Evaluation/Scoring Rubric for Clinical Oral Exam
SMU Ph.D. Program in Clinical Psychology

Student: _____   Date: _____

Committee Members: _____

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The presentation should be graded on the domains below. Any areas that the student has not mastered may be addressed in remediation and a single later re-evaluation of clinical skills. If the student does not demonstrate mastery in all domains in the re-evaluation, he/she has failed the exam. Scoring Key: NA- Not Adequate, NI- Needs Improvement, S- Strong

	NA	NI	S
Differential Diagnosis			
1. Gathered sufficient information for diagnosis, including use of appropriate psychometric tools (if available at site)	◯	◯	◯
2. Generates a diagnosis that is accurate and well-justified, including consideration of alternative diagnoses	◯	◯	◯
Case Conceptualization			
3. Provides a detailed conceptualization that incorporates diagnosis and client individual characteristics, history, and psychosocial context	◯	◯	◯
4. Conceptualization is well-informed by relevant empirical and theoretical literature	◯	◯	◯
5. Conceptualization is communicated clearly to client and modified based on new information and client response to treatment	◯	◯	◯
Treatment Planning (in the case of assessments, this would refer to recommendations)			
6. Develops appropriate, specific, and manageable treatment goals with client that are consistent with the case conceptualization	◯	◯	◯
7. Intervention plan is evidence-based and appropriate to the client's needs and goals	◯	◯	◯
8. Intervention plan is altered as needed, based on client preferences, outcomes, and changes to case conceptualization	◯	◯	◯
Implementation of Intervention and/or Assessment			
9. Effectively administers evidence-based intervention/assessment tools based on case conceptualization and treatment plan	◯	◯	◯
10. Paces intervention/assessment appropriately, keeping on track, but flexible to client feedback, occurrence of crises, or other events	◯	◯	◯
Monitors Progress (not applicable for assessment cases)			
11. Uses appropriate psychometric tools to regularly monitor progress in symptom improvement and/or achieving treatment goals (if case is from a site that does not permit use of psychometric tools to monitor progress, the student is able to discuss tools that could have been used and how the information would inform treatment).	◯	◯	◯
12. Utilizes information from progress monitoring to inform treatment planning and implementation of interventions	◯	◯	◯

Use of Supervision

13. Seeks out supervision and incorporates supervision into practice ○ ○ ○
14. Identifies areas in need of improvement or where knowledge is lacking and uses ○ ○ ○
    supervision to improve/learn new information

Professional Practice

15. Demonstrates awareness of own limitations and does not attempt to practice ○ ○ ○
    beyond level of competence
16. Conforms to relevant laws and professional standards ○ ○ ○
17. Conducts appropriate evaluation of and response to crises (including ○ ○ ○
    suicidal/homicidal ideation and abuse of vulnerable individuals)

Ethical Practice

18. Demonstrates thoughtful awareness of potential ethical dilemmas and engages in ○ ○ ○
    appropriate action in response to such dilemmas
19. Actively seeks to prevent ethical misconduct ○ ○ ○

Individual/Cultural Differences and Diversity

20. Demonstrates awareness of own individual/cultural characteristics and how they ○ ○ ○
    may affect the clinical relationship, interventions, and treatment outcomes
21. Demonstrates awareness of client individual/cultural characteristics and how they ○ ○ ○
    may affect the clinical relationship, interventions, and treatment outcomes
22. Uses awareness of own and client individual/cultural characteristics to promote ○ ○ ○
    an effective working relationship and to enhance interventions and outcomes
23. Seeks out additional knowledge about client individual/cultural characteristics as ○ ○ ○
    needed to advance intervention/evaluation
24. Treats the client with empathy and respect, in general, and in the context of the ○ ○ ○
    client's personal background

Comments and Recommendations for Improving Mastery For any item above marked "NA" or "NI," provide information below on what is required to achieve mastery and suggestions for doing so:

1. Differential Diagnosis

2. Case Conceptualization

3. Treatment Planning

4. Implementation of Intervention/Assessment

5. Monitors Progress

6. Use of Supervision

7. Professional Practice

8. Ethical Practice

9. Individual/Cultural Differences and Diversity