

UNC-CH School Psychology Internship Evaluation Fall 2021

Start of Block: Block 1

Q1

UNC School Psychology Program

Internship Evaluation Fall 2021

Clinical Skills Evaluation (CSE)

SCHOOL PSYCHOLOGY-Feedback TO Graduate Students (CSE)

Q2 Name of Internship Student:

Q3 Student Email:

Q4 Date (Semester, Year):

Q5 Internship Information:

Q6 Name of Site:

Q7 Supervisor:

Q8 Supervisor Email:

Q9 EVALUATION RUBRIC: PLEASE EVALUATE THE STUDENT AT YOUR INTERNSHIP USING THE SCALE BELOW. PLEASE CHOOSE THE LEVEL THAT BEST DESCRIBES THEIR COMPETENCE, CONSIDERING THEIR LEVEL OF TRAINING AND YEAR IN THE PROGRAM (i.e., 1st, 2nd, 3rd, 4th year): N/A - Not Applicable - The competency or skill is not applicable to the student; the internship site does not provide the opportunity to evaluate the skill and/or the skill was not observed; Below Expectations - Competence is **BELOW** expectations. The student needs further training and/or remediation to improve to an acceptable level for her/his year in the program. This is clearly an area in need of further development; MEETS Expectations - Competence **MEETS** expectations. The student has shown some basic mastery of the competency or skill and is at a level expected for someone at her/his level of training; **NOTE: We anticipate that a majority of students will receive an evaluation of MEETS on most items.** Exceeds Expectations - Competence **EXCEEDS** expectations for someone at her/his level of training. This is clearly a strength relative to other graduate students that you have observed (at a comparable level of training). **Note: Some items are rated on a "MEETS expectations" or "BELOW expectations" scale. Expectations are based on the student's current level of training and clinical experience.**

End of Block: Block 1

Start of Block: Block 2

Q10 I. PROFESSIONAL SKILLS

1. SELF PRESENTATION - Demonstrates appropriate manner and dress with clients,

students, staff, and other mental health professionals.

(APA IRC IV - Professional Values and Attitudes)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q11 2. MANAGEMENT OF PERSONAL ISSUES IN A PROFESSIONAL MANNER - Manages personal stress, psychological concerns, and emotional reactions so they do not adversely affect clinical work or interactions with supervisors and other professionals.

(APA IRC IV - Professional Values and Attitudes)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q12 3. ETHICAL KNOWLEDGE AND PRACTICE - Demonstrates understanding of and conforming to ethical principles in professional work and practice.

(APA IRC II - Ethical and Legal Standards)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceed Expectations (4)
-

Q13 4. CLINICAL NOTES - Completes clinical/client or student notes on time and written in a professional manner (e.g. well written, free of jargon, etc).

(APA IRC V - Communication and Interpersonal skills)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q14 5. KNOWLEDGE OF CLINIC/SCHOOL PROCEDURES - Demonstrates knowledge of and compliance with clinic or school procedures and policies.

(APA IRC II - Ethical and Legal Standards)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q15 6. USE OF SUPERVISION - Demonstrates ability to use supervision appropriately; is prepared for supervision and is able to incorporate feedback from supervision.

(APA IRC VIII - Supervision)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q16 7. CONSIDERATION OF DIVERSITY ISSUES - During supervision, intern addressed the similarities/differences between his/her background and background of client or student.

(APA IRC III - Individual and Cultural Diversity)

N/A (1)

Below Expectations (2)

MEETS Expectations (3)

Exceeds Expectations (4)

Q17 8. PROFESSIONAL INTERACTION - Demonstrates ability to interact appropriately with other staff in the context of professional issues and in a multi-disciplinary team.

(APA IRC V - Communication and Interpersonal Skills)

N/A (1)

Below Expectations (2)

MEETS Expectations (3)

Exceeds Expectations (4)

Q18 9. DEPARTMENT - Intern demonstrates behavior that is mature and professional (includes appropriate dress, hygiene, etc). She or he is able to distinguish between appropriate and inappropriate language and behavior in various contexts.

(APA IRC IV - Professional Values and Attitudes)

BELOW Expectations (1)

MEETS Expectations (2)

Q19 10. PUNCTUALITY - Intern is on time for meetings.

(APA IRC IV - Professional Values and Attitudes)

BELOW Expectations (1)

MEETS Expectations (2)

Q20 11. ACCOUNTABILITY - Intern takes responsibility for her or his behavior. This includes being open to feedback from supervisors/instructors.

(APA IRC IV - Professional Values and Attitudes)

BELOW Expectations (1)

MEETS Expectations (2)

Q21 12. SELF-AWARENESS- Intern shows an awareness of her or his strengths and weaknesses, and is able to take steps (if needed) to correct/change behavior.

(APA IRC IV - Professional Values and Attitudes)

BELOW Expectations (1)

MEETS Expectations (2)

Q22 13. MOTIVATION - Intern is motivated to work hard and develop as a graduate student, and future mental health professional.

(APA IRC IV - Professional Values and Attitudes)

BELOW Expectations (1)

MEETS Expectations (2)

Q23 14. ATTENTION TO DETAIL - Intern is detail oriented in research, clinical or laboratory activities. His or her work is generally free of careless errors (e.g., typographic errors in manuscripts; careless data analyses).

(APA IRC IV - Professional Values and Attitudes)

BELOW Expectations (1)

MEETS Expectations (2)

Q24 15. GENERAL INTERPERSONAL SKILLS - Student is open and empathetic with others. Shows respect for others' viewpoints, opinions, etc. Strives to get along with others in her or his clinic or school setting, etc. Seems genuinely interested in other people.

(APA IRC V - Communication and Interpersonal Skills)

BELOW Expectations (1)

MEETS Expectations (2)

Q25 16. GENERAL EMOTIONAL SKILLS - Shows affect tolerance (i.e., is able to contain one's emotions in professional settings). Tolerates uncertainty and ambiguity well. Is

emotionally mature (e.g., is emotionally appropriate when receiving feedback).
(APA IRC V - Communication and Interpersonal Skills)

- BELOW Expectations (1)
 - MEETS Expectations (2)
-

Q26 17. PROBLEM SOLVING - Able to solve problems without being overly dependent on others. Is proactive in trying to solve problems rather than being reactive.
(APA IRC IV - Professional Values and Attitudes)

- BELOW Expectations (1)
 - MEETS Expectations (2)
-

Q27 18. GENERAL AWARENESS OF DIVERSITY ISSUES - Understands one's own cultural identity in relation to others. Is sensitive to the cultural identity of others. Considers diversity when interacting with others in professional settings.
(APA IRC III - Individual and Cultural Diversity)

- BELOW Expectations (1)
 - MEETS Expectations (2)
-

Q28 19. SCHOLARLY INQUIRY - Demonstrates attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.
(APA IRC I - Research)

- BELOW Expectations (1)
- MEETS Expectations (2)

End of Block: Block 2

Start of Block: Block 3

Q29 II. ASSESSMENT SKILLS

1. KNOWLEDGE OF EVIDENCE BASED ASSESSMENT - Can construct a specialized assessment battery using evidence based practices.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q30 2. SCREENING PROFICIENCY - Can conduct screening to determine risk for self-harm, other-harm, child-maltreatment, or psychosis and is knowledgeable regarding the specific protocol to follow if immediate action is necessary.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q31 3. COGNITIVE ASSESSMENT COMPETENCE - Demonstrates ability to administer and score cognitive assessment measures and instruments in a standardized manner.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q32 4. DIAGNOSTIC ASSESSMENT COMPETENCE - Demonstrates ability to administer and score diagnostic assessment measures in a standardized manner.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q33 5. DIAGNOSTIC IMPRESSION - Has the ability to form a realistic diagnostic impression based on clinical interview and historical information, and that considers diversity issues.

(APA IRC VI - Assessment)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q34 6. TEST IMPRESSION - Demonstrates the ability to interpret cognitive assessment measures, instruments, and tests.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q35 7. TEST INTEGRATION - Demonstrates ability to obtain information from multiple sources, and integrate results into case formulations and treatment planning.

(APA IRC VI - Assessment)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q36 8. REPORT WRITING - Demonstrates ability to write a report that is accurate, well written, and professional in quality, and that is sensitive to diversity issues.

(APA IRC V - Communication and Interpersonal Skills)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q37 9. REPORT COMMUNICATION - Demonstrates ability to provide accurate and specific feedback regarding test performance and findings to examinees that is sensitive to diversity issues.

(APA IRC V - Communication and Interpersonal Skills)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 3

Start of Block: Block 4

Q38 III. INTERVENTION: NON-SPECIFIC SKILLS

1. ETHICAL AND LEGAL STANDARDS - Deomonstrates ability to effectively implement the following practices: informed consent, confidentiality, setting of appropriate boundaries, and documentation of services.

(APA IRC VII - Intervention)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

Q39 2. RELATIONSHIP BUILDING SKILLS - Effectively uses empathy, active collaboration, warmth, and a non-judgmental stance to develop the therapeutic relationship.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q40 3. NON-SPECIFIC RESPONSE SKILLS - Understands and effectively employs a wide range of therapeutic responses such as reflections, interpretations, open-ended questions, summary statements, and self-disclosure to achieve specific therapeutic goals.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q41 4. TERMINATION - Knows how to terminate treatment interventions, put gains and issues into perspective, and consider future assistance.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q42 5. META-COGNITION - Understands how one's personality and attributes contribute to or interfere with the therapeutic process, and also in regard to clients or students who differ from the trainee in beliefs, ethnicity, or sexual orientation.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q43 6. MULTI-CULTURAL AWARENESS - Shows an understanding and sensitivity to diversity issues, and is aware of when and how to bring these up in therapy with a client or student.

(APA IRC III - Individual and Cultural Diversity)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 4

Start of Block: Block 5

Q44 IV. INTERVENTION: SPECIFIC SKILLS

1. KNOWLEDGE OF EMPIRICALLY SUPPORTED TREATMENTS - Understands the criteria used to determine empirically supported treatments (ESTs), the limits of ESTs, and can identify ways to supplement ESTs to address these limits.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q45 2. CASE CONCEPTUALIZATION - Can conceptualize a case in at least two distinct theoretical orientations, at least one of which is an EST.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q46 3. KNOWLEDGE OF CBT - Has a general knowledge of CBT and can apply a CBT framework to cases, which includes at a minimum, setting an agenda, goal setting, and assigning homework.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q47 4. DEVELOPMENTAL FRAMEWORK - Can incorporate a developmental framework into case conceptualization and treatment/intervention planning.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q48 5. AWARENESS OF DIVERSITY - The intern considers diversity issues when conceptualizing cases and creating a treatment plan.

(APA IRC III - Individual and Cultural Diversity)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q49 6. PROFICIENCY IN COGNITIVE TECHNIQUES - Demonstrates the ability to execute basic cognitive treatment techniques, such as automatic thought records, cognitive restructuring, and mindfulness training.

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
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Q50 7. PROFICIENCY IN BEHAVIORAL TECHNIQUES - Demonstrates ability to execute basic behavioral techniques, such as functional analysis of behavior, behavioral activation strategies, and skills training (e.g., problem solving training).

(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q51 8. PROFICIENCY IN RELAXATION-BASED TECHNIQUES - Demonstrates ability to execute basic relaxation techniques, such as progressive muscle relaxation and imagery.
(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q52 9. PSYCHOEDUCATION - Demonstrates ability to use psychoeducation techniques properly.
(APA IRC VII - Intervention)

- N/A (1)
 - Below Expectations (2)
 - MEETS Expectations (3)
 - Exceeds Expectations (4)
-

Q53 10. CHILD THERAPY TECHNIQUES - Demonstrates an ability to implement parent training and to conduct behavioral management plans.

(APA IRC VII - Intervention)

- N/A (1)
- Below Expectations (2)
- MEETS Expectations (3)
- Exceeds Expectations (4)

End of Block: Block 5

Start of Block: Block 6

Q54 How many HOURS of this student's clinical work did you directly observe THIS SEMESTER (i.e., either live or using videotape review?)

Q55 Please comment below on any areas and/or skill sets not addressed by the above criteria, but which may be a site-specific ability (e.g., ability to conceptualize clinical issues, and implement interventions in the context of therapy or school):

Q56 Please comment below on the student's particular STRENGTHS (for example, areas indicated as EXCEEDS). This is a REQUIRED FIELD so at least one comment needs to be made in this section.

Q57 Please comment below on AREAS of GROWTH (for example, areas indicated as BELOW). All students have areas they can grow in. This is a REQUIRED FIELD so at least one comment needs to be made in this section.

End of Block: Block 6

Start of Block: Block 7

Q60 SUPERVISOR SIGNATURE LINE - PLEASE ENTER YOUR NAME AND DATE BELOW

Q61 STUDENT SIGNATURE LINE - PLEASE ENTER YOUR NAME AND DATE REVIEWED BELOW

End of Block: Block 7
