

**CHEROKEE HEALTH SYSTEMS  
CLINICAL AND HEALTH PSYCHOLOGY POSTDOCTORAL PROGRAM**

**Evaluation of Postdoctoral Fellow**

**Postdoctoral Fellow:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Site:** \_\_\_\_\_

**Number of Hours of Supervision (by this supervisor) per week:** \_\_\_\_\_

**Track:** \_\_\_\_\_ Clinical Child & Adolescent Psychology  
\_\_\_\_\_ Integrated Health Psychology  
\_\_\_\_\_ Developmental Psychology

**Term:** \_\_\_\_\_ First Trimester      \_\_\_\_\_ Second Trimester      \_\_\_\_\_ Third Trimester

My experience/knowledge of the postdoctoral fellow is:

Very limited  Extensive

**Core Competency Areas & Rating Descriptions**

**7**—Excellent

**6**—Very good

**5**—Good

**4**—Area of growth

**3**—Below expected level

**2**—Unsatisfactory

**1**—Remedial (requires formal remediation plan)

N/A

## I. Application of Research to Clinical Practice

**7** Applies scientific literature to clinical practice. Application is evident in conceptualization, treatment planning, and evidence-based intervention. Rare collaboration with supervisor is necessary to refine conceptualization and intervention plan. Applies research in a way that is consistent with an early-career psychologist.

**6**

**5** Applies scientific literature to clinical practice with supervisory assistance. Occasional prompting and supervisory assistance is needed to establish conceptual framework and implement evidence-based interventions.

**4**

**3** Applies scientific literature to clinical practice with supervisory assistance. Frequent prompting and supervisory assistance is required to integrate empirical information into conceptualization and intervention plan.

**2**

**1** Occasionally applies scientific literature to clinical practice. Unable to conceptualize or establish evidence-based intervention plans. Lacks general knowledge of theory and evidence-based interventions.

**N/A**

## II. Knowledge and Skills in Primary Care Psychology

**7** Demonstrates excellent primary care skills and content knowledge. Doses episodes of care in a manner best suited for both the patient and the overall population with little supervisory input. Focuses assessments and interventions across the continuum of health and illness, including the provision of acute services, targeted prevention of illness, health promotion, and risk reduction for physical and behavioral health concerns in a way that is consistent with an early-career psychologist.

**6**

**5** Demonstrates a solid foundation of primary care skills and content knowledge. Supervision occasionally needed to dose care in a manner best suited for the patient and the population. Focuses assessment and interventions across the continuum of health and illness, providing acute services, targeting prevention of illness, health promotion, and risk reduction for physical and behavioral health concerns with occasional supervisory assistance.

**4**

**3** Demonstrates growing foundation of primary care skills and content knowledge. Frequent supervision needed to dose care in a manner best suited for the patient and the population. Is working to hone assessment and intervention skills consistent with the expanded scope of primary care practice.

**2**

**1** Lacks basic primary care skills and content knowledge. Is unable to utilize population-based strategies. Lacks assessment and intervention skills consistent with the expanded scope of primary care practice.

N/A

### III. Assessment, Diagnostic, and Conceptualization Skills

**7** Has a comprehensive understanding of psychiatric classification and related diagnostic criteria. Understands the psychosocial impact of physical health conditions. Quickly identifies the presenting problem, degree of functional impairment, and presenting symptoms using focused interviewing skills. Develops diagnostic formulation in a way that is consistent with an early-career psychologist.

**6**

**5** Understands psychiatric classification, related diagnostic criteria, and the psychosocial impact of physical health conditions. Identifies the presenting problem, degree of functional impairment, and presenting symptoms using focused interviewing skills. Requires occasional supervisory input for more complex diagnostic formulations.

**4**

**3** Has a basic understanding of psychiatric classification, related diagnostic criteria, and the psychosocial impact of physical health conditions. Frequent supervisory input needed to integrate multiple sources of data and develop and refine diagnostic formulations.

**2**

**1** Has significant deficits in the understanding of psychopathology and/or the psychosocial impact of physical health conditions. Diagnostic formulations and documentation require significant supervisory input.

N/A

#### IV. Intervention and Treatment Planning

7	Along with other relevant team members, develops collaborative treatment plans matched to the patient's level of clinical severity and motivation for treatment engagement/behavior change. Applies evidence-based interventions (e.g., cognitive behavior therapy, motivational interviewing, solution focused therapy) to improve symptoms and functioning in a way that is consistent with an early-career psychologist with minimal supervisory input.
6	
5	Develops treatment plans matched to the patient's level of clinical severity and motivation for treatment engagement and behavior change. Has a good working knowledge of evidence-based interventions (e.g., cognitive behavior therapy, motivational interviewing, solution focused therapy). Occasional supervisory assistance is needed to support optimal delivery of interventions.
4	
3	Has basic skills and knowledge of evidence-based practices. Needs frequent supervision to develop treatment plans matched to patient's level of clinical severity and engagement/motivation to change and develop intervention skills.
2	
1	Lacks basic skills and knowledge of evidence-based practices. Needs intensive supervision to develop treatment plans matched to patient's level of clinical severity and engagement/motivation to change and develop intervention skills.
N/A	

**V. Documentation and Care Management**

7	Documentation provides a concise synthesis of patient symptoms, functioning, intervention provided, treatment plan, and other pertinent information. Documentation is completed on the date of service and reflects coordination with the treatment team, as clinically indicated. Little to no supervisory input needed to refine documentation and documentation is completed in a way that is consistent with an early-career psychologist.
6	
5	Documentation is completed in a timely fashion and includes all crucial information. There is recognition of areas for improvement and supervision is utilized to refine documentation with minimal revision required. Coordination of care occurs and is documented as clinically indicated with supervisory support.
4	
3	Seeks and utilizes supervision to identify all crucial information that should be included in documentation. Requires regular feedback to coordinate care with the treatment team, as clinically indicated.
2	
1	Documentation lacks crucial information, is disorganized/unclear, or is excessively late. Clinically indicated care coordination does not occur or is not documented. Intensive supervision required to refine documentation.
N/A	

## VI. Professional Consultation and Care Coordination in a Multidisciplinary Setting

7	Demonstrates clear understanding that patient care is the responsibility of a team of professionals, not a single clinician. Understands patients' complex healthcare needs (i.e., medical, behavioral health, and substance misuse) and collaborates with the team to develop a unified treatment plan. Communicates effectively with team members using language and actions that are consistent with an early-career psychologist.
6	
5	Demonstrates understanding that patient care is the responsibility of a team of professionals, not a single clinician. Occasional supervision necessary to promote effective communication with team members and the development of unified treatment plans.
4	
3	Demonstrates understanding that patient care is the responsibility of a team of professionals, not a single clinician. Intensive supervision necessary to promote effective communication with team members and the development of unified treatment plans.
2	
1	Lacks basic understanding of team-based care and is unable to communicate effectively with team members.
N/A	

## VII. Sensitivity to Individual and Cultural Diversity in Professional Work

7	Recognizes the impact of individual, cultural, ethnic, linguistic, and other forms of diversity on health, and tailors assessment, intervention, and treatment planning accordingly. Uses supervision, consultation, independent reading, and additional training when caring for an unfamiliar population. Acknowledges and respects differences that exist between self and patients in terms of race, ethnicity, culture, and other individual difference variables. Provides culturally-sensitive services in a way that is consistent with an early-career psychologist.
6	
5	Expresses awareness of limits of competence with diverse patients and actively works in supervision, with consultation, and independently to increase awareness and knowledge base.
4	
3	Demonstrates superficial understanding of the general interaction of diversity on symptoms and intervention; however, uses supervision to gain deeper insight into above issues. Open to feedback from supervisors regarding beliefs that may interfere with effectiveness in working with diverse populations.
2	
1	Lacks flexibility in treatment of patients with diversity. Uses a one-size-fits-all approach. Does not articulate awareness of how symptoms may be understood differently within the context of diverse populations and/or is not open to feedback from supervisors regarding beliefs that may interfere with effectiveness in working with diverse populations.
N/A	

## VIII. Ethical Standards in Clinical Practice

7	Demonstrates a commitment to ethical principles with particular attention to dual relationships, confidentiality, informed consent, boundary issues, and team functioning. Practices appropriate documentation and billing. Follows laws related to abuse reporting, adolescent reproductive health, and determination of decision-making capacity. If unsure of ethical and legal principles, seeks consultation and supervision appropriately and/or independently researches relevant ethical and legal principles in a way that is consistent with an early career psychologist.
6	
5	Generally recognizes situations where ethical and legal issues might be pertinent, promptly seeks supervision appropriately, independently seeks out resources to increase awareness and understanding of ethical and legal issues, and is responsive to supervisory input.
4	
3	Often unaware of important ethical and legal issues, minimally aware of ethical and legal standards, does not independently research ethical and legal standards, and requires intensive supervision to address these deficits in awareness.
2	
1	Cannot identify ethical and legal issues and standards that may have been violated and does not seek supervision appropriately to gain increased knowledge and understanding regarding these concerns. Disregards supervisory input regarding ethics and law.
N/A	

## IX. Professional Conduct

7	Conveys to others the roles/skillsets of an early career psychologist. Fosters smooth working relationships with coworkers, handles differences openly, tactfully, and effectively. Demonstrates professional and appropriate interactions with team, peers, and supervisors. Seeks supervision and consultation appropriately and takes the initiative to enhance competency and knowledge regarding areas of growth.
6	
5	Exhibits intermediate skills developing relationships with coworkers and interacts professionally. Requires guidance and supervision from supervisor regarding professional behavior and conduct in challenging situations.
4	
3	Exhibits a basic understanding of appropriate professional conduct. Requires guidance and support from supervisor to increase awareness, insight, and behavior in a multidisciplinary professional setting.
2	
1	Exhibits poor judgment, unprofessional behavior, or interacts inappropriately with the multidisciplinary team. Concerns about punctuality, attendance, engagement, and maintenance of professional boundaries may be present.
N/A	

**X. Professional Growth and Self-Awareness**

<b>7</b>	Demonstrates mindfulness and self-awareness skills. Engages in adequate self-care and manages stress associated with clinical practice by consulting with peers and seeking supervision while maintaining professional boundaries.
<b>6</b>	
<b>5</b>	Understands the importance of mindfulness, self-awareness, and self-care. Possesses good insight regarding impact of stressors on professional functioning and seeks supervision to minimize its impact.
<b>4</b>	
<b>3</b>	Needs supervision to minimize impact of stressors on professional functioning. Accepts reassurance from supervisors well.
<b>2</b>	
<b>1</b>	Personal problems disrupt professional functioning. Exhibits poor self-care, denies existence of problems, and/or resists supervisory input.
<b>N/A</b>	

## **XI. Professional and Career Development**

<b>7</b>	Demonstrates awareness of future career goals including additional training that may be necessary to achieve these goals. Works collaboratively with supervisors throughout the training year to develop specific training objectives, is meeting these objectives, and is ready to practice within specified area of expertise/competency in a way that is consistent with an early career psychologist.
<b>6</b>	
<b>5</b>	Demonstrates good understanding of future career goals including additional training that may be necessary to achieve these goals. Asks for assistance from supervisors throughout the training year to develop specific training objectives, demonstrates progress toward meeting these objectives, and feels growing confidence in ability to practice within a specified area of expertise/competency.
<b>4</b>	
<b>3</b>	Demonstrates some awareness of career goals and effectively utilizes supervision and/or mentorship meetings to continue developing goals and objectives. Responds well to feedback offered by supervisors and/or mentors to hone these future directions, but requires frequent guidance from supervisors and/or mentors to explore and discuss options and preferences.
<b>2</b>	
<b>1</b>	Demonstrates limited awareness of future career goals and has made unsuccessful efforts to collaborate with supervisors throughout the training year to ensure career goals are achieved.
<b>N/A</b>	

## **XII. Receiving Supervision**

<b>7</b>	Effectively uses consultation and supervision when caring for patients with complex needs. Consistently recognizes and brings relevant issues for supervision, and supervision meetings are collaborative in nature. Does not over- or underestimate need for supervision. Intensity of supervision and level guidance required for development of evidence-based interventions and treatment delivery is consistent with an early career psychologist. Regularly attends continuing education events to stay abreast of current trends and topics.
<b>6</b>	
<b>5</b>	Actively participates in supervision and is open and receptive to feedback. Occasionally over- or under-estimates the need for supervision. Consistently recognizes and brings relevant issues for supervision, but needs guidance. Attends some community education events to stay abreast of current topics and trends.
<b>4</b>	
<b>3</b>	Generally makes good use of supervision but may occasionally become defensive. Needs supervisory input for determination of readiness to try new skills.
<b>2</b>	
<b>1</b>	Frequently defensive and inflexible. Resistant to important and necessary feedback. Often underestimates need for supervision and feedback.
<b>N/A</b>	

### **XIII. Public Advocacy**

<b>7</b>	Demonstrates good understanding of current public policy and professional issues in psychology and is involved in professional organizations and public outreach education.
<b>6</b>	
<b>5</b>	Is aware of key issues in professional psychology. May be involved in professional organizations and activities. May participate in public outreach education.
<b>4</b>	
<b>3</b>	Exhibits limited knowledge and involvement in professional psychology and public policy.
<b>2</b>	
<b>1</b>	Lacks awareness of current developments in professional psychology/public policy.
<b>N/A</b>	