

**INDEPENDENCE HEALTH SYSTEM PSYCHOLOGY INTERNSHIP CONSORTIUM INTERN  
EVALUATION**

Psychology Intern: \_\_\_\_\_

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

Date of Evaluation \_\_\_\_\_

Dates Evaluation Covers: From \_\_\_\_\_ to \_\_\_\_\_

**EVALUATION METHODS USED:**

\_\_\_\_ Direct/live observation

\_\_\_\_ Case Presentation

\_\_\_\_ Video/Audio Recording

\_\_\_\_ Co-facilitation of therapy

\_\_\_\_ Review of clinical documentation

\_\_\_\_ Seminar discussions

\_\_\_\_ Feedback from other staff

\_\_\_\_ Other

Please complete the intern evaluation using the scale below. Please include comments for each of the nine required profession wide competencies. The evaluation includes feedback from all training staff. **Direct live or recorded observation must be completed at least once each evaluation period.**

- N: Not enough information at this time to provide an evaluation of this learning element.
- 1. Performance significantly below expected level for doctoral intern in health service psychology. Intern requires close monitoring and significant training and supervision to meet basic tasks. Remediation plan needed.
- 2. Performance below expected level for doctoral intern in health service psychology. Intern requires additional supervision and monitoring of basic tasks. Remediation plan needed.
- 3. Performance approaching the level of independent practice and is at expected level for doctoral intern in health service psychology. Intern continues to consult and demonstrates appropriately increasing independence.
- 4. Performance at expected level for independent practice for entry level health service psychologist and is performing at the developmentally appropriate level for the end of the internship year. This is the minimum level of achievement for successful completion of internship at the end of the training year.
- 5. Performance at advanced level for entry level health service psychologist. Intern demonstrates mastery of basic and some advanced skills associated with this competency.

<b>I. Research. The intern:</b>	
A. Demonstrates substantially independent ability to evaluate critically and disseminate research or other scholarly activities (e.g., case conference, presentation, publication) at the local (including host institution), regional, or national level.	
B. Effectively translate evidence-based research to clinical practice.	
C. Integrate culturally informed research into case presentations and clinical work.	
Comments	

<b>II. Ethical and Legal Standards. The intern:</b>	
A. Is knowledgeable of and acts in accordance with the current version of: <ul style="list-style-type: none"> <li>the APA Ethical Principles of Psychologists and Code of Conduct</li> <li>relevant laws, regulations, rules, and policies governing health; service psychology at the organizational, local, state, and regional, and federal levels; and</li> <li>relevant professional standards and guidelines.</li> </ul>	
B. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.	
C. Conducts self in an ethical manner in all professional activities.	
D. Consults with supervisor and other staff members when working through an ethical dilemma.	
Comments	

<b>III. Individual and Cultural Diversity. The intern:</b>	
A. 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.	
B. Demonstrates 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.	
C. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	

D. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.	
Comments	

<b>IV. Professional Values and Attitudes: The intern:</b>	
A. Behaves 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.	
B. Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
C. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	
D. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.	
Comments	

<b>V. Communication and Interpersonal Skills. The intern:</b>	
A. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
B. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.	
C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	
D. Responds to communication from clients and staff in a timely manner.	
Comments	

<b>VI. Assessment. The intern:</b>	
A. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
B. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	
C. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
D. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and	

psychometrics; collects 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 service recipient.	
E. Interprets 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.	
F. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
G. Integrates socio-cultural context into the assessment process, including clinical interviews, interpretation, and oral and written documents.	
Comments	

<b>VII. Intervention. The intern:</b>	
A. Establishes and maintain effective relationships with the recipients of psychological services.	
B. Develops evidence-based intervention plans specific to the service delivery goals.	
C. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
D. Demonstrates the ability to apply the relevant research literature to clinical decision making.	
E. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	
F. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	
G. Demonstrates the ability to present effectively psychoeducational programming and/or teaching effectively.	
H. Provides ethical and responsible service for clients (e.g., keeping timely appointments, disclosure of training status and supervisor).	
I. Maintains timely clinical documentation in accordance with agency, ethical, and legal requirements.	
Comments	

<b>VIII. Supervision: The intern:</b>	
A. Applies knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.	

B. Prepares adequately for supervision and actively seeks, engages in, and is receptive to feedback in supervision, integrating feedback into subsequent work.	
C. Provides effective feedback to peers.	
D. Provides strength based and constructive feedback to support supervisee's professional development.	
Comments	

<b>IX. Consultation and Interprofessional/Interdisciplinary Skills.</b> <b>The intern:</b>	
A. Demonstrate knowledge and respect for the roles and perspectives of other professions.	
B. Applies knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to: role played consultations with others and peer consultation, provision of consultation to other trainees.	
Comments	

Summary:
Areas of Strength:
Areas of Growth:

**Signature of Doctoral Intern:** \_\_\_\_\_

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

**Signature of Supervisor:** \_\_\_\_\_

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

*The evaluative criteria are from the APA Commission on Accreditation Implementing Regulations (IR C-8 I), with the exceptions of: II.D; V.D; VI.G; VII.G, H, I; and VIIIB, C, D.*