Appendix D
Vertical Team Evaluation Form

Student Name: Date:

Faculty Supervisor:

Student Supervisor:

Narrative Feedback is provided in the following areas:

Clinical Experience: Number and type of clients treated

Motivation, Attitude and Preparation for Clinical Work

Receptiveness to Supervision

Formulation of Client/Behavioral Dynamics and Development of Treatment Plans

Implementation of Treatment Plans: Intervention skills and assessment of the efficacy of interventions

Communication of Empathy and Understanding

Professional Skills

Summary and Recommendations

Additional Comments:
Professional Competencies – Vertical Team Evaluation

Description of Skills that are developed during the vertical team sequence. Students are expected to achieve a rating of (4) Intermediate on all skills at the conclusion of the first year of vertical team and of (7) Ready for Clerkship at the conclusion of the second year of vertical team.

Competence levels observed now should be rated on the following scale:

1                   2               3              4               5               6               7
Novice            Intermediate      Ready for Clerkship

Novice refers to the student who has just begun to develop clinical skills and confidence and who may struggle to demonstrate specific skills. Students at this level require consistent direct observation of their work to help them develop self-reflective skills.

Intermediate refers to the student who can demonstrate the skill in question at times, but who may not do so consistently, and who is sometimes able to reflect accurately on their work but may not consistently assess his/her own performance of the skill. Students at this level require close supervision and frequent observation of their work. They are not yet ready to function independently.

Ready for Clerkship refers to the student who demonstrates a given skill with consistency or who reliably recognizes their failure to demonstrate a specific skill and attempts to address that independently or with self-initiated requests for help. Students at this level are able to function without frequent direct observation of their clinical work and can report accurately on their work to supervisors.

These competencies are built upon fundamental personality characteristics, intellectual and personal skills (see Baseline Competencies on page four of this document).

1. Relationship/Interpersonal Skills

a) With patients/clients/families:
   i) Ability to take a respectful, professional approach to clients/families
   ii) Ability to form a working alliance.
   iii) Ability to deal with conflict, negotiate differences.
   iv) Ability to understand and maintain appropriate professional boundaries.

b) With colleagues:
   i) Ability to work collegially with fellow professionals.
   ii) Ability to support others and their work and to gain support for one’s own work.
iii) Ability to provide helpful feedback to peers and receive such feedback non-defensively from peers.

c) With supervisors, the ability to make effective use of supervision:
   i) Ability to work collaboratively with the supervisor.
   ii) Ability to prepare for supervision.
   iii) Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.
   iv) Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.
   v) Ability to participate fully in vertical team.
   vi) Ability to understand and observe Clinic procedures.

2. Skills in Application of Research:
   a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases.
   b) Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.

3. Intervention Skills
   a) Ability to formulate and conceptualize cases.
   b) Ability to plan treatments.
   c) Ability to implement intervention skills, covering a range of interventions, including psychotherapy, psycho-educational interventions and crisis management.
   d) Knowledge regarding psychotherapy theory, research and practice, including empirically supported practice methods and relationships.
   e) Knowledge regarding specific empirically supported treatment methods and activities.
   f) Ability to apply specific empirically supported treatment method
   g) Assessment of treatment progress and outcome.
   h) Linking concepts of therapeutic process and change to intervention strategies and tactics.

6. Diversity - Individual and Cultural Differences:
   a) Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others
   b) Knowledge about the nature and impact of diversity in different
clinical situations (e.g., clinical work with specific populations)  
c) Ability to work effectively with diverse others in treatment.

7. Ethics:  
a) Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules and regulations relevant to the practice of psychology.
b) Ability to recognize and analyze ethical and legal issues across the range of professional activities in the clinical setting.
c) Ability to recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.
d) Ability to seek appropriate information and consultation when faced with ethical issues.
e) Ability to practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).
f) Evidence commitment to ethical practice.

10. Professional Development:  
a) Practical skills to maintain effective clinical practice  
1) Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.
2) Developing an organized, disciplined approach to writing and maintaining notes and records.
3) Negotiating/managing fees and payments.
4) Organizing/presenting case material: preparing professional reports I __
5) How to self-identify personal distress, particularly as it relates to clinical work.
6) How to seek and use resources that support healthy functioning when experiencing personal distress.

b) Professional Development Competencies  
1) Critical thinking and analysis.
2) Responsibility and accountability relative to one’s level of training, and seeking consultation when needed.
3) Time management.
4) Self-awareness, understanding, and reflection.
5) Self-care.
6) Awareness of personal identity (e.g., relative to individual and cultural differences).
7) Awareness of one’s own beliefs and values as they relate to and impact professional practice and activity.
8) Willingness to acknowledge and correct errors.
Baseline Competencies: Skills, Attitudes and Knowledge that students should possess prior to their practicum training experience:

1. **Personality Characteristics, Intellectual and Personal Skills**
   a) **Interpersonal skills**: ability to listen and be empathic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
   b) **Cognitive skills**: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.
   c) **Affective skills**: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.
   d) **Personality/Attitudes**: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behavior; personal courage.
   e) **Expressive skills**: ability to communicate one’s ideas, feelings and information in verbal, non-verbal and written forms.
   f) **Reflective skills**: ability to examine and consider one’s own motives, attitudes, behaviors and one’s effect on others.
   g) **Personal skills**: personal organization, personal hygiene, appropriate dress.

2. **Knowledge from classroom experience:**
   a) Assessment & Clinical Interviewing
   b) Intervention Strategies
   c) Ethical & Legal Considerations
   d) Individual and Cultural Differences (ICD)

**Student Acknowledgment**: My signature does not reflect agreement nor disagreement with the above feedback but acknowledges my receipt of the feedback from my V-team supervisor.

_______________________________  ____________________
Student Signature                       Date

**Faculty Acknowledgment**: I acknowledge that I discussed the feedback contained in this form.

_______________________________  ____________________
Faculty Signature                       Date