

VA GULF COAST VETERANS HEALTH CARE SYSTEM PSYCHOLOGY INTERN COMPETENCY EVALUATION – REVISED (7/10)

Intern:

Supervisor:

Rotation Number:

Rotation Name:

Date:

Introduction and Directions: The Minnesota Supervisory Inventory (MSI), from which this form was derived, is designed to provide constructive feedback to psychology Interns regarding their professional development in multiple areas. The inventory samples a broad range of professional behaviors in order to enhance content validity and offer the most specific feedback possible. Supervisors are asked to use the 5-point scale below to rate skills, competencies and behaviors observed during the rotation. The **NA** response should be used as often as necessary to designate skills or behaviors that were either **not applicable** or **not observed** sufficiently so that the MSI documents areas only in which Interns had supervised training experiences. Therefore, no Intern will receive numeric ratings on all items. In addition to the ratings, supervisors are encouraged to provide narrative comments about Interns' professional development. It is recommended that Interns receive copies of this form during their Internship orientation to provide a clear model of the expectations and standards of supervisors and training sites. It may also be useful to have Interns complete the MSI about themselves at the beginning of training experiences and review it with supervisors or training directors to elucidate areas in which they believe they have the strongest skills and areas in which they need the greatest development.

Ratings for each competency area (i.e., assessment, psychotherapy, consultation, etc.) are summarized on the final page. The manner in which ratings affect administrative actions (i.e., pass, probationary pass, fail) will be determined by each site. A weighted average of item ratings and/or summary ratings may be helpful in making administrative decisions, though critical incidents, specific items and the constellation of ratings also need to be considered. Transcribing summary scores from each section to the summary section on page 6 is recommended to facilitate feedback to Interns.

During the current rotation:

(to be completed by Intern)

Total number of individual therapy hours:

Total number of group therapy hours:

Total number of assessments based on formal testing:

Total number of interview based assessments:

Day(s) of the week scheduled for individual supervision:

Hours per week individual supervision:

Day(s) of the week scheduled for group supervision:

Hours per week group supervision:

Brief description of current rotation:

Use the following definitions in making your competency ratings of Interns:

- 1 = *Unsatisfactory: Functions considerably below expectations.*
- 2 = *Development Required: Further training and supervision is required to meet expectations.*
- 3 = *Meets Expectations: Functions adequately for level of training.*
- 4 = *Exceeds Expectations: Functions above average for level of training.*
- 5 = *Exceptional: Superior functioning for level of training.*
- NA = *Not Applicable: Not Applicable/not observed/cannot say.*

1=Unsatisfactory 2=Development Required 3=Meets Expectations 4=Exceeds Expectations
5=Exceptional NA= Not Applicable

ASSESSMENT COMPETENCE

	1	2	3	4	5	NA
1. Judgment in selecting assessment approaches	<input type="checkbox"/>					
2. Rapport with clients	<input type="checkbox"/>					
3. Diagnostic interviewing:						
a) Appropriate use of open-ended and direct questions	<input type="checkbox"/>					
b) Speaks at client's level of comprehension	<input type="checkbox"/>					
c) Appropriately assesses suicide risk and dangerousness	<input type="checkbox"/>					
4. Personality tests:						
a) Administering and/or scoring	<input type="checkbox"/>					
b) Interpreting objective personality tests	<input type="checkbox"/>					
c) Interpreting projective personality tests	<input type="checkbox"/>					
5. Intelligence and academic tests:						
a) Administering and/or scoring	<input type="checkbox"/>					
b) Interpreting	<input type="checkbox"/>					
6. Neuropsychological instruments:						
a) Administering and scoring	<input type="checkbox"/>					
b) Interpreting	<input type="checkbox"/>					
7. Mental status examination	<input type="checkbox"/>					
8. Observing and describing behavior	<input type="checkbox"/>					
9. Obtaining collateral information	<input type="checkbox"/>					
10. Integrating assessment data	<input type="checkbox"/>					
11. Awareness of legal issues in assessment (e.g. mandatory reporting, commitment, forensics, court testimony)	<input type="checkbox"/>					
12. Diagnosis and understanding of psychiatric nosology (DSM IV)	<input type="checkbox"/>					
13. Written reports of psychological evaluations	<input type="checkbox"/>					
14. Providing feedback to patients and families	<input type="checkbox"/>					
15. Providing feedback to other professionals or agencies	<input type="checkbox"/>					
16. Formulating treatment recommendations	<input type="checkbox"/>					
17. Understands/can initiate emergency measures (e.g. 72-hour holds)	<input type="checkbox"/>					
18. Miscellaneous (specify):	<input type="checkbox"/>					
19. Miscellaneous (specify):	<input type="checkbox"/>					
OVERALL COMPETENCE IN ASSESSMENT	<input type="checkbox"/>					

Progress and Comments about Assessment Competence:

1=Unsatisfactory 2=Development Required 3=Meets Expectations 4=Exceeds Expectations
5= Exceptional NA=Not Applicable

PSYCHOTHERAPY/INTERVENTION COMPETENCE 1 2 3 4 5 NA

1. Effectiveness as a therapist	<input type="checkbox"/>					
2. Rapport with clients	<input type="checkbox"/>					
3. Empathy, warmth and genuineness with clients	<input type="checkbox"/>					
4. Support of client	<input type="checkbox"/>					
5. Focusing and controlling session	<input type="checkbox"/>					
6. Directness, relevance and succinctness of comments	<input type="checkbox"/>					
7. Timing of comments	<input type="checkbox"/>					
8. Interpretation	<input type="checkbox"/>					
9. Confrontation	<input type="checkbox"/>					
10. Treatment formulation and judgement about intervention alternatives	<input type="checkbox"/>					
11. Preparation for sessions	<input type="checkbox"/>					
12. Assignments, behavioral prescriptions and follow-up on assignments	<input type="checkbox"/>					
13. Awareness and/or management of resistive and defensive operations	<input type="checkbox"/>					
14. Awareness and/or management of clients' boundaries	<input type="checkbox"/>					
15. Awareness and/or management of transference	<input type="checkbox"/>					
16. Awareness and/or management of countertransference	<input type="checkbox"/>					
17. Flexibility and/or creative problem solving	<input type="checkbox"/>					
18. Miscellaneous (specify):	<input type="checkbox"/>					
19. Miscellaneous (specify):	<input type="checkbox"/>					

Treatment Modalities

1. Behavior therapy	<input type="checkbox"/>					
2. Biofeedback	<input type="checkbox"/>					
3. Case management	<input type="checkbox"/>					
4. Client-centered therapy	<input type="checkbox"/>					
5. Cognitive-behavioral therapy	<input type="checkbox"/>					
6. Crisis intervention, knowledge and use of referral sources	<input type="checkbox"/>					
7. Eclectic therapy	<input type="checkbox"/>					
8. Family/systems therapy	<input type="checkbox"/>					
9. Group therapy	<input type="checkbox"/>					
10. Hypnosis	<input type="checkbox"/>					
11. Milieu therapy	<input type="checkbox"/>					
12. Psychodynamic therapy	<input type="checkbox"/>					
13. Relaxation training	<input type="checkbox"/>					
14. Sex therapy	<input type="checkbox"/>					
15. Supportive therapy	<input type="checkbox"/>					
16. Other (specify):	<input type="checkbox"/>					

OVERALL COMPETENCE IN PSYCHOTHERAPY AND INTERVENTION

Progress and Comments about Psychotherapy Skills:

1=Unsatisfactory 2=Development Required 3=Meets Expectations 4=Exceeds Expectations
5=Exceptional NA=Not Applicable

CONSULTATION COMPETENCE

	1	2	3	4	5	NA
1. Knowledge and handling of consultation role	<input type="checkbox"/>					
2. Knowledge of institutional and systems' dynamics and functions	<input type="checkbox"/>					
3. Effectiveness as a consultant	<input type="checkbox"/>					
4. Timely response to consultation requests	<input type="checkbox"/>					
5. Timely provision of oral and written feedback	<input type="checkbox"/>					
6. Rapport with other disciplines and awareness of their contributions	<input type="checkbox"/>					
7. Attendance and punctuality at treatment team meetings	<input type="checkbox"/>					
8. Participation at treatment team meetings	<input type="checkbox"/>					
10. Miscellaneous (specify):	<input type="checkbox"/>					
OVERALL COMPETENCE IN CONSULTATION	<input type="checkbox"/>					

Progress and Comments about Consultation Competence:

PROFESSIONAL AND ETHICAL BEHAVIOR

	1	2	3	4	5	NA
1. Aware of/adheres to APA Ethical Principles and Professional Standards	<input type="checkbox"/>					
2. Maintains and understands when to suspend confidentiality	<input type="checkbox"/>					
3. Maintenance of records and timeliness of reports, prior authorizations and treatment summaries	<input type="checkbox"/>					
4. Maintenance of expected workload and professionalism in fulfilling clinical responsibilities	<input type="checkbox"/>					
5. Timely response to messages	<input type="checkbox"/>					
6. Punctuality for patient contacts and professional meetings	<input type="checkbox"/>					
7. Integration of research and practice	<input type="checkbox"/>					
8. Understanding and management of professional boundaries with clients	<input type="checkbox"/>					
9. Awareness of personal issues in relationships with clients	<input type="checkbox"/>					
10. Management of interpersonal stress in relationships with clients	<input type="checkbox"/>					
11. Clinical inquisitiveness	<input type="checkbox"/>					
12. Maturity	<input type="checkbox"/>					
13. Initiative and motivation	<input type="checkbox"/>					
14. Conducts research	<input type="checkbox"/>					
15. Appropriate attire and presentation	<input type="checkbox"/>					
16. Miscellaneous (specify):	<input type="checkbox"/>					
OVERALL PROFESSIONAL AND ETHICAL BEHAVIOR	<input type="checkbox"/>					

Comments about Professional and Ethical Behavior:

1=Unsatisfactory 2=Development Required 3=Meets Expectations 4=Exceeds Expectations
5=Exceptional NA=Not Applicable

SUPERVISION

1 2 3 4 5 NA

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Openness and responsiveness to supervision | <input type="checkbox"/> | |
| 2. Cooperation with supervisor | <input type="checkbox"/> | |
| 3. Communication with supervisor | <input type="checkbox"/> | |
| 4. Preparation for supervision | <input type="checkbox"/> | |
| 5. Use of audiovisual aids for supervision | <input type="checkbox"/> |
| 6. Effectively incorporates feedback from supervision into clinical practice | <input type="checkbox"/> |
| 7. Awareness and management of personal issues in relating to supervisor | <input type="checkbox"/> |
| 8. Effectiveness and competence of Intern as supervisor | <input type="checkbox"/> |
| 9. Miscellaneous (specify): | <input type="checkbox"/> |

OVERALL RESPONSE TO SUPERVISION

Progress and Comments about Supervision:

CASE CONFERENCE/PROFESS. PRESENTATION

1 2 3 4 5 NA

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Preparation for presentation | <input type="checkbox"/> |
| 2. Organization and quality of presentation | <input type="checkbox"/> |
| 3. Appropriate level of presentation | <input type="checkbox"/> |
| 4. Literature review | <input type="checkbox"/> |
| 5. Integration of research issues with clinical materials | <input type="checkbox"/> |
| 6. Participation in other interns' presentations and other professional activities | <input type="checkbox"/> |
| 7. Miscellaneous (specify): | <input type="checkbox"/> |

OVERALL CONFERENCE/PRESENTATION RATING

Progress and Comments about Conference/Presentation:

1=Unsatisfactory 2=Development Required 3=Meets Expectations 4=Exceeds Expectations
 5=Exceptional NA=Not Applicable

COMPETENCE IN INDIVIDUAL AND CULTURAL DIVERSITY

	1	2	3	4	5
1. Consistently achieves good rapport with patients	<input type="checkbox"/>				
2. Sensitive to cultural and individual diversity	<input type="checkbox"/>				
3. Aware of own cultural and ethnic background and its relation to clinical work	<input type="checkbox"/>				
4. Commitment to providing culturally sensitive services	<input type="checkbox"/>				

OVERALL INDIVIDUAL AND CULTURAL DIVERSITY RATING

Progress and Comments about Competence in Individual and Cultural Diversity:

SITE-SPECIFIC COMPETENCE, SKILLS AND PROFESSIONAL BEHAVIORS

	1	2	3	4	5	NA
1. (specify):	<input type="checkbox"/>					
2. (specify):	<input type="checkbox"/>					
3. (specify):	<input type="checkbox"/>					

OVERALL SITE-SPECIFIC FUNCTIONING

Progress and Comments about Site-Specific Competence, Skills and Professional Behavior:

SUMMARY

- Overall Assessment Competence (from page 2)
- Overall Competence in Psychotherapy and Intervention (from page 3)
- Overall Competence in Consultation (from page 4)
- Overall Professional and Ethical Behavior (from page 4)
- Overall Response to Supervision (from page 5)
- Overall Conference/Presentation Rating (from page 5)
- Overall Individual and Cultural Diversity Rating (from page 6)
- Overall Site-Specific Functioning (from page 6)

ADMINISTRATIVE ACTION: Pass Probationary Pass Fail Other

Rotation Score: % (based on the degree to which rotation goals/objectives were met)

Recommendations for Further Training:

Supervisor's Signature

Date

Intern's Signature

Date Reviewed