

Waypoint Psychology Trainee Competency Assessment Form

Trainee _____ Supervisor _____

Rotation _____ Full Year Outpatient _____ School Mental Health (Half / Full)
_____ Full Year Assessment _____ Community Mental Health (Half / Full)
_____ Full Year Forensic

Training Year 2024/2025

Assessment Method(s) for Competencies

_____ Direct Observation _____ Review of Written Work
_____ Videotape _____ Review of Raw Test Data
_____ Audiotape _____ Discussion of Clinical Interaction
_____ Case Presentation _____ Comments from Other Staff

Competency Ratings Descriptions

NA..... Not applicable for this training experience/Not assessed during training experience
1..... Minimal demonstrated competency
2..... Emerging competency
3..... Developing competency
4..... Refining competency
5..... Competent
6..... Highly competent
7..... Exceptionally competent

Goal: Competence in Professional Conduct, Ethics, and Legal Matters

Objectives: Seeks Consultation/Supervision, Uses Positive Coping Strategies, Professional Responsibility and Documentation, Efficiency and Time Management, Knowledge of Ethics, and Professional Interpersonal Behavior, Administrative Competency

Additional behavioral anchors:

Professional and appropriate interactions with treatment teams, peers and supervisors, seeks peer support as needed
Seeks consultation or supervision as needed and uses it productively
Demonstrates positive coping strategies with personal and professional stressors and challenges
Maintains professional functioning and quality patient care
Demonstrates a growing ability to accomplish administrative tasks
Prioritizes appropriately
Shows a growing autonomy in management of larger administrative, research or clinical projects
Responsible for key patient care tasks (e.g. phone calls, letters, case management), completes tasks promptly
All patient contacts, including scheduled and unscheduled appointments, and phone contacts are well documented
Records include crucial information
Efficient and effective time management
Keeps scheduled appointments and meetings on time
Keeps supervisors aware of whereabouts as needed
Minimizes unplanned leave, whenever possible
Demonstrates good knowledge of ethical principles and state law
Consistently applies these appropriately, seeking consultation as needed

Circle One or NA

1 2 3 4 5 6 7
Minimal Emerging Developing Refining Competent High Exceptional

Goal: Competence in Individual and Cultural Diversity

Objectives: Patient Rapport, Sensitivity to Patient Diversity, Awareness of Own Cultural and Ethnic Background

Additional behavioral anchors:

- Consistently achieves a good rapport with patients
- Sensitive to the cultural and individual diversity of patients
- Committed to providing culturally sensitive services
- Aware of own background and its impact on clients
- Committed to continuing to explore own cultural identity issues and relationship to clinical work

Circle One or NA

| | | | | | | |
|---------|----------|------------|----------|-----------|------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Minimal | Emerging | Developing | Refining | Competent | High | Exceptional |

Goal: Competence in Theories and Methods of Psychological Diagnosis and Assessment

Objectives: Diagnostic Skill, Psychological Test Selection and Administration, Psychological Test Interpretation, Assessment Writing Skills, Feedback Regarding Assessment

Total Number of Assessments Completed this Evaluation Period _____

Additional behavioral anchors:

- Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and DSM multiaxial classification
- Utilizes historical, interview and psychometric data to diagnose accurately
- Promptly and proficiently administers commonly used tests in his/her area of practice Appropriately chooses the tests to be administered
- Demonstrates competence in administering intelligence tests and MMPI-3
- Interprets the results of psychological tests used in his/her area of practice
- Demonstrates competence interpreting intelligence tests and MMPI-3
- Writes a well-organized psychological report
- Answers the referral question clearly and provides the referral source with specific recommendations
- Plans and carries out a feedback interview
- Explains the test results in terms the patient and/or caregiver can understand, provides suitable recommendations and responds to issues raised by patient or caregiver

Circle One or NA

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|---------|----------|------------|----------|-----------|------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Minimal | Emerging | Developing | Refining | Competent | High | Exceptional |

Goal: Competence in Theories and Methods of Effective Psychotherapeutic Intervention

Objectives: Patient Risk Management and Confidentiality, , Case Conceptualization and Treatment Goals, Therapeutic Interventions, Effective Use of Emotional Reactions in Therapy (Countertransference), Group Therapy Skills and Preparation

Additional behavioral anchors:

Effectively evaluates, manages and documents patient risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues

Collaborates with patients in crisis to make appropriate short-term safety plans, and intensify treatment as needed

Discusses all applicable confidentiality issues openly with patients

Formulates a useful case conceptualization that draws on theoretical and research knowledge Collaborates with patient to form appropriate treatment goals

Interventions are well-timed, effective and consistent with empirically supported treatments Understands and uses own emotional reactions to the patient productively in the treatment Intervenes in group skillfully, attends to member participation, completion of therapeutic assignments, group communication, safety and confidentiality

If the group is psychoeducational, readies materials for group, and understands each session’s goals and tasks

Circle One or NA

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|---------|----------|------------|----------|-----------|------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Minimal | Emerging | Developing | Refining | Competent | High | Exceptional |

Goal: Competence in Scholarly Inquiry and Application of Current Scientific Knowledge to Practice

Objectives: Seeks Current Scientific Knowledge, Develops and Implements Research Plan, Consultation Assessment

Additional behavioral anchors:

Displays necessary self-direction in gathering clinical and research information practice independently and competently

Seeks out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas

Develops and implements plan for research or other professional writing or presentation

Circle One or NA

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|---------|----------|------------|----------|-----------|------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Minimal | Emerging | Developing | Refining | Competent | High | Exceptional |

Goal: Competence in Professional Consultation

Objectives: Consultation Assessment, Consultative Guidance

Additional behavioral anchors:

Performs an assessment of the patient referred for consultation, incorporating mental status exam, structured interview techniques or psychological assessment, as needed, to answer the referral question

Gives the appropriate level of guidance when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles

Circle One or NA

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|---------|----------|------------|----------|-----------|------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Minimal | Emerging | Developing | Refining | Competent | High | Exceptional |

Goal: Competence in Supervision

Objective: Supervisory Skills

Additional behavioral anchors:

Demonstrates good knowledge of supervision techniques and employs these skills in a consistent and effective manner,
seeking consultation as needed
Builds good rapport with supervisee

Circle One or NA

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|---------------------|----------------------|------------------------|----------------------|-----------------------|------------------|-------------------------|
| 1 Minimal | 2 Emerging | 3 Developing | 4 Refining | 5 Competent | 6 High | 7 Exceptional |
|---------------------|----------------------|------------------------|----------------------|-----------------------|------------------|-------------------------|

Supervisor Comments

Summary of Strengths

Areas of Additional Development or Remediation, including Recommendations

Conclusions

Remedial Work Instructions

In the rare situation when it is recognized that a trainee needs remedial work, a competency assessment form should be filled out immediately, prior to any deadline date for evaluation, and shared with the trainee and the director of training. In order to allow the trainee to gain competency and meet passing criteria for the rotation, these areas must be addressed proactively and a remedial plan needs to be devised and implemented promptly.

Goal for practicum evaluations

All competency areas will be rated at a level of 2 or higher. No competency areas will be rated as 1 or .

Goal for intern evaluations done prior to 12 months

All competency areas will be rated at a level of competence of 3 or higher. No competency areas will be rated as 1 or 2.

Goal for intern evaluations done at 12 months

At least 80% of competency areas will be rated at level of competence of 5 or higher. No competency areas will be rated below 4. Note: exceptions would be specialty area rotations that would take a more intensive course of study to achieve this level of competency and the major supervisor, training director and trainee agree that a level of 3 is appropriate for that particular rotation.

_____ The trainee HAS successfully completed the above goal. We have reviewed this evaluation together.

_____ The trainee HAS NOT successfully completed the above goal. We have made a joint written remedial plan as attached, with specific dates indicated for completion. Once completed, the rotation will be re-evaluated using another evaluation form, or on this form, clearly marked with a different color ink. We have reviewed this evaluation together.

Supervisor _____

Date _____

Trainee Comments Regarding Competency Evaluation (if any):

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

Trainee _____

Date _____

Please address all comments and input on this form to Tana Clarke, Ph.D., Waypoint Wellness Center, 166 Defense Hwy, Annapolis, MD 21401. E-mail address: drclarke@waypointwellnesscenter.com