

**KAISER PERMANENTE NORTH BAY CONSORTIUM
POSTDOCTORAL RESIDENCY PROGRAM
IN CLINICAL PSYCHOLOGY**

**RESIDENT INITIAL SELF-ASSESSMENT OF SKILLS & COMPETENCIES
2008-2009**

Resident Name _____

Date _____

I. SELF-ASSESSMENT OF PRIOR EXPERIENCE

DIRECTIONS:

Please check the types of experience you have had prior to starting your postdoctoral training, and note the areas upon which you would like to focus this year.

Theoretical & Practice Orientations (Specify Models)	Baseline 09/01/08	Target for This Year	Psychiatry Adult Clients (# of Cases):	Baseline 09/01/08	Target for This Year
• Psychodynamic/Object Relations			• Dx: Depression		
• Cognitive Behavioral			• Adjustment D/Os		
• Family Systems			• MDD		
• Solution Focused			• Dysthymia		
• Crisis Model			• Dx: Anxiety D/O		
• Other (specify)			• GAD		
• Specific Play Therapy			• OCD		
Temporal Orientation			• Panic D/O		
• Extended Treatment			• PTSD		
• Exposure to Models of Brief Therapy			• Bi-Polar D/Os		
• Coursework			Other Dx's:		
• Readings			• Thought Disorders		
• # of Cases			• Personality D/O		
Modalities			• Eating D/O		
• Groups			• General Medical Conditions		
• Process Group			• Learning D/O		
• Psycho-educational			• Neurodevelopmental D/O		
• Diagnostic Specific Group			• PDD Spectrum D/O		
___ EBT (Anxiety) ___ EBT (Depression)			Chemical Dependency		
___ EBT (ADD) ___ EBT (Work Stress)			___ Adult ___ Adolescent		
___ EBT (DBT) ___ EBT (Eating D/Os)			___ Group ___ Individual		
___ EBT (OCD)) ___ EBT (Work Stress)			___ Crisis ___ Motivational Interviewing		
• Individual Adult			___ Relapse Prevention		
• Child/Family			Crisis Patients		
• Children			___ Suicidal Patients		
• Adolescents			Referral Sources		
Client Populations/Developmental Concerns			• Hospitalizations (# of pt's) ___		
• Infant			• Partial Hospitalizations/IOP (#) ___		
• Preschool			• Crisis Residential (#) ___		
• Elementary School-Latency			• CDRP ___		
• Middle School			• Comfort level with Outside Referrals/Resources		
• High School Adolescents			• Comfort level with Referring to Departmental Groups or Health Education Classes (Assertiveness/Couples Communication, Anger Management, Assertiveness, Mindfulness, etc.)		
• Young Adult			Assessment Skills:		
• Adult			How many test batteries have you given? ___		
• Senior			MMPI2 ___ MMPIA ___ SCLR90 ___		
			PAI ___ PAIC ___ MCMI3 ___ MAPI ___		
Exposure to Evidence-Based Treatments (EBT):			Rorschach ___ TAT ___ CAT ___		
• Coursework			Roberts ___ HTP ___		
• Clinical Cases #			Rey Complex Figure Drawing ___ ADD Scales ___		
• Diagnostic Categories			Trails A+B ___ WAISIII ___ WISCIV ___ WRAT4 ___		
• # Groups Therapy using EBT ___			WMS-3 ___ CVLT ___ Stroop ___ Color Sorting Test ___		
Ability to conduct individual and/or group therapy using (EBT):			(Category Test) ___ WI Card Sorting Test ___		
• Individual Adults			Luria NE Battery ___ Halstead Reitan Battery ___		
• Adolescents			Other psychometric Tests ___		
• Child & Family					

II. SELF-ASSESSMENT OF CORE COMPETENCIES

DIRECTIONS:

The KPNBC Postdoctoral Training Program has specific training goals and competencies. We would like you to rate yourself on the following skills & competencies in order to help you define your training goals for the year. This self-evaluation form was designed to be used as a communication tool for you and your supervisor to develop your Individual Training Contract (ITC). See Program Goals & Objectives and the Competencies Quarterly Progress Report Form. After you have completed this assessment, you will review it with your supervisor(s) and develop your goals for the training year.

Using the following scale, please rate the experiences as they apply to you, and note the areas that you want to target for supervision on your ITC:

Competency Assessment Rating Scale:

- 5 = Advanced Skills
- 4 = High Intermediate
- 3 = Postdoctoral Entry Level/Meets Expectations
- 2 = Needs Improvement
- 1 = No Experience or Not Applicable
- S = Current area targeted as a focus of supervision

GOAL I Professional Skills: The overall objective of the training program is to provide resident with opportunities to develop advanced skills in the foundational and functional competencies of a professional psychologist.

Objective A: Provide therapy to individuals, families, and groups.	<i>Baseline</i> 09/01/08	Target for This Year
THERAPY SKILLS:		
• Ability to conduct intake evaluations that lead to well-developed diagnoses		
• Appropriateness of treatment plans		
• Establishment of rapport and effective working relationship with patient		
• Sensitivity to patient's frame of reference		
• Conceptualization of patient's intrapersonal processes		
• Sensitivity to therapy process issues and demonstrates an ability to use them		
• Sensitivity to countertransference issues		
• Ability to utilize community resources in delivering therapeutic services		
• Ability to coordinate treatment with psychiatrist, primary care physicians, and emergency medicine		
• Appropriateness in handling of termination		
• Ability to facilitate therapy groups		
Objective B: Treat a broad range of clients, carrying a progressively larger caseload and managing increasingly complex cases.	<i>Baseline</i> 09/01/08	Target for This Year
ADVANCED THERAPY SKILLS:		
• Confidence in evaluating a wide range of diagnoses and client populations		
• Competence in conceptualizing more complex cases and co-morbidities		
• Competence in evaluating risk and safety issues and making appropriate recommendations to patients who are in crisis		
• Competence in conducting intake evaluations that lead to well-developed diagnoses and appropriate treatment plans that are realistic and collaborate with patients' goals		
• Competence in the constructive use of own emotional reactions to patient and in seeking consultation for complex cases		
• Flexibility in applying a variety of treatment modalities/interventions		
Objective C: Enhance ability to integrate science with practice	<i>Baseline</i> 09/01/08	Target for This Year
• Competence in applying Evidence-Based Treatment (EBT) to inform clinical practice		
• Use of theoretical and research knowledge to conceptualize cases and form appropriate treatment goals		
• Competence in making case presentations to peers in group supervision and staff case conferences		
• Competence in the use of outcome measures to improve program efficacy by participating in one research project or program evaluation project over the course of the training year		

GOAL II Sensitivity to Diversity: To enhance resident's competency and sensitivity to personal, professional and treatment issues related to diversity

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<ul style="list-style-type: none"> • Understanding of socio-economic, ethnic, and cultural variables in the context of therapeutic interventions for a wide range of presenting problems, and sensitivity regarding the issues relevant to assessment and treatment of individuals from diverse backgrounds: 	___ socioeconomic	
	___ developmental (age)	
	___ cultural	
	___ ethnic	
	___ religious	
	___ sexual orientations	
	___ gender identities	
___ other		
• Competence in building rapport quickly with all patients, regardless of the issues of diversity or socioeconomic backgrounds.		
• Ability to identify potentially challenging patients and to seek supervision/consultation		
• Awareness of how one's own cultural/ethnic identity may impact patients, and commitment to exploring this within relationship to clinical work.		
• Competence in and sensitivity to the issues relevant to the treatment and assessment of individuals from diverse ethnic groups, religious backgrounds, gender identities, and sexual orientations.		
• Competence in discussing individual differences with patients, when appropriate; acknowledging and respectful of differences between self and patient		

GOAL III Assessment Skills: To enhance resident's proficiency in the use of assessment instruments for the purpose of diagnosis and treatment planning	Baseline 09/01/08	Target for This Year
<ul style="list-style-type: none"> • Competence in administering and interpreting intelligence tests, the MMPI-2, and selecting, administering, and interpreting other tests in own area of practice 		
<ul style="list-style-type: none"> • Competence in completing test batteries that address referral questions and augment more refined treatment plans 		
<ul style="list-style-type: none"> • Competence in writing and organizing reports that answer referral questions and give specific recommendations to the referring provider 		
<ul style="list-style-type: none"> • Competence in timely administration, scoring, and psychological test report writing 		
<ul style="list-style-type: none"> • Competence in conducting feedback interviews explaining the test results and recommendations 		
<ul style="list-style-type: none"> • Competence in writing reports and giving feedback in a manner that is sensitive to the patient as reader and understandable to the patient and/or caregiver 		

GOAL IV Interdisciplinary Collaboration/Professional Development: To provide resident with opportunities to function autonomously in multi-disciplinary teams	Baseline 09/01/08	Target for This Year
<ul style="list-style-type: none"> • Professionalism with regard to interactions with other staff members (treatment teams, supervisors, and seeks peer support as needed) 		
<ul style="list-style-type: none"> • Ability to form reciprocal consulting relationships with health care professionals from other disciplines (physicians, psychiatrists, nurses and social workers) and competently use this information to facilitate case conceptualization and treatment 		
<ul style="list-style-type: none"> • Professional leadership skills as a consultant and/or psychological liaison in multidisciplinary teams 		
<ul style="list-style-type: none"> • Competence in providing supervision, building good rapport with supervisee, and demonstrating knowledge of supervision techniques, as well as employing these skills in a consistent and effective manner and seeking consultation as needed 		
<ul style="list-style-type: none"> • Competence in effective time management, keeping scheduled appointments and meetings on time, and keeping supervisors aware of whereabouts as needed; minimizing unplanned leave whenever possible 		
<ul style="list-style-type: none"> • Responsibility for accurately and efficiently documenting key patient care tasks (phone contacts, letters, intakes and progress notes) in a timely manner, seeking consultation with high risk issues 		

GOAL V Ethics & Law: To enhance resident's knowledge and clinical application of legal and ethical issues involved in the practice of psychology	Baseline 09/01/08	Target for This Year
<ul style="list-style-type: none"> • Competence in identifying the ethical issues relevant to clinical cases 		
<ul style="list-style-type: none"> • Functions in a manner consistent with the highest ethical standards as outlined by the APA; issues include but are not limited to confidentiality, scope of practice, and personal 		
<ul style="list-style-type: none"> • Seeks consultation as needed 		
<ul style="list-style-type: none"> • Knowledge and understanding of California laws and national practices, and APA policies that apply to the practice of clinical psychology. 		
<ul style="list-style-type: none"> • Competence in the utilization of legal resources/consultation to inform clinical practice 		

GOAL VI Managing Personal Processes, Professional & Educational Goals: To facilitate, through supervision, resident's personal growth and foster his/her level of responsibility and autonomy in providing psychological services.	Baseline 09/01/08	Target for This Year
<ul style="list-style-type: none"> • Competence in understanding own emotional reactions, using them constructively, and seeking consultation when necessary 		
<ul style="list-style-type: none"> • Ability to use positive coping strategies with personal and professional challenges, to maintain professional functioning and quality patient care 		
<ul style="list-style-type: none"> • Self-directed to expand knowledge and skills (independently seeks out information to enhance clinical practice), utilizing available databases, professional literature, seminars and training sessions, and other resources 		
<ul style="list-style-type: none"> • Models a commitment to educational and scholarly endeavors to keep current with the most recent research within areas of interest to inform and enhance professional practice 		
<ul style="list-style-type: none"> • Commitment to seek out supervision to refine and enhance professional skills 		
<ul style="list-style-type: none"> • Can manage own professional and personal challenges with good coping strategies and without impacting patient care 		

III. COMPETENCIES RATINGS ANALYSES

Current Competency Areas I would rate as Intermediate or Advanced Skills:

Competency Areas I would like to gain more experience/competence and areas I would like to target for supervision:

IV. GOAL STATEMENTS

Statement of Progress in Training/Career Goals in past year:

Statement of Training Goals for the Current Year:

Statement of Overall Career Goals:

* Adapted by L. Kittredge, J. Arden, and V. Walker, Kaiser Permanente Northern California Postdoctoral Residency Program, from Falender & Shafranske, *Clinical Supervision: A Competency-Based Approach*. American Psychological Association, Washington, D.C., 2004, and various models posted on the APPIC Website