## APPENDICES

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Clinical Training Manual Appendices

Clinical Child Psychology Curriculum Checklist – 2022

Name: _______________________________  CWID:  ________________  Date Entered:  __________  Mentor:__________

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| Stats Minor – 3 additional courses or 2 additional courses, teaching a section of 211 |
| Committee: |

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<td>PY 639 (one semester in forensic setting)</td>
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Clinical Geropsychology Curriculum Checklist 2022

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<td>PY 642 Practicum in Psychology XI (1-3 hr)</td>
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Clinical Health Psychology Curriculum Checklist – 2022

Name: _______________________________  CWID:  ___________________  Date Entered:  __________  Mentor: ________

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**CWID:** __________   **Date Entered:** _____   **Mentor:**

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<td></td>
</tr>
<tr>
<td>PY 602</td>
<td>Advanced Stats I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 603</td>
<td>Advanced Stats II</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stats 3 approved option:**

**Stats Minor (optional):**

**Committee:**

**Date M.A. received:** __________________

**Stats Minor** – 3 additional courses or 2 additional courses, teaching a section of PY 211 or TAing for a section of Graduate Stats (5±1)

#### Clinical Core (22 + 1 P/F)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem/Yr</th>
<th>Grade</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 609</td>
<td>Psychological Assessment I (4 hrs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 610</td>
<td>Psychological Assessment II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 658</td>
<td>Psychopathology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 619</td>
<td>Principles of Psychotherapy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 621</td>
<td>Psychotherapy Lab (1 hour P/F)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 608</td>
<td>Introduction to Ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 690</td>
<td>Cultural Competency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 617</td>
<td>Supervision, Consultation and Inter-professional Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sem/Yr** | **Grade** | **Cr. Hrs.** | **Research**  
---------- | ---------- | ------------ | --------------
---------- | ---------- | ------------ | --------------

**PY 699 Dissertation Res (min 18 hrs.)**

**Pre-Lim:** __________________

**Defense:** __________________

#### Advanced Coursework in Clinical Psychology & Law (9 + 4 P/F)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem/Yr</th>
<th>Grade</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 676</td>
<td>Forensic Assessment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em><strong>PY 678</strong></em></td>
<td>Forensic Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 679</td>
<td>Seminar in Psychology &amp; Law</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sem/Yr** | **Grade** | **Cr. Hrs.** | **Research**  
---------- | ---------- | ------------ | --------------
---------- | ---------- | ------------ | --------------

**Pre-Lim:** __________________

**Defense:** __________________

#### Practica: (10+)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem/Yr</th>
<th>Grade</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 631</td>
<td>Practicum in Psychology I (P/F)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2nd year: fall – 3 hrs; spring – 3 hrs; Summer – 1 hr, 7 credit hrs required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 631</td>
<td>Peer Supervision (1 semester)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em><strong>PY 637</strong></em></td>
<td>Practicum in Psychology VII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PY 641</td>
<td>Advanced Clinical Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sem/Yr** | **Grade** | **Cr. Hrs.** | **Research**  
---------- | ---------- | ------------ | --------------
---------- | ---------- | ------------ | --------------

**Other Coursework:**

**Sem/Yr** | **Grade** | **Cr. Hrs.** | **Research**  
---------- | ---------- | ------------ | --------------
---------- | ---------- | ------------ | --------------

---

* PY 629 is a PY 630 prerequisite.
** PY 671 not required if student received a B or higher in History & Systems at their undergraduate institution.
*** Please note that students may choose between PY 678 OR PY 637 (if available) to fulfill this subarea-specific course requirement.
Appendix B

Policies for Evaluation of Student Progress
(Revised August 16, 2020 – MAJ)

At the end of each academic year, the faculty in the program evaluate student progress toward achieving the Ph.D. The primary purpose of this evaluation is to provide an opportunity to update the entire faculty about students' accomplishments during the past year. Additionally, a yearly evaluation provides an opportunity to remedy any situations that may lead to future difficulties and recommend a course of action that would allow students to earn a degree and obtain the type of job that they want.

To facilitate the evaluation process, we ask that students submit a copy of their VITA and complete a Student Activity Report (SAR) for the year, including with it copies of their clinical evaluations and teaching performance ratings from the past year. Supervisors are expected to supply students with these evaluations at the end of each semester. Additionally, as of Jan. 1, 2005, students are being asked to keep a cumulative record of the therapy and assessment activities using Time2Track logs, and we are asking students to submit those logs with their SARs. The activity reports are designed to update each student's primary advisor about his or her activities during the past year and will allow all faculty to learn about the progress of students who are not under their direct supervision. This is also a good opportunity for students to reflect on their progress in the program and to develop personal goals for the upcoming year. The SAR form is comprehensive in that it includes opportunities for students to describe their coursework, research, clinical training, teaching, assistantships, and service activities during the past year. It is not expected that students will have participated in all of these activities during the past year. The list is comprehensive to allow students to describe the particular areas that they focused on during the year. Students are expected to give the completed activity report (including copies of clinical evaluations) and their VITA to their primary advisor and the Director of Clinical Training on or before April 30 of the year.

The faculty meets to discuss student progress during May each year. During this meeting, faculty advisors will use the SAR, written evaluations, therapy/assessment logs, VITAs, and their own observations to present a brief overview of each student's progress in the areas of research, clinical training, teaching, service, and coursework. The entire faculty will then share information about each student's strengths and any suggestions for improvement. Following this meeting, faculty advisors will write a letter summarizing the student's accomplishments during the past year and any suggestions from the faculty for the future year. When the letter is completed, faculty advisors will contact each student and schedule a meeting to discuss the letter and to provide an opportunity for students to discuss any of their ideas or concerns. Students are encouraged to remind faculty members to schedule this meeting! At this meeting, each student will be given a copy of his or her detailed feedback letter. Students will be given the chance to write any comments at the bottom of the letter and will be asked to sign the letter. A copy of the SAR, VITA, and feedback letter will be placed in each student's file.

After meeting with his or her advisor, if a student desires additional feedback about his or her performance in the program, he or she is encouraged to schedule a meeting with the Director of Clinical Training. Also, if there are significant concerns about a student's progress, the Director of Clinical Training will meet with the student and his/her advisor. In the event that remediation and/or dismissal recommendations are made by the faculty, the policies outlined in the Graduate Student Handbook will be followed.

Although this more formal evaluation only occurs annually, more frequent informal feedback meetings are encouraged throughout the year and students are evaluated throughout their training regarding their attainment of competencies at the minimal level of achievement (see Appendix H for details). Faculty members are encouraged to meet with students regularly to provide both positive feedback and suggestions for improvement. Students are encouraged to ask faculty for feedback regarding their performance.
University of Alabama
Clinical Psychology Program
Yearly Student Activity Report (May 1 - April 30)
Attach Copy of Vita

Student: ____________________________    Academic Year: 2021-2022
Area (child, health, gero, law): ___________    Research Supervisor: _____________________
Year in Program: ________________________    Date Degree Expected: _________________

GENERAL REQUIREMENTS

Courses Taken and Grades in Past 12 Months (other than thesis or dissertation):

Summer    Fall    Spring

Coursework Planned for Next 12 Months (other than thesis or dissertation):

Summer    Fall    Spring

Awards Received or Other Accomplishments in Past 12 Months:

RESEARCH ACTIVITIES

Progress of Thesis or Dissertation Research in Past 12 Months:

Publications (indicate if Submitted, Accepted, or Published)

Conference Presentations:
Other Work in Progress (Title, supervisor, work accomplished in past 12 months):

Research Assistantships in Past 12 Months:

**CLINICAL ACTIVITIES**

Practicum Placements and Supervisors in Past 12 Months
(Attach Copy of Placement Evaluations):

Clinical Assistantships in Past 12 Months (Include Copy of Supervisor’s Evaluation):

Other Clinical Activities and Supervisors:

Therapy and Assessment Hours (include Time2Track printout):

<table>
<thead>
<tr>
<th></th>
<th>This Year</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TEACHING ACTIVITIES**

Courses Taught in Past 12 Months:

Student Feedback (Include Numerical Evaluations if Available):
SERVICE ACTIVITIES (e.g., committees, SGA offices held, volunteer efforts, etc)

GOALS FOR THE COMING YEAR (include timetable)

Research:

Are you interested in applying for a competitive GRA position for the next academic year?  Y  N

If so, please provide your plans for how you would use a funded GRA position to further your research productivity?

Clinical:

Teaching:

Service:

INITIAL CAREER OBJECTIVES (e.g., post doc, private practice, hospital, academic)

STUDENT COMMENTS ON PROGRESS IN PAST 12 MONTHS
(Provide your own self-evaluation of your performance in the research, clinical, teaching, and service areas. Are there any specific areas or concerns that you would like to discuss with your advisor during your meeting?)

MENTORSHIP

Please discuss at least one positive aspect of your relationship with your mentor this past year:

Please discuss at least one area for improvement in the mentor-mentee relationship this next year:

Student Signature: ____________________________  Date: ____________________

Advisor's Signature: ____________________________  Date: ____________________
Appendix D

Guidelines for External Practicum Placement
(Paid or unpaid)
The University of Alabama
Clinical Psychology Training Program

Designated graduate students in the clinical psychology doctoral program at the University of Alabama shall be permitted to provide psychological services to clients of cooperating agencies. Such services shall be provided only under the following condition:

1. All external practica shall be negotiated and approved by the Director of Clinical Training.

2. The student shall be registered for supervised Practicum or Advanced Clinical Placement.

3. The agency and/or sub-unit shall have identified a primary agency contact person (licensed psychologist) to whom the student is responsible.

4. The student shall enter treatment notes or make other such oral and/or written information available as required by the agency's policies.

5. The student's role in providing psychological services shall be considered as secondary. That is, primary responsibility for clients remains with the sponsoring agency. Accordingly, the student role may be terminated at any time at the discretion of the agency.

6. The student will maintain contact with clinical psychology faculty (usually the Director of Clinical Training or Associate Director of Clinical Training) for purposes of training and feedback.

7. The faculty supervisor (usually the Director of Clinical Training or the Associate Director of Clinical Training) and the agency psychologist will maintain contact as needed.

8. At no time will agency records that the student is permitted to review be taken from the agency premises. Notes relevant to case consultation from departmental faculty may be developed using code names or numbers.

9. All contacts with clients shall be at approved/designated locations within the agency.

10. The designated or agency supervisor will provide weekly supervision to the student. The supervision will cover all of the student’s duties.

11. The purpose of external placements is to provide clinical training for the assigned student and should be considered educational opportunities. Thus, the student should not be treated like or expected to carry the workload of agency staff.

12. Other safeguards that the agency deems to be in the best interests of client protection and welfare shall be followed.
Appendix E

Sources of Financial Support
The University of Alabama
Clinical Psychology Training Program

Awarded through the Department (usually includes a grant for some or all of tuition)
- Graduate Teaching Assistantships - require up to half-time teaching and equivalent support of the instructional program
- Provost Enhanced Research Assistantships (“White Paper”) - support for up to half-time research and related departmental activities
- Psychology Clinic Assistantships - a training stipend for advanced students to provide service and teaching assistance in the Psychology Clinic
- Clinical Traineeships - when available through the federal grants, to support students enrolled in designated areas of study
- Research Traineeships and Assistantships - when available through faculty grants, to support trainees in specific research activities and projects
- Margaret S. Quayle Scholarship - tuition assistance for a female graduate student with an outstanding graduate record

Awarded through the Graduate School (upon nomination by the Department/includes a grant for all tuition during academic year)
- Graduate Council Fellowship - for first-year students with an outstanding record. Nonrenewable; competitive campus-wide
- Graduate Council Research Fellowships - support for advanced students engaged in thesis or dissertation research. Competitive campus-wide
- National Alumni Association Graduate Fellowship - for Alabama residents who plan careers in health professions. Competitive campus-wide.
- McNair Fellowship – for under-represented student groups and first-generation college students; two-year fellowship. Competitive campus wide.

External Fellowship
- Southern Regional Education Board - 3-yr. fellowships for minority students

Paid Clinical Placements/UA facilities (usually includes a grant for some or all of tuition costs)
- Brewer-Porch Children's Center - half-time service for advanced students in the clinical child training program
- Student Counseling Center - half-time service for advanced students
- University Medical Center - half-time service for advanced students in child and adult testing; individual group, and family therapy; medical populations.

Paid Clinical Placements with Cooperative Programs/Community sites (does not include tuition)
- Taylor Hardin Secure Medical Facility - half-time service for students 2nd year and beyond in evaluating and treating legal offenders
- Bryce Psychiatric Hospital – half-time service in admissions unit
- Mary Starke Harper Geriatric Center – half-time service for advanced students in psychiatric care of geriatric patients

Other opportunities for paid placements occur on a regular basis.

Note: Support is usually awarded/designated for periods of one year or less, although some awards carry with them a 2-3 year guarantee of financial assistance. Certain awards carry limitation on the minimum or maximum course load expected of the student. State and Federal taxes are deducted from assistantships and placement stipends.
Appendix F

Practicum Requirements
University of Alabama
Clinical Psychology Training Program

(Consult individual course syllabi, Clinical Training Manual, and Psychological Clinic Manual for additional details)

Assessment and Diagnosis
[1st & 2nd year]

PA I & II  
Each has practicum component which includes assessments, diagnostic interviews, report writing, and supervision.  
[7 semester hours credit]

Psychotherapy/Intervention
[2nd year]

Basic Practicum  
Fall/Spring (2nd year) - Familiarization with Clinic policies, intakes, observation of and joint sessions and supervision with advanced students, initial assumption of cases 3-5 clients weekly, ordinarily in the Psychology Clinic; group and individual supervision; case conferences and seminars.  
[3 semester hours credit/semester]

Summer (2nd year) - Continuation of Basic Practicum to complete the 100 client contact hours  
[1 semester hour credit]

Goal: 100* client contact hours plus case notes and summaries, (plus approx. 30 hours supervision and case conferences). Students receive written feedback at the end of each semester.

*Up to 25 clinical hours may be counted toward basic practicum hours from settings outside the Clinic but require approval from the DCT. These hours can be accrued during the first or 2nd year.

Advanced/Specialty Practicum
[3rd or 4th year]

Practicum III-XI  
May be taken in the Clinic and/or other approved practicum facility. Course requirements specified in syllabus.

Goal: 60 hours direct client contact, plus approximately 40 hours of supervision and related activities appropriate to the setting or services (e.g., staffing conferences, case consultation, treatment planning, training seminars). Specialty practica have included Advanced Child Practicum, Forensic Practicum, Geropsychology Practicum, and Health Practicum. Students receive written performance feedback. For clinical child students, at least one semester of advanced child practicum MUST be supervised by a clinical child faculty member.  
[1-3 hrs. credit]

Note: With prior approval, a student may receive credit (up to 3 semester hours) for a Specialty Practicum while serving as a paid clinical trainee in a sponsoring agency. The student must be registered for the appropriate practicum course, and the placement must fulfill the objectives of the
specialty practicum as determined by the Clinical Committee and the faculty responsible for each specialty practicum. Supervision arrangements, either by program faculty or adjunct faculty, must be consistent with those guidelines noted above.

Advanced Clinical Placements (Optional) [3rd/4th year]

These experiences are typically stipend placements funded by the sponsoring agency. They range from quarter-time to half-time. The student is an "employee" of the host agency, and all clinical work is supervised (via individual and group meetings, case consultations, staff meetings, and other forms of feedback and training). Students receive written and oral feedback via evaluation forms each semester from adjunct faculty supervisor(s) and performance is reviewed by clinical faculty.

Though these experiences are optional, most students have at least one year of Advanced Clinical Placement prior to internship. It is the goal of the program to provide access to such experiences to every student. Students on Advanced Clinical Placements must register for 1 hr. of PY 641 each semester, including summer, unless they are receiving practicum coursework credit for the summer.

ALL work of a clinical nature outside the assigned placement MUST be approved by the DCT.

The student must be registered for practicum/placement credit during any semester in which he/she performs work of a clinical nature.
Appendix G

Readiness for Practicum Level Rating Form

Demographic Information

Trainee Name

Year in Doctoral Program (e.g., 2nd year):

Name of Course/Experience

Date Evaluation Completed (e.g., 10/25/17)

Name of Person Completing Form (please include highest degree earned):

Licensed Psychologist

Yes

No

https://universityofalabama.az1.qualtrics.com/Q/EditSection/Block…xtSurveyID=SV_2mjztELm8n6quLH&ContextLibraryID=UR_SusRm8gxsmmqNFL

Page 1 of 11
Was this trainee supervised by individuals also under your supervision?

Yes  No

Please list their name(s):


Review Period:

Fall  Spring  Summer

Dates of Training Experience this Review Covers (e.g., 8/20/17-12/5/17):


Foundational Competencies

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

<table>
<thead>
<tr>
<th>Not at All/Slightly</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Mostly</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

0 = no evidence of the competency or displays slightly but very infrequently.
1 = displays some evidence of the competency but infrequently and **below the minimal level for basic practicum readiness**.
2 = displays moderate evidence of the competency; **at the minimal level for basic practicum readiness**.
3 = mostly displays evidence of the competency; above the minimal level for basic practicum readiness.

4 = very often displays evidence of the competency; well above the minimal level for basic practicum readiness.

If you have not had the opportunity to observe a behavior in question, please indicate this by clicking “No Opportunity to Observe” [N/O].

*Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.

# FOUNDATIONAL COMPETENCIES

## I. PROFESSIONALISM

### 1. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

1A. Integrity - Honesty, personal responsibility and adherence to professional values

Understands professional values; honest, responsible

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

1B. Deportment

Understands how to conduct oneself in a professional manner

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

1C. Accountability

Accountable and reliable

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]
1D. Concern for the welfare of others

Demonstrates awareness of the need to uphold and protect the welfare of others

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]

1E. Professional Identity

Demonstrates beginning understanding of self as professional; "thinking like a psychologist"

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]

2. Individual and Cultural Diversity: Awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy.

2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context

Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]

2B. Others as Shaped by Individual and Cultural Diversity and Context

Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

2D. Application based on Individual and Cultural Context

Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3A. Knowledge of Ethical, Legal, and Professional Standards and Guidelines

Demonstrates basic knowledge of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while place at practicum settings

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

3B. Awareness and Application of Ethical Decision Making

Demonstrates awareness of the importance of applying an ethical decision-making model to practice

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

3C. Ethical Conduct

Displays ethical attitudes and values
II. RELATIONAL

4. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

4A. Interpersonal Relationships
Displays interpersonal skills

4B. Affective Skills
Displays affective skills

4C. Expressive Skills
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills

Functional Competencies

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee’s behavior is this competency description?

<table>
<thead>
<tr>
<th>Not at All/Slightly</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Mostly</th>
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2 = displays moderate evidence of the competency; **at the minimal level for basic practicum readiness.**
3 = mostly displays evidence of the competency; above the minimal level for basic practicum readiness.
4 = very often displays evidence of the competency; well above the minimal level for basic practicum readiness.

If you have not had the opportunity to observe a behavior in question, please indicate this by clicking “No Opportunity to Observe” [N/O].

*Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.*

**FUNCTIONAL COMPETENCIES**

III. APPLICATION

5. **Evidence-Based Practice**: Integration of research and clinical expertise in the context of patient factors.

5A. Knowledge and Application of Evidence-Based Practice

Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention, and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology.

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]
6. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

6A. Knowledge of Measurement and Psychometrics

Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing


0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

6B. Knowledge of Assessment Methods

Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam


0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

6C. Application of Assessment Methods

Demonstrates knowledge of measurement across domains of functioning and practice settings


0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

6D. Diagnosis

Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity


0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

6E. Conceptualization and Recommendations

Demonstrates basic knowledge of formulating diagnosis and case conceptualization


0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]
6F. Communication of Assessment Findings
Demonstrates awareness of models of report writing and progress notes

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

7. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

7A. Intervention planning
Displays basic understanding of the relationship between assessment and intervention

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

7B: Skills
Displays basic helping skills

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

7C. Intervention Implementation
Demonstrates basic knowledge of intervention strategies

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

7D. Progress Evaluation
Demonstrates basic knowledge of the assessment of intervention progress and outcome

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]
IV. EDUCATION

8. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

8A. Expectations and Roles
Demonstrates basic knowledge of expectations for supervision


8B. Skills Development
Displays interpersonal skills of communication and openness to feedback


Narrative Evaluation

Overall Assessment of Trainee’s Current Level of Competence
Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

What are the trainee’s particular strengths and weaknesses?
Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

If applicable, is the trainee ready to move to Basic Practicum?
Demographic Information

Trainee Name

Year in Doctoral Program:
1 2 3 4 5 6 7

Name of Placement

Date Evaluation Completed (e.g., 8/15/18)

Name of Person Completing Form (please include highest degree earned):

Licensed Psychologist

Yes No
Was this trainee supervised by individuals also under your supervision?

Yes  No

Please list their name(s):


Dates of Training Experience this Review Covers (e.g., 8/20/17-12/5/17):


Supervision Mode

<table>
<thead>
<tr>
<th>Individual</th>
<th>Group</th>
<th>Both</th>
</tr>
</thead>
</table>

Type of Supervision (% of each)

*Video, audio, or live supervision should occur at least once during the evaluation period.*

<table>
<thead>
<tr>
<th>Video and audio</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio only</td>
<td>0</td>
</tr>
<tr>
<td>Live</td>
<td>0</td>
</tr>
</tbody>
</table>

Post-Hoc Discussion

Total

| 0 |

Type of Cases (# of each)

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Therapy</td>
</tr>
</tbody>
</table>
Optional: Provide any unique details about this placement that are not captured by the previous questions.

Foundational Competencies

Rate each item by responding to the following question using the scale below:

*How characteristic of the trainee's behavior is this competency description?*

<table>
<thead>
<tr>
<th>Not at All/Slightly</th>
<th>Somewhat</th>
<th>Moderately</th>
<th>Mostly</th>
<th>Very</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

0 = no evidence of the competency or displays slightly but very infrequently.
1 = displays some evidence of the competency but infrequently and **below the minimal level for practicum and/or clinical placement functioning**.
2 = displays moderate evidence of the competency; at the minimal level for practicum and/or clinical placement functioning; **below the minimal level for internship readiness**.
3 = mostly displays evidence of the competency; at the minimal level for internship readiness.
4 = very often displays evidence of the competency; above the minimal level for internship readiness.
If you have not had the opportunity to observe a behavior in question, please indicate this by clicking “No Opportunity to Observe” [N/O].

*Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.*

*Students in their 2nd year and beyond are expected to obtain ratings of 2 (moderately) or higher, and students preparing to go on internship are expected to obtain ratings of 3 (mostly) or higher on rated dimensions. If a student scores below these expected values, they will be given a semester to improve. If not, additional remediation activities will be implemented to improve on these competencies.*

Please indicate your understanding by clicking 'Agree' below:

Agree       Disagree

**FOUNDATIONAL COMPETENCIES**

I. PROFESSIONALISM

1. **Professionalism:** as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

1A. **Integrity** - Honesty, personal responsibility and adherence to professional values

Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

1B. **Deportment**

Communication and physical conduct (including attire) is professionally appropriate, across different settings

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]
1C. Accountability
Accepts responsibility for own actions

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

1D. Concern for the welfare of others
Acts to understand and safeguard the welfare of others

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

1E. Professional Identity
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

2. Individual and Cultural Diversity: Awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy.

2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context

Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context
Applies knowledge of others as cultural beings in assessment, treatment, and consultation

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

2D. Application based on Individual and Cultural Context
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

3A. Knowledge of Ethical, Legal, and Professional Standards and Guidelines
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations.

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

3B. Awareness and Application of Ethical Decision Making
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]
3C. Ethical Conduct

Integrates own moral principles/ethical values in professional conduct

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

4A. Reflective Practice

Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

4B. Self-Assessment

Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)

Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

4D. Participation in Supervision Process

Effectively participates in supervision

» 0 = Not at All » 1 = » 2 = » 3 = Mostly » 4 = Very » [N/O]
II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

5A. Interpersonal Relationships
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

5B. Affective Skills
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

5C. Expressive Skills
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language

0 = Not at All/Slightly  1 = Somewhat  2 = Moderately  3 = Mostly  4 = Very  [N/O]

Functional Competencies

Rate each item by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?
<table>
<thead>
<tr>
<th>Not at All/ Slightly</th>
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4 = very often displays evidence of the competency; above the minimal level for internship readiness

If you have not had the opportunity to observe a behavior in question, please indicate this by clicking “No Opportunity to Observe” [N/O].

*Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.

**FUNCTIONAL COMPETENCIES**

**III. APPLICATION**

6. **Evidence-Based Practice**: Integration of research and clinical expertise in the context of patient factors.

6A. Knowledge and Application of Evidence-Based Practice

Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

0 = Not at All/ Slightly

1 = Somewhat

2 = Moderately

3 = Mostly

4 = Very

[N/O]
individuals, groups, and/or organizations.

7A. Knowledge of Measurement and Psychometrics
Selects assessment measures with attention to issues of reliability and validity

0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

7B. Knowledge of Assessment Methods
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances

0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

7C. Application of Assessment Methods
Selects appropriate assessment measures to answer diagnostic question

0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

7D. Diagnosis
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity

0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

7E. Diagnosis
Demonstrate understanding of contextual influences on human behavior (e.g., family, social, societal, and cultural), including consideration of client strengths

0 = Not at All/Slightly
1 = Somewhat
2 = Moderately
3 = Mostly
4 = Very
[N/O]

7F. Conceptualization and Recommendations
Utilizes systematic approaches of gathering data to inform clinical decision-making

» 0 = Not at All/Slightly  » 1 = Somewhat  » 2 = Moderately  » 3 = Mostly  » 4 = Very  » [N/O]

7G. Communication of Assessment Findings
Writes adequate assessment reports and progress notes and communicates assessment findings effectively to a range of audiences

» 0 = Not at All/Slightly  » 1 = Somewhat  » 2 = Moderately  » 3 = Mostly  » 4 = Very  » [N/O]

8. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

8A: Intervention Relationships
Establishes and maintains effective relationships with clients

» 0 = Not at All/Slightly  » 1 = Somewhat  » 2 = Moderately  » 3 = Mostly  » 4 = Very  » [N/O]

8B: Intervention planning
Formulates and conceptualizes cases and plans interventions utilizing to address client goals

» 0 = Not at All/Slightly  » 1 = Somewhat  » 2 = Moderately  » 3 = Mostly  » 4 = Very  » [N/O]

8C. Intervention Implementation
Implements evidence-based interventions that are informed by assessment findings, cultural considerations, and contextual variables

» 0 = Not at All/Slightly  » 1 = Somewhat  » 2 = Moderately  » 3 = Mostly  » 4 = Very  » [N/O]
8D. Incorporation of Research
Applies relevant research literature to clinical decision-making

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

8E. Modifications
Demonstrates ability to modify or adapt evidence-based approaches when an evidence-base is lacking for a particular client

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

8F. Progress Evaluation
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

9. Consultation: The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.

9A. Role of Consultant
Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)

» 0 = Not at All/Slightly » 1 = Somewhat » 2 = Moderately » 3 = Mostly » 4 = Very » [N/O]

9B. Addressing Referral Question
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions

» 0 = Not at All/Slightly » 1 = » 2 = » 3 = Mostly » 4 = Very » [N/O]
9C. Communication of Consultation Findings
Identifies literature and knowledge about process of informing consultee of assessment findings

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

9D. Application of Consultation Methods
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

IV. EDUCATION

10. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

10A. Expectations and Roles
Demonstrates knowledge of, purpose for, and roles in supervision

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

10B. Processes and Procedures
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices

0 = Not at All/Slightly 1 = Somewhat 2 = Moderately 3 = Mostly 4 = Very [N/O]

10C. Skills Development
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals

0 = Not at 1 = 2 = 3 = Mostly 4 = Very [N/O]
10D. Supervisory Practices
Provides helpful supervisory input in peer and group supervision

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]

V. SYSTEMS

11. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

11A. Knowledge of the Shared and Distinctive Contributions of Other Professions
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]

11B. Functioning in Multidisciplinary and Interdisciplinary Contexts
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]

11C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes
Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]

11D. Respectful and Productive Relationships with Individuals from Other Professions
Develops and maintains collaborative relationships and respect for other professionals

- 0 = Not at All/Slightly
- 1 = Somewhat
- 2 = Moderately
- 3 = Mostly
- 4 = Very
- [N/O]
Narrative Evaluation

Overall Assessment of Trainee’s Current Level of Competence
Please provide a brief narrative summary of your overall impression of this trainee’s current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee’s particular strengths and weaknesses?

- Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

- If applicable, is the trainee ready to apply for internship?
Thank you for completing the form. Your responses will be emailed to you when you click submit. **Please print out the response form, review with your supervisee, and obtain signatures.** Please return to:

Sara Stromeyer, PhD  
Box 870348, Department of Psychology  
The University of Alabama  
Tuscaloosa, AL 35487

Please let us know if you have any questions.

Supervisee signature:  

_____________________________

Supervisor signature:  

_____________________________

Date:  

_____________________________

Please type in your email address:
Powered by Qualtrics
Appendix H

Assessment Table (Proximal Data – Revised; Implemented Fall 2017)

**Aim 1:** Acquire a general knowledge base in the discipline of psychology, broadly construed.

**Competencies:**
- Competency 1.1: Students will demonstrate graduate-level understanding of history and systems of psychology.
- Competency 1.2: Students will demonstrate graduate-level understanding of affective aspects of behavior.
- Competency 1.3: Students will demonstrate graduate-level understanding of biological aspects of behavior.
- Competency 1.4: Students will demonstrate graduate-level understanding of cognitive aspects of behavior.
- Competency 1.5: Students will demonstrate graduate-level understanding of developmental aspects of behavior.
- Competency 1.6: Students will demonstrate graduate-level understanding of social aspects of behavior.
- Competency 1.7: Students will demonstrate graduate-level knowledge that entails integration of multiple basic discipline-specific content areas (e.g., integration of two of: affective, biological, cognitive, social, or developmental aspects of behavior).
- Competency 1.8: Students will demonstrate graduate-level understanding of research methods.
- Competency 1.9: Students will demonstrate graduate-level understanding of statistical analysis.
- Competency 1.10: Students will demonstrate graduate-level understanding of psychometrics.

<table>
<thead>
<tr>
<th>Competency</th>
<th>How Measured</th>
<th>Minimum Level of Achievement (MLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 History and Systems</td>
<td>1.1 Course Grade in PY 671 History &amp; Systems of Psychology</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td>1.2 Affective Aspects</td>
<td>1.2 (a) Integrative paper on affect and development in PY 652: Affect and Lifespan Development course.</td>
<td>Students attain 80% of points or higher for the Content &amp; Support component of the paper.</td>
</tr>
<tr>
<td></td>
<td>1.2 (b) Behavioral observation papers in PY 652: Affect and Lifespan Development course.</td>
<td>Students attain grades of “Proficient” or higher on the grading rubric for “identifies normative emotions and behaviors for age period with observed examples.”</td>
</tr>
<tr>
<td></td>
<td>1.2 (c) Proposal paper in PY 630: Affective Neurophysiology course.</td>
<td>Students attain 80% of the points or higher for the Content &amp; Support component of the paper.</td>
</tr>
<tr>
<td>1.3 Biological Aspects</td>
<td>1.3 Course Grade in PY 629 – Biological Bases of Behavior</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td>1.4 Cognitive Aspects</td>
<td>1.4 Course Grade in PY 650 – Cognition &amp; Learning</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td>1.5 Developmental Aspects</td>
<td>1.5 Course grade in PY 652 – Affect and Lifespan Development</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td>1.6 Social Aspects</td>
<td>1.6 Course Grade in PY 672 – Advanced Social</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Grade Requirement</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1.7 Integrative Knowledge</td>
<td>1.7 Course Grade in PY 630 – Affective Neurophysiology</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td>1.8 Research Methods</td>
<td>1.8 (a) Course grade in PY 607 – Research Methods in Psychology</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td></td>
<td>1.8 (b) Master’s Thesis and Dissertation Rubrics for “methodological sophistication sufficient to address questions.”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td>1.9 Statistical Analysis</td>
<td>1.9 (a) Course grades in PY 602 – Advanced Statistics I and PY 603 – Advanced Statistics II</td>
<td>Students attain grades of B or higher.</td>
</tr>
<tr>
<td></td>
<td>1.9 (b) Master’s Thesis and Dissertation Rubrics for “detailed analysis, interpretation, and discussion.”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td>1.10 Psychometrics</td>
<td>1.10 (a) Course Grade in PY 664 - Psychometrics</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td></td>
<td>1.10 (b) Master’s Thesis and Dissertation Rubrics for “adequately measure the constructs of interest (e.g., reliability, validity)”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
</tbody>
</table>
**Aim 2:** Develop profession-wide competencies as part of preparation for practice in health service psychology.

- Competency 2.1: Students will demonstrate graduate-level understanding of the current body of knowledge in ethical and legal standards.
- Competency 2.2: Students will demonstrate graduate-level understanding of issues of individual and cultural diversity.
- Competency 2.3: Students will demonstrate graduate-level understanding of assessment.
- Competency 2.4: Students will demonstrate graduate-level understanding of intervention.
- Competency 2.5: Students will demonstrate graduate-level understanding of supervision.
- Competency 2.6: Students will demonstrate graduate-level understanding of consultation and interprofessional/interdisciplinary skills.

<table>
<thead>
<tr>
<th>Competency</th>
<th>How Measured</th>
<th>Minimum Level of Achievement (MLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Ethical/Legal</td>
<td>2.1 (a) Course grade in PY 608 – Ethics</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td></td>
<td>2.1 (b) Practicum evaluation items within Section 3 of the Readiness for Practicum and Readiness for Internship forms (i.e., Ethical Legal Standards and Policy).</td>
<td>Students obtain a score of 2 (i.e., moderately) or higher on each item within Section 3 of the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 621 - Principles of Psychotherapy Lab Instructor. Students will be expected to obtain a score of 2 or higher on Section 3 of the Readiness for Internship Form from the first semester of practicum on. A score of 3 (i.e., mostly) or higher on Section 3 of the Readiness for Internship Form will be required the semester before applying for internship.</td>
</tr>
<tr>
<td></td>
<td>2.1 (c) Case presentation rating form score for “Ethics and Diversity”</td>
<td>Students obtain a score of 2 (i.e., addressed many of the required elements; organized; at the minimal expectation for stage of training) or higher.</td>
</tr>
<tr>
<td>2.2 Diversity</td>
<td>2.2 (a) Course grade in PY 690 – Cultural Competency</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td></td>
<td>2.2 (b) Practicum evaluation items within Section 2 of the Readiness for Practicum and Readiness for Internship forms (i.e., Individual and Cultural Diversity).</td>
<td>Students obtain a score of 2 (i.e., moderately) or higher on each item within Section 2 (Individual and Cultural Diversity) of the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 621 - Principles of Psychotherapy Lab Instructor. Students will be expected to obtain a score of 2 or higher on Section 2 of the Readiness for Internship Form from the first semester of practicum on. A score of 3 (i.e., mostly) or higher on Section 2 of the Readiness for Internship Form will be required the semester before applying for internship.</td>
</tr>
<tr>
<td></td>
<td>2.2 (c) Case presentation rating form score for “Ethics and Diversity”</td>
<td>Students obtain a score of 2 (i.e., addressed many of the required elements; organized; at the minimal expectation for stage of training) or higher.</td>
</tr>
<tr>
<td></td>
<td>2.2 (d) Master’s Thesis and Dissertation Rubrics for “consideration of relevant issues of diversity.”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td>2.3 Assessment</td>
<td>2.3 (a) Course grade in PY 609 - Psychological Assessment I; PY 658 – Psychopathology; PY 610 - Psychological</td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td>Assessment II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td><strong>2.3 (b) Practicum evaluation items within Section 9 (i.e., Assessment) of the Readiness for Practicum and Readiness for Internship forms.</strong></td>
<td>Students obtain a score of 2 (i.e., moderately) or higher on items 9A-9C and item 9F on the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 609 – Psychological Assessment I and PY 664 – Psychometrics instructor. Students obtain a score of 2 (i.e., moderately) or higher on items 9D and 9E on the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 658 – Psychopathology instructor. Students will be expected to obtain a score of 2 or higher on Section 9 of the Readiness for Internship Form from the first semester of practicum on. A score of 3 (i.e., mostly) or higher on Section 9 of the Readiness for Internship Form will be required the semester before applying for internship.</td>
<td></td>
</tr>
<tr>
<td><strong>2.3 (c) Case presentation rating form score for “Psychological Assessment”</strong></td>
<td>Students obtain a score of 2 (i.e., addressed many of the required elements; organized; at the minimal expectation for stage of training) or higher.</td>
<td></td>
</tr>
<tr>
<td><strong>2.4 Intervention</strong></td>
<td><strong>2.4 (a) Course grades in PY 658 - Psychopathology, PY 619 - Principles of Psychotherapy, and PY 621 - Principles of Psychotherapy Lab.</strong></td>
<td>Students attain a grade of B or higher or P or higher (Principles of Psychotherapy Lab).</td>
</tr>
<tr>
<td><strong>2.4 (b) Practicum evaluation items within Section 10 (i.e., Intervention) of the Readiness for Practicum and Readiness for Internship forms.</strong></td>
<td>Students obtain a score of 2 (i.e., moderately) or higher on each item within Section 10 of the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 621 - Principles of Psychotherapy Lab Instructor. Students will be expected to obtain a score of 2 or higher on Section 9 of the Readiness for Internship Form from the first semester of practicum on. A score of 3 (i.e., mostly) or higher on Section 10 of the Readiness for Internship Form will be required the semester before applying for internship.</td>
<td></td>
</tr>
<tr>
<td><strong>2.4 (c) Case presentation rating form score for “Intervention”</strong></td>
<td>Students obtain a score of 2 (i.e., addressed many of the required elements; organized; at the minimal expectation for stage of training) or higher.</td>
<td></td>
</tr>
<tr>
<td><strong>2.5 Supervision</strong></td>
<td><strong>2.5 (a) Course grade in PY 617 - Supervision, Consultation, and Interprofessional Skills</strong></td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
<td><strong>2.5 (b) Practicum evaluation items within Section 11 (i.e., Supervision) of the Readiness for Practicum and Section 13 of the Readiness for Internship forms.</strong></td>
<td>Students obtain a score of 2 (i.e., moderately) or higher on each item within Section 11 of the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 621 - Principles of Psychotherapy Lab Instructor. Students will be expected to obtain a score of 2 or higher on item 13D of the Readiness for Internship Form from the first semester of practicum on.</td>
<td></td>
</tr>
<tr>
<td><strong>2.6 Consultation/</strong></td>
<td><strong>2.6 (a) Course grade in PY 617 - Supervision, Consultation,</strong></td>
<td>Students attain a grade of B or higher.</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td><strong>2.6 (b)</strong></td>
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</tbody>
</table>
2.6 (b) Practicum evaluation items within Sections 11 (i.e., Consultation) and Section 14 (i.e., Interdisciplinary Systems) of the Readiness for Internship form. | Students obtain a score of 2 (i.e., moderately) or higher on items 11A-11C and items 14A-14C on the Readiness for Internship form as rated by the PY 617 – Supervision, Consultation, and Interprofessional Skills instructor. For students participating in placements that involve consultation and/or interprofessional skills, students will be expected to obtain a score of 2 or higher on items 11D and 14D.
**Aim 3:** Develop the knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

**Competencies:**

- **Competency 3.1:** Students will demonstrate a graduate-level understanding of how to develop a research question and relate it to the existing literature.
- **Competency 3.2:** Students will demonstrate a graduate-level understanding of how to utilize methodological sophistication sufficient to address the research question.
- **Competency 3.3:** Students will demonstrate a graduate-level understanding of how to adequately measure the constructs of interest (e.g., reliability, validity).
- **Competency 3.4:** Students will demonstrate a graduate-level understanding of how to provide detailed analysis, interpretation, and discussion of results.
- **Competency 3.5:** Students will demonstrate a graduate-level ability to critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including host institution), regional, and national level.

<table>
<thead>
<tr>
<th>Competency</th>
<th>How Measured</th>
<th>Minimum Level of Achievement (MLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Develop a research question and relate it to the existing literature</td>
<td>3.1 Master’s Thesis and Dissertation Rubrics for “development of research question,” “thoroughness of literature review,” and “incorporation of existing theories.”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td>3.2 Utilize methodological sophistication sufficient to address the research questions</td>
<td>3.2 Master’s Thesis and Dissertation Rubrics for “methodological sophistication sufficient to address questions”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td>3.3 Adequately measure the constructs of interest (e.g., reliability, validity)</td>
<td>3.3 Master’s Thesis and Dissertation Rubrics for “adequately measure the constructs of interest (e.g., reliability, validity)”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td>3.4 Provide detailed analysis, interpretation, and discussion of results.</td>
<td>3.4 Master’s Thesis and Dissertation Rubrics for “detailed analysis, interpretation, and discussion of results.”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td>3.5 Critically evaluate and disseminate research</td>
<td>3.5 Number of peer-reviewed publications, non-peer-reviewed publications, national presentations, regional presentations, and local presentations.</td>
<td>Consistent with the Council of University Directors of Clinical Psychology (CUDCP) Expectations for Internship Eligibility, students are expected to: a) Publish an article in a refereed journal or a book chapter as an author</td>
</tr>
</tbody>
</table>
or co-author, or
b) Presenting at least three papers/posters/workshops at regional, national, or international conferences or meetings.
**Aim 4:** To promote professional values, attitudes, and behaviors (including communication and interpersonal skills) that are critical for practice in health service psychology.

**Competencies:**
- Competency 4.1: Students will demonstrate graduate-level professional values, attitudes, and behaviors.
- Competency 4.2: Students will demonstrate graduate-level communication and interpersonal skills.

<table>
<thead>
<tr>
<th>Competency</th>
<th>How Measured</th>
<th>Minimum Level of Achievement (MLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Professional values, attitudes, and behaviors</td>
<td>4.1 Practicum evaluation items within Section 1 of the Readiness for Practicum and Readiness for Internship forms (i.e., Professionalism).</td>
<td>Students obtain a score of 2 (i.e., moderately) or higher on each item within Section 1 of the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 621 - Principles of Psychotherapy Lab Instructor. Students will be expected to obtain a score of 2 or higher on Section 1 of the Readiness for Internship Form from the first semester of practicum on. A score of 3 (i.e., mostly) or higher on Section 1 of the Readiness for Internship Form will be required the semester before applying for internship.</td>
</tr>
<tr>
<td>4.2 Appropriate communication and interpersonal skills</td>
<td>4.2 (a) Course grade in PY 621 - Principles of Psychotherapy Lab</td>
<td>Students attain a passing grade.</td>
</tr>
<tr>
<td></td>
<td>4.2 (b) Practicum evaluation items within Section 5 of the Readiness for Practicum and Readiness for Internship forms (i.e., Relational).</td>
<td>Students obtain a score of 2 (i.e., moderately) or higher on each item within Section 5 of the Readiness for Practicum Form (completed the summer before starting practicum) as rated by the PY 621 - Principles of Psychotherapy Lab Instructor. Students will be expected to obtain a score of 2 or higher on Section 5 of the Readiness for Internship Form from the first semester of practicum on. A score of 3 (i.e., mostly) or higher on Section 5 of the Readiness for Internship Form will be required the semester before applying for internship.</td>
</tr>
<tr>
<td></td>
<td>4.2 (c) Master’s Thesis and Dissertation Oral Exam Rubrics for “delivery” and “ability to answer questions.”</td>
<td>Students obtain scores of 3 (i.e., “developing scholarship”) or higher on the thesis defense rubrics and scores of 6 (i.e., “developed scholarship”) or higher on the dissertation defense rubrics.</td>
</tr>
<tr>
<td></td>
<td>4.2 (d) Case presentation rating form score for “Presentation.”</td>
<td>Students obtain a score of 2 (i.e., addressed many of the required elements; organized; at the minimal expectation for stage of training) or higher.</td>
</tr>
</tbody>
</table>
# Appendix I
## Case Presentation Rating Form

Trainee _____________________________________________ Date: __________________________

Rater: __________________________

### Rating Scale

1 = omitted many essential elements; poorly organized; skills below the minimal expectation for stage of training

2 = addressed many of the required elements; organized; at the minimal expectation for stage of training

3 = addressed almost all of the required elements; well organized; above the minimal expectation for stage of training

4 = thoroughly addressed all essential elements; extremely well organized, well above the minimal expectation for stage of training.

**Student must score at the level of 2 or above on ALL content areas.**

<table>
<thead>
<tr>
<th>ESSENTIAL COMPONENTS</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Information</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Case description and identifying information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of presenting problem(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of referral source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of social/educational/occupational history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of history of psychological problems and/or treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of pertinent medical history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of current and history of medications and substance use (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>____ / 4</td>
<td></td>
</tr>
<tr>
<td><strong>Psychological Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Choice of measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rationale for choice of measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of assessment findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discussion of assessment findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>____ / 4</td>
<td></td>
</tr>
<tr>
<td><strong>Case Conceptualization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Description of case conceptualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accuracy of diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rationale for diagnoses (differential diagnoses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discussion of case conceptualization</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>____ / 4</td>
<td></td>
</tr>
</tbody>
</table>
### Intervention
- Choice of intervention (including overview of the evidence base)
- Rationale for choice of intervention (including consideration of strengths and weaknesses)
- Description of intervention (including pertinent process and/or outcome data)
- Discussion of intervention

**Score** ___ / 4

### Ethics and Diversity
- Adherence to ethical standards
- Confidentiality of the client protected during the presentation
- Consideration of pertinent diversity issues

**Score** ___ / 4

### Presentation
- Preparation for the presentation
- Organization of presentation
- Clarity of presentation
- Level of interest generated by presentation
- Use of audiovisual material(s)
- Oral presentation skill

**Score** ___ / 4

**Total Score** ___ / 24

**Comments:**

*Student must score at the level of 2 or above on ALL content areas. Remediation for performance falling below the minimal requirement may include repeated case presentation experience(s) in order to obtain the required rating.*

Appendix J

Social Communication and Public Professionalism Policy
The University of Alabama
Clinical Psychology Doctoral Training Program

Increasingly, as information becomes more publicly available, lines between public and private information are blurring. Many students have websites, blogs, email signature lines, and voicemail/answering machine messages that are entertaining and reflect their personal preferences and personalities. However, students should consider the potential impact of this information on their professional image. For example, if the student uses his/her personal telephone or email account for professional purposes, clients, research participants, and potential employers may view the student as less professional than desired.

The Council of University Directors of Clinical Psychology has recently been discussing the implications of trainee information conveyed through public social communication. These mediums may include personal websites and blogs, social networking sites (e.g., MySpace, Facebook, etc.), email content, email signatures, answering machine or voicemail messages, and listserv postings, among others. The purpose of this policy is to provide some guidelines about any public representation of you or the program. As technology changes, one part of professional training is to become aware of the implications such information might have, including the following:

- Internship programs report conducting web searches on applicants' names before inviting applicants for interviews and before deciding to rank applicants in the match.
- Clients are conducting web-based searches on trainees' names and finding information about therapists (and declining to come to clinics based on what they find).
- Employers are conducting on-line searches of potential employees prior to interviews and job offers.
- Legal authorities are looking at websites for evidence of illegal activities. Some prima facie evidence may be gained from websites such as photographs, but text may also alert authorities to investigate further.
- Postings to a variety of listservs might reflect poorly on oneself and the program.
- Although signature lines are ways of indicating your uniqueness and philosophy, one is not in control of where the emails will end up and might affect how others view you as a professional. Quotations on personal philosophy, religious beliefs, and political attitudes might cause unanticipated adverse reactions from other people.
- Greetings on answering machines and voicemail messages that might be entertaining to your peers, express your individuality, and be indications of your sense of humor may not portray you in a positive professional manner. If you use your cell phone or home telephone for professional purposes (research, teaching, or clinical activities), be sure your greeting is appropriate and professional in demeanor and content.

Information that seems to be fun, informative, and candid might put the program and the student in a bad light. What might be seen as "private" self-disclosure indicating your perceptions of yourself among friends is actually very public. Anything on the World Wide Web is potentially available to all who seek. There are now a number of negative episodes in training programs where graduate students, faculty members, and clients have been negatively affected by material on websites, emails, and answering machine messages posted by graduate students.

Obviously if your webpage/blog/voicemail/email signature/other public social communication does not include any mention or indication of the fact that you are a clinical psychology doctoral student or that you are part of The University of Alabama community, what you communicate and how you represent yourself personally is none of the program’s business. However, increasingly, universities, internship sites, and even patients are seeking out information about people on the web before they make faculty offers, final match decisions, or even decide to see someone clinically. There are now numerous anecdotes of well-qualified Ph.D. graduates not getting post-doc or faculty offers because someone viewed something that was considered to be inappropriate or objectionable on the candidate’s webpage; similar stories about internship sites deciding not to match someone also exist. For your own potential future, we would advise that before you put anything up on the web as representing yourself, you seriously consider how that material may be viewed by future employers, internship sites, or
clients. We advise that you be mindful of how you represent other students in public forums. Do not post pictures or information about other students that may negatively affect their potential future. Further, it is an official policy of our program that graduate students not extend or accept “friend requests” from clients on social networking sites such as Facebook or MySpace, whether or not you indicate on your page that you are a student at The University of Alabama.

If your webpage/blog/voicemail/email signature/other public social communication does identify you as a clinical psychology graduate student or as affiliated with The University of Alabama, or if the communication reveals information relevant to the graduate program (e.g., disclosing confidential client or research information, etc.), then the program does indeed have some responsibility for how you (or it) is portrayed. Your webpage/blog/voicemail/email signature/other public social communication will then become part of your program-related behavior and may be used in student evaluations, including decisions regarding probation or termination. Your communications relevant to the program must meet all legal and ethical guidelines from the American Psychological Association, must be professional in its content, and must not contain objectionable material. We will not actively search out students’ public communications. However if we become aware of a page, blog, email, voicemail answering message, or any other public social communication that identifies you as a clinical psychology student, as a student in the program, or contains information directly relevant to the program, and that communication is considered by the Clinical Faculty to be unethical, illegal, or to contain objectionable material, we will follow existing procedures for dealing with student misconduct and/or unethical behavior. Please note that even though your social networking site pages may have privacy settings, and therefore not be readily accessible by the majority of the public, it is possible for information you have posted to be accessed in the public domain (e.g., someone on your “friend” list who has access to your page may find something you’ve said or done unethical or inappropriate and they may report you).

As a preventive measure, the Program advises that students (and faculty) approach public communications carefully. Students should attend to what content they reveal about themselves in these forums, and whether there is any personal information that they would not want program faculty, employers, or clients to read, view, or hear. Students who use these media should consider how to protect the security of private information.

**Adapted from policies adopted by the University of Kansas Clinical Child Psychology Program, the University of Missouri Clinical Program, San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology, the University of Nebraska Clinical Psychology Program.**
Appendix K

Telesupervision Policy (Effective March 2020)

The following applies to telesupervision, defined as supervision of clinical activity, involving a supervisor, peer consultants, and supervisees, that is conducted via telephone, video conference program, or mediums other than in-person meeting.

The primary mode of supervision is to be in-person physically. That is, telesupervision may occur when a typically-present supervisor is out of town, ill, or otherwise prevented from meeting in person physically; or likewise, when a supervisee is unable to be present. Certainly, brief telesupervision for acute situations is acceptable, as it allows for more timely feedback and optimal client care. However, on the whole, telesupervision does not optimize recognition of nonverbal or affective cues, smooth exchange of feedback, and other important aspects of supervision. Thus, telesupervision is not to be the primary mode of supervision (i.e., no more than 49% of supervision may be conducted as telesupervision, and ideally far less).*

If and when telesupervision occurs, both supervisor and supervisee are responsible for identifying a private location to conduct the activity. When possible, the non-remote party will conduct telesupervision from the practicum location. Telesupervision must be conducted in a HIPAA- and FERPA-compliant manner (i.e., both the device, any software used, and internet connection must maximize confidentiality of both client and student).

Although the off-site supervisor maintains full professional responsibility for clinical cases, if a student is seeing clients while a supervisor is physically unavailable, it is incumbent upon that supervisor to designate a physically-available back-up in case of emergency. This back-up is typically the Director of the Psychology Clinic or the Director of Clinical Training. Students are provided with emergency contact information for these individuals and/or another identified back-up.

*Please note that emergency situations such as COVID-19 in 2020 might require more prolonged telesupervision to preserve faculty, student, and client safety.
Appendix L

APA Ethical Principles of Psychologists and Code of Conduct

Appendix M

Unaccredited Internship Policy (Effective 8/11/21)

In order to evaluate the nature and appropriateness of training activities at a non-accredited internship site, the DCT initiates contact with the internship training director and requests the following information for review: a) the internship handbook, b) a description of programmatic training experiences (including mandatory or optional rotations) and related intern schedule, and c) any other program brochures or materials that clarify training activities during the internship year. The DCT and clinical faculty collectively review these materials during a clinical faculty meeting and vote as to the appropriateness of these activities and identify any other training needs to be communicated to the internship site. The DCT additionally remains in email or phone contact with the intern to ensure that training opportunities are commensurate with what is stated in internship program materials.

To evaluate the frequency and quality of supervision, the DCT reviews the program materials provided by the internship (see above) and confirms with the internship training director the frequency with which the intern will receive individual and group supervision. It is expected that the intern will receive a minimum of two hours of face-to-face individual supervision per week, and an additional two hours per week of either individual or group supervision. The DCT and clinical faculty review the supervision plan in a clinical faculty meeting and vote on the appropriateness and adequacy of supervision. The DCT additionally confirms supervision frequency with the intern periodically throughout the training year.

To verify that internship supervisors are appropriately credentialed (i.e., licensed, doctoral-level psychologists), the DCT contacts the internship training director to verify the training and credentials of supervisors with whom the student will meet for primary supervision during the course of the internship training year. Clinical faculty are made aware of the credentials of internship supervisors during discussions of supervision frequency and the nature of internship experiences.

To ensure that how the internship evaluates student performance is commensurate with the University of Alabama’s evaluation procedures and the Standards of Accreditation, the DCT requests copies of blank evaluation forms from the internship training director. The DCT and clinical faculty then meet to review these forms and determine if they sufficiently assess expected competencies during the internship training year and adequately communicate intern progress. If it is determined that the internship program’s planned evaluation procedures are insufficient, we request that the internship use our own Readiness for Internship Form that has been applied each semester during the student’s clinical training in our program. The DCT communicates this to the internship site and requests completed copies of the form at the internship mid- and end-points.

To examine how interns demonstrate competency at the appropriate level, the DCT obtains from the internship training director the internship handbook and rotation-related information as well as evaluation forms. The DCT and clinical faculty review these materials at a clinical faculty meeting and vote on whether or not expected internship competencies are appropriate based on the nature of training experiences, manner of evaluation of student performance, and our own programmatic expectations regarding the student’s expected competencies at the completion of internship (i.e., obtaining ratings at the “mostly” level on the University of Alabama’s Readiness for Internship Form by the completion of internship). The DCT then communicate the faculty’s decision regarding demonstration of competency to the internship training director, and the DCT monitors evaluation outcomes as the training year progresses.

All correspondence with the internship training site and mid- and end-point evaluations of student performance are documented within the University of Alabama student files.
Please complete the following questions about your supervisor(s) and placement

Placement/Practicum Name:

Placement Type

9-month placement
12-month placement
Summer placement
Practicum

Supervisor(s):

Did you have input into how clients/groups were assigned to you?
Yes
No

**Format of supervision**

Individual
Group
Both

**A. INDIVIDUAL INTERACTION**

<table>
<thead>
<tr>
<th>INDIVIDUAL INTERACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0=Inadequate (Poor)</td>
</tr>
<tr>
<td>1=Marginally Adequate (Fair)</td>
</tr>
<tr>
<td>2=Adequate, but still did not meet my expectations (Good)</td>
</tr>
<tr>
<td>3=Met my expectations (Very Good)</td>
</tr>
<tr>
<td>4=Exceeded my expectations (Excellent)</td>
</tr>
<tr>
<td>N/A=Insufficient basis for rating (Not Applicable)</td>
</tr>
</tbody>
</table>

**Amount/Regularity of supervision time**

| ○ | ○ | ○ | ○ | ○ | ○ |

**Availability of supervisor**

| ○ | ○ | ○ | ○ | ○ | ○ |

**Rapport with supervisor**

| ○ | ○ | ○ | ○ | ○ | ○ |

**Amount of encouraging/supporting feedback**

| ○ | ○ | ○ | ○ | ○ | ○ |

**Constructive nature of corrective feedback**

| ○ | ○ | ○ | ○ | ○ | ○ |

**B. LEADERSHIP**
LEADERSHIP

**Demonstration of integration of science and practice (e.g., applies scientific knowledge base and concepts that influence practice)**
- 0 = Inadequate (Poor)
- 1 = Marginally Adequate (Fair)
- 2 = Adequate, but still did not meet my expectations (Good)
- 3 = Met my expectations (Very Good)
- 4 = Exceeded my expectations (Excellent)
- N/A = Insufficient basis for rating (Not Applicable)

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Clarity of goal-setting and assignments**
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Modeling of professional tasks and effective problem-solving**
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Fosters collegiality between supervisor, students, and staff**
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Effective use of group time/ability to facilitate/structure group**
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

C. DEVELOPMENT

**DEVELOPMENT**

**Encouragement of critical thinking/evaluation of clinical techniques and theoretical issues**
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Assistance with ethical and legal issues**
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**Consideration of individual and cultural diversity issues**
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
### BREADTH OF EDUCATION/EXPERIENCE

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Inadequate (Poor)</td>
</tr>
<tr>
<td>1</td>
<td>Marginally Adequate (Fair)</td>
</tr>
<tr>
<td>2</td>
<td>Adequate, but still did not meet my expectations (Good)</td>
</tr>
<tr>
<td>3</td>
<td>Met my expectations (Very Good)</td>
</tr>
<tr>
<td>4</td>
<td>Exceeded my expectations (Excellent)</td>
</tr>
<tr>
<td>N/A</td>
<td>Insufficient basis for rating (Not Applicable)</td>
</tr>
</tbody>
</table>

#### Variety of clinical training experiences

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] N/A

#### Opportunities for interdisciplinary work/consultation

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] N/A

#### Exposure to varying theoretical models

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] N/A

#### Training in empirically-validated assessment and/or treatment

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] N/A

### E. WORK ENVIRONMENT

#### WORK ENVIRONMENT

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Inadequate (Poor)</td>
</tr>
<tr>
<td>1</td>
<td>Marginally Adequate (Fair)</td>
</tr>
<tr>
<td>2</td>
<td>Adequate, but still did not meet my expectations (Good)</td>
</tr>
<tr>
<td>3</td>
<td>Met my expectations (Very Good)</td>
</tr>
<tr>
<td>4</td>
<td>Exceeded my expectations (Excellent)</td>
</tr>
<tr>
<td>N/A</td>
<td>Insufficient basis for rating (Not Applicable)</td>
</tr>
</tbody>
</table>

#### Manageable clinical load (including paperwork)

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] N/A
Receptivity of site to student training (vs. “cheap labor”)

Adequacy of resources (e.g., tests, equipment, workspace)

F. GLOBAL IMPRESSIONS

GLOBAL IMPRESSIONS

Acquisition of new knowledge

Extent to which experience acquired through placement is relevant to personal goals regarding internship and career

Overall rating of placement

Overall rating of supervisor

Would you recommend this placement to other students?

0 = Definitely Not
1 = Probably Not
2 = Maybe
3 = Probably Yes
4 = Definitely Yes
Additional Comments

Powerred by Qualtrics