

EVALUATION FORMS

UNIVERSITY OF DENVER
Graduate School of Professional Psychology

Psychology Internship Consortium

Initial Assessment of Intern Competencies – To be Completed by Intern

Date:

Name of Intern:

Name of Primary Individual Supervisor:

The purpose of this assessment is to provide a frame of reference for developing learning goals for your professional training. It is important to have an accurate assessment of your skill level.

This assessment will be read by your supervisor and the training director and will be discussed with the training staff at the Center. It will assist in the planning of your individual goals throughout the training year. In looking at the assessment from each intern, the staff will also be able to determine some necessary program emphases for your intern group.

Instructions:

Read each item. Think about your experience and training as well as the degree of your success in using that skill or model. Mark the number rating that most accurately describes your current level of skill development.

- 5 = Special strength - You believe you not only possess this skill, but that you could teach it to others, or serve as a model for others to emulate.
- 4 = Satisfactory strength - you can use this skill effectively.
- 3 = Developing - You are well on the way to acquiring satisfactory command of this skill, but not yet ready to use it with full confidence.
- 2 = Aware - You have an introductory knowledge of this skill, but are not proficient in it or ready to take on a responsibility that requires its use.
- 1 = Unfamiliar and interested - You are starting from scratch and have virtually no proficiency in this skill area, but have a real interest in learning it.
- 0 = Unfamiliar and uninterested - You are starting from scratch and have no proficiency in this skill area and have no real interest in learning it this year.

Place an X by the items which are a priority for you to learn this year.

1. Describe your overall goals for this training year:

2. Describe individual interests/areas in which you would like to specialize:

3. Describe your theoretical orientation:

4. Rate your stage of development in integrating psychotherapy theory with practice: _____
5. Rate your initial assessment/intake skills: _____
 Include: Rapidly assesses client strengths and problem areas
 Gives probable diagnosis
 Is able to refer when needed
 Forms effective relationship with client
 Can gather enough info and history
 Asks appropriate questions
 Performs adequate mental status exam
 Assesses for suicidal and homicidal ideation
6. Rate your counseling/psychotherapy skills: _____
 Include: Can clearly articulate a theoretical framework and translate that into effective interventions
 Understands difference between brief and longer-term therapy
 Is able to establish and maintain therapeutic relationship
 Effectively forms treatment plan
 Effectively times interventions
 Shows sensitivity to and appropriate use of nonverbal communications
 Demonstrates a balanced awareness and responsiveness to cognitive, affective, and behavioral aspects
 Uses confrontation when indicated
 Is at ease dealing with complex issues
 Can analyze/direct course of therapy
 Sets reachable goals
 Manages termination issues
7. Rate your consultation/outreach/program development skills: _____
 Include: Demonstrates theoretical knowledge of consultation models (systems, preventive, etc)
 Can apply theory to practice
 Manages administrative and program development/evaluation issues effectively
 Demonstrates facility with public visibility, agency representation, and public relations
8. Rate your skills in emergency coverage/crisis intervention: _____
 Include: Is able to quickly identify and clarify nature of presenting problem
 Can assess risk of suicide/homicide
 Rapidly determines environmental stressors and support systems
 Forms appropriate short-term treatment plan w/follow-up as needed
 Assesses client's strengths and weaknesses
9. Rate your assessment/psychological testing skills: _____
 Include: Accurately perceives, identifies, and clarifies nature of client's presenting problem
 Determines environmental stressors and support systems that come to bear on the client's issues
 Assesses the client's strengths and weaknesses in determining the nature of the problem
 Formulates tentative statements of prognosis based on client needs
 Appropriately uses the DSM IV
 Is able to choose test materials appropriately and organize them into a cohesive battery
 Administers and interprets tests appropriately

Can write articulate test report

10. Rate your psych testing skills on the following instruments:
Client interview: ____
BSI: ____
MMPI: ____
MCMI: ____
Trails A&B: ____
Bender-Gestalt: ____
WAIS-III: ____
WJ-III: ____
DAP: ____
TAT: ____
Rorschach: ____
CAARS/ADHD Self-Reports: ____
Others(s): ____
11. Rate your training/supervision skills: ____
Include: Knowledge of supervision theory and application of theory to practice
Facilitation of an open, trusting atmosphere with supervisee
Can identify, discuss, and set appropriate goals
Can differentiate between supervision and therapy
12. Rate your knowledge of professional/ethical issues: ____
Include: Working knowledge of and adherence to APA and ACA ethical guidelines
Is aware of and functions within pertinent CO laws governing professional practice
13. Rate your work with diverse populations: ____
Include: Is sensitive to and able to evaluate the special needs of diverse populations
Is aware of appropriate campus/community resources
Is aware of own attitudes and how these affect the counseling process (e.g., sexism, homophobia, racism)
Demonstrates theoretical knowledge and ability to use effective techniques w/diverse populations
14. Rate your use of applied research: ____
Include: Knowledge of current research in psychotherapy
Ability to integrate research w/theory & practice
15. Rate your paperwork skills: ____
Include: Ability to complete paperwork in timely manner
Ability to write thorough, succinct, and legible case notes
16. Rate your use of supervision: ____
Include: Ability to discuss and set appropriate goals for supervision
Recognition of importance of reviewing samples of work and willingness provide such samples (e.g., audio & video tapes, "live" observation)
Openness to feedback and suggestions
Self-evaluation, self-direction, motivation for personal growth
Use of supervision as vehicle for establishing and consolidating professional identity
17. Rate your personal characteristics: ____
Include: Manages stress well
Can effectively set limits
Relates well w/colleagues
Is dependable
Deals appropriately with any personal problems

Is flexible

18. Describe your strengths:

19. Describe your limitations/areas of growth:

Other comments:

Date: _____

Signed:

Intern

Primary supervisor

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Psychology Internship Consortium

Evaluation of Intern Competencies – To be completed by primary individual supervisor

Intern:

Supervisor:

Date:

Period covered:

Methods of Observation:

_____ audiotape _____ discussion _____ co-therapy
_____ videotape _____ live _____ seminar
_____ other: _____

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty and to refine goals. It is a tool for evaluation performance and also a vehicle for change.

Scale for Rating Competencies:

5 =Performs this activity with outstanding ability, initiative, and adaptability. Comparable to entry-level psychologist.

4 =Performs this activity independently and with more than acceptable quality.

3 =Performs this activity well, usually without assistance and/or direct supervision. The accepted and typical level of performance.

2 =Can perform this activity, but requires direct supervision and assistance. Below the expected level of performance.

1 =Not able to perform this activity satisfactorily, functioning below the expected level, and remedial work recommended.

N/A= Not Applicable

1. Describe the goals and areas focused on in supervision over the period covered by this evaluation:

2. Describe individual interests/specialty areas/rotation:

3. Initial assessment/intake skills 1 2 3 4 5 N/A

Number of initial assessments/intakes :

- Can rapidly assess client strengths and problem areas
- Arrives at probable diagnosis
- Decides on appropriate referral(s) needed
- Can quickly form effective relationship with client
- Is able to gather enough information and history
- Asks appropriate questions
- Performs adequate mental status exam,
- Assesses for suicidal and homicidal ideation

Comments:

4. Counseling/Psychotherapy Skills 1 2 3 4 5 N/A

- Number of clients seen :
- Can clearly articulate a theoretical framework and translates theoretical understanding into effective counseling interventions
- Understands the differences between brief and longer term therapy
- Is able to establish and maintain a therapeutic relationship
- Can form appropriate treatment plan
- Effectively times interventions
- Shows sensitivity to and appropriate use of nonverbal communications
- Demonstrates a balanced awareness and responsiveness to cognitive, affective, and behavioral aspects
- Uses confrontation when indicated
- Is at ease dealing with complex issues
- Can analyze/direct the course of therapy
- Sets reachable goals
- Manages termination issues

Comments:

5. Consultation/Outreach/Program Development 1 2 3 4 5 N/A

Describe number and types of consultation/outreach/program development:

- Demonstrates theoretical knowledge of consultation models (systems, preventive, etc)
- Can appropriately apply theory to practice
- Manages administrative and program development/evaluation issues effectively
- Demonstrates facility with public visibility, agency representation and public relations
- Demonstrates ability to coordinate services with other services
- Demonstrates ability to evaluate and adjust interventions

Comments:

6. Emergency coverage/crisis intervention 1 2 3 4 5 N/A

Describe number and types of crisis calls:

- Is able to quickly identify and clarify nature of client's presenting problem
- Appropriately assesses risk of suicide/homicide
- Can rapidly determine environmental stressors and support systems
- Assesses client's strengths and weaknesses
- Forms an appropriate short-term treatment plan with follow-up as needed
- Uses community resources when applicable

Comments:

7. Assessment/Psychological Testing 1 2 3 4 5 N/A

Number of batteries :

Tests Included:

- Accurately perceives, identifies, and clarifies nature of the client's presenting problem
- Determines environmental stressors and support systems that come to bear on the client's issues
- Assesses the client's strengths and weaknesses in determining the nature of the problem
- Formulates tentative statements of prognosis based on client needs
- Appropriately uses the DSM IV
- Is able to choose test materials appropriately and to organize them into a cohesive battery
- Administers and interprets tests appropriately
- Can write an articulate test report

Comments:

8. Training/Supervision Skills 1 2 3 4 5 N/A

- Has knowledge of supervision theory and application of theory to practice
- Facilitates an open, trusting atmosphere with supervisee
- Is consistent and punctual in attendance and comes prepared
- Identifies, discusses and prioritizes goals for supervision
- Assists supervisee to understand and use samples of work in supervision
- Differentiates between supervision and personal therapy
- Teaching ability (if applicable)

Comments:

9. Professional/Ethical Issues 1 2 3 4 5 N/A

- Demonstrates a working knowledge of and adherence to the APA ethical guidelines
- Demonstrates appropriate concern and advocacy for client welfare
- Is aware of and appropriately functions within pertinent Colorado laws governing professional practice

Comments:

10. Work with diverse populations 1 2 3 4 5 N/A

Describe number and type of diverse clients :

- Is sensitive to and able to evaluate the special needs of diverse populations (racial/ethnic/multi-cultural, gay/lesbian, women, disabled, etc)
- Is aware of appropriate campus/community resources and makes referrals when appropriate
- Is aware of own attitudes and how these affect the counseling process (e.g. sexism, racism, homophobia)
- Demonstrates theoretical knowledge and ability to employ effective techniques with special populations

Comments:

11. Research 1 2 3 4 5 N/A

- Uses research time wisely
- Participates in Applied Research Seminar
- Is making progress towards doctoral paper
- Has plans to present or publish work (if applicable)
- Uses research to learn more about practice (reads research and professional journals, is current on practice topics, is willing to use research time to explore new topics)

Comments:

12. Paperwork 1 2 3 4 5 N/A

- Completes paperwork in timely manner
- Writes thorough, succinct and legible case notes

Comments:

13. Use of supervision 1 2 3 4 5 N/A

- Is consistent and punctual in attendance and comes prepared
- Identifies, discusses and prioritizes goals for supervision
- Recognizes the importance of reviewing samples of his/her work and readily proves such samples
- Is open and responsive to feedback and supervisory suggestions
- Shows self-evaluation, self-direction, and motivation for professional growth
- Actively participates in supervision (i.e., initiates discussion of new areas, etc)
- Differentiates between supervision and personal therapy (e.g., maintains appropriate level of self-disclosure)
- Uses supervision as a vehicle for establishing and consolidating professional identity

Comments:

14. Use of Training 1 2 3 4 5 N/A

- Actively participates in training seminars
- Prepares articulate case presentations
- Is appropriately assertive in articulating own training needs

Comments:

15. Personal Characteristics 1 2 3 4 5 N/A

- Manages stress well
- Relates well with colleagues
- Is dependable
- Deals appropriately with any personal/emotional problems
- Is flexible

Comments:

16. Site-Specific Skills 1 2 3 4 5 N/A

Describe Concentration or Rotation (if applicable):

Describe site-specific skills:

17. What are the strengths of this supervisee?

18. What are the limitations/growth areas of this supervisee?

19. Training recommendations:

Signature of Supervisee

Date

Signature of Supervisor

Date

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Evaluation of Intern Supervisor - To be Completed by Practicum Student

Supervisee:
Date:

Supervisor:
Period covered:

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty and to refine goals. It is a tool for evaluation performance and also a vehicle for change.

Scale for Rating Competencies:

5 =Performs this activity with outstanding ability, initiative, and adaptability.

4 =Performs this activity with more than acceptable quality.

3 =Performs this activity at the accepted and typical level of performance.

2 =Performs this activity below the expected level.

1 =Not able to perform this activity satisfactorily, functioning below the expected level, and remedial work recommended.

N/A= Not Applicable

1. Describe the goals and areas of focus in supervision over the period covered by this evaluation:

2. Professional/Ethical Issues 1 2 3 4 5 N/A

- Is prompt, dependable, and prepared
- Is available for additional consultation as needed
- Serves as professional role model
- Is involved in and committed to supervision
- Maintains a high priority for uninterrupted supervision sessions
- Is aware of ethical/legal issues and practices high standards at all times

Comments:

3. Client/Therapy Issues 1 2 3 4 5 N/A

- Aids in conceptualizing psychodynamics of clients
- Clearly articulates theory and demonstrates applicability of theory to practice
- Explores diagnostic and treatment possibilities
- Explores client/therapist relationship issues
- Provides suggestions without imposing own style
- Helps clarify treatment goals
- Aids in termination issues

Comments:

4. Relationship/Communication 1 2 3 4 5 N/A
- Establishes supportive yet challenging learning environment
 - Sets clear expectations and adjusts goals as needed
 - Respects individual differences
 - Works to establish climate of trust and honest exchange of feelings and ideas
 - Identifies and addresses conflicts in constructive ways
 - Acknowledges strengths and weaknesses in supervisee and self
 - Encourages independent thinking and action
 - Remains open to learning from supervisee
 - Able to confront in facilitative manner

Comments:

5. Training/Teaching 1 2 3 4 5 N/A
- Uses appropriate didactic material (e.g., articles)
 - Knowledgeable about campus/community resources
 - Differentiates between therapy and supervision
 - Appropriately self-disclosing

Comments:

6. Multicultural Issues 1 2 3 4 5 N/A
- Follows the multicultural supervision guidelines (in training handbook)
 - Exhibits comfort, competence, and commitment to multiculturalism
 - Discusses multicultural issues within the supervisory dyad
 - Discusses multicultural issues related to clients

Comments:

7. What are the strengths of this supervisor?

8. What are the limitations/growth areas of this supervisor?

9. Recommendations:

Signature of Supervisee

Date

Signature of Supervisor

Date

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Evaluation of Supervisor/s – To be completed by Intern

Supervisee: _____ Primary Individual Supervisor: _____
Other supervisors this period: _____
Date: _____ Period covered: _____

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty and to refine goals. It is a tool for evaluation performance and also a vehicle for change.

Scale for Rating Competencies:

5 =Performs this activity with outstanding ability, initiative, and adaptability.

4 =Performs this activity with more than acceptable quality.

3 =Performs this activity at the accepted and typical level of performance.

2 =Performs this activity below the expected level.

1 =Not able to perform this activity satisfactorily, functioning below the expected level, and remedial work recommended.

N/A= Not Applicable

In this evaluation, please evaluate both your primary individual supervisor, as well as any other supervisors during this same period. If your ratings are different among supervisors, please indicate this wherever it applies on the form.

1. Describe the goals and areas of focus in supervision over the period covered by this evaluation:

2. Professional/Ethical Issues 1 2 3 4 5 N/A

- Is prompt, dependable, and prepared
- Is available for additional consultation as needed
- Serves as professional role model
- Is involved in and committed to supervision
- Maintains a high priority for uninterrupted supervision sessions
- Is aware of ethical/legal issues and practices high standards at all times

Comments:

3. Client/Therapy Issues 1 2 3 4 5 N/A

- Aids in understanding clients and conceptualizing treatment
- Clearly articulates theory and demonstrates applicability of theory to practice
- Explores diagnostic and treatment possibilities
- Explores client/therapist relationship issues
- Provides suggestions without imposing own style
- Helps clarify treatment goals
- Aids in termination issues

Comments:

4. Relationship/Communication 1 2 3 4 5 N/A

- Establishes supportive yet challenging learning environment
- Sets clear expectations and adjusts goals as needed
- Respects individual differences
- Works to establish climate of trust and honest exchange of feelings and ideas
- Identifies and addresses conflicts in constructive ways
- Acknowledges strengths and weaknesses in supervisee and self
- Encourages independent thinking and action
- Remains open to learning from supervisee
- Able to confront in facilitative manner

Comments:

5. Training/Teaching 1 2 3 4 5 N/A

- Uses appropriate didactic material (e.g., articles)
- Knowledgeable about campus/community resources
- Differentiates between therapy and supervision
- Appropriately self-disclosing

Comments:

6. Multicultural Issues 1 2 3 4 5 N/A

- Follows the multicultural supervision guidelines (in training handbook)
- Exhibits comfort, competence, and commitment to multiculturalism
- Discusses multicultural issues within the supervisory dyad
- Discusses multicultural issues related to clients

Comments:

7. What are the strengths of this supervisor? (If more than one supervisor during this period, please list strengths separately by supervisor)

8. What are the limitations/growth areas of this supervisor? (If more than one supervisor during this period, please list limitations/growth areas separately by supervisor)

9. Recommendations for supervisor: (If more than one supervisor during this period, please list recommendations separately by supervisor)

Signature of Supervisee

Date

Signature of Primary Supervisor

Date

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Evaluation of Training Program

Date:

Period covered :

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluating performance and also a vehicle for change.

Scale for rating program areas:

- 5 = Outstanding
- 4 = Very good, above average
- 3 = Average, accepted and typical level
- 2 = Below expected level
- 1 = Very poor
- N/A = Not Applicable

1. Professional Atmosphere

- _____ Adherence to APA ethical guidelines
- _____ Commitment to serving the psychological needs of clients
- _____ Active collaboration and cooperation between staff members
- _____ Respect for, and use of, professionals from other disciplines
- _____ Commitment to science and profession of psychology
- _____ Awareness of, and respect for, individual differences among clients and professionals
- _____ Respect for human rights of clients and professionals
- _____ Opportunity for professional development
- _____ Opportunity for research activities

2. Training Atmosphere

- _____ Commitment to training
- _____ Responsiveness of program to personal and individual training needs
- _____ Accessibility of staff for supervision, consultation, and other training needs
- _____ Training not subordinate to service
- _____ Adequate role models
- _____ Atmosphere conducive to intellectual stimulation and professional growth
- _____ Breadth of experience
- _____ Depth of experience
- _____ Challenging program

3. Direct Service: Please rate your experiences in these areas:

_____ Initial assessments/intakes

Comments:

_____ Counseling/psychotherapy

Comments:

_____ Consultation/outreach/program development

Comments:

_____ Emergency coverage/crisis intervention

Comments:

_____ Assessment/psychological testing

Comments:

_____ Supervision of practicum student/s

Comments:

_____ Work with diverse populations

Comments:

_____ Concentration or rotation (if applicable)

Comments:

_____ Site-based training

Comments:

4. Training Received: Please rate your experiences in these areas:

_____ Individual supervision

Comments:

_____ Group supervision

Comments:

_____ Orientation

Comments:

_____ Professional issues seminars

Comments:

_____ Research seminars

Comments::

_____ Assessment seminars

Comments:

_____ Multicultural seminars

Comments:

_____ Other seminars (describe)

Comments:

5. Research opportunities

_____ Time available

_____ Interests of senior staff compatible with intern interests

_____ Support for doctoral paper

_____ Support for other projects

Comments:

6. Multiculturalism/crossculturalism

_____ Comfort level of senior staff

_____ Competence of senior staff

_____ Commitment of senior staff

Comments:

7. Administrative issues

_____ Paperwork/charting/report writing

_____ Staff meetings

_____ Workload

Comments:

8. Facilities

_____ Office space

_____ Audio/video equipment

_____ Computer support

_____ Testing materials

_____ Security

_____ Copier/fax machines

Comments:

9. Evaluation process

_____ Fairness

_____ Opportunity to give and receive feedback

Comments:

10. Interpersonal interactions/relationships

_____ With training staff

_____ With support staff

_____ With other interns

Comments:

11. Other areas

_____ Stipend

_____ Benefits

_____ Leave time

_____ Support for job search

Comments:

12. Please rate the training program overall in helping to prepare you as a psychologist (circle):

Excellent

Above Average

Average

Below Average

Poor

13. Please rate the training program as meeting your own expectations:

Excellent Above Average Average Below Average Poor

14. Given the rapid changes in health care and employment opportunities in psychology, what would you like to see included in current training to help you be better prepared?

15. Additional comments:

16. What are the strengths of this training program?

17. What are the limitations of this training program?

18. Recommendations:

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Post-Internship Survey

Date:

Name:

Date of internship:

Postdoctoral residency setting (if applicable):

Postdoctoral residency activities (if applicable):

Post internship job titles:

Post internship employment settings:

Post internship employment activities:

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluating performance and also a vehicle for change.

Scale for rating program areas:

- 5 = Outstanding
- 4 = Very good, above average
- 3 = Average, accepted and typical level
- 2 = Below expected level
- 1 = Very poor
- N/A = Not Applicable

1. Professional Atmosphere

- _____ Adherence to APA ethical guidelines
- _____ Commitment to serving the psychological needs of clients
- _____ Active collaboration and cooperation between staff members
- _____ Respect for, and use of, professionals from other disciplines
- _____ Commitment to science and profession of psychology
- _____ Awareness of, and respect for, individual differences among clients and professionals
- _____ Respect for human rights of clients and professionals
- _____ Opportunity for professional development
- _____ Opportunity for research activities

2. Training Atmosphere

- _____ Commitment to training
- _____ Responsiveness of program to personal and individual training needs
- _____ Accessibility of staff for supervision, consultation, and other training needs

- _____ Training not subordinate to service
- _____ Adequate role models
- _____ Atmosphere conducive to intellectual stimulation and professional growth
- _____ Breadth of experience
- _____ Depth of experience
- _____ Challenging program

3. Direct Service: Please rate your experiences in these areas:

- _____ Initial assessment/intake
Comments:
- _____ Psychotherapy/counseling
Comments:
- _____ Consultation/outreach/program development
Comments:
- _____ Crisis intervention/emergency work
Comments:
- _____ Assessment/psychodiagnostic testing
Comments:
- _____ Providing supervision to practicum student/s
Comments:

4. Training Received: Please rate your experiences in these areas:

- _____ Individual supervision (received)
Comments:
- _____ Individual/group supervision (given)
Comments:
- _____ Group supervision (received)
Comments:
- _____ Orientation
Comments:
- _____ Staff meetings
Comments:

_____ Research Seminar
Comments:

_____ Professional Issues Seminar
Comments:

_____ Multicultural Seminar
Comments:

_____ Assessment Seminar
Comments:

5. What are the strengths of this training program?

6. What are the limitations of this training program?

7. Recommendations:

8. Given the rapid changes in health care and employment opportunities in psychology, what would you like to see included in current training which would help interns to be better prepared?

9. Please rate the training program overall in helping to prepare you as a psychologist (circle):

Excellent Above Average Average Below Average Poor

10. Please rate the training program as meeting your own expectations:

Excellent Above Average Average Below Average Poor

11. Additional comments: