

## Supplemental Material: Clinical Skills Assessment Tool

### 1. Intern and Assessor Details

Intern: \_\_\_\_\_ Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

### 2. Client Details

- |  |   |  |  |
|--|---|--|--|
| <input type="checkbox"/> Child/Adolescent        | <input type="checkbox"/> Adult                    | <input type="checkbox"/> Older Adult               |  |
| <input type="checkbox"/> Psychometric Assessment | <input type="checkbox"/> Psychological Assessment | <input type="checkbox"/> Therapy                   |  |
| <input type="checkbox"/> Clinical Disorders      | <input type="checkbox"/> Cognitive Functioning    | <input type="checkbox"/> Medical/Health Conditions | <input type="checkbox"/> Problems of Everyday Life |

### 3. Intern Assessment

#### Developing

#### Competent

#### Excellent

#### Not Assessed

- |                                       | Developing               | Competent                | Excellent                | Not Assessed             |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Interpersonal skills               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ethical behaviour                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Conducting initial assessment      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. DSM Diagnosis                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Identify CB aspects of problem     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Cognitive Behavioural Formulations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Presents formulation to client     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Agenda setting and adherence       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Feedback                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Psycho-education                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Cognitive Therapy techniques      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Behaviour Therapy techniques      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Home-based tasks                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Psychometric assessments          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Professionalism                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Task 1:** The intern must demonstrate appropriate interpersonal skills.

**Directions:** An individual video excerpt does not need to be presented. Instead, interpersonal skills can be observed throughout the other video excerpts presented.

**KEY POINT FOR COMPETENT RATING:** The assessor judges that the client is sufficiently comfortable with the interns' interpersonal skills.

Interpersonal skills	Competent	Excellent
<ul style="list-style-type: none"><li>• Listening to the client</li><li>• Responding to episodes of client distress</li><li>• Using reflective listening to take note of the client's emotional state and the specific content of the client's communication</li><li>• Demonstrating accepting, non-judgemental and respectful attitudes</li><li>• Appearing appropriately confident</li><li>• Emotional responses are appropriate to the situation</li><li>• Encouraging development of collaborative relationship with client</li><li>• Responding appropriately to questioning, challenging and resistance by client</li></ul>	<p>A competent rating may be considered where:</p> <ul style="list-style-type: none"><li>• Some of the prompt skills are demonstrated whilst others are not or</li><li>• The prompt skills are demonstrated but with some inefficiency or</li><li>• Some of the prompt skills are demonstrated but the intern does not appear comfortable.</li></ul>	<p>An excellent rating may be considered where:</p> <ul style="list-style-type: none"><li>• The majority of the behaviours listed are evident.</li><li>• The skills/behaviours are conducted with efficiency.</li><li>• The intern appears calm and confident.</li></ul>

**Assessor Comments:**

**Task 2:** All behaviours observed must be ethical and accordance with the APS Code of Ethics. In addition, the intern must demonstrate ethical behaviour by orienting the client(s) to the nature, purpose and limits of contact within the clinic, the functioning of the clinic and the role of the intern.

**Directions:** To be presented via video excerpt. It is acknowledged that the bulk of ethical behaviours will be observed and commented on during regular supervision.

**KEY POINT FOR COMPETENT RATING:** All items must be covered. A difference in ratings will reflect the efficiency with which the behaviours are demonstrated, and/or the manner in which items are delivered. Minimally, all behaviours must be demonstrated but in a fashion that does not compromise rapport with client. Where items are not covered intern will provide rationale for choices made.

Ethical Behaviour	Competent	Excellent
<ul style="list-style-type: none"> <li>• Explaining postgraduate student/conditional/registration status</li> <li>• Explaining the presence of the AV equipment for supervision, monitoring and recording</li> <li>• Explaining peer and senior staff supervision</li> <li>• Explaining confidentiality and its limits</li> <li>• Obtaining written consent for observation and/or recording of sessions and communication with others on the case</li> <li>• Talking through and obtaining written acknowledgement of "intent to engage in psychological services"</li> <li>• Describing nature of service e.g., psychometric assessment and report, third party referral for forensic assessment and report, therapeutic assessment and report, or therapeutic assessment and treatment</li> <li>• Describing where appropriate both CBT orientation of service, and time-limited nature of therapy</li> <li>• Checking that all of the above is understood by and acceptable to client</li> </ul>	<p>A competent rating may be considered where:</p> <ul style="list-style-type: none"> <li>• All of the behaviours listed are evident.</li> <li>• The prompt skills are demonstrated but with some inefficiency or</li> <li>• Some of the prompt skills are demonstrated but the intern does not appear comfortable, or conducts the behaviours in such a fashion as to compromise development of rapport with client.</li> </ul>	<p>An excellent rating may be considered where:</p> <ul style="list-style-type: none"> <li>• All of the behaviours listed are evident.</li> <li>• The skills/behaviours are conducted with efficiency</li> <li>• The skills/behaviours are conducted in a calm, confident and professional manner.</li> </ul>

**Assessor comments:**

**Task 3:** The intern must demonstrate the ability to conduct an initial assessment of the presenting problem(s)

**Directions:** To be presented via completed case file(s)

**KEY POINT FOR COMPETENT RATING:** Relates to the intern's ability to gather information in a fashion that permits development of diagnostic and/or CB formulations.

Conducting Initial Assessment	Competent	Excellent
<ul style="list-style-type: none"><li>• Identifies presenting problem(s)</li><li>• Gathers information relevant to DSM diagnoses</li><li>• Establishes developmental history of presenting problem(s)</li><li>• Determines frequency, intensity and duration of presenting problem(s), relevant vulnerability, stressors &amp;/or triggers relevant to presenting problems(s), maintaining factors and positive and negative prognostic factors relevant to management of the case.</li><li>• Questions family history of mental illness, medical history and current health, previous contact with mental health practitioners, nature of contact and outcome, previous psychiatric diagnoses, current substance and medication usage, educational background, status of current interpersonal functioning, nature of family relationships past and present.</li><li>• Consults, where appropriate, with individuals relevant to the client's presenting problem - family, school and work context.</li><li>• Uses relevant psychometric self-report measures</li><li>• Identifies and prioritises client's goals for treatment</li><li>• Determines why client has presented now</li><li>• Conducts suicide risk assessment where necessary, monitors outcome</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>• Some of the behaviours listed are evident</li><li>• The behaviours are conducted with some degree of inefficiency</li><li>• The behaviours are demonstrated but the intern does not appear comfortable, or conducts the behaviours in such a fashion as to compromise development of rapport with client.</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>• All or most of the behaviours listed are evident.</li><li>• The skills/behaviours are conducted with efficiency</li><li>• The skills/behaviours are conducted in a calm, confident and professional manner.</li></ul>

**Assessor Comments:**

**Task 4:** The intern demonstrates an ability to develop DSM diagnostic formulations based on their initial assessments

**Directions:** To be presented via completed case file(s)

**KEY POINT FOR COMPETENT RATING:** The difference between competent and excellent ratings relates to the complexity of the case presented.

DSM Diagnosis	Competent	Excellent
<ul style="list-style-type: none"><li>• Intern summarises assessment findings listing the client's symptoms</li><li>• Identifies provisional diagnosis</li><li>• Identifies differential diagnoses</li><li>• Articulates the reasoning involved</li><li>• Summarises assessment findings according to the DSM multi-axial classification system</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>• All behaviours are completed</li><li>• A "Straightforward Case" is presented eg single DSM diagnosis</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>• All behaviours are completed</li><li>• A complex case is presented. "Complex Case" is defined as one in which there is co-morbid presentation.</li></ul>

**Assessor Comments:**

**Task 5:** The intern accurately identifies key cognitive and behavioural aspects of client's presenting problems.

**Directions:** To be presented via completed case file(s)

**KEY POINT FOR COMPETENT RATING:** Assessor judges that intern is able to identify CB aspects of the clients presenting problems well enough to enable the development of CB formulations. Intern must be able to demonstrate a reasonably accurate understanding of the difference and interrelationships between thoughts, feelings, behaviours and physiology.

Identifies CB aspects of problem	Competent	Excellent
<p>Accurately elicits client's subjective self-report of the following:</p> <ul style="list-style-type: none"> <li>Emotional state(s) with use of SUDS levels to quantify emotional intensity</li> <li>Negative automatic thoughts</li> <li>Core dysfunctional assumptions</li> <li>Situations/contexts in which negative thoughts/ assumptions are activated</li> <li>Physiological reactions associated with negative thoughts/ assumptions.</li> <li>Behavioural reactions associated with negative thoughts/ assumptions.</li> </ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"> <li>Some of the skills are demonstrated whilst others are not or</li> <li>The skills are demonstrated but with some inefficiency or</li> <li>Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li> </ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"> <li>The majority of the behaviours listed are evident.</li> <li>The skills/behaviours are conducted with efficiency.</li> <li>The intern appears calm and confident</li> </ul>

**Assessor Comments**

**Task 6:** The intern demonstrates an ability to develop formulations based on initial assessments.

**Directions:** To be presented via completed case file(s)

**KEY POINT FOR COMPETENT RATING:** As a minimum, the situational analysis (ABC) must be clear and accurate and contain an outline of Antecedents, Beliefs, and Consequences, with three response domains of emotion (plus SUDS), physiology and behaviour, and their inter-relationship. Alternatively, as a minimum a functional analysis of a presenting problem may be presented. It will assist the intern if the supervisor is able to see the derivation of the formulations.

Development of CB Formulations	Competent	Excellent
<p>In the file the intern presents information gathered during initial assessments, formulated with clarity as:</p> <ul style="list-style-type: none"><li>▪ Case level formulations</li><li>▪ Specific problem level formulations</li><li>▪ Situational analyses</li></ul> <p>These may be presented in either narrative or graphic formats depending on intern preference</p>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>• The intern presents as a minimum, an accurate situational or functional analysis, and where</li><li>• The intern presents a case or specific problem formulation with some inaccuracies, and some further development is required.</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>• All three levels of formulation are presented</li><li>• All are complete and accurate</li></ul>

**Assessor Comments:**

**Task 7:** The intern demonstrates an ability to present to the client a Cognitive Behavioural formulation of their presenting problem(s) at the case, specific problem and situational/functional level, and to outline treatment options based on these formulations.

**Directions:** To be presented via video excerpt

**KEY POINT FOR COMPETENT RATING:** The assessor judges that the intern is reasonably able to present a coherent picture to the client of their problem(s), how it or they fit within CB theory, and how treatment is derived from the formulation(s).

Presents Formulations to clients	Competent	Excellent
<ul style="list-style-type: none"> <li>• Presents to the client an outline of cognitive behavioural theory</li> <li>• Presents to the client a case formulation, specific problem formulation and/or situational analysis or functional analysis</li> <li>• Presents these formulations in a fashion that invites client collaboration by obtaining specific feedback of the client's understanding of his/her problems</li> <li>• Outlines relevant treatment options based on derived formulations and ensures client understands rationale for the use of treatment strategies</li> <li>• Obtains consent from client regarding intent to progress to treatment with intern or discusses with client a referral to a more appropriate treatment service</li> <li>• Provides client with written summary of assessment, diagnosis, formulation and treatment options if referring elsewhere</li> <li>• Reaffirms/negotiates with client treatment goals, and discusses next step in treatment</li> </ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"> <li>• Some of the prompt skills are demonstrated whilst others are not or</li> <li>• The skills are demonstrated but with some inefficiency or</li> <li>• Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li> </ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"> <li>• The majority of the behaviours listed are evident.</li> <li>• The skills/behaviours are conducted with efficiency.</li> <li>• The intern appears calm and confident</li> </ul>

**Assessor Comments:**



**Task 8:** The intern manages time available within therapy sessions in a constructive fashion.

**Directions:** To be presented via video excerpt

**KEY POINT FOR COMPETENT RATING:** Assessor judges that the intern is, for the most part, directing the session and that the “business” of the session is attended to in a fashion that supports a collaborative relationship with the client.

Agenda setting and adherence	Competent	Excellent
<ul style="list-style-type: none"><li>• Sets the agenda with explicit, agreed and prioritised items, that are feasible in the time available</li><li>• Sets the agenda with items that are appropriate to stage of therapy and client's current concerns</li><li>• Encourages the client to participate in prioritization of agenda items</li><li>• Reviews homework and/or monitoring towards the beginning of sessions</li><li>• Follows the agenda where appropriate but demonstrates flexibility where required</li><li>• Manages the session well with regard to time, reflecting client's needs and speed of learning</li><li>• Demonstrates an ability to sensitively bring client back to task if digressions occur</li><li>• Reviews progress in each session</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>• Some of the skills are demonstrated whilst others are not or</li><li>• The skills are demonstrated but with some inefficiency or</li><li>• Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li><li>•</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>• The majority of the behaviours listed are evident.</li><li>• The skills/behaviours are conducted with efficiency.</li><li>• The intern appears calm and confident</li></ul>

**Assessor Comments:**

**Task 9:** The intern both gives and seeks feedback from the client in an attempt to ensure accurate understanding of content of conversation.

**Directions:** An individual video excerpt does not need to be presented. Instead this skill can be observed throughout the other video excerpts presented.

**KEY POINT FOR COMPETENT RATING:** Assessor judges that the intern checks understanding with client and is able to accurately modify that understanding if necessary.

Feedback	Competent	Excellent
<ul style="list-style-type: none"><li>Periodically pauses to summarize content of conversation so far in a manner that fits into the context of the conversation</li><li>Asks if intern's summary reflects an accurate understanding of conversation so far</li><li>Demonstrates an ability to modify inaccurate understanding based on client's feedback.</li><li>Conducts these behaviours in a fashion that appears easy and fluent.</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>Some of the skills are demonstrated whilst others are not or</li><li>The skills are demonstrated but with some inefficiency or</li><li>Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>The majority of the behaviours listed are evident.</li><li>The skills/behaviours are conducted with efficiency.</li><li>The intern appears calm and confident</li></ul>

**Assessor Comments:**

**Task 10:** The intern provides accurate, relevant and useful psycho-education to client and ensures that client understands it.

**Directions:** To be presented via video excerpt

**KEY POINT FOR COMPETENT RATING:** Assessor judges that the intern provides information that is relevant and helpful to the client, in an attempt to support the client's progress in treatment.

Psycho-education	Competent	Excellent
<ul style="list-style-type: none"><li>• Provides accurate, timely and relevant psycho-education to client</li><li>• Provides psycho-education clearly, comfortably and in a manner that is easy to understand by client</li><li>• Uses analogies or examples from client's own history that ensures information is well understood and relevant</li><li>• Checks with client that psycho-education provided is understood</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>• Some of the skills are demonstrated whilst others are not or</li><li>• The skills are demonstrated but with some inefficiency or</li><li>• Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>• The majority of the behaviours listed are evident.</li><li>• The skills/behaviours are conducted with efficiency.</li><li>• The intern appears calm and confident</li></ul>

**Assessor Comments:**

**Task 11:** The intern demonstrates proficiency in the use of Cognitive Therapy techniques.

**Directions:** To be presented via video excerpt. The technique(s) presented must be derived from an individualized assessment and formulation of the client's presenting problem(s), presented to the client within a CB framework, the progress and effectiveness of the technique monitored throughout implementation, and adjustments to the course of intervention are made if necessary. Appropriate attention is given to end of therapy strategies, discharge planning and follow-up.

**KEY POINT FOR COMPETENT RATING:** The skills demonstrated by the intern must be embedded within a CB formulation and linked to relevant information, must be demonstrated in session, and the effectiveness of the strategy monitored.

Cognitive Therapy Techniques	Competent	Excellent
<p>Cognitive techniques presented may include, but need not be limited to:</p> <ul style="list-style-type: none"><li>Techniques designed to elicit, monitor and otherwise identify negative thoughts, assumptions and rules</li><li>Techniques designed to identify and categorize information processing and logical errors</li><li>Thoughts designed to evaluate and challenge thoughts, assumptions and rules.</li><li>Techniques designed to increase helpful thinking.</li><li>Effectiveness of intervention monitored throughout with regular collection of data, interventions modified if necessary.</li><li>Appropriate "end of therapy" strategies employed e.g., discharge planning, relapse prevention, termination of treatment, use of booster sessions, referral to alternative services etc.</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>Some of the skills are demonstrated whilst others are not or</li><li>The skills are demonstrated but with some inefficiency or</li><li>Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>The majority of the behaviours listed are evident.</li><li>The skills/behaviours are conducted with efficiency.</li><li>The intern appears calm and confident</li></ul>

**Assessor Comments:**

**Task 12:** The intern demonstrates proficiency in the use of Behavioural Therapy techniques.

**Directions:** To be presented via video excerpt. The technique(s) presented must be derived from an individualized assessment and formulation of the client's presenting problem(s), presented to the client within a CB framework, the progress and effectiveness of the technique monitored throughout implementation, and adjustments to the course of intervention are made if necessary. Appropriate attention is given to end of therapy strategies, discharge planning and follow-up.

**KEY POINT FOR COMPETENT RATING:** The skills demonstrated by the intern must be embedded within a CB formulation and linked to relevant information, must be demonstrated in session, and the effectiveness of the strategy monitored.

Behavioural Therapy Techniques	Competent	Excellent
<p>Behavioural techniques may include, but need not be limited to:</p> <ul style="list-style-type: none"><li>• De-arousal strategies</li><li>• Sleep hygiene strategies</li><li>• Behavioural experimentation</li><li>• Exposure therapy (imaginal or in-vivo)</li><li>• Assertiveness and communication skills</li><li>• Behavioural rehearsal strategies</li><li>• Behavioural activation and graded task assignments</li><li>• Effectiveness of intervention monitored throughout with data collection, interventions modified if necessary.</li><li>• Appropriate "end of therapy" strategies employed eg , discharge planning, relapse prevention, termination of treatment, use of booster sessions, referral to alternative services etc.</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>• Some of the skills are demonstrated whilst others are not or</li><li>• The skills are demonstrated but with some inefficiency or</li><li>• Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>• The majority of the behaviours listed are evident.</li><li>• The skills/behaviours are conducted with efficiency.</li><li>• The intern appears calm and confident</li></ul>

**Assessor Comments:**

**Task 13:** The intern encourages client participation, practice and generalisation of skills being taught by timely use of home-based tasks.

**Directions:** To be presented via video excerpt

**KEY POINT FOR COMPETENT RATING:** Assessor judges that the intern understands and conducts home-based tasks as a means of generalising skills.

Home-based tasks	Competent	Excellent
<ul style="list-style-type: none"><li>• Sets monitoring tasks to gather data relevant to establishing a baseline measurement of presenting problem(s)</li><li>• Sets home-based practice tasks derived from topics in session, explains rationale for these and checks client understands</li><li>• Sets up monitoring tasks around practice of home-based tasks</li><li>• Reviews data collected via monitoring of home-based tasks</li><li>• Reviews with client what they have learned from conducting home-based tasks.</li><li>• Modifies formulation and therefore interventions based on data gathered</li></ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"><li>• Some of the skills are demonstrated whilst others are not or</li><li>• The skills are demonstrated but with some inefficiency or</li><li>• Some of the prompt skills are demonstrated but the intern does not appear comfortable or conducts them in such a fashion as to interfere with the maintenance of rapport.</li></ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"><li>• The majority of the behaviours listed are evident.</li><li>• The skills/behaviours are conducted with efficiency.</li><li>• The intern appears calm and confident</li></ul>

**Assessor Comments:**

**Task 14:** The intern competently conducts psychometric assessments, interprets results and communicates findings in an appropriate fashion.

**Directions:** Not all interns will conduct psychometric assessments. However, when this does occur, competence is indicated when the supervisors are prepared to counter-sign reports to be sent to external parties. Please present all completed case files for assessment.

**KEY POINT FOR COMPETENT RATING:** The skills required for both excellent and competent ratings are largely the same. However differences arise with both the degree of assistance required from the supervisor, and the more complicated nature of the case. That is, performing above skills with either child who is difficult to assess or presents with a complicated clinical picture will allow an excellent rating.

Psychometric assessments	Competent	Excellent
<ul style="list-style-type: none"> <li>• Performs all tasks required of a psychometric assessment.</li> <li>• Interviews relevant individuals (individual in question, care-givers, teachers, co-workers all where appropriate),</li> <li>• Administers psychometric tests, scores and interprets data, and writes report regarding findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Administers psychometric measures in a standardized fashion</li> <li>• Scores data accurately</li> <li>• Accurately interprets results from these and other sources, but requires assistance from supervisor in interpretation</li> <li>• Writes reports in an appropriate format as required by the UWS Psychology clinic</li> <li>• Does all of the above for a more straightforward case</li> </ul>	<ul style="list-style-type: none"> <li>• Administers psychometric measures in a standardized fashion</li> <li>• Scores data accurately</li> <li>• Accurately interprets results from these and other sources, but requires minimal assistance from supervisor in interpretation</li> <li>• Writes reports in an appropriate format as required by the UWS Psychology clinic</li> <li>• Does all of the above for a more complicated case</li> </ul>

**Assessor Comments:**

**Task 15:** The intern appropriately communicates with colleagues and referring agents about their clients. Files are kept up-to-date and are presented for inspection at mid and end placement review.

**Directions:** Professionalism is assessed on a monthly basis throughout the placement via the supervisor's completion of "Clinical Supervision - Student Assessment Form" included in the Intern Clinic Manual. A summary of overall findings is included below for ease of communication with the intern.

**KEY POINT FOR COMPETENT RATING:** All behaviours whilst on placement to accord with APS Code of Conduct.

Professionalism	Competent	Excellent
<ul style="list-style-type: none"> <li>• Demonstration of knowledge relevant to the intern's cases: psychopathology, assessment and diagnosis issues, CBT formulations and treatment options</li> <li>• Adequate preparation for presentation of cases in supervision</li> <li>• Open to supervision, adaptable and flexible</li> <li>• Development of appropriate relationships within supervision team, with supervisors and administration staff.</li> <li>• Appropriate attendance and punctuality, according to Placement Unit Outlines. Communicates with supervisor and administration staff on the issue.</li> <li>• Files complete and well written</li> <li>• Reports and outgoing correspondence completed within one month of the last contact with client.</li> </ul>	<p>A competent rating may be considered when:</p> <ul style="list-style-type: none"> <li>• All behaviours whilst on placement to accord with APS Code of Conduct. Termination from placement may result for any major violation of this requirement.</li> <li>• Some of the skills are demonstrated whilst others are not</li> </ul>	<p>An excellent rating may be considered when:</p> <ul style="list-style-type: none"> <li>• The majority of the behaviours listed are evident.</li> </ul>

**Assessor Comments:**