**River Valley Health Psychology Internship**

**Intern Competency Assessment**

**Intern Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Site:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Supervisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Trimester**: \_ August-November \_ December-March \_April-July Year:\_\_\_\_\_\_\_\_

**Hours-Per-Week of Supervision** (*by this supervisor*): \_\_\_\_

**Method of Supervision**: \_\_\_\_\_\_\_\_ **My Experience and Knowledge of Intern is**: Very Limited \_1 \_2 \_3 \_4 \_5 Extensive

**Methods of Determining Levels of Competency** (*Check all that apply*)**:**

**\_\_\_ Live observation \_\_\_ Discussion with team**

**\_\_\_ Review of written work \_\_\_ Co-facilitation**

**\_\_\_ Discussion of clinical interaction \_\_\_ Role play(s)**

**\_\_\_ Chart review \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions**: Please provide a rating for each competency at the element level. This rating should show intern growth over the course of the year towards competency in all elements by the final trimester evaluation. Use the definitions for each descriptor below to choose the rating that represents the interns’ performance in each skill area. This document should be reviewed as part of the supervisor -intern feedback sessions conducted each trimester. Supervisors and interns must sign the reviewed form as noted in the electronic template.

**Profession-Wide & Program-Specific Competency Skill Areas Rating Descriptions:**

**7 Strength**: Knowledge and skill development exceeds expectations in most areas of practice.

**6 Emerging Strength:** Knowledge and skill development exceeds expectations in one or two areas of practice. Knowledge and skill development expectations are met in all essential areas of practice.

**5 Competency**: Knowledge and skill development expectations are met in all essential areas of practice. Minimum level of achievement (MLA) for successful completion of internship.

**4 Maturing Competency:** Knowledge and skill expectations are met in some areas of practice. Growth is apparent in the development of knowledge and skills across all essential areas of practice. Common rating for midyear of internship.

**3 Progressing Competency**: Demonstrated knowledge and skills meet expectation for beginning stage of internship training. A foundation of skills is present and the intern is motivated to further develop knowledge and skills.

**2** **Emerging Competency:** Improvement in performance is needed. Knowledge and skill development expectations are met in most essential areas of practice; but, improvement is needed in one or more important areas.

**1** **Insufficient Competency:** Unsatisfactory performance at the beginning stage of internship training. Knowledge and skill development is below expectations in most essential areas of practice.

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| **Profession Wide Competency: Research** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national level. |  |  |  |  |  |  |  |
| Apply scientific literature to clinical practice as evidenced in conceptualization, treatment planning, and utilization of evidence-based interventions. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Ethical & Legal Standards** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Knowledgeable of and act in accordance with: the APA Ethical Principles of Psychologists and Code of Conduct, relevant laws, regulations, rules, and policies governing health service psychology, and relevant professional standards and guidelines. |  |  |  |  |  |  |  |
| Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. |  |  |  |  |  |  |  |
| Conduct self in an ethical manner in all professional activities. |  |  |  |  |  |  |  |
| Follow laws and regulations related to abuse reporting, adolescent reproductive health, and determination of decision-making capacity. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Individual and Cultural Diversity** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrate an understanding of how his/her own personal/cultural history, attitudes, and biases may affect how he/she understands and interacts with people different from him/herself. |  |  |  |  |  |  |  |
| Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. |  |  |  |  |  |  |  |
| Demonstrate ability to integrate awareness and knowledge of individual and cultural difference in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of his/her career. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with his/her own. |  |  |  |  |  |  |  |
| Demonstrate the ability to independently apply his/her knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship. |  |  |  |  |  |  |  |
| Recognize the impact of diversity on health and tailors assessment, treatment planning, and intervention accordingly. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Professional Values & Attitudes** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Behave in ways that reflect the values and attitudes of psychology including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. |  |  |  |  |  |  |  |
| Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. |  |  |  |  |  |  |  |
| Actively seek and demonstrate openness and responsiveness to feedback and supervision. |  |  |  |  |  |  |  |
| Respond professionally in increasingly complex situations with a greater degree of independence. |  |  |  |  |  |  |  |
| Engage in adequate self-care and manages stress associated with clinical practice by consulting with peers and seeking supervision without crossing professional boundaries. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Communication & Interpersonal Skills** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. |  |  |  |  |  |  |  |
| Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. |  |  |  |  |  |  |  |
| Demonstrate effective interpersonal skills and the ability to manage difficult communications well. |  |  |  |  |  |  |  |
| Clinical documentation provides a concise synthesis of patient symptoms, functioning, intervention provided, treatment plan, and other clinically pertinent information. |  |  |  |  |  |  |  |
| Clinical documentation is completed on the date of service. |  |  |  |  |  |  |  |
| Clinical documentation reflects coordination with the treatment team, as clinically indicated. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Assessment** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including considerations of patient strengths and psychopathology. |  |  |  |  |  |  |  |
| Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural). |  |  |  |  |  |  |  |
| Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. |  |  |  |  |  |  |  |
| Select and apply assess methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the patient. |  |  |  |  |  |  |  |
| Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. |  |  |  |  |  |  |  |
| Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. |  |  |  |  |  |  |  |
| Understand the psychosocial impact of physical health conditions. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Intervention** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Establish and maintain effective relationships with patients. |  |  |  |  |  |  |  |
| Develop evidence-based treatment plans specific to the treatment goals. |  |  |  |  |  |  |  |
| Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. |  |  |  |  |  |  |  |
| Demonstrate the ability to apply the relevant research literature to clinical decision making. |  |  |  |  |  |  |  |
| Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. |  |  |  |  |  |  |  |
| Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Supervision** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrate knowledge of supervision models. |  |  |  |  |  |  |  |
| Apply knowledge of supervision models in direct or simulated practice with psychology trainees, or other health professionals. |  |  |  |  |  |  |  |
| Seek supervision appropriately. |  |  |  |  |  |  |  |
| Actively participate in supervision and is open and receptive to feedback. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Profession Wide Competency: Consultation & Interprofessional/Interdisciplinary Skills** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Demonstrate knowledge and respect for the roles and prospectives of other professionals. |  |  |  |  |  |  |  |
| Demonstrate knowledge of consultation models and practices. |  |  |  |  |  |  |  |
| Apply knowledge of models and practices to consultation with individuals and their families, other healthcare professionals, interprofessional groups, or systems related to health and behavior. |  |  |  |  |  |  |  |
| Demonstrate understanding that patient care is the responsibility of a team of professionals. |  |  |  |  |  |  |  |
| Recognize patients’ complex healthcare needs and collaborate with the multidisciplinary team to develop a unified treatment plan. |  |  |  |  |  |  |  |
| Communicate effectively with team members using language appropriate to the providers’ training and culture. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

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| **Program Specific Competency: Integrated Service Delivery** | **Insufficient Competency** | **Emerging Competency** | **Progressing**  **Competency** | **Maturing**  **Competency** | **Competency** | **Emerging**  **Strength** | **Strength** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Exhibit adequate flexibility to enhance access to behavioral health in primary care. |  |  |  |  |  |  |  |
| Focus assessment and intervention across the continuum of health and illness including: the provision of acute services, targeted prevention of illness, health promotion, and risk reduction for physical and behavioral health concerns. |  |  |  |  |  |  |  |
| Demonstrate primary care skills and content knowledge. |  |  |  |  |  |  |  |
| Understand and utilize population health strategies. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |