**SACP M.Ed. Internship**

**GOALS and OBJECTIVES: INTERN COMPETENCE INDICATORS**

**RATING FORM**

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| Intern Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |  |
| Placement Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |  |
| Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |  |
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| Type of Review: | | |  |
|  | Formative | Summative | Other (please describe): |
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| **Use the following rating scale in evaluating the intern’s level of competence for each objective**:  **0=Unsatisfactory:** The intern’s skills reflect insufficient mastery of this competency: requires additional course-based instruction  **1=Needs Improvement:** The intern requires extra practice in this competency prior to leaving the Internship Training Program; plans to accomplish this should be included in the assessment summary  **2=Satisfactory:** The intern’s skills are adequate for practice as an entry level school psychologist; the intern should continue to develop this competency with access to supervision and/or mentoring  **3=Competent:** The intern is ready for autonomous practice as school psychologist in this area  **4=Outstanding:** The intern’s skills in this area are exceptionally strong; the intern could serve as a model school psychologist in this area  **[N/O]=No Opportunity to Observe**  **Important Information**  **The typical range for ratings on a Formative Evaluation is from 0 – 2 as measured at mid-year of the training experience. It is expected that most interns will have room to improve their practice in most areas.**  **The standard for completion of the Internship Training Program on the Summative Evaluation is:**  **No objectives rated Unsatisfactory (0); and Satisfactory (2) or better in at least 80% of observed objectives.** | | | |

**FOUNDATIONAL GOALS AND OBJECTIVES**

**I. PROFESSIONALISM**

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| **1. Professionalism: Interns model behavior and comportment that reflect the standards of practice for professional school psychology.** | |
| **1A. Integrity -** Honesty, personal responsibility, and adherence to professional values | |
| Adheres to professional standards; recognizes personal challenges and seeks supervisor consultation to resolve issues. | 0 1 2 3 4 [N/O] |
| **1B. Deportment** | |
| Communication and physical conduct (including attire) are professionally appropriate. | 0 1 2 3 4 [N/O] |
| **1C. Accountability** | |
| Accepts responsibility for own actions: timeliness, accuracy, availability, and responsiveness to supervision. Demonstrates respect for authority roles and structures within schools, agencies, and systems. | 0 1 2 3 4 [N/O] |
| **1D. Concern for the welfare of others** | |
| Seeks to understand and safeguard the welfare of others: respectful, responsive, sensitive to diverse perspectives and backgrounds. | 0 1 2 3 4 [N/O] |
| **1E. Professional Identity** | |
| Displays emerging professional identity as a school psychologist; uses resources (e.g., supervision, literature) for professional development; seeks membership in professional organizations; participates in professional development activities including the Advanced Skills Training Program. | 0 1 2 3 4 [N/O] |
| **2. Individual and Cultural Diversity: Interns demonstrate awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities representing varied cultural and personal backgrounds, characteristics, and values.** | |
| **2A. Self as Shaped by Individual and Cultural Diversity and Context** | |
| Acknowledges the potential impact of one’s own cultural identity on professional practice and responsiveness to supervision. | 0 1 2 3 4 [N/O] |
| **2B. Others as Shaped by Individual and Cultural Diversity and Context** | |
| Recognizes and accepts others as diverse beings in assessment, treatment, and consultation. | 0 1 2 3 4 [N/O] |
| **2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context** | |
| Demonstrates sensitivity to the role of diversity in interactions with others. | 0 1 2 3 4 [N/O] |
| **2D. Applications based on Individual and Cultural Context** | |
| Works effectively with diverse others in assessment, intervention, and consultation. | 0 1 2 3 4 [N/O] |
| **3. Ethical Legal Standards and Policy: Interns apply ethical concepts and demonstrate awareness of best practice and legal issues regarding professional activities with individuals, groups, and organizations.** | |
| **3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines** | |
| Demonstrates knowledge and application of the CPA *Code of Ethics for Psychologists, Third Edition,* the CPBC *Code of Conduct (September 2014)*, and other relevant ethical and professional codes, standards and guidelines, laws, statutes, rules, and regulations within the context of school-based practice. Identifies ethical dilemmas and seeks consultation when relevant. | 0 1 2 3 4 [N/O] |
| **3B. Awareness and Application of Ethical Decision Making** | |
| Demonstrates knowledge and application of an ethical decision-making model. | 0 1 2 3 4 [N/O] |
| **3C. Ethical Conduct** | |
| Integrates moral principles/ethical values in professional conduct. Actively seeks supervisor input when issues arise. | 0 1 2 3 4 [N/O] |

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| **4. Reflective Practice/Self-Assessment/Self-Care: Interns demonstrate personal and professional self-awareness and reflection, and appropriate self-care.** | |
| **4A. Reflective Practice** | |
| Engages in reflection regarding own professional practice; uses resources, including supervisor, to enhance reflectivity | 0 1 2 3 4 [N/O] |
| **4B.** **Self-Assessment** | |
| Monitors and evaluates one’s own practice activities. Seeks input and feedback from supervisors and colleagues | 0 1 2 3 4 [N/O] |
| **4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)** | |
| Monitors issues related to self-care with supervisor/administrator | 0 1 2 3 4 [N/O] |
| **4D. Participation in Supervision Process** | |
| Openly participates in supervision; initiates discussion; responds to feedback; seeks supervisor’s perspective and advice. Engages in group supervision activities in the Skills Training Program. | 0 1 2 3 4 [N/O] |

**II. RELATIONAL**

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| **5. Relationships: Interns relate effectively and meaningfully with individuals, groups, and/or communities.** | |
| **5A. Interpersonal Relationships** | |
| Establishes effective working relationships with students, parents, and professional colleagues. | 0 1 2 3 4 [N/O] |
| **5B. Affective Skills** | |
| Handles conflict satisfactorily; provides effective feedback to others and receives feedback in a non-defensive manner. | 0 1 2 3 4 [N/O] |
| **5C. Expressive Skills** | |
| Communicates clearly; demonstrates appropriate use of professional language. Provides verbal feedback to students, parents, and teachers regarding assessment and diagnosis using language they can understand. | 0 1 2 3 4 [N/O] |

**III. SCIENCE**

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| **6. Scientific Knowledge and Methods: Interns demonstrate understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Interns incorporate respect for scientifically derived knowledge.** | |
| **6A.** **Scientific Mindedness** | |
| Demonstrates valuing and application of scientific methods to professional practice: uses literature to support ideas; formulates appropriate questions regarding case conceptualization and procedures. | 0 1 2 3 4 [N/O] |
| **6B.** **Scientific Foundation of Psychology** | |
| Critically evaluates scientific literature relevant to practice and applies the knowledge effectively. | 0 1 2 3 4 [N/O] |
| **6C. Scientific Foundation of Professional Practice** | |
| Engages in evidence-based practice (e.g., data-based decision making, RTI, progress monitoring). | 0 1 2 3 4 [N/O] |

**FUNCTIONAL GOALS AND OBJECTIVES**

**IV. APPLICATION**

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| **7. Evidence-Based Practice: Interns integrate research and clinical expertise in schools and other settings.** | |
| **7A. Knowledge and Application of Evidence-Based Practice** | |
| Applies evidence-based practices in assessment. Develops intervention plans that integrate empirical findings, clinical judgment, and student needs. | 0 1 2 3 4 [N/O] |
| **8. Assessment: Interns are skilled in the assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.** | |

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| 8A. Knowledge of Measurement and Psychometrics | |
| Selects psychoeducational assessment measures and techniques with attention to issues of reliability and validity. Applies measurement knowledge to the interpretation of scores. Describes limitations of assessment data reflected in assessment reports. | 0 1 2 3 4 [N/O] |
| 8B. Knowledge of Assessment Methods | |
| Demonstrates efficiency in application of a cross battery approach. Shares relevant information about the use of assessment instruments and techniques with relevant others in school settings. | 0 1 2 3 4 [N/O] |
| 8C. Application of Assessment Methods for Individuals and Small Groups | |
| Demonstrates familiarity with a range of assessment materials for diagnosis and intervention planning for students. Selects appropriate assessment measures to address referral questions. | 0 1 2 3 4 [N/O] |
| 8D. Diagnosis | |
| Integrates information from the assessment process in the diagnosis of individual outcomes and needs. Applies relevant identification and diagnostic criteria (e.g., Ministry of Education, Ministry of Advanced Education, Community Living BC, adjudication for provincial exams, etc.). | 0 1 2 3 4 [N/O] |
| **8E. Conceptualization and Recommendations** | |
| Utilizes systematic approaches of gathering and integrating data to inform decision-making. Makes decisions based on the relationship between referral concerns, diagnosis, and recommendations. | 0 1 2 3 4 [N/O] |
| **8F. Communication of Assessment Findings** | |
| Writes assessment reports in a clear and informative manner; effectively communicates assessment findings to students, parents, teachers, and relevant others. | 0 1 2 3 4 [N/O] |
| **8G. Use of Computer Assessment Materials and Scoring Programs** | |
| Uses technology accurately and appropriately. Applies clinical knowledge to the interpretation and use of computer generated score reports. | 0 1 2 3 4 [N/O] |
| **9. Prevention and Intervention: Interns develop prevention activities and interventions designed to promote the success and well-being of individuals, groups, and/or systems.** | |
| **9A. Knowledge of the School Psychology Service Delivery Model** | |
| Assists with the planning and implementation of a range of school psychology services. Works to broaden awareness of school psychology roles in school-based settings. | 0 1 2 3 4 [N/O] |
| **9B. Prevention Planning and Implementation (Universal)** | |
| Assists in the planning and implementation of school-wide or large-group prevention activities. | 0 1 2 3 4 [N/O] |

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| **9C. Intervention Planning and Implementation (Targeted)** | |
| Consults and assists in the planning and implementation of evidence-based interventions with classroom or other groups in school settings. | 0 1 2 3 4 [N/O] |
| **9D. Individual Assessment and Intervention (Intensive)** | |
| Develops intervention recommendations and strategies consistent with assessment results. | 0 1 2 3 4 [N/O] |
| **9E. Intervention Implementation** | |
| Assists in planning and implementing evidence-based interventions. | 0 1 2 3 4 [N/O] |
| **9F. Progress Monitoring and Program Evaluation** | |
| Evaluates student progress and assists in modifying interventions utilizing established outcome measures. | 0 1 2 3 4 [N/O] |
| **10. Consultation: Interns provide professional assistance in response to the needs of individuals and groups.** | |
| **10A. Role of Consultant** | |
| Works effectively as a member of school-based or agency teams; contributes a school psychology perspective to team deliberation and planning. | 0 1 2 3 4 [N/O] |
| **10B. Addressing Referral Question** | |
| Focuses assessment and intervention processes on referral issues; analyzes needs through background searches and interviews with relevant persons. | 0 1 2 3 4 [N/O] |
| **10C.** **Communication of Consultation Findings** | |
| Effectively communicates with all relevant persons (students, parents, school and community personnel). | 0 1 2 3 4 [N/O] |
| **11. Mental Health and Well-Being: Interns participate in supporting mental health and well-being through awareness and/or implementation of evidence-based programs and strategies.** | |
| **11A. Knowledge of Issues in Mental Health** | |
| Demonstrates knowledge of a range of issues related to the mental health and well-being of students and school settings. | 0 1 2 3 4 [N/O] |
| **11B. Familiarity with a Range of Programs** | |
| Demonstrates familiarity with programs and strategies that promote the mental health and well-being of individuals and groups. | 0 1 2 3 4 [N/O] |
| **11C.** **Role in Implementation** | |
| Demonstrates awareness of needs assessment and evidence-based prevention and intervention programs and strategies. | 0 1 2 3 4 [N/O] |
| **11D. Progress Monitoring and Evaluation** | |
| Applies progress monitoring and evaluation strategies to assess the effectiveness of programs and strategies. | 0 1 2 3 4 [N/O] |

# V. EDUCATION

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| **12. Supervision: Interns participate in supervision as a means of enhancing and self-monitoring professional practice.** | |
| **12A. Expectations and Roles** | |
| Discusses and signs the Supervisor/Supervisee Agreement with assigned supervisor(s). | 0 1 2 3 4 [N/O] |
| **12B**. **Skills Development** | |
| Actively participates in supervision, both individual and group; initiates discussion; responds to feedback; seeks perspective and advice from supervisor(s). | 0 1 2 3 4 [N/O] |

**VI. SYSTEMS**

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| **13. Interprofessional Systems: Interns effectively identify and interact with professionals in multiple disciplines.** | |
| **13A.** **Knowledge of the Shared and Distinctive Contributions of Other Professions** | |
| Demonstrates knowledge of the principles and procedures of school-based team functioning including the roles and expertise of team members (e.g., classroom teachers, counselors, learning assistance teachers, speech/language pathologists). | 0 1 2 3 4 [N/O] |
| **13B. Team Functioning** | |
| Participates effectively as school psychologist working with other professionals in team activities. | 0 1 2 3 4 [N/O] |
| **13C. Interprofessional Communication** | |
| Collaborates and communicates with a variety of professional colleagues in schools and the community. | 0 1 2 3 4 [N/O] |

**Indicate current cumulative hours of supervised practice recorded in the intern’s log for this internship:**

**Has this review of competency included a review of goals in the Internship Plan?**

**Overall Assessment of Intern’s Current Level of Competence**

Please provide a brief narrative summary of your overall impression of this intern’s current level of competence. In your narrative, please be sure to address the following questions:

* What are the intern’s particular strengths and weaknesses? Specific areas for growth identified?
* Do you believe that the intern has reached the level of competence expected by the program at this point in training? If not, please elaborate.
* If applicable, is the intern ready to move to the next level of training, or autonomous practice?

Evaluator’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Intern signature indicates only that the evaluation has been discussed with the intern)