

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**

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- _____ 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**

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- _____ 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**

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- _____ 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**

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- _____ 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

The ability to effectively provide outreach and consultation services

1. Planning and implementation of outreach activities

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- 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

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- 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

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- 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

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- 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

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- 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

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

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- _____ 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**

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- _____ 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**

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- _____ 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: _____

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.