

# EDPC 783: Doctoral Field Work 2 Evaluation Form (Final Evaluation)

**School:** McGill University: Counselling Psychology  
**Student:** Angela Ngaira  
**Supervisor:** Jenna McLeod  
**Training Site:** Testing Site CP  
**Course:** Test Course  
**Term:** Fall 2018- Winter 2019 - 08/01/18 - 08/31/19  
**Batch:** Student generated May 2019  
**Requested:** May 24, 2019

## Evaluation Type

Please indicate the type of evaluation you are completing: \*

Final Evaluation

Training experiences for the time period ending on (DD/MM/YYYY): \*

20/05/2020

## Hours of Training

Please indicate the nature and the extent (i.e., hours) of training experiences provided below. Please indicate the total number of hours the trainee completed for each category. Please use whole numbers (i.e. 3.25 Hours): The trainee is expected to complete weekly logs of hours for every activity listed and to submit these to the site supervisor for his/her initials. For the mid-point evaluation, please calculate the hours to date. For the final evaluation, please indicate the total hours from the beginning to the end of the doctoral practicum at this site.

### Direct Client Contact:

Direct Client Contact: Is a training activity (usually face to face) where students intervene with a client and/or any significant member of the client's system (e.g.: teacher, parent, executive/manager) directly linked with the provision of psychological services.

Individual adult therapy cases:

3

Individual child/adolescent therapy cases:

2

Couple and family therapy cases:

1

Group therapy leadership:

1.5

Assessment (Adults):

1.25

Assessment (Child/Adolescents):

Consultation:

### Indirect Client Contact:

Observation of individual therapy:

1

Observation of child/adolescent therapy:

2

Observation of assessments:

3

Observation of family therapy:

5.5

Observation of group therapy:

## Supervision:

Please note: Individual Supervision: activities where the supervisor observes the student deliver a service, reviews an audio/video taped session of service delivery with the student, or where the student presents an ongoing case for discussion and review.

Individual Supervision:

Group Supervision:

## Activities to Support Practice:

As per the Excel Tracking Log:

## Domains of Training

In completing the evaluation selection below, please rate this trainee's abilities compared to other trainees at a similar level of training. Indicate your evaluations in the areas of Relationship and Interpersonal Skills, Ethical Issues and Professional Conduct, Psychological Assessment Skills, Intervention Skills, Consultation Skills, Skills in Application of Research, and Supervision. Successful Completion: Students are required to have a minimum score of 3 in all categories to successfully complete the practicum requirements and earn a passing grade for the course.

1... Deficient: Functions at a level substantially below that of trainees at this year level. Performance is deficient and unsatisfactory. Remedial action is required.

2... Needs improvement: Functions at a level somewhat below that expected of trainees at this year level. Closer supervision is required.

3... Good: Functions at a level appropriate to the year of training.

4... Very Good: Functions at a level above that expected of trainees at this year level.

5... Excellent: Functions at a superior level relative to other trainees at this level.

N/A... Not Applicable

## Relationships and Interpersonal Skills

Please rate the trainee for each competency using the above scale. 1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent

### With Clients:

a. Ability to take a respectful, professional approach with clients. \*

1. Deficient

b. Ability to form a working alliance with clients including those with different cultural backgrounds. \*

1. Deficient

c. Ability to deal with conflict, negotiate differences. \*

2. Needs Improvement

d. Ability to understand and maintain appropriate professional boundaries. \*

4. Very Good

e. Knowledge about the nature and impact of diversity in different clinical situations \*

2. Needs Improvement

### With Colleagues:

a. Ability to work collegially with fellow professionals including those of different backgrounds from that of the trainee. \*

3. Good

b. Ability to work effectively with diverse others in assessment, treatment and consultation. \*

4. Very Good

### With Supervisors:

- a. Ability to work collaboratively with the supervisor. \*

2. Needs Improvement

- b. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision. \*

3. Good

### With Support Staff:

- a. Respectful of support staff roles and individuals \*

3. Good

### With Teams at Clinic:

- a. Ability to participate fully in team's work. \*

4. Very Good

- b. Ability to understand and observe team's operating procedures. \*

3. Good

### With Community Professionals:

- a. Ability to communicate professionally and work collaboratively with community professionals. \*

3. Good

### With the Practicum Site:

- a. Ability to understand and observe agency's operating procedures. \*

4. Very Good

- b. Ability to participate in furthering the work and mission of the practicum site. \*

4. Very Good

### Self Knowledge:

- a. Aware of personal values, motives, biases. \*

4. Very Good

- b. Aware of impact on others (clients/colleagues/supervisors) \*

5. Excellent

### Overall Relationship/Interpersonal Skills: \*

3. Good

### Ethical Issues and Professional Conduct

Please rate the trainee for each competency using the above scale. 1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent

1. Observes OPQ Ethical Code of Conduct. \*

5. Excellent

2. Observes practicum site rules and regulations. \*

2. Needs Improvement

3. Observes pertinent Quebec laws. \*

4. Very Good

4. Timeliness (e.g., notes, reports, meetings and appointments). \*

4. Very Good

5. Identifies ethical issues. \*

3. Good

6. Successfully manages fees and payments. \*

5. Excellent

7. Protects and maintains confidentiality of case materials. \*

5. Excellent

8. Monitors own professional behavior and provides unimpaired psychological services. \*

5. Excellent

9. Presentation of case material in an organized manner. \*

3. Good

10. Uses resources that support healthy functioning when experiencing personal distress. \*

4. Very Good

11. Seeks appropriate information and consultation when faced with ethical issues. \*

2. Needs Improvement

12. Maintains working rapport with colleagues/other professionals in case conferences, team meetings, etc). \*

1. Deficient

Overall Ethical Issues and Professional Development

3. Good

### Psychological Assessment

Please rate the trainee for each competency using the above scale. 1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent

1. Ability to utilize systematic approaches to gathering data to inform clinical decision making. \*

5. Excellent

2. Knowledge of psychometric issues and assessment methods. \*

3. Good

3. Ability to integrate assessment data from different sources for diagnostic purposes \*

5. Excellent

4. Ability to formulate the case including diagnosis, risk assessment, and identification of behavioral targets for change. \*

3. Good

5. Ability to communicate assessment results to patients and other professionals. \*

2. Needs Improvement

6. Ability to integrate understandings of gender, ethnicity, sexual orientation or other diversity issues into assessment. \*

3. Good

7. Ability to clarify referral questions. \*

3. Good

8. Ability to develop appropriate assessment strategy. \*

5. Excellent

9. Ability to develop appropriate treatment recommendations and/or follow-up. \*

3. Good

Overall Psychological Assessment Skills \*

3. Good

### Intervention Skills

Please rate the trainee for each competency using the above scale. 1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent

1. Ability to manage general issues with the therapeutic relationship (i.e. limit-setting, missed appointments, termination, etc.). \*

3. Good

2. Ability to formulate a therapeutic plan and goals (based on both a case assessment and a conceptual model of intervention). \*

3. Good

3. Ability to develop and implement specific empirically-supported treatment methods. \*

3. Good

4. Reviews and, when appropriate, modifies the therapeutic plan on the basis of an ongoing case assessment. \*

3. Good

5. Recognizes therapeutic complications and instances of personal values, emotions or biases that may impair professional objectivity and conduct. \*

3. Good

6. Ability to identify when and how collateral interventions, including family involvement, are indicated. \*

3. Good

7. Ability to formulate suitable termination recommendations. \*

3. Good

8. Ability to provide clear, well-integrated, timely, and concise progress notes, countersigned by supervisors. \*

2. Needs Improvement

9. Reports are well organized, succinct and provide useful and relevant recommendations to other professionals. \*

3. Good

10. Ability to effectively communicate skills that promote a therapeutic alliance, patient disclosure, and active problem exploration. \*

3. Good

11. Ability to accurately assess crisis situations including suicidality, violence potential, and the gravely disabled. \*

2. Needs Improvement

12. Develops responsible plans for intervening in crisis situations including, for example, therapy referral, behavioral contracting, and voluntary and involuntary hospitalization. \*

2. Needs Improvement

13. Ability to evaluate treatment efficacy/outcomes on an ongoing basis. \*

4. Very Good

14. Uses good professional judgment and knowledge of how to access community resources such as child or elder protective services. \*

3. Good

15. Demonstrates an understanding of how gender, ethnic, cultural, and sexual orientation factors may influence interventions and takes these factors into account. \*

4. Very Good

Overall Psychotherapy/Behavior Change Skills \*

5. Excellent

### Consultation Skills

Please rate the trainee for each competency using the above scale. 1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent

1. Knowledge of the roles of other professionals. \*

3. Good

2. Ability to effectively relate to other professionals in accordance with their unique patient care roles. \*

5. Excellent

3. Ability to clarify consultation questions in relation to the particular needs, responsibilities and problems of the consultee. \*

4. Very Good

4. Ability to choose an appropriate means of assessment to answer referral questions. \*

3. Good

5. Ability to implement a systematic approach to data collection in a consultative role. \*

4. Very Good

6. Consultative reports are well organized, succinct and provide useful and relevant recommendations to other professionals. \*

5. Excellent

Overall Consultation Skills \*

3. Good

### Skills in Application of Research

Please rate the trainee for each competency using the above scale. 1. Deficient 2. Needs Improvement 3. Good 4. Very Good 5. Excellent

1. Understands and applies theory and research knowledge related to practice in the setting. \*

4. Very Good

Overall Skills in Application of Research \*

5. Excellent

### Supervision

1. Ensures that no clinical services are delivered without the oversight of a qualified supervisor. \*

5. Excellent

2. Attends supervisory sessions regularly and punctually. \*

3. Good

3. Demonstrates professional work habits (e.g., duty hours, personal appearance, etc.) \*

2. Needs Improvement

4. Maintains working rapport with supervisor(s). \*

4. Very Good

5. Incorporates supervisory directives in service delivery. \*

2. Needs Improvement

6. Is aware of when to seek additional supervision or referral. \*

2. Needs Improvement

7. Accurately reports clinical activities to supervisor(s). \*

1. Deficient

8. Demonstrates emotional adjustment and maturity. \*

3. Good

9. Is well-prepared for supervision \*

4. Very Good

10. Accepts supervisory input regarding performance. \*

2. Needs Improvement

Overall Use of Supervision \*

2. Needs Improvement

### Global Evaluation of Trainee

STRENGTHS: \* xx

NEEDS: \* xx

RECOMMENDATIONS FOR FUTURE TRAINING: \* xx

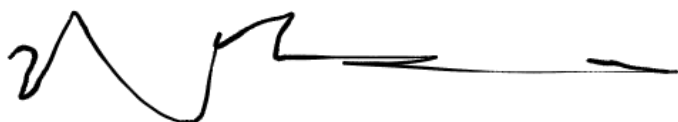
Supervisor Signature: \*

A handwritten signature in black ink, appearing to be 'R. M. L. O. N.', written in a cursive style.

Student Signature

Trainee signature indicates only that the feedback was given. Trainees who do not agree with the feedback may contest the evaluation by speaking to the McGill Practicum Supervisor who will contact the site and set up a meeting in discuss and resolve evaluation issues.

Student Signature \*

A handwritten signature in black ink, appearing to be 'V. J. L.', written in a cursive style.