

**Mid and End of Placement Assessment Report
Doctorate in Clinical Neuropsychology**

This assessment report is to be completed by the placement supervisor and is designed to provide formal feedback on student's progress at the mid- and end-points of the placement. The aims of this report are:

- To provide information on whether the student has reached a satisfactory level of performance on his/her placement, taking into account the number of placements the students has completed previously (e.g., first or second placement), and the stage of placement (i.e., mid versus end point).
- To provide the students with feedback on their performance and to point out areas of strength and weakness in their clinical work.

This report will be used to inform the Monash Doctor of Psychology program's Board of Studies' decision about whether the student passes or fails the placement. If the supervisor is concerned about the student's performance at any time he/she should discuss his/her concerns with the Placement Coordinator.

Student Name: _____

Student ID: _____

Mid Placement: Introductory Intermediate Advanced Internship

Placement Supervisor: _____

Placement Organisation: _____

Placement Signatures
(student, supervisor, placement coordinator):

End of Placement Signatures
(student, supervisor, placement coordinator):

Date:

Date:

Rating System

Meaning	Description
Very poor	Does not perform at the expected level and does not respond to instruction
Poor	Does provide positive input but at a lower level than expected
Adequate	Performs at an adequate level with room for improvement
Good	Successful performance in the placement with positive outcomes
Very Good	Performs well above the expected level
N/A	Not applicable to this particular placement

	Very Poor	Poor	Adequate	Good	Very Good	N/A	Very Poor	Poor	Adequate	Good	Very Good	N/A
	MID PLACEMENT						END PLACEMENT					
Theoretical clinical knowledge: Demonstrated mastery of knowledge, principles and methods which apply to clinical practice relevant to the placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History taking skills: The student's ability to obtain relevant information in a clinical interview from the client and significant others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Test administration and interpretation: The student's ability to select appropriate tests, administer tests in a standardised manner, and to interpret tests accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hypothesis Testing / Diagnostic Formulation: The student's ability to formulate and test appropriate hypotheses, and where applicable, to formulate a diagnosis by taking into account background information, client presentation, test data and observational data, and theoretical knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rapport with patients The student's ability to carry out a clinical interview, administer tests, and provide feedback regarding test findings in a sensitive and appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research initiative: The student's capacity to research information needed for work in this area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Poor	Poor	Adequate	Good	Very Good	N/A	Very Poor	Poor	Adequate	Good	Very Good	N/A
	MID PLACEMENT						END PLACEMENT					
<p>Communication with other professionals: The ability to interact with other professionals. This includes verbal as well as written communication.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Reports and clinical notes: The ability to write a clear and concise report for a variety of different purposes and audiences. To write clear, legible, and succinct clinical notes.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Feedback and Intervention Skills: The ability to provide clear and effective feedback to clients, families and staff as required, and to select and implement appropriate interventions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Professional behaviour: The student should demonstrate a high level of professional behaviour including understanding and applying the APS Code of Ethics.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Supervision: The student should demonstrate the ability to use supervision to address areas of professional development and to accept both positive and negative feedback in a constructive manner.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Understanding of the role of the service: The student should demonstrate an appreciation of the role of the service and its function in the overall delivery of services to the community.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Workload: The student should be able to structure and manage an appropriate workload.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the MID Placement Review Only:

Please indicate, by ticking the appropriate box, which of the following best reflects the performance of the student at the time of the mid placement review:

- The student is performing adequately
- The student is performing below expectation in some areas but is showing signs of improvement
- The student is performing below expectation in key areas and is not showing signs of improvement

At the END of Placement ONLY:

Please indicate, by ticking the appropriate box, which of the following best reflects the performance of the student on placement:

- The student has completed the placement at an exceptional level exceeding expectations with respect to his/her stage of development.
- The student has completed the placement to an acceptable level that is appropriate to his/her stage of development.
- The student has completed the placement to an acceptable level, however there are specific areas requiring significant development that should be a focus in his/her future placements.
- Further time should be spent on the placement OR at the university clinic before the student progresses to his/her next placement, as he/she has not yet met requirements.
- The student has failed to meet the required standards and is not likely to do so with further work.

Total number of placement days completed: _____

Please comment on the student's strengths.

Mid Placement

End of Placement

Please comment on areas needing further development.

Mid Placement

End of Placement

Any other comments by supervisor:

Mid Placement

End of Placement

Comments by student:

Mid Placement

End of Placement

Comments by Placement Coordinator:

Mid Placement

End of Placement
