*ATTENDANCE BOOKLET*

*Evaluative Practical Internship*

***Valid for admission to the A Roll of Psychologists***

(LEGGE n. 163 8/11/22)

*Name*

*Born on* ***\_\_/\_\_/\_\_\_\_*** *in* ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*** *C.F.*

*Enrolled in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Host subject:*

***Internship period from \_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_ for n° hours \_\_\_\_\_\_\_***

*(the number of hours must match what is in the attendance booklet)*

***Supervising Psychologist:***

**Instruction for completing the booklet of the**

**Practical – Valutative Internship (TPV)**

***Principles***

The reform on habilitation degrees entrusts the internship mentor with a pivotal role in the training and evaluation of the future psychologist since, through the activities of the TPV, skills and competencies are to be promoted that will later be evaluated in terms of “knowing how to do and knowing how to be a psychologist” and whose achievement cannot be separated from the construction of a training project shared with the intern.

In evaluating the TPV pathway, the mentor should take into account the level of maturation, competence and awareness achieved by the trainee at the end of the training pathway and in particular, the following will be assessed:

* The psychological skills achieved;
* Evidence-based knowledge;
* The specific skills needed to understand psychological functioning;
* Communication skills, proper critical reasoning skills and, more generally, the enhancement of personal skills most associated with the profession. At the same time, the ability to conduct, in line with ethical and deontological principles, the practice of the psychological profession, fostering the growth of the quality standards of the professional community, will be assessed.

The evaluation grid within the booklet is inspired by these principles. Tutors should be aware that these internships, like the other professionalizing activities of the Degree Course, must, at the same time, know how to promote these skills in the candidates who will subsequently be evaluated.

***Funcions of the Tutor and different stages of TPV***

The tutor facilitates the trainee’s learning by personally carrying out in his or her presence the activities that constitute the object of the profession (Article 7 of the Code of Ethics). Subsequently, these activities may be carried out jointly or partially delegated to the trainee, always under constant supervision, depending on the level of competence acquired by the latter during the internship. During evaluation, the Tutor is obliged to comply exclusively with the criteria of specific competence and preparation (Article 19 of the Code of Ethics). In particular:

1. In the initial stage, the trainee has a role as a participant observer aimed at acquiring the methods of assessing the psychological functioning of the individual, couple, family, group or organization in the different spheres of life (home, school, work, etc.), relational contexts and according to the different stages of the life cycle (of individuals or organizations). Assessment makes use of observational methodology, interview techniques, psychodiagnostic tools (standardized tests and instruments).
2. The trainee, always following the activities of the mentor, participates in the analytical drafting of the balance sheet of skills, disabilities, needs and expectations of the individual (or couple, family, group, organization) and the environment in order to activate and optimize all existing resources around problematic situations or those in need of strengthening interventions.
3. Following the framing of the problem and the contexts, the trainee participates, with the guidance of the tutor, in the design of the intervention and follows its execution and evolution in collaboration with other health professionals according to the different areas and stages of the evolutionary cycle.
4. The tutor will brief the trainee on the progress of attendance itself, especially highlighting any non-positive feedback, so that the trainee can improve in the following period. The Tutor will be responsible for making the final judgement of suitability or unsuitability, informing the trainee of this overall judgement. In case of unsuitability, the trainee will be required to repeat attendance of the internship or part of it.

Each line corresponds to one day; photocopy the page if necessary. Fractions of the hour of 30 minutes are allowed.

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| **Date** | **N° Hours** | **Venue and Activity Performed** | **Signature of the trainee** |
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| *Total Hours:*  |

Name of Trainee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Capital letters)

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

*Page Signatures N° \_\_ di \_\_*

**ATTESTATION**

**OF THE TUTOR AND THE HEAD OF THE INSTITUTION**

It is hereby declared that Dr. ......................................................................... Carried out the Evaluative Practical Internship from ………………………………………… to …………………………… at the service/sector …………………………… of ………….…………………………………… for a total of ………… hours under the supervision of Dr. ………………………………. Enrolled in Register A of the Region ………….……………..… with N° …………….. and in accordance with the provisions of the Individual Training Project..

**Evaluation of the candidate**

By filling out the following form, the Tutor is asked to assess the degree of acquisition of the professional skills listed below according to the areas of intervention proper to the typical and reserved acts of the psychology profession addressed to the person, group, social bodies and communities: psychological diagnosis; prevention; habilitation; psychological rehabilitation and support; experimental, research, teaching activities.

For a positive evaluation use a summary letter score with values corresponding to: A (Excellent); B (Excellent); C (Good); D (Sufficient).

For a negative evaluation use the summary score indicated by the letter E (insufficient).

In case the activity carried out did not cover all the areas of focus below, use the abbreviation N/A (not applicable).

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| **Professional Skills** | **Diagnosis** | **Prevention** | **Enabling** | **Rehabilitation** | **Psychological support** | **Research and teaching** |
| Appropriate use of psychological tools and techniques for case assessment (individual, dyad, group, organization) |  |  |  |  |  |  |
| Formulation of hypothesis of theoretically grounded and evidence-based professional intervention |  |  |  |  |  |  |
| Ability to analyze, listen and connect with context and users |  |  |  |  |  |  |
| Drafting a report and returning it to the patient/client/user/institution/organization |  |  |  |  |  |  |
| Indipendent and critically oriented reflection on experience |  |  |  |  |  |  |
| Connection between instrument theories and psychological practice |  |  |  |  |  |  |
| Establish appropriate relationships with colleagues |  |  |  |  |  |  |
| Knowledge and mastery of the ethical implications of the activities performed |  |  |  |  |  |  |

**Final evaluation for internship**

**(tick the box chosen)**

|  |  |
| --- | --- |
| ELIGIBLE | NOT ELIGIBLE  |

Date ………………………………

**Signature and stamp of the legal representative of the Institution or his/her delegate**

**Tutor Signature**

**………………………..………… ……………………………………….**