MISSISSIPPI STATE UNIVERSITY™
MERIDIAN
SCHOOL OF HEALTH PROFESSIONS
Health Service Psychology

Student Evaluation Handbook

Combined Health Service Psychology
Doctor of Psychology (PsyD)
Master of Science (MS)

Student Annual Evaluation Handbook

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Student Annual Evaluation Handbook

Consistent with the American Psychological Association, all students in Mississippi State University's (MSU's) combined health service psychology (CHSP) programs are evaluated by their program faculty at the end of each academic year during the spring semester. This handbook is intended to inform students as to the purpose of these evaluations, the nature of the evaluation process, and the evaluation criteria used.

Purpose

The primary purpose of the student evaluation process is to provide a mechanism through which students can be made aware of their progress as judged by their program faculty and to utilize a process of self-evaluation that is mentored by the program faculty. Through this mechanism, satisfactory progress is noted, performance exceeding satisfactory progress is commended, and concerns regarding less than satisfactory performance are identified in order to promote remedial efforts. In addition, the evaluation process is intended to ensure that all program faculty are informed as to the progress of all students in the program.

Process

The annual evaluation process consists of two evaluation components: (1) completion of the **Annual Student Evaluation Summary Form** and (2) completion of the **Personal Characteristics Review Form.** During the spring semester, the student is required to conduct a self-evaluation of his/her own progress by completing and submitting the student evaluation forms (*see Appendix*) along with a current curriculum vitae to their major advisor. The program faculty meet to discuss and evaluate the progress of each student with special emphasis on each student's performance subsequent to the previous evaluation. One faculty member, student's major advisor or designated faculty is assigned responsibility for collecting information relative to each student's performance, sharing this information with the other faculty, and recommending a rating for each category of evaluation. Comments and information are solicited from all faculty and a consensus is reached as to the rating to be assigned to each evaluation category, an overall assessment of progress, and any specific evaluative comments to be conveyed to the student. After all students have been evaluated, each student has a conference with the CHSP core faculty to inform the student of the results of the evaluation, solicit the student's input regarding the evaluation results, and allow the student to present their self evaluation and receive the faculty's feedback. The student's signature is obtained to document that the evaluation information has been shared with the student and the signed evaluation forms are placed in the student's departmental file. Any student disagreeing with the evaluation results can appeal the evaluation in person or in writing (see procedures for due process in the CHSP Graduate Student Handbook and the university policy on student retention and dismissal).

Timeframe

The information used for the annual evaluation will be collected from April 1st of the previous year or date of enrollment until March 30th for the academic calendar year.

Sources of Information

Information used during discussion of each student's progress is obtained from a review of the student's departmental file, input from the program faculty, and information submitted by the student. It is the responsibility of each student to **ensure that required documentation forms (*see Appendix*)** are **submitted prior to the faculty deliberations.** In the event that a student does not submit documentation, the faculty will complete the review on available information and note the student's errant behavior in the annual evaluation with remediation as warranted.

Annual Student Evaluation Summary Form

Students are evaluated using the Annual Student Evaluation Summary Form (*see Appendix*) described below. This form is intended to provide students with faculty feedback regarding expectations for progress toward their professional development and program requirements.

Evaluation Categories. Student progress is evaluated and rated in three areas: (a) *Academic Progress,* (b) *Clinical and Interpersonal Skills*, and (c) *Professional Development.* Each evaluation category comprises for two or more subcategory areas:

- *Academic Progress,* comprised of:
  - Classroom Performance - performance in content and related courses,
  - Program Involvement and Capstone Requirement- timely progress towards completion of program requirements (e.g., engagement in leadership activities, progress towards capstone project, mentoring of and collaboration with colleagues).
- *Clinical and Interpersonal Skills,* comprised of:
  - Practitioner Performance - field-based performance associated with practica assignments and other applied assignments.
  - Professional Behavior - interpersonal behaviors/characteristics, work habits, and professional characteristics necessary for effective professional functioning
- *Professional Development,* comprised of:
  - Professional Involvement – membership in professional associations is expected; however, professional competencies include involvement in opportunities (i.e., research and applied experience) beyond those offered in the training program (may include self- or faculty-initiated opportunities, but self-initiation is given special consideration), and
  - Independent/Collaborative Research - participation in independent or collaborative research activities beyond expected course requirements or capstone project.

In addition to individual ratings in each of these areas and categories, an overall *Summary Progress* rating is assigned.

Alignment with Professional Goals and Standards. The CHSP program prepares graduate students to obtain knowledge and skills across nine areas :

1. Research
2. Ethical & Legal Standards
3. Individual & Culture Diversity
4. Professional values, attitudes, & behaviors
5. Communication & Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation & Interprofessional/Interdisciplinary Skills

Rating Scheme. A 5-point Likert scale is used to rate student performance in each area and category and to rate overall progress. The scaled ratings are: (a) Well Above Expectations (WAE), (b) Above Expectations (AE), (c) Expected (E), (d) Below Expectations (BE), and (e) Well Below Expectations (WBE). A description of the specific performance elements considered in each evaluation category and the criteria leading to each rating for students at different points in their program are provided at the end of this handbook.

The meaning attached to the various scaled ratings by the faculty may differ from that assumed by students and deserves some clarification. Students are often tempted to relate the rating scale to the 5-point (A to F) academic grading scale with which they are familiar. That is an incorrect interpretation of the meaning attached to these ratings by the faculty.

WAE ratings will be infrequently awarded and ***should not*** be viewed as equivalent to a course grade of A. Ratings of WAE are intended to recognize ***exceptional*** performance. Although students are encouraged to strive for WAE ratings, failure to achieve such ratings should not be surprising or disappointing. Students receiving frequent ratings of WAE are viewed as having the potential for achieving national recognition as outstanding professional psychologists.

A rating of AE is roughly equivalent to a grade of A. Ratings of AE are intended to recognize performance that exceeds that of good students. Students receiving frequent AE ratings are viewed as having potential for leadership roles as psychologists.

A rating of E, the mid-point of the evaluation rating scale, represents performance roughly equivalent to a course grade of B. Students receiving ratings of E are considered to be making good progress in the program, are expected to complete their program requirements in a timely fashion, and are expected to be viewed positively as representatives of our program following their graduation. In short, we expect all of our students to be good students and good psychologists and an E rating reflects good student performance.

A rating of BE is roughly equivalent to a course grade of B- or lower. Ratings of BE are intended to identify performance deficiencies that need attention and remediation. Students receiving frequent BE ratings would still be expected to complete the program but would not be likely to receive strong recommendations for internship placement or post-graduate employment. Additionally, modification to applied experiences is likely to be appropriate (e.g., limited or highly supervised practica).

A rating of WBE is roughly equivalent to a course grade of C or lower. Ratings of WBE indicate ***serious*** performance deficiencies and indicate that the faculty have reservations about the student's potential for program completion. Students receiving frequent WBE ratings will be encouraged to pursue other training options and will be at-risk for probation or dismissal.

Any student receiving a rating of BE or WBE within any area (i.e., academic progress, clinical and interpersonal skills, and professional development) will be provided remediation.

Please refer to pages 7-12 of this handbook for detailed descriptions of the expected behaviors across each evaluation areas.

Academic Progress

Classroom Performance

WAE:	All Expected Behaviors and Evidence of 2 or more Positive Factors.
AE:	All Expected Behaviors and Evidence of 1 Positive Factor.
E:	Satisfactory performance of all Expected Behaviors
BE:	Any negative factor
WBE:	Two or more negative factors

Expected Behaviors
Regular and punctual class attendance.
Active class participation.
Course grades of B or better.

Positive Factors
Unsolicited report from any teaching Faculty of positive classroom performance.
Report from any Program Faculty of positive classroom performance.
Invited teaching or guest lecture (undergraduate and graduate courses only) from Program Faculty or any other teaching Faculty.

Note: Workshops/Trainings should be listed under Section 3: Professional Development.

Negative Factors
Problematic performance in any area of Expected Behavior.
Report from any Program Faculty of problematic Classroom Performance.
Unsolicited report from any Faculty with teaching responsibilities of problematic Classroom Performance.
Grades of a C (Note: Student cannot obtain a grade of C in more than two classes and a grade of C must be remediated).
Obtaining a course grade of D or F.

Academic Progress

Program Involvement and Research Requirement

WAE:	Early completion of 2 or more requirements
AE:	Early completion of 1 requirement
E:	All requirements completed on time
BE:	Problematic performance in 1 requirement
WBE:	Late completion of 2 or more requirements

Program Involvement Expected Behaviors
Attendance at program sponsored learning opportunities (e.g., training, research, leadership); attendance at colloquia, applicant interviews, and special occasions (e.g., faculty search)
Assistance in attainment of the program's goals
Contribution to cohesiveness of cohort and program

Research Requirement Expected Behaviors
Presentation at a local/state level conference – 1st year (must be present at conference)
Presentation at a regional/national or international conference – 2nd/3rd year (must be present at conference).
Successful defense of capstone project.

**These expected behaviors are expressed in reference to timelines; not frequency. The frequency of research requirements is evaluated in the Section 3: Professional Development.*

Positive Factors
Active leadership in the coordination of program activities.
Independent development of training activities for the program.
Early completion of research requirement.
Multiple conference presentations.

Negative Factors
Frequent and/or unexcused absences for program learning activities.
Late completion in meeting research requirement.

Clinical and Interpersonal Skills

Practitioner Performance

WAE:	All Expected Behaviors and Evidence of 2 or more Positive Factors
AE:	All Expected Behaviors and Evidence of 1 Positive Factor
E:	Satisfactory performance of all Expected Behaviors
BE:	Problematic performance in 1 area of Expected Behaviors
WBE:	Problematic performance in 2 or more areas of Expected Behaviors

Expected Behaviors
Regular attendance at team supervision meetings.
Active participation in team discussions.
Timely completion of written documents (e.g., soap notes, test reports, treatment summaries) and all assignments.
Completion of contact hour requirement documents through logs.
Positive response to supervision.
Satisfactory attention to the components of the behavioral problem-solving model.
Performance of assessment, intervention, and consultation activities and skills appropriate to developmental level in the program.

Positive Factors
Active leadership on clinical assignments.
Frequent initiative.
Unsolicited report from any supervisor (i.e., university, on-site) of positive clinical performance.
Performance of assessment, intervention, and consultation activities and skills beyond developmental level in the program.

Negative Factors
Difficulty meeting deadlines.
Difficulty in providing ongoing communication with clinical site and/or supervisors.
Unsolicited report from any supervisor (i.e., university, on-site) of negative clinical performance.
Frequent and/or unaddressed errors in assessment, intervention, and consultation activities and skills beyond developmental level in the program.

Note: All students must complete the Clinical and Interpersonal Form.

Clinical and Interpersonal Skills

Professional Behavior

WAE:	No Problematic ratings, 6-8 Exemplary ratings
AE:	No Problematic ratings, 2-5 Exemplary ratings
E:	No Problematic ratings, 0-1 Exemplary rating
BE:	1-2 Problematic ratings
WBE:	3 or more Problematic ratings

The areas used in evaluating Professional Behavior, adapted from the guidance from accrediting bodies including APA and NASP are (a) Communication Skills, (b) Effective Interpersonal Relations, (c) Ethical Responsibility, (d) Flexibility, (e) Initiative, (f) Dependability, (g) Personal Stability, and (h) Respect for Human Diversity. Each area is rated as Exemplary, Satisfactory, or Problematic.

Expected Behaviors
Regular communication with supervisors.
Effective and collaborative engagement with team, cohort, other students and professionals.
Engage and follow-through with clinical/research responsibilities.
Adhere to schedules and timelines as agreed upon.
Satisfactory attention to the components of the behavioral problem-solving model within clinical and research activities.
Satisfactory attention to the components of the behavioral problem-solving model.
Timely completion of assessment, intervention, and consultation activities appropriate to developmental level in the program.
Ability to recognize and engage in self-care when necessary.
Engage in behaviors that show respect for individual and cultural differences of others.
Positive Factors
Active leadership.
Frequent initiative.
Evidence of the ability to meet challenges beyond developmental expectations.
Negative Factors
Missed deadlines/meetings.
Difficulty with communication with clinical site and/or supervisors. Inability to adjust to changes in role, responsibility, or clinical demands.
Rigidity in approach to problem-solving.
Inability to effectively recognize and resolve ethical dilemmas at a developmentally appropriate level.
Evidence of insensitivity to individual and/or cultural differences of others.
Inability to resolve interpersonal differences with others.

Note: All students must complete the Professional Behavior Rating Form.

Professional Development

Professional Involvement

WAE:	Expected Behavior and Evidence of 2 or more additional Positive Factors
AE:	Expected Behavior and Evidence of 1 additional Positive Factor
E:	Presence of expected behaviors
BE:	Absence of 1 Expected Behavior
WBE:	Absence of 2 or more Expected Behaviors

Expected Behaviors	
All Students: Membership in APA and 1 additional professional association, attendance at 1 professional meeting, and attendance at all program and departmental presentations/colloquiums.	
1st Year:	Expected Behaviors.
2nd Year:	Expected Behaviors and 1 Positive Factor.
3rd Year:	Expected Behaviors and 2 Positive Factors.

Positive Factors
Attendance at and/or Membership with additional professional organizations.
Leadership role in a professional organization.
Participation in one or more project (independent or collaborative) presentations.
Participation in one or more project (independent or collaborative) publications.
Pursuit of additional training opportunities (e.g., workshops).
Professional service to community and professional organizations.

Negative Factors
Lack of attendance at professional meetings and/or membership in additional professional organizations.
Lack of participation in professional projects.
Lack of evidence of engagement in professional development.
Lack of evidence of service to organizations.

Note: All students must complete the Professional Development Record Form and attach necessary documentation for membership, training certificates, letters of acceptance/participation, etc.

Professional Development

Independent/Collaborative Research

WAE:	Expected Behavior and Evidence of 2 or more additional Positive Factors
AE:	Expected Behavior and Evidence of 1 additional Positive Factor
E:	Cooperative assistance with peer and faculty research projects
BE:	No evidence of assistance with peer or faculty research projects
WBE:	Report of unprofessional behavior related to collaboration

Expected Behavior

All students are expected to take advantage of as many opportunities as possible to assist other students and faculty in their research efforts. This may include participating on faculty led research teams, assisting with data collection for data-based projects and conducting literature reviews.

Positive Factors

Major involvement in more than 1 Independent research project.

Major involvement in more than 2 Collaborative research projects.

*Major involvement includes active involvement in developing research design, preparing manuscript for publication, coding data, creating instruments/assessment materials, and performing data/statistical analysis.

Negative Factors

Lack of involvement in faculty led or supervised-student research activities.

Supervisor report of frequent lack of follow through or tardiness on projects/activities.

Unprofessional behavior or carelessness when engaging in collaborative or independent research projects/activities.

Involvement with in-service training and/or special intervention efforts (e.g., social skills groups) will normally represent either Professional Development or Practitioner Performance activities.

All students must complete the Independent/Collaborative Research Record Form.

Personal Characteristics Review Form

In addition to reviewing student's professional performance, students' personal characteristics related to his/her professionalism will be evaluated using the *Personal Characteristics Review Form* (PCRF). Each student's professional performance is rated on a 5-point scale, "N" indicating no opportunity of observe, "0" indicating does not meet criteria for program level, "1" indicating meets criteria only minimally or inconsistently for program level, "2" indicating meets criteria consistently at program level, and "3" indicating exceeds criteria consistently at program level. All students will receive feedback after any formal evaluation by the faculty.

If a student is not making satisfactory progress as evidenced by their grades and/or less than average evaluations by the department faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. The Department Head may choose to meet with the student and the faculty advisor, and/or to initiate the procedures described below in the Student Retention Procedures.

On rare occasions, departmental faculty members become concerned about a student's suitability for entry into the professions represented by the programs in the department, even though the student may be evidencing satisfactory performance in academic course work. For example, a student's professional integrity, skills level, or professional development is rated on the PCRF scale as 1 or below. Therefore, departmental faculty have adopted the policy and procedures outlined below and in the "Student Retention/Dismissal Procedures" in order to fulfill the departments' professional responsibility and protect the rights of students.

Examples of behaviors that may be evidence of professional impairment include the following. This list contains examples, and is not intended to be exhaustive:

- violation of professional standards of ethical codes;
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements; and,
- interpersonal behaviors and interpersonal functioning that impair one's professional functioning, inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Possible Actions to follow manifestations of professional impairment may include the following. This list contains possible examples and is not intended to be exhaustive.

- a formal reprimand
- an unsatisfactory grade in a skills-based course with the requirement that the course be repeated
- reduced practicum caseload
- personal appropriate therapy
- leave of absence
- required additional practicum or course work

- increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audiotapes)
- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

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 the next level of training, or independent practice?

Competency Benchmarks in Professional Psychology Rating Form

In addition to reviewing students on an annual basis, students' competencies related to professional health service psychology will also be evaluated prior to their initial enrollment in a practicum and prior to enrollment in their internship. These competencies will be evaluated using the *Competency Benchmarks in Professional Psychology Rating Form.* Each student's professional performance is rated on a 5-point scale, "NO" indicating no opportunity of observe, "0" indicating does never or rarely, "1" indicating sometimes, "2" indicating often, and "3" indicating almost always, and "4" indicating always meet criteria consistently at their appropriate level. If a student receives an average rating below "2" in any competency area, then he/she will receive remediation within than identified competency area. If a student receives a rating below "2" in three or more areas, then he/she will be considered for dismissal from the program.

Acknowledgements

The development of this handbook is a collaborative effort by the faculty members of the CHSP and School Psychology programs and feedback provided by the students. Materials used include Division 16 benchmarks. In addition, the faculty wish to thank the APA and NASP Approval Boards for providing examples and feedback through the review and accreditation process.

Appendix A

MSU Combined Health Psychology Programs

Student Evaluation Handbook Forms

Completed by Student

HEALTH SERVICE PSYCHOLOGY INFORMED CONSENT AGREEMENT

The course content and experiential activities involved in the Health Service Psychology programs offered by the School of Health Professions are designed to afford students the opportunity to advance their personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, academic, and professional strengths, weaknesses, and performance. This feedback will come from faculty, supervisors, peers, and clients. You will be expected to deal with this feedback in a mature and professional manner.

The expectations of the Department's curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have your ability to function as a counseling or psychology professional. The various "techniques" or "skills" courses will require that you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

The faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address decisions made. If in the professional judgment of a faculty member, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internships), a faculty review committee will be called to review the performance and behavior of the student and to make recommendations for remediation to the Division Head.

/, _____ *(student name) have read the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, the relevant materials in the CHSP Graduate Student Handbook, the Personal Characteristics Review Form, and the description of course requirements and program experiences required in the curriculum. I agree that the faculty have the right and responsibility to monitor my academic and professional ethical behavior.*

I am willing to participate fully in the courses and requirements delineated in the MSU Graduate Bulletin and all CHSP Manuals.

_____
Signature

_____
Date

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it into the office where it will be placed in your student folder.

_____ _____
Faculty Advisor's Signature Date

Cover Sheet
(Completed by Student)

Directions: Please type all components of your annual evaluation. Complete all requested information and self-rate yourself on the components of each area to be assessed. Provide a copy of your ratings and supporting documentation of your activities to your advisor.

Degree Program: EdS PsyD **Semester/Year Admitted:** Fall 20___

Year in Program: G1 G2 G3 G4 **Advisor:**

2026 – 2027 Academic Year Information Field-Based Experience			
Site Placement:		**Field Supervisor(s):**	
		University Supervisor (s):	
Site Hours Logged:		**Hours of Supervision:**	
***Attach a copy of cumulative semester logs from Fall 202 and Spring 2027 to support hours.*			

2026-2027 APA Information			
Number of Publications:		**Professional Leadership Role:**	**YES or NO**
Number of Presentations:		**Presented to Lay Population:**	**YES or NO**

Annual Student Evaluation Summary Form

Self-Rating

Directions: Using the criteria found on pages 6-11 of the Student Evaluation Handbook, rate yourself in each subarea and area with an overall summary. Please indicate your ratings by placing an "X" besides the category that best describes your performance.

Area/Subareas	WAE	AE	E	BE	WBE
I. **Academic Progress**					
a. Classroom Performance					
b. Involvement/Research Requirement					
II. **Clinical & Interpersonal Skills**					
a. Practitioner Performance					
b. Professional Behavior					
III. **Professional Development**					
a. Professional Involvement					
b. Independent/Collab. Research					
IV. **Summary Progress**					

Comments (Please justify your self-ratings in each area):

Professional Behavior Rating Form

Self-Rating

Directions: Using the criteria found on page 11 of the Student Evaluation Handbook, rate yourself in each area. Please indicate your ratings by placing an "X" besides the category that best describes your performance.

Area	Exemplary	Satisfactory	Problematic
1. Communication Skills			
2. Effective Interpersonal Relations			
3. Ethical Responsibility			
4. Flexibility			
5. Initiative			
6. Dependability			
7. Personal Stability			
8. Respect for Human Diversity			

Comments (Please justify your self-ratings in each area):

I. Academic Research Requirement Record Form

A. Comprehensive Examination

Status of Comprehensive Examinations			
Date of WPE:		**Date of OCE (if applicable):**	
Status: Passed, Retake or Failed		**Status:** Passed, Retake or Failed	

B. Capstone Project (if applicable)

Capstone Progress		
Step/Action	**Semester Anticipated**	**Semester Completed**
1. Topic & director selected		
2. Committee formed		
3. Proposal		
4. Data collection		
5. Defense		

C. Presentation

Capstone Progress		
Step/Action	**Semester Anticipated**	**Semester Completed**
1. Presented at local/state conference		
2. Presented at national/regional conference		

D. Other Research Endeavors

Participation in Research Projects (Must be current and active research only)				
Project Description	**Faculty Advisor**	**Other Collaborators**	**Your Role* in Project**	**Status of Project**

*Role might include data collection, data management, data analysis, interventionist, document preparation, grant writer, etc.

II. Clinical and Interpersonal Record Form

Directions: Document your practica experiences in the categories below for this academic calendar. Provide sufficient information to identify each entry. Attach additional pages if needed.

Semester/Year in Practicum Placement: _____P1 _____P2 _____P3 _____P4

A. Field-Based Experiences

Site	Grade Level*	Age Range**	Role***	Brief Description of Duties

*Grade level (if applicable): PreK – 12, College
**Age Range: Early childhood (0-5yrs); childhood (6-11yrs); adolescence (12-18); adulthood (18+)
*** Role: assessment, academic, behavioral, social/emotional, or crisis specialist (or a combination).

Population Served							
Biological Sex	**#**	**Age**	**#**	**ERL Status**	**#**	**Disability/ Disorder**	**#**
Male		0 – 5 yrs		Asian/Asian Amer		Abuse/Neglect	
Female		6 – 11 yrs		Black/African-Amer		Addiction	
		12 – 18 yrs		Hispanic/Latino		Adjustment	
		18+ yrs		International		Antisocial	
				Alaskan/Native Amer		Anxiety	
				Bi-racial		Autism Spectrum	
				LGBTQ+		Bipolar	
				Bi-Lingual		Conduct	

				Other		Depressive	
						Dissociative Identity	
						Eating	
						Gender Dysphoria	
						Intellectual Disability	
						Intermittent Explosive	
						Oppositional Defiant	
						Personality	
						Schizophrenia	
						Substance Abuse	
						Other	

III. Professional Development Record Form

Directions: Document your professional development activities in the categories below. Attach documentation and use additional pages if needed.

A. Professional Association Memberships (List). Current year only.

_____

B. Leadership Roles in Professional Associations (e.g., committee membership, elected or appointed office, etc.). Current year only. Add lines as needed.

Association	Leadership Role

C. Professional Association Conference Attendance. This is a list for this academic year, such as Fall 2026, Spring 2027, and anticipated Summer 2027 (add lines as needed).

Conference	Semester/Year (e.g., Fall 2026)

D. Program, Departmental, or Conference Presentations <u>Attended</u> [Discretionary presentations only (e.g., not colloquia)]. List in APA style (e.g., author, date, title, sponsor, location) any presentations by others that you have attended for your own professional development. This is a list for this academic year, such as Fall 2026, Spring 2027, and anticipated Summer 2027 (add lines as needed).

E. Additional Training (list in APA style). This will be a running list throughout enrollment (as previously described).

F. Service to Professional Organizations (current year only, add additional lines as needed)

Professional Organization	Activity

G. Service to Community Organizations (current year only, add additional lines as needed)

Community Organization	Activity

IV. Independent/Collaborative Research Record Form

(Completed by Student)

Directions: Document your leadership role in independent and collaborative research activities in the categories below. Provide sufficient information to identify each entry. Attach additional pages if needed.

A. Independent and Collaborative Research Endeavors

i. Leadership Role in Research Projects (list your current active research only).

Project Description	Faculty Advisor	Other Participants	Your Role* in Project	Status of Project

*Leadership role includes active involvement in developing research design, preparing manuscript for publication, coding data, creating instruments/assessment materials, and performing data/statistical analysis.

ii. Research Conference Presentations. List in APA style, including all researchers. This list should include only work completed as a student in the MSU CHSP Programs. This is a list for this academic year, such as Fall 2026, Spring 2027, and anticipated Summer 2027.

iii. Publications (list in APA style). List in APA style, including all researchers. This list should include only work completed as a student in the MSU CHSP Programs. This is a list for this academic year, such as Fall 20266, Spring 2027, and anticipated Summer 2027.

Personal Characteristics Review Form

(Completed by Student)

Student: _____ **Current Academic Year:** _____

Evaluation Criteria

N - No opportunity to observe
0 - Does not meet criteria for program level
1 - Meets criteria only minimally or inconsistently for program level
2 - Meets criteria consistently at program level
3 - Exceeds criteria consistently at program level

Professional Responsibility	**N**	**0**	**1**	**2**	**3**
1. The student relates to peers, professors, and others in an appropriate professional manner.					
2. The student does not exploit or mislead other people during or after professional relationships.					
3. The student applies legal and ethical standards during the training program.					
Competence	**N**	**0**	**1**	**2**	**3**
1. The student takes responsibility for compensating for her/his deficiencies.					
2. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience.					
3. The student demonstrates basic cognitive skills and appropriate affect in response to clients.					
Maturity	**N**	**0**	**1**	**2**	**3**
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
2. The student demonstrates honesty and fairness both personally and professionally.					
3. The student is aware of her/his own belief systems, values, needs, and limitations do not actively affect his/her professional work					
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.					

-continued on next page-

Integrity	**N**	**0**	**1**	**2**	**3**

1 . The student does not make statements that are false, misleading, or deceptive.					
2. The student respects the fundamental rights, dignity, and worth of all people.					
3 . The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.					
4. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.					
5. The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.					

Adapted from work created by faculty in the Southwest Texas State University Counseling Program

Appendix C

MSU Combined Health Psychology Programs
Student Evaluation Faculty Completed Forms

MSU Combined Health Psychology Program

Annual Student Evaluation Summary Form

Faculty Rating

Student: _____ **Current Academic Year:** _____

Faculty: _____

Directions: Using the criteria found on pages 6-11 of the Student Evaluation Handbook, rate the student in each subarea and area with an overall summary. Please indicate your ratings by placing an "X" besides the category that best describes the student's performance.

Area/Subareas	WAE	AE	E	BE	WBE
I. Academic Progress					
a. Classroom Performance					
b. Involvement/Research Requirement					
II. Clinical & Interpersonal Skills					
a. Practitioner Performance					
b. Professional Behavior					
III. Professional Development					
a. Professional Involvement					
b. Independent/Collab. Research					
IV. Summary Progress					

Comments (Please justify student ratings in each area):

MSU Combined Health Service Psychology Program

Professional Behavior Rating Form

Faculty Rating

Student: _____ **Current Academic Year:** _____

Faculty: _____

Directions: Using the criteria found on page 11 of the Student Evaluation Handbook, rate the student in each area. Please indicate your ratings by placing an "X" besides the category that best describes the student's performance.

Area	Exemplary	Satisfactory	Problematic
1. Communication Skills			
2. Effective Interpersonal Relations			
3. Ethical Responsibility			
4. Flexibility			
5. Initiative			
6. Dependability			
7. Personal Stability			
8. Respect for Human Diversity			

Comments (Please justify the student's ratings in each area):

Personal Characteristics Rating Form

Faculty Rating

Student: _____ **Current Academic Year:** _____

Faculty: _____

Evaluation Criteria

N - No opportunity to observe
0 - Does not meet criteria for program level
1 - Meets criteria only minimally or inconsistently for program level
2 - Meets criteria consistently at program level
3 - Exceeds criteria consistently at program level

Professional Responsibility	**N**	**0**	**1**	**2**	**3**
1 . The student relates to peers, professors, and others in an appropriate professional manner.					
2. The student does not exploit or mislead other people during or after professional relationships.					
3. The student applies legal and ethical standards during the training program.					
Competence	**N**	**0**	**1**	**2**	**3**
1 .The student takes responsibility for compensating for her/his deficiencies.					
2. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience.					
3. The student demonstrates basic cognitive skills and appropriate affect in response to clients.					
Maturity	**N**	**0**	**1**	**2**	**3**
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
2. The student demonstrates honesty and fairness both personally and professionally.					
3. The student is aware of her/his own belief systems, values, needs, and limitations do not actively affect his/her professional work					
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.					

-continued on next page-

Integrity	N	0	1	2	3
1 . The student does not make statements that are false, misleading, or deceptive.					
2. The student respects the fundamental rights, dignity, and worth of all people.					
3. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.					
4. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.					
5. The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.					

Adapted from work created by faculty in the Southwest Texas State University Counseling Program

Comments:

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY
Rating Form

Trainee Name:

Name of Placement: **Date Evaluation Completed:**

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

Type of Review:
Initial Review Mid-placement review Final Review Other (please describe):

Dates of Training Experience this Review Covers: _____

Training Level of Person Being Assessed:
Year in Doctoral/Master's Program (List G1, G2, G3, G4; G5):
Intern: ____ Yes ____ No

Please verify this statement.
This evaluation was conducting using a variety of tools, mechanisms, and methodology including direct observation.

_____ _____
(Signature) (Date)

Select the column corresponding to the training level of the person being assessed, and rate items in that column using the using the following frequency scale:

Never/Rarely	Sometimes	Often	Almost Always	Always
0	1	2	3	4

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "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.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
1A. Integrity - Honesty, personal responsibility and adherence to professional values		
Understands professional values; honest, responsible 0 1 2 3 4 [N/O]	Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values 0 1 2 3 4 [N/O]	Monitors and independently resolves situations that challenge professional values and integrity 0 1 2 3 4 [N/O]
1B. Deportment		
Understands how to conduct oneself in a professional manner 0 1 2 3 4 [N/O]	Communication and physical conduct (including attire) is professionally appropriate, across different settings 0 1 2 3 4 [N/O]	Conducts self in a professional manner across settings and situations 0 1 2 3 4 [N/O]
1C. Accountability		
Accountable and reliable 0 1 2 3 4 [N/O]	Accepts responsibility for own actions 0 1 2 3 4 [N/O]	Independently accepts personal responsibility across settings and contexts 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1D. Concern for the Welfare of Others		
Demonstrates awareness of the need to uphold and protect the welfare of others 0 1 2 3 4 [N/O]	Acts to understand and safeguard the welfare of others 0 1 2 3 4 [N/O]	Independently acts to safeguard the welfare of others 0 1 2 3 4 [N/O]
1E. Professional Identity		
Demonstrates beginning understanding of self as professional; "thinking like a psychologist" 0 1 2 3 4 [N/O]	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development 0 1 2 3 4 [N/O]	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice 0 1 2 3 4 [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 background and characteristics defined broadly and consistent with APA policy.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
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 1 2 3 4 [N/O]	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation 0 1 2 3 4 [N/O]	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation 0 1 2 3 4 [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 1 2 3 4 [N/O]	Applies knowledge of others as cultural beings in assessment, treatment, and consultation 0 1 2 3 4 [N/O]	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation 0 1 2 3 4 [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 1 2 3 4 [N/O]	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others 0 1 2 3 4 [N/O]	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

2D. Applications 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 1 2 3 4 [N/O]	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation 0 1 2 3 4 [N/O]	Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work 0 1 2 3 4 [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.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines		
Demonstrates basic knowledge of the principles 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 placed at practicum setting 0 1 2 3 4 [N/O]	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 1 2 3 4 [N/O]	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines 0 1 2 3 4 [N/O]
3B. Awareness and Application of Ethical Decision Making		
Demonstrates awareness of the importance of applying an ethical decision model to practice 0 1 2 3 4 [N/O]	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma 0 1 2 3 4 [N/O]	Independently utilizes an ethical decision-making model in professional work 0 1 2 3 4 [N/O]
3C. Ethical Conduct		
Displays ethical attitudes and values 0 1 2 3 4 [N/O]	Integrates own moral principles/ethical values in professional conduct 0 1 2 3 4 [N/O]	Independently integrates ethical and legal standards with all competencies 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [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.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
4A. Reflective Practice		
Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action) 0 1 2 3 4 [N/O]	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 1 2 3 4 [N/O]	Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool 0 1 2 3 4 [N/O]
4B. Self-Assessment		
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies 0 1 2 3 4 [N/O]	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 1 2 3 4 [N/O]	Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills 0 1 2 3 4 [N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care 0 1 2 3 4 [N/O]	Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice 0 1 2 3 4 [N/O]	Self-monitors issues related to self-care and promptly intervenes when disruptions occur 0 1 2 3 4 [N/O]
4D. Participation in Supervision Process		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship 0 1 2 3 4 [N/O]	Effectively participates in supervision 0 1 2 3 4 [N/O]	Independently seeks supervision when needed 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
5A. Interpersonal Relationships		
Displays interpersonal skills 0 1 2 3 4 [N/O]	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines 0 1 2 3 4 [N/O]	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities 0 1 2 3 4 [N/O]
5B. Affective Skills		
Displays affective skills 0 1 2 3 4 [N/O]	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively 0 1 2 3 4 [N/O]	Manages difficult communication; possesses advanced interpersonal skills 0 1 2 3 4 [N/O]
5C. Expressive Skills		
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills 0 1 2 3 4 [N/O]	Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language 0 1 2 3 4 [N/O]	Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
6A. Scientific Mindedness		
Displays critical scientific thinking 0 1 2 3 4 [N/O]	Values and applies scientific methods to professional practice 0 1 2 3 4 [N/O]	Independently applies scientific methods to practice 0 1 2 3 4 [N/O]
6B. Scientific Foundation of Psychology		
Demonstrates understanding of psychology as a science 0 1 2 3 4 [N/O]	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) 0 1 2 3 4 [N/O]	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) 0 1 2 3 4 [N/O]
6C. Scientific Foundation of Professional Practice		
Understands the scientific foundation of professional practice 0 1 2 3 4 [N/O]	Demonstrates knowledge, understanding, and application of the concept of evidence-based practice 0 1 2 3 4 [N/O]	Independently applies knowledge and understanding of scientific foundations to practice 0 1 2 3 4 [N/O]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
7A. Scientific Approach to Knowledge Generation		
Participates effectively in scientific endeavors when available 0 1 2 3 4 [N/O]	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology 0 1 2 3 4 [N/O]	Generates knowledge 0 1 2 3 4 [N/O]
7B. Application of Scientific Method to Practice		
No expectation at this level 0 1 2 3 4 [N/O]	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs 0 1 2 3 4 [N/O]	Applies scientific methods of evaluating practices, interventions, and programs 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
8A. 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 1 2 3 4 [N/O]	Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 0 1 2 3 4 [N/O]	Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences 0 1 2 3 4 [N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
9A. Knowledge of Measurement and Psychometrics		
Psychometrics Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing 0 1 2 3 4 [N/O]	Selects assessment measures with attention to issues of reliability and validity 0 1 2 3 4 [N/O]	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context 0 1 2 3 4 [N/O]
9B. 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 1 2 3 4 [N/O]	Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances 0 1 2 3 4 [N/O]	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9C. Application of Assessment Methods		
Demonstrates knowledge of measurement across domains of functioning and practice settings 0 1 2 3 4 [N/O]	Selects appropriate assessment measures to answer diagnostic question 0 1 2 3 4 [N/O]	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice 0 1 2 3 4 [N/O]
9D. Diagnosis		
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity 0 1 2 3 4 [N/O]	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity 0 1 2 3 4 [N/O]	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity 0 1 2 3 4 [N/O]
9E. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization 0 1 2 3 4 [N/O]	Utilizes systematic approaches of gathering data to inform clinical decision-making 0 1 2 3 4 [N/O]	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment 0 1 2 3 4 [N/O]
9F. Communication of Assessment Findings		
Demonstrates awareness of models of report writing and progress notes 0 1 2 3 4 [N/O]	Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client 0 1 2 3 4 [N/O]	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner 0 1 2 3 4 [N/O]
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
10A. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention 0 1 2 3 4 [N/O]	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation 0 1 2 3 4 [N/O]	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
10B. Skills		
Displays basic helping skills 0 1 2 3 4 [N/O]	Displays clinical skills 0 1 2 3 4 [N/O]	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations 0 1 2 3 4 [N/O]
10C. Intervention Implementation		
Demonstrates basic knowledge of intervention strategies 0 1 2 3 4 [N/O]	Implements evidence-based interventions 0 1 2 3 4 [N/O]	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate 0 1 2 3 4 [N/O]
10D. Progress Evaluation		
Demonstrates basic knowledge of the assessment of intervention progress and outcome 0 1 2 3 4 [N/O]	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures 0 1 2 3 4 [N/O]	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures 0 1 2 3 4 [N/O]

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

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11A. Role of Consultant		
No expectation at this level	Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher) 0 1 2 3 4 [N/O]	Determines situations that require different role functions and shifts roles accordingly to meet referral needs 0 1 2 3 4 [N/O]
11B. Addressing Referral Question		
No expectation at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions 0 1 2 3 4 [N/O]	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11C. Communication of Consultation Findings		
No expectation at this level	Identifies literature and knowledge about process of informing consultee of assessment findings 0 1 2 3 4 [N/O]	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations 0 1 2 3 4 [N/O]
11D. Application of Consultation Methods		
No expectation at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings 0 1 2 3 4 [N/O]	Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases 0 1 2 3 4 [N/O]

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
12A. Knowledge		
No expectation at this level	Demonstrates awareness of theories of learning and how they impact teaching 0 1 2 3 4 [N/O]	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences 0 1 2 3 4 [N/O]
12B. Skills		
No expectation at this level	Demonstrates knowledge of application of teaching methods 0 1 2 3 4 [N/O]	Applies teaching methods in multiple settings 0 1 2 3 4 [N/O]

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring professional functioning of others.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring professional functioning of others.		
Demonstrates basic knowledge of expectations for supervision 0 1 2 3 4 [N/O]	Demonstrates knowledge of, purpose for, and roles in supervision 0 1 2 3 4 [N/O]	Understands the ethical, legal, and contextual issues of the supervisor role 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
13B. Processes and Procedures		
No expectation at this level	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices 0 1 2 3 4 [N/O]	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise 0 1 2 3 4 [N/O]
13C. Skills Development		
Displays interpersonal skills of communication and openness to feedback 0 1 2 3 4 [N/O]	Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals 0 1 2 3 4 [N/O]	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients 0 1 2 3 4 [N/O]
13D. Supervisory Practices		
No expectation at this level	Provides helpful supervisory input in peer and group supervision 0 1 2 3 4 [N/O]	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting 0 1 2 3 4 [N/O]

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions		
No expectation at this level	Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals 0 1 2 3 4 [N/O]	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts		
Cooperates with others 0 1 2 3 4 [N/O]	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning 0 1 2 3 4 [N/O]	Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning 0 1 2 3 4 [N/O]
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes		
No expectation at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals 0 1 2 3 4 [N/O]	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals 0 1 2 3 4 [N/O]
14D. Respectful and Productive Relationships with Individuals from Other Professions		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals 0 1 2 3 4 [N/O]	Develops and maintains collaborative relationships and respect for other professionals 0 1 2 3 4 [N/O]	Develops and maintains collaborative relationships over time despite differences 0 1 2 3 4 [N/O]

15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
15A. Appraisal of Management and Leadership		
No expectation at this level	Forms autonomous judgment of organization's management and leadership 0 1 2 3 4 [N/O]	Develops and offers constructive criticism and suggestions regarding management and leadership of organization 0 1 2 3 4 [N/O]
15B. Management		
No expectation at this level	Demonstrates awareness of roles of management in organizations 0 1 2 3 4 [N/O]	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy 0 1 2 3 4 [N/O]

Never/Rarely = 0 **Sometimes = 1** **Often = 2** **Almost Always = 3** **Always = 4** **No Opp. = [N/O]**

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
15C. Administration		
Complies with regulations 0 1 2 3 4 [N/O]	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures 0 1 2 3 4 [N/O]	Demonstrates emerging ability to participate in administration of a service delivery program 0 1 2 3 4 [N/O]
15D. Leadership		
No expectation at this level	No expectation at this level 0 1 2 3 4 [N/O]	Participates in system change and management structure 0 1 2 3 4 [N/O]
16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
READINESS FOR PRACTICUM	**READINESS FOR INTERNSHIP**	**READINESS FOR ENTRY TO PRACTICE**
16A. Empowerment		
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention 0 1 2 3 4 [N/O]	Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision 0 1 2 3 4 [N/O]	Intervenes with client to promote action on factors impacting development and functioning 0 1 2 3 4 [N/O]
16B. Systems Change		
Understands the differences between individual and institutional level interventions and system's level change 0 1 2 3 4 [N/O]	Promotes change to enhance the functioning of individuals 0 1 2 3 4 [N/O]	Promotes change at the level of institutions, community, or society 0 1 2 3 4 [N/O]

Notes: