



**Trainee's assessment booklet (PET)  
LM-51**

***Trainee***

Name \_\_\_\_\_ Surname \_\_\_\_\_ Matriculation n° \_\_\_\_\_

***Tutor***

Name \_\_\_\_\_ Surname \_\_\_\_\_ Association Reg. n° \_\_\_\_\_

*PET* \_\_\_\_\_

*Name of the Board* \_\_\_\_\_

**Instructions for completing the Practical Evaluative Training (PET) booklet.**

***Principles***

The reform on enabling degrees entrusts the training tutor with a pivotal role in the training and evaluation of the future psychologist since, through the PET activities, skills/abilities and competencies are to be promoted and subsequently evaluated in terms of "knowing how to do and being a psychologist" and whose achievement cannot disregard the construction of a training project shared with the trainee.

In the evaluation of the PRY path, the mentor should take into account the level of maturation, competence and awareness achieved by the trainee at the end of the training path and, in particular, the following will be assessed:

- the psychological skills attained;
- the evidence-based knowledge;
- the specific skills needed to understand psychological functioning;
- communication skills, proper critical reasoning skills, and, more generally, the enhancement of personal skills most associated with the profession. At the same time, the ability to conduct, in line with ethical and deontological principles, the practice of the psychological profession, fostering the growth of the quality standards of the professional community, will be assessed.



The evaluation grid within the booklet is inspired by these principles. Tutors should be aware that these trainings, like the other professionalizing activities of the Degree Course, must, at the same time, know how to promote these skills in the students who will subsequently be evaluated.

### ***Tutor's functions and the various steps of the PET***

The tutor facilitates the trainee's learning by personally carrying out in his presence the activities that represent the object of the profession (Article 7 of the Code of Ethics). Subsequently, these activities may be carried out jointly or partially delegated to the trainee, always under constant supervision, depending on the level of competence acquired by the latter during the training. During evaluation, the Tutor is obliged to comply exclusively with the criteria of specific competence and preparation (Article 19 of the Code of Ethics). In particular:

- 1) In the initial phase, the trainee has a role as a participant observer aimed at acquiring the methods of assessing the psychological functioning of the individual, couple, family, group or organization in the different spheres of life (home, school, work, etc.), relational contexts and according to the different stages of the life cycle (of individuals or organizations). The assessment makes use of observational methodology, interview and interview techniques, psycho-diagnostic tools (standardized tests and instruments).
- 2) The trainee, always following the activities of the tutor, participates in the analytical drafting of the assessment of skills, disabilities, needs and expectations of the individual ( or couple, family, group, organization) and the environment in order to activate and optimize all existing resources around problematic situations or those that need strengthening interventions.
- 3) Following the framing of the problem and contexts, the trainee participates, with the guidance of the Tutor, in the design of the intervention and follows its execution and evolution in collaboration with other health professionals according to the different areas and stages of the developmental cycle.
- 4) The Tutor will brief the trainee on the progress of the attendance itself, especially highlighting any non-positive feedback, so that the trainee can improve in the following period. The Tutor will be responsible for making the final judgment of suitability or unsuitability, informing the trainee of this overall judgment. In case of unsuitability, the trainee will be required to repeat attendance of the training or part of it.








### Final assessment of the applicant for the Practical Evaluation Training

#### *Trainee*

Name \_\_\_\_\_ Surname \_\_\_\_\_ Matriculation n° \_\_\_\_\_

#### *Tutor*

Name \_\_\_\_\_ Surname \_\_\_\_\_ Association Reg. n° \_\_\_\_\_

### Assessment of the applicant

By filling in the following form, the Tutor is asked to assess the degree of acquisition of the professional skills listed below according to the areas of intervention proper to the typical and reserved acts of the psychologist's profession addressed to the person, group, social bodies and communities: psychological diagnosis; prevention; habilitation; psychological rehabilitation and support; experimentation, research, teaching activities.

For a positive evaluation, please use a synthetic letter score with values corresponding to: A (Excellent); B (Very good); C (Good); D (Sufficient).

For a negative evaluation, please use the synthetic score indicated by the letter E (insufficient). In case the activity carried out did not cover all the areas of intervention below, use the abbreviation N/A (not applicable).

Professional skills	Diagnosis	Prevention	Habilitation	Rehabilitation	Psychological support	Research and teaching activities
Appropriate use of psychological tools and techniques for case assessment (individual, dyad, group, organization)						
Formulation of hypothesis of theoretically grounded and evidence-based professional intervention						



Ability to analyze, listen and connect with context and users						
Preparation of a report and return to the patient/client/user/institution/organization						
Independent and critically oriented reflection on experience						
Connection between instruments, theories and psychological practice						
Establish appropriate relationships with colleagues						
Knowledge and mastery of the ethical/ethical implications of the activities performed						

**Final assessment for the training**

SUITABLE	NOT SUITABLE
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Tutor's signature: \_\_\_\_\_

Date: \_\_\_\_\_