



Resident Performance Evaluation

Trainee _____

Training Site _____

Primary Supervisor _____

Date of Evaluation _____

Time Period of Evaluation : From _____ to _____

_____ Initial Assessment of Baseline Competencies

_____ MidYear Performance Evaluation

_____ End of the Training Year Performance Evaluation

_____ MidYear of Second Year (Part-time Residency)

_____ End of the Second Year (Part-time Residency)

Training Activities during this Evaluation Period:

Please check which activities were conducted during this training period. The number of hours should be reflected in the monthly training logs.

Psychotherapy:

Assessment:

_____ Individual

_____ Interviewing

_____ Group

_____ Academic

_____ Marital

_____ Cognitive

_____ Family

_____ Personality

_____ Crisis

_____ Projective

_____ Other

_____ Neuropsychological

Supervision:

_____ Regularly Scheduled Primary Supervision
Provided by _____

_____ Regularly Scheduled Secondary Supervision
Provided by _____

_____ Group Supervision

_____ Supervision of Practicum/Intern Supervision

Didactic/Experiential Learning Activities:

_____ Attendance at Monthly Consortium Training Events _____

_____ On-Site Didactic Activities: _____

_____ Pre-approved Conferences and Trainings: _____

Consultation and Research Activities:

_____ _____

Other Activities:

_____ _____
_____ _____
_____ _____

Training Hours Accrued:

This Evaluation Period

Cumulative for Year(s)

_____	Direct Service to Clients	_____	Direct Service to Clients
_____	Primary Supervision	_____	Primary Supervision
_____	Secondary Supervision	_____	Secondary Supervision

_____	Mentoring	_____	Mentoring
_____	Didactic Training	_____	Didactic Training
_____	Total Hours for Period	_____	Total Hours for Year(s)

The total hours categories should include all internship and residency experiences up to the date of the evaluation, not just a summation of the other categories.

Methods of Evaluation and Training Used this Evaluation Period:

_____	Direct Observation	_____	Review of Raw Data
_____	Review of Videotapes	_____	Review of Case Notes
_____	Review of Audiotapes	_____	Review of Reports
_____	Case Presentations	_____	Feedback from Other Staff
_____	Other Evaluation Methods	_____	

Assessment of Trainee Competencies and Training Goals

Please rate your postdoctoral resident on each of the following categories using this rating scale:

N/A= Not Applicable or Not Assessed

1= **Concerns Noted**; Remedial work is needed

2= **Beginning Competency**; Intensive supervision needed

3= **Intermediate Competency**; Routine supervision needed

4= **High Competency**; Supervision needed for non-routine cases

5= **Advanced Competency**; Autonomous practice is expected after postdoctoral training is completed

Compare your resident with others at the same level of training. It is assumed that the majority of interns and residents will perform at the intermediate level on most categories.

I. CLINICAL KNOWLEDGE AND SKILLS: Diagnostic

A. Diagnostic Interviewing

- _____ 1. Develops rapport
- _____ 2. Gathers relevant background information
- _____ 3. Accurately assesses client's mental status

- ___ 4. Questions are sensitive to client dynamics
- ___ 5. Makes appropriate case disposition
- ___ 6. Demonstrates effective crisis intervention

B. Diagnostic Classification and Diagnosis

- ___ 7. Knowledge of DSM classification and diagnosis
- ___ 8. Develops sound DSM diagnostic formulations
- ___ 9. Knowledge and use of special education eligibility categories

C. Theoretical Classification and Diagnosis

- ___ 10. Knowledge of theoretical case conceptualizations
- ___ 11. Develops sound theoretical case conceptualizations

Individual Training Goals Review- Diagnostic:

II. CLINICAL KNOWLEDGE AND SKILLS: Assessment

A. Test Selection

- ___ 12. Demonstrates knowledge of psychometric principles
- ___ 13. Effective test selection

B. Standardized Test Administration

- ___ 14. Demonstrates standardized test administration

C. Test Interpretation

- ___ 15. Makes accurate inferences from and interpretations of data
- ___ 16. Integrates background data appropriately
- ___ 17. Develops sound diagnostic formulations
- ___ 18. Builds recommendations on empirical and clinical data

D. Report Writing

- ___ 19. Report writing style is clear
- ___ 20. Written communications are sensitive to client dynamics

- ___ 21. Written communication is non-pejorative
- ___ 22. Reports reflect appropriate integration of test data

E. Feedback

- ___ 23. Provides feedback in a clear and understandable manner
- ___ 24. Presents and explains evaluations to parents and teachers
- ___ 25. Presents and explains evaluations to other professionals

Individual Training Goals Review- Assessment:

III. CLINICAL KNOWLEDGE AND SKILLS: Psychotherapy

A. Case Formulation

- ___ 26. Is able to articulate sound case formulation

B. Treatment Planning and Goals

- ___ 27. Is able to work with clients to establish realistic goals
- ___ 28. Is able to articulate sound treatment plans and goals

C. Therapeutic Alliance

- ___ 29. Establishes positive therapeutic alliance with clients
- ___ 30. Demonstrates good listening skills

D. Management of Clinical Boundaries

- ___ 31. Manages interpersonal boundaries with clients in individual, and group therapy family,

E. Therapeutic Interventions

- ___ 32. Technical decisions and applications are appropriate to client diagnosis (presenting problems and character structure)
- ___ 33. Attends to affective, cognitive, and behavioral manifestations in a thoughtful and sensitive manner

F. Integration of Theory

- ___ 34. Is able to articulate a preferred theoretical orientation
- ___ 35. Is able to articulate population relevant theoretical orientations

___ 36. Is able to articulate a rationale for modifying orientation

G. Integration of Research

___ 37. Integration of biopsychosocial research into practice

___ 38. Integration of psychotherapy research into practice

Individual Training Goals Review- Psychotherapy:

IV. CLINICAL KNOWLEDGE AND SKILLS: Integration of Advanced Concepts

A. Use of Process

___ 39. Awareness and use of process/here-and-now re: Self

___ 40. Awareness and use of process/here-and-now re: Clients

___ 41. Understanding and effective use of group process concepts

B. Use of Self

___ 42. Awareness and use of subjectivity/presence re: Self

___ 43. Awareness and use of subjectivity/presence re: Clients

E. Intrapsychic Dynamics

___ 44. Awareness and use intrapsychic dynamics re: Self

___ 45. Awareness and use intrapsychic dynamics re: Clients

F. Use of Countertransference

___ 46. Demonstrates awareness of impact of own personal issues on individual psychotherapy process the

___ 47. Demonstrates awareness of impact of own personal issues on group or family therapy process the

___ 48. Demonstrates awareness of impact of own personal issues on supervision process the

G. Consultation

___ 49. Provides specialized expertise to other professionals

___ 50. Designs functional behavioral assessments

- ___ 51. Implements academic and behavior intervention plans
- ___ 52. Develops on-going consulting relationships with other professionals

Individual Training Goals Review- Advanced Concepts:

V. DIVERSITY AND SOCIAL RESPONSIBILITY

A. Diversity Awareness

- ___ 53. Awareness of impact of own individual and cultural differences on self, others, and professional relationships
- ___ 54. Awareness of impact of client’s individual and cultural differences on self, others, and relationships
- ___ 55. Awareness of impact of interaction between own and client’s individual and cultural differences

B. Social Awareness and Responsibility

- ___ 56. Awareness of current events in local and global community
- ___ 57. Awareness of state and national issues in psychology
- ___ 58. Advocates to address systemic issues

Individual Training Goals Review – Diversity and Social Responsibility

VI. SCHOLARLY ATTITUDE

A. Critical Thinking

- ___ 59. Engages in reflective thinking before responding
- ___ 60. Considers alternative perspectives and sources of information

B. Scholarly Inquiry

- ___ 61. Actively seeks out scholarly information in clinical work
- ___ 62. Engages in reflective thinking and scholarly inquiry
- ___ 63. Participates in research and professional publication

Individual Training Goals Review – Scholarly Attitude:

VII. PROFESSIONAL BEHAVIOR AND DEVELOPMENT

A. Ethical Reasoning and Behavior

- ___ 64. Awareness of and commitment to ethical practices
- ___ 65. Awareness of and commitment to legal standards
- ___ 66. Represents self as a resident
- ___ 67. Integrates informed consent when orienting client to therapy
- ___ 68. Engages in sound ethical reasoning when faced with ethical dilemmas that are more subtle or complex
- ___ 69. Awareness of limits of own competency within the role of resident

B. Professional and Administrative Responsibility

- ___ 70. Carries out assignments responsibly
- ___ 71. Is prompt for scheduled hours and appointments
- ___ 72. Maintains appropriate record keeping practices
- ___ 73. Writes client notes and reports in a timely manner
- ___ 74. Submits Consortium documentation in a timely manner
- ___ 75. Acts in accordance with agency or practice guidelines

C. Respectful and Professional Relationships

- ___ 76. Relates positively with other interns and residents
- ___ 77. Relates effectively with a co-therapist
- ___ 78. Relates positively with staff and interdisciplinary team

D. Interpersonal Boundaries and Awareness of Impact on Others

- 79. Manages anxiety and stress effectively
- 80. Is conscientious in maintaining boundaries with supervisors and staff other
- 81. Is aware and respectful of impact of own behavior on others

E. Use of Supervision

- 82. Takes an active role in planning for supervision
- 83. Keeps supervisor apprised of relevant clinical issues
- 84. Receptive to and integrates supervisor feedback
- 85. Able to appropriately challenge supervisor formulations
- 86. Follows directions and respects supervisor’s final judgments

Individual Training Goals Review – Professional Development:

VIII. Performance Evaluation Summary

Please summarize your observations and impressions of your resident, including overall strengths and weaknesses. Include any competency or performance areas that were not covered elsewhere.

During this training period, the performance of the resident was:

- Unsatisfactory
- Satisfactory

APPIC requires this document be retained for 15 years.

Supervisor Date

Secondary Supervisor Date

Resident Performance Evaluation Response:

Trainee

Date

Received By:

AzPTC Board Member

Date