



THE OHIO STATE UNIVERSITY

Counseling and Consultation Service

Psychology Intern Evaluation

Intern: _____

Date of Evaluation: _____

Individual Supervisor: _____

Group Supervisor: _____

Assessment Supervisor: _____

Case Conference Supervisor: _____

Evaluation Basis:

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> Clinical Records | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Video | <input type="checkbox"/> Co-provider |
| <input type="checkbox"/> Observation | <input type="checkbox"/> Staff Input |
| <input type="checkbox"/> Other (list): | |

Rating Scale

Profession-wide Competencies (PWCs)

The nine PWCs, I through IX, are rated on the following scale: (Section ratings)

- 1 - Concern about intern's path to meeting exit criterion for this competency.
- 2 - Intern is firmly on track to meet exit criterion for this competency.
- 3 - Intern meets qualitative exit criterion for this competency. Ready for independent practice.

35 Elements:

Elements are rated on the following scale: (Sections are broken down into elements)

- 1 - frequently below level expected for first-semester intern
- 2 - occasionally below level expected for first-semester intern
- 3 - at level expected for first-semester intern. Performance variability, if present, is within range expected during first semester of internship.
- 4 - at level expected for second-semester intern. Performance variability, if present, is within range expected during second semester of internship.
- 5 - consistently at level expected by end of internship or beyond. Ready for independent practice.

Competency Expectations:

The psychology intern is expected to meet a minimum level of achievement meeting qualitative exit criterion for each professional-wide competency by the completion of the internship. By meeting this expectation, the intern demonstrates ability to:

- independently function in a broad range of clinical and professional activities.
- generalize skills and knowledge to new situations.
- self-assess when to seek additional training, supervision or consultation.

The psychology intern is expected to meet a minimum level of achievement, meeting qualitative exit criterion for each professional-wide competency by the completion of the internship. For the evaluations ending Fall and Winter semesters, the intern is expected to achieve a rating of “2—Intern is firmly on track to meet exit criterion for this competency” for each professional-wide competency. For the final evaluation, at the end of internship, the intern is expected to achieve a rating of “3—Intern meets qualitative exit criterion for this competency” for each professional-wide competency. Ready for independent practice.”

If the intern does not meet the expected professional-wide competency for the evaluation period, the supervisor will develop a plan with the intern to address the elements that demonstrate the deficit(s). This plan will consist of measurable strategies to address the elements that need to show improvement and a specific timeline for the expected behavioral change.

An objective of the evaluation process is to identify any significant areas of growth early in the training year to allow ample time for skill development in that competency.

More detailed information about the evaluation process is listed at the end of this evaluation.

PROFESSION-WIDE COMPETENCIES (PWC) - FOUNDATIONAL

I. RESEARCH

Rated Elements - Intern must:

- A. demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publication) at the local (including the host institution), regional, or national level.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating
Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating
Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor.

Research Competency Rating

Primary Clinical Supervisor

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

II. ETHICAL AND LEGAL STANDARDS

Rated Elements - Interns must:

A. be knowledgeable of and act in accordance with:

1. the current version of the APA Ethical Principles of Psychologists and Code of Conduct;

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

3. relevant professional standards and guidelines.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

C. conduct self in an ethical manner in all professional settings.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor.

Ancillary rater: Group Therapy Supervisor (Clinical Supervisor integrates any group observations into Clinical Supervisor Emphasis ratings.). Ancillary ratings are for consideration by intern and by intern's exit criterion raters.

Ethical and Legal Standards Competency Rating

Primary Clinical Supervisor

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

Group Supervisor

Choose an item.

Comments

III. INDIVIDUAL AND CULTURAL DIVERSITY

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

Rated Elements. Interns must demonstrate:

- A. an understanding of how their own personal/ cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

- B. knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/ consultation, and service.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor

Ancillary raters: Group Therapy Supervisor (Clinical Supervisor integrates any group observations into Emphasis ratings.). Ancillary ratings are for consideration by intern and by intern's exit criterion raters.

Individual and Cultural Diversity Competency Rating

Primary Clinical Supervisor

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

Group Supervisor

Choose an item.

Comments

IV. PROFESSIONAL VALUES AND ATTITUDES:

Rated Elements. Intern must:

- A. behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

- C. actively seek and demonstrate openness and responsiveness to feedback and supervision.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor.

Ancillary rater: Group Therapy Supervisor (Primary Clinical Supervisor integrates any group observations into Clinical Supervisor Emphasis ratings.) Ancillary ratings are for consideration by intern and by intern's exit criterion raters.

Professional Values and Attitudes Competency Rating

Primary Clinical Supervisor

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

Group Supervisor

Choose an item.

Comments

V. COMMUNICATION AND INTERPERSONAL SKILLS

Rated Elements. Intern must:

- A. develop and maintain relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor.

Ancillary raters: Group Therapy Supervisor (Primary Clinical Supervisor integrates any group observations into Clinical Supervisor Emphasis ratings.). Ancillary ratings are for consideration by intern and by intern's exit criterion raters.

Communication and Interpersonal Skills Competency Rating

Primary Clinical Supervisor

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

Group Supervisor

Choose an item.

Comments

PROFESSION-WIDE COMPETENCIES (PWC) – FUNCTIONAL

VI. ASSESSMENT

Rated Elements. Intern must:

- A. demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Assessment Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Assessment Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Assessment Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Assessment Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

- E. interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Assessment Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Assessment Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor. **Ancillary rater:** Assessment Seminar Leader. Ancillary ratings are for consideration by intern and by intern's exit criterion raters.

Assessment Competency Rating

Primary Clinical Supervisor

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

Assessment Supervisor

Choose an item.

Comments

VII. INTERVENTION

Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, a community, a population or other system.

Rated Elements. Intern must:

- A. establish and maintain effective relationships with recipients of psychological services.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

- F. evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor.
Ancillary raters: Group Therapy Supervisor (Primary Clinical Supervisor Emphasis Supervisor integrates any group observations into Clinical Supervisor Emphasis ratings.) Ancillary ratings are for consideration by intern and by intern's exit criterion raters.

Intervention Competency Rating

Primary Clinical Supervisor #1

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

Group Supervisor

Choose an item.

Comments

VIII. SUPERVISION

Supervision is grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effectiveness of evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.

Rated Elements. Intern must:

- A. demonstrate knowledge of supervision models and practices.

Supervisor of Supervision Rating
Choose an item.

- B. provide effective feedback to peers, based on adequate development of all other PWCs.

Supervisor of Supervision Rating
Choose an item.

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

Supervisor of Supervision Rating
Choose an item.

Exit criteria rater: Supervision of Supervision

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

Supervisor of Supervision Competency Rating

Choose an item.

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

Consultation and interprofessional / interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Rated Elements. Intern must:

- A. demonstrate knowledge and respect for the roles and perspectives of other professions.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

- B. demonstrate knowledge of effective consultation practices.

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

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

Primary Clinical Supervisor Rating	Case Conference Supervisor Rating	Group Therapy Supervisor Rating
Choose an item.	Choose an item.	Choose an item.

Exit criterion raters: Primary Clinical Supervisor and Case Conference Supervisor.

Ancillary raters: Group Therapy Supervisor (Primary Clinical Supervisor Emphasis Supervisor integrates any group observations into Clinical Supervisor Emphasis ratings.) Ancillary ratings are for consideration by intern and by intern's exit criterion raters.

Consultation and Interprofessional/Interdisciplinary Skills Competency Rating

Primary Clinical Supervisor

Choose an item.

Comments

Case Conference Supervisor

Choose an item.

Comments

Group Supervisor

Choose an item.

Comments

General comments:

Trainee Signature* _____ Date _____

*This signature acknowledges that I have read and discussed this evaluation; it does not imply complete agreement with the ratings given.

Supervisor # 1 Signature _____ Date _____

Case Conference Supervisor Signature _____ Date _____

Group Supervisor Signature _____ Date _____

Assessment Supervisor Signature _____ Date _____

Director of Training Signature _____ Date _____

Intern Evaluation Procedures

I. Overarching Considerations

A. APA Commission on Accreditation General Considerations

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

American Psychological Association, Commission on Accreditation Implementing Regulations, 2017. Standards of Accreditation for Health Service Psychology. Retrieved from <http://www.apa.org/ed/accreditation/section-c-soa.pdf>

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

American Psychological Association, Commission on Accreditation Implementing Regulations, 2017. Standards of Accreditation for Health Service Psychology. Retrieved from <http://www.apa.org/ed/accreditation/section-c-soa.pdf>

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

B. CCS General Expectations

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

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

C. Rating Process for PWCs

Supervisors who have legal and ethical responsibility for the intern's work rate all PWCs that are associated with the aspects of the intern's work over which the supervisor has responsibility. Supervisors consider their direct observations, interns' reports, other staff members' reports of behavioral observations, and other trainers' ratings of the elements associated with the given PWC as the basis for their ratings. Multiple supervisors, typically three, including the primary clinical supervisor(s), and the Case Conference supervisor, rate eight of the nine PWCs. Only the single supervisor-of-supervision has a sufficient basis for assessing the Supervision PWC. For an intern to complete the internship successfully, the majority of the supervisors who rate each of the nine PWCs must agree that the intern is "ready for independent practice" on that PWC.

PWCs are rated on the following scale:

- 1 - Concern about intern's path to meeting exit criterion for this competency.
- 2 – Intern is firmly on track to meet exit criterion for this competency.
- 3 – Intern meets qualitative exit criterion for this competency; ready for independent practice.

D. Rating Process for Elements

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

Elements are rated on the following scale:

- 1 – frequently below level expected for first-semester intern
- 2 – occasionally below level expected for first-semester intern
- 3 – at level expected for first-semester intern. Performance variability, if present, is within range expected during first semester of internship.
- 4 – at level expected for second-semester intern. Performance variability, if present, is within range expected during second semester of internship.

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

E. Required Documentation Triggered by Low Rating

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

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

F. Rating Systems’ Link to Remediation Process

If the majority of exit criterion raters for any given PWC give a rating of “1,” a remediation process will be initiated, provided that the intern continues to have clinical privileges. A serious ethical breach could result in withdrawal of clinical privileges.

G. Minimum Level of Achievement (Exit Criteria)

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