**APPENDICES**

1. Intern Evaluation Mid-Block
2. Intern Evaluation End of Block
3. Intern Evaluation of Supervisor
4. Year-Long Mentee Evaluation
5. Mentee Evaluation of Year-Long Mentor
6. Intern Research Evaluation

**Appendix A**

Doctoral Intern Mid-Rotation Evaluation Form

UTHealth Doctoral Psychology Internship Program

|  |  |  |
| --- | --- | --- |
| Intern  Name: |  | Supervisor: |
| Time of  Evaluation : | Mid-rotation Bl. 1 Mid-rotation Bl.2 Mid-rotation Bl.3 | Date: |

Assessment Method(s) for Competencies:

|  |  |
| --- | --- |
| Direct Observation | Review of Written Work |
| Videotape | Review of Raw Test Data |
| Audiotape | Discussion of Clinical Interaction |
| Case Presentation(s) | Comments from Other Staff |

The attached form lists the 9 Profession Wide Competencies as well as learning elements related to each. Please rate the intern’s developmental level on each learning element. Do not rate the Competency areas. Average the learning element scores for that Competency and add to the line for Average score.

For the purposes of this evaluation, the intern will be rated on each learning element using the following scale (mid points scores are acceptable, e.g. 2.5). If a particular learning element is not applicable to your rotation, you may mark it N/A. In accordance with our developmental model, interns are considered to be “right on

target” with scores of 2. If an intern makes appropriate developmental progress throughout the internship, a score of 3 may be given. An intern must be rated a “2” or greater on each learning element to be considered in good standing. The presence of any learning elements rated below 2 will indicate the need to initiate due

process to support the intern’s development of competency.

Note that progress is measured *within the current rotation*. This means that in evaluating overall progress,

scores derived from an intern’s rotations will be “stacked” and averaged. Supervisors should provide narrative comments to indicate both areas of excellence and areas where further development is needed.

|  |  |
| --- | --- |
| 3 | PERFORMANCE CONSISTENTLY ABOVE THE EXPECTED LEVEL OF AN INTERN: Intern has made clear  developmental progress and has developed excellence in mastery of skills related to this rotation. |
| 2 | PERFORMANCE AT EXPECTED DEVELOPMENTAL LEVEL OF AN INTERN:  Performance on this competency is at the expected developmental level for the amount of experience, knowledge, and academic training of that intern. Intern is “on target” for where he/she is expected to be in a rotation, and meets the expected proficiency for that skill/ behavior. Ongoing supervision and monitoring are focused on continued advancement, integration, and consistency. |
| 1 | PERFORMS BELOW EXPECTED DEVELOPMENTAL LEVEL OF AN INTERN: Performance on this  competency is below the expected developmental level for the amount of experience, knowledge, and academic training of that intern. Remediation is needed to work toward the expected developmental level. Intern needs significant supervision, training, and/or guidance to gain more proficiency in this  skill/ behavior. |
| N/A | NOT APPLICABLE – skill unable to be assessed. |

|  |  |
| --- | --- |
| Competency 1: Evidence-based practice in assessment | Score |
| 1. Demonstrates current knowledge of diagnostic classification systems, functional  and dysfunctional behaviors, including consideration of client strengths and psychopathology. |  |
| 2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural). |  |
| 3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. |  |
| 4. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as  relevant diversity characteristics of the service recipient. |  |
| 5. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing  the aspects of assessment that are subjective from those that are objective. |  |
| 6. Communicates the findings and implications of the assessment (in person and in writing) in an accurate and effective manner sensitive to a range of audiences. |  |
| Average score |  |
| Comments: | |
| Competency 2: Evidence-based practice in intervention | Score |
| 1. Establishes and maintains effective relationships with the recipients of psychological services. |  |
| 2. Develops evidence-based intervention plans specific to the service delivery goals. |  |
| 3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. |  |
| 4. Demonstrates the ability to apply the relevant research literature to clinical decision making. |  |
| 5. Modifies and adapts evidence-based approaches effectively when a clear evidence- base is lacking. |  |
| 6. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation. |  |
| 7. Provides a case conceptualization based on an integrated theoretical framework. |  |
| Average Score |  |
| Comments: | |

|  |  |
| --- | --- |
| Competency 3: Research | Score |
| 1. Demonstrates the substantially independent ability to critically evaluate and  disseminate research or other scholarly activities (e.g., case conference, presentation, publications). |  |
| 2. Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or  national level. |  |
| Average Score |  |
| Comments: | |
| Competency 4: Communication and interpersonal skills | Score |
| 1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. |  |
| 2. Demonstrates a thorough grasp of professional language and concepts; produces, comprehends, and engages in communications that are informative and well-  integrated. |  |
| 3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well. |  |
| Average score |  |
| Comments: | |
| Competency 5: Professional values, attitudes, and behaviors | Score |
| 1. Behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. |  |
| 2. Engages in self-reflection regarding one’s personal and professional functioning; sets personal goals; engages in activities to maintain and improve performance, well-being, and professional effectiveness. |  |
| 3. Actively seeks and demonstrates openness and responsiveness to feedback and  supervision. |  |
| 4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. |  |
| 5. Consistently and accurately applies internship policies and procedures. |  |
| 6. Is adequately prepared for supervision (e.g., presents case notes, identifies high risk cases, identifies topics for discussion). |  |
| Average Score |  |
| Comments: | |

|  |  |
| --- | --- |
| Competency 6: Individual and cultural diversity | Score |
| 1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. |  |
| 2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. |  |
| 3. Demonstrates the ability to integrate awareness and knowledge of individual and  cultural differences in the conduct of professional roles. |  |
| 4. Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity. |  |
| 5. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. |  |
| Average score |  |
| Comments: | |
| Competency 7: Ethical and legal standards | Score |
| 1. Demonstrates knowledge of and acts in accordance with each of the following:    * The current version of the APA Ethical Principles of Psychologists and Code of Conduct;    * Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and    * Relevant professional standards and guidelines. |  |
| 2. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas. |  |
| 3. Conducts self in an ethical manner in all professional activities. |  |
| 4. Demonstrates awareness of own limits of competence and knows when to refer and consult with supervisor, and other professionals as appropriate. |  |
| Average Score: |  |
| Comments: | |
| Competency 8: Consultation and interprofessional/interdisciplinary skills | Score |
| 1. Demonstrates knowledge and respect for the roles and perspectives of other professions. |  |
| 2. Applies the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. |  |
| 3. Demonstrates ability in using an electronic medical record. |  |

Average Score

Comments:

|  |  |
| --- | --- |
| Competency 9: Supervision | Score |
| 1. Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. |  |
| 2. Applies the supervisory skill of observing in direct or simulated practice. |  |
| 3. Applies the supervisory skill of evaluating in direct or simulated practice. |  |
| 4. Applies the supervisory skills of giving guidance and feedback in direct or simulated practice. |  |

Average Score:

Comments:

Evaluation Narrative

1) What are the intern’s strengths?

2) What are the specific areas where improvement is needed, and/or additional emphasis in training is required?

3) During the remainder of the rotation, how will the areas identified as needing improvement and/or additional emphasis be addressed?

1. Are there any specific problem areas at this time that may jeopardize the intern’s ability to successfully pass this

rotation?

* 1. If yes, what problems?

1. Have these problems been discussed with the intern?
2. Complete and attach remediation plan form.

Intern Signature Date

Supervisor Signature Date

**Appendix B**

Doctoral Intern End-of-Rotation Evaluation Form

UTHealth Doctoral Psychology Internship Program

|  |  |  |
| --- | --- | --- |
| Intern  Name: |  | Supervisor: |
| Time of  Evaluation : | End Bl. 1 End Bl. 2 End Bl. 3 | Date: |

Assessment Method(s) for Competencies:

|  |  |
| --- | --- |
| Direct Observation | Review of Written Work |
| Videotape | Review of Raw Test Data |
| Audiotape | Discussion of Clinical Interaction |
| Case Presentation(s) | Comments from Other Staff |

The attached form lists the 9 Profession Wide Competencies as well as learning elements related to each. Please rate the intern’s developmental level on each learning element. Do not rate the Competency areas. Average the learning element scores for that Competency and add to the line for Average score.

For the purposes of this evaluation, the intern will be rated on each learning element using the following scale (mid points scores are acceptable, e.g. 2.5). If a particular learning element is not applicable to your rotation, you may mark it N/A. In accordance with our developmental model, interns are considered to be “right on

target” with scores of 2. If an intern makes appropriate developmental progress throughout the internship, a score of 3 may be given. An intern must be rated a “2” or greater on each learning element to be considered in good standing. The presence of any learning elements rated below 2 will indicate the need to initiate due

process to support the intern’s development of competency.

Note that progress is measured *within the current rotation*. This means that in evaluating overall progress,

scores derived from an intern’s rotations will be “stacked” and averaged. Supervisors should provide narrative comments to indicate both areas of excellence and areas where further development is needed.

|  |  |
| --- | --- |
| 3 | PERFORMANCE CONSISTENTLY ABOVE THE EXPECTED LEVEL OF AN INTERN: Intern has made clear  developmental progress and has developed excellence in mastery of skills related to this rotation. |
| 2 | PERFORMANCE AT EXPECTED DEVELOPMENTAL LEVEL OF AN INTERN:  Performance on this competency is at the expected developmental level for the amount of experience, knowledge, and academic training of that intern. Intern is “on target” for where he/she is expected to be in a rotation, and meets the expected proficiency for that skill/ behavior. Ongoing supervision and monitoring are focused on continued advancement, integration, and consistency. |
| 1 | PERFORMS BELOW EXPECTED DEVELOPMENTAL LEVEL OF AN INTERN: Performance on this  competency is below the expected developmental level for the amount of experience, knowledge, and academic training of that intern. Remediation is needed to work toward the expected developmental level. Intern needs significant supervision, training, and/or guidance to gain more proficiency in this  skill/ behavior. |
| N/A | NOT APPLICABLE – skill unable to be assessed. |

|  |  |
| --- | --- |
| Competency 1: Evidence-based practice in assessment | Score |
| 1. Demonstrates current knowledge of diagnostic classification systems, functional  and dysfunctional behaviors, including consideration of client strengths and psychopathology. |  |
| 2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural). |  |
| 3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. |  |
| 4. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as  relevant diversity characteristics of the service recipient. |  |
| 5. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing  the aspects of assessment that are subjective from those that are objective. |  |
| 6. Communicates the findings and implications of the assessment (in person and in writing) in an accurate and effective manner sensitive to a range of audiences. |  |
| Average score |  |
| Comments: | |
| Competency 2: Evidence-based practice in intervention | Score |
| 1. Establishes and maintains effective relationships with the recipients of psychological services. |  |
| 2. Develops evidence-based intervention plans specific to the service delivery goals. |  |
| 3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. |  |
| 4. Demonstrates the ability to apply the relevant research literature to clinical decision making. |  |
| 5. Modifies and adapts evidence-based approaches effectively when a clear evidence- base is lacking. |  |
| 6. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation. |  |
| 7. Provides a case conceptualization based on an integrated theoretical framework. |  |
| Average Score |  |
| Comments: | |

|  |  |
| --- | --- |
| Competency 3: Research | Score |
| 1. Demonstrates the substantially independent ability to critically evaluate and  disseminate research or other scholarly activities (e.g., case conference, presentation, publications). |  |
| 2. Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or  national level. |  |
| Average Score |  |
| Comments: | |
| Competency 4: Communication and interpersonal skills | Score |
| 1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. |  |
| 2. Demonstrates a thorough grasp of professional language and concepts; produces, comprehends, and engages in communications that are informative and well-  integrated. |  |
| 3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well. |  |
| Average score |  |
| Comments: | |
| Competency 5: Professional values, attitudes, and behaviors | Score |
| 1. Behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. |  |
| 2. Engages in self-reflection regarding one’s personal and professional functioning; sets personal goals; engages in activities to maintain and improve performance, well-being, and professional effectiveness. |  |
| 3. Actively seeks and demonstrates openness and responsiveness to feedback and  supervision. |  |
| 4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. |  |
| 5. Consistently and accurately applies internship policies and procedures. |  |
| 6. Is adequately prepared for supervision (e.g., presents case notes, identifies high risk cases, identifies topics for discussion). |  |
| Average Score |  |
| Comments: | |

|  |  |
| --- | --- |
| Competency 6: Individual and cultural diversity | Score |
| 1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. |  |
| 2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. |  |
| 3. Demonstrates the ability to integrate awareness and knowledge of individual and  cultural differences in the conduct of professional roles. |  |
| 4. Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity. |  |
| 5. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. |  |
| Average score |  |
| Comments: | |
| Competency 7: Ethical and legal standards | Score |
| 1. Demonstrates knowledge of and acts in accordance with each of the following:    * The current version of the APA Ethical Principles of Psychologists and Code of Conduct;    * Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and    * Relevant professional standards and guidelines. |  |
| 2. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas. |  |
| 3. Conducts self in an ethical manner in all professional activities. |  |
| 4. Demonstrates awareness of own limits of competence and knows when to refer and consult with supervisor, and other professionals as appropriate. |  |
| Average Score: |  |
| Comments: | |
| Competency 8: Consultation and interprofessional/interdisciplinary skills | Score |
| 1. Demonstrates knowledge and respect for the roles and perspectives of other professions. |  |
| 2. Applies the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. |  |
| 3. Demonstrates ability in using an electronic medical record. |  |

Average Score

Comments:

|  |  |
| --- | --- |
| Competency 9: Supervision | Score |
| 1. Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. |  |
| 2. Applies the supervisory skill of observing in direct or simulated practice. |  |
| 3. Applies the supervisory skill of evaluating in direct or simulated practice. |  |
| 4. Applies the supervisory skills of giving guidance and feedback in direct or simulated practice. |  |

Average Score:

Comments:

Evaluation Narrative

1) What are the intern’s strengths?

2) What are the specific areas where improvement is needed, and/or additional emphasis in training is required?

1. Successful completion of the rotation:

Has the intern received at least a rating of “2” on all learning elements?

Yes ☐ No

Has the intern shown growth in skill and knowledge during this rotation?

Yes ☐ No

Has the intern passed this rotation?

Yes ☐ No

Intern Signature Date

Supervisor Signature Date

**Appendix C**

**UTHDPIP Supervisor Evaluation**

Instructions: Intern will complete this evaluation regarding their supervisor. At the end of the supervisor relationship or rotation block, whichever comes first, this evaluation should be discussed with the supervisor.

Intern Name: Date:

Supervisor’s Name: Rotation Name:

Focus of Supervision: Primarily Clinical \_\_\_

Primarily Research\_\_\_

Both Clinical/Research \_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Most of**  **the time** | **Almost**  **always** |  |
| **Please rate each of the following with respect to your**  **supervisor** | **1** | **2** | **3** | **4** | **N/A** |
| 1. Supervisor is accessible to interns for supervision |  |  |  |  |  |
| 2. Helps intern to formulate assessment or treatment  goals |  |  |  |  |  |
| 3. Presents a positive professional role model |  |  |  |  |  |
| 4. Maintains appropriate boundaries with clients and  supervisees |  |  |  |  |  |
| 5. Provides constructive and timely feedback on  performance |  |  |  |  |  |
| 6. Encourages an appropriate degree of independence |  |  |  |  |  |
| 7. Promotes intern's acquisition of knowledge, skills and competencies |  |  |  |  |  |
| 8. Models adherence to ethical standards and awareness of legal considerations |  |  |  |  |  |
| 9. Demonstrates up to date knowledge of clinical populations and clinical skills |  |  |  |  |  |
| 10. Communicates effectively and respectfully with  supervisees |  |  |  |  |  |
| 11. Demonstrates knowledge of evidence-based practices in psychology |  |  |  |  |  |
| 12. Assists intern to set and accomplish research related  goals |  |  |  |  |  |
| 13. Supervisor supports intern completion of the  program |  |  |  |  |  |
| 14. Supervisor was able to assist intern in improving their competence in individual and cultural diversity. |  |  |  |  |  |

1. Describe how accurate you perceived feedback from your supervisor to be about you during your training. What barriers, if any, were present for you in receiving or applying their feedback?
2. What do you believe you have gained from working with this supervisor?
3. How could supervision or the rotation be improved?

Intern Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix D**

**UTHDPIP Year-Long Mentor Evaluation**

*Instructions*: Intern will complete this evaluation regarding their year-long mentor discuss with the mentor.

Name of Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Year-Long Mentor/Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Please rate the following with respect to your year-long-mentor/supervisor. | **Rarely** | **Sometimes** | **Most of the time** | **Almost always** |  |
| **1** | **2** | **3** | **4** | **N/A** |
| 1. My mentor was available to me. |  |  |  |  |  |
| 1. They presented as a professional role model. |  |  |  |  |  |
| 1. They communicated effectively and respectfully. |  |  |  |  |  |
| 1. They provided guidance on clinical issues. |  |  |  |  |  |
| 1. They provided guidance on professional issues (e.g., applying for post-doc, conflict resolution). |  |  |  |  |  |
| 1. They provided guidance on research. |  |  |  |  |  |
| 1. They modeled adherence to ethical standards. |  |  |  |  |  |

1. Described how you perceived feedback and guidance from your mentor/supervisor. Please include what barriers, if any, were present for you in receiving or applying their feedback.
2. What do you believe you have gained from working with this mentor/supervisor?
3. How could your mentorship/supervision be improved?

Intern Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Mentor/Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_

**Appendix E**

**UTHDPIP Year-Long Mentee Evaluation**

*Instructions*: Year-long mentor will complete evaluation regarding their year-long mentee and discuss with the mentee.

Name of Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Year-Long Mentee/Supervisee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are your mentee’s strengths?
2. What are the specific areas where improvement is needed, and or/additional emphasis in training?
3. How will the areas identified as needing improvement and/or additional emphasis be addressed?
4. Are there any specific problem areas at this time that may jeopardize the intern’s ability to successfully complete this internship?
   * 1. If yes, what problems?
     2. Have these problems been discussed with the intern?
     3. Complete and attach remediation plan form.

Intern Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

Mentor/Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

**Appendix F**

**Intern Research Evaluation**

Please complete the survey below. Thank you!

Intern Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project: (Check all that apply)

☐ PhD/PsyD thesis related work (e.g. write up of thesis, preparation of publication)

☐ UTHealth based literature review (e.g. narrative, systematic, including meta-analysis)

☐ UTHealth based empirical project (based on existing or archival data)

☐ UTHealth based empirical project (involving collection of new or additional new data)

☐ Other (Please Specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Working title of project(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessment Methods:

☐ Interaction during supervision

☐ Interaction between supervision (e.g. emails) Presented material at supervision (e.g. outputs, questions, data files)

☐ Case Presentation(s) Review of Written Work Review of Raw Test Data Comments from Other Staff

☐ Other (e.g. presentation for a conference) (Please choose one or more)

**The attached form lists internship Objectives with respect to research as well as related competencies. Please rate the intern's developmental level in each competency area. If helpful, please describe the intern's strengths, growth areas, and recommendations for further development in the comment section. For the purposes of this evaluation, the intern will be rated on each competency using the same rating scale as used for the rotations (mid points scores are acceptable, e.g. 2.5). In accordance with our developmental model, interns are considered to be "right on target" with scores of 2. If an intern makes appropriate developmental progress throughout the internship, a score of 2 may still mean progress was made over the semester/ year. Competencies that are marked as '1' or below will indicate the need for action.**

**3: PERFORMANCE CONSISTENTLY ABOVE THE EXPECTED LEVEL AT THE START OF THIS ROTATION:**

Intern has made clear developmental progress and has developed excellence in mastery of skills related to this rotation.

**2: PERFORMANCE AT EXPECTED DEVELOPMENTAL LEVEL OF AN INTERN IN THIS ROTATION:**

Performance on this competency is at the expected developmental level for the amount of experience, knowledge, and academic training of that intern. Intern is "on target" for where he/she is expected to be in a rotation, and meets the expected proficiency for that skill/ behavior. Ongoing supervision and monitoring is focused on continued advancement, integration, and consistency.

**1: PERFORMS BELOW EXPECTED DEVELOPMENTAL LEVEL OF AN INTERN IN THIS ROTATION:**

Performance on this competency is below the expected developmental level for the amount of experience, knowledge, and academic training of that intern. Remediation is needed to work toward the expected developmental level. Intern needs significant supervision, training, and/or guidance to gain more proficiency in this skill/ behavior.

**0: NOT APPLICABLE -** skill unable to be assessed

**Competency 3 | Research**

Intern will demonstrate the ability to carry out, interpret and apply research related to the practice of psychology.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competencies** | **1** | **1.5** | **2** | **2.5** | **3** | **N/A** |
| Critically evaluates and interprets research literature |  |  |  |  |  |  |
| Demonstrates knowledge of methods to design and carry out research |  |  |  |  |  |  |
| Demonstrates competence in independently finding solutions  to methodological or practical questions related to the research project |  |  |  |  |  |  |
| Appropriate use of supervision with respect to research related questions (e.g. frequency, preparation) |  |  |  |  |  |  |
| Applies research/empirical literature to research question/hypotheses |  |  |  |  |  |  |
| Effectively and clearly presents and discusses research findings |  |  |  |  |  |  |

Comments:

Intern is making good progress and is on track to complete their research project on schedule?

☐ Yes

☐ No

If 'no', please outline under comments plan of getting back on track.

I have discussed the contents of this report with the intern

☐ Yes

☐ No

Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_