

- 4. advanced professional relationship skills, including:
- 5. sophisticated professional relationship skills, including:

- INCLUDING:

- | | |
|--|--|
| _____ Responses positively to feedback | _____ Engages well with peers |
| _____ Appropriately contacts professor/supervisor | _____ Internalizing professional standards |
| _____ Shows evidence of capacity for self-reflection | _____ Administrative responsibilities |
| _____ With parents/family of clients | _____ Prepared for supervision/presentations |
| _____ Punctual | _____ Other (please specify): _____ |

Comments on FOUNDATIONAL competency: (all 1 and 2 ratings must be explained): _____

Core Competencies (Circle or Highlight Rating #)

ASSESSMENT

- **Assessment: Interview Methods:** **Demonstrated...** _____ **NOT Applicable**
 1. did not integrate and communicate information from assessment sources
 2. limited integration and communication of information from assessment sources
 3. successfully integrated and communicated information from assessment sources
 4. at an advanced level integrated and communicated information from assessment sources
 5. successfully and sophisticatedly integrated and communicated information from assessment sources
- **Communication of Assessment Sources with Supervisor:** _____ **NOT Applicable**
 1. did not integrate and communicate information from assessment sources
 2. limited integration and communication of information from assessment sources
 3. successfully integrated and communicated information from assessment sources
 4. at an advanced level integrated and communicated information from assessment sources
 5. successfully and sophisticatedly integrated and communicated information from assessment sources
- **Assessment: Intellectual Functioning Section of Written Report:** _____ **NOT Applicable**
 1. Did not demonstrate the following: presentation of well-organized discussion of the results of tests; consideration of error inherent in the test (i.e., discussion of confidence intervals); accurate interpretation of FSIQ; interpretation of discrepancies between indices; interpretation of underlying abilities of subtest strengths and weaknesses; integration of background information and behavioral observations as appropriate to support test interpretations and conclusions
 2. Limited demonstration of: presentation of well-organized discussion of the results of tests; consideration of error inherent in the test (i.e., discussion of confidence intervals); accurate

interpretation of FSIQ; interpretation of discrepancies between indices; interpretation of underlying abilities of subtest strengths and weaknesses; integration of background information and behavioral observations as appropriate to support test interpretations and conclusions

3. Average demonstration of: presentation of well-organized discussion of the results of tests; consideration of error inherent in the test (i.e., discussion of confidence intervals); accurate interpretation of FSIQ; interpretation of discrepancies between indices; interpretation of underlying abilities of subtest strengths and weaknesses; integration of background information and behavioral observations as appropriate to support test interpretations and conclusions

4. Advanced demonstration of: presentation of well-organized discussion of the results of tests; consideration of error inherent in the test (i.e., discussion of confidence intervals); accurate interpretation of FSIQ; interpretation of discrepancies between indices; interpretation of underlying abilities of subtest strengths and weaknesses; integration of background information and behavioral observations as appropriate to support test interpretations and conclusions

5. Sophisticated demonstration of: presentation of well-organized discussion of the results of tests; consideration of error inherent in the test (i.e., discussion of confidence intervals); accurate interpretation of FSIQ; interpretation of discrepancies between indices; interpretation of underlying abilities of subtest strengths and weaknesses; integration of background information and behavioral observations as appropriate to support test interpretations and conclusions

• **Assessment: Personality/Emotional Functioning Section of Written Report: NOT Applicable**

1. Did not demonstrate the following: Interpretation of the test validity; coherent and logical integration of data from the background information, mental status exam, and behavioral observations with data from all the tests, organized by specific domains of functioning; writing without jargon.

2. Limited demonstration of: Interpretation of the test validity; coherent and logical integration of data from the background information, mental status exam, and behavioral observations with data from all the tests, organized by specific domains of functioning; writing without jargon.

3. Average demonstration of: Interpretation of the test validity; coherent and logical integration of data from the background information, mental status exam, and behavioral observations with data from all the tests, organized by specific domains of functioning; writing without jargon.

4. Advanced demonstration of: Interpretation of the test validity; coherent and logical integration of data from the background information, mental status exam, and behavioral observations with data from all the tests, organized by specific domains of functioning; writing without jargon.

5. Sophisticated demonstration of: Interpretation of the test validity; coherent and logical integration of data from the background information, mental status exam, and behavioral observations with data from all the tests, organized by specific domains of functioning; writing without jargon.

• **Communication of Assessment Sources with Client(s):** _____ **NOT Applicable**

1. did not integrate and communicate information from assessment sources

- 2. limited integration and communication of information from assessment sources
- 3. successfully integrated and communicated information from assessment sources
- 4. at an advanced level integrated and communicated information from assessment sources
- 5. successfully and sophisticatedly integrated and communicated information from assessment sources

CONSULTATION & SUPERVISION

- **Consultation & Supervision: (check # and specifics below) _____ NOT Applicable**
On written and/or oral presentations and/or class activities...

- 1. did not demonstrated use or knowledge of consultation and supervision including....
 - 2. limited use or knowledge of consultation and supervision including....
 - 3. successfully demonstrated use or knowledge of consultation and supervision including....
 - 4. at advanced level demonstrated use or knowledge of consultation and supervision including....
 - 5. at a sophisticated level demonstrated use or knowledge of consultation and supervision including....
- worked well with consultants Was thorough & clear in consultations Good use of time
 Responded to feedback & Supervisors' guidance worked well with peers

Comments on CORE competency: (all 1 and 2 ratings must be explained): _____

Are there any other issues (e.g., professional and ethical conduct, personality) that warrant attention or should be discussed with the faculty? No Yes (explain): _____

Ares of Suggested Improvement:

Final Summary

Name of Supervisor Completing Form: _____

Date: _____

Supervisor Contact Information (email/phone): _____