

QUEEN'S UNIVERSITY DEPARTMENT OF PSYCHOLOGY
CLINICAL PRACTICUM EVALUATION FORM

Trainee:

Term:

Supervisor:

Year:

Training Site:

Current Practicum

Psyc 83 Introductory Clinical Practica

Psyc 839 Introductory Clinical Practica

Psyc 989 Advanced Clinical Practica

Psyc 990 Advanced Clinical Practica

Psyc 991

Total Number of:

Assessment cases seen:

Clients treated individually:

Clients treated in groups:

Client age range:

T

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 each box for N/A. Supervisors are asked to complete all other categories.

For 1 term placements an informal progress review is recommended and a final evaluation is required at the end of the placement. For 2 term placements an 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 email 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: 1. PROFESSIONALISM		
A. INTEGRITY & ETHICAL CONDUCT	MID	END
<p>Advanced Skills/Performance</p> <ul style="list-style-type: none"> <i>f</i> Spontaneously and consistently identifies ethical and legal issues. <i>f</i> Takes independent and proactive action to correct situations that are in conflict with professional value and/or ethical principles. <i>f</i> Judgement is reliable about when consultation is needed. 		
<p>High Intermediate Skills/Performance</p> <ul style="list-style-type: none"> <i>f</i> Identifies ethical dilemmas effectively, actively consults with supervisor to act upon ethical & legal aspects of practice. <i>f</i> Demonstrates ability to share, discuss and address lapses in adherence to professional values and ethical principles with supervisors/faculty as appropriate. 		
<p>Intermediate Skills/Performance</p> <ul style="list-style-type: none"> <i>f</i> Generally recognizes 		

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: 1. PROFESSIONALISM		
B. DEPARTMENT	MID	END
<p>Advanced Skills/Performance</p> <ul style="list-style-type: none"> <i>f</i> Verbal and nonverbal communications are appropriate to the professional context including in challenging interactions. <i>f</i> Independently accepts personal responsibility across settings and contexts. <i>f</i> Effectively negotiates conflictual, difficult & complex relationships including those with individuals & groups that differ significantly from oneself. <i>f</i> Accepts & implements feedback from others. <i>f</i> Shares feedback regularly and effectively with peers and supervisors. 		<i>f</i> <i>f</i>

High Intermediate Skills/Performance:

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

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

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: 3. RELATIONSHIPS		
A. FUNCTIONING IN A TEAM	MID	END
N/A		

Advanced Skills/Performance

f Incorporates psychological information into overall team planning and implementation.

f Uses skills as a psychologist to facilitate team functioning, including consultation to

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

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

FUNCTIONAL COMPETENCIES: 1. ASSESSMENT		
A. APPLICATION OF METHODS & DIAGNOSIS	MID	END
N/A		
Advanced Skills/Performance <i>f</i> Independently selects assessment tools that reflect awareness of population served at practice site. <i>f</i> Administers scores and interprets test results taking into account limitations of the evaluation method. <i>f</i> Regularly and independently identifies and integrates pertinent clinical information that is situated in clients' context, incorporating cultural factors, and makes a diagnosis		
High Intermediate Skills/Performance <i>f</i>		

T

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

4VQFSWJTPS \$PNNFOUT

5SBJOFF \$PNNFOUT

5IJT &WBMVBUJPO IBT CFFO SFWJFXFE

4VQFSWJTPS 4JHOBUSVF %BUF

5SBJOFF 4JHOBUSVF %BUF

%JSFDUPS PG UIF 1TZDIPMPHZ \$MJOJD %SBUJJDVN \$PPSEJOBUPS 4JHO

4UVEFOUT 1MFBTF TBWF TJHOFE BOE DPNQMFUFE GPSN JO
UIF DPSSFUDU DPVSTF DPEF 5IF %JSFDUPS PG UIF 1TZDIPMP
BDDPSEJOHMZ 1MFBTF DPOUBDU QTZDDMJO!RVFFOTV DB JO