

Resident Performance Evaluation

Arizona Psychology Training Consortium

Resident _____

Training Site _____

Primary Supervisor _____

Date of Evaluation _____

Time Period of Evaluation: From _____ to _____

_____ MidYear Performance Evaluation

_____ End of the Training Year Performance Evaluation

_____ MidYear of Second Year

_____ End of the Second Year

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 _____

_____ 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

_____ Didactic Training _____ Didactic Training

_____ **Total Hours for Period** _____ **Total Hours for Year(s)**

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 Residents
_____	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 Postdoctoral Competency**; Intensive supervision needed

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

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

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

Compare your resident with other residents at the same level of training. It is assumed that most 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, teachers, and clients
- ___ 25. Presents and explains evaluations to other professionals

Individual Training Goals Review- Assessment:

III. CLINICAL KNOWLEDGE AND SKILLS: Psychotherapy

A. Case Formulation

- ___ 26. Articulates sound case formulation

B. Treatment Planning and Goals

- ___ 27. Collaborates with clients to establish realistic goals
- ___ 28. Writes 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, family, and group therapy

E. Therapeutic Interventions

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

F. Integration of Theory

- ___ 34. Articulates a preferred theoretical orientation
- ___ 35. Applies population relevant theoretical orientations
- ___ 36. Explains 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

H. Psychotherapy

- ___ 39. Awareness and use of process/here-and-now approaches
- ___ 40. Awareness and use intrapsychic dynamics
- ___ 41. Demonstrates awareness of impact of own personal issues on the individual psychotherapy process
- ___ 42. Demonstrates awareness of impact of own personal issues on the group or family therapy process
- ___ 43. Demonstrates awareness of impact of own personal issues on the supervision process

I. Consultation

- ___ 44. Provides specialized expertise to other professionals
- ___ 45. Designs functional behavioral assessments
- ___ 46. Implements academic and behavior intervention plans
- ___ 47. Develops on-going consulting relationships with other professionals

Individual Training Goals Review- Advanced Concepts:

V. DIVERSITY AND SOCIAL RESPONSIBILITY

A. Diversity Awareness

- ___ 48. Awareness of impact of own individual and cultural differences on self, others, and professional relationships
- ___ 49. Awareness of impact of client's individual and cultural differences on self, others, and relationships
- ___ 50. Awareness of impact of interaction between own and client's individual and cultural differences

B. Social Awareness and Responsibility

- ___ 51. Awareness of current events in local and global community
- ___ 52. Awareness of state and national issues in psychology
- ___ 53. Advocates to address systemic issues

Individual Training Goals Review – Diversity and Social Responsibility

VI. SCHOLARLY ATTITUDE

A. Critical Thinking

- ___ 54. Engages in reflective thinking before responding
- ___ 55. Considers alternative perspectives and sources of information

B. Scholarly Inquiry

- ___ 56. Actively seeks out scholarly information in clinical work
- ___ 57. Engages in reflective thinking and scholarly inquiry
- ___ 58. Participates in research and professional publication

Individual Training Goals Review – Scholarly Attitude:

VII. PROFESSIONAL BEHAVIOR AND DEVELOPMENT

A. Ethical Reasoning and Behavior

- ___ 59. Awareness of and commitment to ethical practices
- ___ 60. Awareness of and commitment to legal standards
- ___ 61. Represents self as a resident
- ___ 62. Integrates informed consent when orienting client to therapy
- ___ 63. Engages in sound ethical reasoning when faced with ethical dilemmas that are more subtle or complex
- ___ 64. Awareness of limits of own competency within the role of resident

B. Professional and Administrative Responsibility

- ___ 65. Carries out assignments responsibly
- ___ 66. Is prompt for scheduled hours and appointments
- ___ 67. Maintains appropriate record keeping practices
- ___ 68. Writes client notes and reports in a timely manner
- ___ 69. Submits Consortium documentation in a timely manner
- ___ 70. Acts in accordance with agency or practice guidelines

C. Respectful and Professional Relationships

- ___ 71. Relates positively with other residents
- ___ 72. Relates effectively with a co-therapist
- ___ 73. Relates positively with staff and interdisciplinary team

D. Interpersonal Boundaries and Awareness of Impact on Others

- ___ 74. Manages anxiety and stress effectively
- ___ 75. Is conscientious in maintaining boundaries with supervisors and other staff
- ___ 76. Is aware and respectful of impact of own behavior on others

E. Use of Supervision

- ___ 77. Takes an active role in planning for supervision
- ___ 78. Keeps supervisor apprised of relevant clinical issues
- ___ 79. Receptive to and integrates supervisor feedback
- ___ 80. Able to appropriately challenge supervisor formulations
- ___ 81. 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 intern or 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

Supervisor Date

Secondary Supervisor Date

Resident Performance Evaluation Response:

Resident

Date

Revised 8/4/17