DOCTORAL COUNSELLING
PSYCHOLOGY
INTERNSHIP PROGRAM

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DOCTORAL COUNSELLING PSYCHOLOGY INTERNSHIP PROGRAM

Counselling & Clinical Services (CCS) at the University of Alberta offers the equivalent of three fulltime doctoral internship positions in counselling psychology each academic year (August 1-July 30). Our program is designed to meet standards for Registration as defined by The College of Alberta Psychologists. We have neither APPIC membership nor CPA accreditation, so students need to be sure that we meet their department’s requirements for the Doctoral Internship. We do aspire to be CPA equivalent and participate in the APPIC Match process.

Service Description

CCS is a branch of Student Services within the University of Alberta. CCS is a multidisciplinary professional agency staffed by 11 full-time Registered Psychologists, approximately three to five psychologists-in-training who are supervised by senior staff, seven part time psychiatrists, and three Registered Nurses (Mental Health Consultants or MHCs). Our services are available to all students who pay student services fees, and individual counselling sessions are available at no additional cost to the student. Students are seen primarily for individual and group counselling, but we also provide couples counseling, crisis intervention, workshops for students or staff, other forms of consultation and intervention depending on the identified need and, less frequently, vocational testing. Presently CCS serves a student body of approximately 38,300 students.

Internship Description

Mission Statement

The mission of CCS is to contribute to the health and well-being of university students on our campus. Our primary goal is to provide the highest quality and most accessible professional psychological services to students to improve their personal, social, and academic well-being. This is achieved primarily through the counselling and outreach services we provide to students at the University of Alberta. Secondary goals are to offer consultative services to the University of Alberta community and provide supervision and training to graduate students. Given our diverse student body, we seek to provide equitable service and respond to the needs of all students.

Training Model

1. Intern / Learner Centered - We view our training program as trainee centered, where we strive to meet the developmental level and needs of interns.
2. **Scientist / Practitioner** - We are guided by a scientist-practitioner model and evidence-based practice.

3. **Experiential Diversity** - We strive for diversity of supervisory experiences and we believe an intern’s development is best supported by promoting an integrative approach to therapy. We encourage interns to explore alternative ways of working with clients as part of the developmental process of becoming better aware of themselves, their professional identity, and their orientation preferences. Our goal is to support interns in their process of exploring congruence between their own personal worldview and theoretical orientation.

4. **Professional Socialization** – We recognize the importance of socializing interns into all aspects of the profession of psychology and provide various opportunities to understand the ethical, professional, clinical, and interdisciplinary qualities that are inherent to the practice of psychology.

**Internship Goals**

1. To assist the intern in developing professional competency in the area of counselling psychology, including the knowledge, attitudes, and applied skills necessary to meet the range of problems a professional psychologist may expect to address and to allow for professional evaluation in the application of these skills.

2. To provide the intern a variety of supervisory experiences and therapeutic styles, in order to challenge them to develop their full potential as a clinician.

3. To help the intern integrate their clinical skills and knowledge with their personal style to develop their professional identity and thus facilitate the transition from the role of student to that of professional.

4. To provide a variety of experiences, both clinical and professional, to prepare an intern for independent practice.

**Training Objectives**

Interns will be expected to develop competence in the following areas:

1. To provide psychological assistance on an individual or group basis to U of A students who present with issues of a personal, interpersonal or career nature.

2. To provide couples counselling, as appropriate.

3. To provide Consultations and crisis services.
4. To be knowledgeable of ongoing informal assessment, understand approaches regarding case conceptualization, and demonstrate the ability to change treatment goals, tasks and plans as needed.

5. To provide supervision to master's-level practicum students.

6. To be knowledgeable of university and community resources and to be able to refer clients to those resources as required, especially in accordance with agency policies.

7. To provide workshops and consultation as requested to selected sectors of the student and staff population.

8. To provide, as requested, outreach programs for students within faculties/departments or residences.

9. To pursue professional development in areas that are mutually agreed to be of benefit to the Centre and to the fulfillment of the Centre’s mandate as a student mental health centre.

10. To participate in case conference as a member of a team of professionals about clients of particular concern or challenge.

11. To interact in a manner that positively contributes to a cooperative agency atmosphere.

12. To perform work duties in accordance with all policies and procedures developed for CCS, including those related to hours of work, time in lieu, and service limits and restrictions.

13. To perform additional special duties as negotiated with the Director of CCS and Director of Training.

14. To regularly complete both the supervision log and the intern activity log.

Service Activities

The internship is under the supervision of doctoral level psychologists with a minimum of five years of clinical experience. Students will typically rotate through supervisors for three rotations, depending on the number of supervisors available for a given year. Interns will begin their internship on the first working day in August, and end the second last day of July that falls on a working day in the following year. Interns will be expected to work 40 hours per week.
The typical work tasks will include the following:

- Direct Client Contact – 15 hours / week
- Individual Supervision – 3 hours / week
- Group Supervision – 1-2 hours / week
- Peer Supervision – 1 hour / week
- Case Consultation Meeting – 1 hour / week
- Supervision of Master’s Practicum Student – 1 hour / week
- Research Seminar – 1 hour / month
- Supervision Seminar – 1 hour / month
- Team Meeting – 1 hour / month
- In-service – 1-2 hours / month
- Group Case Consultation – 1 hour / month
- Administration (documentation, outreach, case preparation, research, professional development) – 10-15 hours / week

**Direct Client Contact**

**Individual/Couple Counselling**

Interns will have 15 hours of direct client contact per week, which will include individual, couple, or group sessions, workshops, and four hours of Consultation or intake service. The majority of clients come in for individual counselling and present with a very wide range of therapeutic issues. Some of the more common issues dealt with include:

- Depression/suicidal ideation
- Family pressures/conflict
- Anxiety
- Relationship issues
- Anger
- Academic problems
- Self-esteem issues
- Loss and grief
- Procrastination
- Poor communication skills
- Addiction and substance abuse
- Sexual identity issues
- Eating disorders
- Isolation
- Adjustment to university life
- Sleep disturbance

**Group Counselling**

Interns can also be involved in a variety of potential therapy groups. Groups can take on many different forms depending on the needs of the University population, ranging from those that are largely educational in nature to those that are more process oriented. Examples of some of the groups we have been offered in recent years include:
The Social Anxiety and Shyness Group
Yoga for Mental Health and Wellbeing
Brain & Behaviour: Adapting Your Thoughts & Behaviours to Manage Low Mood and Anxiety
Worrying that Works

Workshops

Workshops are 90 minute, drop-in seminars that any member of the University of Alberta community can attend. Examples of workshops that have been offered in recent years include:

- Helping, Identifying and Referring Students in Distress
- How to Have a Healthy Classroom
- Understanding Depression & Addressing Unhelpful Thinking Patterns
- Happiness: Moving to Wellness
- Addressing Anxious Thoughts
- Facing Fears & Gaining Control
- Introduction to Mindfulness
- Cultivating Self-Compassion
- How to Set Healthy Boundaries
- Make Stress Your New BFF
- Impostor Syndrome
- Yoga for Peace of Mind
- Yoga for Mental Hygiene – Mindfulness, Meditation and Motion

The range of groups and workshops offered in a given internship year will depend on a number of factors including: the needs of university students, the interests and expertise of the staff psychologists, and the interest and backgrounds of interns.

Consultation

One important aspect of the services we provide clients is our Consultation. All interns provide approximately four hours of consultation services per week. During consultation, clients receive a brief needs assessment including identifying symptoms and presenting problems. They are then referred to appropriate services, both within and outside CCS as appropriate. In addition to being an effective triage system, Consultations provide interns the opportunity to develop skills in general assessment, clinical judgment, triaging as well as crisis intervention.
Crisis Intervention

Crisis intervention is an important aspect of the service we provide and interns are expected to participate in crisis intervention. Crisis intervention may include dealing with a crisis situation during Consultations, or responding to a phone call either by a student or staff member.

These phone calls may require interns to use their consultation skills and give advice about psychological or emotional issues, or may involve some further intervention, for example, scheduling a counselling session with a distressed student, arranging a meeting with a distressed student or staff member, referring a student or staff member to another service, involving other University staff, setting up a group or workshop, forming an intervention team, or scheduling a critical incident debriefing. Some of the issues that might lead to a consultation/intervention include: a suicide threat or attempt, death of a student or staff member, a physical or sexual assault, other traumatic life events, conflict between a student and faculty member, staff who are uncertain how to deal with a distressed student, or other requests related for assistance with a significant issue of a psychological nature.

Assessment

Conducting formal assessments is not a part of the training offered at our site. While psychoeducational or personality assessment is not currently offered, interns will be involved in informal interview and assessment techniques. General assessment techniques will be developed particularly during Consultations and as a part of a first counselling session to identify the presenting problems, collect relevant information, and establish therapeutic goals. General assessment is expected to be ongoing throughout the therapy process.

CCS also offers vocational testing to clients for a fee. CCS utilizes the Myers-Briggs Type Indicator and Strong Interest Inventory. Interns are encouraged to conduct vocational testing with clients as requested; however, given that CCS conducts these assessments in accordance with client interest, training in these instruments cannot be guaranteed.

Individual Supervision

Interns will meet for three hours of individual supervision per week to discuss case conceptualization and treatment planning as well as client and other more general therapeutic, professional, and ethical issues. As a part of individual supervision, one hour will be spent using the one-way mirror, doing live supervision, or engaging in co-therapy depending on the interests and desires of the intern and supervisor.
Group Supervision

Reflecting Team

Interns are involved in reflecting team on a biweekly basis, typically involving three to five students as well as a supervising doctoral-level psychologist who has been registered for five or more years. These sessions can take a variety of forms, but typically involve having one member of the group have a therapeutic encounter with their client while the rest of the group observes behind a one-way mirror. Places are exchanged and reflections by the team are given and observed by the client and therapist. A final exchange of places occurs as the client and therapist are observed while they process the reflections. Reflecting Teams are scheduled for two hours; one half-hour is dedicated to process and debrief the therapy session for training purposes without the client. This typically includes discussions about clinical impressions, case conceptualization, and options for future directions, as well as conversations about the therapist’s intentions and process during the session.

General Group Supervision

Also occurring in a bi-weekly format is general group supervision. During this one-hour session, the doctoral interns meet with one doctoral-level psychologist to engage in case consultation and/or discussion. As in all supervision meetings at CCS, more general therapeutic, professional and ethical issues are welcomed.

Peer Supervision

Peer supervision is an opportunity for interns to meet in order to hone their conceptual framework of supervision. Peer supervision provides doctoral interns and their cohort a formalized time and setting to meet and discuss important training related issues in an open and supportive way among peers. It is an adjunct to one-on-one / group supervision and the reflection team and is designed to be different from traditional models of supervision in that there is no designated power, authority, or hierarchical relationship between members. Conversations may be related but not limited to: personal support to enhance motivation, morale and self-care, issues related to carrying out the policies and procedures of CCS and aspects of providing a quality therapeutic experience to clients. As well students will have the opportunity to speak openly about helpful and unhelpful supervision experiences. The Director of Training initiates the process and checks in with students on a regular basis to ensure that it is a growth promoting experience for each student.

Supervision of Practicum Students

Depending on the enrollment of practicum students in a given year, interns will have the opportunity to provide supervision at the rate of one hour per week for 10-20 weeks. Supervision sessions primarily involve case consultation and discussion around general
therapeutic, professional and ethical issues is encouraged. Supervision of the intern’s supervision is supervised by the intern’s primary supervisor. In the event that CCS that does not have practicum students enrolled, CCS provides training in supervision via supervision seminars as outlined below.

**Seminars**

Interns are expected to attend seminars biweekly for one hour. The format of the seminar rotates each session as either a supervision seminar or a research seminar. Supervision seminars are led by psychologists at CCS with five or more years of clinical experience and who are currently eligible to engage in clinical supervision in accordance with CAP. Supervision seminars are designed to help interns better understand ways to successfully engage in the act of supervision. Similarly, research seminars are conducted by all staff psychologists at CCS on a rotating basis and focus on novel research with a relevance to clinical practice.

**Team Meetings**

Throughout the internship, doctoral interns will attend bi-weekly team meetings for one hour. Team meetings are a forum for psychological staff to discuss issues pertaining to their professional activities at CCS and also provide interns an opportunity to become aware of the broader organization within which they work. Discussions include: reviewing policies and procedures at CCS, assessing additional groups or services that may be appropriate to incorporate into the services already provided and referral resources in the community.

**In-services**

Approximately once a month, one to two hour presentations by community professionals, CCS staff, or interns are offered on a wide variety of topics including professional and ethical issues, clinical interventions, clinical presentations, clinical outcomes, etc. As part of these in-services, each doctoral intern is expected to give a one hour presentation on the topic of their choice which is clinically relevant to CCS.

**Group Case Consultation**

CCS is one of several non-accredited internship sites in the Edmonton area. To enrich the experiences of interns at CCS and the other local sites, interns from CCS engage in a monthly one-hour case consultation meeting with interns and supervisors from other internship sites in the city. Interns are assigned specific meetings in which they are expected to present a case. Several supervisors are typically present to guide and encourage discussion.
Administrative Duties and Case Preparation

Interns will have approximately 10-15 hours per week to complete a variety of potential administrative duties and prepare for sessions. These include such activities as:

- Writing case notes
- Completing referral requests
- Completing other documentation for the files (i.e., closing files, client correspondence)
- Case management
- Writing letters of support for students in the case of examination deferrals or appeals
- Reading and consulting to prepare for client sessions
- Preparing for team meetings, case conferencing, in-services or staff workshops
- Engaging in professional development
- Conducting outreach, such as developing group and workshop materials and providing workshops, interfacing with other university services and departments and presenting in-services to faculties, staff, and students on campus.

Position Information

Stipend and Benefits

Currently, the stipend for the internship year is $35,100, based on full-time work (40 hours per week). Since interns are required to complete 1600 hours of supervised practice and a minimum of 107 hours of supervision over their one year contract, they will be left with approximately 22 days for either vacation or sick time.

Benefits are determined by University wide collective agreements and are the same as full-time temporary staff, except for pension. Benefits include health and dental insurance as well as a health spending account for expenses beyond what is covered through the regular insurance plan.

Professional development funding is available and up to four professional development days are allocated to each doctoral intern, depending on the relevance of the activity to CCS as a whole. Doctoral interns also have access to tuition remission to help cover the cost of tuition while completing their internship at CCS. Finally, full access to University Recreational Facilities is included.

Training Resources

CCS is located in the Students’ Union Building along with all of the other University student services (i.e., Academic Success Centre, University of Alberta Career Centre, First Peoples’ House, Accessibility Resources, Sexual Assault Centre, Office of the Student Ombuds,
University Health Centre and the Office of the Dean of Students). Full-time interns will have their own office and have access to a large group room, a one-way mirror observation room and classrooms as needed. CCS is also staffed by a two and half full-time equivalent receptionist positions.

**Evaluation Procedures**

Interns will receive evaluative feedback on an informal basis throughout the internship year and on a formal basis at the end of each rotation. For formal evaluation purposes, supervisors will be using the Doctoral Intern Evaluation Form (Appendix A). This form includes evaluation within the following areas:

1. Counselling Skills
2. Informal Assessment
3. Consultation Skills
4. Supervisory Relationships
5. Professional Conduct and Interpersonal Relationships

For students who are using their internship hours for purposes of becoming a Registered Psychologist in Alberta, the supervisor will also complete the evaluation forms provided by The College of Alberta Psychologists.

Formal feedback regarding supervision and overall satisfaction with the internship program is garnered from interns on four occasions throughout the internship year. A primarily quantitative survey is administered following completion of each supervision rotation and an exit interview is also conducted with each intern at the conclusion of the internship. Formal feedback from interns is collected by a staff member at CCS who is not directly involved in the provision of supervision and who is not a standing member of the training committee.

**Remediation & Appeal**

Protecting the interests of interns is of central importance at CCS. As such, CCS has comprehensive procedures for addressing Remediation and Appeal. These policies and procedures can be provided at the request of an applicant and are reviewed with interns at the outset of their internship year.

**Intern Responsibilities**

It is vital to the interests of the University community that students who may access CCS are able to trust and rely upon the staff. In order to meet and maintain that trust, interns are required to comply with the following conditions for the term of their appointment:
1. To maintain their registration in good standing with the Psychologists Association of Alberta and the College of Alberta Psychologists, if applicable.
2. To self-report to their supervisor and the Director of CCS any conduct or unusual incident which may give rise to a complaint against them or otherwise may become the subject of investigation. The Dean of Students may suspend their appointment pending the outcome of any investigation.
3. To comply with all regulations and policies of the University of Alberta and CCS as may be amended from time to time.

In accordance with the Temporary Administrative & Professional Staff Agreement, the internship contract may be terminated by the University of Alberta at any time prior to the expiry of the designated term:

1. Where just cause exists, without notice, or with payment in lieu of notice.
2. In all other cases, in a manner consistent with the terms and conditions of their contract.

**Application Process and Requirements**

Any inquiries about the training program can be directed to:

**Dr. Erica Dunn, R.Psych.**
Assistant Director & Director of Training
[ericadunn@ualberta.ca](mailto:ericadunn@ualberta.ca)
780-492-2438

Doctoral level graduate students currently registered in a CPA-accredited counselling or clinical psychology program will be considered for admission to the internship if they have completed or expect to complete all of their required coursework and practica (minimum 600 hours of direct and indirect experience) by the start date of the internship. As well, completion of their candidacy examination is required. Applicants that can show their program is CPA-equivalent will also be considered.

The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit persons; members of visible minority groups; persons with disabilities; persons of any sexual orientation or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply.

Deadline for applications is **November 15th** in any given year.
As of Fall 2018, CCS participates as a non-member in the APPIC Match through National Matching Services Inc. (Code 183611).

All applicants must complete the APPIC Application for Psychology Internship (AAPI), including:

1. A letter of intent stating reasons why this is a mutually good fit.
2. Current curriculum vitae.
3. Official graduate transcripts.
4. At least three letters of recommendation, utilizing the standardized APPIC reference form.
5. Letter from the Coordinator of Training at their institution stating that the candidacy exam is or will be complete by the start date of the internship.

**Interview Process**

Applicants will be notified of their interview status by December 6, 2019. Interview scheduling will begin on December 9, 2019. Qualified applicants will be interviewed by January 31, 2020. In-person interviews are preferred; Skype interviews are certainly provided as well. Interviews are three hours and are conducted by at least two interviewers. Interviews will be conducted by at least two psychologists and will include a clinic tour. Interviews also include a one hour meeting with a current intern.

**Supervisory Staff:**

1. Dr. Erica Dunn, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, Assistant Director, & Director of Training, CCS. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: Humanistic, CBT, Prolonged Exposure; anxiety disorders, depression, relationship struggles, couples therapy, stress management, life transitions.

2. Dr. Josh Dunn, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: CBT, EX/RP, EMDR, Prolonged Exposure, and Cognitive Processing Therapy; PTSD and other anxiety disorders (e.g., OCD), depression, grief, relationship struggles, couples therapy, perfectionism, addictions, and anger management.

3. Dr. Michaela Kadambi, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta.
Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: CBT, Clinical Hypnosis, Prolonged Exposure, and EMDR; anxiety disorders (PTSD, OCD, panic disorder, phobias), depression, trauma, sexual and interpersonal violence, grief, relationship difficulties.

4. Dr. Steve Knish, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta. Registered Yoga Teacher – 200. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: Contextual model of psychotherapy and supervision, Interpersonal Neurobiology, client directed, resource focused, outcome informed therapy, mindfulness and yoga-based interventions, experiential psychotherapies, EMDR; trauma, depression, anxiety.

5. Dr. Jake Tremblay, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Academic Staff, Department of Educational Psychology, University of Alberta. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: Humanistic, EMDR, CBT, Prolonged Exposure Therapy, Cognitive Processing Therapy, Substance Abuse Professional; anxiety disorders, PTSD/trauma/abuse, burnout/work/organizational issues, depression, anger management, relationship struggles, alcohol & drug assessment.

Clinical Staff:

6. Ms. Jasmine Bajwa, M.A. (Lakehead University, Clinical Psychology); Registered Psychologist (Alberta); Psychologist, CCS.

7. Ms. Maddalena Genovese, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice.

8. Mr. Jason Murray, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist & Director, CCS.

9. Ms. Rebecca Ponting, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS.

10. Ms. Shauna Rosiechuk, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS.

11. Ms. Suman Varghese, M.A., M.Ed. (University of Alberta, Counselling Psychology) Registered Psychologist (Alberta); Psychologist, CCS and Private Practice.
APPENDIX A

DOCTORAL INTERN EVALUATION

Name of Intern:

Name of Supervisor(s):

__________________________________________________  ________________
Intern Signature                                      Date

__________________________________________________  ________________
Supervisor Signature                                  Date

Key:  1   Fail
      2   Requires Improvement
      3   Meets Expectations
      N/A Not Applicable
## COUNSELLING

1. Establishes and maintains an optimal therapeutic relationship.  
   - 1 2 3 N/A

2. Structures relationship so that the purpose of counselling is clear.  
   - 1 2 3 N/A

3. Is able to coherently conceptualize client problem areas and resources.  
   - 1 2 3 N/A

4. Employs counselling interventions that are compatible with their own personality.  
   - 1 2 3 N/A

5. Utilizes counselling interventions appropriate to the needs and cognitive style of the client.  
   - 1 2 3 N/A

6. Strives to promote client independence and self-efficacy.  
   - 1 2 3 N/A

7. Is aware of and makes good use of own emotional reactions to the client.  
   - 1 2 3 N/A

8. Effectively supports and facilitates the group counselling process.  
   - 1 2 3 N/A

9. Overall rating of counselling skills.  
   - 1 2 3 N/A

**Key:** 1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable
# GENERAL ASSESSMENT

1. Adequate knowledge of and delivery of the Consultation interview.  
   
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2. Continually assesses clients’ needs and adjusts goals as necessary during counselling.  
   
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3. Applies and interprets Consultation results in a helpful manner.  
   
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4. Discusses assessment findings and recommendations with client in a clear and helpful way.  
   
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5. Consultation notes clearly summarize clients’ needs and recommendation for service.  
   
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6. Overall rating of informal assessment skills.  
   
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Comments:

Key:  1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable
CONSULTATION SKILLS

1. Competently and professionally provides others with their own independent psychological perspective. 1 2 3 N/A

2. Responds promptly and effectively to requests for psychological services. 1 2 3 N/A

3. Respects the perspective of other professionals. 1 2 3 N/A

4. Overall rating of consultation skills. 1 2 3 N/A

Comments:

Key: 1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable
SUPERVISORY RELATIONSHIPS

1. Comes prepared for supervision and utilizes time effectively.  
   Key: 1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

2. Is not unduly threatened in response to supervision; can accept feedback and put it to good use.  

3. Is open to exploring new points of view and new interventions.  

4. Proactively utilizes supervision to address problems and/or areas of weakness.  

5. Approach to supervision shows good balance between ability to work independently and current need for supervisory input.  

6. Overall rating of supervisory relationship.  

Comments:

Key: 1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable
PROFESSIONAL CONDUCT AND INTERPERSONAL RELATIONSHIPS

1. Behavior reflects an understanding and appreciation of professional ethics. 1 2 3 N/A

2. Maintains constructive professional relationships with other staff. 1 2 3 N/A

3. Has adequate sense of responsibility to clients. 1 2 3 N/A

4. Follows through adequately and in a timely fashion on work assignments. 1 2 3 N/A

5. Is able to keep up with paperwork and documentation requirements. 1 2 3 N/A

6. Respects the relationship between their work and that of others and the overall program. 1 2 3 N/A

7. Keeps scheduled time commitments and makes suitable arrangements when unable to keep commitments. 1 2 3 N/A

8. Overall rating of professional conduct and interpersonal relationships. 1 2 3 N/A

Comments:

Key: 1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable
SUMMARY

Please comment on the intern’s areas of strength and excellence:

Please comment on areas that may benefit from additional training and focus:
INTERN SELF-EVALUATION

Intern: ___________________________  Interval Covered: ________________

Supervisor: _______________________  # Hours Completed to Date: ________

a)  What did you gain from this rotation?

b)  What are your current training needs?

Please add any other comments that would be helpful on the reverse side.

Intern: ______________________________

Date: _______________________________