

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

STUDENT TO COMPLETE FIRST TWO PAGES

Student:

Supervisor:

Placement location:

Note: One Day per Week and Advanced Practica are evaluated at the end only, although informal evaluation is recommended at the mid-point. Internships require three formal evaluations, one every four months.

Date of initial goal-setting: _____

Date of first evaluation: _____

Date of final evaluation: _____

Notes: Approximately 40% or more practicum time should be devoted to direct service experience and at least 20% to formally scheduled supervision. This is a guide, not a strict requirement.

If you are co-supervising, please divide the hours accordingly.

Hours of formal supervision: _____

Hours of direct service: _____

Total hours: _____

LIST the tests you administered, scored, and interpreted:

Queen's Clinical Psychology Practicum Evaluation Form 2012 Revision

Indicate the approximate number of clients seen in the following groups (as per APA request):

Diverse Group	Number of Clients Seen
Visible ethnic minority	
Sexual minority (gay/lesbian/transgender/etc.)	
Persons with physical or mental disability	
Socio-economically disadvantaged persons	

A. PROFESSIONAL BEHAVIOUR/INTERPERSONAL RELATIONSHIPS

Items to consider:

- presents a professional demeanour in appearance and behaviour
- is prompt and reliable in his or her work habits
- interacts appropriately with other clinical and support staff
- is honest in dealings with others
- perceives problem situations and deals with them effectively
- communicates clearly in oral and written form to other staff, professionals, families, clients, etc.
- establishes rapport effectively with clients
- seeks guidance and advice when necessary
- responds appropriately to constructive criticism and supervision
- comes to supervision well prepared and able to use time efficiently
- adheres to policy of local institution

Did the student demonstrate effective communication?

Did the student establish and maintenance rapport?

Did the student establish and maintenance trust and respect in professional relationships?

Did the student establish and maintain professional relationships with clients from all populations served?

Did the student establish and maintain appropriate interdisciplinary relationships with colleagues?

Did the student write competent professional reports, consistent with his or her level of training?

Please comment on the communication skills of the student (e.g., with clients, colleagues, and supervisor):

Please comment on the student's ability to profit from feedback:

B. CORE ACADEMIC KNOWLEDGE RELEVANT TO CLINICAL SETTING

Consider the following:

- demonstrates familiarity with biological bases of behaviour relevant to the client population
- demonstrates familiarity with cognitive & affective bases of behaviour relevant to the client population
- demonstrates familiarity with social bases of behaviour relevant to the client population
- demonstrates familiarity with the historical evolution of research and practice relevant to the client population
- understands the rationale and theory behind psychometric measures relevant to the client population
- displays familiarity with the rationale and research underlying therapeutic interventions relevant to the client population

Does the student demonstrate core knowledge relevant to your clinical setting appropriate to his or her level of training?

Did the student seek out knowledge to fill gaps?

Comments

C. ASSESSMENT AND EVALUATION

Consider the following:

- formulates appropriate questions to be addressed psychometrically
- selects appropriate tests for psychometric assessment
- conducts initial interview with clients
- obtains a complete history from client
- administers psychometric tests
- scores psychometric tests
- carries out psychophysiological assessments
- interprets psychometric tests
- formulates a diagnosis according to DSM IV/V
- formulates a problem list/treatment goals with client
- plans appropriate intervention
- writes reports
- effectively communicates results of assessment to client and/or relevant others

Did the student demonstrate testing skills at the placement, consistent with his or her level of training?

Did the student demonstrate formulation skills at the placement, consistent with his or her level of training?

Comments:

D. INTERVENTION AND CONSULTATION

Consider the following:

- assesses a client for therapy/intervention
- carries out a course of individual therapy
- carries out a course of group therapy
- evaluates ongoing progress during therapy/intervention
- plans and oversees an intervention to be administered by others

Did the student gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means, consistent with his or her level of training?

Did the student select appropriate intervention methods, consistent with his or her level of training?

Did the student implement treatment in a competent manner (regardless of outcome)?

Comment:

Other Areas of Clinical Practice not included above:

[Specify goals: Areas might include program planning and administration, management skills, supervision of others, etc.]

E. RESEARCH

Consider the following

- designs a single case study or other clinical research study
- participates in established research projects
- identifies and develops research ideas relevant to setting
- participates in program evaluation
- demonstrates awareness of ethical standards for conducting psychological
- research

Did the student demonstrate critical reasoning skills, consistent with his or her level of training?

Did the student apply research approaches to social systems, consistent with his or her level of training?

Comments

F. ETHICS

Consider the following:

- is familiar with the ethical standards for
- psychologists, understands their implications, and acts accordingly
- demonstrates responsibility to clients, society, the profession and colleagues.
- demonstrates knowledge of jurisprudence and local regulations
- is aware of and deals appropriately with professional biases & beliefs including such issues as gender, race, cultural bias, ageism, classism, and homophobia.
- deals appropriately with ethical dilemmas
- demonstrates familiarity and appreciation of confidentiality issues
- demonstrates knowledge of standards for psychological tests & measurements
- is aware of personal limitations

Did the student demonstrate ethical decision-making processes?

Did the student demonstrate proactive identification of potential ethical dilemmas?

Did the student demonstrate the capacity to resolve ethical dilemmas?

Comments

G. SUPERVISION

Consider the following:

- Sensitivity to power, cultural, sex, and ethnic issues.
- Articulation of clear learning objectives.
- Creating an open and participatory climate.
- Learning to be a good supervisee (open to supervision, well prepared, able to use time efficiently, non-defensive, aware of limits, etc.).
- Ability to link learning approaches to specific evaluation criteria.
- Being able to differentiate between teaching and therapy.
- Integration of knowledge.
- Awareness of one's own strengths and limitations as supervisor.
- Preparing a coherent evaluation based on precise learning objectives.

Did the student demonstrate the essential elements that would be required in order for the student to act as a supervisor consistent with his or her level of training?

Comment:

COMMENTS ON FIRST EVALUATION

Identify strengths the student has displayed in this placement:

Identify areas in which improvement is most needed:

State recommendations for specific things that the student might do in order to further develop his or her professional skills:

Please comment on any item on which the student received an "unacceptable" rating:

Based on all the above information, do you feel that this student is ready to proceed to the next practicum or internship?

Student's Comments:

Supervisor's Signature

Student's Signature

Date

COMMENTS ON FINAL EVALUATION

Identify strengths the student has displayed in this placement:

Identify areas in which improvement is most needed:

State recommendations for specific things that the student might do in order to further develop his/her professional skills:

Please comment on any item on which the student received an "unacceptable" rating:

Based on all the above information, do you feel that this student is ready to proceed to the next level of applied training (e.g., from 1-day practicum, to 3-day practicum, to internship, or to postdoctoral year of supervised practice)?

Student's Comments:

Supervisor's Signature

Student's Signature

Date

DIRECTIONS FOR USE

Students are expected to act in a professional and ethical manner in practicum and internship settings in accordance with the CPA Code of Ethics and the College of Psychologists of Ontario Standards for Providers of Psychological Services. It is very important, therefore, that students be familiar with these documents and clarify any concerns they have with their supervisor. **It is also very important for supervisors to clarify with students the particular rules and regulations specific to their site.** Because an internship is one of the required graduate courses in the Clinical Program, a failure to show professional and ethical behaviour may lead to failure, which can be grounds for dismissal.

Evaluation of Skills & Goal Setting:

Goal setting should be completed in reference to the student's level of training and individual plan for professional development.

The items listed on the evaluation pages are intended to provide you with examples of specific skills on which the student may work during this placement. Please use these items as a guide when developing the professional development goals. We understand that few placements can meet all the goals on the list, and expect supervisors will choose to focus on "the art of the possible" when designing goals appropriate to a student in their setting. **Please feel free add to the list, in the appropriate sections, any other goals for your particular setting.**

Please note that the criteria for all items will change as the student progresses through training. For example, to "communicate clearly in writing" might mean to make reasonable progress notes for a practicum student, and might mean writing entire case summaries or psychometric reports for an intern.

To help you in determining goals and in evaluating the accomplishment of those goals in the context of training, below is a rough list of the skills that students should have mastered through their coursework in the Psychology Department at each level of training. These skills may differ somewhat from year to year because many courses are only offered every other year.

Please note that most students past MSc2 will have taken 1 or more practica in addition to their coursework (a small number come into the program with master's degrees and will be working on catching up). The skills that students gain at practicum sites will differ widely depending on the training experience (adult vs. child; therapy vs. assessment; etc.). It is up to the student and the supervisor to discuss these extra skills and take them into consideration when setting goals.

Master's level skills

The following are skills that all students should have mastered by at least the end of the MSc2 year. Many of these courses may also have been taken during the MSc1 year:

- Can conduct univariate and multivariate statistical analyses and design research experiments (PSYC801/802: Statistics)
- Can administer and interpret tests of adult intelligence, memory, and vocational counseling. Can administer and interpret tests of children's intelligence, learning, and affect. Can write integrated reports and choose appropriate tests for presenting problems (PSYC805/806: Assessment)

- Can administer a basic clinical assessment and interview for adult, child, and family settings (PSYC807/808: Interviewing)
- Understands theories of etiology and treatment of disorders of childhood and adolescence (PSYC809: Child and Adolescent Clinical)
- Understands theories of etiology and treatment for major disorders of adulthood: mood disorders, anxiety disorders, schizophrenia, personality disorders (PSYC827/828: Adult Clinical)
- Understands basic theories of psychotherapy from a wide variety of perspectives: gestalt, cognitive-behavioural, interpersonal, psychodynamic, etc. (PSYC881: Systems of Psychotherapy)
- Is aware of ethical principles related to clinical research and practice (PSYC829: Ethics)
- Can administer a basic clinical interview and assessment with students seen at the counseling centre (PSYC858)

PhD Skills

The following are skills that all students should have mastered by at least the end of the PhD2 year, in addition to the MSc skills listed above. Many of these courses may also have been taken during the PhD1 year:

- Understands principles of test construction, psychometrics. Can administer and interpret a personality assessment (PSYC909/910: Advanced Assessment)
- Has advanced skills in research design and statistical analysis (PSYC978: Research Skills)
- Has experience with advanced clinical issues (this course is currently designed as 4 workshops with topics that vary from year to year; e.g., survivors of sexual abuse, suicide assessment, play therapy) (PSYC958: Advanced Intervention Skills)