

**PSYCHOLOGY FELLOWSHIP PROGRAM
CLINICAL COMPETENCY COMMITTEE
EVALUATION OF FELLOW**

Fellow:

CCC Members:

Evaluation Time Period:

Date Evaluation Completed:

Date Evaluation Reviewed by Program Director with Fellow:

Directions: The CCC assesses the fellow's performance on each item with a score from 1.0- 6.0. If the specific item is not an element of the fellow's training or was not addressed in the evaluation time period, then enter NA (Not Applicable)

The general reference points are noted below. Specific performance criteria emerge in the supervisory relationships.

1. Internship Level Performance: At this level of performance, fellows understand the foundational knowledge and some of the technical skills related to the professional activities they are engaging. They have had limited exposure or experience to develop and refine the technical skills. Clinical reasoning and practice in use of self-reflection on their emotions and values are rudimentary.

2. Entry Level Fellowship Performance: At this level of performance, fellows have a solid knowledge of child development, child psychopathology and many treatment protocols. They are able to identify their theoretical orientation and offer general impressions on how it impacts their professional behavior. Fellows at this level have had exposure to a wide range of clinical issues. Their clinical reasoning is emerging reflected in preliminary abilities to articulate this in supervision and in their diagnostic evaluations. Fellows are beginning to explore their own values and emotions and consider how they impact their professional activities.

3. Mid-1st Year Fellowship Performance: At this level of performance, fellows are diligently pursuing new clinical activities in new practice settings. They are dedicated learners of new knowledge and are actively implementing their new knowledge in their training activities. Fellows at this level actively discuss their new knowledge, their exposure to new clinical activities and their efforts to integrate the new knowledge and experience to advance their technical skills and clinical reasoning. Clinical reasoning is becoming more succinct, integrated and operationalized as evidenced in diagnostic evaluations, on-going therapy case formulations and supervisory discussions. Fellows at this level recognize the importance and relevance of their values and emotions to their training and patient care and are beginning to discuss these in supervision.

4. Entry 2nd Year Fellowship Performance: At this level of performance, fellows have developed an advanced knowledge base in their core clinical activities (areas in which they intend to specialize in practice) and a solid knowledge base in their secondary clinical activities (areas in which they will offer services but not intend to specialize nor prioritize). The fellow is increasingly able to implement technical skills in a fluid, readily adjusted manner to the needs of the child and family. Clinical reasoning continues to become refined in part via increasing ability to utilize patient feedback (direct and indirect). Fellows can confidently express their reasoning while maintaining a professional humility and openness to alternative ideas. Fellows at this level regularly examine their values and emotions in the course of their training activities and address any areas of potential concern with their supervisor.

5. Mid-2nd year Fellowship Performance: At this level of performance, fellows have developed an organized and efficiently accessible knowledge base to support their professional activities. They are practicing with continual learner behaviors and exploring resources they can access after training to maintain a current knowledge base. Technical skills and clinical reasoning are advanced and allow for the fellow to practice nearly autonomously in most of their clinical settings. Fellows at this level easily address their values and emotions in the course of their training activities. Their professional development is at a point where supervision has taken on consultation elements and provides practice for developing peer consultation behaviors upon entry to practice.

6. Advanced Independent Practice Level Performance: At this level of performance, fellows have developed a practice ready level of advanced knowledge in the primary areas of their intended practice. They have solid knowledge of the other areas they may at times practice. They are familiar with and utilize resources to maintain a contemporary knowledge base. They practice continual learner behaviors which they will take into their careers. Technical skills are used in service to the patient as a person, are selected based on clinical reasoning, and reflected in the tailoring of treatment to the patient's needs. This is informed by theory, orientation, values, emotions, best practices, etc. Fellows demonstrate a professional habit of reflecting on their emotions and values in the course of their professional activities. Fellows at this level of performance are able to practice independently

A. Foundational Competencies

A. 1. Professionalism

_____ a. Integrity: Continually monitors and independently resolves situations that challenge professional values and integrity

Anchors: Articulates professional values; Takes independent action to correct situations that are in conflict with professional values

_____ b. Deportment: Consistently conducts self in a professional manner across settings and situations
Anchors: Demonstrates awareness of the impact behavior has on client, public and Profession; Utilizes appropriate language and demeanor in professional Communications; Demonstrates appropriate physical conduct, including attire, consistent with context; Verbal and nonverbal communications are appropriate to the professional context including in challenging interactions

_____ c. Accountability: Independently accepts personal responsibility across settings and contexts
Anchors: Turns in assignments in accordance with established deadlines; Demonstrates personal organization skills; Plans and organizes own workload; Aware of and follows policies and procedures of institution; Completes required case documentation promptly and accurately; Accepts responsibility for meeting deadlines; Available when "on-call"; Acknowledges errors; Utilizes supervision to strengthen

effectiveness of practice; Works to fulfill client-provider contract; Enhances productivity; Holds self accountable for and submits to external review of quality service provision

_____ A.1.d. Concern for the welfare of others: Independently acts to safeguard the welfare of others

anchors: Displays initiative to help others; Articulates importance of concepts of confidentiality, privacy, informed consent; Regularly demonstrates compassion; Displays respect in interpersonal interactions with others including those from Divergent perspectives or backgrounds; Determines when response to client needs takes precedence over personal needs; Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment; Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values; Acts to benefit the welfare of others, especially those in need.

_____ e. Professional Identity: Consolidation of professional identity as a psychologist; Knowledgeable about issues central to the field; evidence of integration of science and practice

anchors: Has membership in professional organizations; Demonstrates knowledge of the program and profession (training model, core competencies); Demonstrates knowledge about practicing within one's competence; Consults literature relevant to client care; Keeps up with advances in profession; Contributes to the development & advancement of the profession and colleagues; Demonstrates integration of science in professional practice

A. 2. Reflective Practice/Self-Assessment/Self-Care

_____ a. Reflective Practice: Reflectivity in context of professional practice (reflection-in-action), reflection acted upon, self used as a therapeutic tool

anchors: Articulates attitudes, values, and beliefs toward diverse others; Recognizes impact of self on others; Self-identifies multiple individual and cultural identities; Describes how others experience him/her, identifies roles one might play within a group; Responsively utilizes supervision to enhance reflectivity; Systematically and effectively reviews own professional performance via videotape or other technology with supervisors; Systematically, effectively monitors, adjusts professional performance as situation requires; Demonstrates frequent congruence between own and others' assessment and seeks to resolve incongruities; Consistently recognizes and addresses own problems, minimizing interference with competent professional functioning

_____ b. Self-Assessment: Accurate self-assessment of competence in all competency domains; integration of self-assessment in practice;

anchors: Self-assessment comes close to congruence with assessment by peers and supervisors; Identifies areas requiring further professional growth; Writes a personal statement of professional goals; Identifies learning objectives for overall training plan; Systemically and effectively reviews own professional performance via videotape or other technology; Accurately identifies level of competence across all competency domains; Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning; Recognizes when new/improved competencies are required for effective practice

_____ A.2.c. Self-Care: Self-monitoring of issues related to self-care and prompt interventions when disruptions occur

anchors: Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors; Models self-care

A.3. Scientific Knowledge and Methods

_____ a. Scientific Mindedness: Values and applies scientific methods to professional practice
Anchors: Independently accesses and applies scientific knowledge & skills appropriately and habitually to the solution of problems; readily presents own work for the scrutiny of others

_____ b Scientific Foundation of Psychology: Demonstrates advanced level of knowledge of and respect for scientific knowledge of the bases for behaviors

Anchors: Demonstrates understanding of psychology as a science, including basic knowledge of the breadth of scientific psychology. For example: able to cite scientific literature to support an argument; Evaluates scholarly literature on a topic

_____ c. Scientific Foundation of Professional Practice: Knowledge and understanding of scientific foundations independently applied to practice

Anchors: Applies EBP concepts in case conceptualization, treatment planning, and interventions; Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning; Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization

A.4. Relationships—Relate effectively and meaningfully with individuals, groups, and/or communities.

_____ a. Interpersonal Relationships: Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities

Anchors: Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself; Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public

_____ b. Affective Skills: Manages difficult communication; possesses advanced interpersonal skills

Anchors: Seeks clarification in challenging interpersonal communications; demonstrates understanding of diverse viewpoints in challenging interactions; accepts, evaluates and implements feedback from others; Works collaboratively, demonstrates active problem-solving. makes appropriate disclosures regarding problematic interpersonal situations

_____ c. Expressive Skills: Effective command of language and ideas

Anchors: Demonstrates descriptive, understandable command of language, both written and verbal; communicates clearly and effectively with clients

A. 5. Individual and Cultural Diversity-Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

_____ a. Self as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context: Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

Anchors: Independently articulates, understands, and monitors own cultural identity in relation to work with others; Regularly uses knowledge of self to monitor and improve effectiveness as a

professional; Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues

_____ b. Others as shaped by individual and cultural diversity(e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context: Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation

anchors: Independently articulates, understands, and monitors cultural identity in work with others; regularly uses knowledge of others to monitor and improve effectiveness as a professional; Critically evaluates feedback and initiates consultation with others

_____ c. Interaction of self and others as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context: Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation

anchors: Independently articulates, understands, and monitors multiple cultural identities in interactions with others; regularly uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional; critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others

_____ d. Applications based on individual and cultural context: Applies knowledge, skills, and attitudes regarding intersecting and complex dimensions of diversity for example, the relationship between one's own dimensions of diversity and one's own attitudes towards diverse others to professional work

anchors: Articulates an integrative conceptualization of diversity as it impacts clients, self and others (e.g., organizations, colleagues, systems of care); Habitually adapts one's professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, that improves client outcomes and avoids harm; Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors; Seeks consultation regarding addressing individual and cultural diversity as needed Uses culturally relevant best practices

A. 6. Ethical Legal Standards and Policy- Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

_____ a. Knowledge of ethical, legal and professional standards and guidelines: Routine command and application of the APA Ethical Principles and Code of Conduct and other relevant and other ethical, legal and professional standards and guidelines of the Profession

anchors: Spontaneously and reliably identifies complex ethical & legal issues, analyzes them accurately and proactively addresses them; Aware of potential conflicts seeks to prevent problems and unprofessional conduct; Aware of the obligation to confront peers and or organizations regarding ethical problems or issues and to deal addressing professional behavior with others

_____ b.. Awareness and Application of Ethical Decision Making: Knows and applies an ethical decision-making model and is able to apply relevant elements of ethical decision making to a dilemma, Commitment to integration of ethics knowledge into professional work

anchors: Uses an ethical decision-making model when discussing cases in supervision; Readily identifies ethical implications in cases and to understand the ethical elements in any present ethical dilemma or question; Discusses ethical dilemmas and decision making in supervision, staffings, presentations, practicum settings; Applies applicable ethical principles and standards in professional writings and presentations; Applies applicable ethics concepts in research design and subject treatment; Applied ethics and professional concepts in teaching and training activities; Develops strategies to seek consultation regarding complex ethical and legal dilemmas

_____ c. Ethical Conduct: independently and consistently integrates ethical and legal standards with all foundational and functional competencies

anchors: Integrates an understanding of ethical-legal standards policy when competencies; Demonstrates awareness that ethical legal- standards policy competence informs and is informed by all foundational competencies; Takes responsibility for continuing professional development

A. 7. Interdisciplinary systems –Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

_____ a. Knowledge of the shared and distinctive contributions of other professions

anchors: Working knowledge of multiple and differing worldviews, professional standards, and contributions across contexts and systems, intermediate level knowledge of common and distinctive roles of other professionals; displays ability to work successfully on interdisciplinary team

_____ b. Functioning in multidisciplinary and interdisciplinary contexts: Beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning, such as communicating without jargon, dealing effectively with supporting and utilizing the perspectives of other team members

anchors: Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation

_____ c. Understands how participation in interdisciplinary collaboration/ consultation enhances outcomes- Recognizes and engages in opportunities for effective collaboration with other professionals toward shared goals at an intermediate level of ability

Anchor: Systematically collaborates successfully with other relevant partners

_____ d. Respectful and productive relationships with individuals from other professions- Develops and maintains collaborative relationships over time despite differences

anchors: Communicates effectively with individuals from other professions; appreciates and integrates perspectives from multiple professions

B. FUNCTIONAL COMPETENCIES

B. 1. Assessment–Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

_____a. Measurement and Psychometrics- Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups and context

Anchors: Demonstrates awareness and competent use of culturally sensitive instruments, norms; Seeks consultation as needed to guide assessment; Demonstrates limitations of assessment data clearly reflected in assessment reports

_____b. Evaluation Methods- Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning

Anchors: Selection of assessment tools reflects a flexible approach to answering the diagnostic question; comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate; Interview and report leads to formulation of a diagnosis and the development of appropriate treatment plan

_____c. Application of Methods- Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice

_____d. Diagnosis- Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Anchors: Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem; regularly and independently identifies problem areas and makes a diagnosis

_____e. Conceptualization and Recommendations- Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment

Anchors: Administers, scores and interprets test results; Formulates case conceptualizations incorporating theory and case material

_____f. Communication of Findings- Communication of results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

Anchors: Writes an effective comprehensive report; effectively communicates results limitations

B. 2. Intervention–Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations

_____a. Knowledge of Interventions- Applies knowledge of evidence-based practice, including empirical bases of intervention strategies, clinical expertise, and client preferences

Anchors: Writes a case summary incorporating elements of evidence-based practice; identifies basic strengths and weaknesses of intervention approaches for different problems and populations; Demonstrates the ability to select interventions for different problems and populations related to the practice setting; Presents rationale for intervention strategy that includes empirical support

_____ b. Intervention Planning- Independent intervention planning, including conceptualization and intervention planning specific to case and context

anchors: Accurately assesses presenting issues taking in to account the larger life context, including diversity issues; Conceptualizes case independently and accurately; independently selects an intervention or range of interventions appropriate for the presenting issue(s)

_____ c. Skills- Clinical skills and judgment

anchors: Develops rapport and relationships with wide variety of clients; Uses good unexpected issues, such as crises, use of supervision, confrontation; effectively delivers intervention

_____ d. Intervention Implementation- Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate

anchors: Independently and effectively implements a typical range of intervention strategies appropriate to practice setting; Independently recognizes and manages special circumstances; Terminates treatment successfully; Collaborates effectively with other providers or systems of care

_____ e. Progress evaluation- Evaluate treatment progress and modify planning as indicated, even in the absence of established outcome measures

anchors: Independently assesses treatment effectiveness & efficiency; critically evaluates own performance in the treatment role; Seeks consultation when necessary

B. 3. Consultation-The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

_____ a. Role of Consultant Knowledge of and distinguishes the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)

anchors: Recognizes situations in which consultation is appropriate; Demonstrates capability to shift functions and behavior to meet referral needs

_____ b. Addressing Referral Question- Knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question

anchors: Demonstrates ability to gather information necessary to answer referral question; Clarifies and refines referral question based on analysis/assessment of question

_____ c. Communication of Findings- Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations

anchors: Prepares clear, useful consultation reports and recommendations to all appropriate parties; Provides verbal feedback to consultee of results and offers appropriate recommendations

_____ d. Application of Methods- Applies literature to provide effective consultative services (assessment & intervention) in most routine and some complex cases

B. 4. Research/evaluation-Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

_____a. Scientific Approach to Knowledge Generation- Development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology, generation of knowledge

Anchors: Demonstrates understanding of research methods and techniques of data analysis; Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication; Demonstrates being a critical consumer of research; engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research; Uses methods appropriate to the research question, setting and/or community; Consults and partners with community stakeholders when conducting research in diverse communities

_____b. Application of Scientific Method to Practice- Apply scientific methods to evaluating own practice; Evaluation of outcomes

Anchors: Discusses evidence based practices; Compiles and analyzes data on own clients (outcome measurement); Participates in program evaluation; Evaluates the progress of own activities and uses this information to improve own effectiveness, describes how outcomes are measured in each practice activity

B. 5. Supervision-Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities

_____a. Expectations and Roles- Understands complexity of the supervisor role including ethical, legal, and contextual issues

Anchors: Identifies roles and responsibilities of the supervisor and supervisee in the supervision process; Articulates a philosophy or model of supervision and reflects on how this model is applied in practice, including integrated contextual, legal, and ethical perspectives

_____b. Processes and Procedures- Knowledge of procedures and practices of supervision

Anchors: Identifies goals and tasks of supervision related to developmental progression; Tracks progress achieving goals and setting new goals; Prepares supervision contract; Demonstrates knowledge of limits of competency to supervise (assesses metacompetency); Constructs plans to deal with areas of limited competence

_____c. Skills Development- Knowledge of the supervision literature and how clinicians develop to be skilled professionals; Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their client

Anchors: Clearly articulates how to use supervisory relationships to leverage development of supervisees and their clients

_____d. Awareness of factors affecting quality- Understanding of other individuals and groups and intersection dimensions of diversity in the context of supervision practice, able to engage in reflection on the role of one's self on therapy and in supervision

Anchors: Demonstrates integration of diversity and multiple identity aspects in conceptualization of supervision process with all participants (client(s), supervisee, supervisor); Demonstrates adaptation of own professional behavior in a culturally sensitive manner as appropriate to the needs of the supervision context and all parties in it; Articulates and uses diversity appropriate repertoire of skills and techniques in supervisory process; Identifies impact of aspects of self in therapy and supervision

_____ e. Participation in Supervision Process- Observation of and participation in supervisory process (e.g., peer supervision); Provides supervision independently to others in routine cases
Anchors: Reflects on supervision process, areas of strength and those needing improvement; Seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance; provides supervision to less advanced trainees, peers or other service providers in typical cases appropriate to the service setting

_____ f. Ethical and Legal Issues- Command of and application of relevant ethical, legal, and professional standards and guidelines
Anchors: Spontaneously and reliably identifies complex ethical and legal issues in supervision, and analyzes and proactively addresses them; Demonstrates awareness of potential conflicts in complex ethical and legal issues in supervision

B. 6 Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology

_____ a. Knowledge- Knowledge of didactic learning strategies and how to accommodate developmental and individual differences; Knowledge of outcome assessment of teaching effectiveness

_____ b. Skills- Application of teaching methods in multiple settings; Evaluation of effectiveness of learning/ teaching strategies addressing key skill sets
Anchors: Identifies and differentiates factors for implementing particular teaching methods; Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context; Introduces innovation/creativity into application of teaching method; Demonstrates strategy to evaluate teaching effectiveness of targeted skill sets; Articulates concepts to be taught and research/empirical support; Utilizes evaluation strategy to assess learning objectives met; Integrates feedback to modify future teaching strategies

B. 7 Management-administration -Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

_____ a. Management- Participates in management of direct delivery of professional services; responds appropriately in management hierarchy; Manages direct delivery of professional services; awareness of basic principles of resource allocation and oversight
Anchors: Responds appropriately to managers and subordinates; Manages DDS under supervision, e.g., scheduling, billing, maintenance of records; Identifies responsibilities, challenges, and processes of management; Independently and regularly manages and evaluates own DDS, identifying opportunities for improvement.; Recognizes role of and need for clerical and other staff, role of human resources

_____ b. Administration- Awareness of principles of policy and procedures manual for OPA, awareness of basic business, financial and fiscal management issues
Anchors: Responds promptly to organizational demands; Participates in the development of policies; Functions within budget; Negotiates and collects fees, pays bills; Uses technological resources for information management.; Identifies resources needed to develop a basic business plan

_____c. Leadership- Development of mission, goal-setting, implementing systems to accomplish goals and objectives; team-building and motivational skills

anchors: Develops mission or purpose of DDS and/or OPA; provides others with face to face and written direction; Demonstrates capacity to develop system for evaluating supervisees/ staff/employees; Communicates appropriately to parties at all levels in the system

_____d. Evaluation of Management and Leadership- Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of organization; Develops own plans for how best to manage and lead an organization

anchors: Identifies strengths and weaknesses of management and leadership or organization; Provides input appropriately, participates in organizational assessment Articulates steps and actions to be effective manager or leader appropriate to the specifics of the organization

B. 8 Advocacy—Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/ or systems level.

_____a. Empowerment- Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision; Intervenes with client to promote action on factors impacting development and functioning

anchors: Identifies specific barriers to client improvement, e.g., lack of access to resources; Assists client in development of self-advocacy plans; Promotes client self- advocacy; Assesses implementation and outcome of client’s self-advocacy plans

_____b. Systems Change- Promotes change to enhance the functioning of individuals; Promotes change at the level of institutions, community, or society

anchors: Identifies target issues/agencies most relevant to specific issue; Formulates and engages in plan for action; Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client; Develops alliances with relevant individuals and groups; Engages with groups with differing viewpoints around issue to promote change

Areas of Strength Observed in this training period:

Areas to Strengthen in the next training period:

Obstacles to Performance in specific areas of the evaluation this quarter:

Specific Activities Recommended for the Fellow in the next training period:

Specific Activities Recommended for the faculty/program in the next training period to support the recommendations:

Evaluation completed on: _____

Evaluation Reviewed with Fellow on: _____

Program Director's Signature: _____

Fellow's Signature: _____