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**Maastricht University**

**Faculty of Psychology and Neuroscience**

**CLINICAL INTERNSHIP EVALUATION FORM**

Name of student: .......................................................................

ID number: .......................................................................

Faculty supervisor: .......................................................................

Name of internship institution: .......................................................................

Address of internship institution: ......................................................................

City of internship institution: .......................................................................

Internship supervisor, institutional position: ...........................................

Internship period: from: to: .............................

Number of hours a week: ....................................................................

Total number of hours equal to or more than 520? Yes/no

200 hours or more spent on diagnostics? (BAPD) Yes/no

Minimally 20% of the time spend on diagnostics and Yes/no

care needs assessment, and 80% on treatment? Or

minimally 20% on treatment, and 80% on diagnostics

and care needs assessment? (GZ/LOGO)

(part of the activities can be passive (attending/watching; however this can not be more than 40% of the time. At least 60% of the time candidates should actively participate in clinical activities).

Date of this evaluation: ........................................................................

**1.** **Attitude of the intern ….**

**1.1. Motivation** ......

Involvement; effort; enthousiasm; active participation; willingness to do something extra if

needed; taking advantage of learning opportunities; creativity.

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**1.2. Independence** ......

Punctuality; good time management skills; arriving on time; not leaving too early;

scheduling own activities; working in a structured and independent fashion; sticking to

deadlines and agreements; taking initiative.

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**1.3. Cooperation** ......

Teamwork; integration into the team; attentive and active participation; openness to

criticism; ability to give critical feedback; daring to ask questions; setting up positive

working relations; flexibility.

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**1.4. Respect** ......

Acting in accordance with the professional/ ethical code; respect for clients’ autonomy and privacy; respect for others’ norms and values.

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**1.5. Personal insight** ......

Ability to reflect on own performance; aware of own strengths and limitations; ability to recognize potential pitfalls and adjust accordingly; requesting supervisor's help when needed; ability to deal with frustration and disappointment; insight into own norms and values.

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1. **Use the space indicated by the dotted lines in the right margin to enter a numerical grade, from 1 to 10, for each of the aspects. The Dutch grading system is the 1 to 10 scale shown below, with 10**

**being the highest grade, 6 the minimum pass and 1 the lowest grade:**

10=excellent 8=good 6=sufficient 4=insufficient 2=very poor

9=very good 7=amply sufficient 5=almost sufficient 3=poor 1=extremely poor

***For all the following parts: only fill out if applicable.***

**2.** **Administrative activities** **......**

**2.1. Management of clients’ records**

Ability to keep records up to date; making clear notes; following guidelines for creating and maintaining files; handling files responsibly.

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**2.2. Managing appointments/ answering phone calls**

Keeping clear and orderly appointments; taking regular appointments (such as meetings) into account; giving notification in the case of absence; arranging for continuity in the case of sudden absence; answering the telephone professionally and respectfully

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**3.** **Diagnostic skills** **......**

**3.1. Basic professional attitude**

Ability to develop an adequate working alliance with the client; approaching the client in a relaxed, confident and stimulating fashion; adjusting to the client’s frame of reference.

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**3.2. Application of theoretical knowledge**

Integrating theoretical knowledge into conversations; considering various theories as potential explanatory models; ability to explore unfamiliar problems independently.

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**3.3. Application of the diagnostic cycle**

Ability to differentiate hypotheses from facts and interpretations; ability to formulate diagnostic hypotheses and test them; ability to exclude alternative explanations.

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**3.4. Interview at intake**

Conducting an intake interview/ case history; problem clarification; obtaining relevant information; concrete formulation of problems; structuring of information for the client; motivating the client for futher treatment.

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**3.5. Test use**

*3.5.1. Formulation of diagnostic questions and selection of test material*

Ability to formulate diagnostic hypotheses based on available information and theoretical knowledge; ability to select tests to answer the diagnostic research question.

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*3.5.2. Test use: administration and scoring*

Familiarity with test instructions and test materials; working in an orderly fashion; careful use and storage of the test materials; standardized and reliable administration of tests; accurate adherence to test instructions; correct scoring of tests; correct transformation of raw scores into standard scores.

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*3.5.3. Interpretation of test results*

Interpretating test results in accordance with the context; formulating appropriate conclusions that provide answers to postulated diagnostic questions; formulating guidelines for treatment

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1. **Professional communication skills ......**

**4.1.** **Non-verbal behaviour**

*Specific attention for the client; relaxed, empathic attitude; stimulating eye contact; use of encouraging gestures; dosed use of silences.*

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**4.2. Open and closed questions**

Good balance between open and closed questions; clear formulation of questions, neutrally phrased and one at a time

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**4.3.** **Paraphrases (reformulations) and probing questions**

Clear and to the point formulations in own words; correct intonation; appropriate frequency and timing; ability to use probing questions effectively/appropriately to clarify clients' complaints/symptoms/history

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**4.4. Reflection of feelings and emotions**

Ability to reflect upon feelings of the client; adequate frequency, timing, intensity and intonation.

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**4.5. Summarizing**

Ability to summarize clearly and to the point; correct timing (in changing topics and ending the conversation); completeness

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**4.6. Giving information**

Providing clear, concrete, useful information, in the appropriate amount at the right level.

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**4.7. Structuring**

Organizing and structuring information clearly for the client.

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**4.8. Space versus boundaries**

Giving the client sufficient space, but also setting boundaries in order to pinpoint the essential topics.

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**4.9. Agreements with client**

Maintaining the time limit; giving clear assignments to the client; asking for feedback.

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**5.** **Therapeutic skills** **......**

**5.1. Therapeutic attitude**

Adopting a relaxed and stimulating attitude; ability to watch and listen; ability to build a sound therapeutic relationship with the client: both creating a confidential relationship and keeping sufficient professional distance.

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**5.2. Interview at intake**

Conducting an intake interview/ case history; problem clarification; obtaining relevant information; concrete formulation of problems; structuring information for the client; motivating the client for futher treatment.

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**5.3. Application of theoretical knowledge**

Integrating theoretical knowledge into conversations; considering various theories as potential explanatory models; ability to differentiate between facts, interpretations, and hypotheses

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**5.4. Scientific approach**

Ability to search for information independently, when own background knowledge is insufficient; ability to find relevant scientific information and to judge its applicability.

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**5.5. Setting up a therapeutic plan**

Ability to formulate a goal-oriented plan of action based on the client’s general diagnosis, concrete symptoms, limitations and environment.

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**5.6. Execution of the therapeutic plan**

Ability to work systematically and creatively to execute a client’s care programme; clarification and solution of concrete problems in the care programme, applying the necessary theoretical and methodological knowledge.

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**5.7. Dealing with acute assistance; crisis intervention**

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**6.** **Transfer** **......**

**6.1. Oral reporting**

Formulation of relevant findings in a clear and complete fashion; correct use of professional terminology.

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**Written reporting**

Clear written reporting; clear use of language; well organized style; correct use of professional terminology.

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1. **General evaluation**

**7.1.** **What are the student’s greatest strengths and assets?**

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**7.2. In which areas or skills has the student shown the most growth/ improvement?**

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**7.3.** **In which areas or skills is there still the most room for improvement?**

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**7.4. Additional comments**

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**Final overall evaluation:** **......**

Date: Date: Date:

Signature Signature Signature

Clinical internship supervisor Faculty Supervisor Student

***\* Clinical internship supervisors: please send the completed form to the faculty supervisor***

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