

## CLINICAL COMPETENCY EVALUATION

**TO:** Chairpersons and Panel Members

**FROM:** David Roll, Ph.D. and Geoffrey Goodman, Ph.D.

Thank you for agreeing to participate in the Clinical Competency Evaluation (CCE) of our students who have completed their third year of coursework and their second year of supervised clinical experience. I would like to clarify a few aspects of the evaluations.

1. **GENERAL PROCEDURES.** CCE Panels are made up of a core clinical faculty member (Chair) and two licensed psychologists from outside the program. Students are asked to follow the procedures outlined on pages 2-5 of this packet. Once a panel is established the student will schedule an oral presentation. Panel members are asked to review the written case summary and video or audio tape of a session prior to the oral presentation. (In a very limited number of cases students may present a process recording of the case.) The presentation meeting will be scheduled for 90 minutes. In the first hour the student will discuss the case with the panel members and answer questions about any aspect of the written work, the tape, and the conceptualization, or his/her self evaluation. In the last 30 minutes the panel members will ask the student to leave the room while they complete ratings forms, write comments, discuss their impressions, and come to a consensus on the summary report. The panel chair will then invite the student to return for feedback from the panel members.

2. **COLLEGIALITY.** The chairperson will lead the evaluations in a collaborative, non- threatening fashion more akin to a consultation than an examination. The CCE evaluations should yield specific feedback to help the student gain maximum benefit from future training opportunities.

3. **MATERIALS.** After the student's oral presentation each panel member will complete a **PANEL MEMBER REPORT WORKSHEET** (Page 6 in this packet). Please review the Worksheet to familiarize yourself with the rating categories. It will be helpful to keep these categories in mind when reading the case summary so that you will know whether further questioning of the student during the oral presentation will be necessary to provide sufficient basis for an informed rating. After completion of the Worksheet panel members will discuss their ratings and reach a consensus that will be reported on the **SUMMARY REPORT** (Page 7). The panel chair should return completed worksheets and the summary report signed by all panel members to David Roll's mailbox in the doctoral program office immediately after the panel meeting.

4. **STUDENT FEEDBACK.** After discussion and completion of the rating forms by Panel members, the chair will inform the student of the panel's overall rating. Then each panel member will provide specific positive feedback and suggestions for improvement.

5. **PASS/FAIL.** Students receiving overall ratings of 2 or more will pass this evaluation. Students who do not pass (overall rating of less than 2) will be given the opportunity to improve their performance and make another presentation. The second CCE attempt can be with the same or a different Panel and with the same or a different client. After discussion with the student the panel chair will recommend the best course of action to the Doctoral Training Committee. Students must pass their CCE to receive a letter of readiness for internship from the Director of Training.

**THANK YOU FOR YOUR COOPERATION.**

*\* Thanks to Russell Bent, James Dobbins and their colleagues at the Wright State University School of Professional Psychology for sharing much of the information upon which our CCE is based*

# PROCEDURE FOR PREPARING CASE FOR CLINICAL COMPETENCY EVALUATION

## (Instructions to Students)

1. During the Professional Development Seminar (Psy 860) in the Spring semester of the third year you will work with the professor to select an appropriate case, develop a written case presentation and practice oral presentations. A case selected for the CCE must include a video (preferred) or audio tape of one full session of your work with the client. The client (parent or guardian when appropriate) must provide informed consent for the taping. Once you select a client, you should confer with the clinical supervisor of the case to be sure that (s)he is aware of the CCE work and will support your preparation. The Psy 860 professor will assign CCE panel members at the end of the Spring semester. Panel composition will be designed so that the clinical practice and expertise of the panel members are best suited to provide fair evaluation and a positive educational experience for you.
2. Your CCE Panel will consist of a core clinical faculty member (Chair) and two other panel members selected from a list made up of other psychology department faculty, community supervisors, externship supervisors, and graduates of the C.W. Post clinical psychology doctoral program. All panel members will be licensed psychologists. Panels are approved by the DTC.
3. As soon as you believe you have a good written case presentation and session tape (audio tapes should be very clear and accompanied by a written transcript), contact your panel chair. Provide your chair with a signed copy of the memo of readiness from the clinical supervisor of the case (Page 5 of this packet), and ask your panel chair to review your written work. This review is designed to protect you and the panel members from a last minute discovery that the written work is not acceptable. Once the chair has approved the written work, (s)he will contact the other proposed panel members and invite them to serve on your panel. The chair will notify you when a full Panel has been assigned. You will then begin contacting panel members to set a time for the presentation.
4. At least two weeks before orals, you will give (or send) panel members your written case presentation that reflects your own thinking and that you can defend. Include the following information in 6 to 10 single-spaced typed pages:
  - a. demographic characteristics
  - b. appearance, general attitude, and any peculiarities in thought, speech, or perception seen during the interview (Mental Status)
  - c. presenting problem
  - d. personal and family history
  - e. social, cultural & environmental factors (Issues related to diversity: age, culture, SES, ethnicity, gender, and religion)
  - f. results of any formal assessment procedures
  - g. DSM-IV diagnosis and justification
  - h. case formulation
  - i. treatment plan and research support for the planned interventions
  - j. treatment progress and how it was evaluated
  - k. prognosis for this case
  - l. difficulties encountered working with this case
  - m. ethical and/or legal issues encountered
  - n. self-assessment of clinical proficiency

5. Also send to the panel members one 50-minute audio or video tape of a complete session (video preferred). You will be expected to discuss aspects of this taped session with the CCE Panel members. As part of your presentation you may also present video or audio taped segments from other sessions that demonstrate important aspects of your work.

6. Oral presentation, discussion, and feedback will last a total of 90 minutes.

7. The CCE process must be completed during the spring or summer after your third year in the program. Panel meetings must be scheduled by June 15 and you must pass the CCE before September of your fourth year to earn a Letter of Readiness for Internship. All internship applications require this letter from the Director of Training. Deadlines for internship applications start as early as November 1. Most application deadlines are December 1 or later. It is typically much easier to get panel members together before mid-August than later in the summer or in the fall.

8. Your performance rating on the CCE is based upon the consensus of the three panel members on the Summary Report (Page 7). Ratings of 2 or better are needed to pass the CCE. Students who do not pass (overall rating of less than 2) will be given the opportunity to improve their performance and make another presentation. The second CCE attempt can be with the same or a different Panel and with the same or a different client. After discussion with the student the panel chair will recommend the best course of action to the Doctoral Training Committee.

9. To assess the student's sensitivity to issues of cultural diversity in psychotherapy, the case presentation will also be evaluated on the following dimensions:

- a. case formulation describes the socio-economic and environmental content in which the client's behavior, thoughts and feelings developed;
- b. assessment of the problem takes into account the influences of age, ethnic, cultural, gender, and class variables
- c. assessment of the problem demonstrates an understanding of the client's use of language and metaphor in a cultural context;
- d. assessment of the problem demonstrates an understanding of the client's level of acculturation or stage of adaptation to the dominant culture; and
- e. planned intervention strategies are consistent with the client's level of acculturation, language, cultural values and interpersonal styles.

Further, each student will be evaluated on how well s/he

- a. assesses the influences of the client's attitudes about race, culture and class on the development of the therapeutic relationship;
- b. discusses the influence of culturally derived attitudes about self and psychotherapy on the development of the relationship and
- c. examines the impact of personal attitudes about race, culture and class on the development of the therapeutic relationship.

10. A written Clinical Competency Evaluation (CCE) will be completed by CCE Panel members. This report will include descriptive feedback on the various clinical competency areas. This written evaluation will be signed by all Panel members and placed in student's file.

## **GUIDELINES FOR THE WRITTEN PORTION OF THE CLINICAL COMPETENCY EVALUATION**

The purpose of this case presentation is to assure the Panel that you are able to conceptualize a clinical case intelligently. You may write from any theoretical orientation (most commonly psychodynamic or behavioral, and sometimes family systems) but be sure you can thoroughly conceptualize and discuss the case from that perspective.

When the reader finishes your report, he or she should have a sense of the assessment procedures you used, the conclusions you drew from the assessment, and how these led to treatment goals, the course of treatment and the outcome. Remember that this should not simply be a listing of various techniques of treatment, but rather should reflect your knowledge of the person and how the relationship between the two of you influenced the course of therapy. We want to be sure that you are aware of yourself as a tool in the clinical process.

The case report should contain sufficient detail that another person who reads the report would feel ready to assume responsibility for the client. On the other hand, a book length paper is not in order since you will spend at least an hour of the examination talking about the case. Six to ten pages are usually sufficient.

It is not necessary that the case be one in which the outcome was brilliant. The Panel will accept a case that falls short of perfection. But you should be prepared to discuss the reasons for problems, how you might correct them in the future, etc. Also, be very sensitive to any ethical issues that might arise in treatment.

On the department website, in the “forms” section, you will find two examples of case studies published in the journal *Clinical Case Studies*. While the sections we require do not exactly match the sections in these journal articles, you may find the examples helpful nonetheless, as they provide a good sense as to the level of detail and quality of writing the faculty is looking for.

**MEMORANDUM**

**TO:** Members of Clinical Competency Evaluation Panel for:

\_\_\_\_\_

(Student's Name)

**FROM:** \_\_\_\_\_

(Clinical Supervisor of Case to be Presented)

**DATE:** \_\_\_\_\_

**SUBJECT:** Student's Preparation for Clinical Competency Evaluation

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I am submitting this memorandum on behalf of \_\_\_\_\_ (student) who has scheduled his/her Clinical Competency Evaluation. I have been supervising the selected clinical case since \_\_\_\_\_ and have worked closely with this extern on preparation for the case review. In my judgment this graduate student is prepared to present this case as a reliable and valid sample of his/her clinical work.

Further comments on above named students and/or case which might be beneficial to the members of the Clinical Competency Evaluation Panel:

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\_\_\_\_\_  
Signature of Clinical Supervisor

\_\_\_\_\_  
Date

Clinical Psychology Doctoral Program  
LIU/C.W. Post Campus

**CLINICAL COMPETENCY EVALUATION (CCE)**  
**PANEL MEMBER REPORT/WORKSHEET**

Student Name: \_\_\_\_\_ Panel Member \_\_\_\_\_

<b>FOUNDATIONAL COMPETENCIES</b>				
<b>Ratings</b>				<b>Notes</b>
<b>Ethics 1.</b> Student demonstrated the knowledge necessary to treat clients and other professionals in an ethical and legal manner				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Ethics 2.</b> Student acted ethically in interactions with clients and other professionals				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Individual and Cultural Diversity 1.</b> Student demonstrated respect for those others who represent diverse backgrounds and experiences				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Individual and Cultural Diversity 2.</b> Student demonstrated the ability to integrate their knowledge of diversity into their assessments and interventions.				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

<b>Core Competencies</b>				
<b>Ratings</b>				<b>Notes</b>
<b>Research and Evaluation Competency.</b> Student demonstrated integration of the scientific, scholarly, theoretical knowledge base to the conceptualization, treatment plan, intervention, and outcome evaluation for this case:				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	

<p><b>Assessment.</b> Student successfully integrated and communicated information from assessment sources in written and oral presentations.</p> <p>1      2      3      4</p>	
<p><b>Intervention:</b> Student conducted therapy sessions with clients in a manner consistent with theory and practice presented in the case conceptualization and treatment plan.</p> <p>1      2      3      4</p>	
<p><b>Relationship and Professional Development 1:</b> . Student demonstrated effective therapeutic relationship skills</p> <p>1      2      3      4</p>	
<p><b>Relationship and Professional Development 2:</b> Student demonstrated effective use of supervision.</p> <p>1      2      3      4</p>	
<p><b>Relationship and Professional Development 3:</b> Student demonstrated ability to present case conceptualization material in writing.</p> <p>1      2      3      4</p>	
<p><b>Relationship and Professional Development 4:</b> Student demonstrated competence in oral presentation of case material and responding to questions about the case and the student.</p> <p>1      2      3      4</p>	

<p><b>Not Acceptable</b> Below Minimal Level of Competence</p>	<p><b>Acceptable Level</b> of Competence for Student Entering Fourth Year Training</p>	<p><b>Proficient</b> Competence at a Level Acceptable for an Entry Level Professional</p>	<p><b>Outstanding</b> Performance Competency at Level Expected for an Experienced Practitioner</p>
1	2	3	4

<b>Professional Role Development – Global Impressions</b>				
<b>Ratings</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Summary/Comments:</b>				

Revised 11/05

**CLINICAL PSYCHOLOGY DOCTORAL PROGRAM**  
*DEPARTMENT OF PSYCHOLOGY*

**CLINICAL COMPETENCY EVALUATION SUMMARY REPORT**

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

**PANEL MEMBERSHIP**

Chair: \_\_\_\_\_  
(Signature)

Member: \_\_\_\_\_  
(Signature)

Member: \_\_\_\_\_  
(Signature)

Level of Performance:

Would you accept this student as prepared to enter a general, pre-doctoral internship program?

Yes\_\_\_ No\_\_\_

Quality of Performance:

As an internship applicant, this student would be rated at a quality level of:

1	2	3	4
<b>Not Acceptable Below Minimal Level of Competence</b>	<b>Acceptable Level of Competence for Student Entering Fourth Year Training</b>	<b>Proficient Competence at a Level Acceptable for an Entry Level Professional</b>	<b>Outstanding Performance Competency at Level Expected for an Experienced Practitioner</b>

**COMMENTS:** (Regarding level, quality or both)

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