Predoctoral Psychology Internship Program

Counselling and Clinical Services (CCS) at the University of Alberta offers the equivalent of two to three full-time predoctoral internship positions in counselling psychology each academic year. Our program is designed to meet standards for Registration as defined by The College of Alberta Psychologists. Students applying to get a supervised training experience for registration purposes and/or doctoral internship requirements will be considered. Individuals interested in an internship no longer need to go through the APPIC matching process to apply, but instead should submit the required documentation (see the section on application process and requirements) to the Coordinator of Training, currently Dr. Steve Knish. We have neither APPIC membership nor CPA accreditation, so students need to be sure that we meet their department’s requirements for the Predoctoral Internship. We do aspire to be CPA equivalent.

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, two part-time registered psychologists, approximately five psychologists-in-training who are supervised by senior staff, seven part-time psychiatrists, and two registered nurses. 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 38,000 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 secondary supervisors.
- 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 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.

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

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

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

13. 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.

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

15. 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 week will include the following:

1. Direct Client Contact: Individual/couple/family/group counselling, workshops, initial consultation, crisis intervention, and informal assessment (16 hours)
2. Individual Supervision (3 hours)
3. Reflecting Team (2 hours)
4. Peer Supervision (1 hour)
5. Team Meetings (1 hour)
6. Initial Consultation Meetings (1 hour)
7. Outreach (4 hours)
8. Administrative time (7 hours)
9. Case Preparation (5 hours)

Direct Client Contact

Individual/Couple/Family Counselling

Interns will have 16 hours of direct client contact per week, which will include individual, couple, family, group sessions, workshops and 4 hours on providing 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
- Abuse issues (physical, sexual, and/or emotional)
- Lack of motivation
- 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:

- Graduate Student Support and Strategy Group
- Social Anxiety and Shyness
- Yoga for Mental Health and Wellbeing (to address depression, anxiety and significant life stressors)
- Brain & Behaviour: Adapting Your Thoughts & Behaviours to Manage Low Mood and Anxiety
- How of Happiness (positive psychology group)

Workshops

Examples of workshops that have been offered in recent years include:

- Creating a Resilient Mindset
- Helping, Identifying and Referring Students in Distress
- How to Have a Healthy Classroom
- Depression: Myths & Facts
- Self Care: Small Steps Make A Big Difference
- 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
- Changing Body Dissatisfaction
- Impostor Syndrome
- Yoga for Peace of Mind and Yoga for Mental Hygiene – Mindfulness, Meditation and Motion – drop in classes

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 brief 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.

Individual Supervision

Interns will meet for 3 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.

Reflecting Team

Interns are involved in reflecting team, typically involving 3-5 students as well as a supervising Ph.D 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. This group usually meets once a week for 2 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. These weekly two hours of reflecting team, for registration purposes, are counted as two hours of group supervision or didactic hours.

Peer Supervision

Peer supervision is an opportunity for predoctoral interns to meet with other provisional psychologists on staff in order to hone their conceptual framework of supervision. Peer supervision provides predoctoral 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 training coordinator initiate the process and check in with students on a regular basis to ensure that it is a growth promoting experience for each student.

Team Meetings and Inservices

Throughout the internship predoctoral 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 addition groups or services that may be appropriate to incorporate into the services already provided and referral resources in the community.

Approximately once a month, one hour presentations by community agencies, staff, or interns are offered on a wide variety of topics including professional and ethical issues, student resources available on campus, emergency preparedness planning, and the practice of psychiatry. As part of these in-services, each predoctoral intern is expected to give a one hour presentation on the topic of their choice which is clinically relevant to CCS.

Case Consultation Meetings

Case Consultation meetings are scheduled for 1 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 two intake registered nurses are present for these discussions and serve as a liaison between psychologists and psychiatrists. Approximately twice per month a psychiatrist is present. In addition, this time is used to discuss issues more broadly related to the provision of service such as setting triage levels.

Outreach

Interns are encouraged to be involved in a variety of potential outreach projects. These include such activities 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.

Administrative Duties and Case Preparation

Interns will have approximately 12 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.
Position Information

Stipend and Benefits

Currently the stipend for the internship year is $30,000, 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 predoctoral intern. Predoctoral 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., Student Success Center (formally Academic Support Centre), Career and Placement Services, Aboriginal Student Services, Student Accessibility Services (formally Specialized Support and Disability Services), Sexual Assault Centre, Student OmbudsService, 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 small group room. CCS is also staffed by a two and half full-time equivalent receptionist positions.

Evaluation/Due Process 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 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.

Interns will as well be given the opportunity to evaluate their supervision and internship experience on the Internship Evaluation Form. They will also take part in an exit interview with the Coordinator of Training.

Supervisors are encouraged to discuss any potential or emerging difficulties with the intern and the Coordinator of Training as soon as they are identified. If upon evaluation at the end of any of the interim rotations, the intern is rated as a 1 (Fail) on any of the dimensions rated, a meeting will be convened between the intern, his/her supervisor and the Coordinator of Training, and a re-mediation plan will be developed. The re-mediation plan should include:

1. An outline of the specific skill deficit(s).
2. Specific goals for the re-mediation process.
3. A clearly defined mechanism for addressing the deficit.
4. A re-evaluation date.

A copy of the remedial plan will be sent to the Coordinator of the Internship Program at the university in which the intern is enrolled.

On the final evaluation, interns are expected to have an overall rating of 3 (meets expectations), on each of the dimensions rated to successfully complete the internship.

At the conclusion of each rotation, the Intern Evaluation Form will be sent to the Coordinator of the Internship Program, at the university in which the intern is enrolled.

The intern has the right to appeal any aspect of the evaluation and training process. The intern should follow the appeal process as outlined below.

**Appeal Process**

In the event that an intern has concerns related to their internship, specifically regarding issues such as their evaluations, hours accumulated, supervisory relationship or any other potentially contentious issues, the following appeal/resolution process should be followed. If the issues are not satisfactorily resolved at one level, the intern could follow through with subsequent levels.
Level 1: The intern should first express their concerns verbally to their supervisor and seek resolution.

Level 2: The issues should be addressed in a meeting between the intern, supervisor and Coordinator of Training. To facilitate this process the Coordinator of Training may request written documentation regarding the issue from the intern, supervisor, or both parties.

Level 3: The Coordinator of the Internship Program at the university the intern is from would become involved and a meeting arranged with all interested parties.

**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 Clinical and Counselling Services 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**

Doctoral level graduate students currently registered in a 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 by the start date of the internship. As well, completion of their candidacy examination is required.

Deadline for applications is **December 15th** in any given year.

All applicants must submit the following:

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.
5. Letter from the program training director stating that the candidacy exam is or will be complete by the start date of the internship.

Applications should be made to:

Erica Dunn, Ph.D., R. Psych.
Coordinator of Training, Counselling and Clinical Services
2-600 Students’ Union Building
University of Alberta
Edmonton, Alberta
T6G 2J7
Phone: (780) 492-5205
Fax: (780) 492-0013
E-mail: erica.dunn@ualberta.ca

**Interview Process:**

Qualified applicants will be interviewed by January 31 each year. In-person interviews are preferred. 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. Following the interview, applicants are ranked by the training staff, and offers are made according to this ranking.
**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. 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. 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.
Appendix A

University of Alberta Counselling & Clinical Services

Pre-doctoral Internship Evaluation

Name of Intern:

Name of Supervisor(s):

Date:

Signed:

Intern: _________________________________

Supervisor: _________________________________

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.  
   
2. Continually assesses clients’ needs and adjusts goals as necessary during therapy.  
   
3. Applies and interprets Initial Consult results in a helpful manner.  
   
4. Discusses assessment findings and recommendations with client in a clear and helpful way.  
   
5. Initial Consult notes clearly summarize clients’ needs and recommendation for service.  
   
6. Overall rating of informal assessment skills.  

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Competently and professionally provides others with independent psychological perspective.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Responds promptly and effectively to requests for psychological services.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>Respects the perspective of other professionals.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Overall rating of consultation skills.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Comments:

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

1. **Comes prepared for supervision and utilizes time effectively.**
   
   | 1 | 2 | 3 | N/A |

2. **Is not unduly threatened in response to supervision; can accept criticism and put it to good use.**
   
   | 1 | 2 | 3 | N/A |

3. **Is open to exploring new points of view and new techniques.**
   
   | 1 | 2 | 3 | N/A |

4. **Proactively utilizes supervision to address problems and/or areas of weakness.**
   
   | 1 | 2 | 3 | N/A |

5. **Approach to supervision shows good balance between ability to work independently and current need for supervisory input.**
   
   | 1 | 2 | 3 | N/A |

6. **Overall rating of supervisory relationship.**
   
   | 1 | 2 | 3 | N/A |

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 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 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