INTERN EVALUATION – SECONDARY SUPERVISION

Evaluation Time (circle one):  Mid-Year   Final

Intern: ________________________        Secondary Supervisor: ____________________

The establishment of entry level clinical supervision capability

1. Establishing clear contracts with supervisee

   /4  Assesses supervisees’ developmental skill and knowledge levels
   ___ Helps supervisees set appropriate training goals based on developmental level
   ___ Clearly negotiates responsibilities with supervisee
   ___ Conceptualizes supervision work based on theory

2. Fulfilling ethical responsibility to supervisees’ clients

   /4  Monitors client welfare issues
   ___ Reviews supervisee tapes as appropriate
   ___ Keeps regular appointments
   ___ Arranges for coverage during planned absences

3. Supporting and facilitating supervisees’ professional growth

   /12  Provides supervisee with appropriate support and affirmation
   ___ Gives specific, concrete, and challenging feedback to supervisee
   ___ Uses a variety of supervisory roles & techniques (e.g., role-playing, joint review of tapes, suggested readings, discussions) to facilitate the growth of supervisee
   ___ Teaches supervisee technical skills
   ___ Sharpens supervisee case conceptualization skills
   ___ Offers unscheduled consultation to supervisees as needed
   ___ Invites exploration of personal issues
   ___ Provides clear and appropriate evaluation of supervisees’ skills and performance
   ___ Models professional and ethical behavior
   ___ Fosters a sense of supervisee responsibility
   ___ Utilizes appropriate self-disclosure to help normalize supervisees’ experiences in therapy
   ___ Attends to ethical issues involved in supervision (e.g., client and trainee welfare)

4. Attending to important aspects of the supervisory relationship

   /5  Invites and is receptive to supervisee feedback
   ___ Develops supervisory relationships characterized by acceptance, trust and respect
   ___ Encourages supervisees to be open and receptive to supervision
   ___ Effectively terminates supervisory relationships
   ___ Attends to the interplay of diversity factors within the supervisory dyad

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The ability to effectively provide outreach and consultation services

1. Planning and implementation of outreach activities
   
   ___/3
   ___ Assesses student/community needs and plans outreach activities to address those needs
   ___ Implements outreach activities (e.g., psychoeducational program, workshop, classroom instruction) in an effective and organized manner
   ___ Solicits feedback and/or collects and assesses evaluation data concerning the effectiveness of and response to outreach activities

2. Consultation skills
   
   ___/5
   ___ Negotiates collaborative goals with consultees/liaisons
   ___ Is sensitive to diversity issues in consultation/liaison role
   ___ Implements consultation/liaison plan
   ___ Effectively terminates relationship with consultees/liaisons
   ___ Successfully completes semester/year-long outreach/consultation projects

3. Interprofessional/interdisciplinary skills
   
   ___/6
   ___ Effectively communicates with other professionals
   ___ Establishes and maintains effective relationships with other professionals and community members
   ___ Seeks and shares knowledge with other professionals in providing collaborative care
   ___ Makes effective referrals
   ___ Manages differing practice standards effectively while adhering to APA Ethical Principles and relevant psychology state laws/regulations (e.g., confidentiality)
   ___ Provides consultation to other trainees or staff within his/her level of competency

4. Presentation skills
   
   ___/4
   ___ Answers questions effectively during presentations
   ___ Engages audience effectively
   ___ Critically evaluates information before presenting to the audience
   ___ Creates presentations that are based on solid science, research and scholarly information

Continued professional identity development, self-awareness and self-knowledge

1. Utilization of supervision and mentoring relationships to further therapeutic effectiveness and professional growth
   
   ___/8
   ___ Comes prepared to supervision
   ___ Collaborates with supervisor in developing goals for supervision
   ___ Initiates self-critique and evaluation
   ___ Is open to feedback/suggestions/constructive criticism
   ___ Utilizes supervisor’s recommendations
   ___ Seeks consultation with supervisors and other professionals in a timely manner
   ___ Develops collegial rapport with supervisor
   ___ Is willing to self-disclose and explore personal issues impacting counseling process

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2. Taking initiative in furthering own professional growth and identity development

- Identifies own professional strengths and weaknesses
- Maintains active training goals as a part of lifelong learning
- Takes initiative in structuring training experiences beyond core program requirements to facilitate own professional growth and career direction
- Shows the ability to evaluate past decisions, articulate current issues, formulate future goals, and identify ways in which the internship is influencing his/her career development

3. Integrating ideas and behavior into their growing professional identity

- Identifies psychological theories that fit with own worldview
- Demonstrates self-understanding and awareness of personal issues, biases, growth areas, and conflicts elicited by professional roles
- Is cognizant of and influenced by professional literature
- Shares specialized skills and competencies with peers and supervisors
- Takes initiative and demonstrates leadership abilities
- Is involved in professional meetings and organizations

4. Demonstrating an appropriate level of self-awareness and working to address any personal issues relevant to their professional functioning or psychological health

- Demonstrates an understanding of the importance of self-care and work-life balance
- Manages personal stressors and personal adjustment and/or emotional problems.
- Has self-awareness of behaviors and personal characteristics which might impact his/her relationships with co-workers and other professionals
- Examines how behaviors in the community reflects on professional credibility

Progress/Strengths:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Goals/Growth areas:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Trainee signature: ______________________________
Supervisor signature: ___________________________  Date: __________________

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Rating Scale

N/D  No data or no opportunity to assess (If this is given, please explain why).

1  **Remedial Level:** Intern lacks understanding and demonstrates minimal evidence of the knowledge, awareness, and/or skill; or intern demonstrates problematic or harmful behavior requiring immediate attention. Extra supervision and remedial work are needed. A written remediation plan is required if this rating is given for a main category.

2  **Beginning/Pre-Internship Level:** Intern has demonstrated emerging knowledge, awareness, and/or skill. Performance is inconsistent. Extra supervisory attention and remedial work are required.

3  **Intermediate/Internship Level:** Intern has shown some evidence of the knowledge, awareness, and/or skill. Performance is somewhat inconsistent. Attention in supervision is necessary to help intern move toward a higher competency level prior to the completion of internship. This is appropriate rating at the beginning and middle of internship.

4  **High Intermediate/Post-doctoral Level:** Intern has shown evidence of the knowledge, awareness and/or skill. Performance is mostly consistent and demonstrated in all but non-routine cases. Supervisor provides overall management of intern’s activities. Depth of supervision depends on clinical needs, and supervision may be moving toward a consultation model. **Intern must receive this rating on each main category for successful completion of internship.**

5  **Advanced/Licensure Level:** Intern has shown strong evidence of the knowledge, awareness, and/or skill. Performance is consistent across settings/situation. Intern has reached the level appropriate for independent practice with no supervision. (although they must receive supervision until they become licensed). Intern has reliable awareness and judgment to assess when they need to seek consultation.