

Graduate Student Review Form: Foundational and Functional Competencies
Clinical Psychology Ph.D. Program, Southern Methodist University

Student: _____ Date: _____

Rater: _____

- Self-Rating
- Faculty Advisor
- Clinical Supervisor

Instructions: This form is used to evaluate graduate student progress in a variety of foundational and functional competencies. Ratings are obtained by faculty advisors, clinical supervisors, and through student self-ratings. Reviews must be completed and submitted to the Assistant to the Director of Graduate Studies as follows:

1st year students: Faculty advisor and student self-ratings completed at the end of each semester.

2nd year and above: Faculty advisor and student self-ratings completed by June 15 of each year. Clinical supervisor ratings completed at the end of each semester.

For each item, indicate how well the student has *generally* functioned during the rating period (i.e., exceptions to usual behavior should only be noted if they are relevant to student competence). Some areas may not be applicable to the student in the past year or may not have been observed by the rater; for those items, check "No opportunity to observe".

Please note that students are expected to develop their foundational and functional competencies over the course of their graduate training. Thus, in many domains, having a lower level of competency is not cause for alarm, but reflects the student's status in their development of skills. Moreover, in many cases, it would be unreasonable to rate a student who is early in their development as having a high level of competencies in some areas. Ratings should reflect how the student stands in comparison to competencies expected of recent Ph.D. graduates/early career psychologists (i.e., the level of competency expected for students when they complete the program).

First, please provide a general rating of the student's professional development and progress through the program to date.

- The student is progressing rapidly and meeting most or all professional competencies more quickly than is typical
- The student is progressing appropriately and meeting most or all professional competencies at a typical rate
- The student is generally progressing appropriately, but there are some domains in which he/she is not meeting professional competencies at the typical rate
- The student is progressing more slowly than is typical and has significant gaps in professional competency development across multiple domains

Clinical supervisors only: Please initial on the line below to confirm that this evaluation is based on at least one instance of direct observation during the evaluation period. Direct observation may occur via live observation or review of audio or video recording. If direct observation did not occur, the program's director of clinical training will contact you to develop a plan for completing this requirement.

Rater Initials: _____

No Opportunity to Observe/ Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

1. **Professionalism** is evidenced in behavior and comporment that reflects the values and attitudes of psychology in the domains of Integrity, Deportment, and Accountability.

A. Integrity	NA	N	S	O	A
Open and honest in communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes responsibility for errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes appropriate steps to remedy errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Deportment	NA	N	S	O	A
Language and demeanor are consistently professional and appropriate to context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grooming and attire are consistently professional and appropriate to context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Accountability	NA	N	S	O	A
Tasks are completed accurately and on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available and responsive when expected to be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows policies and procedures of relevant institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 consistently with APA policy.

A. Awareness of self and others as shaped by individual and cultural diversity and context.	NA	N	S	O	A
Demonstrates knowledge of individual and cultural diversity and contextual factors in professional interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of individual and cultural diversity and contextual factors in written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks out knowledge about individual and cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Interaction of self and others as shaped by individual and cultural diversity and context.	NA	N	S	O	A
Uses knowledge of diversity and context to enhance professional interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks out guidance about diversity from mentors/supervisors to enhance work in clinical and research contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

No Opportunity to Observe/ Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

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

A. Knowledge of ethical, legal, and professional standards and guidelines	NA	N	S	O	A
Demonstrates thorough knowledge of ethical, legal, and professional standards and guidelines in professional interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates thorough knowledge of ethical, legal, and professional standards and guidelines in written work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks out knowledge about ethical, legal, and professional issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Ethical decision-making and conduct	NA	N	S	O	A
Adheres to ethical, legal, and professional standards and guidelines in all domains of professional behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies ethical, legal, or professional issues and addresses them according to established standards and guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks guidance from mentors/supervisors for ethical, legal, and professional questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. **Reflective Practice, Self-Assessment, and Self-Care:** Professional activities are conducted with personal and professional self-awareness and reflection, with awareness of competencies, and appropriate self-care.

A. Self-assessment	NA	N	S	O	A
Has an accurate understanding of own competencies and areas requiring professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks guidance from mentors/supervisors and reviews literature to facilitate professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Self-care	NA	N	S	O	A
Appears to be functioning well professionally and rarely needs reminders to engage in self-care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appears to engage in self-care as needed to maintain professional functioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not engage in professional activities when experiencing impairments that would preclude such work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Participation in the mentorship/supervision process	NA	N	S	O	A
Actively seeks out and participates in mentorship/supervision to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicits feedback regarding specific concerns or when confronted with difficult issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts constructive criticism in a professional manner and acts upon it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If not receiving appropriate mentorship/supervision, seeks out assistance from appropriate sources (e.g., program DCT or chair, practicum DCT, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

No Opportunity to Observe/ Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

5. **Relational, Affective, and Expressive Skills:** Relates effectively and meaningfully with individuals, groups, and/or communities.

A. Interpersonal relationships	NA	N	S	O	A
Forms effective working relationships across professional settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages conflicts and grievances in a way that maintains or strengthens professional relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is respectful and collegial in professional interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks guidance for developing and maintaining professional relationships when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Affective skills	NA	N	S	O	A
Demonstrates appropriate warmth and sensitivity to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes affective skills to facilitate professional interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides feedback in a constructive, non-defensive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receives feedback in a constructive, non-defensive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a good awareness of the effect of own behavior on others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Expressive skills	NA	N	S	O	A
Verbal communication is clear, well-organized, and demonstrates understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication is clear, well-organized, and demonstrates understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IF YOU HAVE HAD NO INTERACTION WITH THE STUDENT REGARDING THEIR RESEARCH, PLEASE CHECK HERE ____ AND SKIP TO SECTION 7

6. **Science:** Understanding, application, and interpretation of research and research methodology

A. Active membership in a research team	NA	N	S	O	A
Attends research meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides substantive contributions to the development of ideas and methodology, collection and analysis of data, and interpretation and presentation of results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates professional growth of other members of the research team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks guidance from others to facilitate own research growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively engaged in preparing research for presentation in professional outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Understanding of research literature	NA	N	S	O	A
Demonstrates thorough understanding of the content of relevant literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates thorough understanding of the methodological strengths and weaknesses of relevant literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates thorough understanding of the implications of the relevant literature for future research and application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates knowledge of relevant literature into own work, verbally and in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Generation of research ideas	NA	N	S	O	A
Generates new research ideas that are well-grounded in existing literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ideas are potentially important additions to existing literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes clear, logical case for new directions and hypotheses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

No Opportunity to Observe/ Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

D. Knowledge and application of research methods	NA	N	S	O	A
Identifies and implements appropriate methods to test hypotheses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies and implements appropriate data analytic techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprets results of analyses accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Scientific Writing	NA	N	S	O	A
Scientific writing is well-organized, clear, and coherent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of theory, empirical literature, methods, and data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discusses results in the context of existing literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately identifies limitations and implications of own research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Presentation of research during the rating period (all students are expected to publish at least 2 manuscripts in a peer-reviewed journal, at any level of authorship, prior to graduation)

	As Junior Author	As 1 st Author
Number of manuscripts accepted or published in peer-reviewed journals	_____	_____
Number of manuscripts submitted, but not yet accepted, in peer-reviewed journals	_____	_____
Number of presentations/posters accepted or presented at professional conferences	_____	_____
Number of presentations/posters submitted, but not yet accepted, to professional conferences	_____	_____

No Opportunity to Observe/ Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

IF YOU HAVE HAD NO INTERACTION WITH THE STUDENT REGARDING THEIR CLINICAL PRACTICE, PLEASE CHECK HERE _____ AND SKIP TO SECTION 8

7. **Evidence-Based Practice:** Integration of research and clinical expertise to impact selection of interventions and assessment tools and to influence differential diagnosis.

A. Clinical interviewing and differential diagnosis	NA	N	S	O	A
Uses appropriate methods to gain thorough information about client presenting problems and symptoms, and relevant developmental, cultural, individual, and contextual factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draws appropriate conclusions regarding diagnosis based on all of the relevant information, including consideration of alternative diagnoses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates conclusions to client and relevant colleagues/supervisors clearly and with appropriate justification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Case conceptualization and treatment planning	NA	N	S	O	A
Generates clear, well-justified case conceptualizations based on assessment tools, evidence-based theory, diagnosis, client goals, and relevant developmental, cultural, individual and contextual factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates treatment plans that are consistent with the case conceptualization and client goals for treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusts conceptualizations and treatment plans as needed based on new information, client response to treatment, and supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Implementation of interventions	NA	N	S	O	A
Intervention choices are appropriate and based on case conceptualization and treatment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interventions are administered effectively and consistent with evidence base	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is neither too rigid nor too flexible in implementing interventions; respond to crises and other important events, but keeps treatment focused on identified goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tracks client progress using appropriate measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes outcome monitoring to make changes to treatment plan and conceptualization as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Selection and application of assessment tools	NA	N	S	O	A
Selects appropriate assessment tools for specific presenting problems and client populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately administers and scores measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Interpretation and communication of assessment results	NA	N	S	O	A
Produces integrated reports that provide a clear summary of client background, behavioral observations, assessment tools and results, and evidence-based justification of conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes appropriate, evidence-based recommendations based on the data and client characteristics, goals, and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates results and recommendations to clients clearly and with appropriate terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

No Opportunity to Observe/ Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

IF YOU HAVE HAD NO INTERACTION WITH THE STUDENT REGARDING THEIR INVOLVEMENT IN CONSULTATION, TEACHING, OR SUPERVISION, PLEASE CHECK HERE ____ AND SKIP TO SECTION 9

8. Consultation, Teaching, and Supervision: Understanding and beginning implementation of basic skills as a consultant, teacher, and supervising psychologist

A. Consultation	NA	N	S	O	A
Accurately describes a consultant's role in a given setting (e.g., school, social service, hospital, etc.) and the appropriate tools for collecting data and making recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks out literature relevant to consultation in a specific setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Teaching	NA	N	S	O	A
Communicates information to learners (research assistants or undergraduate students) in a clear, informative manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately responds to learner questions about material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies, administers, and interprets appropriate evaluation tools to measure learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manages teaching time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates expectations and guidelines to learners clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops or adapts teaching tools that are appropriate to the setting; uses information provided by others (e.g., copies of teaching materials) appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Clinical supervision of others	NA	N	S	O	A
Understands the roles and responsibilities of supervisor and supervisee and the role of the supervisor vis-à-vis the supervisee's client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies core skills for which to provide feedback to the supervisee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides feedback to supervisee in a clear, constructive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is readily available to the supervisee and facilitates his/her professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively seeks out literature and participates in own supervision to improve abilities as a supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

No Opportunity to Observe/ Not Applicable	Never/Rarely	Sometimes	Often	Almost Always
NA	N	S	O	A

9. Summary and Conclusions

Please identify the student's primary strengths in the past year.

Please identify important areas for professional development that should be addressed in the next year. Any domains identified as potentially problematic in the ratings above should be addressed here.

Rater Signature