



THE UNIVERSITY OF CHICAGO MEDICINE

AT THE FOREFRONT OF MEDICINE®

DEPARTMENT OF PSYCHIATRY & BEHAVIORAL NEUROSCIENCE Psychology Trainee Competency Evaluation

Trainee: _____

Supervisor: _____

Date: _____

This evaluation is based on the following sources of information: (check all that apply)

- Direct observation Discussions in supervision Audio/video tape review
 Feedback from others Participation in meetings Other (specify)
 Review of clinical records

Please use the following rating scale for evaluation. For each area of competency, general goals and several specific objectives are listed. **Please provide a rating for all items (i.e. Goals AND Objectives).** Space is provided at the end of the form for narrative description of the trainee's level of functioning. Please remember that all ratings should be made relative to the level of performance expected given the point of the year at which the evaluation is conducted.

COMPETENCY RATING DESCRIPTIONS		
NA	NA	Not applicable for this training experience/Not assessed during training experience.
5	A	Advanced/Skills comparable to autonomous practice at the licensure level. Rating expected at completion of postdoctoral training. Competency attained at full psychology staff privilege level, however as an unlicensed trainee, supervision is required while in training status.
4	HI	High Intermediate/Occasional supervision needed. A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.
3	I	Intermediate/Should remain a focus of supervision. Common rating throughout internship and externship. Routine supervision of each activity.
2	E	Entry level/Continued intensive supervision is needed. Most common rating for externship. Routine, but intensive, supervision is needed.
1	R	Needs remediation. Requires remedial work if trainee is on internship or externship.

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced

Competency A: SCIENCE, RESEARCH, AND EVALUATION

A1. Goal: Acquisition and Utilization of Current Scientific Knowledge

	Demonstrates necessary self-direction in gathering clinical and research information to practice independently and competently.
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Specific Objectives:

	Demonstrates commitment to evidence-based practice that integrates the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.
	Independently seeks out current scientific information to enhance clinical practice and other relevant areas by utilizing available databases, professional literature, seminars, training, and other resources.
	Critically evaluates health and behavior research relevant to populations to be served.
	Recognizes limits to competence and areas of expertise and takes steps to address these issues.
	Requests and utilizes supervisor's suggestions of additional information and resources.
	Demonstrates motivation to increase knowledge and expand range of professional skills through reading and supervision/consultation as necessary.

A2. Goal: Program/Outcome Evaluation

	Demonstrates appropriate knowledge and use of program/outcome evaluation.
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Specific Objectives:

	Use of research skills for program development and evaluation as well as for quality improvement related to health care services.
	Uses appropriate measures to routinely evaluate outcomes as necessary.
	Uses evaluation data appropriately to guide further decisions and change process and/or outcomes.
	Provides evaluative feedback to patients, supervisors, and colleagues as necessary in order to improve process and/or outcomes.
	Seeks supervision/consultation as necessary to enhance competence in program/outcome evaluation.
	Use of research skills for program development and evaluation as well as for quality improvement related to health care services.

A3. Goal: Conducting and Disseminating Scientific Research

	Demonstrates competence in the various elements of the process of conducting and disseminating scientific research.
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Specific Objectives:

	Demonstrates familiarity with empiricism and health research methods.
	Conducts research that contributes to the scientific and professional knowledge base or evaluates the effectiveness of various professional activities in health care and health promotion.

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced

	Collaborates with faculty supervisor/mentor regarding efforts to disseminate results in an appropriate and timely manner.
	Seeks supervision/consultation and mentorship as necessary to enhance competence in research.

Competency B: ETHICAL AND LEGAL STANDARDS

B1. Goal: Patient Risk Management and Confidentiality

	Effectively evaluates, manages and documents patient risk in terms of immediate concerns such as suicidality, homicidality, and any other safety issues.
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Specific Objectives:

	Assesses all risk situations fully prior to leaving work site for the day.
	Collaborates with patients in crisis to make short-term safety plans, and intensify treatment as needed.
	Takes appropriate actions to manage high risk situations (e.g. escorting patients to ER) immediately in a manner consistent with departmental/institutional policy.
	Follows up with patients, collaterals, and/or other health professionals appropriately.
	Documents all high risk situations and their management appropriately and promptly.
	Seeks and utilizes supervision/consultation appropriately.

B2. Goal: Knowledge of Ethics and the Law

	Demonstrates good knowledge and appropriate application of ethical principles and state law.
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Specific Objectives:

	Identifies ethical and legal issues spontaneously and consistently, and addresses them proactively and thoughtfully.
	Uses good and reliable judgment about when supervision/consultation is needed.
	Is responsive to supervisory input and utilizes information appropriately.

Competency C: INDIVIDUAL AND CULTURAL DIVERSITY

C1. Goal: Sensitivity to Patient Diversity

	Exhibits sensitivity to the individual and cultural diversity of patients and commitment to providing culturally sensitive services.
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Specific Objectives:

	Understands issues involved in working with patients of diverse backgrounds and characteristics.
	Acknowledges and respects differences that exist between self and patients in terms of race, ethnicity, culture, and other individual difference variables.
	Discusses individual difference variables with patients when appropriate.

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced

	Recognizes when more information is needed regarding patient differences and seeks out information autonomously.
	Recognizes own limits to expertise and seeks supervision/consultation as necessary.
	Is able to work effectively with patients who have diverse backgrounds and characteristics.
	Demonstrates knowledge of health disparities particularly as it applies to relevant vulnerable populations.

C2: Goal: Awareness of Own Cultural and Ethnic Background

	Demonstrates awareness of own background and its impact on patients, and exhibits commitment to exploring these variables in relation to clinical practice.
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Specific Objectives:

	Accurately monitors own responses to differences, and differentiates these from patient responses.
	Exhibits awareness of personal impact on patients different from self.
	Demonstrates willingness to be thoughtful about own cultural identity and other individual difference variables.
	Reliably seeks supervision/consultation as necessary and utilizes feedback.

Competency D: PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS

D1: Goal: Professional Interpersonal Behavior

	Professional and appropriate interactions with treatment teams, peers, supervisors, and other professionals.
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Specific Objectives:

	Has smooth working relationships with peers, supervisors, and other professionals.
	Handles differences openly, tactfully, and effectively.
	Participates actively and behaves professionally in staff meetings, seminars, lectures, case conferences, and other settings.

D2: Goal: Professional Responsibility

	Demonstrates responsibility for key patient care tasks which are completed promptly.
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Specific Objectives:

	Maintains complete records of all patient contacts and pertinent information.
	Produces clear and concise progress notes with appropriate attention to detail.
	Completes all documentation in a timely manner.
	Takes initiative in ensuring that key tasks are accomplished.
	Ensures that records always include crucial information.

D3: Goal: Efficiency, Administrative Competency, and Time Management

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced

	Demonstrates efficient and effective time management.
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Specific Objectives:

	Efficiently accomplishes tasks without prompting, deadlines or reminders.
	Utilizes time management skills regarding appointments, meetings, and leave.
	Follows departmental and institutional policy regarding scheduling, vacations, and other responsibilities.
	Independently assesses the larger task to be accomplished, breaks task down into smaller components, and develops timetable for completion.
	Prioritizes various tasks and deadlines efficiently and without need for supervisor input.
	Makes adjustments to priorities as demands evolve.

D4: Goal: Use of Reflective Practice, Self-Assessment, and Self-Care in Professional Development

	Engage in reflective practice conducted with self-assessment to further personal and professional development.
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Specific Objectives:

	Appreciates and attends to own health behaviors and well-being and their potential impact on practice.
	Exhibits good awareness of personal and professional problems.
	Manages stressors to minimize impact on professional practice.
	Is open and non-defensive in soliciting and incorporating feedback and recommendations from supervisors and other professionals.
	Demonstrates positive coping strategies with personal and professional stressors and challenges.
	Actively seeks supervision/consultation and/or personal therapy to resolve relevant issues.
	Appreciates the importance of professional development and utilizes supervision/mentorship appropriately

Competency E: COMMUNICATION AND INTERPERSONAL SKILLS

E1: Goal: Effective Interpersonal Communication

	Demonstrates effective communication in multiple settings and roles.
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Specific Objectives:

	Relates effectively and appropriately with patients, colleagues, supervisors, and other health professionals.
	Communicates clearly and appropriately in written and oral form with patients, colleagues, supervisors, and other health professionals.
	Demonstrates the ability to form alliances, deal with conflict, negotiate differences, and understand and maintain appropriate professional boundaries with patients, colleagues, supervisors, and other health professionals.

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced

E2: Goal: Use of Supervision/Consultation

	Seeks supervision/consultation as necessary and uses it productively.
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Specific Objectives:

	Actively seeks supervision/consultation when treating complex cases and in unfamiliar circumstances.
	Prepares for supervision in order to maximize usefulness of consultation.
	Communicates effectively with supervisor in order to obtain necessary support/information.
	Provides supervisor with necessary materials in preparation for supervisory sessions.
	Incorporates supervisory input into work.
	Is appropriately assertive and not overly deferential towards supervisor.
	Is not overly defensive, is willing to accept feedback and to be observed and evaluated.

Competency F: PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS**F1. Goal: Assessment and Diagnostic Skill**

	Demonstrates a thorough working knowledge of psychological assessment, psychiatric diagnostic nomenclature, and DSM classification.
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Specific Objectives:

	Identifies and obtains necessary information, including information from sources other than the interview (previous records, collateral, information, etc.).
	Utilizes historical, interview and psychometric data to diagnose accurately.
	Integrates data from various sources into a coherent conceptualization of the patient using a biopsychosocial formulation.
	Selects appropriate diagnosis and is able to support diagnosis with data indicating that the diagnostic criteria have been met.
	Conducts evaluations and provides assessments grounded in evidence-based practice.
	Uses assessment data including objective measures to develop an appropriate and realistic treatment plan collaboratively with patient and accounting for patient's developmental and cognitive level.
	Develops comprehensive and concise assessment reports in a timely manner.
	Communicates findings from assessments to patients, collaterals, and other health professionals as necessary.
	Identifies and responds appropriately to situations requiring immediate intervention (e.g. risk) and follows up as necessary.

Competency G: PSYCHOTHERAPEUTIC INTERVENTION**G1: Goal: Patient Rapport**

	Consistently achieves good rapport with patients and collaterals.
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Specific Objectives:

Rating Descriptions (Please rate ALL goals and objectives)**NA:** Not Applicable**1:** Needs remediation**2:** Entry level**3:** Intermediate**4:** High Intermediate**5:** Advanced

	Establishes and maintains a working relationship with most patients and collaterals.
	Is aware of relationship issues which may impact the course of treatment and manages these issues effectively.
	Recognizes the boundaries of the therapeutic relationship and the therapist's appropriate responsibilities.
	Reliably identifies potentially challenging patients and seeks supervision/consultation as necessary.

G2: Goal: Case Conceptualization and Treatment Planning

	Formulates a useful case conceptualization that draws on theoretical and research knowledge.
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Specific Objectives:

	Formulates a good case conceptualization within own preferred theoretical orientation.
	Demonstrates flexibility and is able to appreciate insights from other theoretical orientations.
	Collaborates with patient to form appropriate treatment goals.
	Monitors and revises plan appropriately in response to patient's progress.
	Identifies long-range goals which may not be achieved or approached in the current treatment.

G3: Goal: Therapeutic Interventions

	Interventions are well-timed, effective, and consistent with empirically supported treatments and/or other psychological literature.
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Specific Objectives:

	Demonstrates flexibility and is able to apply differential methods of treatment.
	Selects and implements interventions appropriate to the patient(s).
	Conducts therapy in an organized and focused way, consistent with the treatment plan.
	Uses interventions and interpretations to facilitate patient acceptance and change.
	Integrates use of self-help groups, bibliotherapy and other referrals/resources with psychotherapeutic approach.
	Recognizes when patient needs more or less restrictive levels of care and manages transition effectively.
	Understands and uses own emotional reactions to the patient productively in the treatment.
	Presents appropriate interpretations to supervisor and/or patient as necessary.
	Seeks supervision/consultation as necessary for complex cases.

G4: Goal: Case Management

	Makes appropriate referrals to meet patient's needs, provides consultation as necessary, and collaborates with other professionals.
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Specific Objectives:

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced

	Recognizes the boundary of one's own limitations in treating particular patients and makes appropriate referrals as necessary.
	Obtains and provides referrals and follow up services to patients, collaterals, and other professionals as appropriate.
	Documents all case management activities.
	Seek supervision/consultation as necessary for complex cases.

G5: Goal: Group Therapy

	Functions effectively as group (co)facilitator.
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Specific Objectives:

	Understands and maintains appropriate structure for group, according to group membership and purpose.
	Elicits participation and cooperation from all members.
	Recognizes group process and is able to use it to facilitate patient progress in group.
	Selects and implements interventions which facilitate group process and patient progress.
	Prepares independently for each session with little or no prompting.
	Confronts group problems appropriately and independently.
	Establishes and maintains productive working relationships with co-therapist(s).
	Seeks supervision/consultation and uses incorporates feedback into work.
	Manages group alone in the absence of co-therapist/supervisor with follow-up supervision later on.
	Completes documentation of group notes and follow-up contact in an appropriate and timely manner.

COMPETENCY H: SUPERVISION, EDUCATION, AND TRAINING

H1: Goal: Supervision Skills

	Demonstrates good knowledge and use of supervision theory, models, techniques, and skills.
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Specific Objectives:

	Engages in independent efforts to learn about supervision theory, models, and effective practices in supervision (e.g., directed readings).
	Is knowledgeable about theories, models, and effective practices in supervision.
	Spontaneously and consistently applies supervision skills.
	Builds rapport, establishes working relationship, and is appreciated by supervisee.
	Provides useful direction, information, and feedback that is appropriate for supervisee's developmental level.
	Seeks supervision/consultation as necessary.

H2: Goal: Training/Teaching Skills

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced

	Demonstrates training/teaching skills in a clinical-educator capacity.
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Specific Objectives:

	Expresses interest in and seeks opportunities to develop teaching/training skills.
	Provides effective presentations in courses and didactic sequences.
	Facilitates audience engagement by adapting didactic information as necessary.
	Responds appropriately to audience's comments and questions.

COMPETENCY I: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY COLLABORATION

I1: Goal: Consultation Skills

	Provides consultation as necessary and collaborates with other professionals.
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Specific Objectives:

	Appreciates the importance of interprofessional practice including values, ethics, and roles of different disciplines.
	Functions effectively as a member of a treatment team working with professionals from other disciplines.
	Utilizes the electronic medical record to communicate appropriately as necessary.
	Seeks supervision/consultation as necessary for complex cases.

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

3: Intermediate

1: Needs remediation

4: High Intermediate

2: Entry level

5: Advanced

SUMMARY OF STRENGTHS:

AREAS FOR ADDITIONAL DEVELOPMENT OR REMEDIATION, INCLUDING RECOMMENDATIONS:

TRAINEE COMMENTS:

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable
3: Intermediate

1: Needs remediation
4: High Intermediate

2: Entry level
5: Advanced

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable
3: Intermediate

1: Needs remediation
4: High Intermediate

2: Entry level
5: Advanced

CONCLUSIONS

Remedial Work Instructions: In the rare situation when it is recognized that a trainee needs remedial work, a competency assessment form should be filled out **immediately**, prior to any deadline date for evaluation, and shared with the trainee and the Director of Psychology Training. In order to allow the trainee to gain competency and meet passing criteria for the training activity, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly

Goal for Practicum Evaluations: All competency areas will be rated at a level of **2** or higher. No competency areas will be rated as **1**.

Goal for Internship Evaluations done prior to 12 Months: All competency areas will be rated at a level of competence of **1** or higher. No competency areas will be rated as **1** or **2**.

Goal for Internship Evaluations done at 12 Months: At least 80% of competency areas will be rated at level of competence of **4** or higher. No competency areas will be rated as **1** or **2**.
Note: Exceptions would be specialty rotations that would take a more intensive course of study to achieve this level of competency and the supervisor, training director and trainee agree that a level of **3** is appropriate for that particular experience (e.g. C/L rotation for a trainee who has never worked with seriously medically ill patients)

Goal for Postdoctoral Training Evaluations done prior to 12 Months: 80% of competency areas will be rated at a level of competence of **4** or higher. No competency areas will be rated as **1** or **2**

Goal for Postdoctoral Training Evaluations done at 12 Months: At least 80% of competency areas will be rated at level of competence of **5** or higher. No competency areas will be rated as lower than **4**.

Check one:

_____ The trainee HAS successfully completed the above goal. We have reviewed this evaluation together.

_____ The trainee HAS NOT successfully completed the above goal. We have made a joint written remedial plan as attached, with specific dates indicated for completion. Once completed, the rotation/training experience will be re-evaluated using another evaluation form. We have reviewed this evaluation together.

Supervisor _____

Date _____

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Trainee _____

Date _____

Rating Descriptions (Please rate ALL goals and objectives)

NA: Not Applicable

1: Needs remediation

2: Entry level

3: Intermediate

4: High Intermediate

5: Advanced