COLLEGE OF PSYCHOLOGISTS AND BEHAVIOUR ANALYSTS OF ONTARIO

110 Eglinton Avenue West, Suite 500
Toronto, Ontario, Canada M4R 1A3
T: 416.961.8817 1.800.489.8388
F: 416.961.2635 www.cpbao.ca

PRIMARY SUPERVISOR'S WORK APPRAISAL FORM - PSYCHOLOGY

Due Date: July 31, 2025

SUPERVISED MEMBER INFORMATION

Name of Supervised Member:

Pixel Panifer, Ph.D., C.Psych. (Supervised Practice)

Name of Supervisor:

August Avery, Ph.D., C.Psych.

This report is based on the period from: May 1, 2025 (start date) to July 31, 2025 (end date)

SUPERVISED MEMBER HOURS

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

450 hours

(Note: list the total number of hours worked in this reporting period. Do not list number of hours worked per week)

SUPERVISION INTERUPTIONS

Explain if supervision of the supervised member was interrupted at any time during this reporting period (e.g. sick leave, vacation, etc.):

Vacation from May 21-25, 2025

SUPERVISEES & SUPERVISORS MUST RETAIN A COPY OF THIS REPORT FOR THEIR RECORDS

Email the completed form to: workappraisals@cpbao.ca

SAMPLE

AREAS TO BE ADDRESSED

The supervisor and supervised member should jointly rate the extent to which each of these areas has been addressed by indicating whether, and how fully, the following topics were addressed during this particular reporting period. It is recognized that the focus of discussion within supervision meetings may vary each week; however, over the course of supervised practice, supervisors and supervised members are encouraged to ensure that all topics are covered. Use this rating tool to guide the progress of supervision and identify future supervision needs and goals.

Supervisor and supervised member have:	**Not Addressed** ◄——► **Fully Addressed**				
	1	2	3	4	5
Engaged in detailed feedback/discussion regarding assessment and reports	○	○	●	○	○
Engaged in discussion of diagnostic issues	○	○	●	○	○
Engaged in discussion of ethical and professional issues	○	○	○	●	○
Engaged in discussion of jurisprudence in relation to practice	○	○	○	●	○
Ensured that the supervised member has had exposure to a relevant range of client populations	○	○	●	○	○
Ensured that the supervised member has had exposure to a wide range of problems	○	○	●	○	○
Engaged in discussion to identify supervised member's strengths and areas that need improvement	○	○	●	○	○
Engaged in discussion of the Quality Assurance Program requirements	○	○	○	●	○

SAMPLE

	1	2	3	4	5
Engaged in discussion of development/progress on Training Plan* (**leave this specific rating blank if the supervised member is not undertaking a Training Plan*)				✓	

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 supervised member 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, indicate any corrective or remedial steps being taken by the supervised member, or recommended to the supervised member by the supervisor.

A: **Acceptable level for supervised practice**

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

R: **Ready for autonomous practice**

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

A supervised member 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 supervised members professional performance to be rated (see descriptions below)	***Supervisor's evaluation of the supervised members current level of functioning (see key above)***			
	U	**A**	**AR**	**R**
Overall awareness/knowledge of Ontario jurisprudence		✓		
Competence in declared area(s) of competence (see supervised member's Declaration of Competence form)			✓	

SAMPLE

Competence in formulating and communicating a diagnosis		✓		
Awareness of limits of competence		✓		
General maturity of professional attitude			✓	

DESCRIPTIONS OF DIMENSIONS OF PROFESSIONAL PERFORMACE

To assist supervisors and supervised members 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 supervised member 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 supervised member 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 supervised members whose sole area is Industrial/Organizational Psychology) In order to attain a rating of **R** in this area, the supervised member 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 supervised member 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 supervised member must consistently:
   - Demonstrate an awareness of when the supervised member 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 supervised member must consistently:

SAMPLE

- 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 COMPETENCCIES FOR PROFESSIONAL PRACTICE

Core Competencies for Professional Practice (see descriptions below)	***Supervisor's evaluation of supervised member'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 supervised member in the Declaration of Competence)*				

SAMPLE

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:

1. **Interpersonal relationships**

   In order to attain a rating of **R** in this area, the supervised member 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.

2. Ethics and Standards

In order to attain a rating of **R** in this area, the supervised member 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.

3. Assessment and Evaluation

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

- Demonstrate proficiency administering commonly used tests in the supervised members 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.

4. Intervention and Consultation

In order to attain a rating of **R** in this area, the supervised member 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;

SAMPLE

- Set realistic goals with clients;
- Conduct interventions that are well-timed, effective and consistent with empirically supported treatments.

5. **Research**

In order to attain a rating of **R** in this area, the supervised member 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

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)

To set goals and objectives to ensure training in key dimensions of professional practice (e.g., cont'd development of Pixel's assessment skills, increasing Pixel's understanding & use of various assessment measures; ongoing discussion of differential dx, and intervention/consultation. Lastly, issues related to Pixel's preparation for taking the JEE and EPPP 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 the supervised members growth is most evident:

Pixel demonstrated growth in declared areas of practice and in awareness of ethical knowledge, limits of competence, & general maturity & professional attitude. Pixel continues to gain experience in administering & interpreting a variety of measures, improving on developing formulations & making diagnoses & recommended interventions.

Supervised Member's AREAS NEEDING FURTHER DEVELOPMENT

Areas (if any) in which the supervised member needs further development are:

I have not seen any liabilities or limitations which would prevent Pixel from achieving autonomous practice following their year of authorized supervised practice.

Action being undertaken by supervised member in reference to the above (when required):

N/A

Identify future learning needs (if any):

N/A

SAMPLE

TRAINING PLAN

Is the supervised member completing a Training Plan? Yes: ◉ No: ○

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

The Registration Committee approved Pixel's proposal for a training plan in the subject of psychological intervention. I anticipate that Pixel's training plan will be completed by October 31, 2024.

REGISTRATION EXAMINATIONS

Supervised member has successfully completed the:

Jurisprudence and Ethics Examination (JEE): Yes: ○ No: ◉

Examination for Professional Practice in Psychology (EPPP): Yes: ○ No: ◉

Outline supervised member's progress in preparing for the EPPP, JEE and/or Oral Examination:

Pixel's preparing to take the JEE in September 2024, and the EPPP in February 2025. Our weekly supervision meetings include a review of Pixel's progress in studying, and managing their time.

SUMMARY STATEMENT

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

22 cases involving psychological assessment of children and adolescents; recommended interventions at school and at home as well as referrals to agencies & other health care and academic professionals in the community where appropriate. Cases involves issues pertaining to cognitive, academic, social-emotional adjustment, head injury, behaviour management, inattention, hyperactivity, self-esteem, depression, abuse, & significant emphasis on differential diagnosis.

208 sessions involving consultation & remedial program planning & development with school administrators, teachers, parents, & other professionals. Cases involves issues pertaining to learning, ASD, ESL issues, cognitive issues, sensory issues, behavioural issues, reporting to CAS, and support for gifted students.

Pixel attended staff meanings dealing with professional issues, standards of practice, & issues in assessment & intervention. Pixel attended workshops and seminars related to the administration of the ADOS.

Supervisor Statement:	Supervised Member Statement:
I have shown the supervised member all my ratings and comments and discussed them with them:	My supervisor has shown me all of their ratings and comments and has discussed them fully with me.

SAMPLE

Name (Please Print):	Name (Please Print):
August Avery, Ph.D., C.Psych.	Pixel Panifer, Ph.D., C.Psych. (Supervised Practice)
Signature:	Signature:
Date:	Date:

SUPERVISION LOG

For the period beginning:	May 1, 2025	And Ending:	July 31, 2025
Supervised Member:	Pixel Panifer, Ph.D., C.Psych. (Supervised Practice)	Name of Supervisor:	August Avery, Ph.D., C.Psych.

Supervisor Statement:	**Supervised Member Statement:**
I have reviewed all log entries with the supervised member:	I have reviewed all log entries with my supervisor:
Signature:	Signature:

Date:	Time Spent:	Nature of contact with supervisor (be specific):
May 3, 2025	60 min	Reviewed active cases. Discussed supervision process & College requirements (record keeping). Reviewed supervised practice documents. EPPP exam, test taking strategies, and time management.
May 11, 2025	60 min	Reviewed active cases. Discussed interpreting assessment information. variability in scores and implications for recommendations, incorporating social skills development into daily living activities for DD students. Discussed self-care during unprecedented times.
May 17, 2025	75 min	Reviewed active cases. Discussed community resources for DD adolescents (especially in relation to sexuality issues). Reviewed plans for studying for EPPP and JEE. Discussed consulting with Children's Aid about a specific case. Discussed teletherapy options and considerations.
May 24, 2025	60 min	Reviewed active cases. Reviewed diagnostic criteria for LD, including LDAO definition. Discussed how to do a functional analysis of a problem behaviour, explanation given to parents about risk/benefits of an assessment, differential dx of ODD and CD, use of BASC and Connors rating scales.

SAMPLE

June 4, 2025	70 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 w students w ASD, and in service and training for the ADOS.
June 10, 2025	60 min	Reviewed active cases. Discussed professional development activities, how to conduct a feedback meeting with parent & school staff re student w significant behavioural concerns.
July 18, 2025	60 min	Reviewed active cases. Discussed differential dx re high functioning ASD, communication disorders and Aspergers. Use of Social Communication checklist when assessing for autism. Discussed provision of services during school closure.
July 1, 2025	60 min	Reviewed active cases. Discussed differential dx of Mild and Moderate DD; importance of adaptive checklists, classroom observation & parent and teacher anecdotal reports.
July 7, 2025	75 min	Reviewed active cases. Discussed use of the WASI, behaviour logs and obeservation when assessing students with significant behaviour concerns. Initial learning session for Merril-Palmer and Leiter-3.
July 14, 2025	60 min	Reviewed active cases. Reviewed recommendation for remediation of working memory deficits, structuring attention, pro-social behaviours, concrete visual aids, hand-eye coordination and reading comprehension.
July 21, 2025	60 min	Reviewed active cases. Discussed ethical dilemma around efficacious delivery of group intervention within school environment. Discussed professional challenges and environment within the school setting. Discussed dx of ADHD, ODD & other behavioural difficulties.
July 28, 2025	70 min	Reviewed active cases. Discussed delivering assessment feedbacks over the phone and things to keep in mind. Consultation re: developmentally disabled student (informed consent), observations, assessment tools, meetings with teachers & parents).

SAMPLE

SUPERVISION LOG CONTINUED

Date:	Time Spent:	Nature of contact with supervisor (be specific):

SAMPLE