**Intern Evaluation**

**Interns’ Name:       Date of Review:**

**PROFESSION-WIDE COMPETENCIES (PWC) - FOUNDATIONAL**

**I. RESEARCH**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Rated Elements -*** Intern must:1. demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publication) at the local (including the host institution), regional, or national level.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Outreach MentorChoose an item. |

1. integrate scientific-mindedness, including consideration of body of literature and measures of effectiveness, into professional practice.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Outreach MentorChoose an item. |

 |
| **Exit criterion rater**: Primary Clinical Supervisor **Ancillary raters**: COD Mentor (Fall), Clinical Supervisor #2 (Spring/ Summer), Clinical Emphasis Supervisor, Outreach Mentor. Ancillary ratings are for consideration by intern and by intern’s primary clinical supervisor.  |

**Research**

 **Primary Clinical Supervisor** Choose an item.

 **Comments**

 **Comments**

 **Comments**

 **Comments**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **II. ETHICAL AND LEGAL STANDARDS*****Rated Elements -*** Interns must:* 1. be knowledgeable of and act in accordance with:
		1. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. |

* + 1. relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels;

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. |

* + 1. relevant professional standards and guidelines.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. |

* 1. recognize ethical dilemmas as they arise; and apply ethical decision-making processes in order to resolve the dilemmas.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. |

* 1. conduct self in an ethical manner in all professional settings.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. |

 |
| **Exit criterion rater**: Primary Clinical Supervisor **Ancillary raters**: COD Mentor (Fall), Clinical Supervisor #2 (Spring/ Summer), Clinical Emphasis Supervisor, Outreach Mentor. Ancillary ratings are for consideration by intern and by intern’s primary clinical supervisor. |

**Ethical and Legal Standards**

 **Primary Clinical Supervisor** Choose an item.

 **Comments**

 **COD (Fall)/ Clinical Supervisor #2 (Spring/Summer)**

 **Comments**

 **Clinical Emphasis Supervisor**

 **Comments**

 **Therapy Group Supervisor**

 **Comments**

**III. INDIVIDUAL AND CULTURAL DIVERSITY**

|  |
| --- |
| **Individual and Cultural Diversity (ICD):** Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, and sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The UCS defines cultural diversity as personal or social identities based in cultural, individual, group, or role differences including, but not limited to, those based on race, ethnicity, age, sexual orientation, mental health status, relational and family status, religion, spirituality, language, nationality, citizenship status, social class, economic status, veteran status, disability and ability, gender identity and expression, body type and size, as well as diverse ideas, values, and lifestyles. Development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible. |
| ***Rated Elements.*** Interns must demonstrate:1. an understanding of how their own personal/ cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability (to) apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

 |
| **Exit criterion rater**: Primary Clinical Supervisor **Ancillary raters**: COD Mentor (Fall), Clinical Supervisor #2 (Spring/ Summer), Clinical Emphasis Supervisor, Outreach Mentor. Ancillary ratings are for consideration by intern and by intern’s primary clinical supervisor. |

**Individual and Cultural Diversity**

 **Primary Clinical Supervisor** Choose an item.

 **Comments**

 **COD (Fall)/ Clinical Supervisor #2 (Spring/Summer)**

 **Comments**

 **Clinical Emphasis Supervisor**

 **Comments**

 **Therapy Group Supervisor**

 **Comments**

**IV. PROFESSIONAL VALUES AND ATTITUDES:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Rated Elements.*** Intern must: 1. behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. actively seek and demonstrate openness and responsiveness to feedback and supervision.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

 |
| **Exit criterion rater**: Primary Clinical Supervisor **Ancillary raters**: COD Mentor (Fall), Clinical Supervisor #2 (Spring/ Summer), Clinical Emphasis Supervisor, Outreach Mentor. Ancillary ratings are for consideration by intern and by intern’s primary clinical supervisor. |

**Professional Values and Attitudes**

**Primary Clinical Supervisor** Choose an item.

 **Comments**

 **COD (Fall)/ Clinical Supervisor #2 (Spring/Summer)**

 **Comments**

 **Clinical Emphasis Supervisor**

 **Comments**

 **Therapy Group Supervisor**

 **Comments**

 **Comments**

**Outreach Mentor**

 **Comments**

**V. COMMUNICATION AND INTERPERSONAL SKILLS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***Rated Elements.*** **Intern must:** 1. develop and maintain relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. demonstrate effective interpersonal skills and the ability to manage difficult communications well.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #22Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

 |
| **Exit criterion rater**: Primary Clinical Supervisor **Ancillary raters**: COD Mentor (Fall), Clinical Supervisor #2 (Spring/ Summer), Clinical Emphasis Supervisor, Outreach Mentor. Ancillary ratings are for consideration by intern and by intern’s primary clinical supervisor. |

**Communication and Interpersonal Skills**

**Primary Clinical Supervisor** Choose an item.

 **Comments**

 **COD (Fall)/ Clinical Supervisor #2 (Spring/Summer)**

 **Comments**

 **Clinical Emphasis Supervisor**

 **Comments**

 **Therapy Group Supervisor**

 **Comments**

 **Comments**

**Outreach Mentor**

 **Comments**

**PROFESSION-WIDE COMPETENCIES (PWC) – FUNCTIONAL**

**VI. ASSESSMENT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Rated Elements.* Intern must: 1. demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Assessment Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Assessment Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Assessment Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Assessment Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. interpret 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Assessment Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Assessment Group SupervisorChoose an item. | Outreach MentorChoose an item. |

 |
| **Exit criterion rater**: Primary Clinical Supervisor **Ancillary raters**: COD Mentor (Fall), Clinical Supervisor #2 (Spring/ Summer), Clinical Emphasis Supervisor, Outreach Mentor. Ancillary ratings are for consideration by intern and by intern’s primary clinical supervisor. |

**Primary Clinical Supervisor** Choose an item.

 **Comments**

 **COD (Fall) / Clinical Supervisor #2 (Spring/ Summer)**

 **Comments**

 **Clinical Emphasis Supervisor**

 **Comments**

**Assessment Group Supervisor/ Seminar Leader (Fall):**

**Comments**

**Outreach Mentor**

**Comments**

**VII. INTERVENTION**

|  |
| --- |
| Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, a community, a population or other system. |
| ***Rated Elements.*** **Intern must:** 1. establish and maintain effective relationships with recipients of psychological services.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. develop evidence-based intervention plans specific to service delivery goals.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. demonstrate the ability to apply relevant research literature to clinical decision-making.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. modify and adapt the evidence-based approaches effectively when a clear evidence-base is lacking.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

1. evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Therapy Group SupervisorChoose an item. | Outreach MentorChoose an item. |

 |
| **Exit criterion rater**: Primary Clinical Supervisor **Ancillary raters**: COD Mentor (Fall), Clinical Supervisor #2 (Spring/ Summer), Clinical Emphasis Supervisor, Outreach Mentor. Ancillary ratings are for consideration by intern and by intern’s primary clinical supervisor. |

**Primary Clinical Supervisor #1** Choose an item.

 **Comments**

 **COD (Fall) /Primary Clinical Supervisor #2 (Spring/ Summer)**

 **Comments**

 **Clinical Emphasis Supervisor**

 **Comments**

 **Therapy Group Supervisor**

 **Comments**

**Outreach Mentor**

 **Comments**

**VIII. SUPERVISION**

|  |
| --- |
| Supervision is grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effectiveness of evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.  |
| ***Rated Elements***. **Intern must:** 1. provide effective feedback to peers, based on adequate development of all other PWCs.

|  |
| --- |
| Supervisor of SupervisionChoose an item. |

1. apply this knowledge in direct or simulated practice with psychology trainees. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision.

|  |
| --- |
| Supervisor of SupervisionChoose an item. |

 |
| **Exit criteria rater:** Supervision of Supervision (Spring Semester only).In the rare cases in which an intern does not provide clinical supervision for a practicum student (i.e., other prioritized competencies are in remediation during Spring Semester), they will participate in selected sessions of supervision seminar to learn about supervision models, develop a supervision contract, and describe own approach to supervision, strengths, and limitations. In these circumstances, in addition to supervision seminar leader, additional group supervision/ case conference facilitators will serve as ancillary supervisors and provide ratings about intern’s ability to provide peer supervision, for consideration by intern and by exit criterion rater. |

**Supervisor of Supervision’s Rating:** Choose an item.

**Comments:**

**IX. CONSULTATION AND INTERPROFESSIONAL/ INTERDISCIPLINARY SKILLS**

|  |
| --- |
| Consultation and interprofessional / interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. |
| ***Rated Elements.*** **Intern must:** 1. demonstrate knowledge and respect for the roles and perspectives of other professions.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Outreach MentorChoose an item. |

1. demonstrate knowledge of consultation models and practices.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Outreach MentorChoose an item. |

1. apply this knowledge in conversations with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

|  |  |  |  |
| --- | --- | --- | --- |
| Primary Clinical Supervisor #1Choose an item. | COD Mentor/ Clinical Supervisor #2Choose an item. | Clinical Emphasis SupervisorChoose an item. | Outreach MentorChoose an item. |

 |
| **Exit criterion raters:** Primary Clinical Supervisor #1, COD Mentor (Fall), Primary Clinical Supervisor #2 (Spring/ Summer), and Clinical Emphasis Supervisor.**Ancillary raters**: Outreach Mentor. Ancillary rating are for consideration by intern and by intern’s exit criterion raters. |

**Primary Clinical Supervisor #1** Choose an item.

 **Comments**

 **COD (Fall) /Primary Clinical Supervisor #2 (Spring/ Summer)**

 **Comments**

 **Clinical Emphasis Supervisor**

 **Comments**

 **Outreach Mentor**

 **Comments**

**Rating Scale**

**Profession-wide Competencies (PWCs)**

The nine PWCs, I through IX, are rated on the following scale:

1 - Concern about intern’s path to meeting exit criterion for this competency.

2 – Intern is firmly on track to meet exit criterion for this competency.

3 – Intern meets qualitative exit criterion for this competency. Ready for independent practice.

**35 Elements:**

Elements are rated on the following scale:

1 – frequently below level expected for first-semester intern

2 – occasionally below level expected for first-semester intern

3 – at level expected for first-semester intern. Performance variability, if present, is within range expected during first semester of internship.

4 – at level expected for second-semester intern. Performance variability, if present, is within range expected during second semester of internship.

5 – consistently at level expected by end of internship or beyond. Ready for independent practice.

**Intern Evaluation Procedures**

1. **Overarching Considerations**
2. **APA Commission on Accreditation General Considerations**
3. The CoA expects that programs will require trainee demonstrations of profession-wide competencies that differ according to the level of training provided (i.e., doctoral, internship, post-doctoral). In general, **trainees are expected to demonstrate each profession-wide competency with increasing levels of independence and complexity as they progress** across levels of training. (APA Commission on Accreditation (CoA) Standards of Accreditation (SoA) Implementing Regulations (p. 73).
4. **(T)he CoA expects that appropriate training and attention to diversity will also be incorporated into each of the other profession-wide competencies**, consistent with \*SoA Introduction (p. 73).

[American Psychological Association, Commission on Accreditation Implementing Regulations, 2017. Standards of Accreditation for Health Service Psychology. Retrieved from http://www.apa.org/ed/accreditation/section-c-soa.pdf](file://C:\\Users\\jcorkery\\AppData\\Roaming\\Microsoft\\Word\\American Psychological Association, Commission on Accreditation Implementing Regulations, 2017. Standards of Accreditation for Health Service Psychology. Retrieved from    http:\\www.apa.org\\ed\\accreditation\\section-c-soa.pdf)

\*The Commission on Accreditation is committed to a broad definition of cultural and individual differences and diversity that includes, but is not limited to, age, disability,ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. (p. 3, American Psychological Association Commission on Accreditation, 2015)

[American Psychological Association, Commission on Accreditation Implementing Regulations, 2017. Standards of Accreditation for Health Service Psychology. Retrieved from http://www.apa.org/ed/accreditation/section-c-soa.pdf](file://\\\\home.iowa.uiowa.edu\\jcorkery\\TRAINING\\Self-Study 2018\\American Psychological Association, Commission on Accreditation Implementing Regulations, 2017. Standards of Accreditation for Health Service Psychology. Retrieved from    http:\\www.apa.org\\ed\\accreditation\\section-c-soa.pdf)

The UCS defines cultural diversity as personal or social identities based in cultural, individual, group, or role differences including, but not limited to, those based on race, ethnicity, age, sexual orientation, mental health status, relational and family status, religion, spirituality, language, nationality, citizenship status, social class, economic status, veteran status, disability and ability, gender identity and expression, body type and size, as well as diverse ideas, values, and lifestyles.

1. **UCS General Expectations**

Upon entry, UCS psychology interns are expected to demonstrate foundational development of the nine Profession-wide Competencies (PWCs). Interns are expected to incorporate awareness, knowledge, and skill related to individual and cultural diversity into each profession-wide competency.

After an initial period of instruction and induction for any given task or circumstance, it is expected that interns will need limited monitoring and assistance when presented with **routine**, **low** **complexity** situations. When **complex challenges** inherent to the professional work arise, interns are expected to identify their needs and to initiate consultation with supervisors or other trainers. First-semester interns may need assistance from supervisors to clarify their supervision needs, and they may need considerable assistance to develop and implement responses to more complex challenge. These needs are well within expectations. By the second semester, when challenging situations arise, interns are expected to take a more active and independent role within supervision to propose, implement, and evaluate responses and/or solutions. The UCS values consultation as a career-long practice necessary for maintaining competent practice; thus, the goal is not total independence.

1. **Rating Process for PWCs**

Primary clinical supervisors consider their direct observations, interns’ reports, other staff members’ reports of behavioral observations, and other trainers’ ratings of the elements associated with the given PWC as the basis for their overall ratings for each PWC. Supervisors who have legal and ethical responsibility for the intern’s work rate all PWCs that are associated with the aspects of the intern’s work over which the supervisor has responsibility. Multiple supervisors, typically three, including the primary clinical supervisor, the COD mentor or secondary supervisor, and the clinical emphasis supervisor, rate eight of the nine PWCs. The primary clinical supervisor is required to consider the input from the other supervisors who are involved in the intern’s training. For an intern to complete the internship successfully, the primary clinical supervisor’s ratings for each of the nine PWCs must reach the level of “ready for independent practice.”

PWCs are rated on the following scale:

1 - Concern about intern’s path to meeting exit criterion for this competency.

2 – Intern is firmly on track to meet exit criterion for this competency.

3 – Intern meets qualitative exit criterion for this competency; ready for independent practice.

1. **Rating Process for Elements**

There are 35 evaluated elements, each associated with one of the nine PWCs. For the specific delineation of each PWC, its associated element(s), and the roles of the designated evaluators for each PWC and/or corresponding element, please see the chart below. Trainers with roles that enable them to observe and assess a specific PWC rate all elements associated with that PWC. In addition to the intern’s primary clinical supervisor(s), COD mentor, and clinical emphasis supervisor, the therapy group co-facilitator and outreach mentor rate the elements associated with the majority of PWCs.

Elements are rated on the following scale:

1 – frequently below level expected for first-semester intern

2 – occasionally below level expected for first-semester intern

3 – at level expected for first-semester intern. Performance variability, if present, is within range expected during first semester of internship.

4 – at level expected for second-semester intern. Performance variability, if present, is within range expected during second semester of internship.

5 – consistently at level expected by end of internship or beyond; ready for independent practice

1. **Required Documentation Triggered by Low Rating**

If a PWC rater rates any element below the level expected for a given timeframe, they are required to take the following steps:

1. In the Comments Section following the PWC rating, describe the basis for the element rating, providing behavioral example(s) and/or references to product anchors (e.g., Titanium Reports, clinical documentation samples).
2. Consider whether to rate the associated PWC with a “1,” indicating that the rater is concerned about the intern’s path to meeting the exit criterion.
3. In the Comments Section following the PWC rating, describe the rationale for the PWC rating, accounting for its association with the low element rating. If the element rating is low, but the overall PWC is not, provide the rationale for why the element rating is not sufficiently weighted to bring down the PWC rating. Alternatively, if both ratings are low, note why the element rating’s weight sufficiently justifies the connection.
4. **Rating Systems’ Link to Remediation Process**

If the primary clinical supervisor rates any PWC at a “1,” a remediation process will be initiated, provided that the intern continues to have clinical privileges. A serious ethical breach could result in withdrawal of clinical privileges.

1. **Exit Criteria**

For all competencies, the exit criterion is “ready for independent practice.” The primary clinical supervisor must endorse that the intern is “ready for independent practice” for each PWC. “Ready for independent practice” indicates that interns have sufficient foundational and functional competencies that will enable them to assess their own learning needs and to seek out appropriate resources as they build on their entry-level PWCs. Trainers assume career-long development. Depending on how divergent the interns’ subsequent professional settings and primary roles are from those they encounter in the UCS internship, considerable additional learning beyond the internship may be required.