



| resei  | resenter Evaluator  |            | Date       |         |       |           |           |  |  |  |
|--------|---|------------|------------|---------|-------|-----------|-----------|--|--|--|
| Please | rate the presenter on each dimension from 1 (Inadequate) to 5 (Excellent) with NA in  | ndicati    | ng ins     | ufficie | nt in | forma     | tion.     |  |  |  |
| 1.     | Conceptualization of Clinical Focus   |            | Inadequate |         |       |           | Excellent |  |  |  |
|        | Including the understanding of psychopathology and relevant contributions from developmental, social, and biological domains.                                     | 1          | 2          |         | 4     | 5         | NA        |  |  |  |
| Comm   | nents:  |            |            |         |       |           |           |  |  |  |
| 2.     | Assessment  | Inadequate |            |         |       | Exce      | llent     |  |  |  |
|        | Use of assessment to provide diagnosis and case conceptualization, including rationale for assessment approach and methods chosen.                                | 1          | 2          | 3       | 4     | 5         | NA        |  |  |  |
| Comm   | ents:   |            |            |         |       |           |           |  |  |  |
| 3.     | Integration   | Inadequate |            |         |       | Excellent |           |  |  |  |
|        | Integration of empirically support6ed interventions for the clinical concern, including strategies for adapting existing treatments to the client's presentation. | 1          | 2          | 3       | 4     | 5         | NA        |  |  |  |
| Comm   | ents:   |            |            |         |       |           |           |  |  |  |
| 4.     | Clinical Data   | Inadequate |            |         |       | Excellent |           |  |  |  |
|        | Use of clinical data and discussion of how these data informed treatment decisions.   | 1          | 2          | 3       | 4     | 5         | NA        |  |  |  |
| Comm   | ents:   |            |            |         |       |           |           |  |  |  |
| j.     | Diverse Communities   | Ina        | dequa      | te      |       | Exce      | llent     |  |  |  |
|        | Recognition of client's membership in diverse communities and/or groups that may influence expression of abnormal behavior and treatment for it.                  | 1          | 2          | 3       | 4     | 5         | NA        |  |  |  |
| Comm   | ents:   |            |            |         |       |           |           |  |  |  |
| 6.     | Ethical Questions   | Inadequate |            |         |       | Excellen  |           |  |  |  |
|        | Recognition of ethical questions that influenced treatment decisions or remain for consultation.  | 1          | 2          | 3       | 4     | 5         | NA        |  |  |  |
|        | ents:   |            |            |         |       |           |           |  |  |  |

| <b>'</b> . | Group Discussion   |        | inadequate Excellent |        |   |   |       |      |  |  |
|------------|--|--------|----------------------|--------|---|---|-------|------|--|--|
|            | Ability to generate appropriate questions for group discussion/consult   | tation | 1                    | 2      | 3 | 4 | 5     | NA   |  |  |
|            | From case conference participants.                                       |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
| mme        | nts:   |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            | Public Speaking  |        | Inade                | equate | 9 |   | Excel | lent |  |  |
|            | Public speaking/Presentation skills including eye contact, voice modul   | ation  |                      | 2      |   |   |       | NA   |  |  |
|            |  | ation, | 1                    | 2      | 3 | 4 | ,     | IVA  |  |  |
|            | clarity of speech, and organization of materials.                        |        |                      |        |   |   |       |      |  |  |
| mme        | nts:   |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            | seems seems all items /or suggested as 2 or should be used to use        |        |                      |        |   |   |       |      |  |  |
| erage      | score across all items (an average score of 3 or above is required to pa | ss):   |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
| rengtl     | ns demonstrated during presentation:                                     |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
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|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
| eas to     | r improvement:   |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
| 'as a n    | eed for remediation identified? If yes, how will this be accomplished?   |        |                      |        |   |   |       |      |  |  |
|            | oca for formation factoring in feet from this are accomplished.          |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
| ditio      | nal Comments:  |        |                      |        |   |   |       |      |  |  |
|            |  |        |                      |        |   |   |       |      |  |  |
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| esent      | er Signature: Dat  | te     |                      |        |   |   |       |      |  |  |
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|            |  |        |                      |        |   |   |       |      |  |  |
| /aluat     | or Signature: Dat  | :e     |                      |        |   |   |       |      |  |  |