

INTERN QUARTERLY EVALUATION DOCUMENT

Intern performance is rated by the primary clinical supervisor. The constructs of Professional Development, Clinical Knowledge and Skills, Psychological Testing, Interpersonal Skills, Intrapersonal Functioning, and Individual/Cultural Diversity are rated on a 1-6 sliding scale with comments provided in the various domains (e.g., leadership, ethics and standards, record keeping/documentation, organization and time management).

RATING KEY (based on intern functioning/performance during the rating period)

- U Unable to rate the intern because of insufficient information
- 1 Major concern exists with functioning and a remediation plan is attached
- 2 Minor concern exists with functioning and a remediation plan is attached
- 3 An issue has existed at some point during the rating period (see supervisor comments for details)
- 4 Intern functioning/performance is typical of interns
- 5 Intern functioning/performance is better than many interns
- 6 Intern functioning/performance is markedly above many interns

PROFESSIONAL DEVELOPMENT _____

Leadership

Positive leadership features: earns trust from others, has integrity, a sense of responsibility, is conscientious, good at problem solving and conflict resolution, dependable, keeps his/her word, gets the job done and done well, is respected and respectful, good communication skills (especially listening and responding in a constructive way)

Commitment to the development of the profession

A commitment to lifelong learning and scholarship

Presence of critical thinking

Strong consideration toward membership in the American Psychological Association (and its divisions) and specialty certifications (e.g., American Board of Professional Psychology)

Comfortable as a collaborative and professional member of the community of psychologists

Participates in interactions with other interns in order to facilitate a sense of community, belonging, and connection

Comments:

Ethics and Standards

Understanding of what the ethical principles and code of conduct and other relevant documents say as they apply to the clinical situation, and follows them appropriately

Learn about mandatory reporting laws (and how to respond), Michigan's Mental Health Code

Comments:

Record Keeping, Documentation

Completes session notes as required

Maintains record confidentiality

Includes necessary/relevant information in the session notes

Keeps records, documents as required by law, the profession, and consistent with insurance companies requirements

Comments:

Organization and Time Management

Prepared for the day's activities (service delivery, didactics, supervision)

On time

Uses time constructively

Written documents completed/sent and telephone calls made in a timely manner

Effectively and efficiently uses time

Able to multi-task

Comments:

Interdisciplinary Collaboration

Interfaces with various service providers (e.g., psychiatrists, community physicians, judges, foster care workers, juvenile justice workers, probation and parole agents, teachers, child protective services workers, lawyers)

Knowledge of key issues and concepts in related disciplines and ability to interact with non-psychologist professionals

Experiences the delivery of mental health services in various milieus (e.g., psychiatric hospitals, jails, residential treatment facilities, foster care homes, group homes for those with developmental disabilities, detention centers, emergency rooms, community mental health centers, domestic violence shelters)

Comments:

Community Resources

Awareness of community resources that can assist client needs

After-hours emergency services system operates

Understanding procedures for voluntary and involuntary psychiatric hospitalization

Comments:

Administration

Understanding of how to operate a private practice (advertising, billing, office management, filing system, building layout, and so forth)

Able to develop and manage the practice of mental health services and/or the administration of health organizations, programs, and agencies (legal, economic, logistical, and practical aspects of day-to-day operations)

Comments:

Consultation

Provides informative guidance or professional assistance to others

Comments:

CLINICAL KNOWLEDGE AND SKILLS _____

Therapeutic alliance (build and maintain rapport; facilitate an open, forthright attitude, build trust and confidence; motivate client to respond in a positive way; getting client's cooperation-engage the client; enhance ability to develop and manage the therapeutic alliance in the service of achieving treatment goals; improve ability to relate with the clients in ways that motivate and facilitate goal accomplishment, responding artfully; empathic attunement

Comments:

Initial interview

Knowing what information to get and how to get it

Knowing which questions to ask and how/when to ask them

Effective

Knowing when to shift within and between sessions

Takes charge while following the client's lead

Effective initial interviewing

Collaboratively develops client goals and then places some structure to the work involved

Comments:

Diagnostic

Differential diagnostic skills

Knows the DSM V

Comments:

Case Formulation

Ability to conceptualize the presenting issues within their proper context and formulate a style and approach direction

Ability to integrate and synthesize the various models of understanding human behavior to help clients with their idiosyncratic needs

Comments:

Developing a treatment plan, direction

Ability to conceptualize treatment goals and a treatment direction or plan based upon the initial diagnostic workup

Ability to modify the plan as indicated by client response

Comments:

Empirically supported treatments

Integrating research into the treatment

Understanding empirically supported treatments

Use of empirically validated techniques, bringing science to the profession

Comments:

Treatment Interventions

Understanding of the reasonable standards of care expected of psychologists under differing conditions, especially as this relates to quality of patient care and malpractice avoidance

Guidance, suggestions

Interventions are designed to alleviate suffering and to promote health and wellbeing of individuals, groups, and/or organizations

Transfers knowledge to new situations

Improve ability to utilize interventions that are consistent with brief or short-term therapy

Understanding differences between individual, couples, family, and group treatment modalities (in terms of what the psychologist must attend to and how to respond)

Ability to identify progress and communicate such to clients

Listening and getting the necessary information to be most helpful

Knows what to do—seeks guidance when needed

Identify client resistance, defenses, acting out, and other goal-interfering actions while responding in ways designed to move toward the ultimate goals

Improve ability to utilize interpretation in effective ways

Understands when and how to use clinical confrontation

Competently conducts diagnostic interviews, formulates treatment direction (plan, goals, objectives, strategies), and assesses progress

Comments:

Termination

Ability to respond appropriately during the termination phase of treatment

Working through the termination phase

Comments:

PSYCHOLOGICAL TESTING _____

Testing and Report Writing

Knows the value of testing in a specific case, which tests to administer and why those tests were selected

Can accurately score and interpret test results

Can integrate results from a test battery

Learns and uses new tests

Writes reports that are clear, well organized, sufficiently detailed, sound clinical foundation, and good conclusions/recommendations; grammar, spelling, and punctuation; sentence structure and idea expression

Maintains test security

Develop greater knowledge of the availability and use of psychological instruments for a variety of issues (e.g., ADHD, IQ, Learning Disability, memory, differential diagnosis, emotional/cognitive/personality functioning, neuropsychological functioning, gastric bypass, law enforcement personal, custody, parental fitness/termination of parental rights, fitness for duty, disability, guardianship, risk assessment, substance use, eating disorders)

Accesses and evaluates the quality of information from various sources

Comments:

INTERPERSONAL SKILLS _____

Supervisor

Open, good listener, good communicator, good comprehension, insightful, receptive to what the supervisor has to say, good question asking, positive/constructive, can figure things out with supervisor guidance, respectful, organized/prepared case presentation, efficient, motivated, energized, appreciates the value of the relationship to professional development, knows when to seek out supervisor input

Develop a trusting, warm, supportive, and collaborative relationship between clinical supervisor and intern that is characterized by mutual respect and shared goals

Comments:

LSPS staff

What do the staff say about the intern

What does the intern say about the staff

What do you observe/hear in the interactions

Comments:

Other Professionals

What do others say about the intern

What does the intern say about them

What do you see/hear in the interactions

Comments:

Clients and Their Families

What does the intern say about them

What do they say about the intern

What do you see/hear in the interactions

Comments:

INTRAPERSONAL FUNCTIONING _____

Self-Awareness, Reflection, Evaluation

Self-evaluates performance

Practice is conducted within the boundaries of competencies

Become more acutely aware of his or her style of relating to clients while refining this style as a function of each unique client and set of issues

Identifies counter-transference issues so they do not interfere with treatment, but may hopefully help with goal achievement

Comments:

Psychological Functioning

Overall mental health functioning

Fitness for the profession

Mood, personality, traits, reality contact, cognitive operations, emotional functioning, learning, stability

Comments:

INDIVIDUAL, CULTURAL DIVERSITY _____

Able to work effectively with different groups (age, race, gender, presenting problem, creed, nationality, income level, background)

Awareness and sensitivity in working professionally with diverse individuals, groups, and the community who represent various cultural and personal backgrounds and characteristics

Awareness of one's own cultural values, assumptions, expectations, past experiences, and beliefs as they relate to work with others

Comments:

INTERN COMMENTS (intern comments on any aspect of the supervisor's ratings and comments)

Primary Clinical Supervisor

Date

Intern

Date