



## POSTGRADUATE FELLOWSHIP QUARTERLY EVALUATION

University Health Services-Mental Health

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

Competence is <b>above</b> expected level of development	Competence is <b>at</b> expected level of development	Competence is <b>below</b> expected level of development	Competence is <b>significantly below</b> 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**

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

<b>1E. Professional Identity</b>					
Displays consolidation of professional identity as a therapist; demonstrates knowledge about issues central to the field; integrates science and practice	4	3	2	1	[N/R]
<b>2. Individual and Cultural Diversity:</b> 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 and/or degree specific policy (e.g., ACA, NASW).					
<b>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</b>					
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	4	3	2	1	[N/R]
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>					
Monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation	4	3	2	1	[N/R]
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>					
Monitors and applies knowledge of cultural interactions between self and others in assessment, treatment, and consultation	4	3	2	1	[N/R]
<b>2D. Applications based on Individual and Cultural Context</b>					
Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work	4	3	2	1	[N/R]
<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.					
<b>3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines</b>					
Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other degree specific ethical, legal, and professional standards and guidelines	4	3	2	1	[N/R]
<b>3B. Awareness and Application of Ethical Decision Making</b>					
Utilizes an ethical decision-making model in professional work	4	3	2	1	[N/R]
<b>3C. Ethical Conduct</b>					
Independently integrates ethical and legal standards with all competencies	4	3	2	1	[N/R]
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.					
<b>4A. Reflective Practice</b>					
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]

<b>4B. Self-Assessment</b>					
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]
<b>4C. Self-Care</b> (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]
<b>4D. Participation in Supervision Process</b>					
Actively participates in supervision process	4	3	2	1	[N/R]

**II. RELATIONAL**

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.					
<b>5A. Interpersonal Relationships</b>					
Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities	4	3	2	1	[N/R]
<b>5B. Affective Skills</b>					
Manages difficult communication; possesses advanced interpersonal skills	4	3	2	1	[N/R]
<b>5C. Expressive Skills</b>					
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**

<b>6. Scientific Knowledge and Methods:</b> 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.					
<b>6A. Scientific Mindedness</b>					
Applies scientific methods to practice	4	3	2	1	[N/R]
<b>6B. Scientific Foundation of Professional Practice</b>					
Applies knowledge and understanding of scientific foundations to practice	4	3	2	1	[N/R]

**FUNCTIONAL COMPETENCIES****IV. APPLICATION**

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.					
<b>8A. Knowledge and Application of Evidence-Based Practice</b>					
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]

<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.					
<b>9A. Knowledge of Measurement and Psychometrics</b>					
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]
<b>9B. Knowledge of Assessment Methods</b>					
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]
<b>9C. Application of Assessment Methods</b>					
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]
<b>9D. Diagnosis</b>					
Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity	4	3	2	1	[N/R]
<b>9E. Conceptualization and Recommendations</b>					
Accurately conceptualizes the multiple dimensions of the case based on the results of assessment	4	3	2	1	[N/R]
<b>9F. Communication of Assessment Findings</b>					
Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner	4	3	2	1	[N/R]

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

<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.					
<b>11A. Role of Consultant</b>					
Determines situations that require different role functions and shifts roles accordingly to meet referral needs	4	3	2	1	[N/R]

<b>11B. Addressing Referral Question</b>					
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]
<b>11C. Communication of Consultation Findings</b>					
Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations	4	3	2	1	[N/R]
<b>11D. Application of Consultation Methods</b>					
Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases	4	3	2	1	[N/R]

## V. SYSTEMS

<b>14. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.					
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>					
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]
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>					
Demonstrates knowledge and ability to display the skills that support effective interdisciplinary team functioning	4	3	2	1	[N/R]
<b>14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>					
Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals	4	3	2	1	[N/R]
<b>14D. Respectful and Productive Relationships with Individuals from Other Professions</b>					
Develops and maintains collaborative relationships over time despite differences	4	3	2	1	[N/R]
<b>16. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.					
<b>16A. Empowerment</b>					
Intervenes with client to promote action on factors impacting development and functioning	4	3	2	1	[N/R]
<b>16B. Systems Change</b>					
Promotes change at the level of institutions, community, or society	4	3	2	1	[N/R]

**Overall comments:**

**Additional feedback from MHS staff:**

<b>Direct Clinical Service</b>	<b>Hours</b>
Individual counseling	
Group counseling	
On-call/triage	
Behavioral health	
Outreach/consultation/liaison	
Other	
<b>Subtotal</b>	
<b>Supervision</b>	
Individual (clinical)	
Group (with other postgraduates)	
Other	
<b>Subtotal</b>	
<b>Admin</b>	
<b>Total</b>	

---

 Postgraduate Fellow

---

 Date

---

 Clinical Supervisor

---

 Date

---

 Postgraduate Program Coordinator

---

 Date

Revised 5.22.2025