

### Clinical Exam Rubric

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<b>Diagnosis</b> <i>Ability to apply concepts of normal/abnormal behavior to case formulation and diagnosis</i>	Unable to articulate relevant developmental features and clinical symptoms as applied to presenting problem	Articulates relevant developmental features and clinical symptoms as applied to presenting problem	Thoroughly articulates relevant developmental features and clinical symptoms as applied to presenting problem
	Fails to consider appropriate physical, mental, and contextual/social factors based on DSM-5's documentation of diagnosis criteria	Discusses appropriate documentation of diagnosis based on DSM-5 criteria	Thoroughly discusses appropriate documentation of diagnosis based on DSM-5 criteria
<b>Assessment</b> <i>Knowledge about selection of appropriate assessment measures to answer diagnostic questions</i>	Minimal knowledge about rationale for selecting assessment measures and/or proposes using inappropriate measures	Demonstrates an understanding of considerations for selecting appropriate assessment measures (e.g., strengths and weaknesses, population) and selects relevant assessment tool(s)	Thoughtful, thorough discussion of rationale for selecting assessment measures and selects appropriate assessment tool(s)
<b>Case Conceptualization</b> <i>Ability to formulate and conceptualize cases and plan interventions utilizing at least one theoretical orientation</i>	Minimal ability to articulate a case conceptualization and/or discussion lacks an integration of theory and psychological constructs	Clearly articulates an understandable case conceptualization that incorporates theory and relevant psychological constructs	Comprehensive case conceptualization that incorporates theory and relevant psychological constructs

<p><b>Treatment Planning</b> <i>Ability to discuss how to implement evidence-based interventions that take into account empirical support, clinical judgment, and client diversity</i></p>	<p>Minimal ability to articulate a treatment plan and/or may lack description of treatment goals or intervention techniques. Fails to consider client characteristics, values, and context</p>	<p>Proposes a clear treatment plan that includes goals and specific intervention techniques that takes into consideration client characteristics, values, and context</p>	<p>Thoughtful, articulate treatment plan that includes goals and specific intervention techniques that take into consideration client characteristics, values, and context</p>
<p><b>Ethical Considerations</b> <i>Working knowledge/understanding of APA Ethical Principles and Code of Conduct as well as relevant codes, laws, statutes, rules, regulations</i></p>	<p>Fails to recognize or discuss relevant, potential ethical issues and dilemmas</p>	<p>Able to identify ethical implications in case and to discuss ethical decision-making process</p>	<p>In-depth discussion of relevant, potential ethical issues and dilemmas</p>
<p><b>Diversity Considerations</b> <i>Working knowledge and understanding of relevant diversity issues and considerations</i></p>	<p>Fails to recognize, respond to or discuss potentially relevant diversity issues</p>	<p>Able to identify and discuss potential diversity issues that would impact or affect decision-making process</p>	<p>In-depth discussion of and ability to integrate relevant, potential diversity issues (ethnicity, race, age, gender, sexual orientation, religion, etc.)</p>
<p><b>Professional Behavior</b> <i>Use of clear and articulate expression</i></p>	<p>Poor ability to communicate verbally and nonverbally and/or demonstrates minimal understanding of professional language</p>	<p>Communicates clearly and articulately using verbal and nonverbal skills; demonstrates understanding of professional language</p>	<p>Very clear, and articulate professional presentation that demonstrates appropriate use of professional language</p>

Competencies and evaluation anchors based on document prepared by the Assessment of Competency Benchmarks Work Group (June 2007).