CPP Clinical Fellowship - End (v.2018)

Fellow:
Evaluation Period:
[First Name] [Last Name]
[99/99/9999] to [99/99/9999]

Evaluator:
Rotation Name:
[First Name] [Last Name]
(Rotation Name)

Display Competency Headings

Drag and Move each question or group name in order to change the order displayed

Clinical Supervision Hours – Individual

Average number of hours of individual clinical supervision per week:
(Select one)

Clinical Supervision Hours – Group

Average number of hours of group clinical supervision per week:
(Select one)

Research Supervision Hours – Individual

Average number of hours of individual research supervision per week:
(Select one)

Research Supervision Hours – Group

Average number of hours of group research supervision per week:
(Select one)

Description

Ratings:

0 = No opportunity to evaluate. Rating should be used if the training experience does not provide an opportunity to demonstrate this competency or if the trainee has not yet had a chance to practice the skill (e.g., he/she is being evaluated on research presentation skills but has not yet had an opportunity to do such a presentation). If a "0" rating is given because the trainee has not yet had a chance to practice the skill, it should be included below as a skill the fellow should continue to address and/or develop in the future, and a plan should be devised to ensure that the fellow is able to demonstrate competency on this skill prior to the end of the fellowship year.

1 = Needs improvement. Rating should be used if there is a problem with the trainee's performance or progress within this competency area. If a "1" rating is given, the skill should be included below as a skill the fellow should continue to address and/or develop in the future.

2 = Satisfactory progress. Rating should be used if the trainee is where you would expect him/her to be at the time of the evaluation.

I certify that the below ratings are based, at least in part, on direct observation which includes in-person observation, live video streaming (where allowed), or video recording (where allowed).

Ethics and Legal Standards

The fellow must:

Be knowledgeable of and act in accordance with each of the following:
- The current version of the APA Ethical Principles of Psychologists and Code of Conduct.
- Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.
- Relevant professional standards and guidelines.

Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Conduct self in an ethical manner in all professional activities.
### Professionalism and Self-Awareness

**Program Specific Competencies**

The fellow must:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others.

- Engage in self-reflection regarding one's personal and professional functioning, and engage in activities to maintain and improve performance, well-being, and professional effectiveness.

- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

- Respond professionally in increasingly complex situations with increasing independence over the course of training.

- Exhibit work habits that are consistent with what is expected of independent practitioners in the field (e.g., completing an adequate amount of work in a timely manner and demonstrating dependability as a colleague).

### Interpersonal and Communication Skills

**Program Specific Competencies**

The fellow must:

- Develop and maintain effective relationships with a wide range of individuals (including colleagues, supervisors, supervisees, and those receiving professional services), communities, and organizations.

- Comprehend and produce oral, nonverbal, and written communications that are informative and well-integrated, and demonstrate a thorough grasp of professional language and concepts.

- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

### Organization, Administration and Management

**Program Specific Competencies**

The fellow must:

- Demonstrate an understanding of the basic procedures needed to manage the administrative aspects associated with clinical service delivery (e.g., billing procedures, medical record documentation, confidentiality), as well as an understanding of the policies and procedures utilized within the clinical service and/or clinical research settings in which one works.

### Assessment and Diagnosis

**Program Specific Competencies**

The fellow must:

- Select and apply assessment methods that draw from the best available empirical literature and that reflect the current state of the science of measurement and psychometrics, and collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.

- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner that is sensitive to a range of audiences.

### Effective Intervention

**Program Specific Competencies**

The fellow must:
Establish and maintain effective relationships with the recipients of psychological services, including professionals requesting consultation (when applicable).

Develop evidence-based intervention plans specific to the service delivery goals.

Implement interventions and/or make recommendations that are informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Demonstrate the ability to apply the relevant research literature to clinical decision making.

Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.

Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

### Supervision & Teaching

#### Program Specific Competencies

The fellow must:

Apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees or other health professionals (e.g., role played supervision, peer supervision).

### Research & Scholarly Activities

#### Program Specific Competencies

Understand and apply ethical principles central to the responsible conduct of research, as required by the APA ethical principles, IRB procedures, and HIPAA guidelines.

Demonstrate familiarity with methods of intramural and extramural funding for psychological research.

Effectively present research findings (e.g., presentations, posters, abstracts, manuscripts) and translate findings to accommodate multiple audiences (e.g., other psychologists, medical professionals, patients, community providers, and funding agencies).

### Cultural and Individual Diversity

#### Program Specific Competencies

Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.

Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, service, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one’s career. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one’s own.

Demonstrate the ability to independently apply one’s knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups encountered during fellowship, tailored to the learning needs and opportunities consistent with the program’s aims.

#### Program Specific Competencies

Demonstrate knowledge of and act in accordance with the APA Guidelines on
Competence

**CPP Competency Ratings:**

6. **Expert Competence:** Demonstrates a level of competence commensurate with that of an experienced practicing clinician. Most fellows will not achieve this level in all competency domains during fellowship. Almost all of the routine communication in supervision is from the fellow to the supervisor. Supervision is collaborative and collegial and may resemble peer supervision between independent practitioners. There are no significant gaps in knowledge or skills.

5. **Advanced Competence:** Fellows demonstrate advanced competence consistent with early independent practice at a high level. This is the expected level of competency at the end of fellowship. Fellows are able to handle all facets of the competency area such that no supervision is needed, although it is still required. Supervision is fully collaborative and collegial. There are no concerning gaps in knowledge or skills.

4. **Intermediate to Advanced Competence:** Fellows continue on trajectory toward advanced competency. Fellows demonstrate competence in nearly all cases with exception of the most non-routine or unusual situations. Supervision is similar to interactions between independent providers with varying levels of direction. Supervision focuses mostly on nuances of clinical practice, professionalism, teaching/supervision, and scholarship.

3. **Intermediate Competence:** Fellows are clearly on a trajectory toward advanced competency. Competency is demonstrated in all but non-routine cases. This is the level expected at the mid-point of the fellowship. Supervision is less directive and time-intensive. Supervision is more collaborative. Gaps in skills and/or knowledge may be a focus of supervision. There are no concerns about critical thinking skills.

2. **Early Competence:** Competence is consistent with expectations for the beginning of fellowship. Supervision is often directive and frequently addresses skill and knowledge acquisition. Fellows may have uneven areas of ability with relative strength in routine and familiar clinical situations but lack of skills and/or knowledge in non-routine cases or unfamiliar clinical situations. Supervision may be time-intensive, particularly in areas of growth or limited familiarity. Good critical thinking skills are evident in clinical activities. Remediation is typically unnecessary.

1. **Basic Competence:** Competence is below expectations for beginning fellowship. Supervision is mostly directive, focused on skill and knowledge acquisition, and basics of critical thinking. Supervision is more time-intensive than typical for entry-level fellows. Multiple large gaps in skills and/or knowledge are present. Remedial work may be required in this competency.

**What is the fellow's overall level of competence within the area of Ethics and Legal Standards?**

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What is the fellow's overall level of competence within the area of Effective Intervention?

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What is the fellow's overall level of competence within the area of Research & Scholarly Activities?

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No applicable

Overall/Summary

Did the fellow successfully complete the following training requirements, and complete the required amount of postdoctoral training (12 months for an APA-accredited Clinical Psychology Program fellowship), in order to obtain a Certificate of Completion from the Clinical Psychology Training Programs at Brown, Postdoctoral Fellowship Training Program?

- Did not receive a score of "1" on any of the Competencies within each Objective area.
- Received a minimum Competence rating of "5" for all Objective areas

If no, specify the date this was discussed by track faculty:

(1) What are the fellow's strengths? and (2) What skills should the fellow continue to address and/or develop in the future?

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Feedback Confirmation
The following message is displayed to the evaluator and evaluatee to confirm verbal feedback to the evaluatee.

Evaluator Question:
Did you provide direct feedback on this evaluation?

Evaluatee Question:
Did the evaluator provide you with direct feedback on this evaluation?