

RIVERVIEW PSYCHIATRIC CENTER
PSYCHOLOGICAL COMPETENCIES EVALUATION
Pre-Doctoral Internship Training

Training Rotation: _____

Intern: _____

Primary Supervisor: _____

Secondary Supervisor: _____

Dates of Rotation: _____ to _____ Hours completed: _____

Summary of Rotation Competency Ratings: (See attached Competency Scale.)

Domain:

Assessment* 5	U	1	2	3	4
Psychotherapy* 5	U	1	2	3	4
Consultation* 5	U	1	2	3	4
Professionalism*	U		NI		S
OVERALL ROTATION COMPETENCY: 5	U	1	2	3	4

ROTATION STATUS _____ Fail _____ Pass

*** When applicable, interns must achieve a rating of at least 2 to pass the first rotation and 4 to pass the second rotation.**

Narrative Summary: See attached.

Primary Supervisor's Signature: _____ Date: _____

I have met with my supervisor and have discussed and understood the evaluation described in this report.

Intern's Signature: _____ Date: _____

COMPETENCY SCALE

FOR ASSESSMENT, PSYCHOTHERAPY, AND CONSULTATION DOMAINS

Not Applicable (N/A)

Task is not applicable or there has been no opportunity to observe/evaluate the task.

Unsatisfactory (U)

The intern is performing the task unsatisfactorily and remedial action is required.

LEVEL 1: CLOSE/DIRECTIVE SUPERVISION

The intern requires direct observation/supervision during the application of the task or needs basic instruction before applying this task to clients. This level is initially assumed of pre-doctoral interns.

LEVEL 2: CONSIDERABLE/INTERACTIVE SUPERVISION

The intern does not require direct observation or supervision as above but does require some instruction and monitoring of the competency with which the task is performed and documented. This level is expected of incoming interns on all core tasks.

LEVEL 3: INTERMEDIATE/COLLABORATIVE SUPERVISION

The intern requires moderate supervision with less need for instruction and monitoring. This level is expected of mid-year interns on all core tasks.

LEVEL 4: MINIMAL/CONSULTIVE SUPERVISION

The intern needs little supervision, and the supervisor can rely primarily on summary reports by the trainee. This is the goal of interns on all core tasks.

LEVEL 5: INDEPENDENT/MONITORING SUPERVISION

The trainee has the ability to perform the tasks independently. Monitoring supervision is provided. This level is the goal of postdoctoral psychologists.

FOR PROFESSIONALISM DOMAIN

UNSATISFACTORY (U)

The intern is performing a task unsatisfactorily and remedial action must be taken.

NEEDS IMPROVEMENT (NI)

The intern needs improvement in this task.

SATISFACTORY (S)

The intern is performing the task satisfactorily.

I. ASSESSMENT COMPETENCE

A. Psychological Assessment Process

N/A	U	1	2	3	4	5	Clarifies and understands a variety of referral questions.
N/A	U	1	2	3	4	5	Reviews and uses multidisciplinary information from client charts.
N/A	U	1	2	3	4	5	Selects appropriate assessment procedures and can justify assessment process within theoretical framework being used.
N/A	U	1	2	3	4	5	Demonstrates verbal and nonverbal rapport with clients.
N/A	U	1	2	3	4	5	Obtains thorough or appropriate client history.
N/A	U	1	2	3	4	5	Observes and collects data about client behavior.
N/A	U	1	2	3	4	5	Obtains information from collaterals (e.g., family, supporting information) as appropriate.
N/A	U	1	2	3	4	5	Integrates assessment data from multiple sources.
N/A	U	1	2	3	4	5	Conducts risk assessments to evaluate suicidal concerns and potential for violence when appropriate.
N/A	U	1	2	3	4	5	Demonstrates working knowledge of DSM-IV diagnostic system and makes correct differential diagnoses when appropriate.
N/A	U	1	2	3	4	5	Understands and communicates relevant functional implications of test results.
N/A	U	1	2	3	4	5	Makes appropriate and useful treatment and behavioral management recommendations as necessary.
N/A	U	1	2	3	4	5	Clearly communicates results of assessments in written reports.
N/A	U	1	2	3	4	5	Provides understandable and helpful feedback to clients and families.
N/A	U	1	2	3	4	5	Provides useful feedback and consultation to other professionals.
N/A	U	1	2	3	4	5	Understands the effect of medication and medical problems on psychological functioning.
N/A	U	1	2	3	4	5	Demonstrates use of empirical/critical thinking in assessment.

N/A U 1 2 3 4 5 Demonstrates knowledge and application of legal and ethical principles regarding psychological assessment.

N/A U 1 2 3 4 5 Considers issues of cultural and individual diversity.

B. Psychological Assessment Instruments

The competency rating for each psychological assessment instrument reflects the competency level of more complex skills (e.g., interpretation and integration) even though simpler (e.g. administration) may well be at a higher competency level. Competency ratings for each instruments thus incorporate competencies in all of the following areas:

- Knows theory and literature behind the instrument.
- Administers instrument according to standardized procedures.
- Accurately scores or summarizes data from the instrument.
- Properly interprets and integrates data from the instrument.
- Effectively consults with staff about the results.

Core assessment instruments: C

Level 4 competence in core assessment instruments (indicated by **bold** type) is required of all interns during the internship year.

Rotation-specific instruments: In addition to the core instruments, interns are required to demonstrate level 4 competence in four instruments of choice. Additional instruments may be required forensic rotation.

Cognitive and Personality Assessment

N/A U 1 2 3 4 5 _____ **WAIS III/IV**

N/A U 1 2 3 4 5 _____ WASI

N/A U 1 2 3 4 5 _____ WRAT

N/A U 1 2 3 4 5 _____ Woodcock-Johnson

N/A U 1 2 3 4 5 _____ House-Tree-Person

N/A U 1 2 3 4 5 _____ **Bender-Gestalt**

N/A U 1 2 3 4 5 _____ **TAT**

N/A U 1 2 3 4 5 _____ **MMPI-2**

N/A U 1 2 3 4 5 _____ **MCMII-III**

N/A U 1 2 3 4 5 _____ Symptom Checklist -90-Revised

- N/A U 1 2 3 4 5 _____ Brief Symptom Inventory
- N/A U 1 2 3 4 5 _____ **Beck Depression Inventory – Second Edition**
- N/A U 1 2 3 4 5 _____ **Beck Anxiety Scale**
- N/A U 1 2 3 4 5 _____ Beck Hopelessness Scale
- N/A U 1 2 3 4 5 _____ Suicide Potential Scale
- N/A U 1 2 3 4 5 _____ Cognistat
- N/A U 1 2 3 4 5 _____ Yale Brown Obsessive-Compulsive Scale

Interview

- N/A U 1 2 3 4 5 _____ **Client interview/assessment**
- N/A U 1 2 3 4 5 _____ **Mental Status Exam**
- N/A U 1 2 3 4 5 _____ Post-traumatic Stress Diagnostic Scale
- N/A U 1 2 3 4 5 _____ PTSD Symptom Scale Interview
- N/A U 1 2 3 4 5 _____

C. Psychological Assessment Reports

Minimum of 10 psychological assessments per year (administration, interpretation, integration, and report writing.)

- N/A U 1 2 3 4 5 _____ Intellectual/Cognitive
- N/A U 1 2 3 4 5 _____ Personality/Diagnostic
- N/A U 1 2 3 4 5 _____ Comprehensive (intellectual and personality)
- N/A U 1 2 3 4 5 _____ Risk/Competency (State Forensic Rotation only)

OVERALL ASSESSMENT COMPETENCE: **N/A U 1 2 3**
4 5

II. PSYCHOTHERAPY COMPETENCE

A. Psychotherapy Process

- N/A U 1 2 3 4 5 Conceptualizes a client's problems based upon review of the .
medical record and sufficient assessment information.
- N/A U 1 2 3 4 5 Conceptualizes and practices within the framework of one or more
recognized theoretical orientations to psychotherapy.
(Specify : psychodynamic, cognitive-behavioral, client-centered,
other
_____.)
- N/A U 1 2 3 4 5 Knows theory and literature related to client's problems and selects
appropriate treatment interventions.
- N/A U 1 2 3 4 5 Considers issues of cultural and individual diversity.
- N/A U 1 2 3 4 5 Provides client with rationale for treatment and documents this in chart.
- N/A U 1 2 3 4 5 Develops treatment plans with clients that have realistic, behavioral,
time-limited and measurable treatment goals and interventions.
- N/A U 1 2 3 4 5 Establishes therapeutic relationships with clients.
- N/A U 1 2 3 4 5 Establishes and modifies treatment goals with client.
- N/A U 1 2 3 4 5 Speaks to client at a level understood by client, avoiding jargon.
- N/A U 1 2 3 4 5 Demonstrates active and empathic listening skills.
- N/A U 1 2 3 4 5 Demonstrates appropriate acceptance, warmth, and support.
- N/A U 1 2 3 4 5 Appears comfortable and confident in therapy sessions.
- N/A U 1 2 3 4 5 Demonstrates appropriate boundaries in accordance with the
Therapeutic Boundaries Policy of Riverview.

N/A	U	1	2	3	4	5	Understands professional limits and is able to exercise appropriate self-disclosure
N/A	U	1	2	3	4	5	Observes and charts client's behavior in therapy and charts as Appropriate and in a timely manner.
N/A	U	1	2	3	4	5	Facilitates client self-expression and responds appropriately to client's affective/emotional expression.
N/A	U	1	2	3	4	5	Asserts appropriate degree of control of therapy sessions.
N/A	U	1	2	3	4	5	Allows client to have appropriate degree of control of therapy sessions.
N/A	U	1	2	3	4	5	Makes timely interpretations and interventions.
N/A	U	1	2	3	4	5	Provides client with appropriate feedback, insight, and interpretations.
N/A	U	1	2	3	4	5	Properly implements therapeutic techniques or behavioral prescriptions.
N/A	U	1	2	3	4	5	Demonstrates flexibility and creative problem-solving.
N/A	U	1	2	3	4	5	Handles issues of transference and counter-transference.
N/A	U	1	2	3	4	5	Short-term goals on client's comprehensive service plan are measurable and time limited.
N/A	U	1	2	3	4	5	Progress notes indicate treatment offered as prescribed on comprehensive service plan.
N/A	U	1	2	3	4	5	Progress notes reflect client's understanding of treatment goal and Client's self-assessment of progress.
N/A	U	1	2	3	4	5	Recognizes and responds appropriately to client crisis (e.g., psychotic behavior.) decompensation, suicidal/homicidal ideation, para-suicidal behavior.)
N/A	U	1	2	3	4	5	Coordinates with interventions form other disciplines (e.g., medicine, psychiatry, social work, therapeutic recreation, milieu treatment.)

N/A U 1 2 3 4 5 Plans for termination of intervention.

N/A U 1 2 3 4 5 Completes psychotherapy termination summary.

B. Group Process

N/A U 1 2 3 4 5 Develop psycho educational group.

N/A U 1 2 3 4 5 Develop group goals and advise Treatment Mall personnel what clients are appropriate for the group.

N/A U 1 2 3 4 5 Train co-facilitator on content.

N/A U 1 2 3 4 5 Group notes completed on time per Treatment Mall format.

N/A U 1 2 3 4 5 Demonstrate ability to work in group with clients of varying needs and capabilities.

N/A U 1 2 3 4 5 Lead minimum one group per semester and co-facilitate minimum one group per semester.

N/A U 1 2 3 4 5 Attends unit community meetings and demonstrates and facilitates “I statements”.

C. Populations

Ages

N/A U 1 2 3 4 5 Young adults

N/A U 1 2 3 4 5 Adults

N/A U 1 2 3 4 5 Older adults

Diagnoses (minimum 4 diagnostic groups per year)

N/A U 1 2 3 4 5 Cognitive Disorders

N/A U 1 2 3 4 5 Co-occurring Disorders

N/A U 1 2 3 4 5 Psychotic Disorders

N/A U 1 2 3 4 5 Mood Disorders

N/A U 1 2 3 4 5 Anxiety Disorders

N/A U 1 2 3 4 5 Somatoform Disorder/Medical Conditions

N/A U 1 2 3 4 5 Factitious Disorders

N/A U 1 2 3 4 5 Dissociative Disorders

N/A U 1 2 3 4 5 Sexual and Gender Identity Disorders

N/A U 1 2 3 4 5 Eating Disorders

N/A U 1 2 3 4 5 Impulse Control Disorders

N/A U 1 2 3 4 5 Adjustment Disorders

N/A U 1 2 3 4 5 Personality disorders

OVERALL PSYCHOTHERAPY COMPETENCE

N/A

U 1 2 3 4 5

III. CONSULTATION COMPETENCE

N/A U 1 2 3 4 5 Provides effective clinical consultation to the multi-disciplinary team.

N/A U 1 2 3 4 5 Conducts effective case conference presentation. (minimum 1 per year)

OVERALL CONSULTATION COMPETENCE

N/A U 1 2 3 4 5

IV. PROFESSIONALISM COMPETENCE

A. Supervision

Minimum 2 hours individual supervision, one hour group supervision and one hour staff development meeting.

U = Unsatisfactory, NI = Needs Improvement, S = Satisfactory)

U NI S Comes prepared to supervision sessions.

U NI S Uses supervision to gain knowledge and develop skills.

U NI S Provides evidence of incorporating the supervisor’s suggestions in work with clients.

U NI S Seeks extra supervision as appropriate.

B. Interprofessional Behavior

U NI S Relates professionally with multi-disciplinary staff and trainees.

U NI S Functions effectively with treatment teams.

U NI S Provides and obtains effective consultation from other professionals.

C. Ethical Behavior

U NI S Practices according to the APA Ethical Principles of Psychologists and Code of Conduct, the ASPPB Code of Conduct, and state and federal law.

U NI S Is sensitive to ethnic, cultural, gender, and disability issues.

U NI S Understands own professional limitations and does not practice beyond abilities.

D. Work Habits

U NI S Attends appointments regularly and punctually.

U NI S Effectively manages time.

U NI S Follows regulations and procedures.

U NI S Completes required administrative work.

U NI S Completes work on time.

E. Professional Development

U NI S Establishes and monitors appropriate goals for training experiences.