



UNIVERSITY OF
NORTHERN
COLORADO

APCE 779
School Psychology Practicum Evaluation, Ph.D.
 Department of School Psychology
 University of Northern Colorado
 Greeley, CO 80639
 (970) 351-2731

Check one: Midterm Evaluation Final Evaluation

Student: _____ Date: _____

Supervisor: _____ Site: _____

Select all that apply: State Dept. of Ed. License/Certification (school psychologist)
 NCSP State DORA License (licensed psychologist)

Please complete and return this evaluation form to the UNC practicum supervisor. Rate the trainee according to the following scale, with N/A indicating that the practicum student has not had an opportunity to attempt the task.

Please note that competency in each Profession-Wide Competency below will be indicated by a **mean of 3.0** on items contributing to that Competency by the time of the final evaluation.

1	2	3	4
Requires supervision for all aspects of task; heavy emphasis on skill acquisition; ‘Novice’	Requires supervision for all aspects of task; from initiation to completion; ‘Advanced Beginner’	Requires supervision initiating task and evaluating task completion; completes task independently; ‘Competent’	Requires supervision on final aspect (evaluation) of task completion; completes task independently; ‘Proficient’

Profession-Wide Competency: Ethical and Legal Standards					
Element 1: Student is knowledgeable about and acts in accordance with APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics, as well as laws, regulations, rules and policies governing health service psychology practice in school and community settings.					
Student demonstrates knowledge of APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles for Professional Ethics.	1	2	3	4	NA
Student demonstrates knowledge of legislation that regulates psychological practice.	1	2	3	4	NA
Student demonstrates an understanding of the specific rules regarding psychological practice in schools.	1	2	3	4	NA

Student behaves in accordance with laws, regulations, rules and policies governing health service psychology practice in school and community settings.	1	2	3	4	NA
Element 2: Student recognizes and responds to ethical dilemmas as they arise.					
Student is aware of situations that create potential or actual ethical problems.	1	2	3	4	NA
Student competently applies ethical decision-making processes in order to manage ethical dilemmas.	1	2	3	4	NA
Element 3: Student behaves ethically in all aspects of professional behavior and health service psychology practice.					
Student displays behaviors that are consistent with the ethical principles of the APA and the NASP.	1	2	3	4	NA
Student reflects upon own practice to identify ways to improve professional and ethical behavior.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Individual & Cultural Diversity					
Element 1: Student can articulate an approach to addressing diversity in health service psychology practice that is based on knowledge of current literature and an analysis of how their own history, attitudes, and biases affect how they interact with others different from themselves.					
Students demonstrate knowledge about the current theoretical and empirical literature related to addressing diversity in health service psychology practice.	1	2	3	4	NA
Student demonstrates awareness of own values and beliefs.	1	2	3	4	NA
Student understands the impact of his or her own personal/cultural history, attitudes and biases on how he or she interacts with people different from himself or herself.	1	2	3	4	NA
Element 2: Student integrates awareness and knowledge of individual and cultural differences in health service psychology practice and uses an informed approach to working effectively with diverse groups.					
Student recognizes and understands the factors that contribute to individual differences.	1	2	3	4	NA
Student respects all persons and is sensitive to the value systems of diverse groups.	1	2	3	4	NA
Student demonstrates ability to recognize limits of own cultural competency.	1	2	3	4	NA
Student demonstrates skill in using culturally responsive practice in his or her work with diverse groups and individuals.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Professional Values and Attitudes					
Element 1: Student behaves in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, concern for the welfare of others					
Student willingly accepts and carries out assignments as appropriate.	1	2	3	4	NA
Student is punctual and dependable.	1	2	3	4	NA
Student demonstrates effective time management.	1	2	3	4	NA
Student completes work efficiently.	1	2	3	4	NA
Student returns emails/phone calls promptly.	1	2	3	4	NA
Student adheres to site policies and procedures.	1	2	3	4	NA
Student demonstrates professional behaviors.	1	2	3	4	NA
Student demonstrates ability to initiate and complete appropriate tasks.	1	2	3	4	NA
Student advocates for the needs of children/clients.	1	2	3	4	NA
Student demonstrates consistent enthusiasm for position/profession.	1	2	3	4	NA
Student displays appropriate affect/emotions.	1	2	3	4	NA
Student participates in professional development opportunities offered through the site or as relevant to practice.	1	2	3	4	NA
Element 2: Student engages in self-reflection regarding personal and professional functioning and in activities to maintain and improve performance, well being and professional effectiveness					
Student reflects upon and takes responsibility for own behavior.	1	2	3	4	NA
Student recognizes own strengths and weaknesses.	1	2	3	4	NA
Student manages own stress and takes appropriate self-care.	1	2	3	4	NA
Element 3: Student actively seeks and demonstrates openness and responsiveness to feedback and supervision					
Student recognizes own professional limitations and seeks advice.	1	2	3	4	NA
Student accepts and responds appropriately to supervision.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Communication and Interpersonal Skills

Element 1: Student develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services					
Student skillfully develops rapport with others (e.g., clients, families, team members).	1	2	3	4	NA
Student collaborates and cooperates effectively in group or team settings.	1	2	3	4	NA
Student navigates complex systems in a way that respects diverse agendas, roles, and priorities.	1	2	3	4	NA
Student relates appropriately and professionally with persons from diverse backgrounds.	1	2	3	4	NA
Element 2: Student produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated, and student demonstrates a thorough grasp of professional language and concepts.					
Student displays active listening skills.	1	2	3	4	NA
Student demonstrates clear and fluent oral communication.	1	2	3	4	NA
Student demonstrates appropriate nonverbal communication (e.g., eye contact, engaged posture, appropriate affect).	1	2	3	4	NA
Student displays the ability to communicate effectively in writing and at a level that is appropriate to the audience (e.g., teachers, parents, students)	1	2	3	4	NA
Student understands and accurately uses professional language and concepts in written and oral communication.	1	2	3	4	NA
Element 3: Student demonstrates effective interpersonal skills and ability to manage difficult communication well.					
Student displays ability to handle conflicts in a constructive manner.	1	2	3	4	NA
Student is aware of own communication style and its impact on others.	1	2	3	4	NA
Student demonstrates respect for feelings, opinions, knowledge, and abilities of others.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Assessment					
Element 1: Student selects and applies a wide range of empirically-based assessment methods, and student collects data appropriate to identified goals and questions of the assessment and relevant diversity characteristics of the client.					
Student selects appropriate assessment procedures based on referral questions, identified goals, and client characteristics.	1	2	3	4	N/A

Student demonstrates knowledge and skill in administering and scoring assessments.	1	2	3	4	N/A
Student effectively conducts comprehensive interviews with multiple sources as appropriate.	1	2	3	4	N/A
Element 2: Student interprets assessment results, following current research and professional standards, to inform case conceptualization, classification, and recommendations, while guarding against biases. Student distinguishes the aspects of assessment that are subjective from those that are objective.					
Student exhibits skill in case conceptualization and diagnosis based on assessment results.	1	2	3	4	NA
Student exhibits skill in integrating existing data (e.g., progress monitoring, achievement measures, attendance, discipline referrals) into the decision-making process.	1	2	3	4	NA
Student uses assessment results to generate appropriate recommendations and/or intervention plans.	1	2	3	4	NA
Student is aware of and guards against the impact of personal and psychometric biases in the interpretation of assessment results.	1	2	3	4	NA
Student distinguishes the aspects of assessment that are subjective from those that are objective.	1	2	3	4	NA
Element 3: Student communicates orally and in written documentation the findings and implications accurately and in a manner sensitive to a range of audiences.					
Student provides appropriate oral feedback regarding assessment results to clients and/or their families.	1	2	3	4	NA
Student prepares effective written reports that accurately and sensitively communicate assessment findings and recommendations.	1	2	3	4	NA
Element 4: Student uses assessment procedures to evaluate systems for the purposes of program planning and evaluation.					
Student displays ability to accurately assess classroom environments and other systems.	1	2	3	4	NA
Student demonstrates knowledge and skill in using data to evaluate the impact of selected interventions with individuals and groups.	1	2	3	4	NA
Student demonstrates knowledge and skill in measuring program outcomes.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Intervention
Element 1: Student establishes and maintains effective relationships with the recipients of psychological services and others involved in service delivery (e.g., parents, site personnel)
Student builds and maintains effective and productive working relationships with clients.

Student builds and maintains effective relationships with those in clients' systems as appropriate to treatment goals.					
Element 2: Student develops interventions informed by the scientific literature, assessment findings, diversity characteristics and contextual variables					
Student develops intervention plans that are specific to service delivery goals and are grounded in best available research evidence, applied experience/expertise, client/family values, beliefs, and culture.	1	2	3	4	NA
Student routinely establishes clear and measurable treatment goals in collaboration with the client/family.	1	2	3	4	NA
Student appropriately modifies and/or adapts intervention plans with defensible rationale when a clear evidence base is lacking.	1	2	3	4	NA
Element 3: Student skillfully uses a variety of intervention modalities appropriate to the situation					
Student skillfully implements appropriate intervention strategies.	1	2	3	4	NA
Student displays skill in providing individual counseling to children and youth.	1	2	3	4	NA
Student implements effective systemic prevention or intervention programming.	1	2	3	4	NA
Student displays skill in providing group and classroom-wide interventions.	1	2	3	4	NA
Student skillfully participates in crisis response efforts (e.g., suicide, threat) as appropriate to their training and status.	1	2	3	4	NA
Student assists clients (and their families) in connecting to community resources as appropriate.	1	2	3	4	NA
Element 4: Student evaluates intervention effectiveness and adapts interventions consistent with ongoing evaluation.					
Student routinely evaluates progress towards treatment goals using ongoing objective measurement and subjective client/family/stakeholder feedback.	1	2	3	4	NA
Student makes necessary changes, adaptations, and/or modifications to intervention plans based on routine evaluation.	1	2	3	4	NA

Comments:

Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills					
Element 1: Student demonstrates knowledge and respect for the roles and perspectives of other profession.					
Student demonstrates knowledge of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians).	1	2	3	4	NA

Student demonstrates respect for the perspectives, attitudes, emotions, and behaviors of other roles/professions relevant to service delivery (e.g. parents, teachers, physicians).	1	2	3	4	NA
Student demonstrates knowledge of various systems relevant to service delivery (e.g. family, school, community).	1	2	3	4	NA
Element 2: Student demonstrates knowledge of consultation models and practices.					
Student demonstrates knowledge of various consultation models, practices, and collaborative approaches.	1	2	3	4	NA
Student demonstrates skill in conducting case and systems consultation.	1	2	3	4	NA
Student participates in systems consultation as appropriate to their training and status.	1	2	3	4	NA
Student's use of consultation is sensitive to and integrates understanding of diversity as related to client, his or her family, and the consultee	1	2	3	4	NA

Comments:

Trainee Strengths and Needs

1. Areas of greatest strengths or competencies:

Midterm:

Final:

2. Areas for growth or additional training:

Midterm:

Final:

I certify that I have read and reviewed the evaluation.

Practicum Student's Signature

Date

Site Supervisor's Signature

Date

University Supervisor's Signature

Date