***Audrey Hepburn Children’s House***

***Northern Regional Diagnostic Center for Child Abuse and Neglect***

**Joseph M. Sanzari Children’s Hospital**

**Hackensack University Medical Center**

**FORENSIC PSYCHOLOGY INTERN**

**EVALUATION FORM**

**Name of Intern:       Date:**

**Supervisor:       Evaluation Period**:

This form will be used to assess both baseline competencies, administered for self-rating at the beginning of the pre-doctoral year, and development throughout the course of the year. As such, it will be formally completed by supervisors at the 6-month and 12-month period. Evaluation methods include but are not limited to direct observation, review of documentation, feedback from staff, etc. Please note, while it is expected that all doctoral interns within the program will succeed and develop the following competencies across the year, scores lower than a 2 may result in the initiation of due process procedures. Information regarding interns progress will be provided to the Training Directors from their doctoral education institutes. Feedback will be provided to the Training Directors at the 6-month and 12-month intervals. Training Directors will also be contacted at any other time when a training concern emerges so they will be able to assist in addressing the concern, including development of a remediation plan. Interns will be encouraged to discuss disagreements or lack of understanding regarding any aspect of the evaluation.

**1-Significant improvement needed** (significant improvement needed to meet expectations, fails to meet expectations, remediation required)

**2-Developing skill level** (expected level of competency pre-internship, marginally meets expectations, close supervision required on most cases)

**3-Intermediate skill level** (expected level of competency for an intern at mid-point of internship, routine or minimal supervision required on most cases)

**4-Advanced skill level** (expected level of competency for an intern at completion of internship, exceeds expectations, able to function largely autonomously)

**5-Seasoned professional skill level** (rare rating for internship, exceeds expectations, functions autonomously with a skill level representative of experience)

**N/A- Not applicable at this time**

**DOMAIN 1. PROFESSIONAL VALUES, ATTITUDES and BEHAVIORS**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | ***General Practice -*** Conducts themself in ways that demonstrate integrity, accountability and concern for others | | | | | | |
| 1 | Continues to d*evelop an identity as an early career professional, both as related to general clinical psychology and the practice of forensic psychology* |  |  |  |  |  |  |
| 3 | Engages in self-reflection in both personal and professional functioning; *actively involved in activities that maintain and improve performance, well-being and professional effectiveness* |  |  |  |  |  |  |
| 4 | Actively seeks and demonstrates an *openness and responsiveness to feedback and supervision*. |  |  |  |  |  |  |
| 5 | Appropriately balances the need for supervision with increased professional autonomy. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training |  |  |  |  |  |  |
|  | ***Forensic Practice -*** *Understands the limits of clinical opinions within a reasonable degree of psychological certainty and practices within these bounds* | | | | | | |
| 1 | Can articulate how forensic practice differs from general clinical practice on multiple levels |  |  |  |  |  |  |
| 2 | *Recognizes and appreciates appropriate role boundaries with differing systemic agencies and specialists* (e.g., DYFS workers, Prosecutors, physicians) involved in forensic and general clinical work. |  |  |  |  |  |  |
| 3 | Shows *familiarity with major scholarly works and ongoing debates in areas of practice.* |  |  |  |  |  |  |
| 4 | Describes efforts to maintain and enhance knowledge and skills in the full scope of forensic practice. |  |  |  |  |  |  |
| 5 | Demonstrates an awareness of the potentially profound implications of forensic work and how their opinions are used by the fact finders. |  |  |  |  |  |  |
| 6 | Demonstrates their commitment to providing accurate information to the fact finder and advocating for their data, rather than advocating for a particular side or outcome. |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

**DOMAIN 2. ETHICS AND LEGAL STANDARDS**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | *Demonstrates awareness of relevant national (APA) and state (NJ) ethical principles and laws in forensic and clinical practice.* |  |  |  |  |  |  |
| 2 | Articulates appropriate applications of the *Specialty Guidelines for Forensic Practice.* |  |  |  |  |  |  |
| 3 | *Demonstrates methods for resolving ethical dilemmas*. |  |  |  |  |  |  |
| 4 | *Describes the legal context for various types of evaluations in his/her jurisdiction.* |  |  |  |  |  |  |
| 5 | *Develop self-awareness of how one's history, values and vulnerabilities impact delivery of trauma treatment* |  |  |  |  |  |  |
| 6 | *Recognizes and discusses complex legal and ethical issues applicable to practice.* |  |  |  |  |  |  |
| 7 | *Demonstrates awareness that practice requirements and legal standards vary across jurisdictions*. |  |  |  |  |  |  |
| 8 | *Recognizes the ethical responsibility for cultivating appropriate self-care* |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

**DOMAIN 3. INDIVIDUAL AND CULTURAL DIVERSITY**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | *Recognizes and values individual and group differences, diversity, and culture, and appreciates their impact within a psycholegal context.* |  |  |  |  |  |  |
| 2 | *Recognizes the effect their own cultural worldview and biases have on their professional work.* |  |  |  |  |  |  |
| 3 | *Demonstrates an awareness of the need to educate oneself about unfamiliar cultures and subcultures*; provides examples of efforts to gain awareness of and minimize impact of personal biases |  |  |  |  |  |  |
| 4 | *Demonstrates the ability to identify and appreciate intersecting identities of both clients and professionals as related to trauma.* |  |  |  |  |  |  |
| 5 | *Describes the potential impact of an examinee’s race, ethnicity, native language, etc. on the forensic evaluation process.* |  |  |  |  |  |  |
| 6 | *Describes impact of the interaction of different races, ethnicities, languages, appearances, and cultural factors* impact trauma as well as systemic responses. |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

**DOMAIN 4. COMMUNICATION, CONSULTATION, and INTERPERSONAL SKILL**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Develops and *maintains effective relationships with a wide range of individuals across role and agency*, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. |  |  |  |  |  |  |
| 2 | Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts. |  |  |  |  |  |  |
| 3 | Demonstrates *effective interpersonal skills and the ability to manage difficult communication well*. |  |  |  |  |  |  |
| 4 | *Expresses disagreements and responds to feedback and criticism with composure and in a professional* manner. |  |  |  |  |  |  |
| 5 | *Exhibits a respectful and unbiased attitude toward the examinee, the legal system, and those who serve the legal system*. |  |  |  |  |  |  |
| 6 | Respects the impact of individual and cultural differences. |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

**DOMAIN 5. KNOWLEDGE OF TRAUMA and MALTREATMENT**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Understands the *possible impact of trauma from a developmental perspective* |  |  |  |  |  |  |
| 2 | Can *explain factors contributing to child maltreatment, interventions to reduce recidivism, and possible impact on children*. |  |  |  |  |  |  |
| 3 | I*ntegrates assessment of strengths, resilience, and growth in both assessment and treatment* |  |  |  |  |  |  |

# **DOMAIN 6. ASSESSMENT [FORENSIC and OTHER]**

|  | | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Communicate results of evaluation and treatment progress to relevant third parties in a clear, transparent, comprehensive, articulate and appropriately focused fashion, consistent with ethical standards* | | | | | | |
| 1 | Clearly articulates the referral question and related issues. |  |  |  |  |  |  |
| 2 | Organizes reports to guide the reader in understanding what forensic question was considered, what information the evaluator used, and how the evaluator reasoned from this information to reach his or her forensic conclusion. |  |  |  |  |  |  |
| 3 | Attempts to eliminate jargon from one’s reports. |  |  |  |  |  |  |
| 4 | Includes only data relevant to answering the forensic question. |  |  |  |  |  |  |
| 5 | Separates observations from inferences in forensic reports. |  |  |  |  |  |  |
| 6 | Uses multiple sources of information to corroborate information received from sources. |  |  |  |  |  |  |
| 7 | Well-versed in the current scientific literature regarding psychological measures used in their practice. |  |  |  |  |  |  |
|  | *Incorporates appropriate psychological measures into assessment process and understands the need to interpret according to context, individual and culture* | | | | | | |
| 8 | Proficient in the administration, scoring, and interpretation of psychological tests used in their practice. |  |  |  |  |  |  |
| 9 | Able to clearly explain the rationale for test selection, the strengths and weaknesses of tests used, and the description of test results. |  |  |  |  |  |  |
| 10 | Articulates the uses and empirical limits of relevant assessment methods. |  |  |  |  |  |  |
| 11 | Carefully considers what information can be drawn from psychological tests results and how this information applies to the specific forensic question at hand. |  |  |  |  |  |  |
| 12 | Conducts interviews efficiently, with appropriate pacing and use of open-ended questions; thorough. |  |  |  |  |  |  |
| 13 | *Considers competing hypotheses and evidence for and against both.* |  |  |  |  |  |  |
| 14 | Opinions are supported by findings that are firmly grounded in the data. |  |  |  |  |  |  |
| 15 | *Clearly articulates the reasoning that connects the data to the forensic opinion, both orally and written and acknowledges the limitations to the findings* |  |  |  |  |  |  |
| 16 | Completes evaluations on a timely basis. |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

**DOMAIN 7. INTERVENTION**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Evidences the ability to establish and maintain effective relationships, even with mandated or resistant clients |  |  |  |  |  |  |
| 2 | *Demonstrates understanding of professional literature in relevant intervention area. Evidences a wide knowledge of evidence-based interventions such as TF-CBT for both the general clinical population and those referred related to maltreatment.* |  |  |  |  |  |  |
| 3 | *Develops evidence-based intervention plans specific to the service delivery goals.* |  |  |  |  |  |  |
| 4 | *Able to discuss the rationale for interventions in forensic and general clinical cases*. |  |  |  |  |  |  |
|  | Appreciates the impact of the forensic setting on traditional therapeutic relationships and goals as evidenced by the following. | | | | | | |
| 6 | Describes the impact of legal and ethical issues on intervention in forensic cases. |  |  |  |  |  |  |
| 7 | Describes strategies for dealing with intervention issues specific to forensic or mandated clients. |  |  |  |  |  |  |
| 8 | *Evidences appropriate consideration of individual and cultural factors in intervention.* |  |  |  |  |  |  |
| 9 | *Developing flexibility in treatment intervention* and appropriately modifies case conceptualization and treatment plan based on ongoing contacts/intervention and case complexity. |  |  |  |  |  |  |
| 10 | Completes appropriate documentation including timely and appropriate progress notes. |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

**DOMAIN 8. DIDACTICS**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | *Participated in forensic interviewing training Finding Words/Words First NJ* for qualification as a child forensic interview specialist. |  |  |  |  |  |  |
| 2 | *Attends in-house educational seminars.* |  |  |  |  |  |  |
| 3 | *Reads all assigned readings prior to scheduled didactics and demonstrates an adequate working knowledge of content through discussions and practical application* |  |  |  |  |  |  |
| 4 | *Participates in State and National organizations that address child abuse and neglect issues.* |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

# **DOMAIN 9. RESEARCH**

|  |  | **1** | **2** | **3** | **4** | **5** | **NA** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Demonstrates the ability to independently *formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base*. |  |  |  |  |  |  |
| 2 | *Demonstrates the ability to critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level*. |  |  |  |  |  |  |
|  | **Elaboration on strengths and challenges:** | | | | | | |

This intern has demonstrated satisfactory performance during this period:

☐ Yes ☐ No. If no – suggested course of action.

Comments/Remarks by Intern:

Intern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

(Signature)

Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

(Signature)