

Appendices

Appendix 1 MMPIC Intern Evaluation Form

Mid-Michigan Psychology Internship Consortium

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Intern Evaluation Form (completed by supervisors)

Intern Name	
Supervisor(s) Name(s)	
Date	
Internship Site	
Total Hours	
Mid-year	
End-of-year	
Did interns receive at least two hours a week of face-to-face supervision?	
Yes	
No	
Methods Used in Evaluation (check as many as apply):	
Live Observations (required)	Process Notes
Audiotapes	Test Protocols
Videotapes	Other (specify):
Verbal Summary	

Mid-Year Expectations and Completion Criteria

- At the mid-year formal evaluation, each intern's skills must be rated as Early Intern (a score of 2) on every item on the evaluation. If a score falls below a 2 at mid-year, the formal probationary plan procedures will be initiated.
- In order to successfully complete the internship, all interns must:
 - Meet the Minimum Level of Achievement of Graduating Intern (a score of 3) on every item on the final formal evaluation, and
 - Meet the required number of internship hours, and
 - Meet the requirements specified in any formal probationary plan

For each item, mark the number corresponding with your rating of the intern's skills.

Rating	Score	Description
Novice**	1	<p>Intern is just beginning to demonstrate these skills and requires more instruction, training, and practice prior to the completion of internship requirements. Intensive supervision is needed.</p> <p>This is a typical rating for interns at the onset of internship. A mid-year formal evaluation score of 1 will lead to initiation of formal remediation procedures.</p>
Early Intern	2	<p>Intern can demonstrate these skills with close supervision, but requires additional practice prior to completion of internship requirements. Routine, but intensive, supervision is needed.</p> <p>This is a typical rating early in internship. Scores of 2 or higher meet expectations for the mid-year formal evaluation.</p>
Graduating Intern	3	<p>Intern's skills are adequate for internship expectations. Additional guidance or practice may be necessary.</p> <p>This is a common rating for interns throughout internship. A score of 3 is the minimum level of achievement for the final formal evaluation. A 3 indicates an intern is ready for entry-level practice.</p>
Emerging Professional	4	<p>Intern demonstrates acceptable skills for an entry-level psychologist. Competency attained in all but non-routine cases. Occasional supervision is needed; depth of supervision varies with client needs and case complexity.</p> <p>This is a common rating for interns at the completion of internship. It surpasses the minimum level of achievement.</p>
Independent Functioning	5	<p>Intern demonstrates advanced skills for an entry-level psychologist. Intern demonstrates advanced skills in this area, consistent with those of a licensed psychologist. Supervision is ongoing and largely based on intern's needs assessment.</p> <p>This is an unusually high rating for interns at the completion of internship. It surpasses the minimum level of achievement.</p>
**Note: Supervisors must offer a detailed explanation for any score of 1		

Research						
		Early Intern		Graduating Intern		
1	Critically evaluates research	1	2	3	4	5
2	Disseminates research (e.g., case conference, presentation, publications)	1	2	3	4	5
3	Applies scientific methods of evaluating practices, interventions, and programs	1	2	3	4	5

Ethical and Legal Standards						
		Early Intern		Graduating Intern		
4	Demonstrates knowledge of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct	1	2	3	4	5
5	Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels	1	2	3	4	5
6	Demonstrates knowledge of and acts in accordance with Relevant professional standards and guidelines	1	2	3	4	5
7	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas	1	2	3	4	5
8	Conduct self in an ethical manner in all professional activities	1	2	3	4	5
9	Demonstrates and applies knowledge of school-specific regulations, policies, and practices in school and clinical contexts	1	2	3	4	5

Individual and Cultural Diversity						
		Early Intern		Graduating Intern		
10	Understands how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	1	2	3	4	5
11	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	1	2	3	4	5
12	Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities)	1	2	3	4	5
13	Applies a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers	1	2	3	4	5
14	Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own	1	2	3	4	5
15	Independently applies their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	1	2	3	4	5

Professional Values, Attitudes, and Behavior						
		Early Intern		Graduating Intern		
17	Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others	1	2	3	4	5
18	Engages in self-reflection regarding one's personal and professional functioning	1	2	3	4	5
19	Engages in activities to maintain and improve performance, well-being, and professional effectiveness	1	2	3	4	5
20	Actively seeks and demonstrates openness and responsiveness to feedback and supervision	1	2	3	4	5
21	Responds professionally in increasingly complex situations with a greater degree of independence as intern progresses across levels of training	1	2	3	4	5
22	Accurately assesses own strengths and weaknesses	1	2	3	4	5
23	Keeps supervisor(s) informed of all professional activities	1	2	3	4	5
24	Manages time effectively	1	2	3	4	5

Communication and Interpersonal Skills						
		Early Intern		Graduating Intern		
25	Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	1	2	3	4	5
26	Produces oral, nonverbal, and written communications that are informative and well-integrated	1	2	3	4	5
27	Comprehends oral, nonverbal, and written communications	1	2	3	4	5
28	Demonstrates a thorough grasp of professional language and concepts	1	2	3	4	5
29	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	1	2	3	4	5
30	Tolerates professional ambiguity and uncertainty	1	2	3	4	5

Assessment						
		Early Intern		Graduating Intern		
31	Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	1	2	3	4	5
32	Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	1	2	3	4	5
33	Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	1	2	3	4	5
34	Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics	1	2	3	4	5
35	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	1	2	3	4	5
36	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.	1	2	3	4	5
37	Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	1	2	3	4	5

Intervention						
		Early Intern		Graduating Intern		
38	Establishes and maintains effective relationships with the recipients of psychological services	1	2	3	4	5
39	Develops evidence-based intervention plans specific to the service delivery goals	1	2	3	4	5
40	Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	1	2	3	4	5
41	Demonstrates the ability to apply the relevant research literature to clinical decision making.	1	2	3	4	5
42	Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	1	2	3	4	5
43	Evaluates intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	1	2	3	4	5

Supervision						
		Early Intern		Graduating Intern		
44	Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals	1	2	3	4	5
45	Demonstrate knowledge of supervision models and practices	1	2	3	4	5
46	Recognizes supervision needs	1	2	3	4	5
47	Invites feedback	1	2	3	4	5

Consultation and Interprofessional/ Interdisciplinary Skills						
		Early Intern		Graduating Intern		
48	Demonstrates knowledge and respect for the roles and perspectives of other professions.	1	2	3	4	5
49	Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.	1	2	3	4	5

