

## **INTERN EVALUATION – Primary Supervision**

(see rating scale on back)

**Evaluation Time (circle one):** Mid-Year Final

**Intern:** \_\_\_\_\_

**Primary Supervisor:** \_\_\_\_\_

### **The development and refinement of clinical/therapeutic skills and the ability to function as a competent and effective therapist**

#### ***1. Intake interviewing and report writing skills***

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- \_\_\_\_\_ Effectively builds rapport with interviewees
- \_\_\_\_\_ Appropriately structures initial interviews
- \_\_\_\_\_ Gathers information relevant to etiology and maintenance of current problem(s)
- \_\_\_\_\_ Identifies appropriate therapeutic goals in collaboration with clients
- \_\_\_\_\_ Gathers information about clients' internal and external resources
- \_\_\_\_\_ Gathers information about the cultural aspects of clients
- \_\_\_\_\_ Writes intake interview reports that reflect concise client conceptualizations

#### ***2. Clinical consultation skills***

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- \_\_\_\_\_ Effectively builds rapport with consultees
- \_\_\_\_\_ Identifies most salient problem(s)
- \_\_\_\_\_ Engages client in problem solving, when indicated
- \_\_\_\_\_ Handles crises effectively
- \_\_\_\_\_ Has knowledge of major community referral resources
- \_\_\_\_\_ Makes appropriate referrals and recommendations

#### ***3. Case conceptualization skills***

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- \_\_\_\_\_ Effectively uses assessment information (e.g., CCAPS)
- \_\_\_\_\_ Demonstrates knowledge of the DSM-5
- \_\_\_\_\_ Knows and uses relevant psychological theory
- \_\_\_\_\_ Articulates diagnostic impressions, hypotheses, etc.
- \_\_\_\_\_ Demonstrates ability to conceptualize from different theoretical orientations
- \_\_\_\_\_ Identifies interventions for short and long term goals based on case conceptualizations
- \_\_\_\_\_ Integrates emerging relevant data
- \_\_\_\_\_ Formulates culturally relevant conceptualizations

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#### **4. Therapy intervention skills**

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- \_\_\_\_\_ Builds and maintains good working relationship with clients
- \_\_\_\_\_ Develops evidence-based intervention plans relevant to the treatment goals
- \_\_\_\_\_ Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking
- \_\_\_\_\_ Works toward realistic therapeutic goals
- \_\_\_\_\_ Attends to diversity characteristics and contextual variables in therapy
- \_\_\_\_\_ Applies the relevant research literature to clinical decision making
- \_\_\_\_\_ Selects and applies appropriate assessment methods to guide interventions
  
- \_\_\_\_\_ Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation
- \_\_\_\_\_ Maintains awareness of and uses process factors therapeutically
- \_\_\_\_\_ Uses confrontation effectively
- \_\_\_\_\_ Keeps a balance between challenging and supporting the client
- \_\_\_\_\_ Demonstrates sound clinical judgment and decision making skills
- \_\_\_\_\_ Manages transference and countertransference
- \_\_\_\_\_ Handles clients' affect effectively
- \_\_\_\_\_ Gives useful homework assignments
- \_\_\_\_\_ Assesses and responds to crises effectively
- \_\_\_\_\_ Responds with efficacy to client cancellations and no-shows
- \_\_\_\_\_ Demonstrates the appropriate use of timing in therapy (e.g., tailoring of interventions to clients' readiness for change)
- \_\_\_\_\_ Invites feedback from clients
- \_\_\_\_\_ Negotiates terminations effectively

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#### **5. Utilization of supervision and mentoring relationships to further therapeutic effectiveness**

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- \_\_\_\_\_ Comes prepared to supervision
- \_\_\_\_\_ Collaborates with supervisor in developing goals for supervision
- \_\_\_\_\_ Initiates self-critique and evaluation
- \_\_\_\_\_ Is open to feedback/suggestions/constructive criticism
- \_\_\_\_\_ Utilizes supervisor's recommendations
- \_\_\_\_\_ Seeks consultation with supervisors and other professionals in a timely manner
- \_\_\_\_\_ Develops collegial rapport with supervisor
- \_\_\_\_\_ Is willing to self-disclose and explore personal issues impacting counseling process

**The ability to be aware of and responsive to issues of human diversity throughout the intern's professional work and activities**

\_\_\_\_\_ **1. Awareness of the impact of diversity on self, others, and the profession of psychology**

/6

- \_\_\_\_\_ Is open to looking at his/her own values, biases, and preferences and works towards understanding how these may impact others with different cultural backgrounds, beliefs, and experiences
- \_\_\_\_\_ Demonstrates a commitment to learning about different populations (including groups based on age/phase of life, disability, ethnic, gender, international/foreign, religious, sexual orientation, and co-economic factors) and actively participates in training experiences designed to increase this awareness and understanding
- \_\_\_\_\_ Is open to evaluation and on-going feedback concerning his/her level of cultural competence
- \_\_\_\_\_ Seeks information (e.g., books, research, and consultation) when working with clients from unfamiliar backgrounds or when otherwise needed
- \_\_\_\_\_ Incorporates knowledge from relevant ethical guidelines and /or practice guidelines developed by/for specific diversity groups/populations
- \_\_\_\_\_ Is aware of diversity-related resources and support available to clients

\_\_\_\_\_ **2. Responsiveness to diversity issues and the application diversity knowledge in their interactions with clients and other professional activities (e.g., during assessment, case conceptualization, psychotherapy, and consultation)**

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- \_\_\_\_\_ Assesses and responds to issues related to client's level of acculturation and sense of cultural identity
- \_\_\_\_\_ Assesses the relationship between experiences of discrimination and oppression and their relationship to clients' presenting psychological concerns
- \_\_\_\_\_ Is able to converse with clients who are different from them and explore differences
- \_\_\_\_\_ Responds to clients' diversity-related needs, utilizing external sources such as education, mentoring, support, or advocacy
- \_\_\_\_\_ Incorporates diversity issues in research, presentations, and non-clinical activities

**Appropriate professional behavior and decision making based on the ethical principles pertinent to the practice of psychology**

\_\_\_\_\_ ***1. Conducting him/herself in a professional manner and demonstrating the ability to function effectively and reliably as a staff member***

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- \_\_\_\_\_ Arrives on time for scheduled appointments
- \_\_\_\_\_ Keeps client information confidential and secure
- \_\_\_\_\_ Completes timely, accurate, and thorough clinical documentations
- \_\_\_\_\_ Works in an efficient and professional manner with support staff
- \_\_\_\_\_ Demonstrates effective interpersonal skills and the ability to manage difficult communications well
- \_\_\_\_\_ Participates in staff meetings and other training related meetings
- \_\_\_\_\_ Carries him/herself as a member of a team by effectively balancing his/her own needs and organizational needs
- \_\_\_\_\_ Develops and maintains effective relationships with other interns and staff members (e.g., respects & listens to others' opinions, works to resolve any conflicts in an appropriate manner)
- \_\_\_\_\_ Works appropriately and effectively with other mental health professionals, student service personnel, professionals from other disciplines, etc.
- \_\_\_\_\_ Communicates effectively via emails (e.g., checking them regularly, responding in a timely manner, articulating him/herself professionally)
- \_\_\_\_\_ Maintains appropriate professional boundaries on social media
- \_\_\_\_\_ Completes non-clinical, administrative forms in an accurate and timely manner

\_\_\_\_\_ ***2. Demonstrating knowledge of and behavior consistent with APA ethical principles and relevant state legal statues***

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- \_\_\_\_\_ Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas (may be demonstrated in hypothetical case discussions/seminars)
- \_\_\_\_\_ Routinely and appropriately discusses ethical issues pertinent to current cases/professional work with his/her supervisors and other training staff
- \_\_\_\_\_ Conducts him/herself in a manner consistent with ethical standards and relevant laws
- \_\_\_\_\_ Identifies own limits of practice
- \_\_\_\_\_ Demonstrates awareness of emerging ethical and legal issues

**Progress/Strengths:**

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**Goals/Growth areas:**

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**Trainee signature:** \_\_\_\_\_

**Supervisor signature:** \_\_\_\_\_

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

**Rating Scale**

- N/D** No data or no opportunity to assess (If this is given, please explain why).
- 1 **Remedial Level:** Intern lacks understanding and demonstrates minimal evidence of the knowledge, awareness, and/or skill; or intern demonstrates problematic or harmful behavior requiring immediate attention. Extra supervision and remedial work are needed. A written remediation plan is required if this rating is given for a main category.
- 2 **Beginning/Pre-Internship Level:** Intern has demonstrated emerging knowledge, awareness, and/or skill. Performance is inconsistent. Extra supervisory attention and remedial work are required.
- 3 **Intermediate/ Internship Level:** Intern has shown some evidence of the knowledge, awareness, and/or skill. Performance is somewhat inconsistent. Attention in supervision is necessary to help intern move toward a higher competency level prior to the completion of internship. This is appropriate rating at the beginning and middle of internship.
- 4 **High Intermediate/Post-doctoral Level:** Intern has shown evidence of the knowledge, awareness and/or skill. Performance is mostly consistent and demonstrated in all but non-routine cases. Supervisor provides overall management of intern’s activities. Depth of supervision depends on clinical needs, and supervision may be moving toward a consultation model. Intern must receive this rating on each main category for successful completion of internship.
- 5 **Advanced/Licensure Level:** Intern has shown strong evidence of the knowledge, awareness, and/or skill. Performance is consistent across settings/situation. Intern has reached the level appropriate for independent practice with no supervision. (although they must receive supervision until they become licensed). Intern has reliable awareness and judgment to assess when they need to seek consultation.