

CCP - Intern Student Evaluation Form (2015)

Demographics

1. Demographics

Intern's Last Name:

Intern's First Name:

Internship Site:

Internship Supervisor:

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Please rate the student's performance on the basis of actual observations and/o reports received by clients and staff. Please rate the student's performance by selecting the number on the scale that best describes the student's competence given the descriptions below. Rate each category independently.

All items on the rubric are rated according to the following rubric/key:

NA(0) Not applicable for this training experience/Not assessed during training experience.

R(1) Needs remedial work.

Competence considered to be WELL BELOW AVERAGE and in need of further training and/or requires additional growth, maturation, and change on the part of the trainee in order for him/her to be effective in the skill area. Requires remedial work, especially if trainee is in internship.

E(2) Entry level/Continued intensive supervision is needed.

Competence considered to be BELOW AVERAGE, but which, with further supervision and experience, is expected to develop satisfactorily. Most common rating for practica. Routine but intensive, supervision is needed.

I(3) Intermediate/Should remain a focus of supervision.

Competence is at least at minimal level necessary for functioning with moderate supervision required. Common rating throughout internship and practica. Routine supervision in each activity.

HI(4) High Intermediate/Occasional supervision needed.

Competence assessed to be ABOVE AVERAGE with a minimal need for supervision. A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities, depth of supervision varies as clinical needs warrant.

A(5) Advanced skills comparable to autonomous practice.

Competence assessed to be VERY WELL DEVELOPED and reflect capability for independent functioning with little or no supervision required. Rating expected at completion of internship training. Competency attained at full staff privilege level, however as an uncertified trainee, supervision is required while in training status.

It is expected that during internship, students will achieve at least 80% of competency areas rated as I(3) or higher, with no competency areas rated as R.

Interpersonal Professional Relationships

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2. Empathy, Compassion, & Desire to be Helpful

0-NO 1-R 2-E 3-I 4-HI 5-A

EMPATHY: Demonstrates accurate empathy for feelings that are covertly expressed by others or are outside the awareness of others, as well as in complex, challenging and/or novel situations.

COMPASSION: Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility) and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness.

3. Experience & Use of Affect

0-NO 1-R 2-E 3-I 4-HI 5-A

EXPERIENCE & USE OF AFFECT: Uses good clinical judgement regarding how to use affective reactions effectively in complex, challenging and/or novel situations.

4. Tolerates Affect

0-NO 1-R 2-E 3-I 4-HI 5-A

TOLERATES AFFECT: Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous and/or novel situations.

5. Effective Boundary Management

0-NO 1-R 2-E 3-I 4-HI 5-A

EFFECTIVE BOUNDARY MANAGEMENT: Demonstrates appropriate and effective boundary management in complex challenging, and or novel situations with others.

6. Recognizes Effect of Self on Others

0-NO 1-R 2-E 3-I 4-HI 5-A

RECOGNIZES EFFECTS OF SELF ON OTHERS: Monitors and evaluates the effects of own identities, behaviors, affects, attitudes, values and beliefs on others in professional situations and contexts, and response accordingly so as to further professional goals.

7. Respectful Interactions with Others [Across Difference]

0-NO 1-R 2-E 3-I 4-HI 5-A

RESPECTFUL INTERACTIONS WITH OTHERS: Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others

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8. Demonstrates Effective Interpersonal Skills in Challenging Situations

0-NO 1-R 2-E 3-I 4-HI 5-A

DEMONSTRATES EFFECTIVE INTERPERSONAL SKILLS IN CHALLENGING SITUATIONS: Effectively negotiates conflictual, difficult, and complex professional relationships including those with individuals and groups that differ significantly from oneself.

9. Open to Providing & Receiving Feedback

0-NO 1-R 2-E 3-I 4-HI 5-A

OPEN TO PROVIDING & RECEIVING FEEDBACK: Evaluates, negotiates, and implements feedback from others.

10. Cooperation & Collaboration

0-NO 1-R 2-E 3-I 4-HI 5-A

COOPERATION & COLLABORATION: Collaborates effectively in complex, challenging, and/or novel situations and with others who have diverse perspectives; displays confidence in what one has to offer in collaboration with others.

11. Expressive Skills

0-NO 1-R 2-E 3-I 4-HI 5-A

EXPRESSIVE SKILLS: Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated, and demonstrate thorough grasp of professional language and concepts.

12. Awareness of & Commitment to Interpersonal Competence

0-NO 1-R 2-E 3-I 4-HI 5-A

AWARENESS TO INTERPERSONAL COMPETENCE: Demonstrates clear awareness of own levels of interpersonal professional competence and limitations.

COMMITMENT TO INTERPERSONAL COMPETENCE: Demonstrates commitment to ongoing growth and development of interpersonal professional competence.

PROFESSIONALISM

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13. Professional Behavior

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Compliance with agency guidelines | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Openness to learning and supervision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adherence to ethical standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enthusiasm and interest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reliability and responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Judgment/decision-making abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to handle stress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Flexibility and creativity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sensitivity to multicultural issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. Professional Values and Attitudes

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| INTEGRITY: Monitors and independently resolves situations that challenge professional values and integrity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| DEPORTMENT: Conducts self in a professional manner across settings and situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ACCOUNTABILITY: Independently accepts personal responsibility across settings and contexts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CONCERN FOR THE WELFARE OF OTHERS: Independently acts to safeguard the welfare of others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| PROFESSIONAL IDENTITY: Displays consolidation of professional identity as a counselor; demonstrates knowledge about issues central to the field; integrates science and practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Individual and Cultural Diversity

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| SELF: Independently monitors and applies knowledge as self as a cultural being in assessment, treatment, and consultation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| OTHERS : Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| INTERACTION: Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| APPLICATIONS: Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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16. Ethical and Legal Standards

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| KNOWLEDGE OF ETHICS: Demonstrates advanced knowledge and application of APA Ethical Principles and Codes of Conduct and other relevant ethical, legal, and professional standards and guidelines. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| AWARENESS AND APPLICATION OF ETHICS: Independently utilizes an ethical decision-making model in professional work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ETHICAL CONDUCT: Independently integrates ethical and legal standard with all competencies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Reflective Practice/Self-Assessment/Self-Care

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| REFLECTIVE PRACTICE: Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SELF-ASSESSMENT: Accurately self-assess competence in all competency domains; integrates self-assessment in practice; recognized limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SELF-CARE: Self-monitors issues related to self-care and promptly intervenes when disruptions occur. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| PARTICIPATION IN SUPERVISION PROCESS: Independently seeks supervision when needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Communication/Collaboration

18. Rapport with

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Patients or clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Family, significant others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Supervisors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Patient/Family Conferences:

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ability to present information in a clear and understandable manner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sensitive to needs of patients/clients | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Offers useful and appropriate recommendations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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20. Staff Conference/Meetings

- 0-NO
 1-R
 2-E
 3-I
 4-HI
 5-A

RELATIONSHIPS

21. Relationships

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| INTERPERSONAL RELATIONSHIPS: Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| AFFECTIVE SKILLS: Manages difficult communication; possesses advanced interpersonal skills. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| EXPRESSIVE SKILLS: Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrates thorough grasp of professional language and concepts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SCIENCE

22. Scientific Knowledge and Methods

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| SCIENTIFIC MINDEDNESS: Independently applies scientific methods to practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SCIENTIFIC FOUNDATION OF PSYCHOLOGY: Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SCIENTIFIC FOUNDATION OF PROFESSIONAL PRACTICE: Independently applies knowledge and understanding of scientific foundations to practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. Research/Evaluation

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| SCIENTIFIC APPROACH TO KNOWLEDGE GENERATION: Generates knowledge. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| APPLICATION OF SCIENTIFIC METHOD TO PRACTICE: Applies scientific methods of evaluating practices, interventions, and programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

APPLICATION

24. Evidence-Based Practice

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| KNOWLEDGE AND APPLICATION OF EVIDENCE-BASED PRACTICE: Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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25. Interviewing & Psychological Assessment

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Interviewing and Psychological Assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to conduct an assessment interview | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Selection of appropriate assessment methods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Administration, scoring of tests/assessments instruments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to formulate recommendations based on assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of DSM-V | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Report Writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

26. Assessment

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| KNOWLEDGE AND APPLICATION OF EVIDENCE-BASED PRACTICE: Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| KNOWLEDGE OF MEASUREMENT AND PSYCHOMETRICS: Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| KNOWLEDGE OF ASSESSMENT METHODS: Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| APPLICATION OF ASSESSMENT METHODS: Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| DIAGNOSIS: Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CONCEPTUALIZATION AND RECOMMENDATIONS: Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| COMMUNICATION OF ASSESSMENT FINDINGS: Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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27. Intervention

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| INTERVENTION PLANNING: Independently plans interventions; case conceptualizations and intervention plans are specific to case and context. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SKILLS: Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| INTERVENTION IMPLEMENTATION: Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| PROGRESS EVALUATION: Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. Therapeutic Interventions

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Basic Counseling Skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriateness of treatment interventions to identified problem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Effective use of psychological theory/concepts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Skills in implementing treatment strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ongoing evaluation of treatment progress | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Provision for maintenance of change, relapse prevention | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Documentation of treatment sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. Group or Family Treatment

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Ability to conduct Psychoeducational groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Basic Group counseling skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Basic Family counseling skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. Consultation

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ROLE OF CONSULTANT: Determines situations that require different role functions and shifts roles accordingly to meet referral needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ADDRESSING REFERRAL QUESTION: Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| COMMUNICATION OF CONSULTATION FINDINGS: Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| APPLICATION OF CONSULTATION METHODS: Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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31. Consultation

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Problem identification | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Problem analysis | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementation of plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Follow-up | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to work with clients and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

EDUCATION

32. Teaching

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| KNOWLEDGE: Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SKILLS: Applies teaching methods in multiple settings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

33. In-Service

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Presentation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

34. Supervision

| | 0-NO | 1-R | 2-E | 3-I | 4-HI | 5-A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| EXPECTATIONS AND ROLES: Understands the ethical, legal, and contextual issues of the supervisor role. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| PROCESSES AND PROCEDURES: Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SKILLS DEVELOPMENT: Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SUPERVISORY PRACTICES: Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Systems

CCP - Intern Student Evaluation Form (2015)

35. Interdisciplinary Systems

0-NO 1-R 2-E 3-I 4-HI 5-A

DISTINCTIVE CONTRIBUTIONS: Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals. 0-NO 1-R 2-E 3-I 4-HI 5-A

INTERDISCIPLINARY CONTEXT FUNCTIONING: Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning. 0-NO 1-R 2-E 3-I 4-HI 5-A

INTERDISCIPLINARY COLLABORATION: Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals. 0-NO 1-R 2-E 3-I 4-HI 5-A

PRODUCTIVE RELATIONSHIP: Develops and maintains collaborative relationships over time despite differences. 0-NO 1-R 2-E 3-I 4-HI 5-A

36. Management-Administration

0-NO 1-R 2-E 3-I 4-HI 5-A

APPRAISAL OF MANAGEMENT AND LEADERSHIP: Develops and offers constructive criticism and suggestions regarding management and leadership of organization. 0-NO 1-R 2-E 3-I 4-HI 5-A

MANAGEMENT: Participates in management of direct delivery of professional services; responds appropriately in management hierarchy. 0-NO 1-R 2-E 3-I 4-HI 5-A

ADMINISTRATION: Demonstrates emerging ability to participate in administration of service delivery program. 0-NO 1-R 2-E 3-I 4-HI 5-A

LEADERSHIP: Participates in system change and management structure. 0-NO 1-R 2-E 3-I 4-HI 5-A

37. Advocacy

0-NO 1-R 2-E 3-I 4-HI 5-A

EMPOWERMENT: Intervenes with client to promote action on factors impacting development and functioning. 0-NO 1-R 2-E 3-I 4-HI 5-A

SYSTEMS CHANGE: Promotes change at the level of institutions, community, or society. 0-NO 1-R 2-E 3-I 4-HI 5-A

General Impressions & Questions

38. Overall Rating of Trainee

0-NO 1-R 2-E 3-I 4-HI 5-A

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39. Please describe the face-to-face supervision that occurred between you and the student. (e.g., please describe the modality, frequency, duration, etc.)

40. What types of activities have you directly observed the intern perform?

41. Please summarize the intern's strengths.

42. Please summarize the student's weaknesses and suggest the kinds of experience needed to strengthen the student's skills.

43. Other comments and/or feedback regarding this evaluation: