Resident Performance Evaluation  
Arizona Psychology Training Consortium

Resident ________________________________________________

Training Site __________________________________________

Primary Supervisor ______________________________________

Date of Evaluation _______________________________________

Time Period of Evaluation: From ________________ to ________________

_____ MidYear Performance Evaluation
_____ End of the Training Year Performance Evaluation
_____ MidYear of Second Year
_____ End of the Second Year

**Training Activities during this Evaluation Period:**

Please check which activities were conducted during this training period. The number of hours should be reflected in the monthly training logs.

<table>
<thead>
<tr>
<th>Psychotherapy:</th>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Individual</td>
<td>_____ Interviewing</td>
</tr>
<tr>
<td>_____ Group</td>
<td>_____ Academic</td>
</tr>
<tr>
<td>_____ Marital</td>
<td>_____ Cognitive</td>
</tr>
<tr>
<td>_____ Family</td>
<td>_____ Personality</td>
</tr>
<tr>
<td>_____ Crisis</td>
<td>_____ Projective</td>
</tr>
<tr>
<td>_____ Other</td>
<td>_____ Neuropsychological</td>
</tr>
</tbody>
</table>

**Supervision:**

_____ Regularly Scheduled Primary Supervision

Provided by ___________________________________________

_____ Regularly Scheduled Secondary Supervision

Provided by ___________________________________________

_____ Supervision of Practicum/Intern Supervision
Didactic/Experiential Learning Activities:

- Attendance at Monthly Consortium Training Events ________

- On-Site Didactic Activities: _______________________

- Pre-approved Conferences and Trainings: ______________

Consultation and Research Activities:

- ________________________________

Other Activities:

- ________________________________

- ________________________________

- ________________________________

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**Training Hours Accrued:**

<table>
<thead>
<tr>
<th>This Evaluation Period</th>
<th>Cumulative for Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Service to Clients</td>
<td>Direct Service to Clients</td>
</tr>
<tr>
<td>Primary Supervision</td>
<td>Primary Supervision</td>
</tr>
<tr>
<td>Secondary Supervision</td>
<td>Secondary Supervision</td>
</tr>
<tr>
<td>Didactic Training</td>
<td>Didactic Training</td>
</tr>
<tr>
<td><strong>Total Hours for Period</strong></td>
<td><strong>Total Hours for Year(s)</strong></td>
</tr>
</tbody>
</table>
Methods of Evaluation and Training Used this Evaluation Period:

- Direct Observation
- Review of Videotapes
- Review of Audiotapes
- Case Presentations
- Other Evaluation Methods

Assessment of Trainee Competencies and Training Goals

Please rate your postdoctoral resident on each of the following categories using this rating scale:

N/A = Not Applicable or Not Assessed

1 = Concerns Noted; Remedial work is needed

2 = Beginning Postdoctoral Competency; Intensive supervision needed

3 = Intermediate Postdoctoral Competency; Routine supervision needed

4 = High Postdoctoral Competency; Supervision needed for non-routine cases

5 = Advanced Postdoctoral Competency; Autonomous practice is expected after postdoctoral training is completed

Compare your resident with other residents at the same level of training. It is assumed that most residents will perform at the intermediate level on most categories.

I. CLINICAL KNOWLEDGE AND SKILLS: Diagnostic

A. Diagnostic Interviewing

- Develops rapport
- Gathers relevant background information
- Accurately assesses client’s mental status
- Questions are sensitive to client dynamics
- Makes appropriate case disposition
- Demonstrates effective crisis intervention
B. Diagnostic Classification and Diagnosis
____  7. Knowledge of DSM classification and diagnosis
____  8. Develops sound DSM diagnostic formulations
____  9. Knowledge and use of special education eligibility categories

C. Theoretical Classification and Diagnosis
____ 10. Knowledge of theoretical case conceptualizations
____ 11. Develops sound theoretical case conceptualizations

Individual Training Goals Review- Diagnostic:

II. CLINICAL KNOWLEDGE AND SKILLS: Assessment

A. Test Selection
____ 12. Demonstrates knowledge of psychometric principles
____ 13. Effective test selection

B. Standardized Test Administration
____ 14. Demonstrates standardized test administration

C. Test Interpretation
____ 15. Makes accurate inferences from and interpretations of data
____ 16. Integrates background data appropriately
____ 17. Develops sound diagnostic formulations
____ 18. Builds recommendations on empirical and clinical data

D. Report Writing
____ 19. Report writing style is clear
____ 20. Written communications are sensitive to client dynamics
____ 21. Written communication is non-pejorative
____ 22. Reports reflect appropriate integration of test data
E. Feedback

____ 23. Provides feedback in a clear and understandable manner
____ 24. Presents and explains evaluations to parents, teachers, and clients
____ 25. Presents and explains evaluations to other professionals

**Individual Training Goals Review- Assessment:**

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**III. CLINICAL KNOWLEDGE AND SKILLS: Psychotherapy**

A. Case Formulation

____ 26. Articulates sound case formulation

B. Treatment Planning and Goals

____ 27. Collaborates with clients to establish realistic goals
____ 28. Writes sound treatment plans and goals

C. Therapeutic Alliance

____ 29. Establishes positive therapeutic alliance with clients
____ 30. Demonstrates good listening skills

D. Management of Clinical Boundaries

____ 31. Manages interpersonal boundaries with clients in individual, family, and group therapy

E. Therapeutic Interventions

____ 32. Technical decisions and applications are appropriate to client diagnosis
____ 33. Attends to affective, cognitive, and behavioral manifestations in a thoughtful and sensitive manner

F. Integration of Theory

____ 34. Articulates a preferred theoretical orientation
____ 35. Applies population relevant theoretical orientations
____ 36. Explains a rationale for modifying orientation
G. Integration of Research

____ 37. Integration of biopsychosocial research into practice
____ 38. Integration of psychotherapy research into practice

Individual Training Goals Review- Psychotherapy:

IV. CLINICAL KNOWLEDGE AND SKILLS: Integration of Advanced Concepts

H. Psychotherapy

____ 39. Awareness and use of process/here-and-now approaches
____ 40. Awareness and use intrapsychic dynamics
____ 41. Demonstrates awareness of impact of own personal issues on the individual psychotherapy process
____ 42. Demonstrates awareness of impact of own personal issues on the group or family therapy process
____ 43. Demonstrates awareness of impact of own personal issues on the supervision process

I. Consultation

____ 44. Provides specialized expertise to other professionals
____ 45. Designs functional behavioral assessments
____ 46. Implements academic and behavior intervention plans
____ 47. Develops on-going consulting relationships with other professionals

Individual Training Goals Review- Advanced Concepts:
V. DIVERSITY AND SOCIAL RESPONSIBILITY

A. Diversity Awareness

_____ 48. Awareness of impact of own individual and cultural differences on self, others, and professional relationships

_____ 49. Awareness of impact of client’s individual and cultural differences on self, others, and relationships

_____ 50. Awareness of impact of interaction between own and client’s individual and cultural differences

B. Social Awareness and Responsibility

_____ 51. Awareness of current events in local and global community

_____ 52. Awareness of state and national issues in psychology

_____ 53. Advocates to address systemic issues

Individual Training Goals Review – Diversity and Social Responsibility

VI. SCHOLARLY ATTITUDE

A. Critical Thinking

_____ 54. Engages in reflective thinking before responding

_____ 55. Considers alternative perspectives and sources of information

B. Scholarly Inquiry

_____ 56. Actively seeks out scholarly information in clinical work

_____ 57. Engages in reflective thinking and scholarly inquiry

_____ 58. Participates in research and professional publication

Individual Training Goals Review – Scholarly Attitude:
VII. PROFESSIONAL BEHAVIOR AND DEVELOPMENT

A. Ethical Reasoning and Behavior
   ____  59.  Awareness of and commitment to ethical practices
   ____  60.  Awareness of and commitment to legal standards
   ____  61.  Represents self as a resident
   ____  62.  Integrates informed consent when orienting client to therapy
   ____  63.  Engages in sound ethical reasoning when faced with ethical dilemmas that are more subtle or complex
   ____  64.  Awareness of limits of own competency within the role of resident

B. Professional and Administrative Responsibility
   ____  65.  Carries out assignments responsibly
   ____  66.  Is prompt for scheduled hours and appointments
   ____  67.  Maintains appropriate record keeping practices
   ____  68.  Writes client notes and reports in a timely manner
   ____  69.  Submits Consortium documentation in a timely manner
   ____  70.  Acts in accordance with agency or practice guidelines

C. Respectful and Professional Relationships
   ____  71.  Relates positively with other residents
   ____  72.  Relates effectively with a co-therapist
   ____  73.  Relates positively with staff and interdisciplinary team

D. Interpersonal Boundaries and Awareness of Impact on Others
   ____  74.  Manages anxiety and stress effectively
   ____  75.  Is conscientious in maintaining boundaries with supervisors and other staff
   ____  76.  Is aware and respectful of impact of own behavior on others
E. Use of Supervision

_____ 77. Takes an active role in planning for supervision
_____ 78. Keeps supervisor apprised of relevant clinical issues
_____ 79. Receptive to and integrates supervisor feedback
_____ 80. Able to appropriately challenge supervisor formulations
_____ 81. Follows directions and respects supervisor’s final judgments

Individual Training Goals Review – Professional Development:

VIII. Performance Evaluation Summary

Please summarize your observations and impressions of your intern or resident, including overall strengths and weaknesses. Include any competency or performance areas that were not covered elsewhere.

During this training period, the performance of the resident was:

_____ Unsatisfactory
_____ Satisfactory

__________________________________________

Supervisor 

__________________________________________

Date

__________________________________________

Secondary Supervisor 

__________________________________________

Date
Resident Performance Evaluation Response:

Revised 8/4/17