

## Intern Evaluation Form

Supervisor Role(s):  Primary,  Group,  Training Option,  Supervisor of Supervision

Supervisor Name:

Intern:

Supervision Dates:

Date of Evaluation:

In adherence with the above CoA definition, our Doctoral Internship in Health Service Psychology is a one-year professional training experience designed to provide:

- Learning through the practical application of evidence-based practice of psychology (APA Presidential Task Force on Evidence-Based Practice, 2006).
- Experiential, use-of-self, training in the practitioner model (Kolb, 1984; Aponte & Winter, 2000)
- Development of broad competencies generalizable to the functional competency of a health service psychologist practicing in a variety of professional settings. (APA,1996; APA, 2011; Health Service Psychology Education Collaborative, 2014)

While the Doctoral Internship in Health Service Psychology at the Texas A&M University Student Counseling Service aims to provide broad foundational training in the practice of health service psychology, our training integrates skills centered on the development of focused competencies specific to the functionality of a health service psychologist practicing in the context of a counseling center in an academic setting.

- Demonstrates understanding and support of a counseling center diversity statement and the impact and active implementation of core values reflected in the diversity statement.
- Recognizes one's role in creating policy and participating in systemic and campus change through internal and external committee work in a counseling center.
- Demonstrates an ability to conceptualize client treatment needs within an agency appropriate context.
- Demonstrates the ongoing practice of awareness and self-reflection from a use-of-self framework: integration of the professional self of what one knows (training, knowledge, techniques) with the personal self of who one is (personality, traits, belief systems, and life experience).

Throughout the training year, supervisors and interns are involved in both formal and informal evaluations. Please use the following scale to evaluate the intern.

**4 = Exceeds level of expected competency; is consistently above competency expectations for entry level health service psychologists.**

**3 = Satisfactory level of expected competency; meets competency expectations for entry level health service psychologists.**

**2 = Below average level of expected competency; displays some difficulties meeting basic competency expectations for entry level health service psychologists.**

**1 = Significantly below average level of expected competency; is not meeting basic competency expectations for entry level health service psychologists.**

**NB = No basis for judgment**

***The intern demonstrates:***

**I. Counseling Center Specialty**

|  |               |
|--|---------------|
| 1. Understanding and support of a counseling center diversity statement and the impact and active implementation of core values reflected in the diversity statement.  | <b>Rating</b> |
| 2. Recognition of one's role in creating policy and participating in systemic and campus change through internal and external committee work in a counseling center.   | <b>Rating</b> |
| 3. Ability to conceptualize client treatment needs within an agency appropriate context.   | <b>Rating</b> |
| 4. Ongoing practice of awareness and self-reflection from a use-of-self framework, conceptualized as integration of the professional self of what one knows (training, knowledge, techniques) with the personal self of who one is (personality, traits, belief systems, and life experience). | <b>Rating</b> |

**Comments:**

**II. Individual and Cultural Diversity**

|  |               |
|--|---------------|
| 1. Increasing awareness of how one's individual worldview (beliefs, values, attitudes, and related strengths/limitations) integrates diversity, self-reflection, and practice. | <b>Rating</b> |
| 2. Awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision.                                     | <b>Rating</b> |
| 3. Ongoing commitment to growth related to individual and cultural diversity, as reflected in clinical practice and professional identity.                                     | <b>Rating</b> |
| 4. Ability to work respectfully and effectively with diverse populations in assessment, intervention, consultation, and supervision.   | <b>Rating</b> |

**Comments:**

**III. Ethical and Legal Standards**

|   |               |
|---|---------------|
| 1. Knowledge and understanding of ethics code, standards, and guidelines.   | <b>Rating</b> |
| 2. Knowledge and understanding of legal and board statutes, rules, regulations, and case law relevant to the practice of psychology. (insert links) | <b>Rating</b> |
| 3. Ability to distinguish between legal, ethical, and moral standards.  | <b>Rating</b> |
| 4. Understanding of and an ability to reflect upon the impact of own values and ethics on clinical practice.  | <b>Rating</b> |
| 5. Ability to seek appropriate consultation, supervision, and information when faced with ethical or legal dilemmas.                                | <b>Rating</b> |
| 6. Ability to apply the ethics and legal codes to professional practice.  | <b>Rating</b> |
| 7. Understanding of and ability to maintain appropriate professional boundaries.  | <b>Rating</b> |

|  |               |
|--|---------------|
| 8. Commitment to valuing and striving toward a healthy relationship between personal and professional lives. | <b>Rating</b> |
|--|---------------|

**Comments:**

#### **IV. Professional Values, Attitudes, and Behaviors**

|  |               |
|--|---------------|
| 1. Sense of responsibility to ongoing contribution to the welfare of the profession and society.   | <b>Rating</b> |
| 2. Ability to effectively prepare and complete administrative and documentation tasks in an appropriate and timely manner, such as notes, emails, reports, evaluations, releases of information, letters to outside entities, etc. | <b>Rating</b> |
| 3. Ability to dialogue about clinical cases in an articulate and professional manner.  | <b>Rating</b> |
| 4. Awareness of the extent and limits of one's clinical skills.  | <b>Rating</b> |
| 5. Commitment to life-long learning as a clinician and professional.   | <b>Rating</b> |
| 6. Commitment to integrate individual and cultural diversity with professional values, attitudes, and behaviors.   | <b>Rating</b> |
| 7. Understanding of one's professional identity and role as an emerging mental health professional, as evidenced by appropriate increasing autonomy.   | <b>Rating</b> |
| 8. Ability to engage in effective and professional behavior within an organization, such as timely attendance to meetings and appointments and understanding one's role in a reporting structure.                                  | <b>Rating</b> |
| 9. Knowledge and understanding of the unique roles of other professionals within a multidisciplinary treatment setting.  | <b>Rating</b> |

**Comments:**

#### **V. Communication and Interpersonal Skills**

|   |               |
|---|---------------|
| 1. Ability to take a respectful approach to clients.  | <b>Rating</b> |
| 2. Skill with effectively navigate conflict and differences with agency clinical staff, support staff, colleagues, supervisors, supervisees, and clients. | <b>Rating</b> |
| 3. Ability to work collegially with fellow professionals.   | <b>Rating</b> |
| 4. Ability to provide helpful feedback to peers and receive such feedback non-defensively from peers.   | <b>Rating</b> |
| 5. Communication and interpersonal skills that are reflective of one's commitment to individual and cultural diversity.                                   | <b>Rating</b> |

**Comments:**

**VI. Assessment**

|  |               |
|--|---------------|
| 1. Ability to apply evidence-based practices to assessment within clinical work.   | <b>Rating</b> |
| 2. Ability to appropriately use assessment skills that are reflective of one's commitment to individual and cultural diversity.  | <b>Rating</b> |
| 3. Ability to appropriately use assessment skills that utilize and integrate biological, cultural, psychological, and social variables into the evaluation and diagnostic process. | <b>Rating</b> |
| 4. Knowledge of psychometrics relevant to assessment measures used.  | <b>Rating</b> |
| 5. Ability to understand the strengths and limitations of current diagnostic approaches and assessment measures.   | <b>Rating</b> |
| 6. Ability to engage in ongoing appropriate assessment of treatment progress and outcome.  | <b>Rating</b> |

**Comments:**

**VII. Intervention**

|   |               |
|---|---------------|
| 1. Ability to articulate and apply a sound, evidence based theoretical orientation.   | <b>Rating</b> |
| 2. Ability to conceptualize client concerns within a developmental context.   | <b>Rating</b> |
| 3. Ability to identify client strengths and resources.  | <b>Rating</b> |
| 4. Ability to cultivate an effective working alliance.  | <b>Rating</b> |
| 5. Skill with using intervention skills that are reflective of one's commitment to individual and cultural diversity.   | <b>Rating</b> |
| 6. Ability to utilize a holistic perspective by integrating biological, cultural, psychological, and social variables into case conceptualization, intervention selection, treatment planning, and termination. | <b>Rating</b> |
| 7. Ability to effectively implement intervention skills in psychotherapy in individual, group, and couple counseling modalities.  | <b>Rating</b> |
| 8. Ability to effectively implement intervention skills in crisis management.   | <b>Rating</b> |
| 9. Ability to effectively implement intervention skills in outreach.  | <b>Rating</b> |
| 10. Ability to link concepts of therapeutic process and change to intervention strategies.  | <b>Rating</b> |

**Comments:**

**VIII. Supervision**  
**As a supervisee:**

|   |               |
|---|---------------|
| 1. Consistent commitment to preparing for supervision.  | <b>Rating</b> |
| 2. Ability to non-defensively receive and respond to supervisory input.                             | <b>Rating</b> |
| 3. Ability to maintain effective working alliance with supervisors.                                 | <b>Rating</b> |
| 4. Supervision skills that are reflective of one's commitment to individual and cultural diversity. | <b>Rating</b> |
| 5. Understanding of the significance and impact of one's role in the evaluation process.            | <b>Rating</b> |

**Comments:**

**As a supervisor:**

|  |               |
|--|---------------|
| 6. Ability to conceptualize supervisee needs in a developmental context, including the influence of sociocultural factors. | <b>Rating</b> |
| 7. Consistent commitment to preparing for supervision.   | <b>Rating</b> |
| 8. Ability to non-defensively receive and respond to supervisee input.   | <b>Rating</b> |
| 9. Awareness of the extent and limits of one's supervisory skills.   | <b>Rating</b> |
| 10. Ability to maintain effective working alliance with supervisees.   | <b>Rating</b> |
| 11. Supervision skills that are reflective of one's commitment to individual and cultural diversity                        | <b>Rating</b> |
| 12. Understanding of the significance and impact of one's role in the evaluation process                                   | <b>Rating</b> |

**Comments:**

**IX. Consultation and Interprofessional/Interdisciplinary Skills**

|  |               |
|--|---------------|
| 1. Ability to engage in insightful self-reflection that informs professional communication and relationships.  | <b>Rating</b> |
| 2. Increasing capacity for clear and understandable dialogue (that avoids use of psychological jargon) with other professionals and members of client support network. | <b>Rating</b> |
| 3. Awareness of one's role as a representative of the center.  | <b>Rating</b> |
| 4. Consultation and interprofessional/ interdisciplinary skills that are reflective of one's commitment to individual and cultural diversity.                          | <b>Rating</b> |
| 5.   | <b>Rating</b> |

**Comments:**

**X. Research**

|  |               |
|--|---------------|
| 1. Ability to take a scholarly approach to clinical work and supervision (e.g., models, theories and research).  | <b>Rating</b> |
| 2. Ability to critically understand and utilize research to guide the therapeutic process, formulation of intervention strategies, and treatment planning. | <b>Rating</b> |
| 3. Ability to both critique and appropriately use evidence based approaches in professional practice.  | <b>Rating</b> |
| 4. Research skills that are reflective of one's commitment to individual and cultural diversity.   | <b>Rating</b> |

**Comments:**

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_