

## Graduate Student Practicum Readiness Assessment

Trainee \_\_\_\_\_  
Date \_\_\_\_\_

Evaluator \_\_\_\_\_

### ASSESSMENT METHOD(S) FOR COMPETENCIES – ENTER LETTER IN METHOD COLUMN

- C - Classroom based observations, e.g. discussions, participation, assignments
- O - Outside of Class but in official role, e.g. advising, supervising as GA
- I/S – Informal or social interactions, e.g. hallways or department events
- R – Role plays and samples of developing clinical skills
- Ind - Indirect information, e.g. discussions with other faculty, feedback from students

### COMPETENCY RATINGS DESCRIPTIONS

- NA** Not applicable for this training experience/Not assessed during training experience
- 1** Skills consistently not evident. Behavior is frequently inappropriate for clinical setting. Student is not aware of deficits and/or not responsive to feedback. Dismissal from program should be considered.
  - 2** Skills approaching adequacy or evident inconsistently. Behavior is occasionally inappropriate for clinical setting. Student is aware of and acknowledges deficits. Some responsiveness to feedback is evident. Improvement is possible with remediation
  - 3** Adequate – Entry levels skills acceptable and consistently demonstrated. Student may need additional supervision on these basic competencies.
  - 4** Good - Student is prepared to begin practicum and will develop appropriately with routine supervision.

### Personality Characteristics, Intellectual and Personal Skills

a) Interpersonal skills:	<u>Rating</u>	<u>Method</u>
1. ability to listen and be empathic with others		
2. respect for/interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.		
3. open to feedback		

b) Cognitive skills:	<u>Rating</u>	<u>Method</u>
1. problem-solving ability		
2. critical scientific thinking (e.g. able to perform critique of literature, evaluate methodology and scientific basis of findings, aware of need for evidence to support assertions)		
3. organized reasoning		
4. intellectual curiosity and flexibility		

c) Affective skills:	<u>Rating</u>	<u>Method</u>
1. emotional maturity (i.e. awareness of inner emotional experience; affect tolerance; positive coping skills)		
2. tolerance/understanding of interpersonal conflict		

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3. tolerance of ambiguity and uncertainty		
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d) Personality/Attitudes:	<u>Rating</u>	<u>Method</u>
1. desire to help others		
2. openness to new ideas		
3. honesty/integrity/valuing of ethical behavior		

e) Expressive skills:	<u>Rating</u>	<u>Method</u>
1. ability to communicate one's ideas, feelings and information in verbal		
2. ability to communicate one's ideas, feelings and information in written form		

f) Reflective skills:	<u>Rating</u>	<u>Method</u>
1. Willingness to consider one's own history, attitudes, values, and beliefs		
2. Basic mindfulness and self-awareness (e.g. aware of how others experience them)		
3. Basic awareness and attention to self-care		
4. Awareness of clinical competencies for professional training		

g) Professionalism:	<u>Rating</u>	<u>Method</u>
1. personal organization and timeliness		
2. personal hygiene		
3. appropriate dress		
4. respectful and collegial interactions with those who have different professional models or perspectives than own		

For any rating below 2 please provide comments supporting the rating, including examples of behavior if possible.

Total # of 2 ratings \_\_\_\_\_

When the student received 3 or fewer 2 ratings a remediation should be developed. Deficiencies in no more than 3 areas are allowed. If more than 3 areas are deficient then dismissal of the student is warranted.

Total # of 1 ratings \_\_\_\_\_

A single rating at the 1 level is grounds for considering dismissal.