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Intercommunity Action, Inc.
Pre-Doctoral Internship in Clinical
Psychology Handbook
2015-2016

Intercommunity Action, Inc.
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Intercommunity Action, Inc. (Interact)

Pre-Doctoral Internship in Clinical Psychology Handbook

Interact's Mission Statement

To provide exemplary behavioral health, intellectual and developmental disabilities, and aging services for the purpose of assisting people to achieve their maximum potential and enhancing their quality of life.

The mission of the Greenridge Counseling Center is to create a safe space for anyone impacted by life's challenges to build effective resources, skills and relationships for positive change."

Statement of Non-Discrimination

Interact values diversity within the communities that we serve. It is Interact's policy to not discriminate in providing access to services or employment on the basis of any legally protected category including but not limited to: age, sex, religion, race, ethnicity, spoken language, mental/physical disability, medical condition, income status, sexual orientation, gender identify, and any other legally protected category.

Commitment to Training

Interact is committed to and strives to provide an exemplary training site for pre-doctoral clinical psychology interns. Our training program is follows a planned and developmental model so as to contribute to the growth and production of future psychologists. Interact is committed to the practitioner-scholar model with training grounded on the application of scientific knowledge and scholarly practice to clinical work.

About Intercommunity Action, Inc. (Interact)

For over 40 years, Intercommunity Action, Inc. (Interact) has provided assistance to help people live successfully in the community. Interact was established in 1969 as a private, not-for-profit community agency designed to meet the human services needs of the

residents of the Andorra, Roxborough, Manayunk, Wissahickon, East Falls, and Nicetown neighborhoods of Northwest Philadelphia. While most of our services are located in these neighborhoods, today we serve residents across Philadelphia and in the suburbs as well.

Interact's mission is to provide exemplary behavioral health, intellectual and developmental disabilities, and aging services for the purpose of assisting people to achieve their maximum potential and enhancing their quality of life. Whether someone needs help staying in their home as they age, recovering from mental illness or substance abuse, or living a full and productive life to the best of that person's cognitive and intellectual abilities, Interact is proud of the successes achieved by the thousands of people we serve each year.

Interact has more than two dozen individual programs and more than 400 staff working to fulfill our mission and to meet the needs of our consumers. Journey's Way, our service to older adults, provides programs for active adults ages 55+, affordable housing for lower income adults age 62 and older, and assistive services for more frail elderly. Behavioral Health Services are coordinated through our Greenridge Counseling Center, which serves children and adults in a variety of outpatient, home, school, and community settings. And our services for people with intellectual and developmental disabilities include community residential living arrangements, a day activities center, and supportive employment services.

The Pre-Doctoral Clinical Psychology Internship at Interact

The internship in clinical psychology provides an array of opportunities to facilitate a diverse and unique training experience with the assessment, outpatient, and BHRS departments. Interns will have the opportunity to conduct full-battery psychological and psycho-educational assessments with a variety of populations including comprehensive Autism assessment batteries. Interns will also conduct functional behavioral assessments and provide behavioral modification/therapy for children/adolescents in the home, school, and community. Opportunities to run children and parent groups in both outpatient and school settings will be available. Interns will provide therapy in our outpatient setting to a variety of individuals experiencing a broad spectrum of mental health and/or substance use concerns. Interns will receive ongoing supervision and didactic seminars on empirically-supported treatment approaches with a focus on cognitive-behavioral therapy. Interns may also have the chance to assist with trainings and didactics to staff and medical professionals in order to gain teaching experience.

Interns will gain valuable experience in assisting with the supervision/consultation of practicum students. Additionally, interns will work directly with clinical staff and administrators to develop and implement a quality improvement project.

Interns are expected to complete 2000 psychological service hours over the course of internship year. At least 25% of the intern's time is spent in direct clinical service delivery via intervention and assessment face-to-face, while in practice, they may contribute upwards of 50% of their time in direct service. While an intern will gain experience in a multitude of areas, Interact is dedicated to helping interns gain further experience in their own areas of interest in order to match their training goals.

Interns will receive 4 hours of supervision weekly. They will attend 2 hours of face-to-face individual supervision with 2 doctoral-level psychologists on staff (one hour with each psychologist). Additionally, they will attend 2 hours of group supervision with a doctoral level staff psychologist. Interns will also participate in an average of 2 hours of weekly didactic seminars on a variety of topics (see attached schedule of didactics). To further their competency in the supervision domain, interns will also have the opportunity to assist a doctoral level psychologist with the supervision of pre-doctoral practicum students. Interns will participate in supervision and didactics on a broad range of professional activities including, but not limited to, evidence-based treatment protocols, assessments/psychological testing, intakes, diagnosis, providing supervision, etc.

Pre-Doctoral Internship Training Goals

Interact's overarching training goals are to contribute to the growth, knowledge, and clinical knowledge in the following areas of clinical psychology such that the intern will have developed an advanced to proficient level of competence by the completion of internship.

<i>ASSESSMENT AND TESTING</i>
Goal 1: To produce internship graduates who demonstrate competence in psychological/psychoeducational assessment, diagnosis and case conceptualization.
Objective 1: Production of graduates who demonstrate knowledge about a variety of evidence-based structured psychological and psycho-educational integrated testing batteries.
Competencies Expected:
1. Demonstrate the ability to construct a specialized assessment battery using

<p>evidence based practice based on the needs of the individual</p> <ol style="list-style-type: none"> 2. Demonstrate the ability to administer and score a variety of structured psychological and educational tests
<p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual), which will include consideration from other professionals who have a direct working relationship with the intern 2. Supervisor observations. 3. Direct Observation and/or Review of audio and video tapes of sessions. 4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.
<p>Minimum Thresholds for Achievement for Expected Competencies:</p> <ol style="list-style-type: none"> 1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on Section I, Item 1, on the Pre-Doctoral Psychology Internship Competencies Evaluation. 2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on Section I, Item 2, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
<p>Objective 2: Production of graduates who exhibit knowledge of comprehensive integrated report writing.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to write an integrated report using clear, concise and strength based language. 2. Demonstrate the ability to interpret and elucidate data into fully integrated reports. 3. Completes all assigned written assessments and reports within required timeframes. 4. Demonstrate the ability to develop individualized and practical recommendations across systems.
<p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern 2. Supervisor observations.

3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 3**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 4**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
4. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 5**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
5. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 6**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 3: Production of graduates who demonstrate knowledge of providing professional feedback of assessments.

Competencies Expected:

1. Demonstrate the ability to effectively provide assessment feedback in a clear, professional, and strengths-based manner.
2. Demonstrate the ability to provide assessment feedback in a culturally competent manner with respect to individual differences.
3. Complete all feedback sessions within required timeframes.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 8**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 9**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 10**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 4: Production of graduates who exhibit knowledge of obtaining and integrating information/data from a variety of sources to inform case formulation.

Competencies Expected:

1. Demonstrate the ability to conduct a comprehensive, culturally competent and trauma informed clinical interview.
2. Demonstrate the ability to formulate a diagnostic impression based upon clinical interview, collateral information and structured tools.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 11**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section I, Item 12**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

INTERVENTION

Goal 2: To produce internship graduates who demonstrate competency in performing intervention as informed by scientific knowledge and clinical application.

Objective 1) Production of graduates who are knowledgeable of evidence-based psychological interventions.

Competencies Expected:

1. Demonstrate the ability to implement evidence based psychological interventions.
2. Demonstrate the ability to execute at least one evidence based trauma focused treatment protocol.
3. Demonstrate the ability to execute basic cognitive treatment techniques.
4. Demonstrate the ability to execute basic behavioral treatment techniques.
5. Demonstrate the ability to stay abreast of current research trends and incorporate this knowledge into practice.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 1**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 2**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 3**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
4. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 4**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

5. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 5**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 2: Production of graduates who are able to collaborate and consult inter-professionally in order to provide the most comprehensive and efficacious treatment.

Competencies Expected:

1. Demonstrate the ability to serve in the role as a consultant to other professionals providing care to an individual.
2. Demonstrate the ability to collaborate and serve in the role as a consultee with other professionals in order to provide comprehensive care.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 6**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 7**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 3: Production of graduates who are able to competently develop case conceptualizations and incorporate them into treatment planning.

Competencies Expected:

1. Demonstrate the ability to conceptualize cases from at least two theoretical frameworks.
2. Demonstrate the ability to utilize a recovery-oriented, trauma informed and strengths-based approach to case conceptualizations and treatment planning.
3. Identify and incorporate issues of diversity into conceptualizations and

treatment planning.
<p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern 2. Supervisor observations. 3. Direct Observation and/or Review of audio and video tapes of sessions. 4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.
<p>Minimum Thresholds for Achievement for Expected Competencies:</p> <ol style="list-style-type: none"> 1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on Section II, Item 8, on the Pre-Doctoral Psychology Internship Competencies Evaluation. 2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on Section II, Item 9, on the Pre-Doctoral Psychology Internship Competencies Evaluation. 3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on Section II, Item 10, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
<p>Objective 4: Production of graduates who are aware of and able to implement nonspecific therapeutic skills into clinical practice.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to identify and engage in nonspecific factors that contribute to the development of a successful alliance (i.e. conveying warmth/empathy, active collaboration). 2. Demonstrate the ability to collaborate with the individual in the development of a continuing care plan throughout treatment and after care. 3. Demonstrate the ability to collaboratively engage in discharge planning and terminate treatment when appropriate.
<p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern 2. Supervisor observations.

3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 11**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 12**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section II, Item 13**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

PROFESSIONAL DEVELOPMENT

Goal 3: To produce internship graduates who readily identify as professional psychologists in a variety of roles and environments.

Objective 1: Production of graduates who are dedicated to advocacy and life-long learning in the professional field of psychology.

Competencies Expected:

1. Demonstrate the ability to perform as a future psychologist dedicated to life-long learning through attendance at trainings/conferences and staying current with research.
2. Demonstrate the ability to advocate for the profession and/or individuals served.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section III, Item 1**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section III, Item 2**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 2: Production of graduates who demonstrate leadership skills and can effectively transfer skills/disseminate knowledge to others.

Competencies Expected:

1. Demonstrate the ability to conduct didactic seminars/training sessions to externs and staff on evidence-based practices.
2. Demonstrate the ability to serve in the role of a mentor to externs, providing constructive feedback around treatment, assessments, and ethics.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section III, Item 3**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section III, Item 4**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 3: Production of graduates who effectively utilize feedback, supervision, and self-reflection to enhance their clinical skills and growth as a professional.

Competencies Expected:

1. Demonstrate the ability to utilize supervision time by being prepared with a thoughtful agenda and incorporating feedback from supervision into practice.
2. Demonstrate the dedication of quality improvement through self-identified areas of growth and development.
3. Demonstrate the ability to manage personal stress, emotional reactions, and time management via self-reflection and self-care.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section III, Item 5**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section III, Item 6**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section III, Item 7**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

ETHICS

Goal 4: To produce internship graduates who demonstrate competence in applied ethics to guide professional practice.

Objective 1: Production of graduates who practice within the APA Code of Ethics and are able to apply ethical decision making to their clinical practice.

Competencies Expected:

1. Demonstrate the ability to identify ethical issues in practice and understand the implications present in these issues.

2. Demonstrate the ability to implement ethical decision making practices including but not limited to: informed consent, confidentiality, boundary setting, and comprehensive documentation.
3. Demonstrate knowledge of the APA Code of Ethics and stay abreast of current ethics research trends.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section IV, Item 1**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section IV, Item 2**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section IV, Item 3**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 2: Production of graduates who utilize supervision and consultation to ensure ongoing ethical practice and decision making.

Competencies Expected:

1. Demonstrate the ability to seek out supervision/consultation to inform ethical decision making.

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.

<ol style="list-style-type: none"> 3. Direct Observation and/or Review of audio and video tapes of sessions. 4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.
<p>Minimum Thresholds for Achievement for Expected Competencies:</p> <ol style="list-style-type: none"> 1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on Section IV, Item 4, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
<p><i>DIVERSITY</i></p>
<p>Goal 5: To produce internship graduates who demonstrate competency in relation to individual and cultural diversity.</p>
<p>Objective 1: Production of graduates who demonstrate understanding and sensitivity to issues of diversity in clinical practice, therapeutic/professional relationships, and conceptualizations of cases.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to identify, understand, and incorporate diversity and multicultural issues into treatment, interventions, conceptualizations, and therapeutic/professional relationships. 2. Demonstrate the ability to obtain and incorporate knowledge of current diversity issues via means such as reviewing current research, attending diversity trainings, etc.
<p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern 2. Supervisor observations. 3. Direct Observation and/or Review of audio and video tapes of sessions. 4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.
<p>Minimum Thresholds for Achievement for Expected Competencies:</p> <ol style="list-style-type: none"> 1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on Section V, Item 1, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section V, Item 2**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Objective 2: Production of graduates who engage in regular self-reflection and self-assessment of their own attitudes and beliefs about cultural diversity.

Competencies Expected:

1. Demonstrate the ability to utilize self-reflection to understand own beliefs/attitudes about issues related to cultural diversity.
2. Demonstrate the ability to utilize reflection to identify possible issues and considerations regarding diversity within the therapeutic relationship with individuals.
3. Demonstrate the ability to discuss in supervision how one's own beliefs, values and experiences impact treatment

How Outcomes are Measured:

1. Ratings by supervisors using the Pre-Doctoral Psychology Internship Competencies Evaluation (semi-annual) which will include consideration from other professionals who have a direct working relationship with the intern
2. Supervisor observations.
3. Direct Observation and/or Review of audio and video tapes of sessions.
4. Ratings of the internship by the interns on the Internship Training Site Evaluation form.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section V, Item 3**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section V, Item 4**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 3] on **Section V, Item 5**, on the Pre-Doctoral Psychology Internship Competencies Evaluation.

Minimal levels of achievement to maintain good standing and progress satisfactorily

1. By the end of the first six months of internship, interns are expected to have achieved a minimum level of **3 (Advanced)** across the majority of competencies in each domain. At the Advanced level, the intern can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. The Advanced level psychologist is less flexible in these areas than the Proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. This is a common rating during internship, and requires routine supervision of each activity on the *Pre-doctoral Clinical Psychology Internship Competencies Evaluation*. Should an intern fail to meet the minimum level of achievement, a meeting will be held between the intern, supervisor(s), and the Director of Clinical Training to develop a learning plan.
2. By the end of the final six months of internship interns are expected to have achieved a minimum level of **4 (Proficient)** across the majority of competencies in each domain. Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. This is a frequent rating at completion of internship. Competency is attained in all but non-routine cases; supervisor provides overall management of intern's activities; depth of supervision varies according to clinical needs on the *Clinical Psychology Pre-doctoral Psychology Internship Competencies Evaluation*. Intern progress and potential barriers to attainment of competencies are discussed at bi-monthly Supervisor meetings and formative feedback is routinely given, so that the intern is given every opportunity to attain and refine skills and competencies as part of a process, in addition to summative evaluation at the midpoint and endpoint of the internship.
3. Finally, each intern will participate in the development and design of a plan for a Quality Improvement project with final presentation to the Behavioral Health Leadership Team. This plan should be developed in consultation with and approved by the Director of Clinical Training, and depending on feasibility, may be initiated and concluded during the internship year.

Requirements for Completion of Internship

The following requirements must be met to the satisfaction of the Training Committee to receive satisfactory certification of internship completion:

1. The internship requires a total of 2000 hours. A minimum of 500 hours (25% of time on internship) in the provision of direct face-to-face clinical services is required. The internship may not be completed in less than 12 months, or more than 24 months, in accordance with the standards of the Pennsylvania State Board of Psychology and the American Psychological Association.
2. All rotations must be satisfactorily completed; majority of ratings must be at the level of **4 (Proficient)**, by the completion of the internship.
3. All assigned clinical documentation and administrative record keeping must be completed.
4. Regular attendance at all Internship Didactic Seminars. Any seminars that are missed must be made up by participation in an equivalent program, to be determined by the Director of Clinical Training.
5. All supervisor evaluation forms and Internship Program Evaluation forms must be completed.
6. Successful completion of a Quality Improvement proposal submitted and presented to the Director of Clinical Training.

Procedures for Intern Selection

Non-Discrimination Policy

In compliance with all applicable Federal, Pennsylvania state, and City of Philadelphia laws, acts and codes, the Agency formally reaffirms its long-standing policy of non-discrimination and, in keeping with the Agency's policy against discrimination, will take the necessary steps to insure that the Agency will offer equal employment opportunity without regard to race, color, national origin, ancestry, religion, religious creed, age, sex, handicap, disability, sexual or affectional preference or orientation, familial or marital status or veteran status. This policy will apply to recruitment, placement, transfer, promotion, training, use of facilities, compensation, practices and policies and all other applications and conditions of employment or internship, not specifically stated. The Agency is also committed to maintaining a working environment that is free of such discrimination or harassment based on any of these factors, including sexual harassment.

Sexual harassment or harassment of any other basis is prohibited by this Policy. Whether committed by a supervisor, intern, or co-worker, such harassment will be considered misconduct and will subject that person to disciplinary action up to and including termination.

Sexual harassment is defined as unwelcome sexual advances, the conditioning of employment or internship benefits or other employment conditions on sexual favors, or offensive, verbal, or physical conduct of a sexual nature. This includes conduct of a sexual nature which interferes with an employee's or intern's work performance, or creates an intimidating, hostile, or offensive work environment.

Any employee or intern who has a complaint of discrimination or harassment at work by anyone, including supervisors or co-workers, must bring the problem to the attention of a supervisor, a program director, division Vice President, or the Human Resources Director. The employee's or intern's complaint will be thoroughly investigated and a report will be made to the employee or intern of the results of that investigation.

If it is determined that prohibited discrimination or harassment occurred, the offending person (s) will be disciplined and the complaining employee/intern will be given any benefit or privilege of employment he or she was improperly denied as a result of such misconduct.

If the employee/intern does not agree with the findings of the investigation, he or she may seek further review from the President and CEO, who may interview or seek statements from any person concerning the complaint.

Insofar as possible, employee/intern complaints of discrimination or harassment will be kept in the strictest confidence, as will all interviews and statements which are part of any investigation. The Agency will not tolerate retaliation against any employee/intern who complains of such misconduct or provides information in connection with any such complaint.

If an employee/intern has a question about the Agency's policy against discrimination or discriminatory harassment or the procedure to be followed in lodging a complaint, the employee/intern may contact his/her supervisor or the Director of Human Resources.

Application and Selection Procedures

Applicants should have completed all the coursework required for a Psy.D. or Ph.D. Degree in an APA-accredited doctoral program in Clinical Psychology or Counseling

Psychology, and should have had supervised clinical practicum training, adequate and appropriate for a practitioner-scholar model internship, and a commitment to empirically-supported interventions. Although we have no minimum cutoff for face to face clinical experience, we prefer intern applicants to have had above 400 such hours. They should also possess a Masters degree in Psychology and have successfully passed comprehensive or qualifying examinations. Three letters of recommendation should be submitted from doctoral faculty and/or supervisors familiar with the applicant's skills and interests. Applicants should express interest in specific training opportunities offered by our internship, highlighting related experience and goals when possible.

We emphasize that the internship demands maturity, motivation, autonomy and clearly defined goals. Applicants should submit the APPIC uniform application form via the AAPI Online. In ranking candidates, we are particularly attentive to the match of the applicant's interest focus, cumulative experience and career goals with our resources and opportunities and goodness of fit, in terms of competencies preparation, commitment to evidence-based practice, and relationship skills. We are particularly attuned to the match between the intern and their goals to work in community mental health and underserved populations.

We adhere to all APPIC requirements in meeting, interviewing and considering candidates for our internship program. The following steps are taken from the time the completed application is received through to the final ordering of applicants:

1. **The Director of Clinical Training** and Clinical Training Committee read and review all applications. Based on the prospective intern's credentials and our judgment as to goodness of fit, decisions are made regarding extending an invitation to interview.
2. Candidates must have completed all or almost all requirements for their doctoral degree, have outstanding letters of recommendations, have completed 2 years of practicum experience with a preference for at least 400 hours combined Assessment and Intervention hours, and are a good match for our internship.
3. Selected applicants are invited to attend an interview date scheduled in December or January. Each candidate participates in an individual interview with members of the Training Committee and the Director of Clinical Training. The prospective applicants also meet with the current intern group in order to obtain unencumbered and "uncensored" feedback from the interns who have "first-hand" experience with all aspects of the program.

4. Interviewers complete a rating form describing the applicant's strengths, weaknesses and goodness of fit between the candidate and our program. All interviewers then meet as a group to share impressions of the candidates and to determine a final ranking.

5. Finally, the Training Committee reviews ranked lists of candidates for inclusion in the computerized match.

Intern Stipend

The annual stipend for the 2015-2016 intern year is \$22,500 US to be paid in 26 installments minus any deductions required by law or authorized by the intern. Appointments are offered conditional to satisfactorily passing the required background checks (State police, FBI clearance, Child Abuse Clearance).

Sick and Vacation Days

Interns are entitled to 80 hours paid time off (20 days vacation/personal/sick time; 20 agency holidays). Interns are entitled to three days of paid time to attend and/or present at conferences.

Administrative Assistance

Interns have access to the full-range of clerical and technical support available to all employees at Interact. These services include, but are not limited to, scheduling appointments, Information Technology (IT) support, electronic medical record training, billing, etc. Interns will participate in orientation and ongoing training/supervision around administrative functions. All interns are assigned an individual office in the Greenridge Counseling Center. All offices are equipped with a desk, a telephone with voicemail, a computer with internet connection and email. All interns will receive the same level of administrative support offered to clinical staff.

Intern Work Schedule

Intercommunity Action, Inc.'s Greenridge Counseling Center is open Monday through Thursday, 8:30 a.m. to 8:00 p.m., and Friday, 8:30 a.m. to 5:00 p.m. Interns are expected to work within those hours unless other arrangements are made with the Director of Clinical Training. In addition, interns may sometimes be required to work outside of the traditional Monday through Friday schedule.

Sample Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Assessment Scoring/Write-Up/Documentation	Assessment Scoring/Write-Up/Documentation	Assessment Scoring/Write-Up/Documentation	FBA	Didactics
10:00	Assessment Scoring/Write-Up/Documentation	Comprehensive Initial Assessment	Comprehensive Initial Assessment	Group Supervision	Didactics
11:00	Individual Supervision	Comprehensive Initial Assessment	Comprehensive Initial Assessment	Assessment Battery Administration	Individual Therapy
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	FBA	Comprehensive Initial Assessment	Comprehensive Initial Assessment	Peer Supervision	Individual Therapy
2:00	FBA	Comprehensive Initial Assessment	Comprehensive Initial Assessment	Individual Therapy	Individual Therapy
3:00	FBA	Assessment Battery Administration	Individual Supervision	Individual Therapy	Assessment Scoring/Write-Up/Documentation
4:00	Assessment Scoring/Write-Up/Documentation	Assessment Battery Administration	Assessment Battery Administration	Group Therapy	Assessment Scoring/Write-Up/Documentation
5:00	Individual Therapy	Assessment Battery Administration	Assessment Battery Administration	Group Therapy	Assessment Scoring/Write-Up/Documentation

The Greenridge Counseling Center

- Outpatient Services
 - Mental Health Outpatient

- Drug & Alcohol Outpatient
- Autism Services
- Psychological and Psychoeducational Assessment Services
- Behavior Health Rehabilitative Services
- School Therapeutic Services

6122 Ridge Ave
Philadelphia, PA 19128
p) 215-487-1330
f) 215-487-1641

Internship Activities

Clinical Services at Interact

Interact offers an array of clinical services to a wide range of populations. Interact provides interns with an opportunity to engage in outpatient (individual and group therapy) and assessment services. Assignments will be made by the interns' supervisors and based upon competency, interest, and availability of the interns. All of these services include the treatment and/or assessment of a wide variety of diagnoses and are conducted within a culturally-sensitive, recovery oriented, evidence-based, and trauma-informed framework.

Examples of issues treated and assessed include but are not limited to:

- Autism Spectrum Disorder
- Depression
- Anxiety
- Psychosis
- Academic Difficulties
- Adjustment Difficulties
- Chronic Stress
- Child-family conflicts
- Parenting issues
- Relationship difficulties
- Trauma
- Grief, bereavement
- Substance use disorders

Outpatient Services

Individual Therapy

Interns will conduct individual therapy with individuals from a variety of populations. Our outpatient department services all age groups. Interns will receive supervision around evidence-based interventions (i.e. cognitive-behavioral therapy) in order to deliver efficacious treatment. Interns will also develop strength-based treatment plans in collaboration with the consumers and their families.

Group Therapy

Interns will conduct group therapy with individuals on a variety of topics. Some of examples of groups include but are not limited to social skills, CBT groups for depression and anxiety, substance use, etc. Interns will receive supervision around the implementation of evidence-based group therapy interventions and understanding around group dynamics.

Family and Couples Therapy

Interns will conduct therapy with families and couples to address systemic and relationship concerns. Interns will receive supervision around structural and strategic family therapy approaches to treatment.

Assessment Services

Full-Battery Integrated Psycho-educational and Psychological Assessments

Interns will conduct full-battery integrated assessments including domains such as cognitive ability, academic achievement, memory, executive functioning, phonological processing, objective and projective personality assessments, learning style analysis, and diagnosis. Interns will administer, score, and integrate the results into a full-battery report. In conjunction with their supervisor, interns will provide a feedback session to the consumer and/or their families to explain the results. Some examples of referrals for assessments include:

- Learning Disorders/Concerns
- Attention Deficit Disorder
- Better understanding of how an individual learns
- Diagnostic rule-outs
- Classroom accommodations
- Vocational planning

Autism Evaluations

Interns will receive formal training on the Autism Diagnostic Observation Schedule-2 (ADOS-2). Upon completion of training, interns will work in teams to utilize the ADOS-2 in a one way mirrored room to assess for Autism Spectrum Disorder. They will utilize the

ADOS-2 in combination with a clinical interview and a variety of other structured tools to formulate a conceptualization of the individual. A feedback session is then held with the family and the supervisor to review the assessment.

Comprehensive Biopsychosocial Evaluations/Intakes

Interns will utilize a semi-structured interview in combination with structured tools in order to complete comprehensive biopsychosocial evaluations. The interns will integrate information from a variety of collateral sources and will utilize this data to formulate a diagnostic formulation as well as make comprehensive treatment recommendations. These evaluations may be used for initial intake assessments, treatment recommendations, and/or diagnostic purposes.

Functional Behavioral Assessments

Interns will have the opportunity to conduct comprehensive functional behavior assessments. Interns will observe children in a variety of settings (home, school, and community). They will utilize data from these observations in conjunction with collateral information and structured tools to analyze the function behind a child's behaviors. This report will inform a treatment plan that will be utilized throughout treatment.

Training in Empirically Supported Interventions

Interact strives to provide extensive training in evidence-based interventions. This training is disseminated via supervision, consultation, formal trainings, and didactics. Audio-taped sessions will be reviewed on a regular basis to ensure understanding of how to implement these with consumers. Examples of empirically-supported interventions include cognitive-behavior therapy, acceptance and commitment therapy, and other empirically-supported treatments that fall within the supervisors' competencies.

Professional Staff Consultation

Interns at Interact will provide consultation with their peers, pre-doctoral practicum students, and clinical staff. Interns will serve in the role of both the consultant and the consultee. These consults will take place both formally and informally throughout the course of their internship.

Training in the Supervision Competency

All interns serve as a formal "supervisory consultant" to pre-doctoral practicum trainees at the internal internship site. Interns receive weekly supervision from a licensed psychologist who oversees their clinical and supervisory practice. Interns will also receive a formal didactic on strategies in becoming an effective supervisor.

Training in Administrative Practices

Interns are expected to engage in a variety of triage activities at Interact. These duties may include responding to telephonic referral inquiries, initial engagement with a consumer, conducting intake interviews, obtaining necessary information to make a clinical determination regarding level of service and appropriateness for service, and assisting with community resources for support. Interns discuss administrative issues in their regularly scheduled individual and group supervisions.

Teaching

In support of the teaching competency, interns will have opportunities to conduct didactics or workshops for pre-doctoral practicum students as well as other clinical staff.

Community Outreach

Interns will have opportunities to attend or present at conferences, engage in marketing initiatives, and speak at panels in order to advocate for their profession. Interns will participate in community outreach events such as National Depression Screening Day and other public awareness campaigns.

Structure of Training Activities

The pre-doctoral internship in clinical psychology at Interact is designed to train future psychologists to work in a variety of roles within community-mental health. The internship emphasizes direct clinical practice, and the integration of science and practice, informed by the practitioner-scholar model. The internship stresses foundational competency development and consolidation in the areas of relationship, diversity, and applied ethics, and specific competency development in knowledge, skills and attitudes involving assessment, diagnosis, case conceptualization, treatment planning, intervention, consultation, supervision, and research and education.

The internship emphasizes the development of intermediate to advanced level clinical skills through supervised clinical experiences in the application of theoretical and empirical psychological knowledge. The program provides interns with a continuum of clinical training opportunities within a broad range of interdisciplinary clinical settings. Our training curriculum strives to be relevant to the current demands of practicing psychologists and the populations they serve. The activities of the internship are designed to teach and develop professional competence, through didactic instruction, modeling, experience, case discussion and supervision. The internship emphasizes the provision of service to culturally diverse communities, as well as the treatment of underserved populations.

Didactic Trainings

In accordance with APPIC internship standards, all interns are required to participate in regularly scheduled didactic training seminars at the internship site for an equivalent of

2 hours a week. These training seminars are designed to ensure an experience of developmental learning and permit adequate socialization as an internship cohort. Interns participate in a variety of didactic trainings and seminars.

Intern Didactic Seminar Schedule 2015-16

Date		Hours	Seminar Leader	Topic
7/6/15	9:00am-12:00pm	3	Will La Valle, PsyD Michael Gray, PhD	Child Abuse Reporting (online)
7/9/15	1:00pm-4:00pm	3	Will La Valle, PsyD Michael Gray, PhD	Motivational Interviewing
7/16/15	12:00pm-3:00pm	3	Will La Valle, PsyD Michael Gray, PhD	Strength-Based Report Writing and Feedback Sessions
7/29/15	12:00pm-3:00pm	3	Will La Valle, PsyD Michael Gray, PhD	Assessment Technical Trainings Part 1
8/7/15	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
8/12/15	12:00pm-3:00pm	3	Will La Valle, PsyD Michael Gray, PhD	Assessment Technical Trainings Part 2
8/19/15,	9:30am-12:30pm	3	Will La Valle, PsyD Michael Gray, PhD	ADOS-2 Training Part 1
8/26/15	9:30am-12:30pm	3	Will La Valle, PsyD Michael Gray, PhD	ADOS-2 Training Part 2
9/4/15	9:00am-1:00pm	4	Kara Mifflin, MS, NCC Jodi Silverman, LCSW	Sanctuary Part 1

			Will La Valle, PsyD Michael Gray, PhD	
9/11/15	9:00am-1:00pm	4	Kara Mifflin, MS, NCC Jodi Silverman, LCSW Will La Valle, PsyD Michael Gray, PhD	Sanctuary Part 2
10/2/15	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
10/9/15	9:00am-1:00pm	4	Kara Mifflin, MS, NCC Jodi Silverman, LCSW Will La Valle, PsyD Michael Gray, PhD	Sanctuary Part 3
10/16/15	9:00am-1:00pm	4	Kara Mifflin, MS, NCC Jodi Silverman, LCSW Will La Valle, PsyD Michael Gray, PhD	Sanctuary Part 4
10/23/15 (Supervisor Appreciation Day)	9:00am-12:15pm	3.25	Nadine Kaslow, PsyD., ABPP	Strategic Approaches: Working with Advisees Who Do Not Meet Professional Competence Requirements
10/23/15 (Supervisor Appreciation Day)	1:15pm-4:30pm	3.25	Alex M. Siegel, J.D., Ph.D.	New Ethical Trends in Telepsychology and Supervision
10/30/15	9:00am-1:00pm	4	Kara Mifflin, MS, NCC Jodi Silverman, LCSW Will La Valle, PsyD Michael Gray, PhD	Sanctuary Part 5

11/6/15	9:00am-11:00am	2	Inez Malenbaum, LPC Will La Valle, PsyD Michael Gray, PhD	Trauma Focused Treatment Part 1
11/20/15	9:00am-11:00am	2	Inez Malenbaum, LPC Will La Valle, PsyD Michael Gray, PhD	Trauma Focused Treatment Part 2
11/20/15	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
12/4/15	9:00am-11:00am	2	Inez Malenbaum, LPC Will La Valle, PsyD Michael Gray, PhD	Trauma Focused Treatment Part 3
1/8/16	9:00am-11:00am	2	Bryan Cohen, MA, MEd Will La Valle, PsyD Michael Gray, PhD	Leadership Part 1
1/8/16	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
1/22/16	9:00am-11:00am	2	Bryan Cohen, MA, MEd Will La Valle, PsyD Michael Gray, PhD	Leadership Part 2
1/22/16	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
2/5/16	10:00am-12:00pm	2	Bryan Cohen, MA, MEd Will La Valle, PsyD Michael Gray, PhD	Leadership Part 3
2/26/16	9:00am-12:00pm	3	Jodi Silverman, LCSW Will La Valle, PsyD	Principles of Recovery

			Michael Gray, PhD	
3/4/16	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
3/11/16	9:00am-12:00pm	3	Lauren Evans, LSW Will La Valle, PsyD Michael Gray, PhD	Suicide Assessment
3/18/16	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
3/25/16	9:30am-12:30pm	3	Will La Valle, PsyD Michael Gray, PhD	Prolonged Exposure Therapy
4/15/16	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
4/29/16	12:30pm-2:30pm	2	Matthew Weinberg, M.B.	Ethics and Professionalism Seminar
5/6/16	9:00am-11:00am	2	Will La Valle, PsyD Michael Gray, PhD	A Cultural Competency Program for Psychologists: Clinical and Supervisory Practices with Latino Culture and Language Part 1
5/20/16	9:00am-11:00am	2	Will La Valle, PsyD Michael Gray, PhD	A Cultural Competency Program for Psychologists: Clinical and Supervisory Practices with Latino Culture and Language Part 2
6/3/16	9:00am-11:00am	2	Will La Valle, PsyD Michael Gray, PhD	A Cultural Competency Program for Psychologists: Clinical and Supervisory Practices with Latino Culture and Language Part 3
6/10/16	9:00am-11:00am	2	Will La Valle, PsyD Michael Gray, PhD	A Cultural Competency Program for Psychologists: Clinical and Supervisory

				Practices with Latino Culture and Language Part 4
6/17/16	9:00am-11:00am	2	Will La Valle, PsyD Michael Gray, PhD	A Cultural Competency Program for Psychologists: Clinical and Supervisory Practices with Latino Culture and Language Part 5
TBD		6	PCOM TBD	Diversity Day

Supervision

Interns receive training and supervision in a broad range of professional activities including: functional behavioral assessments, psycho-diagnostics; psychoeducational evaluations; clinical interventions; consultation; applied clinical research (including clinical outcome research); and case management as appropriate. In addition, interns gain experience in supervision of pre-doctoral practicum students. Each intern is supervised by 2 separate supervisors for at least 1 hour each in individual, face-to-face supervision per week, for a total of 2 hours of individual face-to-face supervision per week, in addition to at least one hour of group supervision.

Individual Supervision

Each intern receives a minimum of 2 hours of individual supervision weekly from their primary supervisors, who are doctoral level licensed psychologists (one hour minimum with each supervisor). These primary supervisors maintain full responsibility for each intern's work. Supervisors are responsible for direct observation of the intern's work through co-therapy or viewing and processing video or audio recordings of sessions, and reviewing and signing off on all paperwork. The primary supervisors will maintain ongoing collaboration to ensure continuity of supervision and feedback to the interns.

Group Supervision

Interns participate in group supervision with their supervisors and peers (1 hour a week). Topics typically include issues related to administrative and operational issues, quality performance issues, supervision of pre-doctoral practicum students, and current topics in professional practice and research.

Summary of All Supervision and Training

TRAINING TYPE	FREQUENCY	LENGTH OF TIME	AVERAGE
<u>ORIENTATION</u>	June 29, 30, July 1	3 days	24 hrs total
<u>SUPERVISION:</u> Individual, face-to-face supervision	Twice weekly	1 hour each weekly session, with 2 different supervisors	2 hours / week Individual, face-to-face supervision (100 hrs total individual supervision)
<u>SUPERVISION:</u> Group Supervision	Once weekly	1 hour	1 hour/week Group, face-to-face supervision (50 hrs total group supervision)
<u>DIDACTICS:</u> Variety of topics (see didactic schedule)	Twice a month	See didactic schedule	Average of 2 hours bi-weekly (100+ hrs total didactics)

Intern Orientation Program - June 29th, June 30th & July 1st

<i>Monday, June 29th</i>	
Welcome Reception	9:00am-10:00am
Group Supervision	10:00am-11:00am
Tour of Intercommunity Action, Inc.	11:00am-12:00pm
Lunch Provided by Carriage House	12:00pm-1:00pm
Electronic Medical Records, Phone, and Email	1:00pm-2:30pm
Internship Overview	2:30pm-3:30pm
Room Assignment	4:00pm-5:00pm
<i>Tuesday June 30th</i>	
Assessment Procedures	9:00am-10:00am
Treatment Planning and Documentation	10:00am-1:00pm
Lunch (on own)	1:00pm-2:00pm
Child Abuse Reporting Policy, Procedures, and Clinical Implications	2:00pm-4:00pm
Wrap Up	4:00pm-5:00pm
<i>Wednesday July 1st</i>	
Meet and Greet	9:30am-10:30am
Overview of Programs Offered at Interact	10:30am-11:00pm
Suicide/Risk Assessment	11:00am-12:00pm
Crisis Management & Lunch	12:00pm-1:00pm
Greenridge Counseling Center Policy and Procedures	1:00pm-2:30pm
Person-First Cultural Diversity	2:30pm-3:00pm
Compliance	3:00pm-4:00pm
Consumer Experience	4:00pm – 5:00pm

Cultural Competency and Diversity

Interact serves a large and varied community, and our interns are exposed to a population that is diverse in terms of ethnicity, religion, culture, sexual orientation, age, socioeconomic status, and psychiatric status. The surrounding community is highly diverse and multicultural with significant health disparities and lack of access to behavioral health centers. Interact, as a community behavioral health center is a safety net for individuals who are otherwise underserved, do not have insurance coverage, receive public assistance and/or cannot pay for treatment.

Throughout our agency respect for cultural and individual difference is not only expected, but it is a core value. The importance and necessity of being sensitive and aware of individual differences and diversity in the practice of professional psychology is infused throughout the interns' training experience. Interact values the practice of self-reflection and self-awareness concerning personal beliefs/values and how these impact the interns' effectiveness in working with diverse populations.

In support of our commitment to training culturally competent psychologists, interns are expected to complete a 10 hour online didactic training program, *A Cultural Competency Program for Psychologists: Clinical and Supervisory Practices with Latino Culture and Language*, by Marie C. Weil, Psy.D. and Bruce S. Zahn, Ed.D., ABPP.

Intern Evaluation and Learning Goals

Prior to each term, interns and their supervisors will collaborate to develop individualized learning plans/goals that are directly informed by the pre-doctoral internship objectives and competencies. The primary supervising psychologists collaborate and complete a semi-annual formal evaluation of each intern's progress. As part of the formal evaluation Interns will complete a self-evaluation. Interns are evaluated after they have completed six months of their internship training and at the end of the year. The formal evaluation invites commentary on both specific areas of skill as well as general professional demeanor. These evaluations are to be discussed with the interns and then signed by both the intern and the supervisors. Interns are given the opportunity to respond to any comments made by the supervisors with which they disagree and to have the response included with the evaluation. Evaluations should be based on an accurate picture of each intern's work. Supervisors will observe sessions, view videotapes or listen to audiotapes of sessions on a regular basis. There will be clear on-going communication between interns and their supervisors throughout the year on areas of strength and weakness. Interns should never be surprised by the feedback they receive on the formal

evaluation because they should be obtaining this information over the course of the year in supervision.

Intercommunity Action, Inc. Intern Learning Goals Agreement

____ Term 1: Initial Learning Goals (First Rotation: June – December)

____ Term 2: Final Learning Goals (Second Rotation: January-July)

NAME OF INTERN:

Name: _____

Signature: _____ *Date:* _____

CLINICAL SUPERVISOR:

Name: _____

Signature: _____ *Date:* _____

CLINICAL SUPERVISOR:

Name: _____

Signature: _____ *Date:* _____

INTERNSHIP DIRECTOR:

Name: _____

Signature: _____ *Date:* _____

Name of Intern: _____ Date: _____

Start Date: _____ Term: _____

Instructions: This learning plan is designed to insure that interns receive specific training in the core competency areas in professional psychology over the course of their training experience. The Learning Goals Agreement should be individualized. For each Term of the training year, the intern and his/her supervisor(s) should define specific activities to address these Goals and Objectives. While not every objective needs to be addressed in every term, it is expected that over the course of the training year, all Goals should be explicitly addressed in the intern's training.

Goal 1: To produce internship graduates who demonstrate competence in psychological/psychoeducational assessment, diagnosis and case conceptualization.

- **Objective 1:** Production of graduates who demonstrate knowledge about a variety of evidence-based structured psychological and psycho-educational integrated testing batteries.
- **Objective 2:** Production of graduates who exhibit knowledge of comprehensive integrated report writing.
- **Objective 3:** Production of graduates who demonstrate knowledge of providing professional feedback of assessments.
- **Objective 4:** Production of graduates who exhibit knowledge of obtaining and integrating information/data from a variety of sources to inform case formulation.

Specific activities to address this goal and objectives:

1. _____

2. _____

3. _____

ASSESSMENT METHOD(S) FOR COMPETENCIES

_____ *Direct Observation*

_____ *Videotape*

_____ *Audiotape*

_____ *Case Presentation*

_____ *Other (describe)*

_____ *Review of Written Work*

_____ *Review of Raw Test Data*

_____ *Discussion of Clinical Interaction*

_____ *Communication from Other Staff*

Goal 2: To produce internship graduates who demonstrate competency in performing intervention as informed by scientific knowledge and clinical application.

- **Objective 1:** Production of graduates who are knowledgeable of evidence-based psychological interventions.
- **Objective 2:** Production of graduates who are able to collaborate and consult inter-professionally in order to provide the most comprehensive and efficacious treatment.
- **Objective 3:** Production of graduates who are able to competently develop case conceptualizations and incorporate them into treatment planning.
- **Objective 4:** Production of graduates who are aware of and able to implement nonspecific therapeutic skills into clinical practice.

Specific activities to address this goal and objectives:

1. _____

2. _____

3. _____

ASSESSMENT METHOD(S) FOR COMPETENCIES

- | | |
|---------------------------------|---|
| _____ <i>Direct Observation</i> | _____ <i>Review of Written Work</i> |
| _____ <i>Videotape</i> | _____ <i>Review of Raw Test Data</i> |
| _____ <i>Audiotape</i> | _____ <i>Discussion of Clinical Interaction</i> |
| _____ <i>Case Presentation</i> | _____ <i>Communication from Other Staff</i> |
| _____ <i>Other (describe)</i> | |

Goal 3: To produce internship graduates who readily identify as professional psychologists in a variety of roles and environments.

- **Objective 1:** Production of graduates who are dedicated to advocacy and life-long learning in the professional field of psychology.
- **Objective 2:** Production of graduates who demonstrate leadership skills and can effectively transfer skills/disseminate knowledge to others.
- **Objective 3:** Production of graduates who effectively utilize feedback, supervision, and self-reflection to enhance their clinical skills and growth as a professional.

Specific activities to address this goal and objectives:

1. _____

2. _____

3. _____

ASSESSMENT METHOD(S) FOR COMPETENCIES

- | | |
|---------------------------------|---|
| _____ <i>Direct Observation</i> | _____ <i>Review of Written Work</i> |
| _____ <i>Videotape</i> | _____ <i>Review of Raw Test Data</i> |
| _____ <i>Audiotape</i> | _____ <i>Discussion of Clinical Interaction</i> |
| _____ <i>Case Presentation</i> | _____ <i>Communication from Other Staff</i> |
| _____ <i>Other (describe)</i> | |

Goal 4: To produce internship graduates who demonstrate competence in applied ethics to guide professional practice.

- **Objective 1:** Production of graduates who practice within the APA Code of Ethics and are able to apply ethical decision making to their clinical practice.
- **Objective 2:** Production of graduates who utilize supervision and consultation to ensure ongoing ethical practice and decision making.

Specific activities to address this goal and objectives:

1. _____

2. _____

3. _____

ASSESSMENT METHOD(S) FOR COMPETENCIES

- | | |
|---------------------------------|---|
| _____ <i>Direct Observation</i> | _____ <i>Review of Written Work</i> |
| _____ <i>Videotape</i> | _____ <i>Review of Raw Test Data</i> |
| _____ <i>Audiotape</i> | _____ <i>Discussion of Clinical Interaction</i> |
| _____ <i>Case Presentation</i> | _____ <i>Communication from Other Staff</i> |
| _____ <i>Other (describe)</i> | |

Goal 5: To produce internship graduates who demonstrate competency in relation to individual and cultural diversity.

- **Objective 1:** Production of graduates who demonstrate understanding and sensitivity to issues of diversity in clinical practice, therapeutic/professional relationships, and conceptualizations of cases.
- **Objective 2:** Production of graduates who engage in regular self-reflection and self-assessment of their own attitudes and beliefs about cultural diversity.

Specific activities to address this goal and objectives:

1. _____

2. _____

3. _____

ASSESSMENT METHOD(S) FOR COMPETENCIES

- | | |
|---------------------------------|---|
| _____ <i>Direct Observation</i> | _____ <i>Review of Written Work</i> |
| _____ <i>Videotape</i> | _____ <i>Review of Raw Test Data</i> |
| _____ <i>Audiotape</i> | _____ <i>Discussion of Clinical Interaction</i> |
| _____ <i>Case Presentation</i> | _____ <i>Communication from Other Staff</i> |
| _____ <i>Other (describe)</i> | |

AREAS OF ADDITIONAL DEVELOPMENT OR REMEDIATION:

SUPERVISOR COMMENTS:

INTERN COMMENTS:

Name of Intern:

Date:

Evaluation criteria

PLEASE EVALUATE THE INTERN IN YOUR INTERNSHIP USING THE SCALE BELOW. PLEASE INDICATE THE NUMBER THAT BEST DESCRIBES THE INTERN'S COMPETENCE. CONSIDER THE LEVEL OF TRAINING (PRE-DOCTORAL INTERNSHIP) WHEN MAKING YOUR RATINGS.

- 1- **Novice**: Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them.
- 2- **Intermediate**: Psychology interns at the Intermediate level of competence have coped with enough real life experiences to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of diagnostic and intervention skills to new situations and patients is limited, and support is needed to guide performance.
- 3- **Advanced**: At the Advanced level, the intern can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. The Advanced level psychologist is less flexible in these areas than the Proficient psychologist [the next level of competence] but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.
- 4- **Proficient**: Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. The Proficient psychologist learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events
- 5- **Expert**: The Expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her or his understanding of the situation to an appropriate action. The Expert psychologist, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The Expert operates from a deep understanding of the total situation.
- N- **Not applicable**. The competency or skill set is not applicable to the intern; the internship does not provide the opportunity to evaluate the skill and/or the skill was not observed.

I. ASSESSMENT AND TESTING

N = Not applicable 1 = Novice 2 = Intermediate 3 = Advanced 4 = Proficient 5 = Expert

COMPETENCY AREA	Rating
1. Demonstrate the ability to construct a specialized assessment battery using evidence based practice based on the needs of the individual	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
2. Demonstrate the ability to administer and score a variety of structured psychological and educational tests	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
3. Demonstrate the ability to write an integrated report using clear, concise and strength based language.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
4. Demonstrate the ability to interpret and elucidate data into fully integrated reports.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
5. Completes all assigned written assessments and reports within required timeframes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
6. Demonstrate the ability to develop individualized and practical recommendations across systems.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
7. Demonstrate the ability to effectively provide assessment feedback in a clear, professional, and strengths-based manner.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
8. Demonstrate the ability to provide assessment feedback in a culturally competent manner with respect to individual differences.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
9. Complete all feedback sessions within required timeframes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
10. Demonstrate the ability to conduct a comprehensive, culturally competent and trauma informed clinical interview.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
11. Demonstrate the ability to formulate a diagnostic impression based upon clinical interview, collateral information and structured tools.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5

ASSESSMENT METHOD(S) FOR COMPETENCIES_____ *Direct Observation*_____ *Videotape*_____ *Review of Written Work*_____ *Review of Raw Test Data*

- _____ *Audiotape*
- _____ *Case Presentation*
- _____ *Other (describe)*

- _____ *Discussion of Clinical Interaction*
- _____ *Communication from Other Staff*

II. Intervention

N = Not applicable 1 = Novice 2 = Intermediate 3 = Advanced 4 = Proficient 5 = Expert

COMPETENCY AREA	Rating
6. Demonstrate the ability to implement evidence based psychological interventions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
7. Demonstrate the ability to execute at least one evidence based trauma focused treatment protocol.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
8. Demonstrate the ability to execute basic cognitive treatment techniques.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
9. Demonstrate the ability to execute basic behavioral treatment techniques.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
10. Demonstrate the ability to stay abreast of current research trends and incorporate this knowledge into practice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
11. Demonstrate the ability to serve in the role as a consultant to other professionals providing care to an individual.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
12. Demonstrate the ability to collaborate and serve in the role as a consultee with other professionals in order to provide comprehensive care.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
13. Demonstrate the ability to conceptualize cases from at least two theoretical frameworks.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
14. Demonstrate the ability to utilize a recovery-oriented, trauma informed and strengths-based approach to case conceptualizations and treatment planning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
15. Identify and incorporate issues of diversity into conceptualizations and treatment planning.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5

<p>16. Demonstrate the ability to identify and engage in nonspecific factors that contribute to the development of a successful alliance (i.e. conveying warmth/empathy, active collaboration.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> N 1 2 3 4 5</p>
<p>17. Demonstrate the ability to collaborate with the individual in the development of a continuing care plan throughout treatment and after care.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> N 1 2 3 4 5</p>
<p>18. Demonstrate the ability to collaboratively engage in discharge planning and terminate treatment when appropriate.</p>	<p><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> N 1 2 3 4 5</p>

ASSESSMENT METHOD(S) FOR COMPETENCIES

- _____ *Direct Observation*
- _____ *Videotape*
- _____ *Audiotape*
- _____ *Case Presentation*
- _____ *Other (describe)*

- _____ *Review of Written Work*
- _____ *Review of Raw Test Data*
- _____ *Discussion of Clinical Interaction*
- _____ *Communication from Other Staff*

III. Professional Development

N = Not applicable 1 = Novice 2 = Intermediate 3 = Advanced 4 = Proficient 5 = Expert

COMPETENCY AREA	Rating
3. Demonstrate the ability to perform as a future psychologist dedicated to life-long learning through attendance at trainings/conferences and staying current with research.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
4. Demonstrate the ability to advocate for the profession and/or individuals served.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
5. Demonstrate the ability to conduct didactic seminars/training sessions to externs and staff on evidence-based practices.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
6. Demonstrate the ability to serve in the role of a mentor to externs, providing constructive feedback around treatment, assessments, and ethics.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
7. Demonstrate the ability to utilize supervision time by being prepared with a thoughtful agenda and incorporating feedback from supervision into practice.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
8. Demonstrate the dedication of quality improvement through self-identified areas of growth and development.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
9. Demonstrate the ability to manage personal stress, emotional reactions, and time management via self-reflection and self-care.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5

ASSESSMENT METHOD(S) FOR COMPETENCIES

_____ *Direct Observation*

_____ *Videotape*

_____ *Audiotape*

_____ *Case Presentation*

_____ *Other (describe)*

_____ *Review of Written Work*

_____ *Review of Raw Test Data*

_____ *Discussion of Clinical Interaction*

_____ *Communication from Other Staff*

IV. Ethics

N = Not applicable 1 = Novice 2 = Intermediate 3 = Advanced 4 = Proficient 5 = Expert

COMPETENCY AREA	Rating
1. Demonstrate the ability to identify ethical issues in practice and understand the implications present in these issues.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
2. Demonstrate the ability to implement ethical decision making practices including but not limited to: informed consent, confidentiality, boundary setting, and comprehensive documentation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
3. Demonstrate knowledge of the APA Code of Ethics and stay abreast of current ethics research trends	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
4. Demonstrate the ability to seek out supervision/consultation to inform ethical decision making.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5

ASSESSMENT METHOD(S) FOR COMPETENCIES

Direct Observation
 Videotape
 Audiotape
 Case Presentation
 Other (describe)

Review of Written Work
 Review of Raw Test Data
 Discussion of Clinical Interaction
 Communication from Other Staff

V. Diversity

N = Not applicable 1 = Novice 2 = Intermediate 3 = Advanced 4 = Proficient 5 = Expert

COMPETENCY AREA	Rating
1. Demonstrate the ability to identify, understand, and incorporate diversity and multicultural issues into treatment, interventions, conceptualizations, and therapeutic/professional relationships.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
2. Demonstrate the ability to obtain and incorporate knowledge of current diversity issues via means such as reviewing current research, attending diversity trainings, etc.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
3. Demonstrate the ability to utilize self-reflection to understand own beliefs/attitudes about issues related to cultural diversity.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
4. Demonstrate the ability to utilize reflection to identify possible issues and considerations regarding diversity within the therapeutic relationship with individuals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5
5. Demonstrate the ability to discuss in supervision how one’s own beliefs, values and experiences impact treatment.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> N 1 2 3 4 5

ASSESSMENT METHOD(S) FOR COMPETENCIES

- _____ *Direct Observation*
- _____ *Videotape*
- _____ *Audiotape*
- _____ *Case Presentation*
- _____ *Other (describe)*

- _____ *Review of Written Work*
- _____ *Review of Raw Test Data*
- _____ *Discussion of Clinical Interaction*
- _____ *Communication from Other Staff*

Please comment below on any areas and/or skill sets not addressed by the above criteria

Please comment below on the intern's exceptional strengths relative to expected performance at this level of training:

Please comment below on any areas of significant deficit for the intern (for example, as indicated by ratings of 2 or lower in any area) with recommendations for how this will be remediated in the learning goals plan (such as enhanced supervision, readings, self-reflection, etc.)

Intern's comments related to this evaluation and period of training.

NAME OF INTERN:

Name: _____

Signature: _____ *Date:* _____

CLINICAL SUPERVISOR:

Name: _____ License #: _____

Signature: _____ *Date:* _____

CLINICAL SUPERVISOR:

Name: _____ License #: _____

Signature: _____ *Date:* _____

INTERNSHIP DIRECTOR:

Name: _____ License #: _____

Signature: _____ *Date:* _____

The above signatures indicate that the intern has read this feedback form and that the supervisors and intern have discussed it verbally. The signatures do not necessarily imply total agreement on the intern's performance.

STANDARDS OF CONDUCT

Intercommunity Action, Inc. Code of Conduct

Our Code of Conduct provides guidelines for what is proper and expected in all Intercommunity Action, Inc (Interact) activities. However, it cannot provide complete direction for all situations one encounters in the course of his/her work. Follow this Code of Conduct along with all applicable agency policies and procedures and seek assistance from your supervisor/manager/director/compliance officer when needed. Do the right thing, always, and enjoy success at Interact.

The actions of Interact employees and members of the Board of Directors emulate the following:

Interact's high ethical standards and the ethical standards of our professions

Ethics goes beyond following established rules; it embraces an individual's sense of what is correct, honest and proper in day to day work situations. When our instinct tells us something is not quite right, we respect this and check it out with the appropriate supervisor or management staff to seek a proper resolution to the situation. Our standard is to always do what is right and seek advice when the right thing to do is uncertain. All staff are expected to act in accordance with the ethical standards of Interact and their respective professions. Specifically pre-doctoral psychology interns are expected to adhere to the APA Ethics Code.

Commitment to high quality consumer services

We place a high priority on doing what is best for the consumer. We seek to assist consumers to achieve their highest potential and quality of life in the community. We seek service interventions which are effective and efficient for accomplishing this goal. We treat only with services which are medically necessary &/or appropriate for each individual consumer. Services are only provided by properly qualified staff with sensitivity to cultural considerations. All services and treatments provided are properly documented in accordance with agency policy, applicable laws and regulations, payer requirements and ethical standards. Our Quality Assurance activities are targeted to ensure quality in consumer care across programs. How we accomplish our work is also important to us:

We always respect consumer rights and choice.

Consumers and staff are familiar with consumer rights and responsibilities.

A consumer grievance process is available.

Importance of community relationships

We do our best to be good neighbors and include community input in our program planning processes. We participate in local civic activities in order to contribute to the surrounding community and make ourselves available to hear of community concerns especially about our presence in the community. We seek to educate the community and balance the strain around stigma and fear of people who are seen as “different”. All staff and board members are expected to respond seriously and respectfully to community concerns brought to their attention and seek guidance as needed in developing a response to these concerns.

Value of high quality employees and Interns.

Staff is Interact’s greatest asset. Our recruitment and selection process is rigorous in order to make the best staff selections possible. Candidates must meet and maintain our high credentialing standards. We seek to select highly qualified and skilled staff people, who are also highly committed to helping the individuals we serve. We respect and support our employees and coworkers at all times and respect the individual differences and needs of staff. All staff are required to act respectfully toward coworkers, supervisors and subordinates, seek assistance as needed to resolve conflicts occurring in staff relationships and model our commitment to respect and value each Interact employee.

Respect for confidentiality and privacy

Privacy and confidentiality of client and employee information is required by agency policy as well as federal and state laws. Simply confirming a person is a consumer at Interact breaches the consumer’s right to privacy and confidentiality. At times individuals may not seek needed help for fear others will find out. For consumers to be comfortable utilizing our services they must be able to rely upon us to protect their privacy and confidentiality.

Information about a client must not be discussed informally in public areas, and is to be shared only with those authorized to obtain such information.

Employee personnel files and salary information is also restricted to those authorized to access such information.

All staff and members of the board are expected to become and remain knowledgeable of the agency consumer and employee confidentiality policies and act in compliance with them at all times, seeking assistance as needed.

Respect for Agency and client property

Items purchased by Interact for Interact activities and services are to be used only for Interact activities. Agency vehicles, supplies, furnishings, facilities as well as all consumer personal property are not for employee personal use, and are to be properly maintained, stored and protected at all times. Agency time is to be used for agency related activity only and must be accurately documented on time sheets. Exceptions to use of agency property and facilities may be considered with proper approval of Senior Staff.

Equal opportunity and access to services

All Interact employment and service activities are conducted fairly and in consideration of established standards which are applied uniformly. Unrelated issues including race, color, national origin, ancestry, religion, religious creed, age, sex, handicap, disability, use of a guide or support animal because of blindness, deafness or physical handicap, sexual or affectional preference or orientation, familial or marital status or veteran status are not considered, nor do they influence hiring and employment decisions or decisions to provide or withhold services. All staff and board members are expected to fully comply with Interact's non-discrimination policies.

Support a workplace free of sexual harassment

As we value staff, we support the need for a sexual harassment free work environment and atmosphere. Sexual harassment is defined differently by different individuals and sometimes can be resolved with good communication about how some behaviors or activities are viewed differently. Anyone who believes they are being sexually harassed in any Interact work place will be supported to have the situation investigated and any verifiable sexual harassment stopped. If attempts to resolve the harassment oneself are not possible or ineffective, staff should seek supervisor/manager/ director assistance. The Human Resource Office and or Compliance Officer are also resources for assistance. All Interact staff and board members are required to act in compliance with Interact non-discrimination policy (which addresses the issue of sexual harassment) at all times.

Avoid conflict of interest as well as the appearance of conflict of interest

Our mission requires our decision making processes be free to respond to client need without outside, unrelated pressure. We are also obligated to avoid the appearance of being influenced by outside, unrelated pressures. As a result, Interact staff and board members may not offer, give or accept a bribe, gift or item of more than nominal value from/to any client, vendor, regulatory entity, or any person or entity with whom Interact has or is seeking any business relationship. Our relationships with vendors are important and valuable, however may never

overpower our obligation to make decisions which are honest, fair and free of outside influence, or personal gain. Reference program specific guidelines re. gift giving - client/staff, vendor/staff/agency .

Following all applicable laws and regulations

Many federal state and local laws, licensing and regulatory standards govern most of the services we provide at Interact. Program and service policies and procedures are developed in consideration of these requirements. All staff and board members are required to comply with all applicable laws, regulatory standards and agency policies. Following are laws of particular note:

1. Antitrust

All staff are expected to comply with applicable antitrust laws that regulate competition. Examples of conduct prohibited by laws include (1) agreements to fix prices, bid rigging, collusion (including price sharing) with competitors; (2) boycotts, certain exclusive dealing and price discrimination agreements; and (3) unfair trade practices including bribery, misappropriation of trade secrets, deception, intimidation and similar unfair practices.

2. Tax

Interact and its employees will not engage in compensation agreements which do not accurately reflect fair market value. Interact will report all payments received to the appropriate taxing authority, and all tax returns will be filed accurately and timely.

3. Fraud and Abuse

Interact expects its employees not to engage in any activities that violate fraud and abuse laws. These laws prohibit (1) payment, either direct or indirect, in exchange for referral of clients; (2) submission of false, fraudulent or misleading claims to any payer, (3) misrepresenting information to any person or entity in order to gain either personal or financial gain.

4. Federal False Claims Act

The Federal False Claims Act states that those who knowingly submit, or cause another person or entity to submit false claims for payment of government funds are liable for three times the government's damages plus civil penalties of \$5,500 to \$11,000 per false claim. Additionally, the False Claims Act contains relater provisions which allow citizens including employees with evidence of fraud against government contracts and programs to file a law suit on behalf of the Government against that organization. The plaintiff must notify the Justice Department, which will decide whether to intervene and take over the prosecution of the lawsuit. If the Justice

Department takes over, the plaintiff is entitled to between 15% and 25% of the recovery. If the Justice Department decides not to intervene the plaintiff is entitled to between 25% and 30% of the recovery. In either case the employee is protected from any retaliation on the part of the organization.

5. Lobbying/Political Activity

Each employee of Interact will not, as a representative of Interact, engage in activities which could jeopardize the tax exempt status of the organization, including lobbying and political activities. The Compliance Officer can provide clarification to employees who are considering engaging in these activities.

6. Environmental

Interact expects all employees to respect our environment, and conserve natural resources through such things as:

Disposing of trash properly.

Conserving heat, air-conditioning and electricity.

Properly disposing all agency hazardous waste according to agency policy.

As an organization, Interact's policy is to adhere to, and conform to, all regulations and laws with regard to the environment.

Participate in compliance plan, activities and investigations.

Our compliance program is our way of assuring Interact is properly, legally and ethically delivering and supporting services to our consumers. As such, participation in our compliance program and it's activities (including investigations) is mandatory for all staff and Board members.

Accountability.

All staff and board members are obliged to uphold the standards set forth in the Code of Conduct. Supervisors and managers are required to ensure all staff they supervise are aware of and operating in compliance with the Code of Conduct as well as all applicable policies procedures, laws and regulations governing their programs/service. All employees and board members must report known violations. Retaliation of any kind against a well meaning reporting individual is absolutely prohibited.

Dress Code

Professional attire is expected.

Suggestive clothing should be avoided

Clothing should be neat and safe for the job function.

Depending upon job function, certain clothing should be avoided for safety.

Breach of the Code of Conduct

Breach of the Code of Conduct will follow procedures outlined within the Internship Due Process.

Internship Due Process

The intern supervisors and Director of Clinical Training are responsible for clearly documenting significant problem areas of the intern's performance as soon as they are noticed, discussing these with the intern, and working with the intern to correct the problems. The intern's supervisors and Director of Clinical Training will discuss the specific problem(s), determine how and by whom the intern will be informed of the problem, and by whom efforts to correct the problem will be initiated. A meeting may be held between the intern, the Director of Clinical Training and the intern's supervisors, to gather information and evaluate options for resolving the problem. Depending on the seriousness of the issues, remedial options may be developed in consultation with the Vice President for Behavioral Health. Following this meeting, a letter is sent to the intern, with a copy to the intern's file, the intern's supervisors, the Director of Clinical Training, and the Director of the doctoral program, outlining the concerns identified in the meeting and recommendations for corrective actions.

All interns at Interact are expected to maintain the standards established by the psychology profession and Interact in order to successfully complete the internship. In order to safeguard student rights and to ensure the standards of the profession and the school, Interact has established policy and guidelines for discontinuance of a student from internship.

Definition of Problematic Behavior

Problematic behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency;

and/or 3) an inability to manage personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment as to when an intern's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training.

Remediation, Sanction Alternatives, Termination

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the intern, the clients involved, members of the intern training group and staff.

Verbal Warning to the intern emphasizes the need to discontinue the inappropriate behavior under discussion.

Written Acknowledgment to the intern formally acknowledges:

- a) That the Director of Clinical Training and Vice President for Behavioral Health are aware of and concerned with the performance rating,
- b) That the concern has been brought to the attention of the intern,
- c) That the Director of Clinical Training, and the Vice President for Behavioral Health will work with the intern to rectify the problem or skill deficits, and
- d) That the behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship.

Written Warning to the intern indicates the need to discontinue an inappropriate action or behavior. This letter will contain:

- a) A description of the intern's unsatisfactory performance;
- b) Actions needed by the intern to correct the unsatisfactory behavior;
- c) The time line for correcting the problem;
- d) What action will be taken if the problem is not corrected; and

e) Notification that the intern has the right to request a review of this action.

Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Director of Clinical Training and the Vice President for Behavioral Health. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

Increasing the amount of supervision, either with the same or other supervisors;

Change in the format, emphasis, and/or focus of supervision;

Reducing the intern's clinical or other workload;

Requiring specific didactic coursework.

Recommending an independent psychological or psychiatric evaluation or personal therapy;

The length of a schedule modification period will be determined by the Director of Clinical Training and the Vice President for Behavioral Health. The termination of the schedule modification period will be determined, after discussions with the intern, the Director of Clinical Training and the Vice President for Behavioral Health.

Probation is also a time limited, remediation-oriented, more closely supervised training period. Its' purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the Director of Clinical Training and the Vice President for Behavioral Health systematically monitor for a specific length of time the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement which includes:

a) The specific behaviors associated with the unacceptable rating;

b) The recommendations for rectifying the problem;

c) The time frame for the probation during which the problem is expected to be ameliorated, and

d) The procedures to ascertain whether the problem has been appropriately rectified.

If the Director of Clinical Training and the Vice President for Behavioral Health determine that there has not been sufficient improvement in the intern's behavior to remove the Probation or modified schedule, then they will discuss possible courses of action to be taken. The Director of Clinical Training will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met.

Suspension of Direct Service Activities requires a determination that the welfare of the intern's client or consultee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by Director of Clinical Training and Vice President for Behavioral Health. At the end of the suspension period, the intern's supervisor, in consultation with the Director of Clinical Training will assess the intern's capacity for effective functioning and determine when direct service can be resumed.

Administrative Leave involves the temporary withdrawal of all responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed.

Dismissal from the Internship involves the permanent withdrawal of all clinical responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the Director of Clinical Training and the Vice President for Behavioral Health will meet to discuss the possibility of termination from the internship and training program. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the internship due to physical, mental or emotional illness. When an intern has been dismissed, the Director of Clinical Training will communicate to the intern's academic program that the intern has not successfully completed the internship.

Internship Due Process: Policy

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Internship Program identify specific evaluative procedures which are applied to all trainees, and provide appropriate appeal procedures available to the intern. All steps need to be appropriately documented and implemented. General due process guidelines include:

During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. This will be discussed in both group and individual settings.

Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.

Articulating the various procedures and actions involved in making decisions regarding the problem behavior or concerns.

Communicating, early and often, with graduate programs about any suspected difficulties with interns and when necessary, seeking input from these academic programs about how to address such difficulties.

Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.

Providing a written procedure to the intern which describes how the intern may appeal the program's action. Such procedures are included in the Interact Internship Handbook which is provided to interns and reviewed during orientation.

Ensuring that interns have sufficient time to respond to any action taken by the program.

Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.

Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

Internship Due Process: Procedures

The intern may challenge and request a review of the action. The steps involved in the Due Process procedure include:

1. Notice. The intern submits a written request for a review of an action to the Director of Clinical Training.

a) Once the notice is received Interact has three (3) work days to implement a review panel initiated by the Director of Clinical Training. The Review Panel will consist of three staff members selected by the Director of Clinical Training with recommendations by the Supervisor and the Intern.

2. Hearing. The intern will have an opportunity to hear and respond to concerns. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.

a) Within five (5) work days, a hearing will be conducted in which the challenge is heard and relevant material presented. Within three (3) work days of the completion of the review, the Review Panel submits a written report to the Director of Clinical Training, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.

b) Within three (3) work days of receipt of the recommendation, Director of Clinical Training will either accept or reject the Review Panel's recommendations. If the Director rejects the Panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director of Clinical Training may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.

c) If referred back to the Panel, they will report back to the Director of Clinical Training within five (5) work days of the receipt of the Director of Clinical Training's request of further deliberation. The Director of Clinical Training then makes a final decision regarding what action is to be taken.

d) The Director of Clinical Training informs the intern, staff members involved and if necessary members of the training staff of the decision and any action taken or to be taken.

Appeal. The intern will have an opportunity to appeal the actions taken by the Internship program through submission of a letter to the VP for Behavioral Health within five days of notification of the Hearing's decision. The VP for Behavioral Health will then collaborate with the Director of Clinical Training and the intern's applicable faculty member/or Director of Clinical Training within their graduate program in order to determine an alternate course of action or maintain the hearing's decision in consideration of the intern's appeal. Formal documentation will occur of the appeal decision.

Internship Grievance Procedure

In his or her capacity as an intern, a student might have a grievance against any party associated with the internship (e.g., staff member, on-site supervisor). The intern is strongly encouraged to first resolve the issue informally with the party involved. If the student has attempted to do so unsuccessfully or believes he or she is unable to do so without the assistance of an external party, the intern is encouraged to proceed through as many of the following steps as may be necessary for the resolution of the problem. Interns are informed of

the Grievance Procedure and Due Process Procedure at the beginning or the internship at orientation, and verify receipt of these procedures by signing a verification of receipt form.

Discuss the issue with her or his supervisor and/or the Director of Clinical Training. In the event the grievance is against the supervisor or Director of Clinical Training, the intern may express her or his concern(s) with the Vice President for Behavioral Health. At this initial exploratory stage, the student may speak confidentially to either of these people who will help to clarify the problem. In some cases, this contact may be sufficient to resolve the complaint.

If necessary, the Director of Clinical Training (or the Vice President for Behavioral Health if appropriate) may, with the permission of the intern, perform an informal investigation which may include interviewing the parties involved or any party who has evidence concerning the validity of the complaint.

If this informal investigation fails to lead to the resolution of the grievance, the Director of Clinical Training (or the Vice President for Behavioral Health if appropriate) will assist the grievant in formulating a plan of action. This plan of action may take the form of utilizing the grievance procedure.

If such procedures are used and are unsuccessful in resolving the complaint in the eyes of the student, then a formal meeting with the Grievance Panel, consisting of the supervisor, Director of Clinical Training, and Vice President for Behavioral Health will review the complaint. Should the grievance be against one of the people on the Grievance Panel, that person would be recused from the panel for this particular grievance. Such a review is formal and requires a written complaint on the part of the student. The Grievance Panel will render a decision about the complaint that will be communicated in writing to all parties involved.

Final disposition of a grievance decision involving the termination of the internship requires review and approval by the CEO. If the decision involves the withdrawal or suspension of the intern from the site, or if the student wishes to make an appeal, the complaint may be reviewed by the appropriate parties within the intern's pre-doctoral program (i.e. the director of training).

Application Requirements

Statement of non-discrimination: Interact provides equal opportunity to all applicants and employees regardless of age, race, color, gender, national origin, ancestry, sexual orientation, religion, creed, disability or marital status.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Prospective interns are expected to apply for internship at Intercommunity Action's Greenridge Counseling Center. All application materials must be received by no later than November 14, 2014.

APPLICATION REQUIREMENTS:

APPIC Uniform Application materials (including Professional Conduct Form, Practicum Documentation, Verification of Internship Eligibility and Readiness, etc.)

NatMatch code (obtained from National Matching Services, Inc., 595 Bay Street, Suite 301, Box 29, Toronto, Ontario, Canada M5G 2C2.

Curriculum vita

Applicants are expected to be enrolled and in good standing in the APA accredited doctoral program in Clinical or Counseling Psychology.

Competency assessment: Internship applicants are required to submit a copy of their graduate transcripts;

General course work and training should include ethics/professional issues, multicultural competence, assessment, psychopathology, psychometrics, and intervention.

Competency assessment: Internship applicants are required to submit a copy of their graduate transcripts;

Have completed 2 years of practicum experience with sufficient supervised training experience to advance to internship.

Competency assessment: (a) Internship applicants are required to submit the AAPI Online, showing a preference of a minimum of 400 hours combined Assessment and Intervention hours; (b) DCT Verification of Readiness for Internship endorsing readiness for internship.

Have outstanding letters of recommendations,

Competency assessment: Internship applicants are required to submit at least 3 letters of recommendation from current doctoral faculty or practicum supervisors. Letters of recommendation will be reviewed by the Director of Clinical Training and Supervisor(s).

An onsite interview is required. Applicants are invited for interview via e-mail and can expect to receive notification of their interview status by December 12, 2014. Interviews are conducted from mid-December through mid-January. The interviews include an individual

interview with the Director of Clinical Training and Supervisor(s), a tour of the Greenridge Counseling Center, and an ethical case for discussion and role-play.

Please submit all materials to:

William La Valle, Psy.D.

Director of Clinical Training

6122 Ridge Ave

Philadelphia, PA 19128

215-487-1330

Email: wla valle@intercommunityacion.org

Intercommunity Action, Inc: Interns: 2015-2016 (Match Results)

Year	Intern	School	Program
2015-16	Jennifer Caso	PCOM	Psy.D. Clinical Psychology (APA-Accredited)
2015-16	Beau Brendley	PCOM	Psy.D. Clinical Psychology (APA-Accredited)
2015-16	Tara Scirrotto	PCOM	Psy.D. Clinical Psychology (APA-Accredited)

Verification of Receipt

Intercommunity Action, Inc.

Pre-doctoral Internship in Clinical Psychology Handbook

I _____, hereby acknowledge that I have received the Intercommunity Action, Inc Pre-Doctoral Internship in Clinical Psychology Handbook, including the Grievance and Due Process Policies and Procedures contained herein, and agree to abide by its contents in its entirety. This Internship Handbook was provided to me at the beginning of the internship orientation.

Intern signature

Date

Witnessed:

Director of Clinical Training

Date