



**PRIMARY SUPERVISOR'S WORK APPRAISAL FORM**

Date Due: Jan. 31, 2018

Name of Candidate: Pixel Pannifer, Ph.D.

Name of Supervisor: August Avery, Ph.D., C. Psych.

This report is based on the period from: Nov. 1, 2017 to January 31, 2018  
(start date) (end date)

During the period covered by this report, the **total number of hours** worked by the candidate under supervision of the primary supervisor were:

400 hrs.

(n.b. list the total number of hours worked in this reporting period, do not list number of hours worked per week)

If supervision of the candidate was interrupted at any time during this reporting period, please explain (e.g. sick leave, vacation, etc.):


Pixel was on vacation from December 21 to January 3.

For candidate's proposed areas of practice see signed Declaration of Competence Form attached.

**CANDIDATES AND SUPERVISORS SHOULD MAKE A COPY OF THIS REPORT AND RETAIN IT FOR THEIR RECORDS**

**Email the completed form to : [workappraisals@cpo.on.ca](mailto:workappraisals@cpo.on.ca)**

The following areas should be addressed during supervision. The supervisor and candidate should jointly rate the extent to which each of these areas has been addressed during this reporting period in order to guide the supervisory process.

Supervisor and candidate have:	Not addressed <span style="float: right;">Fully addressed</span> 				
	1	2	3	4	5
Engaged in detailed feedback/discussion regarding assessment and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in discussion of diagnostic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in discussion of ethical and professional issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in discussion of jurisprudence in relation to practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Ensured that candidate has had exposure to a relevant range of client populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Ensured that candidate has had exposure to a wide range of problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Engaged in discussion to identify candidate's strengths and areas that need improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged in discussion of development/progress on retraining plan* ( <i>*leave this specific rating blank if candidate is not undertaking a retraining plan</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

**Description of Rating Categories in Professional Performance**

The following is a description of the supervisor’s ratings to be used by the primary and alternate supervisors when completing the work appraisal form.

**U: Unacceptable, remedial action required**

A rating of **U** during this reporting period means that the candidate has never or has rarely demonstrated knowledge and skills in this area.

NOTE: If any professional dimensions have been rated U, or any significant liabilities are reported, please indicate any corrective or remedial steps being taken by the candidate, or recommended to the candidate by the supervisor.

**A: Acceptable level for supervised practice**

A rating of **A** during this reporting period means that the candidate has demonstrated a beginning awareness of knowledge and skills in this area.

**AR: Almost ready for autonomous (unsupervised) practice**

A rating of **AR** during this reporting period means that the candidate regularly demonstrates knowledge and skills in this area.

**R: Ready for autonomous practice**

A rating of **R** during this reporting period means that the candidate consistently demonstrates knowledge and skills in this area and is competent at an entry level for autonomous (unsupervised practice) practice.\*

*\*A candidate must attain the “R” rating in all categories on the final work appraisal forms from their primary and alternate supervisors at the conclusion of their period of authorized supervised practice in order to be invited to attend an oral examination.*

**Rating Professional Performance**

***Dimensions of the candidate’s professional performance to be rated (see descriptions below)***

***Supervisor’s evaluation of candidate’s current level of functioning (see key above)***

	U	A	AR	R
Overall awareness/knowledge of Ontario jurisprudence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competence in declared area(s) of competence (see candidate’s Declaration of Competence form)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Competence in formulating and communicating a diagnosis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of limits of competence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General maturity of professional attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## **Descriptions of Dimensions of Professional Performance**

To assist supervisors and candidates in understanding what is meant by a rating of "R" or "Ready for autonomous practice", which can also be conceptualized as "competent" or "entry level autonomous practice", the following indicators of professional performance have been developed:

### **1. Overall awareness/knowledge of Ontario jurisprudence**

To attain a rating of R in this area, the candidate must consistently:

- Demonstrate a good knowledge of Ontario jurisprudence and apply this knowledge appropriately, seeking consultation when needed.

### **2. Competence in the declared area(s) of practice**

To attain a rating of R in this area, the candidate must consistently:

- Demonstrate a sufficient breadth of knowledge and skills to deal with the typical presenting conditions found within their declared area(s) of practice and client group(s) (without limiting themselves so narrowly that they can only offer services to clients with very few conditions).

### **3. Competence in formulating and communicating a diagnosis**

(Except for candidates whose sole area is Industrial/Organizational Psychology) In order to attain a rating of R in this area, the candidate must consistently:

- Demonstrate the ability to combine psychological assessment data with clinical impressions, historical information, current life status and symptoms to generate diagnoses for groups of clients that the candidate might be expected to encounter in the area(s) of practice they have declared. This includes ruling in and ruling out various diagnostic possibilities and identifying co-morbidity.
- Demonstrate the ability to sensitively communicate diagnostic information; including providing information about prognosis, treatment possibilities and answering common questions clients are likely to ask.

### **4. Awareness of limits of competence**

In order to attain a rating of R in this area, the candidate must consistently:

- Demonstrate an awareness of when he/she needs to consult with others with regard to client groups, client issues, or client complexity.
- Demonstrate sufficient knowledge to recognize disorders with which they do not work themselves, and sufficient knowledge about other resources to make an appropriate referral.

### **5. General maturity of professional attitude**

In order to attain a rating of R in this area, the candidate must consistently:

- Demonstrate positive coping strategies with personal and professional stressors and challenges.
- Maintain complete records of all patient contacts that include pertinent information. Notes are clear, concise and timely.
- Demonstrate efficiency in accomplishing tasks without prompting or reminders.
- Demonstrate excellent time management skills regarding appointments, meetings, and leave.

**Rating Core Competencies for Professional Practice**

Core Competencies for Professional Practice (see descriptions below)	Supervisor's evaluation of candidate's current level of functioning (see key on page 3)			
	U	A	AR	R
Interpersonal relationships			✓	
Ethics and standards			✓	
Assessment and evaluation		✓		
Intervention and consultation		✓		
Research (rate only if this is an activity declared by the candidate in the Declaration of Competence)				

**Definitions of Core Competencies for Professional Practice.**

To assist supervisors and supervisees in understanding what is meant by a rating of "R" or "Ready for autonomous practice", which can also be conceptualized as "competent" or "entry level autonomous practice", the following indicators of competence have been developed:

**Interpersonal relationships**

In order to attain a rating of "R" in this area, the candidate must:

- Consistently demonstrate effective communication skills by establishing and maintaining rapport with clients and colleagues;
- Consistently demonstrate the ability to establish and maintain trust and respect in the professional relationship;
- Consistently demonstrate professional and appropriate interactions with treatment teams, peers, and supervisors;
- Consistently demonstrate the ability to handle differences openly, tactfully, and effectively;
- Reliably identify potentially challenging clients and seek supervision/consultation;
- Demonstrate knowledge of self, such as motivation, personal resources, values, personal biases, and other factors that may influence the professional relationship (e.g. boundary issues);
- Acknowledge and respect differences that exist between self, clients, and colleagues in terms of race, ethnicity, culture and other individual difference variables.

**Ethics and Standards**

In order to attain a rating of R in this area, the candidate must:

- Consistently demonstrate knowledge and skills in an ethical decision-making process;
- Identify potential ethical and legal issues and address them proactively;
- Actively seek consultation when treating complex cases and when working with individuals who present with unfamiliar symptoms;

- Demonstrate knowledge and skills in dealing with informed consent and confidentiality in a specific situation (i.e. taking into account family members, third parties such as insurance companies and mandatory reporting obligations);
- Demonstrate knowledge and the ability to apply standards for psychological tests and measurements;
- Demonstrate an understanding of one's responsibilities to client, public, profession, and colleagues.

### **Assessment and Evaluation**

In order to attain a rating of R in this area, the candidate must consistently:

- Demonstrate proficiency administering commonly used tests in his/her declared area(s) of practice;
- Demonstrate ability to formulate a referral question;
- Demonstrate the ability to appropriately choose the tests to be administered to answer the referral question;
- Demonstrate the ability to develop a systematic assessment or evaluation plan which includes formal psychometric testing in areas of practice where this is standard;
- Demonstrate the ability to accurately interpret the results of psychological tests used and to integrate results;
- Make accurate diagnostic formulations for a variety of disorders;
- Demonstrate knowledge and skill in the formulation of diagnostic hypotheses and demonstrate making a diagnosis when appropriate;
- Write; a well-organized psychological report that answers the referral question clearly, integrates assessment information, provides a reasoned case formulation, and provides the referral sources with appropriate and specific recommendations;
- Demonstrate the ability to collect appropriate information during an intake interview to formulate and test hypotheses about what the client's problem may be.

### **Intervention and Consultation**

In order to attain a rating of R in this area, the candidate must consistently:

- Gather information about the nature and severity of client problems, analyze this information to formulate hypotheses about the factors that are contributing to these problems through qualitative and quantitative means, and select appropriate intervention methods;
- Develop a conceptual framework, and communicate this to the client;
- Produce good case conceptualization within own preferred theoretical orientation; and be able to also draw some insights into case from other orientations;
- Set realistic goals with clients;
- Conduct interventions that are well-timed, effective and consistent with empirically supported treatments.

### **Research**

In order to attain a rating of R in this area, the candidate must consistently:

- Demonstrate knowledge and skills in standards for conducting psychological research;
- Demonstrate the ability to effectively convey research results in writing.

### GOALS OF SUPERVISION

**Please outline the main goals or objectives of supervision during this period:**

(Use the Declaration of Competence and the various steps in the College's registration process as a basis for defining the goals for the supervision period and developing a supervision/learning" plan)

- i) maximize the alternate supervisor's understanding of the complete scope of Pixel's professional work
- ii) set goals and objectives to ensure training in the key dimensions of professional practice (e.g. continued development of assessment skills, including increasing understanding and use of various assessment measures; ongoing discussion of issues related to differential diagnosis, intervention and consultation)
- iii) address issues related to preparation for the EPPP and JEE exams.

**To what extent were these goals or objectives achieved?**

The goals and objectives outlined above were well achieved during this reporting period.

### Identify areas in which candidate growth is most evident

Pixel has demonstrated growth in her areas of declared competence and in her awareness of ethical knowledge, limits of competence and general maturity of professional attitude. Pixel has continued to gain more experience in administering and interpreting a large variety of measures and improving her ability to develop formulations, make diagnoses, and recommend interventions.

### CANDIDATE'S AREAS NEEDING FURTHER DEVELOPMENT

**Areas (if any) in which the candidate needs further development are:**

As Pixel's Primary Supervisor, I have not seen any liabilities or limitation which should prevent her from achieving autonomous practice as a Psychologist following her year of supervised practice.

### Action being undertaken by candidate in reference to the above (when required):

N/A

### Identify future learning needs (if any):

N/A

### RETRAINING PLAN

**Is the candidate completing a retraining plan? Yes  No**

If YES, please, outline their progress here: (A separate evaluation of the retraining must be submitted to the Registration Committee when the plan has been completed).

Pixel is not required to complete a retraining plan.

**SUMMARY STATEMENT**

Please summarize in point form the candidates supervised professional activities corresponding to this reporting period (for example, number and nature of psychotherapy cases, workshops attended by the candidate, research activities, etc.).

**1. Assessment and Intervention:**

- 22 cases (including 6 gifted assessments) involving psychological assessment of children and adolescents; recommended interventions at school and at home as well as referrals to agencies and other health care and academic professionals in the community where appropriate.
- Cases involved issues pertaining to cognitive, academic, social-emotional adjustment, head injury, behaviour management, inattention, hyperactivity, self-esteem, depression, abuse and significant emphasis on differential diagnosis.
- The children and adolescents included students with English as a Second Language (ESL) and acculturation factors.

**2. Counselling:**

- 33 cases involving counselling with parents and school staff.
- The nature of the cases involved learning/cognitive issues, developmental issues, social-emotional difficulties, behaviour strategies, issues related to physical disabilities and parenting issues.

**3. Consultation and Remedial Program Planning and Development:**

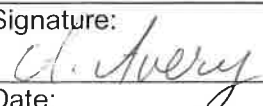
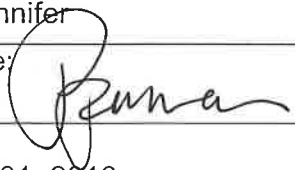
- 208 sessions involving consultation and remedial program planning and development with school administrators, teachers, parents and school support teams: special education professionals and other regulated health professionals.
- The nature of the cases involved children and adolescents with issues pertaining to learning, ASD, Newcomer to Canada and ESL issues, physical disabilities (e.g. cerebral palsy, blindness), severe cognitive difficulties, sensory issues, behavioral issues, abuse issues, reporting to CAS and support for gifted students.
- Pixel demonstrated a leadership role in developing case reports and delegating responsibilities to others to contribute to the case reports.

**4. Professional Development:**

- Pixel attended and participated in staff meetings dealing with professional issues, standards of practice and issues regarding assessment and intervention.
- Pixel attended workshops and seminars related to the administration of the Autism Diagnostic Observation Schedule (ADOS) and the Autism Diagnostic Interview - Revised (ADI-R)
- Pixel learned new tests, including the WISC-V, WIAT-III, KTEA-3, Merrill-Palmer and Leiter-3
- Pixel reviewed and updated information and participated in small group practicum sessions pertaining to the ongoing development of assessment and diagnostic skills.

**Supervisor Statement:**

**Candidate Statement:**

I have shown the candidate all my ratings and comments and discussed them with him/her.	My supervisor has shown me all of her/his ratings and comments and has discussed them fully with me.
Name (please print): August Avery	Name (please print): Pixel Pannifer
Signature: 	Signature: 
Date: January 31, 2018	Date: January 31, 2018



**RECORD OF SUPERVISION**

For period beginning Nov. 1, 2017 and ending Jan. 31, 2018

Candidate: Pixel Pannifer Supervisor: August Avery

<b>Date</b>	<b>Time spent</b>	<b>Nature of contact with supervisor (please be as specific as possible)</b>	<b>Both signatures</b>
01/11/2017 +	120 Min.	Reviewed active cases. Discussed supervision process & College requirements (record keeping), EPPP exam, test taking strategies & time-lines. Consultation re: developmentally disabled student (informed consent, observations, assessment tools, meetings with teachers and parents). Discussed diagnosis of ADHD, ODD & other behavioural difficulties.	A.A. P.P.
23/11/2017 +	120 Min.	Reviewed active cases. Discussed interpreting assessment info. - variability in scores & implications for recommendations, incorporating social skills development into daily living activities for DD students. Reviewed recommendation for remediation of working memory deficits, structuring attention, prosocial behaviors, concrete visual aids, hand-eye coordination & reading comprehension.	A.A. P.P.
30/11/2017 +	60 Min.	Reviewed active cases. Discussed community resources for DD adolescents ( especially in relation to sexuality issues). Reviewed Pixel's plans for studying for EPPP and JEE exams. Discussed consulting with Children's Aid Society about a specific case.	A.A. P.P.
7/12/2017	120 Min.	Reviewed active cases. Pixel is studying for EPPP and JEE exams. Reviewed diagnostic criteria for LD, including a LDAO definition. Discussed how to do a functional analysis of a problem behavior, explanation given to parents about risk/benefits of an assessment, differential diagnosis of ODD & CD, use of the BASC and Connors rating scales.	A.A. P.P.
15/12/2017 +	120 Min.	Reviewed active cases. Discussed ethical dilemma regarding dual relationships. Reviewed procedures for releasing information outside of school board Discussed strategies for establishing & maintaining rapport with students with ASD, and in service and training for the ADOS.	A.A. P.P.
10/1/2018	120 Min.	Reviewed active cases. Discussed professional development activities, how to conduct a feedback meeting with parent & school staff regarding student with significant behavioral concerns. Discussed differential diagnosis re: high functioning ASD, communication disorders and Aspergers. Use of Social Communication checklist when assessing for autism.	A.A. P.P.
29/1/2018	120 Min.	Reviewed active cases. Discussed differential diagnosis of Mild and Moderated DD; importance of adaptive checklists, classroom observation & parent and teacher anecdotal reports. Discussed use of the WASI, behaviour logs & observation when assessing students with significant behavior concerns. Initial learning session for Merrill-Palmer and Leiter-3.	A.A. P.P.

Email the completed form to: [workappraisals@cpo.on.ca](mailto:workappraisals@cpo.on.ca)