



POSTDOCTORAL FELLOWSHIP QUARTERLY EVALUATION
University Health Services-Mental Health

Postdoctoral Fellow:

Evaluation completed by:

Evaluation Period: __ August 1-October 31 __ November 1-January 31 __ February 1-April 30 __ May 1-July 31

Evaluation is a collaborative process designed to facilitate growth, pinpoint areas of strength and difficulty, and refine goals. It is a tool for evaluation performance and also a vehicle for change.

Directions: Circle the number on the rating scale that best describes the postdoc’s competence. For items that require additional comment, please provide feedback at the end of each competence.

- Rating scale:
- 4** = Competence is above expected level of development for this stage of postdoctoral training
 - 3** = Competence meets expected level of development for this stage of postdoctoral training
 - 2** = Competence is below expected level of development; Postdoc displays some difficulties meeting basic expectations for this stage of postdoctoral training
 - 1** = Competence is significantly below expected level of development; Postdoc is not meeting basic expectations for this stage of postdoctoral training
 - [N/R]** = no rating/no data/not applicable/insufficient information to make a rating at this time

Competence is above expected level of development	Competence is at expected level of development	Competence is below expected level of development	Competence is significantly below expected level of development	no rating/no data/not applicable/insufficient information to make a rating at this time
4	3	2	1	[N/R]

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: Behavior and comportsment that reflects the values, ethics, and attitudes of psychology.					
1A. Integrity					
Monitors and resolves situations that challenge professional values and integrity	4	3	2	1	[N/R]
1B. Department					
Conducts self in a professional manner across settings and situations	4	3	2	1	[N/R]
1C. Accountability					
Accepts personal responsibility across settings and contexts	4	3	2	1	[N/R]
1D. Concern for the welfare of others					
Acts to safeguard the welfare of others	4	3	2	1	[N/R]

1E. Professional Identity					
Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice	4	3	2	1	[N/R]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.					
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context					
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	4	3	2	1	[N/R]
2B. Others as Shaped by Individual and Cultural Diversity and Context					
Monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	4	3	2	1	[N/R]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context					
Monitors and applies knowledge of cultural interactions between self and others in assessment, treatment, and consultation	4	3	2	1	[N/R]
2D. Applications based on Individual and Cultural Context					
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	4	3	2	1	[N/R]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.					
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines					
Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal, and professional standards and guidelines	4	3	2	1	[N/R]
3B. Awareness and Application of Ethical Decision Making					
Utilizes an ethical decision-making model in professional work	4	3	2	1	[N/R]
3C. Ethical Conduct					
Independently integrates ethical and legal standards with all competencies	4	3	2	1	[N/R]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.					
4A. Reflective Practice					
Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool	4	3	2	1	[N/R]

4B. Self-Assessment					
Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills	4	3	2	1	[N/R]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)					
Self-monitors issues related to self-care and promptly intervenes when disruptions occur	4	3	2	1	[N/R]
4D. Participation in Supervision Process					
Actively participates in supervision process	4	3	2	1	[N/R]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.					
5A. Interpersonal Relationships					
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities	4	3	2	1	[N/R]
5B. Affective Skills					
Manages difficult communication; possesses advanced interpersonal skills	4	3	2	1	[N/R]
5C. Expressive Skills					
Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts	4	3	2	1	[N/R]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.					
6A. Scientific Mindedness					
Applies scientific methods to practice	4	3	2	1	[N/R]
6B. Scientific Foundation of Psychology					
Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)	4	3	2	1	[N/R]
6C. Scientific Foundation of Professional Practice					
Applies knowledge and understanding of scientific foundations to practice	4	3	2	1	[N/R]

7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.					
7A. Scientific Approach to Knowledge Generation					
Generates knowledge	4	3	2	1	[N/R]
7B. Application of Scientific Method to Practice					
Applies scientific methods of evaluating practices, interventions, and programs	4	3	2	1	[N/R]

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.					
8A. Knowledge and Application of Evidence-Based Practice					
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	4	3	2	1	[N/R]

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.					
9A. Knowledge of Measurement and Psychometrics					
Selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and contexts	4	3	2	1	[N/R]
9B. Knowledge of Assessment Methods					
Understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning	4	3	2	1	[N/R]
9C. Application of Assessment Methods					
Selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice	4	3	2	1	[N/R]
9D. Diagnosis					
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity	4	3	2	1	[N/R]
9E. Conceptualization and Recommendations					
Accurately conceptualizes the multiple dimensions of the case based on the results of assessment	4	3	2	1	[N/R]
9F. Communication of Assessment Findings					
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner	4	3	2	1	[N/R]

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.					
10A. Intervention planning					
Plans interventions; case conceptualizations and intervention plans are specific to case and context	4	3	2	1	[N/R]
10B. Skills					
Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations	4	3	2	1	[N/R]
10C. Intervention Implementation					
Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate	4	3	2	1	[N/R]
10D. Progress Evaluation					
Evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures	4	3	2	1	[N/R]

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.					
11A. Role of Consultant					
Determines situations that require different role functions and shifts roles accordingly to meet referral needs	4	3	2	1	[N/R]
11B. Addressing Referral Question					
Demonstrates knowledge of and ability to select appropriate and contextually-sensitive means of assessment/data-gathering that answers consultation referral question	4	3	2	1	[N/R]
11C. Communication of Consultation Findings					
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations	4	3	2	1	[N/R]
11D. Application of Consultation Methods					
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases	4	3	2	1	[N/R]

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.					
12A. Knowledge					
Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences	4	3	2	1	[N/R]
12B. Skills					
Applies teaching methods in multiple settings	4	3	2	1	[N/R]

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.					
13A. Expectations and Roles					
Understands the ethical, legal, and contextual issues of the supervisor role	4	3	2	1	[N/R]
13B. Processes and Procedures					
Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise	4	3	2	1	[N/R]
13C. Skills Development					
Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients	4	3	2	1	[N/R]
13D. Supervisory Practices					
Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting	4	3	2	1	[N/R]

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.					
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions					
Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates knowledge of common and distinctive roles of other professionals	4	3	2	1	[N/R]
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts					
Demonstrates knowledge and ability to display the skills that support effective interdisciplinary team functioning	4	3	2	1	[N/R]
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes					
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals	4	3	2	1	[N/R]
14D. Respectful and Productive Relationships with Individuals from Other Professions					
Develops and maintains collaborative relationships over time despite differences	4	3	2	1	[N/R]

15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).					
15A. Appraisal of Management and Leadership					
Develops and offers constructive criticism and suggestions regarding management and leadership of organization	4	3	2	1	[N/R]

15B. Management					
Participates in management of direct delivery of professional services; responds appropriately in management hierarchy	4	3	2	1	[N/R]
15C. Administration					
Demonstrates emerging ability to participate in administration of service delivery program	4	3	2	1	[N/R]
15D. Leadership					
Participates in system change and management structure	4	3	2	1	[N/R]

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.					
16A. Empowerment					
Intervenes with client to promote action on factors impacting development and functioning	4	3	2	1	[N/R]
16B. Systems Change					
Promotes change at the level of institutions, community, or society	4	3	2	1	[N/R]

Overall comments:

Additional feedback from MHS staff:

Direct Clinical Service	Hours
Individual counseling	
Group counseling	
On-call/triage	
Behavioral health	
Outreach/consultation/liaison	
Other	
Subtotal	
Supervision	
Individual (clinical)	
Group (with other postdocs)	
Other	
Subtotal	
Emphasis	
Research	
Individual Consultation	
Team Consultation	
Administration	
Subtotal	
Admin	
Total	

Postdoctoral Fellow

Date

Clinical Supervisor

Date

Postdoc Program Coordinator

Date