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***Intercommunity Action, Inc.
Doctoral Internship in Clinical
Psychology Handbook
2018-2019***

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Doctoral Internship in Clinical Psychology Handbook
Intercommunity Action, Inc. (Interact)

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.

Interact's Mission Statement

Interact helps people live fulfilling lives by providing resources for Aging, Behavioral Health and Intellectual and Developmental Disabilities.

*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.

THE DOCTORAL CLINICAL PSYCHOLOGY INTERNSHIP AT INTERACT

The doctoral internship in clinical psychology at Interact is designed to train future psychologists to perform a variety of roles in community mental health. The internship emphasizes direct clinical practice and the integration of science and practice as informed by the practitioner-scholar model. The program provides interns with a continuum of clinical training opportunities. 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.

The internship emphasizes the development of Advanced to Proficient level clinical skills through supervised clinical experiences in the application of theoretical and empirical psychological knowledge. The internship stresses foundational competency development and consolidation in the areas of relationship, diversity, and applied ethics, as well as specific competency development in knowledge, skills and attitudes involving assessment, diagnosis, case conceptualization, treatment planning, intervention, consultation, supervision, and research and education. The sequence of the program entails a “progression” that increases in complexity and skill level as the internship progresses. For example, early on didactics emphasize the fundamental implementation aspects of assessments; later, didactics focus on more complex issues and application of skills such as ethics and supervision.

Each intern is required to conduct individual and group therapy, administer assessment batteries, and conduct comprehensive biopsychosocial evaluations during the course of the internship year. Within the aforementioned required clinical activities, interns are afforded the opportunity to tailor training to fit specific areas of interest; for example, if an intern expresses interest in assessment, he/she is encouraged to spend additional time engaging in that particular training activity within their schedule.

Interns are expected to complete 2000 psychological service hours over the course of internship year. At least 25% of the intern’s time should be spent in direct clinical service delivery via face-to-face intervention and assessment, but in practice they often spend 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 experience in their own areas of interest to facilitate their training goals.

Interns receive 4 hours of supervision weekly. They attend 2 hours of face-to-face

individual supervision with 2 doctoral-level psychologists on staff (one hour with each psychologist). Additionally, they attend 2 hours of group supervision with a doctoral-level staff psychologist. Interns also participate in an average of 2-3 hours of weekly didactic seminars on a variety of topics (see pages 141-145 within the *Handbook*). To foster competency in supervision, interns also have the opportunity to assist a doctoral-level psychologists with the supervision of doctoral practicum students. Interns will be paired with 2-3 practicum students for the year and meet roughly one hour per month with each student for supervision. Each intern will be required to submit at least one peer supervision/mentorship session video recording per term, to be reviewed with his/her own supervisor. Additionally, interns 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, supervision, etc.

Commitment to Training

Interact is committed to and strives to provide an exemplary training site for doctoral clinical psychology interns. Our training program 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.

Doctoral Internship Training Goals

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

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| <i>I. ASSESSMENT AND TESTING</i> |
| Goal 1: To produce internship graduates who demonstrate competence in psychological/psychoeducational assessment, diagnosis and case conceptualization. |
| Objective 1 for Goal 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 |

evidence-based practice based on the needs of the individual.

2. Demonstrate the ability to administer and score a variety of structured psychological and educational tests.

How Outcomes are Measured:

1. Ratings by supervisors using the 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.

Minimum Thresholds for Achievement for Expected Competencies:

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

Objective 2 for Goal 1: Production of graduates who exhibit knowledge of comprehensive integrated report writing.

Competencies Expected:

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. Complete all assigned written assessments and reports within required timeframes.
4. Demonstrate the ability to develop individualized and practical recommendations across systems.

How Outcomes are Measured:

1. Ratings by supervisors using the 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.

Minimum Thresholds for Achievement for Expected Competencies:

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

Objective 3 for Goal 1: 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 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.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section I,**

- Item 8**, on the Doctoral Psychology Internship Competencies Evaluation.
- 2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section I, Item 9**, on the Doctoral Psychology Internship Competencies Evaluation.
- 3. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section I, Item 10**, on the Doctoral Psychology Internship Competencies Evaluation.

Objective 4 for Goal 1: Production of graduates who exhibit knowledge of how to obtain and integrate 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 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.

- Minimum Thresholds for Achievement for Expected Competencies:**
- 1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section I, Item 11**, on the Doctoral Psychology Internship Competencies Evaluation.

II. INTERVENTION

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

Objective 1 for Goal 2: 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 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.

Minimum Thresholds for Achievement for Expected Competencies:

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

Objective 2 for Goal 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 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.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II, Item 6**, on the Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II, Item 7**, on the Doctoral Psychology Internship Competencies Evaluation.

Objective 3 for Goal 2: 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.

How Outcomes are Measured:

1. Ratings by supervisors using the 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.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II, Item 8**, on the Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II, Item 9**, on the Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II, Item 10**, on the Doctoral Psychology Internship Competencies Evaluation.

Objective 4 for Goal 2: Production of graduates who are aware of and able to implement nonspecific therapeutic skills into clinical practice.

Competencies Expected:

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.

How Outcomes are Measured:

1. Ratings by supervisors using the 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.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II,**

- Item 11**, on the Doctoral Psychology Internship Competencies Evaluation.
- 2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II, Item 12**, on the Doctoral Psychology Internship Competencies Evaluation.
- 3. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section II, Item 13**, on the Doctoral Psychology Internship Competencies Evaluation.

III. PROFESSIONAL DEVELOPMENT

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

Objective 1 for Goal 3: 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 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.

- Minimum Thresholds for Achievement for Expected Competencies:**
- 1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section III, Item 1**, on the Doctoral Psychology Internship Competencies Evaluation.
 - 2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section III, Item 2**, on the Doctoral Psychology Internship Competencies Evaluation.

Objective 2 for Goal 3: 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 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.

Minimum Thresholds for Achievement for Expected Competencies:

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

Objective 3 for Goal 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 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.

Minimum Thresholds for Achievement for Expected Competencies:

1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section III, Item 5**, on the Doctoral Psychology Internship Competencies Evaluation.
2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section III, Item 6**, on the Doctoral Psychology Internship Competencies Evaluation.
3. Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section III, Item 7**, on the Doctoral Psychology Internship Competencies Evaluation.

IV. ETHICS

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

Objective 1 for Goal 4: 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* (2010) and stay abreast of current ethics research trends.

How Outcomes are Measured:

1. Ratings by supervisors using the 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.

Minimum Thresholds for Achievement for Expected Competencies:

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

Objective 2 for Goal 4: 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 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.

Minimum Thresholds for Achievement of Expected Competencies:

Satisfactory evaluation from individual supervisor [minimum rating of 4] on **Section IV, Item 4**, on the Doctoral Psychology Internship Competencies Evaluation.

V. DIVERSITY

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

Objective 1 for Goal 5: Production of graduates who demonstrate understanding and sensitivity to issues of diversity in clinical practice, therapeutic/professional relationships, and conceptualizations of cases.

Competencies Expected:

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.

How Outcomes are Measured:

1. Ratings by supervisors using the 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.

Minimum Thresholds for Achievement for Expected Competencies:

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

Objective 2 for Goal 5: 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 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.

Minimum Thresholds for Achievement for Expected Competencies:

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

VI. Research

Goal 6: To produce internship graduates who have demonstrated the ability to critically evaluate and disseminate research at the local, regional, or national level

Objective 1 for Goal 6: Production of graduates who demonstrate the ability to understand and utilize research to inform current practice.

Competencies Expected:

1. Demonstrate the ability to incorporate research into current practice by regularly reviewing/presenting on recent studies.
2. Demonstrate the ability to present, teach, and/or advocate for the profession through the

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| <p>presentation at local, regional, or national conferences/trainings.</p> |
| <p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the 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. |
| <p>Minimum Thresholds for Achievement for Expected Competencies:</p> <ol style="list-style-type: none"> 1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on Section VI, Item 1, on the Doctoral Psychology Internship Competencies Evaluation. 2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on Section VI, Item 2, on the Doctoral Psychology Internship Competencies Evaluation. |
| <p>VII. Communication and Interpersonal Skills</p> |
| <p>Goal 7: To produce internship graduates who have demonstrated the ability to engage in effective communication and possess strong interpersonal skills.</p> |
| <p>Objective 1 for Goal 7: To produce internship graduates who have demonstrated the ability to develop and maintain effective relationships with an array of individuals including colleagues, supervisors, supervisees, and those receiving services</p> |
| <p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to engage in effective communication particularly in challenging situations 2. Demonstrate the ability to comprehend and engage in accurate oral, non-verbal, and written communications with others |
| <p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the 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

Minimum Thresholds for Achievement for Expected Competencies:

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

VIII. Supervision Skills

Goal 8: To produce internship graduates who have demonstrated the ability to understand and implement the skills of effective supervision.

Objective 1 for Goal 8: To produce internship graduates who have demonstrated the ability to identify, understand, and implement various supervision models and practices.

Competencies Expected:

1. Demonstrate the ability to understand at least 2 supervision models through role-plays, presentations, and mentorship of externs.
2. Demonstrate the ability to implement effective supervision through role-plays and mentorship of externs.

How Outcomes are Measured:

1. Ratings by supervisors using the 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

Minimum Thresholds for Achievement for Expected Competencies:

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| <ol style="list-style-type: none"> 1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on Section VIII, Item 1, on the Doctoral Psychology Internship Competencies Evaluation. 2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on Section VIII, Item 2, on the Doctoral Psychology Internship Competencies Evaluation. |
| <p>IX. Consultation and Interprofessional/Interdisciplinary Skills</p> |
| <p>Goal 9: To produce internship graduates who have demonstrated the ability to effectively engage in consultation and collaboration with individuals from other disciplines</p> |
| <p>Objective 1 for Goal 9: To produce internship graduates who have demonstrated the knowledge and respect for the roles and perspectives of other professionals.</p> |
| <p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to understand effective consultation models and practices through research, and discussion in supervision. 2. Demonstrate the ability to implement effective consultation through interactions with other professionals. |
| <p>How Outcomes are Measured:</p> <ol style="list-style-type: none"> 1. Ratings by supervisors using the 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 |
| <p>Minimum Thresholds for Achievement for Expected Competencies:</p> <ol style="list-style-type: none"> 1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on Section IX, Item 1, on the Doctoral Psychology Internship Competencies Evaluation. 2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on Section IX, Item 2, on the 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)** on all competencies in each domain.
2. By the end of the final six months of internship interns are expected to have achieved a minimum level of **4 (Proficient)** on all competencies in each domain. Formative feedback and summative evaluation at the midpoint and endpoint of the internship is routinely provided by supervisors, so the intern is given every opportunity to attain and refine skills and competencies as part of a process.

Should an intern fail to meet any of the above minimum levels of achievement, a meeting will be held between the intern, supervisor(s), and the Director of Clinical Training to develop a learning plan.

Intern Evaluation and Learning Goals

Interns are continuously evaluated throughout the training year. Formal evaluations are conducted at the start of the internship, at the midpoint, and at the conclusion of the internship using the Intern Competencies Evaluation; this evaluation is used to assess progress and growth throughout the training year.

The training progress of interns is measured regularly by the Director of Clinical Training and Chief Psychologist through direct observation of clinical performance, discussions in supervision, role-plays, and other accepted means of measuring professional growth. Supervisors give continuous formative input and submit a semi-annual summative evaluation of each intern's progress. Interns then review this evaluation and adjust, if necessary, the Learning Goals Agreement for the second half of the internship. The intern is formally evaluated again at the end of the internship year on a summative Internship Competencies Evaluation, which includes an opportunity for supervising psychologists to provide qualitative observations and recommendations for further training on both specific areas of skill and general professional demeanor, as well as competency areas. These evaluations are discussed with the intern and then signed by both the intern and the supervisor. Interns are given the opportunity to respond to any comments made by the supervisor with which they disagree and have the response included with the evaluation.

The Director of Clinical Training and Chief Psychologist receive and review the Internship Competency Evaluation forms at mid-year and the end of the internship. If the evaluation reveals that an intern is having minor difficulties, the Director of Clinical Training may obtain more information from the key supervisor(s) and/or discuss the difficulties with the intern. If the intern appears to be having significant difficulties and/or

demonstrates unsatisfactory performance then the remediation process is initiated (see *Handbook* pages 154-156).

Competencies are articulated based on criteria appropriate for an entry-level practitioner and all competencies must be achieved in order for the intern to successfully complete the internship. If performance is not satisfactorily achieved in certain areas, remedial training is initiated and additional monthly evaluations can be added to ensure satisfactory completion of the internship goals and objectives. Additional supervision, in the form of case conceptualizations, didactic training, and face-to-face supervision, is offered during remediation. In the event that performance continues to be unsatisfactory or other problems emerge, the intern is counseled verbally and concerns are documented. Subsequent corrective action steps include probation and mediation as final opportunities to address performance-related issues. Because formal supervision is provided weekly, most deficiencies can be identified well in advance of the formal biannual evaluations and any corrective actions that are necessary can be implemented. The interns' strengths and areas in need of growth are reviewed and discussed with all supervisors so that they can provide oversight, support, and corrective action throughout the training year.

In addition to supervisor evaluation and feedback, interns engage in continuous informal self-evaluation, as well as formal self-evaluation using the Intern Competencies Evaluation Form. At the start of internship, interns complete an initial baseline competency evaluation, which is used to inform their discussion with supervisors regarding the Intern Learning Goals Agreement. The Learning Goals Agreement is also developed at the start of internship and serves as an anchor for supervisory input, learning, and growth. Interns complete the Intern Competencies Evaluation Form again at the midpoint (six months) and at the conclusion of the internship. This data highlights intern self-perception of his/her growth and/or progress throughout the training program.

At the conclusion of the internship, interns also complete a Post-Internship Training Evaluation Survey that assesses their perception of the quality of training and the ways in which their training helped prepare them to work as professional psychologists.

Finally, graduates of the internship program are asked to complete an Intern Graduate Questionnaire six months after the conclusion of the internship. The purpose of this questionnaire is to obtain information regarding and post-internship experiences, such as employment.

Requirements for Completion of Internship

The following requirements must be met to the satisfaction of the Training Committee for internship completion:

1. The internship requires a total of 2000 hours. A minimum of 500 hours (25% of time on internship) must be in the provision of direct face-to-face clinical services.

The internship is full-time and may not be completed in less than 12 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; all 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. Interns are required to attend didactics throughout the training year averaging 2 hours weekly (100 hours total). Regular attendance is expected to 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. Interns must collaboratively develop and design a Quality Improvement project, with final presentation to the Quality Assurance Committee, which is comprised of the behavioral health unit and associate directors. 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.

APPLICATION REQUIREMENTS AND PROCEDURES

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 1, 2018.

Currently, the doctoral internship is a member of APPIC but not accredited by APA. The doctoral internship NatMatch code is 2339.

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 for finalists. Applicants are invited for interview via e-mail and can expect to receive notification of their interview status by December 12, 2018. 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: wlavalle@intercommunityaction.org

Procedures for Intern Selection

Non-Discrimination and Harassment Policies

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

In order to be considered for the internship, applicants must have the following requisites: 1) 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, 2) should have had supervised clinical practicum training adequate and appropriate for a practitioner-scholar model internship, and 3) should have a commitment to empirically-supported interventions. Although we have no minimum cutoff for clinical hours, we prefer intern applicants to have had above 400 clinical contact hours. They must also possess a Master's degree in Psychology and have successfully passed comprehensive or qualifying examinations. Three letters of recommendation are required from doctoral faculty and/or supervisors familiar with the applicant's skills and interests. Applicants' interests, as expressed by their experience and goals, should match the training opportunities offered by our internship.

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, as well as goodness of fit in terms of clinical preparation, commitment to evidence-based practice, and relationship skills. We are particularly interested in interns who aspire to work in community mental health settings with 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 Chief Psychologist read and review all applications. Based on a review of the prospective intern's credentials and judgment as to goodness of fit, finalists are invited 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 be a good match for our internship.

3. Selected applicants are invited to attend an interview in December or January. Each candidate participates in an individual interview with the Chief Psychologist and the Director of Clinical Training. Applicants also meet with the current intern group in order to obtain unencumbered and “uncensored” information 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 program. All interviewers then meet as a group to share impressions of the candidates and to determine a final ranking.
5. Finally, the Chief Psychologist and Director of Clinical Training review ranked lists of candidates for inclusion in the computerized match.

FINANCIAL COMPENSATION, BENEFITS, AND WORK SCHEDULE

Intern Stipend

The annual stipend for the 2018-2019 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 160 hours paid time off (20 days including vacation, personal, sick time, and 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. One weekly evening shift (12pm-8pm) is required by each

intern. In addition, interns may sometimes be required to work outside of the traditional Monday through Friday schedule. See following page for a sample schedule.

Sample Weekly Schedule

| | Monday | Tuesday (12-8pm) | Wednesday (Crisis) | Thursday (Intake Day) | Friday (Didactics) | |
|-------|--------------------------------|---------------------------|--------------------|---|-------------------------------------|--|
| 9:00 | Phone Calls / Supervision Prep | 12:00 THERAPY | 9:00 | INTAKES: WALK-IN CLINIC AND CBE WRITING | Intern Meeting | |
| 9:30 | | 12:30 THERAPY | 9:30 | | DIDACTICS | |
| 10:00 | THERAPY | 1:00 THERAPY | 10:00 | | | ASSESSMENT SV / ASSESSMENT ADMINISTRATION / ADOS OBS. |
| 10:30 | | 1:30 Notes / Session Prep | 10:30 | | | |
| 11:00 | THERAPY | 2:00 THERAPY | 11:00 | | | Intake Huddle |
| 11:30 | Supervision with Dr. La Valle | 3:00 THERAPY | 11:30 | Extern Group Supervision | CATCH UP: WRITING / QI / BLOG | |
| 12:00 | | 3:30 THERAPY | 12:00 | | | |
| 12:30 | Intern Group Supervision | 4:00 Notes / Session Prep | 12:30 | Supervision with Dr. Drames | | |
| 1:00 | | 4:30 THERAPY | 1:00 | | | ASSESSMENT ADMINISTRATION OR WRITING / ADOS OBS. |
| 1:30 | Notes / Session Prep | 5:00 THERAPY | 1:30 | CRISIS COVERAGE (1pm - 5pm) NO CLIENTS <i>*Can do ADOS obs. and Extern Supervision*</i> | | |
| 2:00 | THERAPY | 5:30 THERAPY | 2:00 | | | |
| 2:30 | | 6:00 THERAPY | 2:30 | *Can do ADOS obs. and Extern Supervision* | | |
| 3:00 | THERAPY | 6:30 Notes / Session Prep | 3:00 | | | |
| 3:30 | | 7:00 Notes / Session Prep | 3:30 | | | |
| 4:00 | THERAPY | 7:30 Notes / Session Prep | 4:00 | | | |
| 4:30 | Notes / Session Prep | 8:00 | 4:30 | | | |
| 5:00 | | | 5:00 | | | |

*5-8pm Back Up Coverage
- Can See Clients*

OVERVIEW OF TRAINING ACTIVITIES

Training Site: 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

www.intercommunityaction.org

Clinical doctoral internship handbook link: <http://intercommunityaction.org/interact-clinical-intern-handbook/>

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 therapy (individual and group) and assessment services. Assignments will be made by the interns' supervisors and based upon competency, interest, and schedule availability. All of these services include the treatment and/or assessment of persons with 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

Internship Activities

Interact utilizes a Practitioner-Scholar model of training, which emphasizes the application of research to the clinical practice of psychology. The internship in clinical psychology provides an array of opportunities to facilitate a diverse and unique training experience with the Assessment, Outpatient, and Behavioral Health Rehabilitation Services (BHRS) Departments. Interns have the opportunity to conduct full-battery psychological and psycho-educational assessments with a variety of populations and assessment tools, including comprehensive autism assessment. Interns 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 are available. In our outpatient setting interns provide therapy to a variety of individuals experiencing a broad spectrum of mental health and/or substance use concerns. Interns 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 presentations to staff and medical professionals in order to gain teaching experience. Interns gain valuable experience in assisting with the peer supervision/mentorship of practicum students. Additionally, interns work directly with clinical staff and administrators to develop and implement a quality improvement project.

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 in 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 in a variety of approaches. 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 in the implementation of evidence-based group therapy interventions and in understanding of 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 assessment, learning style analysis, and diagnosis. Interns will administer, score, and integrate the results into a full-battery report. With assistance from 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 will then be 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 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' competence.

Professional Staff Consultation

Interns at Interact will provide consultation with their peers, 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 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 training on strategies for becoming an effective leader.

Training in Administrative Practices

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

Teaching

To foster teaching competency, interns will have opportunities to conduct didactics or workshops for doctoral practicum students as well as other clinical staff.

Crisis Coverage

Each intern will be assigned to one daytime crisis coverage period per week, during which time he/she will not engage in any direct services. During this period of time, the intern will be on-call for any client related crises that may arise. Although Interact is not a crisis center, there are instances in which clients may present with challenges around housing, medication and accessing other resources. Interns will facilitate referrals and communicate with other agency staff members as necessary (e.g., reaching psychiatrist or client's therapist in the event of a crisis). Supervisors will be available at all times to assist interns during crisis coverage if necessary.

Additionally, as previously noted, each intern will be responsible for one evening shift (12pm-8pm) per week and will be available to the on-call evening supervisor in the event back up crisis coverage is needed.

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.

Didactic Trainings

In accordance with APPIIC internship standards, all interns are required to participate in regularly scheduled didactic training seminars at the internship site for an average equivalent of 2 hours a week. These training seminars are designed to ensure developmental learning and foster professional socialization. Interns participate in a variety of didactic trainings and seminars.

Intern Didactic Seminar Schedule 2018-19

| Date | | Hours | Seminar Leader | Topic |
|---|--------------------|--------------|---|---|
| <i>Week of 6/25/18 to 6/29/18</i> | 9:00am- 12:00pm | 3 | Will La Valle, PsyD Michael Gray, PhD | Child Abuse Reporting (online) |
| MUST BE COMPLETED FIRST WEEK OF INTERNSHIP | | | | |
| Tuesday 6/26/18 | 9:00am- 12:00pm | 3 | Kristine Spano, PsyD Tara Drames, PsyD | Comprehensive Biopsychosocial Evaluation in Community Mental Health |
| Friday 7/13/18 | 9:30am- 12:30pm | 3 | Will La Valle, PsyD Tara Drames, PsyD | Assessment Technical Training: Part 1 Cognitive/ Academic Achievement / Dyslexia Assessment |
| Friday 7/20/18 | 9:30am- 12:30pm | 3 | Will La Valle, PsyD Tara Drames, PsyD | Assessment Technical Training: Part 2 Memory, Exec. Functioning, Phonological Processing |
| Friday 7/27/18 | 9:30am- 12:30pm | 3 | Will La Valle, PsyD Tara Drames, PsyD | Autism (ADOS-2) Assessment Training Part 1 |
| Friday 8/3/18 | 9:30am- 12:30pm | 3 | Will La Valle, PsyD Tara Drames, PsyD | Autism Assessment Training: Part 2 (Video Observations) |
| TBD – in July | 10:00am- | N/A | Kim Brown | CPR/First Aid Training |

| | | | | |
|-------------------------------------|---------------------|---|---|--|
| | 12:00pm | | | |
| Friday 8/17/18 | 9:30am- 12:30pm | 3 | Tara Drames, PsyD | Strength-Based Report Writing and Delivering Feedback |
| *Monday 8/20 & Wednesday 8/22 | 9:30am- 11:30 am | 4 | University of Pennsylvania (TBD) | Smoking Cessation Parts 1 & 2 *(only one series required per trainee) |
| *Tuesday 8/21 & Thursday 8/23 | 2pm-4pm | 4 | University of Pennsylvania | Smoking Cessation Parts 1 & 2 |
| Friday 8/24/18 | 9:30am- 12:30pm | 3 | Gwen Cross, LPC Kristine Spano, PsyD | Relapse Prevention Therapy: Part 1 |
| Friday 9/7/18 | 9:30am- 12:30pm | 3 | Gwen Cross, LPC Kristine Spano, PsyD | Relapse Prevention Therapy: Part 2 |
| Friday 9/14/18 | 9:30am- 12:30pm | 3 | Lauren Evans, LSW Will La Valle, PsyD Michael Gray, PhD | Suicide Assessment |
| Friday 9/21/18 | 9:30am- 12:30pm | 3 | Will La Valle, PsyD Tara Drames, PsyD | Preventing Clinician Burnout |
| Wednesday 9/19/18 | 9:30am- 12:30pm | 3 | Rosemarie Kamal, LPC Noel Petrie, LCSW | Evidence Based Practices for Children (TF-CBT & PCIT) |
| Friday 9/28/18 | 9:30am- 11:30pm | 2 | Will La Valle, PsyD Tara Drames, PsyD | Motivational Interviewing |

| | | | | |
|---------------------|---------------------|---|--|---|
| | | | | |
| Friday 9/28/18 | 12:30pm- 2:30pm | 2 | Matthew Weinberg, M.B. | Ethics and Professionalism Seminar |
| Friday 10/5/18 | 9:30am- 12:30pm | 3 | Tara Drames, PsyD | Dialectical Behavior Therapy Skills Training |
| Week of 10/12/18 | N/A | 9 | (Online training with certificate) https://cpt.musc.edu/ | Cognitive Processing Therapy |
| 10/26/18 | 9:30am- 12:30pm | 3 | Tara Drames, PsyD | Neuroscience of Trauma: Part I |
| Friday TBD | 9:00am- 4:00pm | 6 | PCOM Supervisor Appreciation Day Presenters: TBD | TBD |
| Friday 11/16/18 | 9:30am- 11:30pm | 2 | Gwen Cross, LPC Inez Malenbaum, LPC Tara Drames, PsyD | Neuroscience of Trauma - Clinical Applications: Part II |
| Friday 11/16/18 | 12:30pm- 2:30pm | 2 | Matthew Weinberg, M.B. | Ethics and Professionalism Seminar |
| Friday 12/7/18 | 9:30am- 12:30pm | 3 | Jodi Silverman, LCSW Will La Valle, PsyD Michael Gray, PhD | Trauma Informed Practices in an Organizational Setting: Part 1 |
| Friday 12/14/18 | 9:30am - 11:30am | 2 | Jodi Silverman, LCSW Will La Valle, PsyD Michael Gray, PhD | Trauma Informed Practices in an Organizational Setting: Part 2 |
| Friday | 12:30pm- | 2 | Matthew Weinberg, M.B. | Ethics and |

| | | | | |
|-------------------|--------------------|---|---|--------------------------------------|
| 12/14/18 | 2:30pm | | | Professionalism Seminar |
| Friday 1/18/19 | 9:30am- 12:30pm | 4 | Inez Malenbaum, LPC Will La Valle, PsyD Michael Gray, PhD | Severe and Persistent Mental Illness |

| | | | | |
|-------------------|--------------------|---|--|---|
| Friday 1/18/19 | 12:30pm- 2:30pm | 2 | Matthew Weinberg, M.B. | Ethics and Professionalism Seminar |
| Friday 2/15/19 | 9:30am- 11:30am | 2 | Will La Valle, PsyD Michael Gray, PhD | Prolonged Exposure Therapy |
| Friday 2/15/19 | 12:30pm- 2:30pm | 2 | Matthew Weinberg, M.B. | Ethics and Professionalism Seminar |
| Friday 3/22/19 | 9:30am- 11:30am | 2 | Jodi Silverman, LCSW Will La Valle, PsyD Michael Gray, PhD | Principles of Recovery |
| TBA | 8:00am – 3:00pm | 7 | PCOM Annual Diversity Day | TBD |
| Friday 3/29/19 | 9:30am- 12:30pm | 3 | Bryan Cohen, MA, MEd Will La Valle, PsyD Michael Gray, PhD | Leadership |
| Friday 5/3/19 | 9:00am- 1:00pm | 4 | Will La Valle, PsyD Michael Gray, PhD | A Cultural Competency Program for Psychologists: Clinical and Supervisory Practices with Latino Culture and Language Part 2 |
| Friday 5/10/19 | 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 |
| Friday 5/17/19 | 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 |
| Friday 5/24/19 | 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 |

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 doctoral practicum students.

Interns receive at least four hours of supervision every week. 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 two hours 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 and a post-intake huddle with their supervisors and peers (2.5 hours a week). Topics typically include issues related to administrative and operational issues, quality performance issues, supervision of 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 22 nd , 25 th -27 th | 4 days | 32 hrs total |
| <u>SUPERVISION:</u> Individual, face-to-face supervision | Twice weekly | 2 hours 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 | 2.5 hours | 2.5 hours/week Group, face-to-face supervision (100 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
2018-2019 Training Year
Orientation Schedule**

| Friday, June 22nd- Interns only | |
|---|-------------------|
| Welcome/Internship Overview | 9:00am -10:00am |
| Intern Roles & Responsibilities (Dr. Sperrazza and Dr. Moriatis) | 10:00am -11:00 am |
| Overview of Supervision | 11:00am -12:00pm |
| Lunch | 12:00pm -1:00pm |
| Meet with current interns | 1:00pm – 2:00pm |
| Administrative time- set up offices, etc. | 2:00pm – 5:00pm |

ORIENTATION ALL INTERNS AND EXTERNS

| Monday, June 25th- all students | |
|---|-------------------|
| Meet and Greet (all BHS staff) | 9:00am -10:00am |
| Overview of Programs Offered at Interact/Training Program (Dr. Gray, Dr. La Valle & Dr. Drames) | 10:00am -11:00 am |
| Greenridge Counseling Center Policy and Procedures (scheduling, phone/email) (Lisa Wiggins) | 11:00am-12:00pm |
| Lunch | 12:00pm -1:00pm |
| Supervision Procedures & Assignments (Dr. La Valle, Dr. Gray, Dr. Drames) | 1:00pm- 2:00pm |
| Intro to MyEvolv – Documentation & Treatment Planning (Dr. Gray, Dr. La Valle & Dr. Drames) (8 Laptops needed) | 2:00pm -4:30pm |
| Extern Room Assignment/Tour (Interns) | 4:30pm-5:00pm |
| Tuesday, June 26th- all students | |
| Comprehensive Biopsychosocial Evaluations – Intern/Extern Didactic (Dr. Drames, Dr. Spano, Dr. La Valle) | 9:00am -12:00pm |
| Lunch | 12:00pm-12:30pm |
| Therapy at Greenridge Counseling Center/Introduction to Outpatient | 12:30pm- 2:00pm |

| | |
|---|------------------|
| (Dr. La Valle, Dr. Gray, Dr. Drames, Rosemarie, Inez) | |
| Child Abuse Reporting Policy, Procedures, & Clinical Implications (Noel Petrie, MSS, LCSW) | 2:00pm-3:00pm |
| Suicide/Risk Assessment & Crisis Management (Dr. Gray & Dr. La Valle) | 3:00pm- 5:00pm |
| Wednesday, June 27th – all students | |
| Compliance (Christie Fick) | 9:00am -10:00am |
| Intro to PPAS & Assessment Procedures (Dr. La Valle & Dr. Drames) | 10:00am -12:00pm |
| Break/Lunch | 12:00pm-1:00pm |
| Group Supervision – all externs | 1:00pm-2:00pm |
| Child Abuse Training & LGBTQ training | 2:00pm-4:30pm |

CULTURAL COMPETENCY AND DIVERSITY

Interact serves a large and varied community and our interns are thus exposed to a population that is diverse in terms of ethnicity, religion, culture, sexual orientation, age, socioeconomic status, and psychiatric status. Our catchment community is highly diverse and characterized by 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.

Respect for cultural and individual difference is not only expected, but it is a core value of our agency. 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 practices of self-reflection, self-awareness and understanding of how personal beliefs/values impact the interns' effectiveness in work 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.

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 agency 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

Ethical conduct 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 should respect this and check it out with the appropriate supervisor or management staff to seek a proper resolution to the situation. Our standard should be 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, 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 and/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 to seek guidance as needed in developing a response to these concerns.

Value of high quality employees and Interns

Staff are 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 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 are 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 that 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 he/she is being sexually harassed in any Interact work place will be supported in having the situation investigated and having 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 or unrelated pressure. We are also obligated to avoid the appearance of being influenced by outside or 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 but should never overpower our obligation to make decisions which are honest, fair and free of outside influence or personal gain.

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 is 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 that 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 that 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 its 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 that 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. Employees and board members must report any 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 below.

INTERNSHIP DUE PROCESS

The intern supervisors and Director of Clinical Training are responsible for clearly documenting significant problem with 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 specific who will initiate efforts to correct the problem. 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 which outlines the concerns identified in the meeting and recommendations for corrective actions 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.

All interns at Interact are expected to maintain the standards established by the

psychology profession and Interact 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 discontinuation of an intern 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 (Lamb, Presser, Pfof, Baum, Jackson, & Jarvis, 1987).

When an intern's behavior is considered problematic is a professional judgment. 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 provide meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, 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 remedy the 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 performance,
- 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.

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 remedy 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 assist the intern to return to acceptable functioning. 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 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;
- Changing 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 a time-limited, remediation-oriented, closely supervised training period designed to assess the ability of the intern to return the intern to acceptable functioning and complete the internship. During probation 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 problematic behavior. The intern is informed of the probation in a written statement that 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, 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 (i.e., reduced direct service hours and increased supervision).

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, reduced, or modified 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 Probation, Suspension of Direct Service Activities, or Administrative Leave interfere 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/or 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, when imminent physical or psychological harm to a client is a concern, 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.

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 doctoral program (i.e. the director of training).

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 to the intern. All steps need to be appropriately documented and implemented. General due process

guidelines include:

1. 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.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding the problem behavior or concerns.
4. Communicating, early and often, with graduate programs about any emerging difficulties with interns and, when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the intern that 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.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
9. 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 evaluative actions. 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 will submit 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, the Panel 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.

Subsequent Appeal. The intern will have an opportunity to appeal evaluative 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 whether to take an alternate course of action or maintain the hearing's decision. 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 attempt to 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 to resolve the problem. Interns are informed of the Grievance Procedure and Due Process Procedure during orientation at the beginning of the internship 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 address 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 and request assistance. 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 will be recused from the panel for this grievance review. 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.

Intercommunity Action, Inc: Interns: 2017-2018 (Match Results)

| Year | Intern | School | Program |
|-------------|------------------------------|---------------|--|
| 2018-19 | Christina Vroman, M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |
| 2018-19 | Erin Hopkins- Stern, M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |
| 2018-19 | Lauren Steinbeck, M.S. | La Salle | Psy.D. Clinical Psychology (APA- Accredited) |
| 2018-19 | Lauren Matturo, | PCOM | Psy.D. Clinical |

| | | | |
|--|------|--|-----------------------------|
| | M.S. | | Psychology (APA-Accredited) |
|--|------|--|-----------------------------|

Intercommunity Action, Inc: Interns: 2017-2018 (Match Results)

| Year | Intern | School | Program |
|---------|--------------------------------------|--------|--|
| 2017-18 | Nichol Moriatis, M.A., M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |
| 2017-18 | Marisol Velez, M.A., M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |
| 2017-18 | Cristina Sperrazza, M.A., M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |

Intercommunity Action, Inc: Interns: 2016-2017 (Match Results)

| Year | Intern | School | Program |
|---------|--------------------------------------|--------|--|
| 2016-17 | Courtney Dougherty, M.S., M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |
| 2016-17 | Kristine Spano, M. Ed., M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |

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

| Year | Intern | School | Program |
|---------|-----------------------------------|--------|--|
| 2015-16 | Jennifer Caso Tolliver, M.S.Ed | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |

| | | | |
|---------|-------------------------|------|--|
| 2015-16 | Beau Brendley, M.A | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |
| 2015-16 | Tara Scirrotto, M.S. | PCOM | Psy.D. Clinical Psychology (APA- Accredited) |

DOCTORAL INTERNSHIP HANDBOOK**A.1: Intern Learning Goals Agreement****Intercommunity Action, Inc.**

____ 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: _____

DIRECTOR OF CLINICAL TRAINING :

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 on 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 will 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 | _____ Review of Written Work |
| _____ Videotape | _____ Review of Raw Test Data |
| _____ Audiotape | _____ Discussion of Clinical Interaction |
| _____ Case Presentation | _____ Communication from Other Staff |
| _____ Other (describe) | |

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

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

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> | |

Goal 6: To produce internship graduates who have demonstrated the ability to critically evaluate and disseminate research at the local, regional, or national level

- **Objective 1:** Production of graduates who demonstrate the ability to understand and utilize research to inform current 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 7: To produce internship graduates who have demonstrated the ability to engage in effective communication and possess strong interpersonal skills.

- **Objective 1:** To produce internship graduates who have demonstrated the ability to develop and maintain effective relationships with an array of individuals including colleagues, supervisors, supervisees, and those receiving services
-

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 8: To produce internship graduates who have demonstrated the ability to understand and implement the skills of effective supervision.

- **Objective 1:** To produce internship graduates who have demonstrated the ability to identify, understand, and implement various supervision models and practices.

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 9: To produce internship graduates who have demonstrated the ability to effectively engage in consultation and collaboration with individuals from other disciplines

- **Objective 1:** To produce internship graduates who have demonstrated the knowledge and respect for the roles and perspectives of other professionals.

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:

INTERN COMPETENCIES EVALUATION FORM

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 (DOCTORAL INTERNSHIP) WHEN ASSIGNING 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 | 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 strength-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 |

| | | | | | | | | | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|---|---|---|---|---|
| <p>11. Demonstrate the ability to formulate a diagnostic impression based upon clinical interview, collateral information and structured tools.</p> | <table style="width: 100%; text-align: center;"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>N</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | N | 1 | 2 | 3 | 4 | 5 |
| <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**

II. Intervention

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

| COMPETENCY AREA | Rating |
|---|--|
| 1. 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 |
| 2. 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 |
| 3. 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 |
| 4. 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 |
| 5. 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 |
| 6. 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 |
| 7. 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 |
| 8. 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 |
| 9. Demonstrate the ability to utilize a recovery-oriented, trauma informed and strength-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 |

| | |
|--|--|
| <p>10. Identify and incorporate issues of diversity into conceptualizations and treatment planning.</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>11. 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>12. 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>13. 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 |
|---|--|
| 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. | <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 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 |
| 3. 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 |
| 4. 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 |
| 5. 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 |
| 6. Demonstrate the dedication of quality improvement though 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 |
| 7. 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**

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

_____ **Other (describe)**

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**

VI. Research

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

| COMPETENCY AREA | Rating |
|---|---|
| 1. Demonstrate the ability to incorporate research into current practice by regularly reviewing/presenting on recent studies.. | <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 present, teach, and/or advocate for the profession through the presentation at local, regional, or national conferences/trainings.. | <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**

VII. Communication and Interpersonal Skills

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

| COMPETENCY AREA | Rating |
|--|---|
| 1. Demonstrate the ability to engage in effective communication particularly in challenging situations. | <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 comprehend and engage in accurate oral, non-verbal, and written communications with others | <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**

VIII. Supervision Skills

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

| COMPETENCY AREA | Rating |
|--|---|
| 1. Demonstrate the ability to understand at least 2 supervision models through role-plays, presentations, and mentorship of externs. | <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 effective supervision through role-plays and mentorship of externs. | <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**

IX. Consultation and Interprofessional/Interdisciplinary Skills

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

| COMPETENCY AREA | Rating |
|--|---|
| 1. Demonstrate the ability to understand effective consultation models and practices through research, and discussion in supervision | <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 effective consultation through interactions with other professionals. | <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:* _____

DIRECTOR OF CLINICAL TRAINING:

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.

**Verification of Receipt
Intercommunity Action, Inc.
Doctoral Internship in Clinical Psychology Handbook**

I _____, hereby acknowledge that I have received the Intercommunity Action, Inc. 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