***RIVER VALLEY HEALTH***

***CLINICAL PSYCHOLOGY INTERNSHIP***

***Intern Evaluation of Internship***

Intern Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Term: \_\_\_ Mid-Intern Year \_\_\_ End-Intern year \_\_\_ 6 + month Post Intern Year

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluating performance and also a vehicle for change. For Section I: Please provide a rating for the strength of the program in promoting your development and mastery of Profession Wide Competencies and Program Specific Competencies. For Section II: Please provide feedback on your overall experience with the internship program.

7 = Excellent

6 = Very good

5 = Good

4 = Satisfactory

3 = Fair

2 = Below expected level

1 = Unsatisfactory

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Research** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 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: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Ethical & Legal Standards** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Knowledge of and action 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. |  |  |  |  |  |  |  |
| Recognition of 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: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Individual and Cultural Diversity** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 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. |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |
| Ability to independently apply his/her knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship. |  |  |  |  |  |  |  |
| Recognition of the impact of diversity on health and tailors assessment, treatment planning, and intervention accordingly. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Professional Values & Attitudes** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Behavior 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. |  |  |  |  |  |  |  |
| Self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. |  |  |  |  |  |  |  |
| Active seeking and openness and responsiveness to feedback and supervision. |  |  |  |  |  |  |  |
| Responding professionally in increasingly complex situations with a greater degree of independence. |  |  |  |  |  |  |  |
| Adequate self-care and manages stress associated with clinical practice by consulting with peers and seeking supervision without crossing professional boundaries. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Communication & Interpersonal Skills** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Development and maintenance of effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. |  |  |  |  |  |  |  |
| Production and comprehension of oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. |  |  |  |  |  |  |  |
| Effective interpersonal skills and the ability to manage difficult communications well. |  |  |  |  |  |  |  |
| Clinical documentation that provides a concise synthesis of patient symptoms, functioning, intervention provided, treatment plan, and other clinically pertinent information. |  |  |  |  |  |  |  |
| Clinical documentation that is completed on the date of service. |  |  |  |  |  |  |  |
| Clinical documentation that reflects coordination with the treatment team, as clinically indicated. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Assessment** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including considerations of patient strengths and psychopathology. |  |  |  |  |  |  |  |
| Understanding of human behavior within its context (e.g., family, social, societal, and cultural). |  |  |  |  |  |  |  |
| Ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. |  |  |  |  |  |  |  |
| Selection and application of assessment 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. |  |  |  |  |  |  |  |
| Interpretation of 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: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Intervention** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 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. |  |  |  |  |  |  |  |
| 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: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Supervision** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Knowledge of supervision models. |  |  |  |  |  |  |  |
| Knowledge of supervision models in direct or simulated practice with psychology trainees, or other health professionals. |  |  |  |  |  |  |  |
| Seek supervision appropriately. |  |  |  |  |  |  |  |
| Active participation in supervision and is open and receptive to feedback. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession Wide Competency: Consultation & Interprofessional/Interdisciplinary Skills** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Knowledge and respect for the roles and prospectives of other professionals. |  |  |  |  |  |  |  |
| Knowledge of consultation models and practices. |  |  |  |  |  |  |  |
| Knowledge of models and practices to consultation with individuals and their families, other healthcare professionals, interprofessional groups, or systems related to health and behavior. |  |  |  |  |  |  |  |
| Understanding that patient care is the responsibility of a team of professionals. |  |  |  |  |  |  |  |
| Recognition of patients’ complex healthcare needs and collaboration 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: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Specific Competency: Integrated Service Delivery** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Adequate flexibility to enhance access to behavioral health in primary care. |  |  |  |  |  |  |  |
| Focused 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. |  |  |  |  |  |  |  |
| Primary care skills and content knowledge. |  |  |  |  |  |  |  |
| Understand and utilize population health strategies. |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

1. **Overall Internship**

Please provide a rating for the items below using the same scale:

7 = Excellent

6 = Very good

5 = Good

4 = Satisfactory

3 = Fair

2 = Below expected level

1. = Unsatisfactory

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Atmosphere** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Adherence to APA ethical guidelines |  |  |  |  |  |  |  |
| Commitment to serving the psychological needs of patients |  |  |  |  |  |  |  |
| Active collaboration and cooperation between staff members |  |  |  |  |  |  |  |
| Respect for, and use of, professionals from other disciplines |  |  |  |  |  |  |  |
| Commitment to science and profession of psychology |  |  |  |  |  |  |  |
| Awareness of, and respect for, individual differences among patients and professionals |  |  |  |  |  |  |  |
| Respect for human rights of clients and professionals |  |  |  |  |  |  |  |
| Opportunity for professional development |  |  |  |  |  |  |  |
| Comments: | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Training Atmosphere** | **Unsatisfactory** | **Below expected level** | **Fair** | **Satisfactory** | **Good** | **Very good** | **Excellent** |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Commitment to training |  |  |  |  |  |  |  |
| Responsiveness of program to personal and individual training needs |
| Accessibility of staff for supervision, consultation, and other training needs |
| Training prioritized over service |
| Adequate role models |
| Atmosphere conducive to intellectual stimulation and professional growth |
| Breadth of experience |
| Depth of experience |
| Comments: |

**6. What are the strengths of this training program?**

**7. What are the areas of improvement of this training program?**

**8. Recommendations:**

**10. Please rate the training program overall in helping to prepare you as**

**a psychologist**:

1 2 3 4 5 6 7

**11. Please rate the training program as meeting your own expectations**:

1 2 3 4 5 6 7

**12. Additional comments:**