MCG-CNVA MC CLINICAL PSYCHOLOGY INTERNSHIP
Intern Performance Milestones Self-Evaluation

Intern’s Name: ____________________________
Overall Supervisor’s Name: ____________________________
Date: ____________________________

Please evaluate yourself on the following rating scale (circle the appropriate number). The NA response should be used as often as necessary to designate skills or behaviors that were not applicable.

1. Development Needed Additional training needed for this area of relative weakness.
2. Development Desirable Additional training desired in order to build on an area of basic competence.
3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.
NA. Not Applicable Not an area pertinent for my educational goals.

**General Metric for Intern Performance:**

**Has not Achieved Level 1:** The intern does not demonstrate the basic skills expected of an incoming intern.

**Level 1:** The intern demonstrates milestones expected of an incoming intern- entry level of basic skills for an intern.

**Level 2:** The intern is advancing and demonstrates the expected level of skill for an intern in the mid-phase of internship training.

**Level 3:** The intern continues to advance and demonstrates the majority of milestones targeted for the completion of internship in this sub-competency. “Intern is “competent to implement clinical skills independently with supervision/review.” *
Level 4: The intern has advanced so that he or she now substantially exceeds the milestones targeted for internship. This level represents the advanced level of skills what would be expected for an individual that is completing postdoctoral training and is fully prepared for independent practice.

Level 5: The intern has advanced beyond performance targets set for internship and is demonstrating “aspirational” goals that might describe the performance of someone who has been in practice for several years. It is expected that very few exceptional interns will reach this level.

*Level 3 or higher is designated as the graduation target. Ultimate decisions about readiness for graduation is the purview of the internship training director(s) and the Core Committee.

General Instructions: Mark all milestones achieved for each objective/sub-objective. Mark your assessment regarding your training needs for this area of competence:

1. Development Needed Additional training needed for this area of relative weakness.
2. Development Desirable Additional training desired in order to build on an area of basic competence
3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.

NA. Not Applicable Not an area pertinent for my educational goals.

Goals/Objectives

Goal I: Preparing professional psychologists to support quality primary care in integrated approaches to health care issues.

Objective 1: To develop in psychology Interns general proficiency in clinical assessment and intervention.
**Sub-Objective 1:** To train Interns in a broad range of empirically supported assessment strategies

**Competencies Required:**

A. **Diagnostic Interviewing**

A: General interview skills

1. Establishes relationship with patient (putting patient at ease, develops appropriate rapport etc.).
2. Asks questions appropriate to referral question.
3. Obtains relevant history and clinical information.
4. Integrates information for initial diagnostic hypotheses.
5. Provides timely and appropriate feedback to involved parties in a way that is consistent with the APA Ethics Code.

B: Culturally Sensitivity/Awareness

C: Safety assessment

D: Recovery Orientation

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1.1 Develops adequate rapport and responds appropriately to the patient</td>
<td>□ 2.1 Acquires efficient, accurate, and relevant history customized to the patient’s concerns and informed by the patient’s cultural/diversity history</td>
<td>□ 3.1 Uses hypothesis-driven information gathering techniques</td>
<td>□ 4.1 Through the effective use of open and closed end questioning routinely identifies subtle and unusual findings</td>
<td>□ 5.1 Serves as a role model for gathering subtle and reliable information from the patient</td>
<td></td>
</tr>
<tr>
<td>□ 1.2 Screens for safety, and obtains general biopsychosocial history and completes a mental status examination</td>
<td>□ 2.2 Performs a targeted examination: follows the verbal and nonverbal cues, inquiry is guided by the key information provided, and</td>
<td>□ 3.2 Consistently obtains data relevant for the identification of person centered goals, personal strengths, and assessment of the individual’s level of hope (self-efficacy and outcome expectancy).</td>
<td>□ 4.2 Follows clues to identify relevant historical findings in complex clinical situations and unfamiliar circumstances</td>
<td>□ 5.2 Teaches and supervises advanced learners in clinical evaluation</td>
<td></td>
</tr>
<tr>
<td>□ 1.3 Identifies basic cultural/diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ 5.3 Serves as a role model of efficient and accurate formulation</td>
</tr>
<tr>
<td>Relevant Information</td>
<td>Relevant Information</td>
<td>Relevant Information</td>
<td>Relevant Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 1.4 Obtains adequate information for determination of diagnostic considerations</td>
<td>□ 1.5 Provides timely and appropriate feedback to involved parties in a way that is consistent with the APA Ethics Code.</td>
<td>□ 3.3 Develops a full differential diagnostic picture while avoiding premature closure</td>
<td>□ 4.4 Conceptualizations provide a treatment plan that fit the “theory of the patient” and construct an intervention approach that integrates the idiographic aspects of the patient’s needs along with knowledge of empirically supported treatments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 2.3 Identifies key symptoms and problems, precipitating stressors, perpetuating and protective factors (e.g., strengths and resources)</td>
<td>□ 2.4 Conceptualization is logical, concise, and integrates all important biopsychosocial factors</td>
<td>□ 3.4 Conceptualizations provide an integration of the “data” in a manner that reflects a process of effective theory building and lead to a treatment plan that fits the “theory of the patient” and directly addresses the pertinent cultural/diversity data at hand.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1. Development Needed | Additional training needed for this area of relative weakness. | |
| 2. Development Desirable | Additional training desired in order to build on an area of basic competence. | |
| 3. Have Achieved/Exceeded Expectations | Functioning well in this area for level of training and perceive this area as a relative strength. | |
| Not Applicable | Not an area pertinent for my educational goals. | |

**B. Psychological Testing**

**Competencies Required:**

A: Selecting appropriate procedures and testing measures.

B. Administering and scoring measures in accordance with test manual.
C. Interpreting results in accordance with appropriate references.
D. Cultural sensitivity and awareness regarding use of instruments with and special populations and other relevant groups.
E. Able to gather and integrate data from key assessment domains.
F. Provides timely and appropriate feedback to involved parties in a way that is consistent with the APA Ethics Code.

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Knowledge of appropriate uses of psychological assessment instruments. Knowledge related to topics that should be included in a mental status/clinical interview. ☐ 1.2 Awareness of the need to evaluate collateral information for psychological testing. ☐ 1.3 Knowledge of the Standards for Educational and Psychological Testing (2014) as they relate to reliability and validity of</td>
<td>☐ 2.1 Demonstrates knowledge and ability to select appropriate psychological instruments to answer specific referral questions. ☐ 2.2 Obtains informed consent, consistent with the most recent APA Ethics Code. Provides timely and appropriate feedback to involved parties in a way that is consistent with the APA Ethics Code.</td>
<td>☐ 3.1 Demonstrates the ability to accurately interpret/score psychological testing consistent with relevant research. ☐ 3.2 Writes a comprehensive psychological report integrating results from multiple assessment instruments and collateral sources. ☐ 3.3 Articulates in writing and/or verbally how altering standardized test protocols may impact the results/conclusions drawn from testing. Considers test-taking behaviors when</td>
<td>☐ 4.1 Uses psychological testing, to consider alternative hypotheses regarding underlying causes of behavior. ☐ 4.2 Writes a comprehensive psychological evaluation involving clinical interviews, collateral contacts and information, with psychological testing that is written for the referral source. ☐ 4.3 Develops an awareness and expresses understanding of the challenges of psychological testing with diverse individuals on the</td>
<td>☐ 5.1 Resolves conflicting sources of information during psychological testing (e.g., clinical interview and objective personality testing). ☐ 5.2 Proficient at writing psychological evaluations addressing highly specific referral questions (e.g., readiness for release, organ transplant, etc.). ☐ 5.3 Integrates assessment results in order to present a comprehensive case conceptualization and makes recommendations</td>
<td></td>
</tr>
</tbody>
</table>
psychological testing.
☐ 1.4 Understands how test taking approaches and culture can alter results of psychological testing.

☐ 2.4 Demonstrates awareness and flexibility in knowing when established testing protocols may need to be altered to administer testing within a special circumstance (e.g., hearing impaired).

☐ 2.5 Seeks consultation and supervision related to what assessments to use, how to adapt standardized protocols when appropriate, etc.

transcribing the results.
☐ 3.4 Develops meaningful and measurable treatment recommendations on the basis of psychological testing and consistent with the referral question.

bases of ethnicity, age, or sexual orientation, etc.
☐ 4.4 Seeks supervision and consultation independently, and integrates the information obtained into the written report.

☐ 5.4 Makes referrals to other service providers as appropriate.

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.

☐ 3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.

☐ Not Applicable Not an area pertinent for my educational goals.

Sub-Objective 2: To train Interns to become proficient in the implementation of a broad range of interventions, with an emphasis on empirically supported treatments.

Competencies Required:
A. Creates workable treatment plans that demonstrate an integration of assessment data and available research literature.
B. Implements treatment plans effectively. Changes to the treatment plan are made as needed, thoughtfully and with consideration of patient’s progress and/or capabilities as well as relevant psychological literature.
C. Demonstrates effectiveness in the therapeutic relationship  
D. Demonstrates competence in treating patients from diverse backgrounds  
E. Effectively uses recovery based principles of care  

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Identifies potential evidence-based treatment options with considerations for patient readiness for treatment.</td>
<td>☐ 2.1 Sets treatment goals in collaboration with the patient and while considering patient’s strengths.</td>
<td>☐ 3.1 Treatment goals are not defined merely by symptom reduction but connect to patient’s definition of a life of purpose and meaning</td>
<td>☐ 4.1 Flexibly modifies treatment plans using behavioral principles and best available evidence when patient presentations are complex.</td>
<td>☐ 5.1 Provides peer consultation and peer supervision effectively.</td>
<td></td>
</tr>
<tr>
<td>☐ 1.2 Accurately identifies and reflects both content of what patient says and patient’s emotions.</td>
<td>☐ 2.2 Uses evidence-based treatment protocols and guidelines appropriate for patient diagnosis.</td>
<td>☐ 3.2 Develops useful case formulations that are consistent with behavioral science and the research literature to include all relevant biopsychosocial and cultural considerations.</td>
<td>☐ 4.2 Effectively recognizes and assesses potential in-session and out-of-session obstacles to treatment progress, whether within the patient, the therapist, or the environment, and responds effectively to lack of progress.</td>
<td>☐ 5.2 Provides effective treatment for patients with highly complex and/or refractory disorders/problems.</td>
<td></td>
</tr>
<tr>
<td>☐ 1.3 Maintains appropriate professional behavior in the therapy relationship.</td>
<td>☐ 2.3 Establishes and maintains a good working therapeutic alliance with patients with diverse racial/ethnic, sexual orientation, economic, cultural, and educational backgrounds.</td>
<td>☐ 3.3 Develops and implements treatment plans based on the case formulation and evidence-based psychotherapy research.</td>
<td>☐ 4.3 Effectively manages patient crises with minimal supervision.</td>
<td>☐ 5.3 Uses own emotional responses very effectively in psychotherapy, self-disclosing as appropriate.</td>
<td></td>
</tr>
<tr>
<td>2.5 Demonstrates willingness to address issues of diversity in therapy.</td>
<td>3.4 Demonstrates optimal levels of warmth, genuineness, empathy, and concern, even with patients with complicated or difficult presentations.</td>
<td>4.4 Effectively balances personal emotional responses and limits with meeting patient needs and communicates about this effectively with patients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Manages termination and/or transfers effectively.</td>
<td>3.5 Able to work effectively in multiple treatment modalities, including group and individual therapy settings.</td>
<td>4.5 Effectively responds to patient’s in-session behavior and emotions in a way that facilitates treatment progress.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **1. Development Needed** Additional training needed for this area of relative weakness.
- **2. Development Desirable** Additional training desired in order to build on an area of basic competence.
- **3. Have Achieved/Exceeded Expectations** Functioning well in this area for level of training and perceive this area as a relative strength.
- **Not Applicable** Not an area pertinent for my educational goals.

**Sub-Objective 3:** To train Interns to become proficient in the implementation of interventions with a broad range of patient populations.

**Competencies Required:**

A. Understands the impact of such patient characteristics as age, gender, race/cultural background, socioeconomic status, comorbid conditions, and level of functioning on response to interventions.

B. Understands the impact of context/setting variables such as inpatient/outpatient treatment setting, family/community environment, availability of support/resources on response to interventions.

C. Effectively engages with and is able to maintain an effective working alliance with a broad range of patient populations.
D. Effectively adapts interventions to meet the diverse needs of a broad range of patient populations.

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Routinely assesses for pertinent patient characteristics and context/setting variables that could influence the response to interventions.</td>
<td>☐ 2.1 Demonstrates understanding as to how patient characteristics and context/setting variables are influencing response to interventions.</td>
<td>☐ 3.1 Conceptualizations of intervention plans address the unique patient characteristics and context/setting variables that are likely to influence response to interventions.</td>
<td>☐ 4.1 Develops intervention plans that effectively address complicated conditions and limited resources that may be present in a broad range of patient populations.</td>
<td>☐ 5.1 Serves as a role model and teacher of compassion, integrity, respect for others, and sensitivity to a broad range of patient populations.</td>
<td></td>
</tr>
<tr>
<td>☐ 1.2 Demonstrates behaviors that convey caring, honesty, genuine interest and respect for all patients served.</td>
<td>☐ 2.2 Establishes excellent rapport demonstrating warmth and empathic understanding, and adjusts relational and communication styles to maintain a working alliance with a broad range of patients.</td>
<td>☐ 3.2 Develops mutually agreeable intervention plans in the context of the unique patient characteristics and context/setting variables.</td>
<td>☐ 4.2 Effectively engages with and is able to maintain effective working alliances with other service providers and agencies in order to meet the needs of a broad range of patient populations.</td>
<td>☐ 5.2. Develops and disseminates creative and effective adaptations of interventions (intervention models) to meet the diverse needs of a broad range of patient populations.</td>
<td></td>
</tr>
<tr>
<td>☐ 1.3 Is able to communicate effectively with a broad range of patients in initiating a working alliance.</td>
<td>☐ 2.3 Demonstrates a basic understanding of implementation variations in intervention protocols that can be used to meet the needs of a</td>
<td></td>
<td>☐ 3.3 Effectively adapts interventions to meet the diverse needs of a broad range of patient populations while maintaining general fidelity to the intervention model.</td>
<td>☐ 5.3 Advocates for improved access to needed resources within systems of care to meet the unique needs of a</td>
<td></td>
</tr>
</tbody>
</table>
Objective 2: To develop in psychology Interns specific proficiencies in providing clinical assessment and treatment in integrated approaches to health care issues.

Sub-Objective 1: To train Interns in consultation assessment strategies in medical contexts.

Competencies Required:
A. Quickly and effectively identifies patients’ psychological concerns within the context of various medical settings.
B. Integrates various sources of information when assessing patients, including a brief clinical interview, screening measures, and medical information.
C. Recognizes and clarifies psychological factors that affect medical care and effectively brings these factors to the attention of the medical team.

<table>
<thead>
<tr>
<th>Has not Achieved</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ 1.1 Develops adequate rapport and responds appropriately to the patient</td>
<td>☐ 2.1 Conducts and reports a mental status evaluation.</td>
<td>☐ 3.1 Performs efficient interview with flexibility appropriate to the clinical setting, workload, and clinic workflow</td>
<td>☐ 4.1 Utilizes a range of brief assessment measures appropriately, recognizing the differences between screening and diagnostic measures.</td>
<td>☐ 5.1 Serves as a role model for gathering subtle and reliable information from the patient</td>
</tr>
<tr>
<td></td>
<td>☐ 1.2 Screens for patient safety, including suicidal and homicidal ideation</td>
<td>☐ 2.2 Performs a targeted examination: follows the verbal and nonverbal cues, inquiry is guided by the key information provided, and clarifies ambiguous information</td>
<td>☐ 3.2 Effectively triages consultation referrals.</td>
<td>☐ 4.2 Incorporates caregivers and family members into the assessment when appropriate</td>
<td>☐ 5.2 Teaches and supervises other learners in clinical evaluation</td>
</tr>
<tr>
<td></td>
<td>☐ 1.3 Identifies basic cultural/diversity relevant information</td>
<td>☐ 2.3 Utilizes brief, empirically-supported screening measures.</td>
<td>☐ 3.3 Understands how medical conditions affect assessment results</td>
<td>☐ 4.3 Manages complicated and challenging consultation questions.</td>
<td>☐ 5.3 Serves as a role model of efficient and accurate formulation</td>
</tr>
<tr>
<td></td>
<td>☐ 1.4 Obtains adequate information for determination of provisional diagnostic considerations</td>
<td>☐ 2.4 Conceptualization integrates the most important biopsychosocial factors</td>
<td>☐ 3.4 Assists primary treatment care team in identifying unrecognized clinical care issues.</td>
<td>☐ 4.4 Tailors approach to meet needs of specific providers.</td>
<td>☐ 5.4 Assumes a leadership role within interdisciplinary teams</td>
</tr>
</tbody>
</table>

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.

☐ 3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.

☐ Not Applicable Not an area pertinent for my educational goals.
**Sub-Objective 2:** To train psychology Interns to function effectively in interdisciplinary teams.

**Competencies Required:**
A. Communicates, both verbally and in written format, with medical team members to enhance patient care.
B. Recognizes each team member’s role and works with all team member to promote excellent patient care when addressing psychological and other medical issues.
C. Helps the team create and implement treatment plans that meet patients’ psychological and medical needs.
D. Able to develop/enhance and implement an effective liaison program psychological and medical needs.

<table>
<thead>
<tr>
<th>Level 1 Not Achieved</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Describes the difference between consultant and primary treatment provider</td>
<td>☐ 2.1 Describes the difference in providing consultation for the system verses the team verses the individual patient</td>
<td>☐ 3.1 Demonstrates proficiency in documenting consultations in a manner that minimizes psychological jargon</td>
<td>☐ 4.1 Teaches other learners in the treatment team environment about psychological consultation within an interdisciplinary team</td>
<td>☐ 5.1 Provides supervision to other learners in the treatment team environment about psychological consultation within an interdisciplinary team</td>
<td></td>
</tr>
<tr>
<td>☐ 1.2 Can adequately describe the different types of treatment team members and their role on the team</td>
<td>☐ 2.2 Can describe with depth the different types of treatment team members and their role on the team</td>
<td>☐ 3.2 Demonstrates proficiency in verbally communicating findings and treatment plans</td>
<td>☐ 4.2 Demonstrates understanding of effective and ineffective strategies for dysfunction within the team and potential consequences of intervention</td>
<td>☐ 5.2 Creates resources or system changes (under supervision) that result in improvements to the practice of psychology on an interdisciplinary team</td>
<td></td>
</tr>
<tr>
<td>☐ 1.3 Can adequately articulate the role of psychology within the team and for the patient.</td>
<td>☐ 2.3 Can articulate the role of psychology within the team and for the patient, tailored to the different roles of other team members</td>
<td>☐ 3.3 Can articulate to the team the specific responsibilities and limits of the role of psychology</td>
<td>☐ 4.3 Demonstrates furthering the learning of other providers about the role and responsibilities of psychology within the team</td>
<td>☐ 5.3 Demonstrates effective</td>
<td></td>
</tr>
<tr>
<td>members of the treatment team</td>
<td>developing treatment plans that reflect an interdisciplinary approach to care</td>
<td>team and for the patient</td>
<td>intervention response to team-level dysfunction under the supervision or in collaboration with the psychology supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ 1. Development Needed</td>
<td>Additional training needed for this area of relative weakness.</td>
<td>☐ 4.4 Demonstrates active, ongoing collaboration, when appropriate, with interdisciplinary team members about the care of a patient</td>
<td>☐ 5.4 Demonstrates a leadership role in interdisciplinary care coordination, where appropriate, for a patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ 2. Development Desirable</td>
<td>Additional training desired in order to build on an area of basic competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ 3. Have Achieved/Exceeded</td>
<td>Functioning well in this area for level of training and perceive this area as a relative strength.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Not Applicable</td>
<td>Not an area pertinent for my educational goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Objective 3:** To train Interns to apply treatment strategies in medical settings.

**Competencies Required:**
A. Identifies and applies brief interventions that are appropriate to medical settings and address the consultation question.
B. Clearly and concisely documents interventions in a way that promotes effective interdisciplinary care.
C. Effectively addresses a range of issues that typically present in medical settings, such as poor health behaviors, non-compliance with prescribed medical regimens, stress, anxiety, and depression.
D. Flexibly applies interventions to a range of diverse patients to meet their individual needs.
<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Recommends treatment strategies in response to consultation by other medical services</td>
<td>☐ 2.1 Addresses the consultation question when recommending treatment strategies ☐ 2.2 Appropriate time management within the setting ☐ 2.3 Considers medical concerns when determining treatment strategies ☐ 2.4 Reviews recommendations with patient and other providers as appropriate to the setting</td>
<td>☐ 3.1 Familiar with brief intervention strategies appropriate for the setting ☐ 3.2 Incorporates system issues in clinical care when developing treatment recommendations ☐ 3.3 Appropriately seeks supervision when risk factors are present ☐ 3.4 Clearly and concisely documents treatment recommendations in a manner appropriate to the setting</td>
<td>☐ 4.1 Manages complicated and challenging consultation requests ☐ 4.2 Tailors recommendations to meet needs of specific providers and clinics ☐ 4.3 Correctly identifies level of readiness for change, assesses barriers, and engages patients in commitment to behavioral change ☐ 4.4 Utilizes family appropriately in treatment plan</td>
<td>☐ 5.1 Deftly integrates culturally relevant information and assessment results into treatment plan ☐ 5.2 Provides supervision to other learners in the treatment team regarding psychological treatment within an interdisciplinary team ☐ 5.3 Creates treatment resources under supervision that result in improvement to treatment in a consult setting</td>
<td></td>
</tr>
</tbody>
</table>

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.

☐ 3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.
<table>
<thead>
<tr>
<th>Goals/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal II:</strong> Preparing professional psychologists who have experience with and interest in serving in mental health and medically underserved areas.</td>
</tr>
</tbody>
</table>

**Objective 1:** To provide psychology Interns with practicum experiences involving patients from mental health and medical underserved areas. *Monitored by the Intern Performance Milestones Tracking Form*

**Objective 2:** To provide psychology Interns with educational/didactic experiences involving consumers and providers from mental health and medically underserved areas. *Monitored by the Intern Performance Milestones Tracking Form*

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal III:</strong> Preparing professional psychologists that stay abreast of evidence-based practices. (Develop the Attitudes of Empiricism and Reflection in Clinical Practice)</td>
</tr>
</tbody>
</table>

**Objective 1:** To train Interns to systematically gather and integrate research data, idiographic patient data, idiographic clinician data, and nomothetic and idiographic cultural data for the purpose of clinical assessment and treatment.

**Competencies Required:**
A. Maintains an ongoing vigilance of research pertinent to the clinical enterprise.
B. Maintains a working knowledge of the empirically supported assessment instruments and treatments relevant to the field of practice.
C. When presented with diagnostic and treatment issues, routinely queries as to what research has to offer in the matter.
D. Maintains a comprehensive and psychometrically sound approach to idiographic patient data collection and interpretation.
E. Using a systematic process of evaluation and interpretation, integrates pertinent research findings relevant to the patient’s issues at hand, the idiographic data obtained, and the unique cultural and diversity experiences of the patient.
<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Demonstrates understanding of psychology as a science.</td>
<td>☐ 2.1 Able to use templates for systematic approaches to gather data to inform clinical decision-making.</td>
<td>☐ 3.1 Maintains a working knowledge of the core empirically supported assessment instruments and treatments relevant to the field of practice.</td>
<td>☐ 4.1 Critically appraises and applies research pertinent to the clinical enterprise at hand.</td>
<td>☐ 5.1 Contributes empirical data pertinent to the practices, interventions, and programs relevant to the clinical enterprise.</td>
<td></td>
</tr>
<tr>
<td>☐ 1.2 Demonstrates understanding of the scientific foundation of professional practice.</td>
<td>☐ 2.2 Formulates cases and plans interventions using at least one empirically supported theoretical orientation.</td>
<td>☐ 3.2 Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate.</td>
<td>☐ 4.2 Demonstrates a broad knowledge of empirically supported assessment instruments and treatments relevant to the field of practice.</td>
<td>☐ 5.2 Applies scientific methods of evaluating practices, interventions, and programs.</td>
<td></td>
</tr>
<tr>
<td>☐ 1.3 Demonstrates basic knowledge regarding empirically supported assessment instruments and treatments relevant to the field of practice.</td>
<td>☐ 2.3 Demonstrates the knowledge of and skills in using at least one to two empirically supported interventions.</td>
<td>☐ 3.3 Demonstrates skill and efficiency in using systematic approaches to gather data to inform clinical decision-making.</td>
<td>☐ 4.3 Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs relevant to the clinical enterprise.</td>
<td>☐ 5.3 Provides effective supervision to less advanced students, peers, or other service providers on the use of systematic data collection, conceptualization using empirically supported theories, and skillful use of evidence-based practices.</td>
<td></td>
</tr>
<tr>
<td>☐ 1.4 Demonstrates basic knowledge of formulating diagnosis, case conceptualization, and treatment planning.</td>
<td>☐ 2.4 Demonstrates the ability to formulate a searchable question from a clinical issue in</td>
<td>☐ 3.4 Uses a systematic process of evaluation and interpretation,</td>
<td>☐ 4.4 Effectively conceptualizes the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
order to query what research has to offer in the matter. integrates pertinent research findings relevant to the patient’s issues at hand, the idiographic data obtained, and the unique cultural and diversity experiences of the patient. multiple dimensions of the idiopathic and nomothetic data obtained using sound empirically supported theories.

| ☐ 1. Development Needed | Additional training needed for this area of relative weakness. |
| ☐ 2. Development Desirable | Additional training desired in order to build on an area of basic competence. |
| ☐ 3. Have Achieved/Exceeded Expectations | Functioning well in this area for level of training and perceive this area as a relative strength. |
| ☐ Not Applicable | Not an area pertinent for my educational goals. |

**Objective 2:** To train Interns to routinize reflective processes in their clinical practice. These reflective processes include the critical thinking inherent in scientific experimentation, habits of reflection outside of direct clinical practice, and the capacity to reflect while in action.

**Competencies Required:**

A. Intern demonstrates ability to understand the therapeutic process from his/her own perspective and the perspective of his/her patients. Is aware of and responds effectively to patients’ emotions, cognitions, and behaviors that impact the therapeutic alliance. Tolerates well his/her own distress in the face of patients’ distress or difficult behavior, and is able to respond without being judgmental or defensive.

B. Intern demonstrates abilities to tolerate ambiguity in the therapeutic process.

C. Intern demonstrates introspective qualities through self-report and questions asked during supervision.

D. Intern demonstrates adequate self-care and fosters meaningful and effective professional relationship(s) with colleagues and supervisor(s).

E. Intern demonstrates use of a systematic process of introspection, evaluation and discovery.
<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1.1 Intern demonstrates ability to formulate clinical hypotheses that addresses the psychological issues with which the patient presents.</td>
<td>☐ 2.1 Intern has the ability to gather pertinent clinical data relevant to the clinical hypotheses.</td>
<td>☐ 3.1 Intern organizes the data into clear and concise categories, and communicates the data in written and verbal form.</td>
<td>☐ 4.1 Intern demonstrates the ability to integrate data from the hypotheses with other data about the patient.</td>
<td>☐ 5.1 Intern possesses the ability to describe and teach others the method of inquiry regarding the clinical hypotheses.</td>
<td>☐ 5.2 Intern demonstrates the ability to teach and supervise the process of scientific inquiry to others</td>
</tr>
<tr>
<td>☐ 1.2 Intern demonstrates the ability to participate in discussions about clinical practice with colleagues and supervisors</td>
<td>☐ 2.2 Intern contributes to discussions about clinical practice following scientific inquiry</td>
<td>☐ 3.2 Intern arrives at a clinical decision from the data and communicates it effectively.</td>
<td>☐ 4.2 Intern demonstrates that culturally relevant information is included in the data collected.</td>
<td>☐ 5.3 Intern has the ability to teach and supervise others to reflect while in action.</td>
<td>☐ 5.4 Intern can cite resources that drive the clinical reflection.</td>
</tr>
<tr>
<td>☐ 1.3 Intern demonstrates awareness of self while conducting therapy</td>
<td>☐ 2.3 Intern can communicate observations of self-awareness to supervisor and other.</td>
<td>☐ 3.3 Intern initiates discussion of hypotheses and varying points of view in treatment teams and seminars</td>
<td>☐ 4.3 Intern manages competing points of view, integrates data and provides analysis</td>
<td>☐ 4.4 Intern can articulate clearly his/her thoughts about the varying options and choice</td>
<td></td>
</tr>
</tbody>
</table>
moment as he/she considers data about self and the patient.

points available in the therapeutic process with his/her supervision.

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.

☐ 3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.

☐ Not Applicable Not an area pertinent for my educational goals.

**Objective 3:** To continue the development of Intern research skills and thinking through the ongoing participation in a research-scholarship project.

**Competencies Required:**
A. Paper provides clear objectives/hypotheses
B. Paper presents a methodology that addresses the issues effectively
C. Paper presents statistical analyses and results that were sound and well-presented
D. Paper provides discussion that is effectively linked with the results and present thoughtful discussion.
E. Paper demonstrates a contribution to the field of psychology


**Goals/Objectives**

**Goal IV: Preparing professional psychologists who aspire to cultural competence in their practice.**

**Objective 1:** To train Interns to be culturally competent.

**Competencies Required:**
A. Intern recognizes and understands that identity and self-definition are fluid and complex.
B. Intern strives to move beyond conceptualizations rooted in categorical assumptions.
C. Intern endeavors to be aware of the role of the social and physical environment in the lives of the patients.
D. Intern recognizes and understands historical and contemporary experiences with power, privilege, and oppression.
E. Intern seeks to promote culturally adaptive interventions and advocacy across systems.
F. Intern understands how developmental stages and life transitions intersect with the larger biosociocultural context.
G. Intern actively strives to take a strengths-based approach to build resilience.

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Engages in professional development and training to enhance knowledge, skills, comfort, and attitudes as related to providing services to and interacting with individuals from diverse backgrounds</td>
<td>☐ 2.1 Recognizes the impact of one’s own individual and cultural identities on others</td>
<td>☐ 3.1 Conveys respect for diverse values, ethical perspectives and worldviews</td>
<td>☐ 4.1 Recognizes that one’s own attitudes, beliefs, and values influence and may bias perceptions of and interactions with individuals who are similar to and different from oneself and seeks to mitigate any negative impact</td>
<td>☐ 5.1 Serves as an ally and/or advocate for patients and communities</td>
<td></td>
</tr>
<tr>
<td>☐ 1.2 Demonstrates awareness of one’s own individual and cultural identities</td>
<td>☐ 2.2 Manifests intellectual and interpersonal curiosity about the full range of diversity</td>
<td>☐ 3.2 Demonstrates cultural competence, combined with cultural humility, when engaged in the full range of professional activities</td>
<td>☐ 4.2 Demonstrates sensitivity to individual and cultural diversity considerations related to assessment, intervention, consultation and interprofessional/interdisciplinary skills, research and evaluation, supervision, and other professional activities</td>
<td>☐ 5.2 Assumes a leadership role within interdisciplinary teams by speaking up about cultural diversity issues</td>
<td></td>
</tr>
<tr>
<td>☐ 2.3 Demonstrates capacity for self-reflection, empathy, and curiosity about and openness to different beliefs and points of view, and respect for</td>
<td>☐ 3.3 Elicits beliefs, values, and diverse practices of patients and their families,</td>
<td>☐ 4.3 Develops a mutually agreeable care plan in the context of conflicting physician and patient and/or family values and beliefs</td>
<td></td>
<td>☐ 5.3 Recognizes that attention to individual differences and cultural diversity is ever-changing and that the need for continual knowledge and development is lifelong</td>
<td></td>
</tr>
</tbody>
</table>
1.3 Demonstrates behaviors that convey caring, honesty, genuine interest, and respect for patients and their families

☐ 1.4 Recognizes that patient diversity affects patient care

☐ 2.4 Provides examples of the importance of attention to diversity in psychiatric evaluation and treatment

☐ 3.4 Routinely displays sensitivity to diversity in evaluation, treatment, and in supervisory discussions with the patient

☐ 4.4 Works effectively with interpreters when providing services to patients who communicate in a language with which the trainee is not proficient, including ASL.

☐ 5.4 Serves as a role model and teacher of compassion, integrity, respect for others, and sensitivity to diverse patient populations

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.

☐ 3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.

☐ Not Applicable Not an area pertinent for my educational goals.

**Goals/Objectives**

**Goal V: Cultivating a professional identity in professional psychologists.**

**Objective 1:** To train Interns to maintain an awareness of the ethical standards of the profession of psychology

**Competencies Required:**

A. Knowing the ethical principles

B. Being able to identify situations where ethical guidelines apply

C. Understanding the difference between ethics, state laws and organizational demands
### D. Applying the ethical principles in complex situations

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1.1 Demonstrates basic understanding of APA Ethical Principles</td>
<td>□ 2.1 Displays familiarity with much of the APA Ethical Principles</td>
<td>□ 3.1 Demonstrates good working knowledge of all applicable codes, laws governing practice</td>
<td>□ 4.1 Exhibits advanced knowledge of codes and other guidelines</td>
<td>□ 5.1 Exhibits mastery of ethical codes and other guidelines such that they may supervise in their application</td>
<td></td>
</tr>
<tr>
<td>□ 1.2 Demonstrates awareness of the need to apply an ethical decision making model to practice</td>
<td>□ 2.2 Demonstrates an awareness of local state laws and licensing board rules governing practice</td>
<td>□ 3.2 Exhibits an awareness of organizational demands governing practice</td>
<td>□ 4.2 Independently manages most complex situations</td>
<td>□ 5.2 Functions at an independent-practice level in recognizing and applying ethics, laws and organizational requirements</td>
<td></td>
</tr>
<tr>
<td>□ 1.3 Exhibits ethical attitudes and values</td>
<td>□ 2.3 Is aware of discrepancies in own moral/ethical guidelines and professional guidelines</td>
<td>□ 3.3 Displays appropriate decision-making when applying ethical principles and codes and state laws and regulations</td>
<td>□ 4.3 Demonstrates ability to integrate and reconcile own moral/ethical guidelines into professional guidelines</td>
<td>□ 5.3 Is proficient at resolving any conflicts between requirements and personal preferences, morals or values in these situations</td>
<td></td>
</tr>
<tr>
<td>□ 1.4 Avoids major ethical breaches</td>
<td>□ 2.4 Recognizes situations where their behavior must conform to these guidelines</td>
<td>□ 3.4 Seeks to integrate and reconcile own moral/ethical guidelines into professional guidelines</td>
<td>□ 4.4 Consultations with supervisors generally confirm a proficient understanding of the situation and applicable guidelines, codes, laws, and organizational policies</td>
<td>□ 5.4 Relies less on consultation to manage ethical dilemmas unless sufficiently complex and clinically indicated</td>
<td></td>
</tr>
<tr>
<td>Competency</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>ethical or legal situation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.5 Consults comfortably in complex situations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1. Development Needed</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional training needed for this area of relative weakness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Development Desirable</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional training desired in order to build on an area of basic competence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have Achieved/Exceeded</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functioning well in this area for level of training and perceive this area as a relative strength.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not an area pertinent for my educational goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Objective 2:** To train Interns to constructively participate in the ongoing professional development of themselves and their colleagues.

**Competencies Required:**
- A. Integrity
- B. Accountability
- C. Concern for the welfare of others
- D. Professionally appropriate deportment
- E. Reflective practice
- F. Promoting the profession of psychology

<table>
<thead>
<tr>
<th>Has not Achieved</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Level 2</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Level 3</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Level 4</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Level 5</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>----------------------------</td>
<td>---------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional training needed for this area of relative weakness.</td>
<td>Additional training desired in order to build on an area of basic competence.</td>
<td>Functioning well in this area for level of training and perceive this area as a relative strength.</td>
<td>Not an area pertinent for my educational goals.</td>
<td></td>
</tr>
</tbody>
</table>

- ☐ 1.1 Is honest in dealings with others
- ☐ 1.2 Is regularly on-time for meetings and sessions with patients
- ☐ 1.3 Is mindful of the needs, positions and concerns of others
- ☐ 1.4 Dress is appropriate for a professional environment
- ☐ 1.5 Complies with agency policies and procedures

- ☐ 2.1 Owns mistakes honestly and non-defensively
- ☐ 2.2 Appreciates the importance of being dependable, prepared, and task-oriented.
- ☐ 2.3 Is developing a reputation of being responsible and self-organizing
- ☐ 2.4 Is developing an awareness that behavior outside of work can be interpreted by others as a measure of professional competence

- ☐ 3.1 Possesses a reputation as being dependable, forthright and responsible.
- ☐ 3.2 Is very careful about maintaining confidences of peers and patients
- ☐ 3.3 Consistently respectful of and caring towards others and to their circumstances
- ☐ 3.4 Behavior outside of work and on-line is consistent with the professionalism one has obtained at work

- ☐ 4.1 Dress, comportment and non-verbals give an impression of a serious, competent, task-focused professional psychologist
- ☐ 4.2 Demonstrates consistent concern for the welfare of patients, peers and other professionals
- ☐ 4.3 Seeks out and is open to and reflects non-defensively upon feedback from others
- ☐ 4.4 Generally regulates emotion well and manages conflict effectively

- ☐ 5.1 Seen by others as a person of integrity
- ☐ 5.2 Exemplifies professionalism and is able to promote this in dealings with colleagues and supervisees
- ☐ 5.3 Sought after by peers for reflective assistance and guidance
- ☐ 5.4 Through attunement to the effects of behavior on others, seeks to achieve goals without alienating others
- ☐ 5.5 Maintains personal commitments to others
**Objective 3.** To train interns to develop and execute lifelong learning through ongoing self-evaluation, effective use of supervision and consultation and continuous pursuit of knowledge and skills pertinent to the practice of professional psychology.

**Competencies Required:**
A. Initiative and independent thinking  
B. Routine self-evaluation and self-insight  
C. Growth and willingness to take risks for the purpose of learning  
D. Preparation for learning opportunities  
E. Development of science-informed practice through effective implementation of collaborative supervision  
F. Ongoing pursuit of self-directed learning goals  
G. Knowledge and practice of self-care

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1.1 Recognizes limits of one’s knowledge and skills and seeks supervision. ☐ 1.2 Identifies self-directed learning goals and periodically reviews them with supervisory guidance</td>
<td>☐ 2.1 Identifies own developmental needs ☐ 2.2 Identifies important issues to be discussed in supervision ☐ 2.3 Strives to achieve specific supervision goals set collaboratively ☐ 2.4 Seeks out new learning/</td>
<td>☐ 3.1 Demonstrates awareness of own strengths and weaknesses ☐ 3.2 Sets goals that are challenging and appropriate ☐ 3.3 Able to critique own work ☐ 3.4 Maintains a positive/constructive attitude toward the challenges of work.</td>
<td>☐ 4.1 Regularly seeks and incorporates feedback from colleagues to improve performance ☐ 4.2 Maintains a systematic approach to remaining current on evidence-based practices and guidelines</td>
<td>☐ 5.1 Demonstrates work performance improvement based on continual self-assessment and evidence-based information ☐ 5.2 Independently searches for and determines the relevant evidence needed to address the professional issues at hand ☐ 5.3 Exhibits leadership in forming and participating in peer-to-peer consultation</td>
<td></td>
</tr>
</tbody>
</table>
☐ 1.3 Accepts supervisory feedback in a nondefensive manner.
☐ 1.4 Asks thoughtful questions in supervision.
☐ 1.5 Able to form a collaborative alliance as a supervisee and/or supervisor.

☐ 2.5 In the context of supervision, accurately identifies strengths and relative weaknesses in order to inform areas of growth in competencies.

☐ 3.5 Routinely assesses, reflects on, and enhances specific supervisee competences.

☐ 4.3 Effectively crafts work and work/life balance to enhance the work experience
☐ 4.4 Generally regulates emotion well and manages conflict effectively.
☐ 4.5 In the context of supervision, engages in skill development using interactive and experiential methods (e.g. Role play, modeling).

☐ 5.4 Models and provides support for junior colleagues in crafting work and work/life balance to enhance the work experience.
☐ 5.5 As a supervisor, not only attends to the development of specific competencies but also attends to personal factors, emotional reactivity, and relational stresses in clinical encounters and engages in management of these to inform the clinical process.

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.

☐ 3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.

☐ Not Applicable Not an area pertinent for my educational goals.

Goal VI: Preparing professional psychologists to practice recovery-oriented care that places the emphasis on recovery as a restoration of individuals to meaningful lives regardless of the ongoing presence of mental illness.
Objective 1: To train Interns to understand and use recovery based principles in their clinical services.

Competencies Required:
A. Uses person first language
B. Works collaboratively with individuals seeking treatment.
C. Thinks beyond illness and symptom reduction and connects treatment to how individuals define purpose and meaning.
D. Is familiar with the services of a peer support specialist and be able to work collaboratively with a peer support specialist.
E. Uses hope inspiring strategies – goal setting, pathways thinking.
F. Promotes advocacy that addresses stigma.
G. Identifies and uses person’s strengths as part of treatment plan.
H. Routinely engages in shared decision-making.
I. Helps individuals define own needs and goals
J. Connects treatment to how the individual defines purpose and meaning
K. Encourages the individual to be active and take risks in seeking a life that has meaning and purpose.
L. Supports full integration of people in recovery into their communities where they can exercise their rights of citizenship, as well as to accept the responsibilities and explore the opportunities that come with being a member of a community and a larger society.
M. Promotes self-determination and empowerment, noting that all individuals have the right to make their own decisions, including decisions about the types of services and supports they receive.
N. Facilitates the development of personal support networks by utilizing natural supports within communities, peer support initiatives, and self- and mutual-help groups.

<table>
<thead>
<tr>
<th>Has not Achieved Level 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
</table>

|   | 1.1 Develops adequate rapport and responds appropriately to patients. | 2.1 In assessment and treatment contexts, collaboratively establishes the agenda. | 3.1 Works to enhance patient’s access to opportunities to “live, work, learn, and participate fully in the community.” | 4.1 Effectively identifies resources and community supports for their patients and works effectively with this support system. | 5.1 Serves as a role model for recovery-based care. |
|   | 1.2 Uses person first language. | 2.2 Assessment and treatment involves understanding and use of the person’s social environment/culture. | 3.2 Consistently makes efforts to connect treatment goals with the patient’s values and life goals. | 4.2 Prepares patients for the ups and downs of treatment efforts and skillfully facilitates hopefulness through goal-setting, pathways thinking, and self-efficacy enhancement. | 5.2 Actively engages in advocacy for and empowerment of individuals facing the challenges of mental illness. |
|   | 1.3 Works collaborative with individuals seeking treatment. | 2.3 Encourages patients to take an active role in the assessment/treatment process. | 3.3 Works to enhance patients’ sense of hopefulness that they are capable of meaningful progress. | 4.3 Addresses problems with stigma (external and internal) and empowers patients to alter stigmatizing beliefs. | 5.3 Facilitates changes in the health care system that will support the personal recovery of individuals with mental illness. |
|   |   | 2.4 Patients’ strengths are viewed as directly relevant to the treatment goals and interventions. | 3.4 Communicates that patients are more than their illness. | 4.4 Enhances patients’ sense of meaning and purpose in life. |   |

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.
☐ 3. Have Achieved/Exceeded Expectations Functioning well in this area for level of training and perceive this area as a relative strength.

☐ Not Applicable Not an area pertinent for my educational goals.

Training Goals Uniquely Targeted by Individual/Rotation/Track
(Must be formally negotiated at the beginning of the rotation/track)

____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

A) Goals/Objective
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

How assessed
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Outcome Criteria
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

☐ 1. Development Needed Additional training needed for this area of relative weakness.

☐ 2. Development Desirable Additional training desired in order to build on an area of basic competence.

☐ 3. Have Achieved/Exceeded
Expectations | Functioning well in this area for level of training and perceive this area as a relative strength.
---|---
☐ Not Applicable | Not an area pertinent for my educational goals.

**Educational Goals** (may include recommendations for further training):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

**Overall Supervisor Comments:**

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

The following will be displayed on forms where feedback is enabled...
(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?*

☐ Yes
☐ No

(for the evaluee to answer...)
*Did you have an opportunity to discuss your performance with your preceptor/supervisor?
- Yes
- No

*Are you in agreement with this assessment?
- Yes
- No