

University of Houston-Clear Lake Counseling and Mental Health Center Internship Evaluation of Competencies

The evaluation is to be completed by the Intern's primary clinical supervisor, with input from the intern's group supervisor, co-supervisor (spring only) and all other training staff who interact with the intern in professional roles.

Rate each item using the scale below: Provide ratings for highlighted (grey) elements ONLY; use the bulleted items below the grey elements as *additional* behavioral anchors referring to specific training experiences in which the intern may have engaged.

1 Remediation: The intern lacks a basic foundation in the knowledge, awareness, and and/or skills that would be expected to be in place at this time of the training experience OR the intern exhibits behaviors indicating lack of readiness for the work that will be required in the internship setting. An intern evaluated at this level will require immediate augmented supervision or structured training opportunities.

2-3 Beginning Internship Practice: The intern has a basic foundation in the knowledge, awareness, and skills that are contained in the education activities associated with this competency. Although aware of the baseline goal areas, the intern is most comfortable or capable of working within structured settings. Continued intensive supervision needed. Remediation possible at Fall Mid-Semester; remediation required at Mid-Year.

4-6 Intermediate Internship Practice: The intern has moved beyond a basic foundation in the knowledge, awareness, and skills of the competency area and now utilizes this foundation to inform practice in the internship setting. The intern may still need assistance from the didactic, supervisory, or structured aspects of the training setting in order to effectively implement direct service work; as the intern progresses through this range of competency they will exhibit greater self-supervision across the varying contexts of the internship. The activities scored at the lower end of the intermediate range should remain a focus of supervision and related goals should be established.

7-8 Doctoral practice/Completion of internship: The intern has achieved competence appropriate to entry-level health service psychology practice and is actively working to further enhance competence in the knowledge, awareness, or skill area being evaluated. This level of competence is characterized by the intern's ability to utilize the knowledge, awareness or skill with minimal structured assistance. This is the minimal level of competence needed for successful completion of the training program.

9-10 Post-doctoral/Post-licensure practice: The intern functions in this competency area at a level that could allow for independent work. The use of the knowledge, awareness or skill is consistently incorporated into the intern's understanding of the work as an emerging psychologist and is evident in daily professional practice.

N/O No Opportunity to Observe: If you have not had the opportunity to observe a behavior, please indicate this by writing N/O.

Optional: you may write brief comments next to any anchors (items for which you do not provide a numerical rating), to highlight strengths or areas that need further work.

Narrative section: Please also provide narrative feedback on specific strengths, areas for growth, and revised or ongoing training goals.

Psychology Intern Name:					
Fall Primary Supervisor Name:					
Spring Primary Supervisor Name:					
Internship Year:					
Methods of supervision during this period (select all that apply):					
<input type="checkbox"/> live/In-Person <input type="checkbox"/> video <input type="checkbox"/> audio <input type="checkbox"/> trainee Report <input type="checkbox"/> other (Please Describe) _____					
FOUNDATIONAL COMPETENCIES		Fall Supervisor		Spring Supervisor	
Competency 1: Research - Application of scientific methods / Scholarly inquiry		Mid-Sem	Mid-Year	Mid-Sem	Year-End
Disseminate research or other scholarly activities (e.g., case conference, presentation, publication) at the local, regional, or national level					
<ul style="list-style-type: none"> • Incorporate research in case presentation and/or intern project (if applicable) • Engage in gathering appropriate psychoeducational resources, based in scientific literature, on outreach topics that are informative and impactful • Develop and implement outreach programs on psychoeducational topics designed to reach a target audience • Thoughtfully evaluate and discuss articles and information received in training seminars and at scholarly presentations (e.g., CHATS, local conferences, Journal Club etc.) 					

Competency 2: Ethical & Legal Standards				
Be knowledgeable of and act in accordance with: (1) APA Ethical Principles & Code of Conduct; (2) relevant laws, regulations, rules and policies governing Health Service Psychology at the organizational, local, state, regional, and federal levels; and (3) relevant professional standards and guidelines				
<ul style="list-style-type: none"> Utilize ethical decision making through advanced knowledge of and adherence to appropriate ethical and legal standards 				
Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas				
<ul style="list-style-type: none"> Demonstrate effective use of supervision and consultation to explore ethical concerns Appropriately resolve ethical conflicts in therapy, consultation, and other professional activities 				
Conduct self in an ethical manner in all professional activities				
<ul style="list-style-type: none"> Behave in accordance with the professional standards and expectations of the training program 				
Competency 3: Individual & Cultural Diversity				
Demonstrate awareness/understanding of how own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from themselves				
<ul style="list-style-type: none"> Demonstrate openness to self-reflection of how cultural and diversity issues influence one's self as a therapist Identify attitudes, beliefs, and biases about own and others' cultural identities and behavior Demonstrate openness and willingness to discuss multicultural issues as a supervisee 				
Demonstrate 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				
<ul style="list-style-type: none"> Seek knowledge and understanding of the cultural experiences and perspectives relevant to the client population and applies that awareness in multiple contexts 				
Demonstrate the independent ability to apply knowledge and to work effectively with a range of diverse individuals and groups across professional roles (e.g., research, services, and other professional activities)				
<ul style="list-style-type: none"> Develop sensitivity to the impact of cultural diversity on interpersonal dynamics in the counseling setting Demonstrate empathic understanding and acceptance of clients' cultural experience Recognize when cultural factors may be impacting professional activities, and address the problem appropriately 				
Demonstrate effectiveness with areas of individual and cultural diversity not previously encountered, as well as effectiveness with individuals whose group membership, demographic characteristics, or worldviews are different or conflict with own				
<ul style="list-style-type: none"> Process intercultural differences with respect and skill Explore and discuss intersectionality of identities with respect and skill 				
Competency 4: Professional Values and Attitudes				
Behave in ways that reflect values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for welfare of others				
<ul style="list-style-type: none"> Conform to organizational norms of attire, grooming, and deportment Develop a base of knowledge of the psychology job market and licensure process 				

Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness				
<ul style="list-style-type: none"> • Recognize one's strengths, weaknesses, and limits • Develop the ability for self-reflection in a professional context in order to make decisions about how to best function in that setting • Learn strategies for establishing a balance of personal and professional life and general self-care in the service of client welfare • Manage personal commitments and stress in such a way as to prevent interference with professional functioning 				
Actively seek and demonstrate openness and responsiveness to feedback and supervision				
<ul style="list-style-type: none"> • Utilize feedback received from clients, supervisors, and supervisees to continuously develop professional effectiveness • Demonstrate the ability to participate in and utilize both formal and informal evaluation procedures to improve organizational functioning and effectiveness 				
Respond professionally in increasingly complex situations with a greater degree of independence as progress across levels of training				
<ul style="list-style-type: none"> • Increase autonomy and confidence in handling a wide array of clinical situations, moving from external supervision to self-supervision 				
Meet responsibilities in a reliable and timely manner; prioritize effectively; communicate about delays.				
<ul style="list-style-type: none"> • Perform all required and expected professional responsibilities • Complete responsibilities on-time and appropriately communicate regarding any delays that may arise 				
Competency 5: Communication and Interpersonal Skills				
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services				
<ul style="list-style-type: none"> • Establish a sense of identity as a part of a professional community and understand the importance of participation in its organizations • Maintain professional standards of communication and interpersonal behavior in all settings • Demonstrate the ability to share group leadership in a balanced manner with co-leader 				
Produce and comprehend verbal, nonverbal, and written communication that is informative and well-integrated; demonstrate a thorough grasp of professional language and concepts				
<ul style="list-style-type: none"> • Demonstrate the ability to engage in the appropriate documentation of therapy sessions • Demonstrate the ability to summarize clinical findings accurately, thoroughly, and concisely in writing, and do so in a timely manner • Demonstrate skills in documentation of ethical issues and risk • Demonstrate the ability to design effective outreach displays in order to educate and promote awareness of mental health issues on campus • Demonstrate the ability to verbally communicate conceptualizations and clinical rationales regarding treatment planning 				
Demonstrate effective interpersonal skills and the ability to manage difficult communication well				

Competency 6: Assessment				
Select and apply assessment methods that draw from the best available empirical literature, and that reflect the science of measurement and psychometrics; Individualize assessment/collect relevant data using multiple sources and methods appropriate to the context, professional role, and identified goals and questions of the assessment as well as relevant developmental and diversity characteristics of the client				
<ul style="list-style-type: none"> Utilize assessment instruments when appropriate and demonstrate knowledge of selecting appropriate instruments, scoring, and interpretation (cont.). Demonstrate the ability to articulate an adequate initial formulation, including diagnostic impression as appropriate 				
Interpret assessment results to inform case conceptualization, classification and recommendations following current research, professional standards, and guidelines; Guard against decision-making biases, distinguishing aspects of assessment that are subjective from those that are more objective				
<ul style="list-style-type: none"> Demonstrate proficiency in screening for setting-appropriate treatment concerns and making initial treatment dispositions Demonstrate skills in conducting clinical interviews Demonstrate proficiency in administering, interpreting, and providing feedback regarding clinical and vocational assessment instruments 				
Accurately and effectively communicate (verbally and in written documents) the findings and implications of the assessment in a manner that is adapted/sensitive to the needs of a range of audiences				
<ul style="list-style-type: none"> Effectively communicate initial impressions and articulate treatment recommendations in case disposition Demonstrate proficiency in providing feedback to clients in a clear and collaborative manner Integrate vocational assessment and counseling skills; administer assessments and facilitate vocational exploration and life planning exercises, if applicable 				
Competency 7: Intervention				
Establish and maintain effective relationships with the recipients of psychological services				
<ul style="list-style-type: none"> Utilize relationship building skills in order to facilitate a strong working alliance with clients Demonstrate understanding, acceptance, and empathic reflection Build rapport/partnership, attune to client, foresee possible threats to productive working alliance; manage/respond thoughtfully and effectively Demonstrate the ability to maintain a calm, detached focus on crisis situations 				
Develop evidence-based intervention plans specific to the service delivery goals; Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking				
<ul style="list-style-type: none"> Identify appropriate therapy modality(ies) and approach(es) to be used, and/or identify other appropriate outside resources Demonstrate skills in developing and articulating accurate conceptualization of client problem Demonstrate breadth of understanding of theory Demonstrate application of theory to case formulation and interventions Demonstrate knowledge of and application of approaches rooted in evidence based practice Demonstrate the ability to identify the cause of a crisis and develop an action plan that may include identifying resources internal and external to the client that assist in de-escalation and resolution Demonstrate the ability to select appropriate members for groups 				

Provide clinical services that integrate relevant research literature, evaluation/assessment findings, diversity characteristics, developmental, and contextual variables				
<ul style="list-style-type: none"> • Demonstrate the ability to engage in exploration of history, beliefs and feelings • Demonstrate proficiency in the implementation of appropriate problem interventions • Demonstrate skills in effectively concluding and terminating therapy, including transition to other therapeutic modality or transition to outside resources, as appropriate • Demonstrate follow through to ensure that crisis situations are resolved appropriately and sufficiently • Demonstrate the ability to orient and prepare clients for participation in group, including guidelines, norms, expectations, and benefits of group • Demonstrate skills in attending to group process observing both individual indicators of feelings, thoughts, and behaviors, as well as overall group dynamics • Demonstrate the ability to use appropriate group level interventions to facilitate client growth and group process in group and couples therapy (cont.) • Demonstrate skills in helping clients explore their personal educational and work history • Develop knowledge of and utilize occupational exploration resources, as appropriate • Use professional literature to guide development of practice competence in assessment and intervention 				
Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation				
<ul style="list-style-type: none"> • Demonstrate understanding of scholarship and research in applied psychology • Demonstrate ability to evaluate the efficacy of interventions based on standardized scores and client report; modify course of treatment based on findings 				
Competency 8: Supervision (Evaluation provided by Co-supervisor)				
Apply knowledge of supervision models and practices				
<ul style="list-style-type: none"> • Demonstrate the ability to create a safe and supportive supervision environment in order to develop an alliance with supervisee • Collaboratively develop training goals with the trainees and monitor training goals throughout supervision • Demonstrate the ability to use appropriate methods of case review, suggestions of counseling techniques, application of theory, and ongoing assessment of client progress • Demonstrate skills in reviewing session videos and providing specific feedback that promotes trainee development • Demonstrate ability to facilitate multicultural conversations and exploration that promotes trainee development • Demonstrate understanding of how to promote supervisee’s professional development through exploration of professional issues 				
Competency 9: Consultation and Interprofessional/Interdisciplinary Skills				
Demonstrate knowledge and respect for the roles and perspectives of other professions				
<ul style="list-style-type: none"> • Interact appropriately with professionals within Counseling and Mental Health Center and in other offices on campus 				
Apply knowledge of consultation models and practices with individuals/families, other healthcare professionals, interprofessional groups, or systems related to health and behavior				
<ul style="list-style-type: none"> • Engage in consultation with CMHC staff, trainees, concerned others, or other university constituents; demonstrate the ability to explore the consultee’s concern • Demonstrate skill in providing clarification of consultee’s concern and provide appropriate information or explore alternative solutions 				

Once evaluation has been reviewed with supervisee, a signed, scanned copy must be sent to Training Director, the supervisor and supervisee for their individual records.

**University of Houston-Clear Lake Counseling and Mental Health Center
Internship Evaluation of Competencies
Fall Mid Semester**

Psychology Intern Name:

Supervisor:

Internship Year:

Methods of supervision during this period (select all that apply):

Live/In-Person

Video

Audio

Trainee Report

Other (Please Describe) _____

PARTICULAR STRENGTHS:

AREAS FOR GROWTH:

REVISED/ON-GOING TRAINING GOALS:

Supervisor Signature & Date

Supervisee Signature & Date

*Signatures indicate this evaluation was discussed in-person and the intern was given opportunity to ask for clarification, if needed

COMMENTS FROM TRAINEE:

**University of Houston-Clear Lake Counseling and Mental Health Center
Internship Evaluation of Competencies
Fall Mid Year**

Psychology Intern Name:

Supervisor:

Internship Year:

Methods of supervision during this period (select all that apply):

Live/In-Person

Video

Audio

Trainee Report

Other (Please Describe) _____

PARTICULAR STRENGTHS:

AREAS FOR GROWTH:

REVISED/ON-GOING TRAINING GOALS:

Supervisor Signature & Date

Supervisee Signature & Date

*Signatures indicate this evaluation was discussed in-person and the intern was given opportunity to ask for clarification, if needed

COMMENTS FROM TRAINEE:

University of Houston-Clear Lake Counseling and Mental Health Center
Internship Evaluation of Competencies
Spring Mid Semester

Psychology Intern Name:

Supervisor:

Internship Year:

Methods of supervision during this period (select all that apply):

Live/In-Person

Video

Audio

Trainee Report

Other (Please Describe) _____

PARTICULAR STRENGTHS:

AREAS FOR GROWTH:

REVISED/ON-GOING TRAINING GOALS:

Supervisor Signature & Date

Supervisee Signature & Date

*Signatures indicate this evaluation was discussed in-person and the intern was given opportunity to ask for clarification, if needed

COMMENTS FROM TRAINEE:

University of Houston-Clear Lake Counseling and Mental Health Center
Internship Evaluation of Competencies
Spring Year End Semester

Psychology Intern Name:

Supervisor:

Internship Year:

Methods of supervision during this period (select all that apply):

Live/In-Person

Video

Audio

Trainee Report

Other (Please Describe) _____

PARTICULAR STRENGTHS:

AREAS FOR GROWTH:

REVISED/ON-GOING TRAINING GOALS:

Supervisor Signature & Date

Supervisee Signature & Date

*Signatures indicate this evaluation was discussed in-person and the intern was given opportunity to ask for clarification, if needed

COMMENTS FROM TRAINEE:

**University of Houston-Clear Lake Counseling and Mental Health Center
Internship Evaluation of Competencies
Spring Supervision of Prac**

Psychology Intern Name:

Supervisor:

Internship Year:

Methods of supervision during this period (select all that apply):

Live/In-Person

Video

Audio

Trainee Report

Other (Please Describe) _____

PARTICULAR STRENGTHS:

AREAS FOR GROWTH:

REVISED/ON-GOING TRAINING GOALS:

Supervisor Signature & Date

Supervisee Signature & Date

*Signatures indicate this evaluation was discussed in-person and the intern was given opportunity to ask for clarification, if needed

COMMENTS FROM TRAINEE: