UNIVERSITY OF ALBERTA
COUNSELLING & CLINICAL SERVICES

DOCTORAL COUNSELLING PSYCHOLOGY
INTERNSHIP PROGRAM

2-600 Students’ Union Building
University of Alberta
Edmonton, Alberta  T6G 2J7
Phone: (780) 492-5205

Revised October 5, 2018
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 12 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 and family counseling, crisis intervention, workshops for students or staff, other forms of consultation and intervention depending on the identified need and 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

- We view our training program as trainee-centered where we strive to meet the developmental level and needs of interns.
- We are guided by a scientist-practitioner model and evidence-based practice.
We strive for diversity of supervisory experiences and have three rotations per year with different primary supervisors and the opportunity for consultation and group/workshop facilitation with other staff psychologists.

Congruent with our training model, 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. Psychologists at CCS work from a variety of models including biopsychosocial, cognitive-behavioral, humanistic, experiential/humanistic and narrative.

**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.

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 interns 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 Goals and 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 marital or family counselling as appropriate.

3. To provide initial consultation 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 provide academic and career support services to students. This includes knowledge of the academic advisors system of the University and the special services available to students.

7. 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.

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

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

10. 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.

11. To assist in liaising with faculties, departments and other services concerned with the well-being of students.

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

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

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

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

16. 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 – 17 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/Family Counselling*

Interns will have 17 hours of direct client contact per week, which will include individual, couple, family, group sessions, workshops and four to five hours of initial 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 seminar 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
• Wellness 101: Strategies to Feel Healthier and Happier
• 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.

Initial Consultation

One important aspect of the services we provide clients is our Initial Consultation. All interns provide approximately 4-5 hours of initial consultation services per week. During initial 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, Initial 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 Initial 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 Initial 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.

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, time 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 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 doctoral interns to meet with other provisional psychologists on staff 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 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.

Case Consultation Meetings

Case Consultation meetings are scheduled for one hour per week and serve to act as a way for clinicians to present cases that they wish to gain different perspectives around to assist
with better understanding presenting issues and treatment planning. As well it is a place to
discuss initial consultations to communicate referrals between colleagues. The three MHCs
are present for these discussions and serve as a liaison between psychologists and
psychiatrists. Approximately twice per month a psychiatrist is present.

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. 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 a monthly team meeting for 1 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 Clinical Services, University of Alberta and the Cross Cancer Institute. 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 over their one year contract, they will be left with approximately 15 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 three professional development days are allocated to each doctoral intern. 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 Internship 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 psychologists at CCS who is not directly involved in the provision of supervision and who is not a standing member of the training committee.

Due Process / Grievance / Appeal

Protecting the interests of interns is of central importance at CCS. As such, CCS has comprehensive procedures for addressing Due Process, Grievance, 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.
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.

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
erica.dunn@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 7, 2018. Interview scheduling will begin on December 10, 2018. Qualified applicants will be interviewed by January 31, 2019. In-person interviews are preferred; Skype interviews are certainly provided as well. Interviews range from one to one and a half hours and are conducted by at least two interviewers. For in-person interviews, a site tour is provided. Interviewees are encouraged to speak with current interns and staff and their contact information can be provided.

**Supervisory Staff:**

1. Dr. Josh Dunn, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Assistant Professor, Department of Educational Psychology, University of Alberta. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Interests: CBT, Solution-focused/MI, EMDR, Prolonged Exposure, and Cognitive Processing Therapy, PTSD and other anxiety disorders, depression, grief, relationship struggles, couples therapy, perfectionism, addictions, and anger management.

2. Dr. Michaela Kadambi, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice; Adjunct Associate Professor, Department of Educational Psychology, University of Alberta. Member of the Psychologists’ Association of Alberta and the College of Alberta.
Psychologists. Clinical Interests: anxiety disorders (PTSD, OCD, panic disorder, phobias), clinical depression, trauma, sexual and interpersonal violence, grief, relationship difficulties. Trained in Clinical Hypnosis and EMDR. Research interests: vicarious trauma, professional burnout and how the practice of psychotherapy impacts treatment providers.

3. Dr. Steve Knish, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, Registered Yoga Teacher – 200, CCS and Private Practice. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Clinical Interests: contextual model of psychotherapy; client directed, resource focused, outcome informed therapy, experiential psychotherapies, trauma, depression, anxiety, mindfulness and yoga-based interventions. Trained in EMDR.

4. Dr. Jake Tremblay, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS and Private Practice. Member of the Psychologists’ Association of Alberta and the College of Alberta Psychologists. Clinical Interests: CBT, emotion-focused, structural couples therapy; Prolonged Exposure & Cognitive Processing Therapy, depression and anxiety disorders (including PTSD), trauma/abuse, couples/relationships/divorce, parenting, alcohol & drug addiction, burnout, anger management, organizational issues, crisis intervention.

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**Clinical Staff:**

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

2. Dr. Erica Dunn, Ph.D. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, Assistant Director, & Director of Training, CCS.

3. Ms. Natalie Forcier, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS, Family Resilience Project, and Private Practice.

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

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

6. Ms. Rebecca Ponting, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS.
7. Ms. Shauna Rosiechuk, M.Ed. (University of Alberta, Counselling Psychology); Registered Psychologist (Alberta); Psychologist, CCS.

8. Ms. Suman Varghese, M.A., M.Ed. (University of Alberta, Counselling Psychology) Registered Psychologist (Alberta); Psychologist, CCS and Private Practice.
DOCTORAL INTERNSHIP 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 facilitates the group counselling process. 1 2 3 N/A

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

Comments:

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

1. Adequate knowledge of appropriate Initial Consult structured interview.  
   1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

2. Continually assesses clients’ needs and adjusts goals as necessary during therapy.  
   1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

3. Applies and interprets Initial Consult results in a helpful manner.  
   1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

4. Discusses assessment findings and recommendations with client in a clear and helpful way.  
   1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

5. Initial Consult notes clearly summarize clients’ needs and recommendation for service.  
   1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

6. Overall rating of informal assessment skills.  
   1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

Comments:

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

1. Competently and professionally provides others with independent psychological perspective.  
   
   Key: 1 Fail; 2 Requires Improvement; 3 Pass; N/A Not Applicable

2. Responds promptly and effectively to requests for psychological services.  

3. Respects the perspective of other professionals.  

4. Overall rating of consultation skills.  

Comments:
# SUPERVISORY RELATIONSHIPS

1. Comes prepared for supervision and utilizes time effectively.
   
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2. Is not unduly threatened in response to supervision; can accept criticism and put it to good use.
   
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3. Is open to exploring new points of view and new techniques.
   
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4. Proactively utilizes supervision to address problems and/or areas of weakness.
   
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5. Approach to supervision shows good balance between ability to work independently and current need for supervisory input.
   
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6. Overall rating of supervisory relationship.
   
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Comments:

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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 timely fashion on work assignments. 1 2 3 N/A

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

6. Respects the relationship between his/her 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:
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: ________________________________