

## Intern Quarterly/Final Performance Review

**Intern:**

**Primary Clinical Supervisor:**

**Date of Evaluation:**

The evaluation is seen as a collaborative process as the intern and supervisor participate in a constructive manner with the purpose of providing to the intern clear feedback that facilitates continued professional growth and development. All interns receive written evaluation of their performance on all goals and competencies of the training program, with an opportunity to provide written comment. The evaluation is seen as an important time for the intern to self-reflect and the intern evaluates his or her performance on the Quarterly Performance Review (separately from the supervisor) and then there is conjoint discussion of perceptions and evaluative ratings. Both intern and primary supervisor sign the written summary of the evaluation. Signature indicates the intern has reviewed the evaluation and is not necessarily an indication of agreement with the ratings or supervisor comments. The quarterly evaluation process is an opportunity to discuss and provide timely feedback regarding the progress toward expected goals, objectives and competencies, highlighting strengths and pointing out areas needing greater focus.

Two weeks prior to the end date of the internship, the supervisor and intern complete the final Performance Review. The Internship Training Committee with the supervisor make the determination as to whether the intern successfully completed the training program (met all requirements) based in large part on the final Performance Review document. For successful completion of the program, overall performance (which is determined by averaging the scores of the core competency domains) must be at least AVERAGE (4), core competency domains must be at least AVERAGE, and all associated elements must have no rating lower than a 4. Also, there can be no unremediated minor or major concerns on the final Performance Review document.

Intern performance is rated by the primary clinical supervisor and the intern self-evaluates. The associated elements of each core competency domain are rated according to the rating scale below. The mean score for the domain's associated elements is the domain score. The Overall Performance Rating is determined by averaging the scores for all core competency domains and then using the key below to indicate level of overall performance.

**RATINGS** (based on intern functioning/performance during the rating period)

**Associated Elements of Each Core Competency Domain:**

The scoring key below is used in rating each element

- U** Unable to rate the intern because of insufficient information
- 1** Intern functioning/performance is severely below average (unacceptable level)
- 2** Intern functioning/performance is markedly below average (unacceptable level) of what is typical of interns
- 3** Intern functioning/performance is below average (unacceptable level) of what is typical of interns
- 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

**Core Competency Domains:**

This score is determined by taking the average of the scores for all elements associated with each core competency.

**Overall Performance:**

This score is determined by taking the average of the core competency domain ratings and then using this key:

**Outstanding 5.5 and higher**

**Above Average 4.5-5.4**

**Average 4.0-4.4**

**Below Average 3.5-3.9**

**Highly Unsatisfactory 3.4 and lower**

**PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS\_\_\_\_\_**

- \_\_\_ Values, attitudes, and behavior are consistent with the profession
- \_\_\_ Demonstrates positive leadership qualities
- \_\_\_ Manner of dress, grooming, and hygiene are all consistently professional
- \_\_\_ Clear professional role and boundaries
- \_\_\_ Organized, on time, prepared for the day's activities (service delivery, didactics, supervision)
- \_\_\_ Efficient use of time
- \_\_\_ Able to multi-task
- \_\_\_ Able to self-evaluate performance
- \_\_\_ Practice is conducted within the boundaries of competencies
- \_\_\_ Is 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
- \_\_\_ Overall mental health functioning of the intern is consistent with fitness for the profession
- \_\_\_ Integrates related knowledge derived from research and scholarly writings into professional values, attitudes, and behaviors
- \_\_\_ Knowledge of how individual and cultural differences affect professional values, attitudes, and behaviors

**Comments:**

**ETHICAL AND LEGAL STANDARDS\_\_\_\_\_**

- \_\_\_ Knowledge of and acts in accordance with the APA's Ethical Principles and Code of Conduct of psychologists
- \_\_\_ Knowledge of and acts in accordance with the APA's specialty guidelines as they pertain to the clinical work
- \_\_\_ Knowledge of and acts in accordance with the relevant laws, regulations, rules, and

**policies governing health and service psychology at the organization, local, state, regional, and federal levels**

**\_\_\_ Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas**

**\_\_\_ Conducts self in an ethical manner in all professional activities**

**\_\_\_ Integrates related knowledge derived from research and scholarly writings into ethical decision-making and behavior**

**\_\_\_ Knowledge of how individual and cultural differences affect ethical decision-making and behaviors**

**Comments:**

## **RESEARCH\_\_\_\_\_**

**\_\_\_ Ability to critically evaluate and disseminate research or other scholarly activities at the local, state, regional, or national level**

**\_\_\_ Understands limitations and what actual conclusions can be formed from research or other scholarly activities**

**\_\_\_ Recognizes the value of integrating information derived from scholarly inquiry and relevant knowledge derived from research into clinical work and being a professional psychologist**

**\_\_\_ Applies relevant knowledge from scholarly literature and information derived from research when formulating measurable treatment goals/objectives and designing /implementing reasonable evidence-based strategies for intervention, and while measuring progress throughout treatment**

**\_\_\_ Uses methods of science tempered by experience with clients and with LSPS and ITP personnel to develop a more informed understanding of effective clinical work**

**\_\_\_ Uses methods of science tempered by experience with clients and with LSPS and ITP personnel to develop a more informed understanding of effective administration and implementation of an internship training program**

**\_\_\_ Integrates research into a scholarly presentation**

**\_\_\_ Knowledge of how individual and cultural differences impact meaning ascribed to research findings, their interpretation, and implementation in professional practice**

**Comments:**

## **INTERVENTION\_\_\_\_\_**

**\_\_\_ During the initial interview knows what information to get and how to get it**

**\_\_\_ Help clients become more comfortable during the initial interviewing**

**\_\_\_ During the initial interviewing, facilitates motivation, a sense of direction and alliance**

**\_\_\_ Build and maintain rapport with clients**

**\_\_\_ Facilitates an open, forthright attitude with clients**

**\_\_\_ Builds trust and confidence with clients**

**\_\_\_ Motivates client to respond in a positive way; getting client's cooperation, engagement**

**\_\_\_ Able to develop and manage the therapeutic alliance in the service of achieving treatment goals**

- \_\_\_ Able to relate with the clients in ways that motivate and facilitate goal accomplishment;
- \_\_\_ Able to responding artfully with empathic attunement
- \_\_\_ Knows the DSM V as it relates to the client's presenting clinical picture
- \_\_\_ Able to identify the signs and symptoms of the DSM categories as they relate to clients
- \_\_\_ Able to differentially diagnose
- \_\_\_ Able to conceptualize the presenting issues within their proper context and formulate a style and approach direction
- \_\_\_ Able to integrate and synthesize the various models of understanding human behavior to help clients with their idiosyncratic needs
- \_\_\_ Able to conceptualize treatment goals and a treatment direction or plan based upon the initial diagnostic workup
- \_\_\_ Sound formulation of the key issues presented during the initial interview(s) into an agreed upon treatment direction
- \_\_\_ Sound judgment in the use of interventions
- \_\_\_ Able to construct and implement a model of intervention that has empirical support for the presenting problem
- \_\_\_ Able to identify the need for modification of the treatment direction and use of interventions
- \_\_\_ Uses empirically validated techniques and brings science to the profession
- \_\_\_ Able to identify the contemporary literature related to interventions that have been empirically validated and their use a part of the general practice of psychologists
- \_\_\_ Understands the reasonable standards of care expected of psychologists under differing conditions, especially as this relates to quality of patient care and malpractice avoidance
- \_\_\_ Provides effective guidance, suggestions to clients
- \_\_\_ Uses effective interventions designed to alleviate suffering and to promote health and wellbeing of individuals/groups
- \_\_\_ Transfers knowledge to new situations
- \_\_\_ Able to utilize interventions that are consistent with brief or short-term therapy
- \_\_\_ Understands differences between individual, couples, family, and group treatment modalities (in terms of what the psychologist must attend to and how to respond)
- \_\_\_ Able to identify progress and communicate such to clients
- \_\_\_ Able to effectively listening and gather the necessary information to be most helpful
- \_\_\_ Knows what to do and seeks guidance when needed
- \_\_\_ Identifies client resistance, defenses, acting out, and other goal-interfering actions while responding in ways designed to move toward the ultimate goals
- \_\_\_ Able to utilize interpretation in effective ways
- \_\_\_ Understands when and how to use clinical confrontation
- \_\_\_ Able to respond appropriately during the termination phase of treatment
- \_\_\_ Integrates knowledge derived from research and scholarly writings into all phases of Intervention
- \_\_\_ Knowledge of how individual and cultural differences affect diagnosis, treatment goals, therapeutic alliance, intervention, and consultation (communications with other professionals)

Comments:

## **ASSESSMENT\_\_\_\_\_**

- Knows the value of testing in a specific case**
- Knows which tests to administer and why those tests are 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, and sufficiently detailed, with sound clinical foundation and good conclusions/recommendations**
- Reports are of proper grammar, spelling, punctuation, sentence structure and idea expression**
- Maintains test security**
- Has a greater knowledge of the availability and use of psychological instruments for a variety of issues**
- Accesses and evaluates the quality of information from various sources**
- Knows how to conduct a clinical interview during an assessment**
- Knowledgeable of the strengths and limitations of tests used during assessment**
- Knowledgeable of test sensitivity and specificity, the reference or standardization groups, and variables that effect test results**
- Communicates test results to clients, their family members, and other professionals in a meaningful way**
- Integrates knowledge derived from research, scholarly writings, and test manuals into Assessment**
- Knowledge of how individual and cultural differences impact all aspects of assessment, including test selection, test results interpretation, and written work products**

**Comments:**

## **COMMUNICATION AND INTERPERSONAL SKILLS\_\_\_\_\_**

- Receptive to what the supervisor has to say**
- Appreciates the value of the supervisory relationship to professional development**
- Respectful to the supervisor**
- Positive/constructive question asking**
- Can figure things out either independently or with supervisor guidance**
- Trusting, warm, supportive, and collaborative relationship with supervisor**
- Utilizes supervision in ways that promote client progress and professional growth (receptive to and integrates feedback)**
- Relationships with LSPS therapists and support services staff are respectful and courteous**
- Relationships with LSPS therapists and support services staff are characterized by an appropriate use of humor and fun**
- Relationships with LSPS therapists and support services staff are characterized as pleasant, cooperative, kind**
- Communications with LSPS therapists and support services staff are effective**
- Relationships with clients and family members are appropriate in the initial greeting interaction in the waiting room and walking back to the office**

- Relationships with clients and family members have sound judgment with respect to physical contact (hand shaking, touch on shoulder, hug)
- Relationships with clients and family members are characterized by clear professional role and boundaries
- Relationships with clients and family members are characterized as respectful, polite, courteous, and dependable
- Relationships with clients and family member have an appropriate use of humor
- Responds to phone calls to clients and family members in a timely manner
- Keeps records, documents as required by law, the profession, and consistent with insurance companies' requirements
- Documents relevant information as required
- Completes session notes as required and in a timely manner
- Maintains record confidentiality
- Includes necessary/relevant information in the session notes
- Integrates knowledge derived from research and scholarly writings into communications and interpersonal skills
- Knowledge of how individual and cultural difference affect communications (what is said and how it is said) and interpersonal relationships

Comments:

#### **CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS \_\_\_\_\_**

- 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, etc.)
- Knowledgeable of 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)
- Knows when to and actually consults with other professionals
- Has necessary releases signed and procures information from other professionals
- Consults with others in a productive manner, providing relevant information in a way that enhances the quality of the services provided; receiving and integrating information in a way that enhances the quality of services provided
- Knowledge of key issues and concepts in related disciplines and ability to interact with professionals outside LSPS
- Integrates knowledge derived from research and scholarly writings into consultation and interprofessional/interdisciplinary skills
- Knowledge of how individual and cultural differences affect consultation with other professionals (what is said and how it is said)

Comments:

#### **INDIVIDUAL, CULTURAL DIVERSITY \_\_\_\_\_**

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

- \_\_\_ Understands how personal/cultural history, attitudes, and biases influence the understanding of and interaction with those different from themselves
- \_\_\_ 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
- \_\_\_ Integrates awareness and knowledge of individual and cultural differences into a framework for working effectively with different groups (age, race, gender, presenting problem, creed, nationality, income level, background, physical status)
- \_\_\_ Demonstrates the level of awareness and sensitivity toward individual and cultural differences that promotes the well being of clients, groups, and/or organizations
- \_\_\_ Desire to learn more about individuals from diverse backgrounds, characteristics, and presenting problems
- \_\_\_ Discusses individual and/or cultural difference with clients when appropriate
- \_\_\_ Integrates knowledge derived from research and scholarly writings into psychological services provided to those with individual and cultural differences from the majority group

Comments:

#### **SUPERVISION\_\_\_\_\_**

- \_\_\_ Knowledge of scholarly writings and research that address the most effective models and styles of supervision
- \_\_\_ Knowledge of how to assess supervisee strengths and need areas
- \_\_\_ Knowledge of how to structure and organize supervisory sessions
- \_\_\_ Knowledge of how to integrate information derived from scholarly writings and research findings into guidance to the supervisee as it relates to specific issues in assessment, differential diagnosis, case conceptualization, and intervention
- \_\_\_ Knowledge of how to effectively supervise practicum students and interns
- \_\_\_ Requires a level of supervision/guidance expected of an intern
- \_\_\_ Knows how to organize, operate, and administer a group private practice
- \_\_\_ Integrates knowledge derived from research and scholarly writings into supervision
- \_\_\_ Knowledge of how individual and cultural differences affect the supervisory process, especially the relationship

Comments:

#### **OVERALL PERFORMANCE RATING\_\_\_\_\_**

- \_\_\_ Outstanding; Highly Satisfactory; Highly likely to effective and appropriately manage future profession-related relationships
- \_\_\_ Above Average; Satisfactory; Likely to effective and appropriately manage future profession-related relationships
- \_\_\_ Average; Mostly Satisfactory; Average likelihood of being effective and appropriate in managing future profession-related relationships
- \_\_\_ Below Average; Unsatisfactory; Likely to be experience some difficulties being effective and appropriate in managing future profession-related relationships

**\_\_\_Highly Unsatisfactory; Very likely to have substantial difficulties being effective and appropriate in managing future profession-related relationships**

**ISSUES, CONCERNS:**

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

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<b>Primary Clinical Supervisor</b>	<b>Date</b>	<b>Intern</b>	<b>Date</b>
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