EVALUATION OF INTERN

Name of Intern: ________________________________________
Name of Supervisor: ____________________________________
Semester Covered By Report: _______________________________

Supervisory Contact

List the area(s) of focus of supervision (ex. individual psychotherapy, group psychotherapy, consultation, etc.)

Method(s) of Supervision and Evaluation (check those used):

_____ Audio recording  _____ Video recording  ____ Discussion
____ Live Observation  ____ Co-therapy   _____ Role Playing
_____ Seminar  ____ Other ______________________________________

Intern Evaluation & Minimum Level of Achievement

Profession Wide Competencies

Interns are evaluated on the nine Profession Wide Competencies required under the APA Standards of Accreditation. Evaluation is based on an intern’s ability to demonstrate or provide each element (i.e., knowledge, awareness, or skill) that comprises each Competency. Our Intern Evaluation Scale is internship oriented rather than whole-career oriented. It is structured developmentally and the criteria used to determine the rating level on each element are effectiveness, extent of integration of element into intern’s practice, and the degree to which the intern can function independently.

In order to successfully complete internship, interns must obtain a minimum level of achievement rating of three (3) on all elements of the Profession Wide Competencies.

Secondary Competencies

A specific level of competence is not required on Secondary Competencies to successfully complete internship. Interns do not always have opportunities to provide services that would allow them to develop skill in nor do they always arrive at internship with training in these competencies. Secondary Competencies are important to our work at UMaine and often applicable in Counseling Centers as well as in other mental health agencies. When assigned or asked to engage in activities in which they can develop skill in such competencies, interns are expected to make a good faith effort to do so. Interns will receive support, training, and feedback in developing competencies in these objectives. Such effort is evaluated as an element in Competency IV: Professional Values and Standards.
Level 5 – Proficient: The intern has a well-established competence in the element (knowledge, awareness, or skill) being evaluated. The use of the element is consistently incorporated into the intern's work as an emerging psychologist and is evident in their daily professional practice. Intern is able to reflect on their experience of the element and knows when to consult. The intern functions in this element at a level that could allow them to work independently. This level characterizes the competency of an experienced post-doctoral resident.

Level 4 - Competent: The intern is aware of the element and frequently applies it in their work without need for assistance. The intern seeks greater learning about and understanding of the element as a form of ongoing development. Supervision focuses on further refining and developing advanced performance of this element. Intern is ready for post-internship supervised experience.

Level 3 – Maturing Competence: The intern is aware of the element and can utilize this awareness to inform their work in the internship setting, though the intern may still need assistance didactically or experientially in order to regularly utilize the element in their direct service. The application of learning to practice may be inconsistent. Ongoing supervision and monitoring is focused on continued advancement, integration, and consistency. Intern is ready for post-doctoral supervised experience and will need further attention on this element to be able to fully function independently. This is the minimal level of competence needed for successful completion of the training program.

Level 2 - Emerging Competence: The intern has a basic foundation in the element and moves toward acquiring competence in it. The intern may have cognitive understanding or experiential skill with the element, but those may not be well integrated. Significant supervision and monitoring are required to support the skill level needed for competence in professional entry-level practice.

Level 1 - Insufficient Competence: The intern does not understand or is unable to effectively demonstrate the element that is expected at this time in the training experience OR the intern exhibits behaviors indicating lack of readiness for the work that will be required in the internship setting. A doctoral intern evaluated at this level will require immediate augmented supervision or structured training opportunities. No confidence in ability to functioning independently at this time.

N/O Not Observable / Applicable
PROFESSION WIDE COMPETENCIES

I. RESEARCH

___1. Demonstrate ability to understand and present research in a professional manner.
___2. Understands the goals of program evaluation conducted at the Counseling Center.
___3. Recognizes and understands the elements of program evaluation used at the Counseling Center.
___4. Demonstrates ability to analyze and interpret aggregate clinical, program, and outcome data

II. ETHICAL AND LEGAL STANDARDS

___1. Knows and adheres to APA Ethical Principles of Psychologists and Code of Conduct and applicable state and federal law
___2. Understands ethical principles and professional/legal duties that pertain to cases that involve complicated roles and responsibilities
___3. Recognizes ethical dilemmas and applies ethical decision-making to resolve those dilemmas
___4. Seeks consultation from appropriate professional resources when clarification and assistance are needed to determine appropriate course of action

III. INTERCULTURAL EFFECTIVENESS

We define cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. These categories apply to all the elements listed below when refer to identity, culture, or diversity. It is expected that interns apply their knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity to all these elements

___1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
___2. Demonstrates an awareness of the variables including power dynamics, that affect culture and identity and how those intersect to affect client functioning
___3. Engages with clients in a way that shows sensitivity and respect for identity and cultural differences and the context in which the client lives
___4. Demonstrates skill in discussing with clients the nature of both the client’s and the clinician’s identity differences and how those influence the therapeutic relationship
___5. Applies sensitivity and humility in addressing dimensions of diversity in all facets of professional work.
___6. Demonstrates knowledge and skill in addressing dimensions of diversity in all facets of professional work. This includes the ability to apply a framework for working effectively with forms of diversity not previously encountered.
IV. PROFESSIONAL VALUES AND ATTITUDES

___1. Knows and adheres to University of Maine and Counseling Center policy and guidelines
___2. Meets professional obligations and supports Center functioning by making reasonable efforts in assigned tasks
___3. Completes professional documentation in a timely manner
___4. Prepares for supervision
___5. Demonstrates self-reflection, an openness to learning, and an awareness of personal and professional strengths and limitations
___6. Demonstrates awareness of and ability to discuss personal emotional functioning as it affects performance of duties
___7. Able to receive corrective feedback, apply it, and modify behavior accordingly
___8. Appropriately manages personal stress and emotions in a way that job performance is not unduly affected
___9. Demonstrates awareness of personal impact on co-workers, other professionals, and clients, and alters behavior and presentation appropriately (e.g., language, dress, conduct)
___10. Demonstrates an ability to take up authority appropriate to the role, goal, and context of professional activities.

V. COMMUNICATION AND INTERPERSONAL SKILLS

___1. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
___2. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate an effective grasp of professional language and concepts.
___3. Develops and maintains effective relationships with a wide range of individuals, including colleagues, supervisors, supervisees, and those receiving professional services
___4. Develops and maintains effective relationships with a wide range of individuals, including community members and organizations.

VI. ASSESSMENT

___1. Provides rationale and sufficient data from multiple sources for conceptualization and diagnosis
___2. Conceptualizes cases grounded in psychological theory, evidence-based practices, and an understanding of the client’s context
___3. Demonstrates flexibility in modifying conceptualization based on client responsiveness to interventions and client functioning
___4. Demonstrates ability to conceptualize cases using developmental models appropriate to a college student population (e.g. college student development, career, Erikson)
___5. Recognizes the difference between functional and dysfunctional thinking and behavior, taking into account contexts such as developmental, family, societal, and cultural factors.
6. Organizes and writes clear, well-supported intake reports, progress notes, and other documentation that communicates information effectively to the intended audience

7. Demonstrates a working knowledge of ICD 10 / DSM-V criteria

8. Demonstrates knowledge of biological / psychiatric issues and appropriately refers for psychiatric or other medical assessment

VII. INTERVENTION

Psychotherapeutic Alliance and Intervention

1. Listens carefully and reflects accurately what the client communicates

2. Shows sensitivity to emotional tone and client concerns

3. Is physically and emotionally present with the client

4. Establishes appropriate therapeutic boundaries and therapeutic framework

5. Sets and implements appropriate goals with the client

6. Demonstrates awareness of underlying issues and directs interventions to these issues

7. Makes interventions in response to clients reactions (goal-corrected attunement)

8. Effectively utilizes cognitive interventions (e.g., framing, normalizing, etc.)

9. Recognizes client somatic information and directs interventions toward somatic awareness and regulation.

10. Shows awareness of own thoughts and feeling (including countertransference)

11. Demonstrates skill in dealing with relationship issues (e.g. ruptures, transference)

12. Challenges and provides feedback when useful

13. Integrates theory and practice

14. Utilizes outcome and process data to inform therapy

15. Handles termination process appropriately

Crisis Intervention

16. Appropriately evaluates client’s level of distress and functioning

17. Assesses risk effectively (e.g. self-harm, suicidality, homicidality, substance use)

18. Provides appropriate level of intervention including grounding, stabilization and other interventions as needed (e.g. hospitalization, referral to on-campus resources)

19. Effectively utilizes appropriate resources to ensure safety

VIII. SUPERVISION

1. Demonstrates understanding of professionally accepted models of supervision (e.g., discrimination, developmental, and relational).

2. Demonstrates understanding of such supervision models in relation to intern’s own supervision

3. Demonstrates awareness of concepts of role, goal, and context in relation to supervision models

4. Establishes effective supervisory alliance

5. Addresses relational / interpersonal issues as those issues affect supervision

6. Applies their knowledge of role, goal, and context when providing support, direction, and feedback to supervisee
IX. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

1. Demonstrate knowledge of and respect for the roles and perspectives of other professions.
2. Identifies consultee and object of consultation appropriately
3. Clarifies consultee’s presenting concerns
4. Responds effectively to both content and relational issues in consultation
5. Identifies appropriate resources and communicates these effectively to consultee
6. Follows up on consultation as necessary and appropriately documents consultation

SECONDARY COMPETENCIES

X. OUTREACH AND COLLABORATION

1. Develop original or updated programs & workshops
2. Demonstrate competency in program delivery (e.g., assesses need accurately, prepares appropriately, delivers high-quality program, etc.)
3. Demonstrate professional public speaking skills
4. Participate in program delivery and outreach-related activities
5. Maintain & report data regarding individual programming activities and outcomes
6. Makes contact with and establishes relationships with collaboration sites
7. Inform and involve Counseling Center staff about collaboration opportunities and/or challenges with university collaborators and organizations
8. Understands organization structure, limitations/abilities, and needs of the collaborator

XI. GROUP FACILITATION

1. Establishes effective co-facilitator relationship
2. Discriminates content from process in group
3. Demonstrates ability to recognize individual versus group level interventions
4. Demonstrates ability to reflect whole or subgroup themes to the group
5. Demonstrates ability to support and challenge in the group context

XII. ADMINISTRATION (E.G., COMMITTEE WORK)

1. Focuses on appropriate tasks and process in meetings
2. Contributes meaningfully / effectively to tasks
3. Follows through on assignments
EVALUATION SUMMARY

Global Evaluation of Intern

1. General Comments

2. Strengths

3. Areas for Development

4. Progress of Intern through Semester

Recommendations for Future Training (Areas of development and/or including remediation)

Reservations (Areas requiring significant attention)

Signatures:
Intern: ___________________________________________ Date: ____________

Supervisor: ___________________________________________ Date: ____________

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