



NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Psychology Intern Quarterly Evaluation

Intern First Name

Type your answer here

Intern Last Name

Type your answer here

Main Primary Supervisor First Name

Type your answer here

Main Primary Supervisor Last Name

Type your answer here

Second Main Primary Supervisor First Name

Type your answer here

Second Main Primary Supervisor Last Name

Type your answer here

Training Year

Select an option

Term

- Term 1
- Term 2
- Term 3
- Term 4

Methods for Determining Levels of Competence (check all that apply)

- Direct Observation
- Review of Written Work
- Discussion of Clinical Interaction
- Comments from Other Staff
- Chart Review
- Role-play
- Videotape
- Audio Tape
- Review of Raw Test Data
- Co-therapy/Facilitation
- Other (please specify)

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 1: Research

DEFINITIONS: PLEASE READ FIRST

Please rate intern for each competency item, using as a comparison of an entry-level clinician already in practice, regardless of the intern's current level of training or experience. This rating should show intern growth over the course of the year towards competency in all elements by the final evaluation. Use definitions supplied for descriptors to choose the most accurate statement that represents the intern at this point in time (not on average for the quarter).

1. Unfamiliar - The intern demonstrates significant deficiency in basic competency in this skill area, and/or demonstrates little motivation to improve, and/or is not receptive to feedback or direction. *Example* behaviors include (but are not limited to):

- Inability to administer, score or interpret psychological assessments independently.
- Inability to conceptualize and identify diagnostic criteria.
- Unwilling to engage in supervision and lacks insight into growth areas.

2. Aware/Developing - The intern is motivated to learn and grow, but has inconsistent performance in this skill area as compared to an entry-level clinician. Intern is open and receptive to feedback and/or direction from supervisor, and regularly seeks out supervision and/or clarification when needed. *Example* behaviors include (but are not limited to):

- Continues to make errors in test administration, scoring, and interpretation.
- Requires multiple corrections to written materials.
- Requires assistance with differential diagnosis.
- Engages in supervision, but inconsistent expression of insight into areas of growth.

3. Satisfactory Strength - The intern can use this skill effectively at times, but does not meet competency level compared to an entry-level clinician yet. Intern is able to function more independently and requires less supervisory direction to complete tasks. *Example* behaviors include (but are not limited to):

- Independently administers assessments, but requires oversight in scoring and test interpretation.
- Majority of written work requires few edits/revisions.
- Engages in case conceptualization and requires little assistance with differential diagnosis.
- Engages in supervision and demonstrates insight and follow through in areas of needed growth or improvement.

4. Competent - The intern can use this skill on the same level as an entry-level clinician and is able to work independently with little to no supervisory direction. *Example* behaviors include (but are not limited to):

- Completes full psychological evaluation independently including interpretation and report writing.
- Written work is professional and meets all standards/expectations.
- Competent case conceptualization and diagnosis.
- Independently seeks out new learning opportunities and is receptive to feedback on areas of growth.

5. Special Strength - The intern is demonstrating skills and abilities that are typical of an experienced professional with a specialty skill-set. *Example* behaviors include (but are not limited to):

- Competent in all areas of practice and teaches/supervises entry-level individuals.
- Interactions with others are professional and collegial.
- Demonstrates exceptional aptitude toward specialty areas of practice.
- Written work exceeds standards of basic competency.

Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Research

Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications)

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Engages in systematic efforts to advance the knowledge base of psychology through sharing relevant research with colleagues, consultees and patients, as applicable

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Engages in review of relevant literature to inform clinical decision-making, and demonstrates specific knowledge of sources relevant for practice (and/or serving as a behavioral scientist within the primary care setting as applicable)

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates ability to disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Research Competency Average

Type your answer here

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Type your answer here

Additional Comments (Research):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 2: Ethical and Legal Standards

DEFINITIONS: PLEASE READ FIRST

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Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Ethical and Legal Standards

Demonstrates knowledge and acts in accordance with current APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology, and relevant professional standards and guidelines

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes to resolve

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Conducts themselves in an ethical manner in all professional activities and interactions

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates specific knowledge of laws and regulations regarding confidentiality and privacy in the health care setting, including HIPAA

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Ethical and Legal Standards Competency Average

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Additional Comments (Ethical and Legal Standards):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 3: Individual and Cultural Diversity

DEFINITIONS: PLEASE READ FIRST

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- Interactions with others are professional and collegial.
- Demonstrates exceptional aptitude toward specialty areas of practice.
- Written work exceeds standards of basic competency.

Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Individual and Cultural Diversity

Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates 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

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)

- Competent (4)
- Special Strength (5)
- Not Trained

Individual and Cultural Diversity Competency Average

Type your answer here

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Type your answer here

Additional Comments (Individual and Cultural Diversity):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 4: Professional Values and Attitudes

DEFINITIONS: PLEASE READ FIRST

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- Requires assistance with differential diagnosis.
- Engages in supervision, but inconsistent expression of insight into areas of growth.

3. Satisfactory Strength - The intern can use this skill effectively at times, but does not meet competency level compared to an entry-level clinician yet. Intern is able to function more independently and requires less supervisory direction to complete tasks. *Example* behaviors include (but are not limited to):

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4. Competent - The intern can use this skill on the same level as an entry-level clinician and is able to work independently with little to no supervisory direction. *Example* behaviors include (but are not limited to):

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Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Professional Values and Attitudes

Behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Engages in self-reflection regarding their personal and professional functioning; and engages in activities to maintain and improve performance, well-being, and professional effectiveness

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Actively seeks and demonstrates openness and responsiveness to feedback and supervision

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Responds professionally to increasingly complex situations with increasing independence

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Professional Values and Attitudes Competency Average

Type your answer here

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Additional Comments (Professional Values and Attitudes):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 5: Communication and Interpersonal Skills

DEFINITIONS: PLEASE READ FIRST

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Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Communication and Interpersonal Skills

Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates effective interpersonal skills and the ability to manage difficult communication well

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Communication and Interpersonal Skills Competency Average

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Additional Comments (Communication and Interpersonal Skills):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 6: Evidence-Based Assessment

PLEASE NOTE: For the purpose of this section, an assessment could include any of the following:

- Comprehensive psychological assessment including a clinical interview, test battery, test interpretation, and report writing;
- Comprehensive clinical intake/assessment including brief screeners, interpretation of data gathered from multiple sources (screeners, client interview, collateral interview, review of records), and diagnostic interpretation.

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- Demonstrates exceptional aptitude toward specialty areas of practice.
- Written work exceeds standards of basic competency.

Not Trained - Intern did not received training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Evidence-Based Assessment

Selects and applies appropriate instrument and/or screening methods that draw from the best available empirical literature and that reflect the science of measurement

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates knowledge of and skill in administering relevant assessment, screening tools, and/or testing instruments appropriate for their setting

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Assessment Competency Average

Type your answer here

RESPONSE REQUIRED: You have selected a score of "Not Trained" for one or more questions above. As a reminder, all competencies should be observed and evaluated throughout the year. Please provide a detailed description of why you were unable to evaluate your intern in this competency area this quarter and your plans to address this moving forward.

Type your answer here

RESPONSE REQUIRED: Your intern did not meet the average graduation trajectory in this competency area this quarter. Please indicate below if you have any concerns in this area worth implementing a PIP. Please note that NPTC may request a PIP for scores significantly below the minimum level of achievement for this quarter.

Type your answer here

RESPONSE REQUIRED: You have selected a score below 4 (Competent) on one or more questions above. Interns must receive scores of 4 or higher on ALL items in order to successfully graduate. If this scoring is accurate please indicate so below and contact the Regional Training Director immediately.

Type your answer here

RESPONSE REQUIRED: You have selected a score of 4 (Competent) or 5 (Special Strength) on one or more questions above. As a reminder, interns should be evaluated against professionals already in practice. If you feel that a score of 4 or higher is accurate in some areas, please explain why that score is justified below.

Type your answer here

Additional Comments (Evidence-Based Assessment):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 7: Evidence-Based Intervention

DEFINITIONS: PLEASE READ FIRST

Please rate intern for each competency item, using as a comparison of an entry-level clinician already in practice, regardless of the intern's current level of training or experience. This rating should show intern growth over the course of the year towards competency in all elements by the final evaluation. Use definitions supplied for descriptors to choose the most accurate statement that represents the intern at this point in time (not on average for the quarter).

1. Unfamiliar - The intern demonstrates significant deficiency in basic competency in this skill area, and/or demonstrates little motivation to improve, and/or is not receptive to feedback or direction. *Example* behaviors include (but are not limited to):

- Inability to administer, score or interpret psychological assessments independently.
- Inability to conceptualize and identify diagnostic criteria.
- Unwilling to engage in supervision and lacks insight into growth areas.

2. Aware/Developing - The intern is motivated to learn and grow, but has inconsistent performance in this skill area as compared to an entry-level clinician. Intern is open and receptive to feedback and/or direction from supervisor, and regularly seeks out supervision and/or clarification when needed. *Example* behaviors include (but are not limited to):

- Continues to make errors in test administration, scoring, and interpretation.
- Requires multiple corrections to written materials.
- Requires assistance with differential diagnosis.
- Engages in supervision, but inconsistent expression of insight into areas of growth.

3. Satisfactory Strength - The intern can use this skill effectively at times, but does not meet competency level compared to an entry-level clinician yet. Intern is able to function more independently and requires less supervisory direction to complete tasks. *Example* behaviors include (but are not limited to):

- Independently administers assessments, but requires oversight in scoring and test interpretation.
- Majority of written work requires few edits/revisions.
- Engages in case conceptualization and requires little assistance with differential diagnosis.
- Engages in supervision and demonstrates insight and follow through in areas of needed growth or improvement.

4. Competent - The intern can use this skill on the same level as an entry-level clinician and is able to work independently with little to no supervisory direction. *Example* behaviors include (but are not limited to):

- Completes full psychological evaluation independently including interpretation and report writing.
- Written work is professional and meets all standards/expectations.
- Competent case conceptualization and diagnosis.
- Independently seeks out new learning opportunities and is receptive to feedback on areas of growth.

5. Special Strength - The intern is demonstrating skills and abilities that are typical of an experienced professional with a specialty skill-set. *Example* behaviors include (but are not limited to):

- Competent in all areas of practice and teaches/supervises entry-level individuals.
- Interactions with others are professional and collegial.
- Demonstrates exceptional aptitude toward specialty areas of practice.
- Written work exceeds standards of basic competency.

Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Evidence-Based Intervention

Establishes and maintains effective relationships with the recipients of psychological services

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Develops evidence-based intervention plans specific to the service delivery goals

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Demonstrates the ability to apply the relevant research literature to clinical decision making

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

IHC - Demonstrates knowledge and understanding of the Primary Care Behavioral Health Model

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Intervention Competency Average

Type your answer here

IHC Intervention Competency Average

Type your answer here

RESPONSE REQUIRED: You have selected a score of "Not Trained" for one or more questions above. As a reminder, all competencies should be observed and evaluated throughout the year. Please provide a detailed description of why you were unable to evaluate your intern in this competency area this quarter and your plans to address this moving forward.

Type your answer here

RESPONSE REQUIRED: Your intern did not meet the average graduation trajectory in this competency area this quarter. Please indicate below if you have any concerns in this area worth implementing a PIP. Please note that NPTC may request a PIP for scores significantly below the minimum level of achievement for this quarter.

Type your answer here

RESPONSE REQUIRED: You have selected a score below 4 (Competent) on one or more questions above. Interns must receive scores of 4 or higher on ALL items in order to successfully graduate. If this scoring is accurate please indicate so below and contact the Regional Training Director immediately.

Type your answer here

RESPONSE REQUIRED: You have selected a score of 4 (Competent) or 5 (Special Strength) on one or more questions above. As a reminder, interns should be evaluated against professionals already in practice. If you feel that a score of 4 or higher is accurate in some areas, please explain why that score is justified below.

Type your answer here

Additional Comments (Evidence-Based Intervention):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 8: Evidence-Based Supervision

DEFINITIONS: PLEASE READ FIRST

Please rate intern for each competency item, using as a comparison of an entry-level clinician already in practice, regardless of the intern's current level of training or experience. This rating should show intern growth over the course of the year towards competency in all elements by the final evaluation. Use definitions supplied for descriptors to choose the most accurate statement that represents the intern at this point in time (not on average for the quarter).

1. Unfamiliar - The intern demonstrates significant deficiency in basic competency in this skill area, and/or demonstrates little motivation to improve, and/or is not receptive to feedback or direction. *Example* behaviors include (but are not limited to):

- Inability to administer, score or interpret psychological assessments independently.
- Inability to conceptualize and identify diagnostic criteria.
- Unwilling to engage in supervision and lacks insight into growth areas.

2. Aware/Developing - The intern is motivated to learn and grow, but has inconsistent performance in this skill area as compared to an entry-level clinician. Intern is open and receptive to feedback and/or direction from supervisor, and regularly seeks out supervision and/or clarification when needed. *Example* behaviors include (but are not limited to):

- Continues to make errors in test administration, scoring, and interpretation.
- Requires multiple corrections to written materials.
- Requires assistance with differential diagnosis.
- Engages in supervision, but inconsistent expression of insight into areas of growth.

3. Satisfactory Strength - The intern can use this skill effectively at times, but does not meet competency level compared to an entry-level clinician yet. Intern is able to function more independently and requires less supervisory direction to complete tasks. *Example* behaviors include (but are not limited to):

- Independently administers assessments, but requires oversight in scoring and test interpretation.
- Majority of written work requires few edits/revisions.
- Engages in case conceptualization and requires little assistance with differential diagnosis.
- Engages in supervision and demonstrates insight and follow through in areas of needed growth or improvement.

4. Competent - The intern can use this skill on the same level as an entry-level clinician and is able to work independently with little to no supervisory direction. *Example* behaviors include (but are not limited to):

- Completes full psychological evaluation independently including interpretation and report writing.
- Written work is professional and meets all standards/expectations.
- Competent case conceptualization and diagnosis.
- Independently seeks out new learning opportunities and is receptive to feedback on areas of growth.

5. Special Strength - The intern is demonstrating skills and abilities that are typical of an experienced professional with a specialty skill-set. *Example* behaviors include (but are not limited to):

- Competent in all areas of practice and teaches/supervises entry-level individuals.
- Interactions with others are professional and collegial.
- Demonstrates exceptional aptitude toward specialty areas of practice.
- Written work exceeds standards of basic competency.

Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Evidence-Based Supervision

Demonstrates knowledge of different supervision models

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Applies knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Utilizes supervision to support accurate self-reflection and professional identity development

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Apply the supervisory skill of observing in direct or simulated practice

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Apply the supervisory skill of evaluating in direct or simulated practice

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Apply the supervisory skill of giving guidance and feedback in direct or simulated practice

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Supervision Competency Average

Type your answer here

RESPONSE REQUIRED: You have selected a score of "Not Trained" for one or more questions above. As a reminder, all competencies should be observed and evaluated throughout the year. Please provide a detailed description of why you were unable to evaluate your intern in this competency area this quarter and your plans to address this moving forward.

Type your answer here

RESPONSE REQUIRED: Your intern did not meet the average graduation trajectory in this competency area this quarter. Please indicate below if you have any concerns in this area worth implementing a PIP. Please note that NPTC may request a PIP for scores significantly below the minimum level of achievement for this quarter.

Type your answer here

RESPONSE REQUIRED: You have selected a score below 4 (Competent) on one or more questions above. Interns must receive scores of 4 or higher on ALL items in order to successfully graduate. If this scoring is accurate please indicate so below and contact the Regional Training Director immediately.

Type your answer here

RESPONSE REQUIRED: You have selected a score of 4 (Competent) or 5 (Special Strength) on one or more questions above. As a reminder, interns should be evaluated against professionals already in practice. If you feel that a score of 4 or higher is accurate in some areas, please explain why that score is justified below.

Type your answer here

Additional Comments (Evidence-Based Supervision):

Type your answer here

Psychology Intern Quarterly Evaluation

Profession-Wide Competency 9: Consultation and Interprofessional/Interdisciplinary Skills

DEFINITIONS: PLEASE READ FIRST

Please rate intern for each competency item, using as a comparison of an entry-level clinician already in practice, regardless of the intern's current level of training or experience. This rating should show intern growth over the course of the year towards competency in all elements by the final evaluation. Use definitions supplied for descriptors to choose the most accurate statement that represents the intern at this point in time (not on average for the quarter).

1. Unfamiliar - The intern demonstrates significant deficiency in basic competency in this skill area, and/or demonstrates little motivation to improve, and/or is not receptive to feedback or direction. *Example* behaviors include (but are not limited to):

- Inability to administer, score or interpret psychological assessments independently.
- Inability to conceptualize and identify diagnostic criteria.
- Unwilling to engage in supervision and lacks insight into growth areas.

2. Aware/Developing - The intern is motivated to learn and grow, but has inconsistent performance in this skill area as compared to an entry-level clinician. Intern is open and receptive to feedback and/or direction from supervisor, and regularly seeks out supervision and/or clarification when needed. *Example* behaviors include (but are not limited to):

- Continues to make errors in test administration, scoring, and interpretation.
- Requires multiple corrections to written materials.
- Requires assistance with differential diagnosis.
- Engages in supervision, but inconsistent expression of insight into areas of growth.

3. Satisfactory Strength - The intern can use this skill effectively at times, but does not meet competency level compared to an entry-level clinician yet. Intern is able to function more independently and requires less supervisory direction to complete tasks. *Example* behaviors include (but are not limited to):

- Independently administers assessments, but requires oversight in scoring and test interpretation.
- Majority of written work requires few edits/revisions.
- Engages in case conceptualization and requires little assistance with differential diagnosis.
- Engages in supervision and demonstrates insight and follow through in areas of needed growth or improvement.

4. Competent - The intern can use this skill on the same level as an entry-level clinician and is able to work independently with little to no supervisory direction. *Example* behaviors include (but are not limited to):

- Completes full psychological evaluation independently including interpretation and report writing.
- Written work is professional and meets all standards/expectations.
- Competent case conceptualization and diagnosis.
- Independently seeks out new learning opportunities and is receptive to feedback on areas of growth.

5. Special Strength - The intern is demonstrating skills and abilities that are typical of an experienced professional with a specialty skill-set. *Example* behaviors include (but are not limited to):

- Competent in all areas of practice and teaches/supervises entry-level individuals.
- Interactions with others are professional and collegial.
- Demonstrates exceptional aptitude toward specialty areas of practice.
- Written work exceeds standards of basic competency.

Not Trained - Intern did not receive training in this area during this quarter. Supervisor must identify why the intern was not trained and goals to address this moving forward. *Interns should be trained in and provided scores in ALL competency areas all year.*

Consultation and Interprofessional/Interdisciplinary Skills

Demonstrates knowledge and respect for the roles and perspectives of other professions

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

IHC - Demonstrates knowledge and skill in working as a member of a medical team to enhance integrated care

- Unfamiliar (1)
- Aware/Developing (2)
- Satisfactory Strength (3)
- Competent (4)
- Special Strength (5)
- Not Trained

Consultation and Interprofessional/Interdisciplinary Skills Competency Average

Type your answer here

IHC Consultation and Interprofessional/Interdisciplinary Skills Competency Average

Type your answer here

RESPONSE REQUIRED: You have selected a score of "Not Trained" for one or more questions above. As a reminder, all competencies should be observed and evaluated throughout the year. Please provide a detailed description of why you were unable to evaluate your intern in this competency area this quarter and your plans to address this moving forward.

Type your answer here

RESPONSE REQUIRED: Your intern did not meet the average graduation trajectory in this competency area this quarter. Please indicate below if you have any concerns in this area worth implementing a PIP. Please note that NPTC may request a PIP for scores significantly below the minimum level of achievement for this quarter.

Type your answer here

RESPONSE REQUIRED: You have selected a score below 4 (Competent) on one or more questions above. Interns must receive scores of 4 or higher on ALL items in order to successfully graduate. If this scoring is accurate please indicate so below and contact the Regional Training Director immediately.

Type your answer here

RESPONSE REQUIRED: You have selected a score of 4 (Competent) or 5 (Special Strength) on one or more questions above. As a reminder, interns should be evaluated against professionals already in practice. If you feel that a score of 4 or higher is accurate in some areas, please explain why that score is justified below.

Type your answer here

Additional Comments (Consultation and Interprofessional/Interdisciplinary Skills):

Type your answer here



NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Psychology Intern Quarterly Evaluation

Overall Summary:

Type your answer here

Satisfactory Performance

- Yes (Pass)
 No (Performance Improvement Plan necessary)

If no selected above, please enter a comment.

Type your answer here



NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Psychology Intern Quarterly Evaluation

This page has been added for ease of collaborating with other individuals. If you are not yet ready to sign this evaluation, please select No in the question below so you may save your work to return later. If you are ready to sign the document, please select Yes and you will be taken to the signature page to finalize the form.

Are you ready to sign this evaluation with your intern?

- Yes
 No

Toni Email

johndoe@sample.com



NPTC

NATIONAL PSYCHOLOGY TRAINING CONSORTIUM
Training Tomorrow's Psychologists

Psychology Intern Quarterly Evaluation

Signatures

Supervisor:

I have reviewed and discussed this evaluation with the intern I have supervised over the past three months.

Supervisor Signature

Date

Supervisor Email

Type your answer here

Select Date

johndoe@sample.com

Type in name

Are you the Site TD?

Site TD Name

Site TD Email

Yes

No

Type your answer here

johndoe@sample.com

Intern:

My rotation supervisor has reviewed and discussed this evaluation with me. My signature does not necessarily constitute agreement. I understand that portions of this evaluation may be shared with members of my graduate training program and the Board of Directors of NPTC, and will be placed in my training file. I recognize that I am free to respond to this report in writing and that this reply will also be placed in my training file.

Intern Signature

Date

Intern Email

Type your answer here

Select Date

johndoe@sample.com

Type in name