

IN-UNIT STAFF EVALUATION CATEGORIES:

SERVICE PROVISION

- 1. Clinical Efficiency:** Is efficient in the clinical system by being consistent with Department (CAPS) direct service expectations. Efficiently manages schedule and multiple clinical duties as outlined in work agreement and Department policies and procedures. *This includes, but not limited to, the following appointment types: individual, group, single session, IA, consultation, TA/COD placeholders (both filled and unfilled), Case Dispo, protocol follow-up, treatment team participation, training (given), supervision (given), professional development (given) and outreach. (Determined by Actual Direct Service Compliance based on Individual Staff Work Agreement).*

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p>Efficiency:</p> <ul style="list-style-type: none"> Falls within 5% of actual expectation for at least 4 months of the 6 busiest months of the year (Sept, Oct, Nov, Feb, March, Apr). (For example, if your direct service is 60%, then you would need to obtain 55-60%). 	<ul style="list-style-type: none"> Falls within 5% of actual expectation for at least 3 months of the 6 busiest months of the year (Sept, Oct, Nov, Feb, March, Apr). (For example, if your direct service is 60%, then you would need to obtain 55-60%). 	<ul style="list-style-type: none"> Works at falling within 10% of actual expectation for at least 4 months of the 6 busiest months of the year (Sept, Oct, Nov, Feb, March, Apr). <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Direct service falls below 10% of your actual in more than 2 of the 6 busiest months of the year (Sept, Oct, Nov, Feb, March, Apr).</p> </div>

- 2. Clinical Competency:** Performs all the duties and responsibilities of the clinical system and provides effective clinical services in those roles. Serves as an effective generalist and follows Department policies and procedures. Demonstrates knowledge, skills, and awareness of cultural competency variables in professional practices. Makes decisions with cultural sensitivity in mind. Is consistent with CAPS ethical and cultural competency mission. *(Some examples: appropriate consultation, risk management, timely follow-up for contacts/referrals/termination, abuse reporting) (Determined by client satisfaction ratings and Administrative Team).*

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
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<p>Competency:</p> <ul style="list-style-type: none"> • Performs all the clinical duties and responsibilities of the clinical system and fulfills work agreement each semester at a model quality level and assists with emerging clinical needs within the Center. • Serves as an exemplary generalist, providing the highest standards of ethical, legal and culturally competent care (e.g., ability to triage client needs including but not limited to accurate completion of forms, engages in follow-up contact with client, cultural sensitivity, appropriate referrals). • Consistently receives positive feedback via ICE, colleagues, Admin/portfolio leader, and/or UCF partners. • Meets the above criteria, working independently and mentoring others. 	<ul style="list-style-type: none"> • Performs all the duties and responsibilities of the clinical system and fulfills work agreement each semester at an above expected level and assists with emerging clinical needs within the Center. • Serves as a highly competent generalist, providing consistent standards of ethical, legal and culturally competent care (e.g., ability to triage client needs including but not limited to accurate completion of forms, engages in follow-up contact with client, cultural sensitivity, appropriate referrals). • Receives positive feedback via ICE, colleagues, Admin/portfolio leader, and/or UCF partners. • Meets the above criteria, requiring minimal support. 	<ul style="list-style-type: none"> • Fulfills duties and responsibilities of the clinical system based on expectation of work agreement each semester at an expected level. • Satisfies the general requirements of a generalist, providing adequate standards of ethical, legal and culturally competent care (e.g., ability to triage client needs including but not limited to accurate completion of forms, engages in follow-up contact with client, cultural sensitivity, appropriate referrals). • Receives constructive feedback via ICE, colleagues, Admin/portfolio leader, and/or UCF partners. • Meets the above criteria, requiring occasional support. <div data-bbox="1036 886 1507 1045" style="border: 1px solid black; padding: 5px;"> <p>CONDITIONAL: No ICE text messages attempted during the academic year. No group ran in more than 1 semester and did not opt for the +2 IAs.</p> </div>
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3. Clinical Documentation: Provides timely, accurate, thorough, and comprehensive documentation of clinical work consistent with Department policies and procedures and Florida laws and rules. *(Determined by case disposition feedback, portfolio leader review of task list and termination check, and file review feedback).*

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p>Documentation:</p> <ul style="list-style-type: none"> • Notes are completed in a timely manner, often within 2 days or less of appointment. • IA, TA, and COD notes are consistently completed before case dispo. • Clinical documentation is consistently written at a high level of professionalism: accurate, clear, thorough, concise, and easily interpreted by colleagues, 	<ul style="list-style-type: none"> • Notes are completed in a timely manner, between 3-5 days. • IA, TA, and COD notes are, at most times, completed by case dispo. • Clinical documentation is accurate and clear. Diagnosis is accurate and supported in the notes. • Completes terminations within 30 days of last in-person contact (including 1 phone/text message, if appropriate). 	<ul style="list-style-type: none"> • Notes are completed within 7 days, including signing off on supervisee notes if applicable. • IA, TA, and COD are mostly completed by case dispo, but may receive feedback. Case dispo team has provided feedback about timeliness of IA, TA, and/or COD notes. • Clinical documentation meets basic file review standards.

<p>and diagnosis is always accurate and supported in the notes.</p> <ul style="list-style-type: none"> • Completes terminations within 2 weeks of last in-person contact (including 1 phone/text: message, if appropriate). 		<ul style="list-style-type: none"> • Completes terminations within 60 days of last in-person contact (including 1 phone/text message, if appropriate). <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>
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4. Supervision/Training Engagement/Supervision Competency: Demonstrates willingness and adequate participation in training and supervising based on job role and opportunity. Accurately follows through on administrative expectations, documentation, and responsibilities based on Department policies and procedures (*Evaluated by Associate Director of Training and training evaluations*).

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p>Supervision:</p> <ul style="list-style-type: none"> • Provides supervision for a major area of training (i.e., case conf, diversity exp, sup of sup, PEAR, assessment), or provides multiple (3+) supervision throughout the year (i.e., group, individual, and/or new training opportunity in collaboration with training director). • Provides highly effective supervision as reflected in positive feedback from supervisees and consultation from colleagues. 	<ul style="list-style-type: none"> • Provides multiple (2+) supervision throughout the year (group, individual, and/or new training opportunity in collaboration with training director). • Provides effective supervision as reflected in positive feedback from supervisees. 	<ul style="list-style-type: none"> • Willingness and openness to providing supervision. Provides mentorship in some capacity when available (mentorship and shadowing opportunities). • Available to the training cohort for consultation. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>
<p>Training Engagement:</p> <ul style="list-style-type: none"> • Assists with at least 4 training tasks (i.e., part of a training subcommittee, involved in a training initiative, involved in recruitment, wellness breaks/presentations during orientation, seminar, workshop, case conference presentation). • Engages/contributes to the creation and implementation of new innovative ideas or resources for training. 	<ul style="list-style-type: none"> • Assists with at least 3 training tasks (i.e., part of a training subcommittee, involved in a training initiative, involved in recruitment, orientation, training seminar, workshop, case conference presentation). • Engages in open communication with the Training Director and seeks out opportunities to be more involved in training. 	<ul style="list-style-type: none"> • Participates in at least 2 training activities (i.e., orientation, training, seminar, co-facilitates an outreach presentation or workshop.). • Responds to communication from the Training Director. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL Does not meet minimum satisfactory expectations.</p> </div>

<p>Supervision Competency:</p> <ul style="list-style-type: none"> • Demonstrates advanced levels of supervision knowledge through ongoing professional development and integration into work (i.e., provision of a formal presentation, navigating challenging supervision situations, providing mentorship to other supervisors, and/or creation of supervision resources for others which results in tangible growth/learning). • Competency is also reflected in timely and accurate note feedback (1-3 days), timely evaluative feedback with helpful comments to supervisee regarding growth and strength areas. 	<ul style="list-style-type: none"> • Engages in ongoing development of supervision competency through ongoing professional development (i.e., supervision, books, articles, and/or CE opportunities). Finds ways of sharing this information with others (i.e., offers substantial comments during supervisor monthly meetings, and/or sharing resources and knowledge via email/teams or during meetings). • Competency is also reflected in timely and accurate note feedback (4-7 days), timely evaluative feedback with helpful comments to supervisee regarding growth and strength areas. 	<ul style="list-style-type: none"> • Engages in ongoing development of supervision competency (i.e., attend a supervision professional development, books, articles, and/or attend supervisor meetings). • Provides feedback for shadowing/mentorship (completes feedback forms when available). <div data-bbox="1057 527 1511 646" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>
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5. **Outreach:** Meets requirements for outreach demand based on work agreement, opportunity, and participation. Accurately follows through on administrative expectations and responsibilities based on Department policies and procedures. *Includes but not limited to: workshops, tablings, presentations, signature events, communication to the public/interviews, crisis response, acute campus needs, direct liaison support, panels, screening events, referral development, peer educator impact, social media design. (Evaluated by Associate Director of Outreach & Prevention).*

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
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<p>Quantity:</p> <ul style="list-style-type: none"> Exceeds the minimum requirements by reaching 18 or more hours of presentations and signature events (support) for the year including offering 1 workshop each semester. <p>*All hours <u>cannot</u> come from signature events support and <u>must</u> include presentations given.</p>	<ul style="list-style-type: none"> Exceeds the minimum requirements by reaching 12-17 hours of presentations and signature events (support) for the year, including offering 1 workshop each semester. <p>*All hours <u>cannot</u> come from signature events support and <u>must</u> include presentations given.</p>	<ul style="list-style-type: none"> Meets minimum requirements of 9 outreach hours per academic year which must include offering 1 workshop each semester. <p>*All hours <u>cannot</u> come from signature events support and <u>must</u> include presentations given.</p> <p>NOTE: A clinician must be at minimum of satisfactory on this indicator to be eligible to earn an overall higher rating for this category.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>
<p><u>Administrative & Assessment Tasks:</u><i>(i.e., Written Communication)</i></p> <ul style="list-style-type: none"> Consistently completes appropriate administrative tasks associated with outreach activities at deadlines without prompting (e.g., workshop preparation, report forms, evaluation, etc.). Takes ownership of signature event and leads all administrative tasks to include planning, setup/cleanup, scheduling, and all communication associated with it. 	<ul style="list-style-type: none"> Completes appropriate administrative tasks associated with outreach activities at deadlines with little prompting from Admin (e.g., workshop preparation, report forms, evaluation, etc.) 	<ul style="list-style-type: none"> Completes appropriate administrative tasks associated with outreach activities at deadlines (e.g., workshop preparation, report forms, evaluation, etc.) with prompting and reminders. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not complete administrative tasks or meet minimum requirements.</p> </div>
<p><u>Liaisonship:</u></p> <ul style="list-style-type: none"> Is an identified liaison with a UCF department, student organization, or student population, and has co/led an outreach event, project, presentation, or activity with the organization. 	<ul style="list-style-type: none"> Is an identified liaison with a UCF department, student organization, or student population and has participated as a partner in one or more events with their liaison. 	<ul style="list-style-type: none"> Is an identified liaison with a UCF department, student organization, or student population with evidence of at least one attempt at contact each semester. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: No evidence of reaching out to liaison this year.</p> </div>

PROFESSIONALISM/WORK LIFE

6. Initiative: Actively participates in meetings and committees by sharing ideas and opinions. Takes action, leadership and follows through on tasks and commitments. Works independently and contributes effectively as a team member. Represents the Department in a professional and positive manner on campus, in community and/or nationally. *(Evaluated by Administrative Team)*.

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p><u>Strategic Perspective:</u></p> <ul style="list-style-type: none"> • Takes initiative to lead group decision making process by encouraging critical thinking that takes into account multiple perspectives (e.g., Center, system, staff, front desk, admin.) • Provides team with a definite sense of direction or goals; ability to envision over-arching goals as well as necessary details, communicates to various stakeholders (e.g., staff, administrative team, and/or community partners) regarding project ideas. 	<ul style="list-style-type: none"> • Involved in the group decision-making process by employing critical thinking skills (e.g., asking, “what is the intention and impact of this decision?”) • Demonstrates direction and vision; can hold and articulate multiple perspectives regarding a decision. 	<ul style="list-style-type: none"> • Actively participates in meetings and committees by sharing ideas and opinions and can hold different perspectives. <div data-bbox="1036 705 1495 793" style="border: 1px solid black; padding: 5px;"> <p><u>CONDITIONAL:</u> Unable to hold perspectives different from their own.</p> </div>
<p><u>Action Development:</u></p> <ul style="list-style-type: none"> • Guides, develops, leads and motivates others when participating, collaborating, and contributing with initiatives on committee assignments and within the Center. 	<ul style="list-style-type: none"> • Takes on an occasional leadership role when participating, collaborating, and contributing with initiatives on committee assignments and within the Center. 	<ul style="list-style-type: none"> • Participates, collaborates, and effectively contributes with initiatives when asked to do so on committee assignments and within the Center. <div data-bbox="1036 1350 1495 1467" style="border: 1px solid black; padding: 5px;"> <p><u>CONDITIONAL:</u> Does not meet minimum satisfactory expectations.</p> </div>
<p><u>Measurable Outcomes:</u></p> <ul style="list-style-type: none"> • Creates projects, policies, and/or procedures that produce positive change (e.g., increases efficiency or morale). Evaluating outcomes to assess areas of improvement. 	<ul style="list-style-type: none"> • Willingness to explore all options that might benefit the center and that supports CAPS’ mission. Supports endeavors that yield good outcomes. 	<ul style="list-style-type: none"> • Maintains productivity in assigned tasks. Works independently and contributes effectively as a team member. <div data-bbox="1036 1654 1495 1772" style="border: 1px solid black; padding: 5px;"> <p><u>CONDITIONAL:</u> Does not meet minimum satisfactory expectations.</p> </div>

7. Flexibility/Adaptability: Actions and attitudes demonstrate a willingness to change or compromise if needed, easily adjusts to changing circumstances, and deals with change effectively for both the immediate and long-term needs of the Center. *(Evaluated by feedback from domain, portfolio leaders, administration, front desk, and highlights).*

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p><u>Adaptability:</u></p> <ul style="list-style-type: none"> Adapts easily to changing work demands, priorities and circumstances and helps other staff adjust to the change. Embraces challenges and innovation. Consistently able to alter activities to cope with demands of new situations. 	<ul style="list-style-type: none"> Adapts to the changing work environment, priorities, and circumstances. Frequently can alter activities to cope with demands of new situations. 	<ul style="list-style-type: none"> Able to adapt to changing work demands, priorities and circumstances, with support. Alters activities to cope with demands of new situations. Incorporates constructive feedback provided by portfolio leader/admin and is willing to learn new methods (i.e., documentation changes, group procedures). <div data-bbox="1036 810 1507 930" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>
<p><u>Flexibility:</u></p> <ul style="list-style-type: none"> Frequently demonstrates systemic flexibility and understanding by adjusting to the needs of the Center, staff, students to support Department goals. Anticipates and responds to the needs of the Center: volunteers and willing to help (e.g., late closure, crisis response, after hours outreach, volunteers for schedule changes, assists support staff with acute needs, volunteers for specific center/campus needs). Creates/proposes innovative solutions to immediate needs. 	<ul style="list-style-type: none"> Volunteers when needed. Demonstrates systemic flexibility and understanding and can make adjustment to support the needs of the Center and staff (e.g., willingness to consider changing closer day/group). 	<ul style="list-style-type: none"> Willing to assist with Center needs when asked. Demonstrates flexibility and adjusts to needs of the Center. <div data-bbox="1036 1188 1507 1276" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>

8. Dependability /Team Player: Actions are consistent with Department responsibilities and expectations. Demonstrates working effectively with colleagues at various levels to solve problems, improve work processes, or accomplish specific tasks. Contributes to a professional, positive, and inclusive work environment. *(Evaluated by feedback from domain, portfolio leaders, administration, front desk, and highlights).*

Outstanding	Above Satisfactory	Outstanding
<p>Dependability:</p> <ul style="list-style-type: none"> Extremely reliable and follows through with tasks and Center expectations with little to no oversight and can be relied upon to represent CAPS. Consistently offers to fill gaps in Titanium schedule. Punctual and anticipates or meets needs ahead of time, (e.g., volunteering, schedule requests, time calculator, Qualtrics). 	<ul style="list-style-type: none"> Follows through on assigned tasks and Center expectations (e.g., volunteering, time calculator, schedule requests, Qualtrics), with little to no oversight or reminders. Willing to fill gaps in Titanium schedule. Punctual and prepared to begin the workday on time. 	<ul style="list-style-type: none"> Follows through on assigned tasks and Center expectations (e.g., volunteering, time calculator, schedule requests, Qualtrics), at times with oversight and/or correction. Complies with assigned changes in Titanium schedule. Punctual. <p>Conditional: Despite feedback, work performance/actions have NOT changed (e.g., insufficient placeholders, time sheets turned in late, not locking the outside door, not walking clients to the exit door, etc..).</p>
<p>Team player:</p> <ul style="list-style-type: none"> Consistently demonstrates a positive attitude, is courteous, works harmoniously with others and collaborates effectively with staff. Takes initiative, contributes often and always demonstrates a willingness to assist all staff at Center at various levels to solve problems, improve work processes, or accomplish specific tasks. Always promotes and demonstrates positive morale and professional and inclusive work environment by leading by example. 	<ul style="list-style-type: none"> Frequently demonstrates a positive attitude, is courteous, works harmoniously with others and collaborates effectively with staff. Takes initiative and demonstrates a willingness to assist all staff at Center at various levels to solve problems, improve work processes, or accomplish specific tasks. Promotes and demonstrates positive morale and a professional and inclusive work environment. 	<ul style="list-style-type: none"> Demonstrates a positive attitude, is courteous, works harmoniously with others and collaborates effectively with staff. Demonstrates a willingness to assist all staff at Center at various levels when asked to do so. Promotes positive morale and a professional and inclusive work environment. <p>CONDITIONAL: Demonstrates negative attitude or does not volunteer.</p>

9. Decision Making/Judgment/Problem Solving Demonstrates an ability to discern and prioritize responsibilities; develops sound, prompt, and practical solutions to challenges. Follows state laws, ethical guidelines, and University, Division, and Department policies. *(Evaluated by feedback from domain, portfolio leaders, administration).*

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p>Decision Making:</p> <ul style="list-style-type: none"> Makes timely, practical, and sound decisions, even under stressful and uncertain conditions, and discerns priorities in the moment. Decisions include systemic thinking (all entities, policies & procedures, laws, ethics) that helps move the Center forward (e.g., committee work, CAPS CARES). 	<ul style="list-style-type: none"> Makes timely and sound decisions and discerns priorities. Decisions include systemic understanding of job duties and responsibilities. 	<ul style="list-style-type: none"> Makes sound decisions with the help of consultation. Understands job duties and responsibilities that help guide decision making. <div data-bbox="1036 491 1495 583" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>
<p>Judgment:</p> <ul style="list-style-type: none"> Demonstrates integrative understanding with nuances of University policies, Florida laws and rules, ethics, and CAPS P&P and impact on all entities at the university. Is consulted regarding P&P or demonstrates knowledge of P&P when consulting. Knowledge of professional ethical standards, legal statutes, and appropriate consultation with peers and supervisors far exceeds expectations. 	<ul style="list-style-type: none"> Demonstrates knowledge of University policies, Florida laws and rules, ethics, and CAPS P&P and impacted entities at the university. Refers to P&P before consultation. Demonstrates above expected level of knowledge of professional ethical standards, legal statutes, and appropriate consultation with peers and supervisors. 	<ul style="list-style-type: none"> Complies with University policies, Florida laws and rules, ethics, and CAPS P&P. Demonstrates expected level of knowledge of professional ethical standards, legal statutes, and appropriate consultation with peers and supervisors. <div data-bbox="1036 1066 1495 1159" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>
<p>Problem Solving:</p> <ul style="list-style-type: none"> Identifies potential problems in a constructive manner and finds solutions that improve department functioning. 	<ul style="list-style-type: none"> Helps to identify potential problems in a constructive manner and helps to find solutions that are effective, prompt, and practical. 	<ul style="list-style-type: none"> Helps to find effective solutions to a problem. <div data-bbox="1036 1465 1495 1558" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>

10. Effective Communication/Conflict Management: Effectively shares, receives, and integrates feedback. Communicates ideas clearly, accurately, and respectfully, (both verbally and in writing) with all levels of staff (Evaluated by feedback from domain, portfolio leaders, administration, front desk, and highlights).

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p>Effective Communication:</p> <ul style="list-style-type: none"> Conveys information, ideas, and feedback effectively and appropriately (both verbally and in writing), in the most professional manner with administrative team and/or relevant colleagues that contributes to the open exchange of ideas and solutions to help improve the Center. Consistently able to receive, integrate and provide feedback effectively, accepting accountability for one’s own actions, while understanding the intent and impact of actions. 	<ul style="list-style-type: none"> Conveys information, ideas, and feedback effectively (both verbally and written) that contributes to open exchange of ideas and solutions. Able to receive, integrate and provide feedback effectively, accepting accountability for own actions as evidenced by positive change. 	<ul style="list-style-type: none"> Conveys information, ideas, and feedback effectively (both verbally and writing). Able to receive and integrate feedback effectively. <div data-bbox="1052 489 1515 579" style="border: 1px solid black; padding: 5px;"> <p>CONDITIONAL: Does not integrate feedback after several discussions.</p> </div>
<p>Conflict Management:</p> <ul style="list-style-type: none"> Consistently demonstrates a high level of respect, tactfulness, and sensitivity during discussions and promotes mutual understanding and respect during difficult dialogues or in times of stress or conflict. Able to identify, address, and resolve disputes or disagreements between individuals or groups effectively and uses conflict management for the betterment of the Center. Chooses appropriate time and place to manage conflict and respects the boundaries of others, achieving mutual resolution. 	<ul style="list-style-type: none"> Demonstrates high level of respect, tactfulness, and sensitivity during discussions and promotes mutual understanding and respect during difficult dialogues or in times of stress or conflict. Able to identify, address, and resolve disputes or disagreements between individuals or groups effectively, leading to positive outcomes. Chooses appropriate time to manage conflict. 	<ul style="list-style-type: none"> Demonstrates an expected level of respect, tactfulness, and sensitivity when engaging in difficult dialogues or in times of stress or conflict. Handles and resolves conflict in a productive and timely manner. Appropriately seeks support when addressing conflict. <div data-bbox="1052 1287 1515 1377" style="border: 1px solid black; padding: 5px;"> <p>CONDITIONAL: Handles conflict in an unproductive or defensive manner</p> </div>

11. Career Growth/Inclusion/Center Contributions: Engages in positive and productive professional activities enhancing the missions of the Department and the University, while being supportive and respectful of all identities. Accomplishes annual goals. Obtains and keeps active license or actively working on licensure. Actively participates in professional development activities. *(Evaluated by feedback from domain, portfolio leaders, administration).*

Outstanding	Above Satisfactory (Above Expected)	Satisfactory (At Expected)
<p><u>Professional Goals and Licensure:</u></p> <ul style="list-style-type: none"> Independently accomplishes all annual goals. Independently maintains current license and exceeds CEU requirements. 	<ul style="list-style-type: none"> Accomplishes all annual goals with minimal support. Independently maintains current license and meets all CEU requirements. 	<ul style="list-style-type: none"> Accomplishes annual goals with assistance from leadership (or in process). Actively working on licensure. <p>NOTE: A clinician cannot get higher than a satisfactory in this subcategory if goals are not met from previous annual evaluation and/or does not keep licensure or obtain licensure within allotted time.</p>
<p><u>Inclusion:</u></p> <ul style="list-style-type: none"> Demonstrates Inclusivity through the recognition of and respect for individual and collective identities and by following professional codes of ethics and principles in all 3 domains: clinical (e.g., ICE evaluation), training (e.g., trainee feedback), and outreach (e.g., Qualtrics). 	<ul style="list-style-type: none"> Demonstrates inclusivity through the recognition of and respect for individual and collective identities, and by following professional codes of ethics and principles in 2 of 3 domains: clinical (e.g., ICE evaluation), training (e.g., trainee feedback), and outreach (e.g., Qualtrics). 	<ul style="list-style-type: none"> Demonstrates inclusivity through the recognition of and respect for individual and collective identities and by following professional codes of ethics and principles in the clinical domain: (e.g., ICE evaluation). <div data-bbox="1047 1024 1495 1157" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations</p> </div>
<p><u>Center Contributions/Professional Growth:</u></p> <ul style="list-style-type: none"> Implements tangible results of or develops something new through the professional development activities in a manner that enhances learning of staff and/or expertise of the Center. 	<ul style="list-style-type: none"> Completes training that results in a certificate or specialization that benefits the Center. Demonstrates significant growth within the academic year, as demonstrated by 1 major effort at the Center, to be determined by staff member and portfolio leader. 	<ul style="list-style-type: none"> Attends training that benefits the Center and increases therapist competency in certain area. <div data-bbox="1047 1377 1507 1470" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>CONDITIONAL: Does not meet minimum satisfactory expectations.</p> </div>

OVERALL PERFORMANCE EVALUATION

- ___ **Outstanding:** Performance is at least Satisfactory (expected level) in all areas and outstanding in at least 51% of the applicable evaluated areas.
- ___ **Above Satisfactory:** Performance is at least Satisfactory (expected level) in all areas and Above Satisfactory (above expected level) or better in at least 51% of the applicable evaluated areas.
- ___ **Satisfactory:** Performance is at least Satisfactory (expected level) in all areas, with the exception of one Conditional.
- ___ **Conditional:** Performance is below the Satisfactory (expected) level by receiving a Conditional in two or more areas.
- ___ **Unsatisfactory:** Performance is below the Satisfactory (expected) level by receiving Conditional in two or more areas for a second consecutive evaluation period.