

# Intern and Resident Performance Evaluation

## Arizona Psychology Training Consortium

Trainee \_\_\_\_\_

Training Site \_\_\_\_\_

Primary Supervisor \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

Time Period of Evaluation : From \_\_\_\_\_ to \_\_\_\_\_

- \_\_\_\_\_ Initial Assessment of Baseline Competencies
- \_\_\_\_\_ MidYear Performance Evaluation
- \_\_\_\_\_ End of the Training Year Performance Evaluation
- \_\_\_\_\_ MidYear of Second Year (Part-time Internship or Residency)
- \_\_\_\_\_ End of the Second Year (Part-time Internship or Residency)

### Training Activities during this Evaluation Period:

Please check which activities were conducted during this training period. The number of hours should be reflected in the monthly training logs.

- |                  |                          |
|------------------|--------------------------|
| Psychotherapy:   | Assessment:              |
| _____ Individual | _____ Interviewing       |
| _____ Group      | _____ Academic           |
| _____ Marital    | _____ Cognitive          |
| _____ Family     | _____ Personality        |
| _____ Crisis     | _____ Projective         |
| _____ Other      | _____ Neuropsychological |

- Supervision:
- \_\_\_\_\_ Regularly Scheduled Primary Supervision  
Provided by \_\_\_\_\_
  - \_\_\_\_\_ Regularly Scheduled Secondary Supervision  
Provided by \_\_\_\_\_

\_\_\_\_\_ Group Supervision  
 \_\_\_\_\_ Supervision of Practicum/Intern Supervision

Didactic/Experiential Learning Activities:

\_\_\_\_\_ Attendance at Monthly Consortium Training Events \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_ On-Site Didactic Activities: \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_ Pre-approved Conferences and Trainings: \_\_\_\_\_  
 \_\_\_\_\_

Consultation and Research Activities:

\_\_\_\_\_ \_\_\_\_\_

Other Activities:

\_\_\_\_\_ \_\_\_\_\_  
 \_\_\_\_\_ \_\_\_\_\_  
 \_\_\_\_\_ \_\_\_\_\_

**Training Hours Accrued:**

<u>This Evaluation Period</u>		<u>Cumulative for Year(s)</u>	
_____	Direct Service to Clients	_____	Direct Service to Clients
_____	Primary Supervision	_____	Primary Supervision
_____	Secondary Supervision	_____	Secondary Supervision
_____	Mentoring	_____	Mentoring
_____	Didactic Training	_____	Didactic Training
_____	<b>Total Hours for Period</b>	_____	<b>Total Hours for Year(s)</b>

The total hours categories should include all internship and residency experiences up to the date of the evaluation, not just a summation of the other categories.

**Methods of Evaluation and Training Used this Evaluation Period:**

_____	Direct Observation	_____	Review of Raw Data
_____	Review of Videotapes	_____	Review of Case Notes
_____	Review of Audiotapes	_____	Review of Reports
_____	Case Presentations	_____	Feedback from Other Staff
_____	Other Evaluation Methods _____		

**Assessment of Trainee Competencies and Training Goals**

Please rate your intern or postdoctoral resident on each of the following categories using this rating scale:

N/A= Not Applicable or Not Assessed

1= **Concerns Noted**; Remedial work is needed

2= **Beginning Competency**; Intensive supervision needed

3= **Intermediate Competency**; Routine supervision needed

4= **High Competency**; Supervision needed for non-routine cases

5= **Advanced Competency**; Autonomous practice is expected after postdoctoral training is completed

Compare your intern or resident with others at the same level of training. It is assumed that the majority of interns and residents will perform at the intermediate level on most categories.

**I. CLINICAL KNOWLEDGE AND SKILLS: Diagnostic**

**A. Diagnostic Interviewing**

- \_\_\_\_\_ 1. Develops rapport
- \_\_\_\_\_ 2. Gathers relevant background information
- \_\_\_\_\_ 3. Accurately assesses client's mental status
- \_\_\_\_\_ 4. Questions are sensitive to client dynamics
- \_\_\_\_\_ 5. Makes appropriate case disposition
- \_\_\_\_\_ 6. Demonstrates effective crisis intervention

**B. Diagnostic Classification and Diagnosis**

- \_\_\_ 7. Knowledge of DSM classification and diagnosis
- \_\_\_ 8. Develops sound DSM diagnostic formulations
- \_\_\_ 9. Knowledge and use of special education eligibility categories

**C. Theoretical Classification and Diagnosis**

- \_\_\_ 10. Knowledge of theoretical case conceptualizations
- \_\_\_ 11. Develops sound theoretical case conceptualizations

**Individual Training Goals Review- Diagnostic:**

**II. CLINICAL KNOWLEDGE AND SKILLS: Assessment**

**A. Test Selection**

- \_\_\_ 12. Demonstrates knowledge of psychometric principles
- \_\_\_ 13. Effective test selection

**B. Standardized Test Administration**

- \_\_\_ 14. Demonstrates standardized test administration

**C. Test Interpretation**

- \_\_\_ 15. Makes accurate inferences from and interpretations of data
- \_\_\_ 16. Integrates background data appropriately
- \_\_\_ 17. Develops sound diagnostic formulations
- \_\_\_ 18. Builds recommendations on empirical and clinical data

**D. Report Writing**

- \_\_\_ 19. Report writing style is clear
- \_\_\_ 20. Written communications are sensitive to client dynamics
- \_\_\_ 21. Written communication is non-pejorative
- \_\_\_ 22. Reports reflect appropriate integration of test data

**E. Feedback**

- \_\_\_ 23. Provides feedback in a clear and understandable manner
- \_\_\_ 24. Presents and explains evaluations to parents and teachers
- \_\_\_ 25. Presents and explains evaluations to other professionals

**Individual Training Goals Review- Assessment:**

**III. CLINICAL KNOWLEDGE AND SKILLS: Psychotherapy**

**A. Case Formulation**

- \_\_\_ 26. Is able to articulate sound case formulation

**B. Treatment Planning and Goals**

- \_\_\_ 27. Is able to work with clients to establish realistic goals
- \_\_\_ 28. Is able to articulate sound treatment plans and goals

**C. Therapeutic Alliance**

- \_\_\_ 29. Establishes positive therapeutic alliance with clients
- \_\_\_ 30. Demonstrates good listening skills

**D. Management of Clinical Boundaries**

- \_\_\_ 31. Manages interpersonal boundaries with clients in individual, family, and group therapy

**E. Therapeutic Interventions**

- \_\_\_ 32. Technical decisions and applications are appropriate to client diagnosis (presenting problems and character structure)
- \_\_\_ 33. Attends to affective, cognitive, and behavioral manifestations in a thoughtful and sensitive manner

**F. Integration of Theory**

- \_\_\_ 34. Is able to articulate a preferred theoretical orientation
- \_\_\_ 35. Is able to articulate population relevant theoretical orientations
- \_\_\_ 36. Is able to articulate a rationale for modifying orientation

**G. Integration of Research**

- \_\_\_ 37. Integration of biopsychosocial research into practice
- \_\_\_ 38. Integration of psychotherapy research into practice

**Individual Training Goals Review- Psychotherapy:**

**IV. CLINICAL KNOWLEDGE AND SKILLS: Integration of Advanced Concepts**

**A. Use of Process**

- \_\_\_ 39. Awareness and use of process/here-and-now re: Self
- \_\_\_ 40. Awareness and use of process/here-and-now re: Clients
- \_\_\_ 41. Understanding and effective use of group process concepts

**B. Use of Self**

- \_\_\_ 42. Awareness and use of subjectivity/presence re: Self
- \_\_\_ 43. Awareness and use of subjectivity/presence re: Clients

**E. Intrapsychic Dynamics**

- \_\_\_ 44. Awareness and use intrapsychic dynamics re: Self
- \_\_\_ 45. Awareness and use intrapsychic dynamics re: Clients

**F. Use of Countertransference**

- \_\_\_ 46. Demonstrates awareness of impact of own personal issues on the individual psychotherapy process
- \_\_\_ 47. Demonstrates awareness of impact of own personal issues on the group or family therapy process
- \_\_\_ 48. Demonstrates awareness of impact of own personal issues on the supervision process

**G. Consultation**

- \_\_\_ 49. Provides specialized expertise to other professionals
- \_\_\_ 50. Designs functional behavioral assessments

- \_\_\_ 51. Implements academic and behavior intervention plans
- \_\_\_ 52. Develops on-going consulting relationships with other professionals

**Individual Training Goals Review- Advanced Concepts:**

**V. DIVERSITY AND SOCIAL RESPONSIBILITY**

**A. Diversity Awareness**

- \_\_\_ 53. Awareness of impact of own individual and cultural differences on self, others, and professional relationships
- \_\_\_ 54. Awareness of impact of client's individual and cultural differences on self, others, and relationships
- \_\_\_ 55. Awareness of impact of interaction between own and client's individual and cultural differences

**B. Social Awareness and Responsibility**

- \_\_\_ 56. Awareness of current events in local and global community
- \_\_\_ 57. Awareness of state and national issues in psychology
- \_\_\_ 58. Advocates to address systemic issues

**Individual Training Goals Review – Diversity and Social Responsibility**

**VI. SCHOLARLY ATTITUDE**

**A. Critical Thinking**

- \_\_\_ 59. Engages in reflective thinking before responding
- \_\_\_ 60. Considers alternative perspectives and sources of information

## **B. Scholarly Inquiry**

- \_\_\_ 61. Actively seeks out scholarly information in clinical work
- \_\_\_ 62. Engages in reflective thinking and scholarly inquiry
- \_\_\_ 63. Participates in research and professional publication

## **Individual Training Goals Review – Scholarly Attitude:**

# **VII. PROFESSIONAL BEHAVIOR AND DEVELOPMENT**

## **A. Ethical Reasoning and Behavior**

- \_\_\_ 64. Awareness of and commitment to ethical practices
- \_\_\_ 65. Awareness of and commitment to legal standards
- \_\_\_ 66. Represents self as an intern or resident
- \_\_\_ 67. Integrates informed consent when orienting client to therapy
- \_\_\_ 68. Engages in sound ethical reasoning when faced with ethical dilemmas that are more subtle or complex
- \_\_\_ 69. Awareness of limits of own competency within the role of intern or resident

## **B. Professional and Administrative Responsibility**

- \_\_\_ 70. Carries out assignments responsibly
- \_\_\_ 71. Is prompt for scheduled hours and appointments
- \_\_\_ 72. Maintains appropriate record keeping practices
- \_\_\_ 73. Writes client notes and reports in a timely manner
- \_\_\_ 74. Submits Consortium documentation in a timely manner
- \_\_\_ 75. Acts in accordance with agency or practice guidelines

## **C. Respectful and Professional Relationships**

- \_\_\_ 76. Relates positively with other interns and residents
- \_\_\_ 77. Relates effectively with a co-therapist
- \_\_\_ 78. Relates positively with staff and interdisciplinary team

**D. Interpersonal Boundaries and Awareness of Impact on Others**

- \_\_\_\_\_ 79. Manages anxiety and stress effectively
- \_\_\_\_\_ 80. Is conscientious in maintaining boundaries with supervisors and other staff
- \_\_\_\_\_ 81. Is aware and respectful of impact of own behavior on others

**E. Use of Supervision**

- \_\_\_\_\_ 82. Takes an active role in planning for supervision
- \_\_\_\_\_ 83. Keeps supervisor apprised of relevant clinical issues
- \_\_\_\_\_ 84. Receptive to and integrates supervisor feedback
- \_\_\_\_\_ 85. Able to appropriately challenge supervisor formulations
- \_\_\_\_\_ 86. Follows directions and respects supervisor’s final judgments

**Individual Training Goals Review – Professional Development:**

**VIII. Performance Evaluation Summary**

Please summarize your observations and impressions of your intern or resident, including overall strengths and weaknesses. Include any competency or performance areas that were not covered elsewhere.

During this training period, the performance of the intern or resident was:

Unsatisfactory

Satisfactory

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Supervisor Date

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Secondary Supervisor Date

Trainee Performance Evaluation Response:

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Trainee Date