

**NAVY INTERNSHIP  
WALTER REED MILITARY MEDICAL CENTER, BETHESDA  
BETHESDA, MARYLAND**

**INTERNSHIP MANUAL**

The Walter Reed National Military Medical Center, Bethesda (WRNMMC, Bethesda), formed from the merger of the National Naval Medical Center and the Walter Reed Army Medical Center (WRAMC) is the location for two Department of Defense internship programs, separately-accredited by the American Psychological Association. The two internships, operated under the auspices of the Army and the Navy, function in a mutually-supportive manner to provide a superior internship training experience for Army and Navy residents.

<b>I PREFACE.....</b>	<b>3</b>
<b>II TRAINING PHILOSOPHY.....</b>	<b>5</b>
<b>III PROGRAM DESCRIPTION.....</b>	<b>7</b>
<b>1. Overview</b>	
<b>2. Orientation</b>	
<b>3. Clinical Rotations</b>	
<b>4. Didactic Training Presentations</b>	
<b>5. Operational Orientation</b>	
<b>6. Transrotational Requirements</b>	
<b>7. Resident Meetings</b>	
<b>8. Grand Rounds</b>	
<b>9. Additional Functions and Roles</b>	
<b>IV OBJECTIVES.....</b>	<b>11</b>
<b>V EVALUATION.....</b>	<b>11</b>
<b>a. Performance Evaluation</b>	
<b>b. Internship Program Evaluation</b>	
<b>VI POLICIES .....</b>	<b>12</b>
<b>1. PROVISION AND DOCUMENTATION OF SUPERVISION.....</b>	<b>12</b>
<b>2. SUPERVISEE LIMITS OF CONFIDENTIALITY.....</b>	<b>13</b>
<b>3A. MANAGEMENT OF RESIDENT DEFICIENT PERFORMANCE.....</b>	<b>13</b>
<b>3B. GRIEVANCE PROCEDURES.....</b>	<b>18</b>
<b>4. RESIDENT ABSENCES.....</b>	<b>18</b>

<b>5. SEMINAR SERIES.....</b>	<b>20</b>
<b>6. SELECTION OF SUPERVISING MILITARY PSYCHOLOGY STAFF.....</b>	<b>22</b>
<b>7. RESOURCES FOR THE TRAINING PROGRAM.....</b>	<b>23</b>
<b>8. QUALITY ASSURANCE.....</b>	<b>24</b>
<b>VII. APPENDICES.....</b>	<b>25</b>
<b>1. APPENDIX A.....</b>	<b>26</b>
<b>CLINICAL PSYCHOLOGY RESIDENTS' PROFESSIONAL PERFORMANCE         EVALUATION</b>	
<b>2. APPENDIX B</b>	
<b>FITNESS REPORT &amp; COUNSELING RECORD.....</b>	<b>55</b>
<b>3. APPENDIX C.....</b>	<b>57</b>
<b>a. RESIDENTS' ROTATION &amp; TRANSROTATION CRITIQUES</b>	
<b>b. CLINICAL PSYCHOLOGY INTERNSHIP PROGRAM CRITIQUE</b>	
<b>4. APPENDIX D.....</b>	<b>83</b>
<b>INTERNSHIP READING LIST</b>	
<b>5. APPENDIX E.....</b>	<b>85</b>
<b>LEAVE CHIT</b>	

## I PREFACE

The following Manual describes in detail one of three Navy Clinical Psychology Internships (Walter Reed National Military Medical Center, Bethesda). The other Navy Internship sites are at the Naval Medical Center, San Diego and Naval Medical Center, Portsmouth in Virginia.

These sites do not function as a formal *Consortium*, as defined by the American Psychological Association, although their programs are similar and they work in cooperation with one another.

As with the Navy internship in San Diego, CA, application to the Walter Reed National Military Medical Center internship is handled through the applicant's local Navy Medical Programs Recruiter. Application is NOT made directly to the internship program. As applicants to the internship are also applying to become active duty naval officers if matched to our program through the APPIC match, they must meet all legal and health requirements for commissioning as naval officers prior to being placed on the internship's APPIC match list. Provided applicants meet these requirements, are enrolled in an APA-approved doctoral program in Clinical or Counseling psychology and have completed all doctoral coursework, they are eligible to be considered for the Match list and will not be discriminated against based on professionally irrelevant factors (e.g., religion, race, cultural heritage). The Navy officer application process is quite familiar to the Navy recruiters and most easily and efficiently handled through them. (The Portsmouth internship does not participate in the APPIC Match but takes applications from students graduating from the Uniformed Services University, Navy Health Professions Scholarship Program and Navy Psychologists who have completed a re-specialization program in clinical psychology).

Any application for a Navy Clinical Psychology Internship is considered by a single Selection Board made up of representatives from the Navy Internship sites. Any offer of an internship will be made for a specific site, and the applicant is asked to rank order his/her site preferences during the APPIC application process. Therefore, it behooves the applicant to acquire sufficient information about both sites so that an informed rank ordering can be made.

Both sites will make a reasonable effort to share address lists of persons who write requesting information from a particular site. HOWEVER, it remains the ultimate responsibility of the applicant directly to seek out the information he/she needs to make his/her choices and decisions.

Additional Addresses of interest (Also listed in the APPIC Directory)

Eric Getka, PhD, National Director, Navy Psychology Training and Recruitment Programs,  
301-295-2476 e mail [eric.getka@med.navy.mil](mailto:eric.getka@med.navy.mil)

Marvin H. Podd, PhD, ABPP, Training Director, Mental Health Directorate, WRNMMC  
301/295-2483 e-mail [marvin.podd@med.navy.mil](mailto:marvin.podd@med.navy.mil)

David B. Mather, PhD, ABPP, Training Director, Mental Health Directorate

Naval Medical Center, San Diego 92134, (619) 532-6065  
e mail [david.mather@med.navy.mil](mailto:david.mather@med.navy.mil)

## II TRAINING PHILOSOPHY

### Overview

The internship is organized around a **Practitioner-Scholar** model. Day to day training emphasizes increasing skill in clinical practice, and increasing familiarity with research underpinnings for that practice. We recognize and emphasize that science and practice are interlocking skills forming the foundation of psychological knowledge and practice. The training faculty expects residents to learn to practice clinical psychology in a manner that is informed by psychological theory and research. Although research is not required as part of the internship, we expect residents to learn about evidence-based practice and to become familiar with interventions that have been supported by research. The faculty and the Navy support residents getting their own personal psychotherapy during the internship year if they wish to do so and the training director can help identify sources for this endeavor.

Before starting internship, residents are commissioned as Lieutenants in the Navy's Medical Service Corps. During the internship (and subsequent service as active duty Navy psychologists), residents receive full pay and benefits as Navy officers rather than as psychology interns and are therefore paid significantly more than their civilian counterparts. Up-to-date information about pay and benefits can be found at <http://www.defenselink.mil/militarypay/pay/>. (The rank at which residents enter the Navy is listed as "O-3 with <2 years active duty" on the pay table). Annual pay raises occur, as determined by the U.S. Congress.

### Specifics

1. The internship program in clinical psychology is a twelve month period of academic and clinical training in a military setting designed to meet two broad goals: The first goal is to provide the trainee with the experiences and skills necessary to meet the competencies endorsed by the American Psychological Association. The second goal is to equip the trainee with specific skills needed to practice within the military health care system.
2. The following doctoral degree requirements must be completed prior to entrance into the Navy. These include: (1) all required coursework (2) written and oral comprehensive examinations (3) pre-internship practica and (4) acceptance of dissertation proposal and data collection in progress (there should be assurance that data collection will be finalized preferably before the start of internship). Whenever possible, the dissertation should be completed prior to internship, but completion is not required and time and support will be provided to help the resident complete the dissertation during the internship year.
3. Experience has demonstrated that, after completing the internship, Navy internship graduates typically report to an assignment at a Navy hospital that requires a higher level of practice than their civilian counterparts. Because of the higher level of reliability and accountability demanded in the military environment, the professional skills and decisions of the military provider are more closely tracked. This tracking, plus the experience base of the civilian and military faculty, has allowed the internship to identify, establish and continue to refine those skills necessary for effective professional performance at the next duty station without compromising the civilian standards established by the American Psychological Association. The Navy clinical psychology internship at the Walter Reed National Military Medical Center, Bethesda has been continuously accredited by the

American Psychological Association (APA) since 1965. The internship has been described by the APA as "a model program" because it has integrated internship experiences with post-internship performance requirements. In 2005 the internship received a full 7-year accreditation from the APA.

Inquiries regarding accreditation may be addressed to the American Psychological Association's Committee on Accreditation at the following address or phone number:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, N.E.  
Washington, D.C., 20002-4242  
(202) 336-5979

4. Supervision continues after the internship, enabling the internship graduate to progress toward licensure. Following licensure, the internship graduate is eligible for full staff credentials, granted by the commanding officer of the hospital to which the psychologist is assigned. Review and re-credentialing is then required at least every two years or when the psychologist transfers to a new duty station. The intent of the internship program is to support this continuous process of professional growth by providing those skills necessary to perform satisfactorily wherever the resident is assigned after graduation.
5. The major rotations (subject to change) reflect areas of clinical practice in which military clinical psychologists provide services: adult outpatient, assessment, neuropsychology, and primary care/health psychology. Training in substance abuse is covered within each rotation, to the extent possible. Operational military orientation is a minor rotation. By concentrating the resident's experiences sequentially while simultaneously providing ongoing experiences in assessment and therapy throughout the year of training, the best balance for achieving the learning goals occurs.

### III PROGRAM DESCRIPTION

#### 1. Overview

Following a five week orientation to the Navy at Officer Development School (ODS) in Newport, Rhode Island, trainees report to Walter Reed National Military Medical Center (WRNMMC). The internship year is comprised of a two-week long orientation period followed by the clinical rotations. The internship is 52 weeks long. The didactic portion of the internship consists of lectures and seminars throughout the year. Additionally, there are trans-rotational experiences to expand therapy and assessment skills. The residents typically spend approximately one week underway aboard an aircraft carrier with the ship's psychologist and one week with the Marine Corps in Camp LeJeune, North Carolina to familiarize them with the operational Navy and Marine Corps. While the program described below is planned for the coming year, it is subject to change since the internship is always seeking to improve based on faculty and trainee input.

#### 2. Orientation

The orientation period is the two-weeks before clinical rotations begin and covers such topics as: departmental structure, hospital command orientation, rotation overview, dissertations, schedule of didactics, office assignments, etc.

#### 3. Clinical Rotations

##### a. Outpatient Rotation

During this rotation, residents will learn how to do mental health evaluations and follow-up treatment/disposition of patients referred from a large number of sources, including self-referral, with a wide variety of presenting problems. Residents will carry a caseload of individual psychotherapy patients, and in addition, may engage in supervised outpatient experiences in group therapy and couples therapy. Residents will learn how to assess and manage risk for self-directed and other-directed aggression on an outpatient basis, as well as learn how and when to move patients to more intensive or controlled treatment environments. In addition, residents will learn how to conduct military-specific evaluations for a variety of purposes, including Security Clearances, Disability/Medical Retirement evaluations, Fitness for Duty, and suitability screenings.

##### b. Assessment Rotation

After interviewing a patient and reviewing the medical record, the resident provides psychological testing of patients referred from a variety of sources. Testing results and recommendations address the referral questions and may suggest additions or changes to the treatment plan. Testing feedback is routinely provided to the patient, unless it is a command referral. Feedback to patients should follow the model of therapeutic test interpretation.

##### c. Primary Care/Health Psychology

During this rotation, residents work in the Primary Care clinic for six weeks practicing a collaborative population health approach to behavioral health. Residents serve as consultants to primary care providers who rapidly evaluate patients' symptoms and functioning. Residents address patients' needs with regard to chronic health conditions and behavioral health conditions. Residents increase motivation for behavioral change, provide brief, targeted interventions and dispositional recommendations. Problems addressed include headaches, pain, anxiety, insomnia, weight reduction, treatment adherence, and lifestyle management. The remaining six weeks of the rotation are electives and include psycho-oncology, pre and post operative assessment, pain treatment, sleep clinic, tobacco cessation and diabetes/obesity. The mini-rotation skills and experiences, though brief and highly specific, translate to any clinical setting.

d. Neuropsychology

Residents will have the opportunity to evaluate a variety of outpatients with neurological complaints or diagnoses as they participate in three sub-rotations. The first sub-rotation will expose residents to inpatient evaluations of patients with acute injuries; the second sub-rotation will involve evaluation of outpatients who have suffered traumatic brain injuries (TBI); and the third sub-rotation will involve evaluation of non-TBI related neurological complaints. By the end of the rotation residents will be able to accurately diagnose traumatic brain injuries and perform basic neuropsychological evaluations.

4. Didactic Training Presentations

A comprehensive program of regularly scheduled seminars, lectures, and workshops accompanies the intensive direct supervision inherent in the rotations. These didactic presentations are designed to provide the resident with state-of-the-art information and training relevant to effective functioning as a psychologist. There are several varieties: (1) extended seminar series each of which is comprised of a number of sessions and which cover different topics such as psychodiagnostic testing tools, neuropsychology, short-term treatment models, (2) individual lectures which focus on special topics, such as suicide evaluation and management, assessment and treatment of insomnia, military psychology, etc., and (3) workshops, such as Rorschach interpretation, MMPI-2, MCMI III, empirically validated treatments for PTSD, psychodynamic theory and practice, etc. The presenters of these didactic programs are principally distinguished colleagues from the civilian clinical and academic communities. Seminar presentations are scheduled and announced in advance and invitations are issued to neighboring Navy and Marine Corps Commands (e.g., Naval Academy, Patuxent River Naval Air Station, Quantico Marine Corps Base), Andrews Air Force Base, WRNMMC Army interns and faculty, Washington Veterans Administration Hospital and local universities and internship programs.

In addition, there are twice monthly psychotherapy seminars attended by the Navy residents. Didactics in operational psychology are conducted twice monthly. Rotation-specific didactics are also presented.

5. Operational Orientation

Visits to Navy and Marine Corps facilities are undertaken to orient the residents to naval line operations, so that they can better understand the work environment, training, culture, and stresses of the populations for whom they provide psychological services. Residents typically

spend approximately one week with a psychologist assigned to an aircraft carrier and one week with Marines at Camp LeJeune, North Carolina under the guidance of a Navy clinical psychologist assigned to the base. In addition, a monthly lunch meeting is devoted to presentations and discussion of the operational Navy by military mental health professionals who have served in those positions. A one week workshop at the Center for Deployment Psychology (CDP) will provide experiential didactic and experiential training in empirically-supported treatments for PTSD and managing suicide risk, the experience of deployment from a family perspective, etc.

## 6. Transrotational Requirement

### a. Long-Term Individual Therapy Case

Each resident is expected to carry one long-term, psychodynamic outpatient case during the year (long-term means at least 9 months). The Director of Training will coordinate the assignment of long-term cases and insure weekly supervision is provided.

### b. Therapy for Posttraumatic Stress Cases

Each resident is expected to carry cases of patients suffering from PTSD. Whenever possible, a case will be treated to completion before the next is begun. Each case will be treated using a different evidence-based model. The cases may be supervised by one supervisor or separate supervisors, depending on the model used and the expertise of the supervisor.

### c. Professional Development Seminar

Every other week the residents meet with the seminar leader. Readings may be provided for discussion. This seminar provides the residents with the opportunity to discuss issues related to being a psychologist in the Navy, work on interpersonal issues with each other, discuss concerns about the internship, etc.

### d. Operational Psychology Seminar

A didactic curriculum will be followed exposing the residents to the different roles, experiences and jobs military psychologists can perform outside of the traditional mental health setting. Psychologists will be invited to speak about their personal operational assignments to help acquaint the residents with different operational experiences.

## 7. Internship Meetings

All residents attend an every other week meeting with the Director of Psychology Training.

The adjutant attends the weekly psychology faculty meeting as the resident representative. The adjutant is expected to bring resident questions, issues, concerns to that meeting and to carry back information from the faculty.

All residents will attend training and meetings related to their duties as Officer of the Day (OOD). See Section 9 b.

## 8. Grand Rounds

The mental health staff meets weekly for Grand Rounds. A staff member, trainee or invited speaker presents a topic. Rotation supervisor will inform residents if they are to attend while on the specific rotation.

## 9. Additional Functions, Roles and Support

### a. Class Adjutant

Each resident will function as the class adjutant. As such, the resident serves as the senior member of the class and as a conduit for information between the staff and the residents. The Navy adjutant will partner with the Army Chief resident who performs similar duties. Specific responsibilities include the following:

1. Attend the weekly faculty meeting (usually for the first few minutes of that meeting).
2. For the seminar series, the adjutant is responsible for attendance sheets, lecture evaluation forms from residents, continuing education forms for staff and equipment needed by the presenter. The adjutant conveys weekly seminar information to Air Force, Army, and VA Interns.
3. Organize all paperwork and travel for operational activities for internship class.
4. Maintain an email and phone list for Air Force, Army and VA Interns.

### b. Officer of the Day

The resident will be assigned to the Medical Center Officer of the Day (OOD) duty roster. This duty, for which the resident receives extensive prior training, involves providing administrative services throughout the hospital after normal working hours, and is an integral part of the duties of all junior Medical Service Corps Officers at the Medical Center.

### c. ER Watch

The resident will be assigned to share ER watch with psychiatry residents on specific days throughout the year for a time period that will begin at 4 PM and extend no later than 11 PM. Supervision will be provided by the on call staff psychiatrist.

### d. Medical Service Corps Membership

Since the psychology residents are Medical Service Corps (MSC) officers, it is strongly encouraged that they interact professionally and socially with other MSC officers assigned to the hospital. Such interaction is not only important to the smooth and effective performance of the psychologist's job when it extends beyond the behavioral health clinic, but also serves to increase the resident's appreciation of other non-physician specialists in the Navy health care system, just as it increases others' awareness of the psychologist's role.

e. Support

There are clerical and support personnel who assist staff and residents in making appointments, checking patients in, contacting residents when patients arrive or when they receive phone calls at the front desk, obtaining supplies, resolving IT problems, etc.

#### IV OBJECTIVES

1. Appendix A describes the competencies, knowledge, skills and abilities required of residents who successfully complete the training program. Appendix A covers the rotational and transrotational requirements.

#### V EVALUATION

1. The method of evaluation has two components: Evaluation of resident performance and evaluation of the internship program.
2. Resident Performance Evaluation. Residents will be evaluated by the following methods:
  - a. Weekly supervision. During each clinical rotation the resident receives several hours of weekly supervision. This supervision in part reviews progress toward rotational competencies and learning goals. At mid-rotation the resident and supervisor will have a formal session to review progress on competencies and learning goals.
  - b. Professional Performance Evaluation. Each supervisor will perform a mid-rotation written evaluation to help the resident gauge how he/she is doing. These evaluations are submitted to the Director of Training. The end-of-rotation performance evaluation is also submitted to the Director of Training by the rotation director and reflects input from all staff having supervised the resident on requirements for a specific rotation (see Appendix A). All written evaluations are shared with the residents and then with the Director of Training and are filed in the residents' training files.
  - c. Fitness Report: (see Appendix B). As military officers, residents are also rated on their military traits and performance. Fitness reports become part of their permanent military service record and are used in the promotion process.
3. Internship Program Evaluation.

At mid-year and at the end of the internship each resident will submit written critiques of the training program. Trainee identification on the critiques is optional. (Rating scale and open-ended critique forms are included in Appendix C).

## VI POLICIES

### 1. PROVISION AND DOCUMENTATION OF SUPERVISION

#### Rotation Supervision

Ongoing case supervision will be coordinated by the faculty member in charge of the rotation to which the resident is assigned.

Over the course of the year the resident should receive supervision from most of the psychology faculty and perhaps some of the psychiatry and social work staff as well.

IT IS VERY IMPORTANT TO NOTE THAT IN ADDITION TO SCHEDULED SUPERVISION TIMES, THE STAFF IS AVAILABLE FOR AND STRONGLY ENCOURAGES ADDITIONAL SUPERVISION WHENEVER NEEDED

**In order to graduate from the internship, residents are required to successfully complete all of the rotations. (See Section 3A for “Management of Deficient Performance”).** While assigned to a rotation, one or more independent privileged providers, usually psychologists, supervise all of the resident’s clinical work.

#### Primary Care/Health Psychology Rotation

Rapid evaluation and documentation for patients seen in a medical clinic are emphasized. For ongoing treatment cases, an independent privileged provider (usually the Primary Care Psychologist) will document supervision by countersigning the initial note, all progress notes, and transfer or termination note in the patient's computerized health record. Evaluation and progress notes will be entered in the patient’s computerized health record after each patient contact. A similar procedure is used on the elective health psychology specialty rotations.

#### Outpatient Rotation

During this rotation, residents will perform general mental health and specialty evaluations (e.g., evaluations for security clearances) and psychotherapy. Supervision is provided by an independent privileged psychologist who countersigns each evaluation and patient progress note.

#### Assessment Rotation

Assessment referrals will come from different sources. Assessments will be in response to a written consult from the Outpatient Clinic, Inpatient Psychiatric Unit, Inpatient Psychological Health-Traumatic Brain Injury Program, or from outside of the WRNMMC (surrounding clinics). Residents will learn to construct a psychological testing battery to answer referral questions. Residents will learn to use a wide range of self-report and performance-based tests. Examples of the former include MMPI-2, PAI, MCMI III while examples of the latter include Rorschach, WAIS-IV and academic achievement tests. Reports will be prepared in writing and signed by the psychology resident and supervising independent privileged psychologist prior to distribution.

### Neuropsychology Rotation

On this rotation the resident is assigned responsibility under supervision for evaluating outpatients with neuropsychological test batteries and neuropsychological screening instruments. Inpatients are evaluated and treated under the supervision of licensed psychologists and neuropsychologists. All notes are countersigned by the independent privileged supervisor.

### Transrotational Supervision.

During the year the psychology residents will carry one individual psychodynamic psychotherapy case outside of and across the rotations. The supervisor will be an independent privileged provider who will document supervision by countersigning the initial note, every progress note and the termination note in the computerized health record.

### Operational Mini-rotations

Residents typically provide no clinical services while onboard an aircraft carrier or while shadowing the carrier psychologist. In the event that a resident observes a therapy group or substance abuse meeting, the licensed psychologist will be present to observe the trainee's professional behavior. On the Marine Base at Camp LeJeune residents are oriented to Marine Corps life, training, goals and expectations.

## **2. SUPERVISEE LIMITS OF CONFIDENTIALITY**

### OVERVIEW

Resident performance is discussed at weekly faculty meetings with regard to professional behavior (e.g., clinical skills, ethical conduct, areas of proficiency, areas in need of improvement) and military bearing (e.g., appearance and behavior befitting an officer).

### PROFESSIONAL AND MILITARY PERFORMANCE

Professional and military performance are discussed in faculty meetings in order to ensure that faculty who are supervising or will be supervising a resident are aware of the trainee's strengths and potential areas for growth. Regarding the latter, discussion is focused on identifying the best approaches to be used to help the resident. Strengths and areas for growth are documented and filed in the resident's training file. Each rotation director will review the goals, objectives and expectations with the resident at the beginning of the rotation. The resident's performance and progress are documented on the evaluation forms and these are filed in the trainee's training folder after the resident has signed them.

### PERSONAL INFORMATION

Personal information that a resident shares with a faculty member will generally be kept confidential. Personal information will not be shared with other faculty unless the resident gives permission or there is a discussion with the trainee about the need to share the information and the impact on the resident's training if the information were not shared.

Otherwise, except for unusual and extraordinary circumstances (e.g., physical harm or abuse of self or others, court order, ethical violations, violations of UCMJ or civil law, or if the supervisor must violate confidentiality to defend him/herself against legal action taken before the court), confidentiality will be maintained.

Personal information about the resident that is revealed during supervision will not be shared with other members of the faculty or the Training Director unless doing so is deemed necessary to further the resident's training. The decision to convey personal information about the trainee to other faculty members or the Training Director will be discussed with the resident in advance. The discussion will include reasons why the resident's training would benefit from such disclosure. In most cases, the resident's personal history and family issues are not relevant beyond the individual supervision in which they were disclosed and will be kept confidential

#### AUDIO/VIDEO RECORDINGS

In cases where a video or audio medium is used for supervision, the recording will be erased after it is reviewed in supervision, to the extent that the medium will allow this. The resident, not the supervisor, maintains control over the medium. If for any reason, the supervisor wishes the data saved, this must be discussed with the resident and the two must agree. Possible exceptions would be if the recording is being archived for teaching purposes or to document deficiencies in the trainee's skills and their remediation. In any case, the resident would be made aware of this before such archiving was begun and that the purpose is for training or documentation of deficiencies and progress in remediation.

#### WRITTEN EVALUATIONS

Formal written evaluations will be completed by rotation supervisors and transrotational supervisors. These will be shared with and signed by the resident before they are given to the Training Director who will review and sign them. The Training Director will give them to the Administrative Officer for filing in the resident's training folder. This folder is maintained for future reference when documentation of internship and training experiences and/or recommendations are requested by the resident or a potential employer. In the event that the resident feels due process has not been followed, refer to the next section on Management of Deficient Resident Performance in the internship manual for directions on how to proceed.

### **3A. INSUFFICIENT PROGRESS OF PSYCHOLOGY RESIDENTS**

#### Definition

Insufficient progress means failure to successfully complete academic course work required by the training program and/or failure to master a substantial portion of the knowledge and clinical skills appropriate to a trainee's level of training. A designation of insufficient progress is not necessarily a global indictment of the skills and knowledge of a trainee. However, it does indicate that there are critical areas of skill or knowledge that do not meet acceptable standards and need improvement.

## Procedures

As a first step in assisting the resident to improve his or her progress, a remediation plan will be developed by the Training Director (TD) and faculty. The remediation plan will be in effect for a period not to exceed thirty (30) days. If the performance criteria included in the plan are not met by this time, a referral will be made to the Graduate Medical Education Committee (GMEC). The TD, with the approval of the Chief Psychologist, will inform the resident that he/she is being referred to the GMEC for consideration of a probation hearing. The resident has the right to address the TD and the GMEC concerning his/her performance. When the referral is made to GMEC, the chain of command up through the Director of Behavioral Health and the Senior Medical Service Corps Officer at the Command is notified. If GMEC decides to hold a probation hearing, the resident has the right to attend the hearing if he/she wishes. The GMEC decides if probation is indicated and accepts or rejects the TD's written probation plan. This plan includes areas of insufficient progress, remedial steps necessary, and a specific time period to satisfactorily complete the probation requirements.

If progress insufficient after being placed on probationary status, a letter to GMEC is prepared by the TD, for the Chief Psychologist's signature recommending that the resident be disenrolled from the training program. All relevant correspondence will be enclosed and the resident's insufficient progress specifically addressed. If the Chief Psychologist accepts the TD's written recommendation to disenroll the resident, he/she will convene a meeting with the TD, the resident, and the Command Legal Officer to inform the resident of this decision. The resident will be given the opportunity at that time to again appeal to the GMEC and to justify his/her performance. If the GMEC supports the TD's recommendation to disenroll the resident from the training program, the chain of command will be notified of the recommendation for disenrollment.

It is the goal of each internship training program to educate and graduate its trainees. The faculty recognizes its duty to provide special assistance to trainees who are having difficulty learning. When a trainee is determined to be making insufficient progress, staff supervisors and the trainee involved will cooperatively attempt to find the reasons for the difficulties and to develop a well-reasoned plan for remediation. It is expected that trainees will apply themselves especially diligently when their performance does not meet the standards of the program.

It is the intent of this policy to separate failure to learn and progress from disciplinary matters. The latter are handled through command channels and may result in formal counseling statements, letters of reprimand, or even nonjudicial punishment by the Commander through the Uniform Code of Military Justice. On the other hand, it is recognized that not all transgressions or ethical violations should be viewed simply as disciplinary matters. Some may be due to ignorance or misunderstanding and therefore legitimately require concurrent remedial training.

### Insufficient Progress Due to Personal Problems or Conflicts.

Principle 2.06 of the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct places an affirmative duty on trainees to maintain competent performance of clinical duties and to minimize the influence on their clinical performance of any personal problems they may have or be facing. When either a trainee or a supervisor becomes aware that the trainee's personal problems are or may be interfering with performing their duties adequately, the trainee takes appropriate measures, such as obtaining

professional consultation or assistance, and determines an appropriate course of action. Supervisors will support the trainee in taking appropriate measures. If the trainee requests information regarding professional consultation resources, the supervisor will provide resource information.

In situations where a supervisor becomes aware that a trainee is not maintaining competent performance of clinical duties but is minimizing the influence of personal problems they may have or be facing, supervisors may take appropriate action by advising the student to seek professional consultation or assistance, or by having the trainee's clinical duties temporarily limited or suspended. Supervisors do not request that trainees reveal personal information unless the information is necessary to evaluate or obtain assistance for trainees whose personal problems could reasonably be judged to be preventing them from performing their training or professionally-related activities in a competent manner or posing a threat to the trainee or others. If recommendations for psychotherapy or other behavioral health care are given, these will involve providers at other treatment facilities rather than members of the faculty or others within the supervisory chain.

Concerns regarding deficient performance due to personal problems which include medical and behavioral health matters, and readiness/eligibility for training are ultimately the responsibility of the trainee's Commanding Officer. Consideration may be given, when appropriate, to refer the trainee for evaluation in accordance with DoD Directive 6490.1, Mental Health Evaluations of Members of the Armed Forces. The final decision regarding referral for evaluation will be made by the trainee's Commanding Officer; however, consultation to the commander will be provided by the training director, faculty, and the GMEC. It is expected in many cases that providing additional resources will enable the trainee to succeed in meeting standards of the training program in accordance with applicable policies and regulations. The report of medical or mental health evaluation including diagnosis and recommendations is delivered to the commander for his/her consideration. It is not delivered to the training director. Although treatment may be mandated or recommended by the commander, there is no ultimate obligation on the part of the Navy to offer accommodations to a trainee. If a medical or behavioral health condition is judged to be possibly service disqualifying, procedures described in [DoD Directive 1332.18](#), Separation or Retirement for Physical Disability, and [DoD Instruction 1332.38](#), Physical Disability Evaluation will be followed.

#### Responsibilities.

a. Chief, Department of Psychology.

(1) Formally decides whether a trainee is making insufficient progress in the training program. Considers the formal or informal input of the trainee and other knowledgeable individuals in making his/her judgment.

(2) Communicates his/her decision and directives in writing to trainees who have been considered for insufficient progress status.

(3) Approves the plan for remediation prepared by the training director.

(4) Communicates all findings and actions to the Graduate Medical Education Committee (GMEC). Recommends action to the GMEC (including probation) based on the results of the remediation effort and other data.

(5) Implements the decisions of the GMEC.

b. Training Director (TD)

- (1) Periodically apprises the Chief, Department of Psychology, of the progress of each trainee.
- (2) Initiates and justifies in writing the recommendation that a trainee be placed on remediation or probationary status for insufficient progress.
- (3) Formulates a plan for remediation aimed at removing the identified deficiencies and achieving needed competencies. The proposed plan will:
  - (a) Adhere to the guidance of the GMEC if given.
  - (b) Specify the nature of the trainee's deficiencies and summarize how they were ascertained.
  - (c) Summarize previous relevant grievance actions by the trainee and their outcomes (if any).
  - (d) Specify what actions the trainee must take to improve (e.g., increased reading, tutorials, increased supervision, etc.).
  - (e) Specify the means to be used for evaluating progress.
  - (f) Provide a timetable for periodic (if used) and final evaluations and recommendations.
  - (g) Implements, revises, and extends the plan as needed.
  - (h) Prepares complete and accurate documentation of remediation training evaluations, decisions, and actions which are maintained in the individual's training file.
  - (i) Recommends disciplinary action as appropriate.

c. Residents/Interns

- (1) Communicate with the TD in good faith regarding their training needs and difficulties.
- (2) Actively collaborate in designing and implementing a plan for improvement and remediation when warranted.
- (3) Acknowledge in writing communications from the Chief or TD, which address training deficiencies or insufficient progress.
- (4) Diligently follow plans for remediation and seek modifications from the TD should parts of the plan prove unworkable.

### **3B. GRIEVANCE PROCEDURES**

#### Grievances and Appeal Processes

Grievance procedures for charges of harassment or other EEO issues are covered in NATNAVMEDCEN INSTRUCTION 5354.3D (COMMAND MANAGED EQUAL OPPORTUNITY PROGRAM) available on the Command website under “WRNMMC Directives and Instructions.”

The grievance and appeals process for residents who have been placed on remediation or probation is covered in the previous section of this manual (3A).

Residents wishing to make a complaint or file a grievance against the Internship Program or a specific supervisor for any other reason should follow the procedure described below. The first two steps of the procedure constitute the informal mechanisms for resolution of the dissatisfaction. The procedures thereafter are more formal ones and extend beyond the Behavioral Healthcare Department and Psychology staff.

Initially, the resident should speak to the supervisor about concerns regarding the supervisor’s conduct or expectations. If these discussions do not lead to a mutually acceptable solution, the resident should bring the complaint to the Director of Psychology Training. The Director will make every effort to hear both sides and determine the most appropriate resolution to the concern/complaint. In general, the Director has only a few possible options available to him/her. He/she may find in favor of the resident and instruct the supervisor in how to modify or correct the situation. He/she may find in favor of the staff member and explain to the resident why the supervisor’s behavior is appropriate or acceptable within the training model. Alternatively, the Director might find that clearer understanding between the parties is necessary and can lead to a compromise that will be mutually acceptable and allow the training process to move forward. The Director of Training will hold a meeting with the parties concerned and facilitate such a resolution if the parties so wish. In extreme and unusual cases the grievance may be so severe as to lead to an investigation and possible dismissal of the supervisor.

If these informal channels fail to bring a resolution that is satisfactory to the resident, the next step in the process would be for the resident to make a formal complaint to the Graduate Medical Education (GME) Department. This body will review the complaint and the documentation of attempts to deal with the problem on the local level, and will engage in an investigation of the problem. The GME will make a formal determination and inform all parties of the results and recommendations. In the event that the resident is still dissatisfied, a final appeal can be made to the Inspector General’s Office (IG). This will lead to an independent investigation from outside the Hospital. This constitutes the final link in the grievance chain. If the IG finds in favor of the resident, steps will be taken to remedy the situation. If the IG finds in favor of the supervisor/Program, the resident will have no further recourse.

### **4. RESIDENT ABSENCES**

The WRNMMC policy for leave and liberty is provided in NATNAVMEDCEN INSTRUCTION 1050.1F (REGULAR WORKING HOURS AND LEAVE AND LIBERTY

POLICY FOR MILITARY PERSONNEL) available on the Command website under “WRNMMC Directives and Instructions”. Work hours will generally begin at 0730 or earlier and end not earlier than 1700, unless permission is granted by rotation director **and** Training Director. The work week is generally 50-60 hours.

The following guidelines have been developed to help residents and faculty evaluate requests by psychology residents for time away from the internship. Leave policy for residents is as follows: residents are allowed up to ten days leave per year (annual, convalescent and sick leave combined). A leave request chit (see Appendix E) is submitted to the rotation supervisor. If approved, it is forwarded to the Training Director for approval. If approved, the resident must then go to the ESR website (Electronic Service Record) and provide the required information after which time the website will forward the information to the Navy Administrative Officer for final signature. Special liberty of less than a day can be granted by the rotation supervisor and approved by the Training Director. This does not count against the allowed 10 days of leave.

Residents are required to plan their absences, if any, well in advance and to submit their requests in a manner that will allow adequate review. Otherwise, requests may be denied.

The following guideline for the internship year is suggested. The rotation supervisor must approve all requests for leave. Leave requests should be made on an official leave chit and the chit should be submitted through the chain, beginning with the rotation supervisor. Leave may be approved for the following:

- a. Residents who have not completed their dissertations to return to their university and complete work on their degrees.
- b. Residents who have completed all degree requirements may apply for Temporarily Additional Duty (TAD) orders for professionally relevant training.
- c. Graduation from their doctoral program.
- d. Discretionary leave up to 10 days if not used for the above.

Residents are not expected to work on official Government Holidays, unless they are standing a watch on a holiday. Brief extensions of a holiday may be requested and will be considered on a case by case basis at weekly faculty meetings (as part of the 10 days of leave per year). Two leave periods should not normally be requested during the same rotation.

All requests for absences are contingent upon the projected requirements of the resident's training assignments and upon progress in the internship. Above all, patient care responsibilities are primary.

If, for any reason, a resident needs to take more than the allowed 10 days of leave and the Training Director agrees to the request, the resident must make up the extra days at the end of the internship year by extending the internship by that many days.

House-hunting TAD may be granted following the intership.

## 5. PSYCHOLOGY INTERNSHIP SEMINAR SERIES

1. The purpose of the seminar series is to provide the psychology residents with didactic training in areas relevant to the practice of psychology in the Navy and in general. The seminars will be structured as self-contained modules. Either a staff or adjunct/guest faculty member teaches the seminars. The length of each module will be sufficient to meet the learning objectives. The following principles have been established for the series:
  - a. Learning objectives will be established so that each module is practice oriented. The 3-5 learning objectives will complement the overall learning objectives for the internship.
  - b. The residents will be exempted from scheduled clinical responsibilities during the workshop/seminars. Any exception must be cleared with the Training Director.
  - c. Attendance is mandatory, unless leave, liberty, TAD, etc., is approved in advance. Clinical responsibilities should be scheduled so they do not conflict with the seminar schedule.

Internship seminar topics may include:

Ethics and Professional Practice  
Credentials and Professional Boards  
Medical and Administrative Boards

Clinical Diagnosis  
Psychodynamic Formulations  
Suicide Evaluation and Management  
Evaluation for Security Clearance

Self report and Performance-based Personality Testing  
Evaluation of Malingering on Psychological Tests

Neuropsychological Screening  
Neuropsychological Testing  
Cognitive Remediation of Brain Dysfunction

Hypnotherapy  
Cognitive Behavioral Therapy  
Group Psychotherapy  
Marital and Family Therapy  
Brief Psychodynamic Psychotherapy

Health Psychology/Behavioral Medicine  
Forensic Psychology  
Military Psychology / Operational Psychology

Cultural Competency in Psychotherapy  
Women's Issues in Psychotherapy  
Men's Issues in Psychotherapy

Obesity and Weight Management  
Orofacial Pain/TMD

Posttraumatic Stress Disorder/Combat Stress  
Critical Incident Stress Management

Transition to Practice: FITREPS, base contacts, advice on getting started at next duty station.

## **6. RECOMMENDATIONS FOR SELECTION OF MILITARY INTERNSHIP FACULTY**

1. The following criteria are suggested for consideration in the selection of military faculty for the Clinical Psychology Internship Program.
  - a. Doctoral level psychologist with an active state license.
  - b. Able to actively participate in all phases of the program.
  - c. Willing to devote time outside of normal working hours to the program.
  - d. Eligibility for or possession of Diplomate is highly desirable.
  - e. Strong commitment to career as a Navy psychologist.
  - f. Demonstrated performance in Education, Supervision and Clinical Training, such as postdoctoral fellowship level training.
  - g. Experience in a variety of operational and administrative assignments.
2. The same criteria pertain to civilian psychologists working with the residents, with the exception of criteria e. and g. Supervisors are expected to be knowledgeable about and support the mission of Navy Psychology.

## **7. RESOURCES FOR THE TRAINING PROGRAM**

The following adjunctive staff members are considered critical in the internship program as presently outlined.

- a. Psychiatry Department: Staff Psychiatrists and Social Workers.
- b. Outside Consultants: Professionals providing didactics and supervision in areas identified by the faculty.

## **8. QUALITY ASSURANCE**

In order to assure the maintenance of the standards of quality patient care, the following steps will be taken by the training faculty. The Director of Training is responsible for assuring that each step is accomplished.

- a. Rotation directors will submit a written mid rotation and end-of-rotation evaluation to the resident and the Director of Training.
- b. At midyear and at the end of the internship year, each resident will submit to the Director of Training a formal evaluation of the training received.
- c. Each year the Director of Training will also provide the Chief Psychologist with an inventory of resources required for support of the internship program. Resource shortages will be highlighted and plans for acquiring additional resources will be presented.

## **VII APPENDICES**

- A. Clinical Psychology Resident's End-of-Rotation Professional Performance Evaluation
- B. Fitness Report for Naval Officers and Guidelines for Fitness Report Input
- C. Clinical Psychology Internship Program Critique Forms
- D. Internship Reading List

**APPENDIX A**  
**CLINICAL PSYCHOLOGY RESIDENT'S ASSESSMENT**  
**PROFESSIONAL PERFORMANCE**

Resident's Rank and Name: \_\_\_\_\_

Rotation Service:

Year \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

---

**OVERALL PROFESSIONAL PERFORMANCE**

MET (M) NOT MET (NM)

Comments by the Resident Concerning the Evaluation (optional) \_\_\_\_\_

I have reviewed this evaluation. My comments are above.

Date: \_\_\_\_\_ Resident's Signature: \_\_\_\_\_

---

Supervisor's Comments Concerning Discussion with Evaluated Resident

Date: \_\_\_\_\_ Supervisor's Name & Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Training Director's Name & Signature: \_\_\_\_\_

Clinical Psychology Resident's Assessment

**Professional Performance Report**

Assessment Rotation Learning Objectives

Resident's Rank and Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

RATINGS

NM – Intern has not met the training goal. Feedback and help have been given but performance has not improved to acceptable levels.

M- Intern has met the training goal

COMMENTS

Following the rating is a comment section in which the supervisor is to note (a) particular areas of strength and (b) areas still needing improvement.

LEARNING OBJECTIVES FOR FUNCTIONAL CORE COMPETENCIES

ASSESSMENT, DIAGNOSIS AND CASE CONCEPTUALIZATION

1. Demonstrates the ability to synthesize all assessment data into an integrated written report using proper grammar, punctuation and clear professional language	<u>M</u>	<u>NM</u>
2. Understands the possible influence of substances in the development and treatment of psychiatric disorders, and is able to elicit the required information to assess for substance abuse and dependence in an outpatient setting.	<u>M</u>	<u>NM</u>
3. Demonstrates understanding of the influences of culture in the development, maintenance and treatment of mental illnesses.	<u>M</u>	<u>NM</u>
4. Demonstrates knowledge of	<u>M</u>	<u>NM</u>

influences of medications on cognitive and emotional functioning		
5. Demonstrates skill in psychological evaluation by interview	<u>M</u>	<u>NM</u>
6. Demonstrates skill in developing comprehensive case conceptualizations.	<u>M</u>	<u>NM</u>
7. Demonstrates skill in integrating case conceptualizations into recommendations for treatment planning and therapy interventions.	<u>M</u>	<u>NM</u>
8. Demonstrates ability to assess personality functioning, including perceptual and cognitive accuracy, cognitive processes, emotional and affective states, problem solving, self-image and interpersonal functioning	<u>M</u>	<u>NM</u>
9. Demonstrates ability to administer, score and interpret WAIS IV	<u>M</u>	<u>NM</u>
10. Demonstrates ability to administer, score and interpret MMPI-2 and PAI	<u>M</u>	<u>NM</u>
11. Demonstrates ability to select, administer, score and interpret a battery including some of the following: PCL-M, incomplete sentences, Beck Depression Inventory, Detailed Assessment of Posttraumatic Stress, projective drawings, Thematic Apperception Test, MCMI III	<u>M</u>	<u>NM</u>
12. Demonstrates ability to reliably administer and code Rorschach using Exner's Comprehensive System (CS) and/or the Rorschach Performance Assessment System (RPAS)	<u>M</u>	<u>NM</u>
13. Demonstrates ability to interpret the Rorschach using CS and/or RPAS	<u>M</u>	<u>NM</u>

### INTERVENTIONS

1. Demonstrates skill in recommending the appropriate treatments for the patient based on testing results.	<u>M</u>	<u>NM</u>
--	----------	-----------

### CONSULTATION

1. Demonstrates skill in writing factual, clear, succinct consultation reports using non-technical language that directly answers the referral questions.	<u>M</u>	<u>NM</u>
2. Demonstrates skill in liaison with commands/referral sources.	<u>M</u>	<u>NM</u>

### RESEARCH AND EVALUATION

1. Is aware of and utilizes research literature to inform case conceptualization	<u>M</u>	<u>NM</u>
2. Is aware of and utilizes research literature to inform treatment planning	<u>M</u>	<u>NM</u>
3. Is aware of and utilizes research literature to inform test selection and interpretation	<u>M</u>	<u>NM</u>
4. Is aware of and utilizes research literature to inform selection of intervention modalities being recommended	<u>M</u>	<u>NM</u>

### SUPERVISION AND TEACHING

1. Demonstrated ability to benefit from supervision and integrate feedback into assessments	<u>M</u>	<u>NM</u>
2. Offer feedback to all patients and provide feedback to pt in a way that maximizes chance that patient will understand and accept recommendations.	<u>M</u>	<u>NM</u>
3. Demonstrates skill providing supervision for externs and other trainees.	<u>M</u>	<u>NM</u>
4. Effectively teaches others about assessment in grand rounds, rotation meetings, etc.	<u>M</u>	<u>NM</u>

### MANAGEMENT AND ADMIN SKILLS

1. Is aware of the resources that are available for substance abusers at WRNMMC and in the surrounding community, and how to refer patients to these resources	<u>M</u>	<u>NM</u>
2. Efficiency in work organization	<u>M</u>	<u>NM</u>
3. Solves problems creatively.	<u>M</u>	<u>NM</u>
4. Demonstrates reliability (e.g., makes contacts and sets up appointments with patients when assigned referrals, sets up soonest supervision and drafts report in 24 hrs, completes progress notes and intake assessments by close of business for outpatients).	<u>M</u>	<u>NM</u>

## FOUNDATIONAL CORE COMPETENCIES

### SELF ASSESSMENT

1. Willingness to learn	<u>M</u>	<u>NM</u>	<u>N/O</u>
2. Demonstrates good judgment (e.g., notifies supervisor when patient shows suicidal danger BEFORE patient leaves, checks with supervisor about priorities and follows supervisor's direction)	<u>M</u>	<u>NM</u>	<u>N/O</u>
3. Capacity to engage in self-examination and utilize the information to become more effective in professional work.	<u>M</u>	<u>NM</u>	<u>N/O</u>

### SCIENTIFIC KNOWLEDGE AND METHODS

1. Demonstrates skill in presenting a case in conference and in supervision	<u>M</u>	<u>NM</u>	<u>N/O</u>
2. Demonstrates knowledge of scientific underpinnings of psychometric testing instruments	<u>M</u>	<u>NM</u>	<u>N/O</u>
3. Demonstrates ability to review and incorporate scientific literature concerning psychometric testing instruments	<u>M</u>	<u>NM</u>	<u>N/O</u>

### CAPACITY FOR EFFECTIVE RELATIONSHIPS

1. Determines what patient wishes to learn from psychological testing and provides response to these questions in feedback session	<u>M</u>	<u>NM</u>	<u>N/O</u>
2. Offer feedback to all patients and provide feedback to patient in a way that maximizes chance the pt will understand and accept recommendations (e.g., use plain, non-technical language, use understanding of patient to determine best way to present evaluation results-narcissistic pts told how others misunderstand their intentions, depressed pts told what issues are causing the depression and what interventions successfully address this, etc)	<u>M</u>	<u>NM</u>	<u>N/O</u>
3. Demonstrates ability to work cooperatively with staff	<u>M</u>	<u>NM</u>	<u>N/O</u>
4. Demonstrates ability to work cooperatively with peers	<u>M</u>	<u>NM</u>	<u>N/O</u>
5. Demonstrates empathy and connectedness with patients	<u>M</u>	<u>NM</u>	<u>N/O</u>
6. Assumption of responsibility	<u>M</u>	<u>NM</u>	<u>N/O</u>
7. Professional bearing and appearance	<u>M</u>	<u>NM</u>	<u>N/O</u>

### ADHERENCE TO LEGAL AND ETHICAL STANDARDS

1. Demonstrates good judgment in applying ethics (e.g., checks self report tests and notifies supervisor when patient endorses suicidal thoughts BEFORE patient leaves, checks with supervisor about priorities and follows supervisor's direction)	<u>M</u>	<u>NM</u>	<u>N/O</u>
2. Adheres to APA ethical guidelines	<u>M</u>	<u>NM</u>	<u>N/O</u>
3. Adheres to Navy/Army regulations and Uniform Code of Military Justice	<u>M</u>	<u>NM</u>	<u>N/O</u>

### RESPECT FOR CULTURAL DIVERSITY

1. Provides patient feedback in a manner and with language that is sensitive to diversity issues	<u>M</u>	<u>NM</u>	<u>N/O</u>
2. Interview and testing reflect sensitivity to individual's cultural background	<u>M</u>	<u>NM</u>	<u>N/O</u>

and beliefs					
3. Demonstrates skill in cultural diversity issues (e.g., military, different military services, gender, religion, national origin, race, etc)	<u>M</u>	<u>NM</u>			<u>N/O</u>

**INTERDISCIPLINARY FUNCTIONING**

1. Demonstrates the ability to obtain pertinent information on a patient's previous and current levels of functioning from a multitude of sources: referral sources, medical evaluators, patient records, (health records, service records), collateral sources, & patient interview.	<u>M</u>	<u>NM</u>			<u>N/O</u>
2. Demonstrates skill in summarizing information from all resources, i.e., medical charts, physicians, ward staff, command, and patients	<u>M</u>	<u>NM</u>			<u>N/O</u>
3. Demonstrates skill in working with providers in other disciplines and institutions, i.e., physicians, ward staff, commands, SARP, Fleet and Family Service centers, FAP offices, etc.	<u>M</u>	<u>NM</u>			<u>N/O</u>

**COMMENTS**

---



---



---



---



---

**QUARTERLY  
TRANSROTATIONAL PROFESSIONAL PERFORMANCE**

Resident's Rank and Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rotation:

Year \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**OVERALL PROFESSIONAL PERFORMANCE MET (M) NOT MET (NM)**

Comments by the Resident Concerning the Evaluation (optional)

I have reviewed this evaluation.

I have no comments. My comments are above.(Circle one)

Date: \_\_\_\_\_ Resident's Signature: \_\_\_\_\_

---

Supervisor's Comments Concerning Discussion with Evaluated Intern

Date: \_\_\_\_\_ Supervisor's Name & Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Training Director's Signature: \_\_\_\_\_

**Transrotation Performance Evaluation**

Resident's Rank and Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**RATINGS**

NM – Intern has not met the training goal. Feedback and help have been given but performance has not improved to acceptable levels.

M- Intern has met the training goal

### COMMENTS

Following the rating is a comment section in which the supervisor is to note (a) particular areas of strength and (b) areas still needing improvement.

### LEARNING OBJECTIVES FOR FUNCTIONAL CORE COMPETENCIES

#### ASSESSMENT, DIAGNOSIS AND CASE CONCEPTUALIZATION

1. Keeps regular, clear, relevant progress notes consistent with diagnosis and treatment plan that the resident has derived	<u>M</u>	<u>NM</u>
2. Demonstrates ability to conceptualize the case based on the treatment model	<u>M</u>	<u>NM</u>
3. Demonstrates ability to plan treatment goals	<u>M</u>	<u>NM</u>

#### INTERVENTIONS

1. Demonstrates competence in the mechanics of psychotherapy i.e. scheduling of appointments, handling missed sessions, etc.	<u>M</u>	<u>NM</u>
2. Demonstrates an organized conceptual understanding of patient's problems and uses this in treatment	<u>M</u>	<u>NM</u>
3. Ability to discriminate among various intervention strategies to facilitate treatment	<u>M</u>	<u>NM</u>

#### CONSULTATION

NA		
----	--	--

#### RESEARCH AND EVALUATION

NA		
----	--	--

#### SUPERVISION AND TEACHING

1. Presentation of case to faculty and residents during the year	<u>M</u>	<u>NM</u>
--	----------	-----------

### MANAGEMENT AND ADMIN SKILLS

1. Is punctual for patient and supervisor appointments (Inform supervisor <u>before</u> event if unavoidable delay occurs and make arrangements to fulfill obligation, e.g., reschedule appointment)	<u>M</u>	<u>NM</u>
2. Progress notes are timely (within 24 hours of patient meeting)	<u>M</u>	<u>NM</u>

### FOUNDATIONAL CORE COMPETENCIES

#### SELF ASSESSMENT

1. Willingness to learn	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Demonstrates good judgment (e.g., notifies supervisor when patient shows suicidal danger BEFORE patient leaves, checks with supervisor about priorities and follows supervisor's direction)	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Capacity to engage in self-examination and utilize the information to become more effective in professional work.	<u>M</u>	<u>NM</u>		<u>N/O</u>
4. Able to identify therapeutic problems (e.g., impasse) and work toward their resolution	<u>M</u>	<u>NM</u>		<u>N/O</u>
5. Able to maintain appropriate therapeutic boundaries	<u>M</u>	<u>NM</u>		<u>N/O</u>
6. Is aware of own impact on the treatment process	<u>M</u>	<u>NM</u>		<u>N/O</u>

#### SCIENTIFIC KNOWLEDGE AND METHODS

1. Can discuss the theory and research relevant to the case	<u>M</u>	<u>NM</u>		<u>N/O</u>
---	----------	-----------	--	------------

#### CAPACITY FOR EFFECTIVE RELATIONSHIPS

1. Approaches supervision in an open and collaborative manner.	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Comes to supervision appropriately prepared	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Responsive to feedback	<u>M</u>	<u>NM</u>		<u>N/O</u>
4. Use supervision feedback to improve clinical effectiveness	<u>M</u>	<u>NM</u>		
5. Takes initiative in developing the content of the supervisory sessions	<u>M</u>	<u>NM</u>		

#### ADHERENCE TO LEGAL AND ETHICAL STANDARDS

1. Demonstrates good judgment in applying ethics (e.g., checks self report tests and notifies supervisor when patient endorses suicidal thoughts BEFORE patient leaves, checks with supervisor about priorities and follows supervisor's direction)	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Adheres to APA ethical guidelines	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Adheres to Navy regulations and Uniform Code of Military Justice	<u>M</u>	<u>NM</u>		<u>N/O</u>

#### RESPECT FOR CULTURAL DIVERSITY

1. Demonstrates skill in cultural diversity issues (e.g., military, different military services, gender, religion, national origin, race, etc)	<u>M</u>		<u>NM</u>			<u>N/O</u>
--	----------	--	-----------	--	--	------------

INTERDISCIPLINARY FUNCTIONING

<u>NA</u>						
-----------	--	--	--	--	--	--

**COMMENTS**

---



---



---



---

**CLINICAL PSYCHOLOGY RESIDENT'S QUARTERLY  
PROFESSIONAL PERFORMANCE PRIMARY CARE/HEALTH**

Resident's Rank and Name: \_\_\_\_\_

Rotation Service:

Year \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

---

OVERALL PROFESSIONAL PERFORMANCE

MET (M) NOT MET (NM)

Comments by the Resident Concerning the Evaluation (optional) \_\_\_\_\_

I have reviewed this evaluation. My comments are above.

Date: \_\_\_\_\_ Resident's Signature: \_\_\_\_\_

---

Supervisor's Comments Concerning Discussion with Evaluated Resident

Date: \_\_\_\_\_ Supervisor's Name & Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Training Director's Name & Signature: \_\_\_\_\_

Clinical Psychology Resident's Quarterly  
**Professional Performance Report**

Primary Care/Health Psychology Rotation Learning Objectives

Resident's Rank and Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**RATINGS**

NM – Intern has not met the training goal. Feedback and help have been given but performance has not improved to acceptable levels.

M- Intern has met the training goal

**COMMENTS**

Following the rating is a comment section in which the supervisor is to note (a) particular areas of strength and (b) areas still needing improvement.

**LEARNING OBJECTIVES FOR FUNCTIONAL CORE COMPETENCIES**

**CLINICAL SKILLS**

1. Applies principles of population based care (e.g., Uses Assess, Advise, Agree, Assist, Arrange model for most referrals to provide Care for everyone along a continuum from acute need, sub clinical problems & prevention to those who are healthy.)	<u>M</u>	<u>NM</u>
2. Defines Behavioral Health Consultant Role with patient before starting assessment. (Able to say intro accurately; e.g., deliver memorized script content in 1 minute or less)	<u>M</u>	<u>NM</u>
3. Rapid problem identification (Able to determine if referral problem is what the patient sees as the problem in the first minute after the intro script is finished for 90% of all first consultation appointments.)	<u>M</u>	<u>NM</u>
4. Uses appropriate assessment questions (e.g. Ask questions geared towards current problem referral and functioning & how the patient's physical condition, thoughts, emotions, behaviors, habits, and environment are impacting/influencing the identified problem and functioning.)	<u>M</u>	<u>NM</u>
5. Limits problem definition/assessment (focuses on presenting problem). Does not assess other areas (except suicide and homicide as indicated for depressed and stressed individuals) until assessment of initial referral problem is complete and as time allows.)	<u>M</u>	<u>NM</u>
6. Focuses recommendations and interventions on functional outcomes and	<u>M</u>	<u>NM</u>

symptom reduction. [e.g., Improve ability to work, improve performance on responsibilities at home, increase frequency or improve quality of social interactions (friends), increase intimate/familial interactions (spouse, children), increase exercise, enjoyable or spiritual activities, improved sleep, decreased autonomic arousal, decreased pain exacerbation, improved mood.]		
7. Teaches self-management skills/home-based practice as the prime method for decreased patient symptoms and improved functioning (e.g., deep breathing, cue controlled relaxation, cognitive disputation, sleep hygiene, stimulus control, eating behavior changes, increased physical activity, problem solving, and assertive communication). The majority of what the patient does to decrease symptoms and improve functioning is done outside of the consultation appointment.	<u>M</u>	<u>NM</u>
8. Interventions are specifically (operationally) defined and supportable by primary care team members (e.g., <u>increase fun activities</u> [read mon, wed, fri from 1300-1330 in home office], <u>increase exercise</u> [mon-fri from 1700-1730, 30-minutes on stair-stepper], use relaxation skills)	<u>M</u>	<u>NM</u>
9. Shows understanding of relationship of medical and psychological systems (e.g. biopsychosocial model of physiological disorders, can describe to the patient the relevant factors, physical, behaviors, thoughts, environment, interactions with others, impacting symptoms and functional impairments)	<u>M</u>	<u>NM</u>
10. Shows basic knowledge of medicines (Can name basic anxiolytic and antidepressant meds and what might be a first line recommendation for specific symptom presentations)	<u>M</u>	<u>NM</u>

#### PRACTICE MGT SKILLS

1. Uses 30-minute appointment efficiently (e.g., identify problem, how functionally pt is impaired, symptoms, summarizes to patient understanding of problem at the 15-20 minute point, uses next 5-10 minutes to develop and start a behavioral change plan)	<u>M</u>	<u>NM</u>
2. Stays on time when conducting consecutive appointments	<u>M</u>	<u>NM</u>
3. Demonstrates capacity to consistently use intermittent visit strategy (e.g., see patient in 2 wks or in 1 month instead of every week)	<u>M</u>	<u>NM</u>
4. Appropriately suggests the patient seek specialty behavioral health care when the intensity of service needed to adequately address the patient's problem is beyond what can be done in consultation appointments. (e.g., PTSD, OCD, Marital Counseling, ETOH abuse/dependence )	<u>M</u>	<u>NM</u>
5. Uses community resources referral strategies (e.g., Military One Source, community retirement center for those using primary care for social contact, self-help divorce group, etc.)	<u>M</u>	<u>NM</u>

#### CONSULTATION SKILLS WITH REFERRING PROVIDER

1. Focuses on and responds to referral question (e.g., specifically talks about evaluation regarding initial referral question)	<u>M</u>	<u>NM</u>
2. Tailors recommendations to work pace of primary care (e.g., recommendations given to PCMs be done in 1-2 minutes by the PCM when/if they see the patient again)	<u>M</u>	<u>NM</u>
3. Conducts effective feedback consultations (e.g., when giving feedback keep to 1 minute or less and use specific straight-forward short explanations)	<u>M</u>	<u>NM</u>
4. Willing to aggressively follow up with physicians, when indicated (e.g., medication recommendations for depression/anxiety, significant side effects for	<u>M</u>	<u>NM</u>

meds, alarming medical symptoms)		
5. Focuses on recommendations that reduce physicians' visits and workload (e.g., recommend patient see you in two weeks to assess symptoms and functional changes and response to medications instead of seeing PCM)	<u>M</u>	<u>NM</u>

#### DOCUMENTATION SKILLS

1. Writes clear, concise medical record notes (e.g., focus on referral problem, frequency, duration, acute or long-term, functional impairment, short specific recommendations)	<u>M</u>	<u>NM</u>
2. Types notes in AHLTA while assessing pt	<u>M</u>	<u>NM</u>
3. AHLTA notes are consistent with feedback to the PCM (e.g., note is a general outline of the verbal information or email you give/send the PCM)	<u>M</u>	<u>NM</u>

#### RELIABILITY

1. Arrive at clinic at least 10 minutes before the first patient appointment to: Review caseload and plan for the day.  And/Or  Find exam room in which you will be seeing patients for that day, prepare word documents for note writing, set-up exam room etc. Do whatever you have to do so you are ready to start seeing patients when your first patient arrives.	<u>M</u>	<u>NM</u>
2. Must have everything prepared in order to start seeing the first patient on time and in order to stay on time with consecutive patients (i.e., have immediate access to or copies of various handouts etc.).	<u>M</u>	<u>NM</u>
3. You must have deep breathing script and BHC introductory script <u>memorized</u> on the date set for you to demonstrate mastery. This may involve significant practice on your own before demonstration.	<u>M</u>	<u>NM</u>
4. All first-time patients and anyone who subsequently reports depressed, anxious, or stressed mood during follow-up appointments must be asked if they are suicidal.	<u>M</u>	<u>NM</u>

#### JUDGEMENT

1. Any individual that reports any suicidal thought, plan, intent or attempt in the assessment, must be discussed with rotation supervisor before the patient leaves the clinic.	<u>M</u>	<u>NM</u>
--	----------	-----------

#### SELF ASSESSMENT

1. Willingness to learn	<u>M</u>	<u>NM</u>	<u>N/O</u>
2. Capacity to engage in self-examination and utilize the information to become more effective in professional work.	<u>M</u>	<u>NM</u>	<u>N/O</u>

**COMMENTS**

---

---

---

---

---

**CLINICAL PSYCHOLOGY RESIDENT'S  
PROFESSIONAL PERFORMANCE: OUTPATIENT ROTATION**

Resident's Rank and Name: \_\_\_\_\_

Rotation Service: Outpatient Rotation

Date of evaluation: \_\_\_\_\_

(Check one) Mid-eval \_\_\_\_\_ Final eval \_\_\_\_\_

Supervisors' Names: \_\_\_\_\_

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

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

Training Director's Signature \_\_\_\_\_ Date \_\_\_\_\_

**OVERALL PROFESSIONAL PERFORMANCE**

MET (M) NOT MET (NM)

Comments by the Resident Concerning the Evaluation (optional) \_\_\_\_\_

I have reviewed this evaluation. My comments are above.

Date: \_\_\_\_\_ Resident's Signature \_\_\_\_\_

---

Supervisors' Comments Concerning Discussion with Evaluated Resident

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

Director of Training Signature: \_\_\_\_\_ Date \_\_\_\_\_

Clinical Psychology Resident's Quarterly

**Professional Performance Report: Outpatient Rotation**

**RATINGS**

M- Intern has met the training goal

NM – Intern has not met the training goal. Feedback and help have been given but performance has not improved to acceptable levels.

N/O—Not observed

**COMMENTS**

To the right of each rating and at the end of the form, supervisor can note (a) particular areas of strength and (b) areas still needing improvement.

**LEARNING OBJECTIVES FOR FUNCTIONAL CORE COMPETENCIES**

**ASSESSMENT, DIAGNOSIS AND CASE CONCEPTUALIZATION**

1. Demonstrates appropriate level of knowledge of DSM-IV criteria	M	NM	N/O
2. Demonstrates skill in arriving at an accurate DSM-IV diagnosis, appropriately using differential diagnosis	M	NM	N/O

methodology			
3. Demonstrates the ability to conduct comprehensive psychiatric evaluation in an outpatient setting	M	NM	N/O
4. Demonstrates the capacity to experience and communicate empathy during the intake process in order to enhance therapeutic rapport and facilitate patient openness	M	NM	N/O
5. Demonstrates the ability to select, administer, score and interpret brief assessment/ outcome measures used in general outpatient settings	M	NM	N/O
6. Demonstrates the ability to differentiate between physical illnesses and psychiatric conditions, including identifying medical illnesses commonly presenting with psychiatric symptoms	M	NM	N/O
7. Demonstrates skill in risk assessment	M	NM	N/O
8. Demonstrates the ability to appropriately disposition cases	M	NM	N/O
9. Offer feedback to all patients and provide feedback to pt in a way that maximizes chance that patient will understand and accept recommendations	M	NM	N/O
10. Satisfactorily performs or observes/discusses specialty evaluations (e.g., DONCAFs, TDRLs, fitness for duty, suitability evals, medical boards, BCNRs, CDEs, etc)	M	NM	N/O
11. Demonstrates the ability to synthesize all assessment data into an integrated written report using proper grammar, punctuation and clear professional language	M	NM	N/O
12. Understands the possible influence of substances in the development and treatment of psychiatric disorders, and is able to assess for substance abuse/dependence	M	NM	N/O

13. Demonstrates understanding of the influences of culture in the development, maintenance, clinical presentation, and treatment of mental illnesses	M	NM	N/O
14. Demonstrates skill in developing comprehensive case conceptualizations	M	NM	N/O

#### INTERVENTIONS

1. Demonstrates skill in providing cognitive-behavioral therapy on an individual basis	M	NM	N/O
2. Demonstrates skill in providing dynamic/existential/interpersonal therapy on an individual basis	M	NM	N/O
3. Demonstrates skill in providing supportive therapy on an individual basis (can be integrated with other approach)	M	NM	N/O
4. Demonstrates skill in integrating case conceptualizations into treatment planning and therapy interventions	M	NM	N/O
5. Demonstrates skill in providing group psychotherapy	M	NM	N/O
6. Demonstrates an appreciation of the impact of cultural and other diversity factors on treatment	M	NM	N/O
7. Demonstrates adequate understanding of psychopharmacological intervention	M	NM	N/O
8. Demonstrates adequate skill in intervention with marital/couples issues	M	NM	N/O
9. Demonstrates skill in outpatient management of suicidal patients	M	NM	N/O
10. Demonstrates skill in outpatient management of potentially violent patients	M	NM	N/O

#### WRITING

1. First drafts of intake reports consistently meet professional standards as per peer review criteria	M	NM	N/O
2. First drafts of progress notes consistently meet professional standards as per peer review criteria	M	NM	N/O
3. Demonstrates skill in writing factual, clear, succinct reports or notes using non-technical language that appropriately reflect the purpose of the report or note	M	NM	N/O
4. Effectively proofreads all writing for typos, spelling, grammar prior to submission	M	NM	N/O
5. Demonstrates professional level of writing competency	M	NM	N/O
6. Applies supervisory feedback on writing to future writing	M	NM	N/O

#### CONSULTATION

1. Demonstrates skill in liaison with commands/referral sources	M	NM	N/O
2. Makes appropriate consultation referrals and follows up as needed	M	NM	N/O
3. Responds to consultation requests appropriately	M	NM	N/O

#### RESEARCH AND EVALUATION

1. Is aware of and utilizes research literature to inform case conceptualization	M	NM	N/O
2. Is aware of and utilizes research literature to inform treatment planning, including intervention modalities	M	NM	N/O

#### SUPERVISION AND TEACHING

1. Demonstrates ability to benefit from supervision and integrate feedback into assessments and interventions	M	NM	N/O
2. Open and nondefensive in supervision	M	NM	N/O
3. Eagerness to learn			
4. Demonstrates skill providing supervision for externs and other trainees	M	NM	N/O

5. Effectively teaches others about assessment, psychotherapy interventions, or other selected topics in grand rounds, rotation meetings, etc.	M	NM	N/O
--	---	----	-----

#### MANAGEMENT AND ADMIN SKILLS

1. Is aware of substance abuse resources (military and community) and refers patients as appropriate	M	NM	N/O
2. Is aware of other resources (military and community) and refers patients as appropriate	M	NM	N/O
3. Efficiency in work organization	M	NM	N/O
4. Solves problems creatively	M	NM	N/O
5. Demonstrates reliability and responsibility	M	NM	N/O

#### FOUNDATIONAL CORE COMPETENCIES

##### SELF ASSESSMENT

1. Eagerness to learn, openness to new ideas/approaches	M	NM	N/O
2. Demonstrates good judgment (e.g., notifies supervisor when patient shows suicidal danger BEFORE patient leaves, checks with supervisor about priorities and follows supervisor's direction)	M	NM	N/O
3. Capacity to engage in self-examination and utilize the information to become more effective in professional work	M	NM	N/O

##### SCIENTIFIC KNOWLEDGE AND METHODS

1. Demonstrates skill in presenting a case in conference and in supervision	M	NM	N/O
2. Demonstrates knowledge of scientific underpinnings of psychotherapy interventions and etiological theories for mental illnesses	M	NM	N/O
3. Demonstrates ability to review and incorporate scientific literature concerning psychotherapy interventions and etiological theories for mental illnesses	M	NM	N/O

##### CAPACITY FOR EFFECTIVE RELATIONSHIPS

1. Determines what patient wishes to learn from outpatient evaluation and provides response to these questions in followup	M	NM	N/O
2. Offer feedback to all patients and provide feedback to patient in a way that maximizes chance the pt will understand and accept recommendations (e.g., use plain,	M	NM	N/O

non-technical language, use understanding of patient to determine best way to present evaluation results- narcissistic pts told how others misunderstand their intentions, depressed pts told what issues are causing the depression and what interventions successfully address this, etc)			
3. Demonstrates ability to work cooperatively with staff	M	NM	N/O
4. Demonstrates ability to work cooperatively with peers	M	NM	N/O
5. Demonstrates empathy and connectedness with patients	M	NM	N/O
6. Assumption of responsibility	M	NM	N/O
7. Professional bearing and appearance	M	NM	N/O

#### ADHERENCE TO LEGAL AND ETHICAL STANDARDS

1. Demonstrates good judgment in applying ethics	M	NM	N/O
2. Open to discussing difficult ethical dilemmas in supervision	M	NM	N/O
2. Adheres to APA ethical guidelines	M	NM	N/O
3. Adheres to Navy regulations and Uniform Code of Military Justice	M	NM	N/O
4. Demonstrates integrity	M	NM	N/O

#### RESPECT FOR CULTURAL DIVERSITY

1. Provides patient feedback in a manner and with language that is sensitive to diversity issues	M	NM	N/O
2. Interview, therapy and testing reflect sensitivity to individual's cultural background and beliefs	M	NM	N/O
3. Demonstrates knowledge and skill in cultural diversity issues (e.g., military, different military services, religion, national origin, race, etc)	M	NM	N/O

#### INTERDISCIPLINARY FUNCTIONING

1. Demonstrates the ability to obtain pertinent information on a patient's previous and current levels of functioning from a multitude of sources: referral sources, medical evaluators, patient records, (health records, service records), collateral sources, & patient interview.	M	NM	N/O
2. Demonstrates skill in summarizing information from all resources, i.e., medical charts, physicians, ward staff, command, and patients	M	NM	N/O
3. Demonstrates skill in working with providers in other disciplines and institutions, i.e., physicians, ward staff, commands, SARP, Fleet and Family Service centers, FAP offices, etc.	M	NM	N/O

#### COMMENTS

---



---

---

---

---

---

---

---

---

**CLINICAL PSYCHOLOGY RESIDENT'S NEUROPSYCHOLOGY ROTATION  
PROFESSIONAL PERFORMANCE**

Resident's Rank and Name: \_\_\_\_\_

Rotation Service:

Year: \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**OVERALL PROFESSIONAL PERFORMANCE**

**RATINGS**

*NM* – Intern has not met the threshold for the skill set/training goal. Feedback and help have been given but performance has not improved to acceptable levels.

*M*- Intern has met the threshold for skill set/training goal

*N/O*-not observed

Comments by the Resident Concerning the Evaluation (optional) \_\_\_\_\_

I have reviewed this evaluation. My comments are above.

Date: \_\_\_\_\_ Resident's Signature: \_\_\_\_\_

Supervisor's Comments Concerning Discussion with Evaluated Resident

Date: \_\_\_\_\_ Supervisor's Name & Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Training Director's Name & Signature: \_\_\_\_\_

Clinical Psychology Resident's NEUROPSYCHOLOGY ROTATION  
**Professional Performance Report**

Resident's Rank and Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**RATINGS**

*NM* – Intern has not met the threshold for the skill set/training goal. Feedback and help have been given but performance has not improved to acceptable levels.

*M*- Intern has met the threshold for skill set/training goal

*N/O*-not observed

**COMMENTS**

Following the rating is a comment section in which the supervisor is to note (a) particular areas of strength and (b) areas still needing improvement.

**LEARNING OBJECTIVES**

ASSESSMENT, DIAGNOSIS, CASE CONCEPTUALIZATION, and COMMUNICATION SKILLS

***ASSESSMENT***

1. Establishes rapport.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Communicates clearly with patient (comprehension level, type of question).	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Proficiency in conducting the clinical	<u>M</u>	<u>NM</u>	<u>N/O</u>	

neuropsychological interview; obtains relevant neurological and psychological history.				
4. Proficiency in acquiring relevant patient history per DoD TBI criteria for determining differential diagnoses.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
5. Clarifies assessment issues and accurately uses neuropsychological test data to answer referral questions, including fitness for duty and level of disability.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
6. Acquires data regarding personality functioning.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
7. Makes relevant behavioral observations and correctly assesses mental status in patients referred for neuropsychological evaluation.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
8. Selects appropriate assessment methods.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
9. Proficiency in the administration of core tests in the neuropsychological battery.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
10. Proficiency in the scoring of core tests in the neuropsychological battery.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
11. Obtains collateral information, to include relevant neurological and psychological history.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
12. Aware of legal and regulatory issues.	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

***CONCEPTUALIZATION SKILLS/ DIAGNOSIS***

1. Formulates working hypotheses.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Recognizes gaps and inconsistencies (and seeks to resolve them).	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Analysis and synthesis of neuropsychological testing data into case conceptualization.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
4. Incorporates data regarding personality functioning.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
5. Proficiency in the interpretation of core neuropsychological battery tests.				
6. Develops conceptualization (logical and theoretically sound).	<u>M</u>	<u>NM</u>	<u>N/O</u>	
7. Relates current behavior to its presumed origins and maintaining factors.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
8. Diagnoses appropriately with differentials.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
9. Proficiency in diagnosing TBI to include severity level.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
10. Formulates clear conclusions/well	<u>M</u>	<u>NM</u>	<u>N/O</u>	

considered recommendations.				
11. Formulates appropriate treatment recommendations.	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

***COMMUNICATION SKILLS***

<b><i>Verbal:</i></b>				
1. Feedback to patients (clear and appropriate).	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Obtains and communicates information with other professionals.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Presents information in supervision (organized, logical, and thought out).	<u>M</u>	<u>NM</u>	<u>N/O</u>	
4. Presentation at weekly DVBIC clinical meeting.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
5. Participation at weekly seminars.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
6. Presentation at End-of-Rotation Case Presentation	<u>M</u>	<u>NM</u>	<u>N/O</u>	
<b><i>Written:</i></b>				
1. Writes integrated, well-organized, clear neuropsychological test reports	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Conveys conclusions and recommendations clearly.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Accurately uses neuropsychological test data to answer referral questions, including fitness for duty and level of disability as applicable.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
4. Appropriate for referring agency.	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

***RESPECT FOR CULTURAL DIVERSITY/ CULTURAL COMPETENCY***

1. Takes culture into account in test selection and interpretation of psychological testing results and recommendations.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Interview and feedback reflect sensitivity to individual's cultural background and beliefs.				

Resident Comments:

***CONSULTATION SKILLS***

1. Knowledge and handling of consultation role.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Knowledge of institutional and system dynamics and functions.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Awareness of cultural environment in which services are provided.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
4. Provides practical and accurate diagnoses and recommendations.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
5. Collaborates actively with colleagues.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
6. Demonstrates openness to viewpoints and expertise of others.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
7. Provides timely response to consultees.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
8. Recognizes the need for medical referral.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
9. Recognizes need for consultation with other mental health professionals (e.g., psychiatry, social work, drug and alcohol).	<u>M</u>	<u>NM</u>	<u>N/O</u>	
10. Utilizes feedback from other professionals in a constructive manner.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
11. Establishes rapport with other professionals.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
12. Understands role of neuropsychologist on a interdisciplinary team.	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

***INTERVENTION***

1. Handles patient relationship with sensitivity and objectivity.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Establishes rapport with patient.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Appropriately interacts with patient and family members in an inpatient setting, to include psychoeducation about patient diagnoses as applicable.	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

***RESEARCH AND EVALUATION***

2. Is aware of and utilizes research literature to inform case conceptualization.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Is aware of and utilizes research literature to inform test interpretation	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

***SUPERVISION AND TEACHING***

1. Demonstrated ability to benefit from supervision and integrate feedback into assessments.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Cooperation with supervision.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
3. Communication with supervisor	<u>M</u>	<u>NM</u>	<u>N/O</u>	
4. Preparation for supervision.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
5. Seeks out additional consultation and supervision when appropriate.	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

***PROFESSIONAL MANAGEMENT AND ADMINISTRATIVE SKILLS***

1. Awareness/adherence to APA Ethics and Professional Standards.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
2. Adheres to military regulations and Uniform Code of Military Justice.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
4. Professional manner and conduct.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
5. Demonstrates integrity and good judgment.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
6. Maintains and understands when to suspend confidentiality.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
7. Follows established procedures for meeting administrative requirements, charts, notes.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
8. Maintains workload and fulfills clinical responsibilities.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
9. Budgets time effectively.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
10. Punctual for patient contacts and meetings.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
11. Demonstrates initiative and motivation.	<u>M</u>	<u>NM</u>	<u>N/O</u>	
12. Demonstrates maturity, willingness to learn, and good judgment.	<u>M</u>	<u>NM</u>	<u>N/O</u>	

Resident Comments:

**ADDITIONAL COMMENTS**

---

---

---

## APPENDIX B

### FITNESS REPORT & COUNSELING RECORD (W2-O6)

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)				2. Grade/Rate	3. Desig	4. SSN			
5. ACT <input type="checkbox"/>	FTS <input type="checkbox"/>	INACT <input type="checkbox"/>	AT/ADSW/ 265 <input type="checkbox"/>	6. UIC	7. Ship/Station		8. Promotion Status	9. Date Reported	
Occasion for Report 10. Periodic <input type="checkbox"/>		Detachment 11. of Individual <input type="checkbox"/>		Detachment of 12. Reporting Senior <input type="checkbox"/>		13. Special <input type="checkbox"/>		Period of Report 14. From: _____ 15. To: _____	
16. Not Observed Report <input type="checkbox"/>		Type of Report 17. Regular <input type="checkbox"/>		18. Concurrent <input type="checkbox"/>		19. Ops Cdr <input type="checkbox"/>		20. Physical Readiness	21. Billet Subcategory (if any) NA
22. Reporting Senior (Last, FI MI)			23. Grade	24. Desig	25. Title		26. UIC	27. SSN	
28. Command employment and command achievements.									
29. Primary/Collateral/Watchstanding duties. (Enter primary duty abbreviation in box.) <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>									
For Mid-term Counseling Use. (When completing FITREP, enter 30 and 31 from counseling worksheet, sign 32.)				30. Date Counseled	31. Counselor		32. Signature of Individual Counseled		

PERFORMANCE TRAITS: 1.0 - Below standards/not progressing or UNSAT in any one standard; 2.0 - Does not yet meet all 3.0 standards; 3.0 - Meets all 3.0 standards; 4.0 - Exceeds most 3.0 standards; 5.0 - Meets overall criteria and most of the specific standards for 5.0. Standards are not all inclusive.

PERFORMANCE TRAITS	1.0* Below Standards	2.0 Pro- gressing	3.0 Meets Standards	4.0 Above Standards	5.0 Greatly Exceeds Standards
33. PROFESSIONAL EXPERTISE: Professional knowledge proficiency, and qualifications.  NOB <input type="checkbox"/>	- Lacks basic professional knowledge to perform effectively. - Cannot apply basic skills. - Fails to develop professionally or achieve timely qualifications.	-	- Has thorough professional knowledge. - Competently performs both routine and new tasks. - Steadily improves skills, achieves timely qualifications.	-	- Recognized expert, sought after to solve difficult problems. - Exceptionally skilled, develops and executes innovative ideas. - Achieves early/highly advanced qualifications.
34. COMMAND OR ORGANIZATIONAL CLIMATE/EQUAL OPPORTUNITY: Contributing to growth and development, human worth, community. NOB <input type="checkbox"/>	- Actions counter to Navy's retention/recruitment goals. - Uninvolved with mentoring or professional development of subordinates. - Actions counter to good order and discipline and negatively affect Command/Organizational climate. - Demonstrates exclusionary behavior. Fails to value differences from cultural diversity.	-	- Positive leadership supports Navy's increased retention goals. Active in decreasing attrition. - Actions adequately encourage/support subordinates' personal/professional growth. - Demonstrates appreciation for contributions of Navy personnel. Positive influence on Command climate. - Values differences as strengths. Fosters atmosphere of acceptance/inclusion per EO/EEO policy.	-	- Measurably contributes to Navy's increased retention and reduced attrition objectives. - Proactive leader/exemplary mentor. Involved in subordinates' personal development leading to professional growth/sustained commitment. - Initiates support programs for military, civilian, and families to achieve exceptional Command and Organizational climate. - The model of achievement. Develops unit cohesion by valuing differences as strengths.
35. MILITARY BEARING/CHARACTER: Appearance, conduct, physical fitness, adherence to Navy Core Values. NOB <input type="checkbox"/>	- Consistently unsatisfactory appearance. - Unsatisfactory demeanor or conduct. - Unable to meet one or more physical readiness standards. - Fails to live up to one or more Navy Core Values: HONOR, COURAGE, COMMITMENT.	-	- Excellent personal appearance. - Excellent demeanor or conduct. - Complies with physical readiness program. - Always lives up to Navy Core Values: HONOR, COURAGE, COMMITMENT.	-	- Exemplary personal appearance. - Exemplary representative of Navy. - A leader in physical readiness. - Exemplifies Navy Core Values: HONOR, COURAGE, COMMITMENT.
36. TEAMWORK: Contributions towards team building and team results. NOB <input type="checkbox"/>	- Creates conflict, unwilling to work with others, puts self above team. - Fails to understand team goals or teamwork techniques. - Does not take direction well.	-	- Reinforces others' efforts, meets personal commitments to team. - Understands team goals, employs good teamwork techniques. - Accepts and offers team direction.	-	- Team builder, inspires cooperation and progress. - Talented mentor, focuses goals and techniques for team. - The best at accepting and offering team direction.
37. MISSION ACCOMPLISHMENT AND INITIATIVE: Taking initiative, planning/prioritizing, achieving mission. NOB <input type="checkbox"/>	- Lacks initiative. - Unable to plan or prioritize. - Does not maintain readiness. - Fails to get the job done.	-	- Takes initiative to meet goals. - Plans/prioritizes effectively. - Maintains high state of readiness. - Always gets the job done.	-	- Develops innovative ways to accomplish mission. - Plans/prioritizes with exceptional skill and foresight. - Maintains superior readiness, even with limited resources. - Gets jobs done earlier and far better than expected.

FITNESS REPORT AND COUNSELING RECORD (W2-O6) (cont 'd)

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)		2. Grade/Rate		3. Desig		4. SSN	
PERFORMANCE TRAITS	1.0* Below Standards	2.0 Pro- gressing	3.0 Meets Standards	4.0 Above Standards	5.0 Greatly Exceeds Standards		
38. LEADERSHIP: Organizing, motivating and developing others to accomplish goals.	<ul style="list-style-type: none"> <li>- Neglects growth/development or welfare of subordinates.</li> <li>- Fails to organize, creates problems for subordinates.</li> <li>- Does not set or achieve goals relevant to command mission and vision.</li> <li>- Lacks ability to cope with or tolerate stress.</li> <li>- Inadequate communicator.</li> <li>- Tolerates hazards or unsafe practices.</li> </ul>	- - - - - - -	<ul style="list-style-type: none"> <li>- Effectively stimulates growth/development in subordinates.</li> <li>- Organizes successfully, implementing process improvements and efficiencies.</li> <li>- Sets/achieves useful, realistic goals that support command mission.</li> <li>- Performs well in stressful situations.</li> <li>- Clear, timely communicator.</li> <li>- Ensures safety of personnel and equipment.</li> </ul>	- - - - - - -	<ul style="list-style-type: none"> <li>- Inspiring motivator and trainer, subordinates reach highest level of growth and development.</li> <li>- Superb organizer, great foresight, develops process improvements and efficiencies.</li> <li>- Leadership achievements dramatically further command mission and vision.</li> <li>- Perseveres through the toughest challenges and inspires others.</li> <li>- Exceptional communicator.</li> <li>- Makes subordinates safety-conscious, maintains top safety record.</li> <li>- Constantly improves the personal and professional lives of others.</li> </ul>		
NOB <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
39. TACTICAL PERFORMANCE: (Warfare qualified officers only) Basic and tactical employment of weapons systems.	<ul style="list-style-type: none"> <li>- Has difficulty attaining qualification expected for the rank and experience.</li> <li>- Has difficulty in ship(s), aircraft or weapons systems employment.</li> <li>- Below others in knowledge and employment.</li> <li>- Warfare skills in specialty are below standards compared to others of same rank and experience.</li> </ul>	- - - -	<ul style="list-style-type: none"> <li>- Attains qualifications as required and expected.</li> <li>- Capably employs ship(s), aircraft, or weapons systems. Equal to others in warfare knowledge and employment.</li> <li>- Warfare skills in specialty equal to others of same rank and experience.</li> </ul>	- - - -	<ul style="list-style-type: none"> <li>- Fully qualified at appropriate level for rank and experience.</li> <li>- Innovatively employs ship(s), aircraft, or weapons systems. Well above others in warfare knowledge and employment.</li> <li>- Warfare skills in specialty exceed others of same rank and experience.</li> </ul>		
NOB <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
40. I recommend screening this individual for next career milestone(s) as follows: (maximum of two) Recommendations may be for competitive schools or duty assignments such as: LCPO, DEPT CPO, SEA, CMC, CWO, LDO, Dept Head, XO, OIC, CO, Major Command, War College, PG School.							
41. COMMENTS ON PERFORMANCE: * All 1.0 marks, three 2.0 marks, and 2.0 marks in Block 34 must be specifically substantiated in comments. Comments must be verifiable. Font must be 10 or 12 Pitch (10 or 12 Point) only. Use upper and lower case.							
Promotion Recommendation	NOB	Significant Problems	Progressing	Promotable	Must Promote	Early Promote	44. Reporting Senior Address
42. INDIVIDUAL							
43. SUMMARY	<del>X</del>						
45. Signature of Reporting Senior				46. Signature of Individual Evaluated. "I have seen this report, been apprised of my performance, and understand my right to make a statement." I intend to submit a statement. <input type="checkbox"/> do not intend to submit a statement. <input type="checkbox"/>			
Date:				Date:			
Member Trait Average:		Summary Group Average:		Date:			
47. Typed name, grade, command, UIC, and signature of Regular Reporting Senior on Concurrent Report							
Date:							



**EVALUATION OF SUPERVISOR(S)**

**STRENGTHS**

---

---

---

---

---

**WEAKNESSES**

---

---

---

---

---

**GROUP THERAPY: NAME: 1.** \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

**SKILLS LEARNED**

---

---

---

---

---

---

---

---

---

---

---

**AREAS THAT COULD BE IMPROVED**

---

---

---

---

---

**EVALUATION OF SUPERVISOR(S)**

**STRENGTHS**

---

---

---

---

---

**WEAKNESSES**

---

---

---

---



---

---

---

---

---

**WEAKNESSES**

---

---

---

---

---

**SEMINAR SERIES**

**OVERALL EVALUATION**

---

---

---

---

**BEST SEMINARS AND WHY**

---

---

---

---

**WEAKEST SEMINARS AND WHY**

---

---

---

---

---

**PROFESSIONAL DEVELOPMENT SEMINAR**

**OVERALL EVALUATION**

---

---

---

---

---

**STRENGTHS**

---

---

---

---

---

**WEAKNESSES**

---

---

---

---

---

**RECOMMENDATIONS FOR IMPROVING THE INTERNSHIP**

---

---

---

---

---

---

**CLINICAL PSYCHOLOGY RESIDENT'S CRITIQUE  
OF PRIMARY CARE/HEALTH PSYCHOLOGY ROTATION**

Supervisor Name(s): \_\_\_\_\_

Rotation Service:

Year \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

---

**OVERALL RATING OF TRAINING**

M(met)-supervisor has met goal

NM (not met)-supervisor has not met goal

.

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

---

Clinical Psychology Resident's Critique  
Of Rotation

Rotation

Supervisor(s) Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Training Director**

Signature: \_\_\_\_\_

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

Following the rating is a comment section in which the resident may wish to elaborate.

LEARNING OBJECTIVES FOR FUNCTIONAL CORE COMPETENCIES

CLINICAL SKILLS, PRACTICE MANAGEMENT SKILLS, CONSULTATION WITH REFERRING PROVIDER, AND DOCUMENTATION SKILLS

1. Taught the principles of population based care	<u>M</u>	<u>NM</u>
2. Taught the Behavioral Health Consultant Role	<u>M</u>	<u>NM</u>
3. Taught rapid problem identification	<u>M</u>	<u>NM</u>
4. Taught the use of appropriate assessment questions (e.g. Ask questions geared towards current problem referral and functioning & how the patient's physical condition, thoughts, emotions, behaviors, habits, and environment are impacting/influencing the identified problem and functioning.)	<u>M</u>	<u>NM</u>
5. Taught how to limit problem definition/assessment and not assess other areas until assessment of initial referral problem is complete and as time allows. (except suicide and homicide as indicated for depressed and stressed individuals)	<u>M</u>	<u>NM</u>
6. Taught how to focus recommendations and interventions on functional outcomes and symptom reduction.	<u>M</u>	<u>NM</u>
7. Taught self-management skills/home-based practice that can be used by the patient.	<u>M</u>	<u>NM</u>
8. Taught interventions that are specifically (operationally) defined and supportable by primary care team members	<u>M</u>	<u>NM</u>
9. Taught the relationship between the medical and psychological systems (e.g. biopsychosocial model of physiological disorders, can describe to the patient the relevant factors, physical, behaviors, thoughts, environment, interactions with others, impacting symptoms and functional impairments)	<u>M</u>	<u>NM</u>
10. Taught basic knowledge of medicines	<u>M</u>	<u>NM</u>
11. Taught how to use a 30-minute appointment efficiently (e.g., identify problem, how functionally pt is impaired, symptoms, summarize to patient	<u>M</u>	<u>NM</u>

understanding of problem during at the 15 minute point, use next 10 minutes to develop and start a behavioral change plan)		
12. Taught how to remain on time when conducting consecutive appointments	<u>M</u>	<u>NM</u>
13. Taught how to use intermittent visit strategy (e.g., see patient in 2 wks or in 1 month instead of every week)	<u>M</u>	<u>NM</u>
14. Taught how to appropriately suggest the patient seek specialty behavioral health care when the intensity of service needed to adequately address the patient's problem is beyond what can be done in consultation appointments	<u>M</u>	<u>NM</u>
15. Taught the use of community resources referral strategies (e.g., Military One Source, community retirement center for those using primary care for social contact, self-help divorce group, etc.)	<u>M</u>	<u>NM</u>
16. Taught how to focus on and respond to referral question (e.g., specifically talks about evaluation regarding initial referral question)	<u>M</u>	<u>NM</u>
17. Taught how to tailor recommendations to work pace of primary care	<u>M</u>	<u>NM</u>
18. Taught how to conduct effective feedback consultations	<u>M</u>	<u>NM</u>
19. Taught how to aggressively follow up with physicians, when indicated (e.g., medication recommendations for depression/anxiety, significant side effects for meds, alarming medical symptoms)	<u>M</u>	<u>NM</u>
20. Taught how to focus on recommendations that reduce physicians' visits and workload (e.g., recommend patient see you in two weeks to assess symptoms and functional changes and response to medications instead of seeing PCM)	<u>M</u>	<u>NM</u>
21. Taught how to write clear, concise medical record notes	<u>M</u>	<u>NM</u>
22. Taught how to type notes in AHLTA while assessing pt	<u>M</u>	<u>NM</u>
23. Taught how to ensure that AHLTA notes are consistent with feedback to the PCM	<u>M</u>	<u>NM</u>
24. Taught that all first-time patients and anyone who subsequently reports depressed, anxious, or stressed mood during follow-up appointments must be asked if they are suicidal.	<u>M</u>	<u>NM</u>

## FOUNDATIONAL CORE COMPETENCIES

### SELF ASSESSMENT

1. Supervisors interested me in learning	<u>M</u>	<u>NM</u>
2. Learned to use good judgment and check with supervisors in instances that were not clear	<u>M</u>	<u>NM</u>
3. Supervisors helped me in self-examination and to utilize the information to become more effective in professional work.	<u>M</u>	<u>NM</u>
4. Environment was conducive to learning	<u>M</u>	<u>NM</u>
5. I felt treated with respect	<u>M</u>	<u>NM</u>

### SCIENTIFIC KNOWLEDGE AND METHODS

1. Taught and encouraged in developing knowledge of evidence based interventions	<u>M</u>	<u>NM</u>
2. Encouraged to review and incorporate scientific literature concerning presenting problem and interventions	<u>M</u>	<u>NM</u>

**CAPACITY FOR EFFECTIVE RELATIONSHIPS**

8. Discussed cooperative work with staff and how to best negotiate it in specific situations	<u>M</u>	<u>NM</u>
9. Discussed cooperative work with peers and how to best negotiate it in specific situations	<u>M</u>	<u>NM</u>
10. Discussed developing empathy and connectedness with patients	<u>M</u>	<u>NM</u>
11. Given responsibility	<u>M</u>	<u>NM</u>
12. Feedback on professional bearing and appearance	<u>M</u>	<u>NM</u>

**ADHERENCE TO LEGAL AND ETHICAL STANDARDS**

1. Given feedback on your judgment (e.g., did you notify supervisor when patient shows suicidal danger BEFORE patient leaves, check with supervisor about priorities and follow supervisor's direction)	<u>M</u>	<u>NM</u>
2. Discuss adherence to APA ethical guidelines when appropriate	<u>M</u>	<u>NM</u>
3. When relevant, discussed Army or Navy regulations and UCMJ	<u>M</u>	<u>NM</u>

**RESPECT FOR CULTURAL DIVERSITY**

1. Discussed how to give feedback in a manner sensitive to cultural issues of the specific patient	<u>M</u>	<u>NM</u>
2. Discussed how to make interview and testing sensitive to individual's cultural background and beliefs	<u>M</u>	<u>NM</u>
3. Taught skills in cultural diversity issues (e.g., military, branch of military, gender, religion, national origin, race, etc)	<u>M</u>	<u>NM</u>

**INTERDISCIPLINARY FUNCTIONING**

1. Supervision on obtaining pertinent information on a patient's previous and current levels of functioning from the following sources: referral sources, medical evaluators, patient records, (health records, service records), collateral sources, & patient interview.	<u>M</u>	<u>NM</u>
2. Feedback on skill in summarizing information from all resources, i.e., medical charts, physicians, ward staff, command, and patients	<u>M</u>	<u>NM</u>
3. Feedback on skill in working with providers in other disciplines and institutions, i.e., physicians, ward staff, commands, Fleet and Family Service centers, FAP offices, etc.	<u>M</u>	<u>NM</u>

**COMMENTS**

---



---



---



---



---

**SUPERVISION STYLE**

1. Openly discusses and is respectful of differences in style	<u>M</u>	<u>NM</u>
2. Balances instruction with supervisee's formulation/presentation	<u>M</u>	<u>NM</u>
3. Encourages questions and gives explanations	<u>M</u>	<u>NM</u>
4. Allows supervisee to structure the supervisory time, as appropriate	<u>M</u>	<u>NM</u>
5. Encourages reflection on alternate hypotheses	<u>M</u>	<u>NM</u>
6. Makes supervision a collaborative enterprise	<u>M</u>	<u>NM</u>
7. Offers feedback with respect	<u>M</u>	<u>NM</u>
8. Openly processes any conflict that arises in the supervisory relationship	<u>M</u>	<u>NM</u>
9. Admits errors or limitations without undue defensiveness	<u>M</u>	<u>NM</u>
10. Respectful of differences in culture, ethnicity or other individual diversity	<u>M</u>	<u>NM</u>

**SUPERVISION CONDUCT**

1. Reliably available for scheduled meetings	<u>M</u>	<u>NM</u>
2. Available in emergencies	<u>M</u>	<u>NM</u>
3. Makes decisions and takes responsibility when appropriate.	<u>M</u>	<u>NM</u>
4. Makes concrete and specific suggestions when needed	<u>M</u>	<u>NM</u>
5. Maintains useful and appropriate focus in supervisory sessions	<u>M</u>	<u>NM</u>
6. Assists supervisee in making case formulations based on assessment results	<u>M</u>	<u>NM</u>
7. Raises ethical and legal issues, as appropriate	<u>M</u>	<u>NM</u>
8. Offers practical and useful recommendations for patient when supervisee has not thought of them	<u>M</u>	<u>NM</u>
9. Can present theoretical and research rationale for interpretations	<u>M</u>	<u>NM</u>

**COMMENTS**

---



---



---



---



---

**CLINICAL PSYCHOLOGY RESIDENT'S CRITIQUE  
OF ASSESSMENT ROTATION**

Supervisor Name(s): \_\_\_\_\_

Rotation Service:

Year \_\_\_\_\_ 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

---

### OVERALL RATING OF TRAINING

M(met)-supervisor has met goal

NM (not met)-supervisor has not met goal

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

---

### Clinical Psychology Resident's Critique of Rotation

#### Assessment Rotation

Supervisor(s) Name: \_\_\_\_\_ Date: \_\_\_\_\_

Following the rating is a comment section in which the resident may wish to elaborate.

### LEARNING OBJECTIVES FOR FUNCTIONAL CORE COMPETENCIES

#### ASSESSMENT, DIAGNOSIS AND CASE CONCEPTUALIZATION

1. Taught the ability to assess the patient's personality functioning in the following areas: (a) perceptual & cognitive accuracy, (b) cognitive processes, (c) emotional & affective states, (d) problem solving, (e) self-image, (f) interpersonal functioning.	<u>M</u>	<u>NM</u>
2. Taught to administer, score, and interpret WAIS IV	<u>M</u>	<u>NM</u>
3. Training to administer, score, and interpret the MMPI-2 and PAI	<u>M</u>	<u>NM</u>
4. Taught the ability to select, administer, score and interpret a personality	<u>M</u>	<u>NM</u>

battery consisting of some of the following: Sentence Completion Test, Beck Depression, House-Tree Person, Draw-A-Person, PCL-M, DAPS, Thematic Apperception Test, MCMI III.		
5. Training in the ability to reliably administer and code a Rorschach using Exner's Comprehensive System (CS) and/or Rorschach Performance Assessment System (RPAS).	<u>M</u>	<u>NM</u>
6. Taught interpretation of a Rorschach using Exner's Comprehensive System (CS) and/or Rorschach Performance Assessment System (RPAS).	<u>M</u>	<u>NM</u>
7. Taught to synthesize all assessment data into an integrated written report using proper grammar, punctuation and clear professional language.	<u>M</u>	<u>NM</u>
8. Taught possible influences of substances in development and treatment of psychiatric disorders and taught to elicit the required information to assess for substance abuse and dependence in an outpatient setting	<u>M</u>	<u>NM</u>
9. Taught influences of culture in development, maintenance and treatment of mental illness	<u>M</u>	<u>NM</u>
10. Taught skill in developing comprehensive case conceptualizations.	<u>M</u>	<u>NM</u>
11. Taught skill in integrating case conceptualizations into treatment planning and therapy interventions.	<u>M</u>	<u>NM</u>
12. Taught influences of medications on cognitive and emotional functioning	<u>M</u>	<u>NM</u>
13. Taught skill in psychological evaluation by interview	<u>M</u>	<u>NM</u>

#### INTERVENTIONS

1. Taught skill in recommending appropriate treatments for patients based on testing results	<u>M</u>	<u>NM</u>
--	----------	-----------

#### CONSULTATION

1. Taught skill in writing factual, clear, succinct consultation reports using non-technical language that directly answers the referral questions.	<u>M</u>	<u>NM</u>
2. Taught skill in liaison with commands/referral sources.	<u>M</u>	<u>NM</u>

#### RESEARCH AND EVALUATION

1. Taught and gave opportunity to use research literature to inform case conceptualization	<u>M</u>	<u>NM</u>
2. Taught and gave opportunity to use research literature to inform treatment planning	<u>M</u>	<u>NM</u>
3. Taught and gave opportunity to use research literature to inform test selection and interpretation	<u>M</u>	<u>NM</u>
4. Taught and gave opportunity to use research literature to inform selection of interventions being recommended	<u>M</u>	<u>NM</u>

#### SUPERVISION AND TEACHING

1. Taught to seek what patient wishes to learn from testing and provide response to these questions in the feedback session	<u>M</u>	<u>NM</u>
---	----------	-----------

2. Taught to give feedback to all patients and provide feedback to pt in a way that maximizes chance that patient will understand and accept recommendations (e.g., use plain, non-technical language, use understanding of patient from testing to determine best way to present findings- narcissistic patients told how others misunderstand the patient's intention, depressed patients told what issues are causing the depression and what interventions can successfully address this)	<u>M</u>	<u>NM</u>
3. Taught skill providing supervision	<u>M</u>	<u>NM</u>
4. Given support and guidance as needed in making presentations in grand rounds, rotation meetings, etc.	<u>M</u>	<u>NM</u>

#### MANAGEMENT AND ADMIN SKILLS

1. Made aware of the resources that are available for substance abusers at WRNMMC and in the surrounding community, and how to refer patients to these resources	<u>M</u>	<u>NM</u>
2. Taught efficiency in work organization	<u>M</u>	<u>NM</u>
3. Encouraged to solve problems creatively.	<u>M</u>	<u>NM</u>
4. Given expectations of reliability (e.g., makes contacts and sets up appointments with patients when assigned referrals, scores protocols within a day when feasible, sets up soonest supervision and drafts report in 24 hrs)	<u>M</u>	<u>NM</u>

#### FOUNDATIONAL CORE COMPETENCIES

##### SELF ASSESSMENT

1. Supervisors interested me in learning	<u>M</u>	<u>NM</u>
2. Learned to use good judgment and check with supervisors in instances that were not clear	<u>M</u>	<u>NM</u>
3. Supervisors helped me in self-examination and to utilize the information to become more effective in professional work.	<u>M</u>	<u>NM</u>
4. I felt treated with respect	<u>M</u>	<u>NM</u>

##### SUPERVISORY LEARNING ENVIRONMENT

1 Promotes a sense of acceptance and support	<u>M</u>	<u>NM</u>
2. Establishes clear, appropriate boundaries	<u>M</u>	<u>NM</u>
3. Recognizes my strengths.	<u>M</u>	<u>NM</u>
4. Establishes clear, reasonable expectations for my performance	<u>M</u>	<u>NM</u>
5. Conveys active interest in helping me learn	<u>M</u>	<u>NM</u>
6. Conveys active interest in helping me grow professionally	<u>M</u>	<u>NM</u>
7. Sensitive and adaptive to stresses on the internship	<u>M</u>	<u>NM</u>
8. Treats mistakes as a learning experience	<u>M</u>	<u>NM</u>
9. Reviewed the explicit expectations and intern evaluation form for the rotation	<u>M</u>	<u>NM</u>

##### SUPERVISION STYLE

1. Openly discusses and is respectful of differences in style	<u>M</u>	<u>NM</u>
2. Balances instruction with tester's formulation/presentation	<u>M</u>	<u>NM</u>
3. Encourages questions and gives explanations.	<u>M</u>	<u>NM</u>
4. Allows supervisee to structure the supervisory time, as appropriate	<u>M</u>	<u>NM</u>
5. Encourages reflection on alternate hypotheses	<u>M</u>	<u>NM</u>
6. Makes supervision a collaborative enterprise	<u>M</u>	<u>NM</u>
7. Offers feedback with respect	<u>M</u>	<u>NM</u>
8. Openly processes any conflict that arises in the supervisory relationship	<u>M</u>	<u>NM</u>
9. Admits errors or limitations without undue defensiveness	<u>M</u>	<u>NM</u>
10. Respectful of differences in culture, ethnicity or other individual diversity	<u>M</u>	<u>NM</u>

#### SUPERVISION CONDUCT

1. Reliably available for scheduled meetings	<u>M</u>	<u>NM</u>
2. Available in emergencies	<u>M</u>	<u>NM</u>
3. Makes decisions and takes responsibility when appropriate.	<u>M</u>	<u>NM</u>
4. Makes concrete and specific suggestions when needed	<u>M</u>	<u>NM</u>
5. Maintains useful and appropriate focus in supervisory sessions	<u>M</u>	<u>NM</u>
6. Assists supervisee in making case formulations based on assessment results	<u>M</u>	<u>NM</u>
7. Raises ethical and legal issues, as appropriate	<u>M</u>	<u>NM</u>
8. Offers practical and useful recommendations for patient when supervisee has not thought of them	<u>M</u>	<u>NM</u>
9. Can present theoretical and research rationale for interpretations	<u>M</u>	<u>NM</u>

#### SUPERVISION IMPACT

1. Teaching/supervision has strengthened general testing and clinical skills	<u>M</u>	<u>NM</u>
2. Concern shown for personal development as well as internship performance	<u>M</u>	<u>NM</u>
3. Facilitates self-confidence to accept new challenges.	<u>M</u>	<u>NM</u>
4. Assists in supervisee's developing a more crystallized professional identity	<u>M</u>	<u>NM</u>

#### SCIENTIFIC KNOWLEDGE AND METHODS

1. Helped with skills in presenting a case in conference and in supervision	<u>M</u>	<u>NM</u>
2. Taught and encouraged in developing knowledge of scientific underpinnings of psychometric testing instruments.	<u>M</u>	<u>NM</u>
3. Encouraged to review and incorporate scientific literature concerning psychometric testing instruments.	<u>M</u>	<u>NM</u>

#### CAPACITY FOR EFFECTIVE RELATIONSHIPS

13. Discussed cooperative work with staff and how to best negotiate it in specific situations	<u>M</u>	<u>NM</u>
14. Discussed cooperative work with peers and how to best negotiate it in specific situations	<u>M</u>	<u>NM</u>
15. Discussed developing empathy and connectedness with patients	<u>M</u>	<u>NM</u>
16. Given responsibility	<u>M</u>	<u>NM</u>
17. Feedback on professional bearing and appearance	<u>M</u>	<u>NM</u>

**ADHERENCE TO LEGAL AND ETHICAL STANDARDS**

1. Given feedback on your judgment (e.g., did you notify supervisor when patient shows suicidal danger BEFORE patient leaves, check with supervisor about priorities and follow supervisor's direction)	<u>M</u>	<u>NM</u>
2. Discuss adherence to APA ethical guidelines when appropriate	<u>M</u>	<u>NM</u>
3. When relevant, discussed Navy/Army regulations and UCMJ	<u>M</u>	<u>NM</u>

**RESPECT FOR CULTURAL DIVERSITY**

1. Discussed how to give feedback in a manner sensitive to cultural issues of the specific patient	<u>M</u>	<u>NM</u>
2. Discussed how to make interview and testing sensitive to individual's cultural background and beliefs	<u>M</u>	<u>NM</u>
3. Taught skill in cultural diversity issues (e.g., military, branch of military, gender, religion, national origin, race, etc)	<u>M</u>	<u>NM</u>

**INTERDISCIPLINARY FUNCTIONING**

1. Supervision on obtaining pertinent information on a patient's previous and current levels of functioning from the following sources: referral sources, medical evaluators, patient records, (health records, service records), collateral sources, & patient interview.	<u>M</u>	<u>NM</u>
2. Feedback on skill in summarizing information from all resources, i.e., medical charts, physicians, ward staff, command, and patients	<u>M</u>	<u>NM</u>
3. Feedback on skill in working with providers in other disciplines and institutions, i.e., physicians, ward staff, commands, Fleet and Family Service centers, FAP offices, etc.	<u>M</u>	<u>NM</u>

**COMMENTS**

---



---



---



---



---

---

**CRITIQUE  
TRANS-ROTATIONAL THERAPY**

Supervisor(s) Name: \_\_\_\_\_ Date: \_\_\_\_\_

Year \_\_\_\_\_  
Rotation: 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

---

**OVERALL RATING OF TRAINING    MET    NOT MET**

**LEARNING OBJECTIVES FOR FUNCTIONAL CORE COMPETENCIES**

**ASSESSMENT, DIAGNOSIS AND CASE CONCEPTUALIZATION**

1. Expected to keep regular, clear, relevant progress notes consistent with diagnosis and treatment plan that the intern has derived	<u>M</u>	<u>NM</u>
2. Helped to conceptualize the case based on the treatment model.	<u>M</u>	<u>NM</u>
3. Improved ability to plan treatment goals	<u>M</u>	<u>NM</u>

**INTERVENTIONS**

1. Discussed issues of competence in the mechanics of	<u>M</u>	<u>NM</u>
---	----------	-----------

psychotherapy, i.e. scheduling of appointments, handling missed sessions, etc.		
2. Helped with an organized conceptual understanding of patient's problems and applying this in treatment	<u>M</u>	<u>NM</u>
3. Helped to discriminate among various intervention strategies to facilitate treatment	<u>M</u>	<u>NM</u>

#### CONSULTATION

NA		
----	--	--

#### RESEARCH AND EVALUATION

<u>NA</u>		
-----------	--	--

#### SUPERVISION AND TEACHING

<u>NA</u>		
-----------	--	--

#### MANAGEMENT AND ADMIN SKILLS

1. Is punctual for supervisory appointments, reschedules appointment	<u>M</u>	<u>NM</u>
2. Is clear that progress notes should be timely M NM (within 24 hours of patient meeting)	<u>M</u>	<u>NM</u>

#### FOUNDATIONAL CORE COMPETENCIES

##### SELF ASSESSMENT

1. Helps identify therapeutic problems (e.g., impasse) and works with toward their resolution	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Helps identify therapeutic problems (e.g., impasse) and works with toward their resolution	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Helps be aware of own impact on the treatment process.	<u>M</u>	<u>NM</u>		<u>N/O</u>
4. Encourages self-examination and helps utilize the information for more effective professional work	<u>M</u>	<u>NM</u>		<u>N/O</u>

5. Encourages learning	<u>M</u>	<u>NM</u>		<u>N/O</u>
6. Provides feedback to improve good judgment (e.g., assure suicidal patient is safe before allowing him/her to leave clinic; check with supervisor or other staff member if there is any reason to question patient's or other's safety).	<u>M</u>	<u>NM</u>		<u>N/O</u>

#### SCIENTIFIC KNOWLEDGE AND METHODS

1. Facilitated discussion of the theory and research relevant to the case	<u>M</u>	<u>NM</u>		<u>N/O</u>
---	----------	-----------	--	------------

#### SUPERVISORY ATMOSPHERE FOR LEARNING

1. Promotes a sense of acceptance and support	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Establishes clear boundaries	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Recognizes therapists strengths	<u>M</u>	<u>NM</u>		<u>N/O</u>
4. Establishes clear and reasonable expectations of therapist performance	<u>M</u>	<u>NM</u>		
5. Conveys active interest in helping therapist with clients	<u>M</u>	<u>NM</u>		
6. Conveys active interest in helping therapist grow professionally				
7. Sensitive and adaptive to stresses of internship				
8. Treats mistakes as a learning experience				
9. Reviewed forms and provides verbal and written evaluation				

#### SUPERVISION STYLE

1. Openly discusses and is respectful of differences in style, orientation and case conceptualization	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Balances instruction with exploration and therapists' needs	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Balances instruction with exploration and therapists' needs	<u>M</u>	<u>NM</u>		<u>N/O</u>
4. Allows therapist to structure sessions, as appropriate	<u>M</u>	<u>NM</u>		
5. Encourages reflection on alternative interventions				
6. Makes supervision a collaborative enterprise				
7. Offers feedback with respect				
8. Openly processes any conflicts that arise in supervisory relationship				
9. Admits errors or limitations without undue defensiveness				
10 Enables relationship to evolve over the year				
11 Openly discusses and is respectful of differences in culture, ethnicity or other individual diversity				

#### SUPERVISION CONDUCT

1. Reliably available for scheduled meetings	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Available for emergencies	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Makes decisions and takes responsibility when appropriate	<u>M</u>	<u>NM</u>		<u>N/O</u>
4. Makes concrete and specific suggestions when needed	<u>M</u>	<u>NM</u>		
5. Maintains appropriate and useful level of focus in sessions				
6. Assists therapist in making case formulation				
7. Defines and clarifies problems in treatment				
8. Raises ethical and legal considerations as appropriate				
9. Offers practical, useful case-centered suggestions				
10 Can present theoretical/research rationale for suggestions				

11 Addresses countertransference issues					
12 Provides general knowledge about psychotherapy					
13 Raises cultural and individual diversity issues, as appropriate					

**SUPERVISION EFFECTIVENESS**

1. Provides teaching/supervision that generalizes to other cases	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Shows concern for therapist’s personal development as well as Internship performance	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. Furthers therapist’s self-understanding as a professional	<u>M</u>	<u>NM</u>		<u>N/O</u>
4. Facilitates therapist’s self-confidence to accept new challenges	<u>M</u>	<u>NM</u>		
5. Assists therapist in forming a more crystallized professional identity				

**CAPACITY FOR EFFECTIVE RELATIONSHIPS**

1. Approaches supervision in an open and collaborative manner or in a manner consistent with the model taught	<u>M</u>	<u>NM</u>		
2. Supervisor is appropriately prepared	<u>M</u>	<u>NM</u>		
3. Supervisor is open and responsive to feedback	<u>M</u>	<u>NM</u>		
4. Supervision feedback has improved ’s clinical effectiveness	<u>M</u>	<u>NM</u>		
5. Allows intern to take initiative in developing the content of the supervisory Sessions	<u>M</u>	<u>NM</u>		

**ADHERENCE TO LEGAL AND ETHICAL STANDARDS**

1. Given feedback on your judgment (e.g., did you notify supervisor when patient shows suicidal danger BEFORE patient leaves, check with supervisor about priorities and follow supervisor’s direction)	<u>M</u>	<u>NM</u>		<u>N/O</u>
2. Discuss adherence to APA ethical guidelines when appropriate	<u>M</u>	<u>NM</u>		<u>N/O</u>
3. When relevant, discussed Navy regulations and UCMJ	<u>M</u>	<u>NM</u>		<u>N/O</u>

**RESPECT FOR CULTURAL DIVERSITY**

1. Provides skill in cultural diversity issues on the case	<u>M</u>	<u>NM</u>		<u>N/O</u>
--	----------	-----------	--	------------

**INTERDISCIPLINARY FUNCTIONING**

<u>NA</u>					
-----------	--	--	--	--	--

**COMMENTS**

---



---



---



---

**CLINICAL PSYCHOLOGY RESIDENT'S EVALUATION OF  
OUTPATIENT ROTATION**

Resident's Rank and Name: \_\_\_\_\_

Rotation Service: Outpatient Rotation

Date of evaluation: \_\_\_\_\_

Director of Rotation: \_\_\_\_\_

Additional supervisors: \_\_\_\_\_

CRITERIA	Met	Not Met	Comments
Supervisors demonstrated proficient level of knowledge of DSM-IV criteria and knowledge of differential diagnosis			
Supervision helped enhance my diagnostic abilities			
Supervision helped enhance my case conceptualizations			
Supervision helped me improve my writing			
Clinical experiences and supervision provided me with opportunities to enhance my therapy skills			
Supervisors paid attention to both general clinical training and military-specific issues			
Appropriate balance between respecting my therapeutic style and encouraging me to explore new approaches			
Addressed issues related to empathy and rapport			
Addressed issues of transference and countertransference and other issues/feelings related to the therapeutic relationship			
Created safe environment for me to discuss issues and explore reactions/feelings			
Created safe environment for me to admit to areas of discomfort and to ask			

questions			
CRITERIA	Met	Not Met	Comments
Provided feedback in supportive and helpful manner			
Provided useful feedback on writing with sufficient opportunity to discuss			
Cultural/diversity issues were adequately addressed			
Impact of medical issues on assessment and treatment was addressed			
Risk assessment was adequately addressed			
Outpatient risk management, including safety planning, was adequately addressed			
Disposition planning was adequately discussed			
Supervision/didactics on Specialty Evals was adequate			
Impact of substance abuse on assessment and treatment was addressed			
Group therapy experiences and supervision were useful			
Importance of liaison with Psychiatry and understanding of medication addressed			
Addressed military and ethical issues related to contact with command			
Addressed other ethical issues			
Supervisor was open to feedback			
Supervisor was reliable and responsible			
Supervisor was available (scheduled weekly supervision sessions and was available at other times)			
Supervisor respected my other responsibilities outside of the rotation			



Date: \_\_\_\_\_ Resident's Signature: \_\_\_\_\_

**Clinical Psychology Resident's Critique  
Of Neuropsychology Rotation**

Supervisor Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

Following the rating is a comment section in which the resident may wish to elaborate.

**LEARNING OBJECTIVES**

**Assessment, Diagnosis, Case Conceptualization and Communication Skills**

1	Taught how to conduct the clinical neuropsychological interview; obtained relevant neurological and psychological history.	M	NM	N/O
2	Taught to make accurate diagnoses, to include TBI.	M	NM	N/O
3	Taught to perform a mental status examination relevant to neuropsychological assessment.	M	NM	N/O
4	Taught to administer and score core neuropsychological measures.	M	NM	N/O
5	Educated about relevant legal and regulatory issues as appropriate.	M	NM	N/O
6	Taught to interpret core of neuropsychological tests in conjunction with patient history, clinical presentation, and collateral information.	M	NM	N/O
7	Taught to write a comprehensive neuropsychological report, to include case conceptualizations, conclusions, and recommendations.	M	NM	N/O
8	Taught to provide feedback to patients that is clear and appropriate.	M	NM	N/O
9	Taught to account for cultural/demographic factors in neuropsychological assessment.	M	NM	N/O

### Consultations

1	Taught when and how to make appropriate referrals to other clinical services or agencies as applicable.	M	NM	N/O
2	Taught to provide appropriate information to interdisciplinary team members as applicable.	M	NM	N/O

### Research and Evaluation

1	Provided reference materials as applicable for rotation didactics and as needed for individual cases.	M	NM	N/O
---	---	---	----	-----

## FOUNDATIONAL CORE COMPETENCIES

### SELF ASSESSMENT

1. Rotation engendered a desire to learn.	<u>M</u>	<u>NM</u>
2. Learned to use good judgment and check with supervisors in instances that were not clear	<u>M</u>	<u>NM</u>
3. Supervisors helped me in self-examination and to utilize the information to become more effective in professional work.	<u>M</u>	<u>NM</u>
4. I felt treated with respect.	<u>M</u>	<u>NM</u>

### SUPERVISORY LEARNING ENVIRONMENT

1 Promotes a sense of acceptance and support	<u>M</u>	<u>NM</u>
2. Establishes clear, appropriate boundaries	<u>M</u>	<u>NM</u>
3. Recognizes my strengths.	<u>M</u>	<u>NM</u>
4. Establishes clear, reasonable expectations for my performance	<u>M</u>	<u>NM</u>
5. Conveys active interest in helping me learn	<u>M</u>	<u>NM</u>
6. Conveys active interest in helping me grow professionally	<u>M</u>	<u>NM</u>
7. Sensitive and adaptive to stresses on the internship	<u>M</u>	<u>NM</u>
8. Treats mistakes as a learning experience	<u>M</u>	<u>NM</u>
9. Reviewed the explicit expectations and intern evaluation form for the rotation	<u>M</u>	<u>NM</u>

### SUPERVISION STYLE

1 Openly discusses and is respectful of differences in style	<u>M</u>	<u>NM</u>
2. Balances instruction with tester's formulation/presentation	<u>M</u>	<u>NM</u>
3. Encourages questions and gives explanations.	<u>M</u>	<u>NM</u>
4. Allows supervisee to structure the supervisory time, as appropriate	<u>M</u>	<u>NM</u>
5. Encourages reflection on alternate hypotheses	<u>M</u>	<u>NM</u>
6. Makes supervision a collaborative enterprise	<u>M</u>	<u>NM</u>
7. Offers feedback with respect	<u>M</u>	<u>NM</u>
8. Openly processes any conflict that arises in the supervisory relationship	<u>M</u>	<u>NM</u>

9. Admits errors or limitations without undue defensiveness	<u>M</u>	<u>NM</u>
10. Respectful of differences in culture, ethnicity or other individual diversity	<u>M</u>	<u>NM</u>

**SUPERVISION CONDUCT**

1. Available for scheduled meetings	<u>M</u>	<u>NM</u>
2. Available in emergencies	<u>M</u>	<u>NM</u>
3. Makes decisions and takes responsibility when appropriate.	<u>M</u>	<u>NM</u>
4. Makes concrete and specific suggestions when needed	<u>M</u>	<u>NM</u>
5. Maintains useful and appropriate focus in supervisory sessions	<u>M</u>	<u>NM</u>
6. Assists supervisee in making case formulations based on assessment results	<u>M</u>	<u>NM</u>
7. Raises ethical and legal issues, as appropriate	<u>M</u>	<u>NM</u>
8. Offers practical and useful recommendations for patient when supervisee has not thought of them	<u>M</u>	<u>NM</u>
9. Can present theoretical and research rationale for interpretations	<u>M</u>	<u>NM</u>

**SUPERVISION IMPACT**

1. Teaching/supervision has strengthened general testing and clinical skills	<u>M</u>	<u>NM</u>
2. Concern shown for personal development as well as internship performance	<u>M</u>	<u>NM</u>
3. Facilitates self-confidence to accept new challenges.	<u>M</u>	<u>NM</u>
4. Assists in supervisee's developing a more crystallized professional identity	<u>M</u>	<u>NM</u>

**COMMENTS**

---



---



---



---



---

## APPENDIX D

### Walter Reed National Military Medical Center Navy Internship Reading List

You should be generally acquainted with the content of each of the below books as you will be expected to have some working knowledge of the information inside them and know where to find out the information when asked.

The list is as follows:

Military Psychology: Clinical and Operational Applications, Kennedy and Zilmer

The Rorschach: A Comprehensive System. Vol. 1, 3<sup>rd</sup> Edition 1993, J.E. Exner, Wiley; Vol. 2, 3<sup>rd</sup> Edition, 2005, Exner & Erdberg, Wiley

The Rorschach Workbook: A Comprehensive System, 5<sup>th</sup> Edition, 2001, J.E. Exner, Rorschach Workshops.

The MMPI 2: An Interpretive Manual, 3<sup>rd</sup> Edition, 2011, R. Greene, Allyn & Bacon.

PDR Drug Guide for Mental Health Professionals, 3<sup>rd</sup> Edition, 2007, Thompson Healthcare Inc.

Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual. 3<sup>rd</sup> Edition. Editor David Barlow, 2001, Guilford Press.

Psychodynamic Psychiatry in Clinical Practice 4<sup>th</sup> Edition, 2005, Glen Gabbard, American Psychiatric Publishing, Inc.

Principles of Psychotherapy, 2<sup>nd</sup> Edition, 1998, Irving Weiner, Wiley & Sons

Cognitive Therapy: Basics & Beyond . J.S. Beck, 1995, Guilford Press.

Essentials of Treatment Planning. Mark Maruish, 2002, Wiley & Sons

Diagnostic and Statistical Manual, Fourth Edition

Behavioral Consultation and Primary Care: A Guide to Integrating Services. Patricia Robinson and Jeffrey Reiter, 2007

**APPENDIX E**

**Psychology Training  
Internal Leave Routing Slip**

Name: \_\_\_\_\_

Dates of Leave \_\_\_\_\_

<b>Patient Coverage</b>		
<b>Rotational Director</b>		
<b>Admin</b>		
<b>Training Director</b>		

Once you have received all signatures, please bring the form to Ms. Morgan and Maiké

If you have established patients already scheduled, you will be responsible for informing them to reschedule their appointments through the booking office.