

## NV-PIC Intern Evaluation

*To be completed by primary supervisor(s) and by intern as a self-evaluation*

Intern: \_\_\_\_\_ Supervisor(s): \_\_\_\_\_

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_

**This evaluation is based on the following sources of information (check all that apply):**

Direct observation\_\_\_ Discussions in meetings \_\_\_ Audio/video tape review \_\_\_ Feedback from others\_\_\_

Participation in meetings\_\_\_ Review of clinical records\_\_\_ Individual Supervision\_\_\_ Group Supervision\_\_\_

Other (specify)\_\_\_\_\_

**Scoring Criteria:**

Advanced. The intern shows <u>strong</u> evidence of the knowledge, awareness, and/or skill. Performance is <u>consistent</u> , even in novel situations. The intern shows flexibility and exceeds standards expected of an intern. Can perform independently most of the time. Seeks supervision on the most difficult or complex cases; Reviews clinical work, professional behavior, and ethical issues in a proactive manner with colleagues/supervisors. <i>Knowledge, awareness, and/or skill are advanced and well-established. This rating may be evidenced at the completion of internship training. Supervision required while in training status. Focus is only on refining and developing more advanced performance.</i>	A(4)
Intermediate/Internship. The intern is <u>functioning at entry-level practice</u> of the knowledge, awareness, and/or skill. Performance is <u>consistent</u> . Knowledge and application of the skill are demonstrated in all but routine cases. <i>This rating may be used at the beginning of internship in areas of strength for the intern being evaluated, and some areas may remain a focus of supervision to increase advancement, integration, and consistency with this skill.</i> Readiness for entry-level practice is defined as: 1) the ability to independently function in a broad range of clinical and professional activities; 2) the ability to generalize skills and knowledge to new situations; and, 3) the ability to self-assess when to seek additional training, supervision, or consultation.	I(3)
Emerging. This is an <u>emerging</u> knowledge, awareness, and/or skill for the intern. The intern may only have introductory knowledge and needs to develop the skill to be at an expected developmental level. Performance is adequate but <u>inconsistent</u> . The intern demonstrates a basic foundational understanding and they appear to be working towards acquiring competence in this area. <i>Routine, but intensive supervision and assistance is needed. This may be a common rating at the beginning of internship.</i>	E(2)
Beginner/Remedial. The intern lacks understanding and demonstrates <u>minimal or no</u> evidence of the knowledge, awareness, and/or skill OR the intern demonstrates problematic or harmful behavior requiring immediate attention. The intern may have very little awareness, experience, knowledge, or training in this area and the intern needs significant supervision and training. There may be safety concerns and/or the intern demonstrates poor clinical judgment. The intern may demonstrate little to no autonomous judgement and the supervisor has significant concerns about the interns ability to work independently during the current evaluation period. <i>Increased supervision and remedial work will be required if this rating is given. This is not an acceptable level of competency for entry-level practice.</i>	B(1)
Not Applicable for this training period/Not Observed or Assessed ( <i>cannot be used on final evaluation</i> )	N/A

**NOTE: As described in the NV-PIC Intern Evaluation Policy, a score of "1" or 12 or more ratings of "2" on the 3-month evaluation will initiate the program's Due Process procedures. On the 7-month evaluation, a score of "1" or if 3 or more elements are rated a 2 will initiate the program's Due Process procedures. By the end of the internship year, interns are expected to achieve intermediate to advanced level of skills on all elements and competencies. Thus, interns must receive a rating of 3 or above on all elements and competencies to successfully complete the program.**

Competency 1: Research	
Behavioral Benchmarks	
Exhibits excellent skills in utilization of research. Consistently and independently seeks out, critically evaluates, and appropriately interprets literature to form an evidence-based practice. Is capable of teaching or guiding others in areas of research. Applies these skills to the intern project, and is completing the project with only consultation from supervisor(s).	A(4)
Exhibits good skills in utilization of research. Frequently seeks out, critically evaluates, and appropriately interprets literature to form an evidence-based practice and mostly does so independently. Seeks out supervision and consultation effectively when identifying and evaluating relevant material. Applies these skills to intern project, and is working collaboratively with supervisor(s).	I(3)
Exhibits some skills in utilization of research. Demonstrates some degree of independence and proactive approach to seeking out research literature but continues to require supervision to prompt and assist with understanding a literature review and critical evaluation. Is responsive to supervisory input and suggestions. Needs supervisor guidance on the intern project, but is able to complete assigned tasks.	E(2)
Exhibits some awareness of the importance of effectively utilizing and evaluating the research literature and is receptive to guidance. May struggle to independently seek out relevant literature and make improvements without significant prompting and guidance. May struggle to appropriately evaluate and interpret information from literature. May include a lack of awareness about these deficiencies and/or an unwillingness to correct them. Needs significant supervisor guidance on the intern project and may have difficulty following guidance without additional support.	B(1)

<b>Rating Elements</b>	
Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems	
Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conferences, presentations, publications)	
Disseminates research and other scholarly activities (e.g., case conferences, presentations, publications) at the local (including the host institution), regional, or national level	
AVERAGE SCORE FOR COMPETENCY	#DIV/0!
Comments (including strengths & training goals related to Research Competency):	
<b>Competency 2: Ethical and Legal Standards</b>	
<b>Behavioral Benchmarks</b>	
Demonstrates a superior level of knowledge of ethical codes, professional standards, and relevant regulations and state laws. Consistently and independently identifies ethical dilemmas and engages in appropriate ethical decision-making. Is able to conduct self in an ethical manner across professional activities with considerable skill and seeks consultation on ethical matters as needed. Knowledge base is sufficient to teach skills to others.	A(4)
Exhibits knowledge of ethical codes, professional standards, and relevant regulations and state laws. Is generally able to recognize ethical dilemmas and engage in ethical decision-making with some supervisory support, and may occasionally need assistance from others to identify ethical issues. Seeks out supervisory support or consultation to help address ethical and legal issues. Demonstrates ability to conduct self in an ethical manner across professional activities.	I(3)
Exhibits incomplete knowledge of ethical codes, professional standards, and relevant regulations and state laws. May require frequent assistance from supervisors in regard to recognizing ethical dilemmas and engaging in ethical decision-making. May require occasional support from supervisors in order to conduct self in an ethical manner across professional activities.	E(2)
Exhibits relatively little knowledge of ethical codes, professional standards, or relevant regulations and state laws. Has marked difficulty recognizing an ethical dilemma or engaging in ethical decision-making. Willfully and/or repeatedly engages in unethical and/or illegal practice. May struggle with conducting self in an ethical manner across professional activities. May exhibit some defensiveness and/or disregard for supervisory input regarding ethics, professional standards and/or relevant laws.	B(1)
<b>Rating Elements</b>	
Demonstrates knowledge of and acts in accordance with each of the following:	
The current version of the APA Ethical Principles of Psychologists and Code of Conduct and relevant professional standards and guidelines; and	
Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels	
Recognizes ethical dilemmas as they arise, applies ethical decision-making processes, and seeks supervision and consultation in order to resolve ethical dilemmas	
Conducts self in an ethical manner in all professional activities	
AVERAGE SCORE FOR COMPETENCY	#DIV/0!
Comments (including Strengths & Training Goals related to Ethical and Legal Standards Competency):	
<b>Competency 3: Individual and Cultural Diversity</b>	
<b>Behavioral Benchmarks</b>	
Demonstrates the ability to independently apply knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups encountered during internship, tailored to the learning needs and opportunities consistent with the program's aims. Demonstrates a high level of awareness of the ways their cultural history relates to the historical backgrounds of others. Displays expertise in theoretical and empirical literature related to diversity. Effectively integrates knowledge and awareness of individual and cultural differences across professional roles. Demonstrates a high level of ability to apply knowledge to working effectively with a range of diverse individuals and groups and seeks professional consultation on these issues as needed. Independently demonstrates motivation to increase knowledge on human diversity. Skill level suggests an overall level of expertise and could effectively teach others.	A(4)

Demonstrates awareness of the ways their cultural history relates to the historical backgrounds of others. Accepts feedback and has a developing level of knowledge of the theoretical and empirical literature related to diversity. Demonstrates knowledge and awareness of individual and cultural differences across professional roles and needs occasional supervisory support on these issues. Displays growing skills in applying knowledge to working effectively with diverse individuals and groups and seeks supervision on these issues as needed. Is capable of increasing knowledge on factors related to diversity, though may occasionally require prompting from a supervisor to do so.	I(3)
Demonstrates beginning awareness of the ways their cultural history relates to the historical backgrounds of others. Has some knowledge of theoretical and empirical literature related to diversity but requires development in this area. With the support of supervision, the student is beginning to integrate knowledge and awareness of individual and cultural differences across professional roles. Has a beginning level of skill in applying knowledge of working effectively with diverse individuals and groups but continues to require significant supervisory guidance. Generally requires guidance on when and how to expand knowledge base on human diversity.	E(2)
Demonstrates very limited understanding, or blatantly disregards or is unwilling to consider the ways their cultural history relates to the historical backgrounds of others. Has a relatively low level of knowledge of theoretical and empirical literature related to diversity. Has limited ability to integrate knowledge and awareness across professional roles and may be unable and/unwilling to try to improve. Struggles to apply knowledge of working effectively with diverse individuals and groups.	B(1)

**Rating Elements**

Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases affects how one understands and interacts with people different from them	
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service	
Articulates and applies a framework for working effectively with areas of individual and cultural diversity	
Demonstrates the ability to independently apply knowledge and approaches in working effectively with a range of diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews create conflict with one's own	
Has the ability to integrate and awareness and knowledge of individual and cultural differences in the conduct of professional roles	
Considers relevant cultural issues in case conceptualization, selection of assessment tools, diagnosis, and determination of treatment modality	

AVERAGE SCORE FOR COMPETENCY #DIV/0!

Comments (including Strengths & Training Goals related to Individual and Cultural Diversity Competency):

**Competency 4: Professional Values, Attitudes, and Behaviors**

**Behavioral Benchmarks**

Demonstrates strong professional values and serves as a role model for other health service psychologists. Has an excellent self-reflective ability and shows openness to feedback. Handles complex situations with considerable skill and seeks consultation as needed. Has a clear understanding of strengths and weaknesses and is independently motivated to improve performance. Consistently completes all documentation on time and is punctual. Meaningfully participates in professional activities.	A(4)
Consistently demonstrates the professional values of health service psychology. Displays a strong self-reflective ability but may require supervisory support on occasion. Demonstrates openness to feedback and supervision. Responds well to complex situations and independently seeks supervisory or consultative support. Has a good understanding of strengths and weaknesses. Completes most documentation in a timely manner and is punctual with few exceptions. Is consistently attentive and meaningfully participates in professional activities the majority of the time.	I(3)
Demonstrates developing professional values of health service psychology. Engages in self-reflection but may require supervisory support in this area. Generally accepts feedback and supervision without requiring supervisory support in applying this feedback. Is capable of responding professionally to complex situations with some supervisory support. Has reasonable understanding of strengths and weaknesses. Generally completes documentation in a timely manner with some occasional prompting. Is generally punctual with a few exceptions. Is consistently attentive and often meaningfully participates in professional activities.	E(2)
Demonstrates difficulty in exhibiting professional values consistent with the field of health service psychology. May also struggle with self-reflective skills and responsiveness to feedback and supervision. Has a great deal of difficulty navigating complex situations. May repeatedly fail to complete documentation on time and consistently be significantly behind. May be often tardy or absent from professional activities, often fail to meaningfully participate, and/or participate in a way that is counter-productive.	B (1)

**Rating Elements**

Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, cultural humility, and concern for the welfare of others	
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Engages in self-reflection regarding one's own personal and professional functioning	
Engages in activities to maintain and improve performance, well-being, and professional effectiveness	
Actively seeks and demonstrates openness and responsiveness to feedback and supervision	
Responds professionally in increasingly complex situations with a greater degree of independence as s/he/they progresses through internship	
Actively participates in scheduled appointments, training activities, supervision, and meetings consistently and on-time	
Maintains appropriate boundaries in professional and clinical relationships	
Completes all required documentation in a timely manner	
Follows proper procedure in protecting client information and case files	
<b>AVERAGE SCORE FOR COMPETENCY</b>	#DIV/0!
Comments (including Strengths & Training Goals related to Professional Values, Attitudes, and Behaviors Competency):	
<b>Competency 5: Communication and Interpersonal Skills</b>	
<b>Behavioral Benchmarks</b>	
Demonstrates an excellent ability to form and maintain relationships with a diverse range of individuals. Demonstrates expertise in recognizing, incorporating, and responding to oral, nonverbal and written communication in both therapeutic and other professional relationships. Displays a very high level of skill in managing difficult communication and seeks consultation as needed. Is seen as a role model for others.	A(4)
Demonstrates a good ability to form and maintain effective relationships. Produces, comprehends, and responds to oral, nonverbal and written communication effectively in therapeutic and other professional relationships. Demonstrates consistently strong interpersonal skills. Effectively manages difficult communication with supervisory support and independently seeks consultation or supervision as needed.	I(3)
Demonstrates occasional difficulty in developing and maintaining relationships. Emerging abilities in effectively producing and comprehending oral, nonverbal and written communication. Demonstrates beginning level of development in effective interpersonal skills. May require high level of supervisory support to incorporate and respond to clients' communications in session. May require a high level of supervisory support in managing difficult communication with others.	E(2)
Demonstrates difficulty in developing and maintaining relationships. Struggles with effectively producing and comprehending oral, nonverbal and written communication. May have marked deficits in these areas. Demonstrates problems with interpersonal skills and struggles with difficult communication with others. May be hostile, aggressive, or combative in communication with clients or professionals. High levels of defensiveness may interfere with communication. May generally have difficulty understanding, incorporating, and responding to clients' communications in session.	B(1)
<b>Rating Elements</b>	
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services	
Demonstrates effective interpersonal skills and the ability to manage difficult situations well	
Produces, comprehends, and engages in clear, informative, and well-integrated professional written communication	
Produces, comprehends, and engages in clear, informative, and well-integrated professional oral communication	
Is attuned to, incorporates, and responds to clients' verbal and non-verbal communication	
<b>AVERAGE SCORE FOR COMPETENCY</b>	#DIV/0!
Comments (including Strengths & Training Goals related to Communication and Interpersonal Skills Competency):	
<b>Competency 6: Assessment</b>	
<b>Behavioral Benchmarks</b>	

Demonstrates expertise in selecting and applying assessment methods. Skillfully interprets assessment results to inform case conceptualizations, classifications and recommendations. Demonstrates excellent ability to communicate findings accurately and effectively to a wide range of audiences. Consistently utilizes professional literature to support assessment selection and interpretation. Is sufficiently skilled to teach multiple assessments to others.	A(4)
Demonstrates strong skills for selecting and applying assessment methods. Independently interprets assessment results to inform case conceptualizations, classifications and recommendations. Skillfully communicates findings accurately and effectively to a range of audiences. Commonly utilizes professional literature to support assessment selection and interpretation. Has enough skill to teach one or more assessments to others.	I(3)
Demonstrates emerging skill in selecting and applying assessment methods. Interprets assessment results to inform case conceptualizations, classification and recommendations with supervisory support as needed. Communicates findings accurately and effectively to a range of audiences with occasional supervisory support. Utilizes professional literature to support assessment selection and interpretation, occasionally requiring supervisory prompting to do so.	E(2)
Demonstrates beginning level of skills for appropriately selecting and applying assessment methods. Requires a high level of supervisory support in interpreting results to inform case conceptualizations, classification and recommendations. Requires supervisory guidance to select and interpret relevant professional literature for assessment selection and interpretation. Also requires supervisory direction in accurately and effectively communicating findings for various audiences.	B(1)
<b>Rating Elements</b>	
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	
Demonstrates a thorough working knowledge of clinical interviewing techniques and utilizes clinical interviews to collect relevant data leading to appropriate diagnoses/conceptualization	
Demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural)	
Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including the context to the assessment and/or diagnostic process	
Appropriately and accurately selects and applies assessment methods that draws from the empirical literature and that reflects the science of measurement, accurately administers and scores assessment instruments	
Appropriately interprets assessment results following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective	
Identifies and synthesizes relevant data from multiple sources and methods into a holistic understanding of client and client's treatment needs	
Generates recommendations consistent with assessment questions and assessment findings	
Communicates the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences	
AVERAGE SCORE FOR COMPETENCY	#DIV/0!
Comments (including Strengths & Training Goals related to Assessment Competency):	
<b>Competency 7: Intervention</b>	
<b>Behavioral Benchmarks</b>	
Demonstrates expertise in clinical intervention and displays superior skills in the areas of establishing and maintaining therapeutic relationships, developing and implementing effective and informed treatment plans, and modifying treatment to meet client needs. Independently seeks consultation for challenging cases or presenting concerns not previously encountered. Demonstrates expertise in responding to high risk clinical situations. Is recognized by others as having expertise in multiple areas of therapeutic intervention.	A(4)
Demonstrates strong skills in clinical intervention areas of establishing and maintaining therapeutic relationships, developing and implementing effective and informed treatment plans, and modifying treatment to meet client needs. Independently seeks supervision or consultation as needed for specific cases or types of presenting concerns. Is capable of managing high risk clinical situations effectively with consultation and guidance from supervisor. May be recognized by others as having expertise in at least one area of therapeutic intervention.	I(3)
Demonstrates emerging level of intervention skills and may continue to require a high level of supervisory support in one or more areas of establishing and maintaining therapeutic relationships, developing and implementing effective and informed treatment plans, and modifying treatment to meet client needs. May need assistance in recognizing when to seek consultation or guidance from others. Requires high level of supervisory support to respond to high risk clinical situations.	E(2)

Demonstrates beginning level of intervention skills and difficulty in multiple areas of establishing and maintain therapeutic relationships, developing and implementing effective and informed treatment plans, and modifying treatment to meet client needs. Demonstrates low responsiveness to supervisory support on these issues and may often fail to recognize when supervisory support is indicated. May be unable to adequately respond to high risk clinical situations with supervisor support. May not recognize when supervisory support is indicated.	B(1)
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**Rating Elements**

Establishes and maintains effective professional relationships with clients	
Develops effective treatment plans and implements evidence-based interventions specific to the service delivery goals	
Demonstrates the ability to apply the relevant research literature to clinical decision making	
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	
Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation	
States and explains one's theoretical orientation regarding behavior change	
Conceptualizes cases accurately and specifically to case, context, and diversity characteristics	
Appropriately assesses and intervenes with clients who are at risk of harm to self or others	
Demonstrates self-awareness and impact of self on therapeutic relationship	
Terminates treatment appropriately and successfully	

AVERAGE SCORE FOR COMPETENCY	#DIV/0!
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Comments (including Strengths & Training Goals related to Intervention Competency):

**Competency 8: Supervision**

**Behavioral Benchmarks**

As a supervisee, autonomously and effectively communicates supervision needs and preferences. Identifies the highly salient information for discussion in supervision. Maintains high levels of openness and non-defensiveness in supervision, including discussions that may provide discomfort. Independently identifies and tracks progress towards training goals. As a supervisor, demonstrates an excellent understanding of models, theories and research in supervision and effectively integrates this knowledge as a supervisor. Demonstrates expertise when providing formative and summative feedback in supervision. Demonstrates an integrated awareness of areas of competence and personal limits in providing effective supervision to others. Seeks out consultation on work as a supervisor as needed.	A(4)
As a supervisee, generally communicates supervision needs and preferences. Is often able to identify the salient information for discussion in supervision, with some assistance from supervisor. Often maintains levels of openness and non-defensiveness in supervision. Engages with supervisor to identify and track progress towards training goals. As a supervisor, demonstrates a good knowledge base in supervisory models and related literature, including its application to the supervision process. Continues to develop skills for providing formative and summative feedback as a supervisor, but may require occasional guidance while supervising. When supervising, displays knowledge of clinician's own limits.	I(3)
As a supervisee, participates in discussion of supervision needs and preferences with supervisory guidance. Has entry-level ability to identify salient information for discussion in supervision. May struggle occasionally to remain open and non-defensive. Can participate with supervisor in identifying training goals. As a supervisor, demonstrates beginning knowledge of supervisory models and related literature, including its applications in the supervision process. Is developing skills in providing formative and summative feedback as a supervisor, and may require a high level of support while supervising. When supervising, awareness of the clinician's own limits is emerging.	E(2)
As a supervisee, struggles to effectively communicate supervision needs and preferences. Has frequent difficulty identifying salient information to discuss in supervision. May be frequently defensive to supervisory feedback. May engage with supervisor in a hostile, defensive, or confrontational manner. Struggles to participate in meaningful goal setting and tracking for training goals. As a supervisor, demonstrates limited knowledge of supervisory models or related literature and/or struggles applying this information within the supervision process. Demonstrates a low level of skill when providing formative and summative feedback as a supervisor. Lacks awareness of own limits when supervising and as a result may need to be observed directly by supervisor at all times or removed from the role.	B(1)

**Rating Elements**

Applies knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals	
Applies the supervisory skill of observing in direct or simulated practice	
Applies the supervisory skill of evaluating in direct or simulated practice	
Applies the supervisory skills of giving guidance and feedback in direct or simulated practice	
Communicates supervision needs and preferences	
Seeks supervision to address challenges and barriers in clinical work	
Appropriately discusses hypotheses and approaches to clinical work in supervision	
Integrates feedback in order to further professional development and enhance clinical skills	
Works with supervisor to set training goals and tracks progress toward achieving those goals	

AVERAGE SCORE FOR COMPETENCY	#DIV/0!
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Comments (including Strengths & Training Goals related to Supervision Competency):

**Competency 9: Consultation and Interprofessional/Interdisciplinary Collaboration**

**Behavioral Benchmarks**

Demonstrates excellent abilities for consultation with other professionals across disciplines. Displays integrated knowledge of unique patient care roles of other professionals. Effectively consults with other professionals in a highly skilled manner. Excels as a member of a team-based approach to clinical services.	A(4)
Demonstrates good skills for consulting with professionals across disciplines. Displays a high level of knowledge of unique patient care roles of other professionals. Demonstrates effective skills for consulting with other professionals. Is a highly effective member of a team-based approach to services.	I(3)
Demonstrates ability to consult with professionals across disciplines with support from supervisors. Displays knowledge of unique patient care roles of other professionals. Demonstrates ability to consult with other professionals with supervisory support. Has emerging skills that may require some supervisory guidance as a member of a team-based approach to clinical services.	E (2)
Demonstrates limited ability in consulting with other professionals across disciplines and may feel uncomfortable in this role. Displays beginning knowledge of the unique patient care roles of other professionals. Has beginning skills for consultation with other professionals but may require significant supervisory support. Requires high levels of supervision to understand and embody the role of treatment-team member. May not effectively work within a team-based approach to clinical services.	B(1)

**Rating Elements**

Demonstrates knowledge and respect for the roles and perspectives of other professions	
Applies knowledge of consultation models and practices with staff across disciplines	
Demonstrates ability to work within a team-based approach to clinical services	

AVERAGE SCORE FOR COMPETENCY	#DIV/0!
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Comments (including Strengths & Training Goals related to Consultation Competency):

**Competency 10 (Program Specific): Public Behavioral Health**

**Behavioral Benchmarks**

Has an excellent understanding of the public behavioral health system and the impact of it and other social and environmental stressors that impact underserved clients. Has excellent knowledge and understanding of policies, regulations, and statutes that impact service delivery. Has superior abilities to critically evaluate the system of care and make meaningful, empirically supported recommendations for change. Is proactive at advocating for informed changes to improve the services available.	A(4)
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Has a good understanding of the public behavioral health system and its impact on underserved clients. Is able to recognize and incorporate social and environmental factors into clinical work with underserved populations. Has a good understanding of policies, regulations, and statutes that inform work. Can critically evaluate the system of care and recognize areas for improvement. Can identify opportunities to advocate on behalf of clients to improve services.	I(3)
Has a basic foundational understanding of the public behavioral health system. With supervisory guidance, understands and incorporates the impact of social and environmental factors in clinical work with underserved populations. Has an emerging understanding of policies, regulations, and statutes that inform work. With some support and guidance is able to critically evaluate the system of care and identify areas for potential improvement. May need continued support in advocating for realistic and informed change.	E(2)
Has a beginning level of understanding of the public behavioral health system. Relies on supervisory guidance to understand the impact of social and environmental factors in clinical work with underserved populations. Generally relies on supervisors for information on policies, regulations, and statutes that inform work. May blame or further marginalize the population, or have difficulty having a basic understanding of the public behavioral health system and need frequent direction from supervisors in this area.	B(1)
<b>Rating Elements</b>	
Demonstrates understanding of the public behavioral health system	
Demonstrates understanding of and sensitivity to the specific social and environmental stressors of underserved client populations by appropriately considering these factors in assessment, diagnosis, and treatment planning	
Demonstrates knowledge of organizational, local, and state policies, regulations, and statutes and their impact on the profession of psychology and the delivery of services	
Demonstrates the ability to critically evaluate the system of care, including strengths, challenges, and impacts on persons served	
<b>AVERAGE SCORE FOR COMPETENCY</b>	#DIV/0!
Comments (including Strengths & Training Goals related to Public Behavioral Health Competency):	
<b>OVERALL RATING (average of all required broad competency scores)</b>	
#DIV/0!	
Comments on Intern's overall performance:	
Goal for evaluations completed at 3 months: There will be fewer than 12 elements rated as 2. No competency areas will be rated as 1.	
Goal for evaluations completed at 7 months: Nearly all items will be rated at a level of competence of a 3 or higher (2 or less 2's). No competency areas will be rated as 1.	
Goal for evaluations completed at the end of the year: All competency items will be rated at level of competence of 3 or higher. No competency areas will be rated as 1 or 2.	
Check one:	
___ The intern HAS successfully completed the above goal. We have reviewed this evaluation together.	
___ The intern HAS NOT successfully completed the above goal. The intern has been informed of entering due process and I will be notifying the NV-PIC Training Director. We have reviewed this evaluation together.	
Supervisor's Signature _____	Date _____
I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement and that I can appeal the above scores per the NV-PIC Intern Handbook procedure.	
Intern's Signature _____	Date _____