

The purpose of this Annual Progress Review (APR) evaluation form is to provide a means of reviewing, documenting, and tracking students' development in all nine PWC competency areas over the course of graduate training. This evaluation form will aid the Counseling Psychology Program Committee (CPPC) in determining whether a student has met the Minimum levels of achievement (MLAs) and is ready for their pre-doctoral internship by providing a cumulative overview of skill attainment. The CPPC will also use the aggregate data (across students and cohorts) to assess how well our curriculum and training experiences cover the various areas of competency.

There are nine general competency areas to be assessed (consistent with the PWC outlined in the SoA) annually. Because it is expected that students will continue to evolve their professional skills, attitudes, and behaviors as they progress through their training, what is considered competent for a first year student will be different than what is expected of a fourth year student who has completed all program requirements. Therefore, it is possible that a student would meet requirements in one year but fall short in another.

Comprehensive data points are used while completing this APR evaluation form; they include students' performance in practicum observed and evaluated by their supervisors, performance and participation in various coursework observed and evaluated by the instructors, functioning as a student member of our program, performance as a graduate assistant, research assistant, and/or teaching assistant/teaching fellow, performance in research labs and thesis/6610 and dissertation, the students' self-assessments, and any other relevant activities engaged in by the student (i.e., participation and/or leadership in organizations). The APR meetings are usually held in the end of the spring semester of each academic year in which CPPC faculty review all available data for each student; and based on the discussion and decisions from the APR meetings, the primary advisor of each student (except those who are completing their pre-doctoral internship) completes the proper column of this form for each student using the following rating scale.

The MLAs on this APR evaluation form for students who intend to apply for internship in the upcoming fall semester are to obtain "Ss" on all items and for students of "non-internship application" cohort are mostly "Ss" with some "NIs" as identified areas of growth. The APR evaluation form will be kept in student file and each student can access to her/his own annual evaluation results. Upon completion of this form, the advisor also provides a narrative APR letter and meets with each student to provide oral feedback.

**Rating Scale: NA = Not Applicable U = Unsatisfactory NI = Needs Improvement S = Successful**

**Unsatisfactory (U):** the student is deficient in the competency or skill and there needs to be significant further training and a special effort made in order to bring it up to the Successful level. A remediation plan may be implemented to address the identified competence areas.

**Needs Improvement (NI):** the student's performance in the competency or skill area is slightly below what is expected for her/his level of training. The faculty recommends that the student give extra attention to this area but it is anticipated that the rating will improve with some further training, supervision, and student effort.

**Successful (S):** the student has shown a developmentally appropriate level of mastery of the competency or skill.

**Student's Name:** \_\_\_\_\_ **Year admitted:** \_\_\_\_\_

<b>Competency and Associated Elements</b>	Yr to begin assessing	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
<b>1. Research</b>						
a. *Demonstrate independent abilities to formulate research or other scholarly activities (e.g., critical literature reviews, theoretical papers, clinical case studies, thesis, dissertation, etc.) that are of sufficient quality and rigor.	1					
b. *Conduct research or other scholarly activities.	2					
c. *Disseminate research or other scholarly activity via professional publication and presentation at local, regional, or national level.	3					
d. Understand academic dishonesty standards (e.g., plagiarism, fabrication, sabotage, cheating).	1					
<b>2. Ethical &amp; Legal Standards</b>						
a. *Be knowledgeable of APA Ethical Principles of Psychologists, Code of Conduct, relevant laws, regulations, and other professional standards and guidelines.	1					
b. *Act in accordance with APA Ethical Principles of Psychologists, Code of Conduct, relevant laws and regulations, and other professional standards and guidelines.	1					
c. *Conduct self in an ethical manner in all professional activities.	1					
d. *Recognize ethical issues/dilemmas and legal issues as they arise.	2					
e. *Apply ethical decision-making processes to resolve ethical issues or dilemmas encountered.	2					
f. Seek appropriate information, supervision, and/or consultation when faced with ethical issues.	1					
<b>3. Individual and Cultural Diversity</b>						
a. *Understand how one's own personal/cultural history, attitudes, and biases may affect understanding and interactions with others, including peers and clients.	1					
b. *Be knowledgeable of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.	2					
c. *Integrate awareness and knowledge of individual and cultural differences in all aspects of professional psychology work.	2					

d. *Be able to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered.	3					
e. *Demonstrate ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict within one's own identity and worldview.	3					
f. *Demonstrate ability to articulate an approach to work effectively with diverse individuals and groups.	3					
g. *Apply the identified approach effectively in their professional work.	3					
<b>4. Professional Values, Attitudes, and Behaviors</b>						
a. *Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, and concern for the welfare of others.	1					
b. Demonstrate commitment to life-long learning by taking initiative in pursuing professional growth.	1					
c. Demonstrate adequate responsibility and accountability relative to one's level of training.	1					
d. Demonstrated openness to new/different ideas and professional viewpoints, including theories and ways of conceptualizing or working with clients.	1					
e. Demonstrate active efforts to advance one's professional identity and career development as a psychologist (e.g., consulting with faculty, attending workshops, conferences, career development programs, etc.).	1					
f. *Engage in self-reflection regarding one's personal and professional role and functioning, including the awareness of the extent and limits of one's own skills and abilities.	1					
g. Show willingness to admit and take ownership of their mistakes.	1					
h. Learn from mistakes and engage in activities to improve performance and professional effectiveness.	1					
i. Develop and exercise self-care and stress management skills effectively to maintain wellbeing.	1					
j. Demonstrate effective time management and organization skills (e.g., tracking due dates, attention to detail, professional tasks and clinical notes/record in a timely manner, arriving promptly at meetings and appointments, synthesizing information from multiple sources for best actions, etc.).	1					
k. *Actively seek feedback, supervision, and consultation when needed.	1					
l. Develop and maintain appropriate professional image and presentation (e.g., good personal hygiene, appropriate dress, etc.)	1					

m. *Respond professionally in increasingly complex situations with a greater degree of independence as one progresses across levels of training.	2					
<b>5. Communications and Interpersonal Skills</b>						
a. *Develop and maintain effective relationships with a wide range of (non-client) individuals, including peers and colleagues, community representatives, support staff in organizations, and supervisors.	1					
b. Demonstrate ability to fully participate in practicum/group supervision and work collaboratively with others.	1					
c. Demonstrate proper emotional stability and effective affect regulation ability.	1					
d. Demonstrate strong ability to listen and be empathic with others.	1					
e. *Produce informative and well-integrated oral and written communications with others.	1					
f. Provide both positive and constructive feedback to peers in a respectful and caring manner.	1					
g. Demonstrate effective ability of tolerating ambiguity and uncertainty.	1					
h. *Demonstrate adequate abilities to manage difficult communication and interpersonal conflict well.	1					
i. Demonstrate openness and non-defensive acceptance to feedback from peers, faculty, or others.	1					
j. In non-clinical social interactions, apply reflective skills to examine one’s own motives, attitudes, behaviors, and their effects on others.	1					
<b>6. Assessment</b>						
a. *Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.	2					
b. *Collect relevant data using multiple sources and methods appropriate to the identified goals/questions of assessment.	2					
c. *Select and conduct multiple assessment methods that are appropriate to relevant diversity characteristics of the service recipient.	2					
d. *Interpret assessment results accurately, following current research and available empirical literature.	1					
e. *Use assessment results to inform case conceptualization, diagnosis, classification, and recommendations, while guarding against decision-making biases and distinguishing the aspects of assessment that are subjective from those that are objective.	2					

f. *Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	2					
g. Demonstrate ability to formulate and apply diagnoses accurately based on current diagnostic systems.	1					
h. Demonstrate accurate understanding of the strengths and limitations of current diagnostic systems.	1					
<b>7. Intervention</b>						
a. Develop strong basic clinical skills, including empathic listening, paraphrasing, reflection of content and emotions, probing, framing problems, etc.	1					
b. *Establish and maintain effective relationships with the recipients of psychological services (RPS).	2					
c. Understand and maintain appropriate professional boundaries with RPS.	2					
d. Demonstrate adequate ability to deal with conflict and negotiate differences with RPS.	2					
e. Demonstrate ability to focus on clients' needs without being unduly influenced by own needs.	2					
f. Develop adequate case conceptualizations based on one's theoretical orientation.	2					
g. *Develop evidence-based intervention plans specific to the treatment goals.	2					
h. *Effectively implement interventions that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	2					
i. *Demonstrate the ability to apply the relevant research literature to clinical decision making.	2					
j. *Modify and adapt evidence-based approaches effectively when a clear evidence-based approach is lacking.	2					
k. Seek and utilize available resources and consultations, including making appropriate referrals when needed, to help achieve treatment goals for RPS.	2					
l. *Assess and evaluate accurately one's own clinical skills, intervention effectiveness, and treatment progress.	2					
m. *Adapt intervention goals and methods consistent with ongoing evaluation.	2					
n. Use good judgment as to when supervisory input is necessary and seek supervisor's feedback promptly.	2					
o. Accept non-defensively and follow supervisor's feedback and recommendations to improve clinical work.	2					
p. Maintain a good balance in negotiating needs for autonomy from and dependence on supervisors appropriate to one's developmental stage and current clinical competencies.	2					

<b>8. Supervision</b>					
a. *Demonstrate knowledge of clinical supervision models and practice.	3				
b. Understand the developmental stages of professional health service providers and the unique needs associated with different stages.	3				
c. Be knowledgeable of methods and issues related to evaluating professional work, including delivering formative and summative feedback.	3				
d. Be aware of the limits of one’s supervisory skills.	3				
e. Demonstrate knowledge of how supervision responds appropriately to individual and cultural differences.	3				
<b>9. Consultation and Interprofessional/Interdisciplinary Skills</b>					
a. *Acquire basic knowledge about the functions and perspectives of other professions.	2				
b. *Demonstrate respect and appreciation for other professions.	2				
c. *Demonstrate knowledge of consultation models and practices.	3				
d. Communicate effectively with other professionals, including demonstrating adequate ability to present case materials orally or in written form to other health service providers and avoid use of psychological jargon.	2				
e. Work collaboratively with other community professionals.	3				

\* items directly related to APA CoA SoA PWC competency elements