accomplished as required. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Supervision may focus on minor suggestions regarding judgement of prioritization. ▪ Keeps supervisors aware of whereabouts as needed. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Needs some supervisory guidance to successfully accomplish large tasks within the timeframe allotted. ▪ Accomplishes tasks in a timely manner, but needs occasional deadlines or reminders. ▪ Identifies priorities but needs input to structure some aspects of task. ▪ Keeps scheduled appointments and meetings on time. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Completes work effectively and promptly by using supervision time for priority setting. ▪ At times, trainee takes on responsibility and has difficulty asking for guidance or accomplishing goals within timeframe. ▪ Regularly needs deadlines or reminders. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Frequent tardiness and/or unaccounted absences are a problem. ▪ Not receptive to supervisory input about difficulties. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

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FUNCTIONAL COMPETENCIES: 3. SUPERVISION		
C. COMPETENCE IN THE PROVISION OF SUPERVISION	MID	END
<input type="checkbox"/> N/A		
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Demonstrates good knowledge of supervision techniques and employs these skills in a consistent and effective manner; seeking consultation as needed. ▪ Supervision sessions evidence structure but also flexibility in light of trainee-specific needs or learning objectives. ▪ Consistently recognizes and addresses trainee developmental needs even when the trainee does not. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Builds good rapport with supervisee. ▪ Recognizes and addresses trainee(s) more overt developmental needs. ▪ Benefits from input regarding supervisee's more subtle needs. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Consistently recognizes relevant issues, needs occasional guidance and supervisory input. ▪ Well thought of by supervisee. ▪ Supervisee recognizes at least one significant strength of trainee as a supervisor as documented on evaluation form. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Needs supervisory guidance to recognize all relevant issues. ▪ Supervision focuses on when and how to effectively share own experiences or offer suggestions or resources. ▪ Supervision needed regarding how to deliver feedback in a more supportive, constructive manner. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Does not Meet Expectations: <ul style="list-style-type: none"> ▪ Despite intensive supervision, with measurable objectives, intern is unable to apply supervisory feedback to advance the trainee's learning experience. ▪ Other (please specify): 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Optional Comments:

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FUNCTIONAL COMPETENCIES: 4. RESEARCH		
RESEARCH IMPLEMENTATION AND PLAN	MID	END
<input type="checkbox"/> N/A		
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Demonstrates advanced critical thinking with respect to research. ▪ Demonstrates advanced knowledge of research methods appropriate to the research question, setting and /or community. ▪ Demonstrates advanced use of methods, (e.g. data analysis) appropriate to the research question and setting. ▪ Is a full and equal participant in the project. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Is able to hone in on key questions and elements of the research area. ▪ With supervisory support is able to apply advanced use of methods, (e.g. data analysis) appropriate to the research question and setting. ▪ Provides substantive input into the research plan. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Demonstrates an understanding of research methods and techniques of data analysis. ▪ Uses methods, (e.g. data analysis) appropriate to the research question and setting. ▪ Contributes to the development of the research plan. ▪ Provides significant assistance in the accomplishment of the project. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Provides helpful suggestions regarding the research plan. ▪ Provides assistance in the accomplishment of the project. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Does Not Meet Expectations: <ul style="list-style-type: none"> ▪ Does not follow-through with agreed upon responsibilities. 	<input type="checkbox"/>	<input type="checkbox"/>

Optional Comments:

Supervisor Comments:

Trainee Comments:

This Evaluation has been reviewed

Supervisor Signature

Date

Trainee Signature

Date

Director of the Psychology Clinic/Practicum Coordinator Signature

Date

Students: Please save signed and completed form in your Practicum Evaluations OneDrive Folder for the correct course code. The Director of the Psychology Clinic will review monthly and submit grades accordingly. Please contact psycclin@queensu.ca if you do not have access to the OneDrive Folder.