**Internship Evaluation of Competencies**

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

Expectations of Intern Performance (from “Expectations, Evaluation, Due Process, and Grievance Procedures for Psychology Interns” document):

* The intern must receive a competency rating of “Proficient/Satisfactory” (“performs at a level expected at completion of internship”) on all essential rated competencies and a rating of “Developing” (“performs at an acceptable level - expected to improve with continuing training and supervision”) on all remaining competencies on all final (end of year) evaluation forms.
* Interns must also receive a competency rating of “Proficient/Satisfactory” on all overall objective ratings. To receive an overall proficiency rating of Proficient/Satisfactory, the intern must be rated as Proficient/Satisfactory on all essential competencies.
* Any intern who receives a rating of “Remedial” (“requires corrective action to bring performance up to satisfactory level”), “Minimally Satisfactory” (“Performance is minimally satisfactory – requires significant growth to approach proficiency) or “Unsatisfactory” (“Performance sufficiently weak to jeopardize continuation in training”) on any rated competency at the mid-year point will have a written plan in place to help them meet the standards by the end of the internship year.

**Goal 1: Professional Competence**

**Rating Scale for Competencies included in Goal 1, Professional Competence:**

**S**atisfactory – Performs at a satisfactory professional level expected at completion of internship

**D**eveloping – Performs at an acceptable professional level

**R**emedial – Requires corrective action to bring performance up to satisfactory level

\* Indicates essential competency

\*\*Overall proficiency based on ratings of all competencies. The overall proficiency will generally be where the majority of competency ratings fall, but cannot be marked as Satisfactory unless all essential competencies are Satisfactory.

**Objective 1: Proficiency in Application of Ethical and Legal Standards**

|  |  |  |  |
| --- | --- | --- | --- |
| Competencies | **S** | **D** | **R** |
| \*Utilize ethical decision making through advanced knowledge of and adherence to appropriate ethical and legal standards |  |  |  |
| \*Demonstrate effective use of supervision and consultation to explore ethical concerns |  |  |  |
| \*Overall proficiency in application of ethical and legal standards |  |  |  |

Comments:

**Objective 2: Proficiency in Self-Awareness and Reflection**

|  |  |  |  |
| --- | --- | --- | --- |
| Competencies | **S** | **D** | **R** |
| \*Recognize one’s strengths, weaknesses, and limits |  |  |  |
| \*Demonstrate openness to self-reflection of how cultural and diversity issues influence one’s self as a counselor |  |  |  |
| Develop the ability for self-reflection in a professional context in order to make decisions about how to best function in that setting |  |  |  |
| \*\*Overall proficiency in self-awareness and reflection |  |  |  |

Comments:

**Objective 3: Development of Professional Identity**

|  |  |  |  |
| --- | --- | --- | --- |
| Competencies | **S** | **D** | **R** |
| \*Increase autonomy and confidence in handling a wide array of clinical situations, moving from external supervision to self-supervision |  |  |  |
| Establish a sense of identity as a part of a professional community and understand the importance of participation in its organizations |  |  |  |
| Learn strategies for establishing a balance of personal and professional life and general self-care |  |  |  |
| Develop a base of knowledge of the psychology job market and licensure process |  |  |  |
| \*\*Overall proficiency in the development of professional identity |  |  |  |

Comments:

**Objective 4: Ability to Function in a Professional Setting**

|  |  |  |  |
| --- | --- | --- | --- |
| Competencies | **S** | **D** | **R** |
| \*Conform to organizational norms of attire, grooming, and deportment |  |  |  |
| \*Maintain professional standards of communication and interpersonal behavior |  |  |  |
| \*Perform all required and expected professional responsibilities |  |  |  |
| \*Manage personal commitments and stress in such a way as to prevent interference with professional functioning |  |  |  |
| \*Behave in accordance with the professional standards expectations of the training program |  |  |  |
| \*Utilize feedback received from clients, supervisors, and supervisees to continuously develop professional effectiveness |  |  |  |
| Demonstrate the ability to participate in and utilize both formal and informal evaluation procedures to improve organizational functioning and effectiveness |  |  |  |
| \*\*Overall proficiency in ability to function in a professional setting |  |  |  |

Comments:

**Rating Scale for Competencies included in Goals 2, 3, and 4:**

**P**roficient – Performs at a level expected at completion of internship

**D**eveloping – Performs at an acceptable level – expected to improve with continuing experience and supervision

**M**inimal – Performance is minimally satisfactory – requires significant growth to approach proficiency

**U**nsatisfactory – Performance sufficiently weak to jeopardize continuation in the internship

\* Indicates essential competency

\*\*Overall proficiency is determined by ratings of all competencies. The overall proficiency will generally be where the majority of competency ratings fall, but cannot be marked as Proficient unless all essential competencies are Proficient.

**Goal 2: General Clinical Competence**

**Objective 1: Demonstrate proficiency in individual counseling**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| \*Utilize relationship building skills in order to facilitate a strong working alliance with clients |  |  |  |  |
| \*Demonstrate understanding, acceptance, and empathic reflection |  |  |  |  |
| \*Demonstrate the ability to engage in exploration of history, beliefs and feelings |  |  |  |  |
| \*Demonstrate skills in developing and articulating accurate conceptualization of client problem |  |  |  |  |
| \*Demonstrate proficiency in the implementation of appropriate problem interventions |  |  |  |  |
| \*Demonstrate skills in effectively concluding and terminating counseling |  |  |  |  |
| \*Demonstrate the ability to engage in the appropriate documentation of counseling sessions |  |  |  |  |
| \*\*Overall proficiency in individual counseling |  |  |  |  |

Comments:

**Objective 2: Demonstrate proficiency in clinical assessment and treatment planning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| \*Demonstrate proficiency in conducting screening intakes |  |  |  |  |
| \*Demonstrate skills in conducting clinical interviews |  |  |  |  |
| Engage in administering assessment instruments and demonstrate knowledge of selecting appropriate instruments, scoring, and interpretation |  |  |  |  |
| \*Demonstrate the ability to articulate an adequate initial formulation, including diagnostic impression as appropriate |  |  |  |  |
| \*Identify appropriate counseling modality(ies) and approach(es) to be used, or identifying other appropriate outside resources |  |  |  |  |
| Demonstrate the ability to summarize findings accurately, thoroughly, and concisely in writing |  |  |  |  |
| \*\*Overall proficiency in clinical assessment and treatment planning |  |  |  |  |

Comments:

**Objective 3: Demonstrate proficiency in crisis intervention**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| Demonstrate the ability to maintain a calm, detached focus on crisis situation |  |  |  |  |
| \*Demonstrate skills in identifying the nature of problem that led to the crisis |  |  |  |  |
| Demonstrate the ability to identify resources both internal to the client and external resources to help the client manage the crisis situation |  |  |  |  |
| \*Demonstrate the ability to identify appropriate action plan for crisis resolution |  |  |  |  |
| \*Demonstrate follow through to ensure that the crisis is resolved appropriately and sufficiently |  |  |  |  |
| \*Demonstrate skills in documentation of crisis session, including appropriate documentation of ethical issues and risk |  |  |  |  |
| \*\*Overall proficiency in crisis intervention |  |  |  |  |

Comments:

**Objective 4: Demonstrate proficiency in group counseling**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| \*Demonstrate the ability to select appropriate members for groups |  |  |  |  |
| \*Demonstrate the ability to orient and prepare clients for participation in group, including guidelines, norms, expectations, and benefits of group |  |  |  |  |
| \*Demonstrate skills in attending to group process observing both individual indicators of feelings, thoughts, and behaviors, as well as overall group dynamics |  |  |  |  |
| \*Demonstrate the ability to use appropriate group level interventions to facilitate client growth and group process |  |  |  |  |
| Demonstrate the ability to share group leadership in a balanced manner with co-leader |  |  |  |  |
| Demonstrate the ability to appropriately conclude and terminate group (individual member terminations during the semester and for the group as a whole at the end of the semester as appropriate) |  |  |  |  |
| Demonstrate the ability to appropriately document group counseling on the group and individual level in a timely manner |  |  |  |  |
| \*\*Overall proficiency in group counseling |  |  |  |  |

Comments:

**Objective 5: Demonstrate proficiency in vocational assessment and counseling**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| Demonstrate proficiency in administering and interpreting vocational assessment instruments |  |  |  |  |
| Demonstrate the ability to administer and facilitate vocational exploration and life planning exercises |  |  |  |  |
| Demonstrate skills in helping clients explore their personal educational and work history |  |  |  |  |
| Develop knowledge of and utilize occupational exploration resources |  |  |  |  |
| \*Integrate vocational assessment and counseling skills in the successful leadership of career workshops |  |  |  |  |
| \*\*Overall proficiency in vocational assessment and counseling |  |  |  |  |

Comments:

**Objective 6: Demonstrate proficiency in supervision**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| \*Demonstrate the ability to create a safe supportive supervision environment in order to develop an alliance with supervisee |  |  |  |  |
| Collaboratively develop training goals with the trainees and monitor training goals throughout supervision |  |  |  |  |
| \*Demonstrate the ability to use appropriate methods of case review, suggestions of counseling techniques, application of theory, and ongoing assessment of client progress |  |  |  |  |
| \*Demonstrate skills in reviewing session videos and providing specific feedback that promotes trainee development |  |  |  |  |
| Demonstrate understanding of how to promote supervisee’s professional development through exploration of professional issues |  |  |  |  |
| \*\*Overall proficiency in supervision |  |  |  |  |

Comments:

**Objective 7: Demonstrate proficiency in consultation and outreach**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| Engage in consultation with CCS staff, trainees, concerned others, or other university constituents. Demonstrate the ability to explore the consultee’s concern |  |  |  |  |
| Demonstrate skills in providing clarification of consultee’s concern and provide appropriate information or explore alternative solutions |  |  |  |  |
| Engage in gathering appropriate psychoeducational resources on outreach topics that are informative and impactful |  |  |  |  |
| \*Develop and implement outreach programs on psychoeducational topics designed to reach a target audience |  |  |  |  |
| \*Demonstrate the ability to design effective outreach displays in order to educate and promote awareness of mental health issues on campus |  |  |  |  |
| \*\*Overall proficiency in consultation and outreach |  |  |  |  |

Comments:

**Goal 3: Multicultural Competence**

**Objective 1: Demonstrate an understanding of multicultural and diversity issues and how those issues relate to the counseling process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| Identifies attitudes, beliefs, and biases about own and others’ cultural identities and behavior |  |  |  |  |
| Seeks knowledge and understanding of the cultural experiences and perspectives relevant to the client population |  |  |  |  |
| Develops sensitivity to the impact of cultural diversity on interpersonal dynamics in the counseling setting |  |  |  |  |
| \*\*Overall proficiency in demonstrating an understanding of multicultural and diversity issues |  |  |  |  |

Comments:

**Objective 2: Demonstrate proficiency in addressing multicultural issues in counseling practice**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| Demonstrate openness and willingness to discuss multicultural issues in supervision |  |  |  |  |
| Demonstrate empathic understanding and acceptance of clients’ cultural experience |  |  |  |  |
| Process intercultural differences with respect and skill |  |  |  |  |
| Recognize when cultural factors may be impeding counseling, and address the problem appropriately |  |  |  |  |
| \*\*Overall proficiency in addressing multicultural issues in counseling practice |  |  |  |  |

Comments:

**Goal 4: Integration of Science into Practice**

**Objective 1: Apply a variety of theoretical models and techniques into clinical practice, drawing from a range of established methodologies in the field**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| Demonstrate breadth of understanding of theory |  |  |  |  |
| Demonstrate application of theory to case formulation and interventions |  |  |  |  |
| \*Demonstrate knowledge of and application of approaches rooted in evidence based practice |  |  |  |  |
| \*\*Overall proficiency in applying a variety of theoretical models and techniques into clinical practice. |  |  |  |  |

Comments:

**Objective 2: Maintain up-to-date knowledge of the applied psychology literature**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Competencies | **P** | **D** | **M** | **U** |
| Demonstrate understanding of scholarship and research in applied psychology |  |  |  |  |
| Use professional literature to guide development of practice competence |  |  |  |  |
| \*\*Overall proficiency in maintaining up-to-date knowledge of the applied psychology literature |  |  |  |  |

Comments:

Intern signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_