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| **NV-PIC Intern Evaluation**: *To be completed by primary supervisor(s)* | |
| Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Supervisor(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Dates of Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| Scoring Criteria: |  |
| **1 Significant Development Needed--**Significant improvement in functioning is needed to meet expectations |  |
| **2 Development Needed-** Some improvement in functioning is needed to meet expectations |  |
| **3 Meets Expectations**--Functions adequately for level of training |  |
| **4 Exceeds Expectations**--Functions above average for level of training |  |
| **5 Significantly Exceeds Expectations**--Functions exceptionally for level of training |  |
| **N/A**--Not Applicable/Not Observed/Cannot Say |  |
| **NOTE: As described in the NV-PIC Intern Evaluation Policy on the first evaluation (3-months), a score of 2 on any individual or broad competency will result in close monitoring by program supervisors, and a score of 1 will initiate the program's Due Process procedures. On all other evaluations, any score less than 3 on any individual or broad competency will initiate the program’s Due Process procedures. Interns must receive a rating of 3 or above on all individual and broad competencies to successfully complete the program. Of note, the optional 'provision of supervision' competency is not subject to the same requirements for intern performance (see Intern Evaluation Policy).** | |
| **Goal 1 - Evidence-Based Practice in Behavioral Health Intervention** | |
| Appropriately conceptualizes and describes relevant presenting issues |  |
| Appropriately discusses hypotheses and approaches to treatment in supervision |  |
| Develops treatment plan utilizing client input, consultation with others, and available records |  |
| Communicates short-term and/or long-term treatment goals with the client and within supervision |  |
| Utilizes appropriate intervention techniques, including evidence-based practices, consistent with client's clinical presentation |  |
| Seeks supervision and consultation as appropriate |  |
| Appropriately assesses for risk of harm to self or others |  |
| Demonstrates capacity to manage high-risk clinical situations effectively and ethically |  |
| Is able to build rapport and demonstrate effective listening skills with clients |  |
| Demonstrates self-awareness and impact of self on therapeutic relationship |  |
| Appropriately uses and responds to non-verbal communication |  |
| Recognizes client response to treatment and adapts treatment accordingly |  |
| Demonstrates skill in multiple treatment modalities |  |
| Demonstrates flexibility in building therapeutic relationship and implementing treatment based upon client's perspective/context |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 2 - Evidence-Based Practice in Assessment and Diagnosis** |  |
| Demonstrates a thorough working knowledge of psychological diagnostic nomenclature |  |
| Utilizes historical, interview, and psychometric data to diagnose appropriately |  |
| Discusses differential diagnoses |  |
| Uses effective decision making processes to determine appropriate diagnoses |  |
| Demonstrates a thorough working knowledge of clinical interviewing techniques |  |
| Utilizes clinical interviews to collect relevant data leading to appropriate diagnoses |  |
| Selects appropriate assessment instruments |  |
| Accurately administers and scores assessment instruments |  |
| Appropriately interprets results of assessment instruments |  |
| Identifies and synthesizes relevant data into a cohesive understanding of client, client's functioning, and client's treatment needs |  |
| Generates recommendations consistent with assessment findings |  |
| Integrates relevant data to answer presented assessment questions in a psychological report |  |
| Writes reports in a professional manner appropriate for the intended audience(s) |  |
| Appropriately conveys assessment results, conclusions, and recommendations to client and relevant parties |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 3 - Consultation and Interprofessional/Interdisciplinary Collaboration** | |
| Demonstrates an understanding of using a team approach to provide clinical services |  |
| Collaborates with supervisors and staff across disciplines within own agency |  |
| Collaborates with professionals across agencies |  |
| Demonstrates a knowledge of theories and methods of consultation |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 4 Supervision** | |
| Demonstrates knowledge of models of supervision |  |
| Demonstrates an understanding of the supervision process |  |
| Respectfully communicates supervision needs and preferences |  |
| Seeks supervision to address challenges and barriers in clinical work |  |
| Arrives adequately prepared for supervision |  |
| Demonstrates openess and non-defensiveness in supervision |  |
| Demonstrates willingness and ability to integrate feedback to improve clinical skills and to further professional development |  |
| Works with supervisor to set goals and tracks progress toward achieving goals |  |
| *OPTIONAL: Provides effective supervision to practicum supervisees* |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 5 Cultural and Individual Diversity** | |
| Demonstrates an understanding of how individual and cultural diversity affects psychological and personality development |  |
| Demonstrates awareness of and respect for cultural differences |  |
| Considers cultural issues in case conceptualization and diagnosis |  |
| Considers cultural issues in selection of assessment tools and treatment modalities |  |
| Demonstrates understanding of own cultural background and the impact on work with diverse clients |  |
| Utilizes scholarly literature and other resources to inform practice with diverse clients |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 6 Research** | |
| Integrates evidence-based theoretical/conceptual framework into practice |  |
| Utilizes scholarly literature in determining treatment approach |  |
| Utilizes supervision to discuss how to apply scientific knowledge in work with clients |  |
| Demonstrates knowledge of theories and methods of program evaluation |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 7 Ethical and Legal Standards** | |
| Demonstrates knowledge of APA Ethical Principles and other relevant guiding principles |  |
| Demonstrates knowledge of Federal and State laws for psychologists |  |
| Identifies ethical and/or administrative issues as they arise and seeks supervision and consultation as appropriate |  |
| Demonstrates ethical conduct with clients, co-workers, and others |  |
| Articulates professional values and takes steps to resolve situations that are in conflict with these values |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 8 Professional Value and Attitudes** | |
| Demonstrates awareness and knowledge of internship setting and systemic functioning, and works appropriately within that setting |  |
| Attends and engages in scheduled appointments, training activities, and meetings consistently and on-time |  |
| Communicates with clients, supervisors, and others in a professional and respectful manner |  |
| Maintains appropriate boundaries in professional and clinical relationships |  |
| Demonstrates appropriate physical conduct, including attire, consistent with context |  |
| Engages in self-reflection and demonstrates understanding of the impact of self on others |  |
| Demonstrates effective self-care as it relates to professional role and conduct |  |
| Demonstrates professionalism across all settings/situations related to professional role |  |
| Writes professional case notes and other clinical documentation |  |
| Completes all required documentation in a timely manner |  |
| Demonstrates effective management of clinical responsibilities |  |
| Follows proper procedure in protecting client information and case files |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: |  |
| **Goal 9 Communication and Interpersonal Skills** | |
| Provides clear, effective written communication in client notes and assessment reports |  |
| Provides clear, effective written communication when engaging with other professionals |  |
| Consults and cooperates with other disciplines in the service of clients |  |
| Demonstrates the ability to respond to questions from non-mental health professionals regarding general mental health issues and concerns on behalf of client |  |
| Communicates effectively with both professional and non-professionals involved in patient care |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: | |
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| **Goal 10 Reflective Process** | |
| Reflects on the quality and effectiveness of clinical work and makes adjustments to clinical care as needed |  |
| Uses objective measures to evaluate clinical work |  |
| AVERAGE SCORE FOR BROAD COMPETENCY | #DIV/0! |
| Strengths & Training Goals related to Broad Competency: |  |
| Comments: | |
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| **OVERALL RATING (average of all required broad competency scores)** | **#DIV/0!** |
| Comments on Intern's overall performance: | |
|  | |
|  | |
|  | |
| Supervisor's Signature | Date |
| Intern's Signature | Date |
|  |  |