Frostburg State University
Counseling & Psychological Services
Psychology Internship Handbook

http://www.frostburg.edu/student-life/campus-services/caps/doctoral-internship/
[Note: This material is based on the handbook developed by ETSWVA Internship Consortium.]

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Welcome

Thank you for your interest in the Frostburg State University Counseling & Psychological Services Psychology Internship. The primary goal of the Internship is to provide an intensive and diverse clinical training experience within a university student counseling center where a multidisciplinary team provides services for students at a mid-sized rural school.

Counseling & Psychological Services (CAPS), acting in support of the academic and student development missions of Frostburg State University and Student Affairs Division, is committed to meeting the mental health needs of our students. Our student body includes individuals of diverse racial, ethnic and national backgrounds, sexual orientations, gender identities, physical and mental abilities, languages, ages, religious/spiritual beliefs and socioeconomic backgrounds. Counseling & Psychological Services applies the skills of education, counseling, and psychology with the highest degree of professional competence and commitment to facilitate the academic, career, and personal development of students, and to intervene in psychological crises at the University. In order to accomplish this mission, CAPS provides a full range of psychological and counseling services, including: individual and group counseling, psychological testing (cognitive and personality assessment), crisis intervention, outreach programming, and career counseling. Counseling & Psychological Services staff also contributes to the training of doctoral psychology students by providing supervision and training opportunities for interns and practicum students.

Summary of Internship

Full-time doctoral interns will work 40 hours per week for no less than 10 months and no more than 12 months. Part-time doctoral interns will each work at least 20 hours per week for no less than 20 months and no more than 24 months. Both part-time and full-time interns are required to work at least 2,000 hours in their time period, including supervision, training, and a minimum of 500 direct client contact hours. In this internship, doctoral students pursue clinical training at a distance from their doctoral program, and complete their training as a capstone of their doctoral training and education. The pragmatic advantages for students and programs are clear: students complete their internship quickly and can proceed to graduate, move on to postdoctoral training and licensure, while programs get a yearly influx of highly trained doctoral interns, equipped with the latest academic knowledge, who also see a high volume of clients.

A. Training Philosophy

Frostburg State University Counseling & Psychological Services uses a Developmental Model as the basis for its doctoral internship. A graduated model of learning is applied as we provide opportunities for interns to combine academics and practice. Candidates from scientist practitioner, practitioner, and scholar practitioner academic departments are encouraged to apply, as these candidates possess both theoretical and research based knowledge to combine with the clinical practice we offer. This integration will be achieved through supervision, training seminars, and mentoring, while on a college campus and with access and exposure to current psychological literature.
Interns will be provided with intensive supervision. This relationship is considered critical to professional development, much in the way that the therapeutic alliance helps cultivate personal change. Interns are encouraged to utilize supervision to receive practice feedback as well as to understand their own professional functioning (e.g., examining values and beliefs, countertransference, or other behaviors). Of course, self-disclosure is left to the discretion of the supervisee as the supervisory relationship is not a therapeutic relationship.

Throughout this internship, doctoral interns will gain experience which will prepare them to competently perform psychological services. University counseling center experience, combined with training in the practice of general psychotherapy, should prepare interns for a variety of settings. Our training is focused on the following broad training areas:

1. Intake Assessment, Diagnosis, and Case Conceptualization
2. Intervention (Includes Individual, Group Therapy, Career Counseling, and Crisis Intervention)
3. Psychological Testing
4. Consultation
5. Outreach
6. Professionalism
7. Use of Supervision
8. Individual and Cultural Diversity
9. Ethical and Legal Standards Related to Psychology

The training program is committed to providing interns with training in diversity. Our diverse student body will allow interns to expand their knowledge of counseling with various populations (e.g. nontraditional student age, sexual orientation and gender identification, international students, etc.).

B. Role of Training Director (TD)

FSU CAPS acting training director, Dr. Patricia Robison, is a licensed psychologist certified to practice psychology in the state of Maryland and is primarily responsible for directing the training program and has administrative authority commensurate with those responsibilities. In addition, Dr. Robison will:

- Serve as the liaison between the training program and the host institutions’ management and may need to advocate for the program and its needed resources. TDs may also serve to educate the host institution regarding the nature of the program and its benefit or value to the host institution.
• Have administrative responsibility and authority for the training program and the interns but may also serve as a direct supervisor, role model and a source of support and encouragement for doctoral interns.

• Serve as the liaison between the internship program and interns' graduate programs and are responsible for maintaining communication regarding doctoral interns’ progress and any difficulties.

C. Role of Supervisor

FSU CAPS currently has 2 full-time licensed psychologists and 2 part-time licensed psychologists who are willing and able to fulfill this role. In addition supervisors:

• Function as an integral part of the program and have primary responsibility for service delivery.

• Have the background, training and credentials that align with our program’s training goals.

• Have appropriate training and expertise in clinical supervision.

• Actively participate in program planning, implementation, and evaluation.

• Serve as professional role models consistent with the program’s training goals and objectives.

D. Hours of supervision

APPIC requires that 1 hour of supervision be provided for part-time doctoral intern weekly throughout the internship 2 year period. Full time doctoral interns will receive 2 hours of individual supervision and 1 hour of group supervision weekly.

E. Didactics

FSU CAPS will offer weekly didactic instruction that complements clinical work and supervision consistent with our training goals.

• Theories and effective methods of psychological assessment, diagnosis, and interventions.

• Consultation, program evaluation, supervision, and/or teaching

• Strategies of scholarly inquiry

• Professional conduct, ethics, law, and related standards

• Issues of cultural and individual diversity

F. Evaluation of trainees and self-assessment of training program
An evaluation system is in place that assesses interns’ performance in relation to its stated goals. Evaluations will occur at least twice while the interns are in the program and after interns have completed the program. FSU CAPS training program will include intern evaluation and will also encompass interns’ evaluations of the program, supervisors, and didactics etc.

**APPIC Membership**

We are happy to report that we are now members of APPIC as of 2015.

**APPIC Policies**

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

**Nondiscrimination Policy**

The internship abides by APPIC’s policy on nondiscrimination.
Frostburg State University Counseling & Psychological Services

Counseling & Psychological Services (CAPS), acting in support of the academic and student development missions of Frostburg State University and the Student Affairs Division, is committed to meeting the mental health needs of our students. Our student body includes individuals of diverse racial, ethnic and national backgrounds, sexual orientations, gender identities, physical and mental abilities, languages, ages, religious/spiritual beliefs and socioeconomic backgrounds. Counseling & Psychological Services applies the skills of education, counseling, and psychology with the highest degree of professional competence and commitment to facilitate the academic, career, and personal development of students, and to intervene in psychological crises at the University. In order to accomplish this mission, CAPS provides a full range of psychological and counseling services, including: individual and group counseling, psychological testing (cognitive and personality assessment), crisis intervention, outreach programming, and career counseling.

Competency Goals

The overall goal of the FSU CAPS Internship is to provide broad based training in the competencies believed to be essential for professional psychologists. Goals are presented below, together with the knowledge base or area of professional conduct relevant to the competency.

A. Development of Clinical Skills in:
   1. Application of Theory and Research to Clinical Practice
   2. Assessment, Diagnostic, and Conceptual Skills
   3. Intervention and Treatment Planning

   **Objective:** Increase abilities and skills in application of theory and research, assessment, diagnosis, conceptualization, intervention, and treatment planning in clinical practice.

   **Training Method:** Direct clinical experience conducting assessments and providing interventions with clients on a regular basis; individual and group supervision about the assessment and intervention, including review of actual behaviors as well as theory and research associated with the techniques attempted and suggested; didactic seminars covering various forms of assessment and intervention skills, theories, and research providing empirical support for clinical behaviors; treatment team meetings with reviews of shared clients; case conferences regarding difficult clients.

   **Evaluation:** In supervision, direct observation, case documentation, feed-back from the multidisciplinary team.

B. Sensitivity to Individual and Cultural Diversity in Professional Work

   **Objective:** Demonstrate awareness and integration of diversity issues in clinical practice – including attention to rural considerations.

   **Training Method:** Direct clinical experience with culturally diverse clients, individual and group supervision on actual and hypothetical diverse clients, didactic seminars covering
cultural diversity, system wide trainings on cultural diversity, modeling by supervisors and other professional staff who interact with culturally diverse individuals.

**Evaluation:** Supervision

C. **Ethical Standards in Clinical Practice**

**Objective:** Demonstrate knowledge and awareness of ethical and legal standards, including APA ethics code and relevant rules and statutes of the state of Maryland.

**Training Method:** Didactic seminars on ethical and legal issues and regulations governing psychology, individual and supervision incorporating review of actual and potential ethical/legal/regulatory issues, direct experience handling ethical/legal/regulatory issues, trainings on ethical/legal/regulatory issues, modeling by supervisors and other professional staff members, organizational milieu promoting behavior consistent with ethical/legal/regulatory requirements.

**Evaluation:** Supervision

D. **Professional Development**

1. Professional Conduct
2. Professional Growth and Self Awareness
3. Receiving Supervision
4. Public Advocacy

**Objective:** Demonstrate appropriate professional conduct, ongoing professional growth and self-awareness, public advocacy

**Training Method:** Individual and group supervision reviewing each area of professional development, didactic seminars highlighting appropriate conduct and self-awareness as well as advocacy/social justice, modeling by supervisors and other professional staff members

**Evaluation:** Supervision, Interactions with Training Director

E. **University Counseling Center Services Delivery, including:**

1. Individual Counseling and Campus Outreach
2. Interface in a Multidisciplinary Setting
3. Knowledge and Skills in a College/University Environment

**Objective:** Increase Knowledge and Skills in College/University Counseling Center work, including individual counseling and campus outreach skills, interfacing within a multidisciplinary setting, and College/University practice.

**Training Method:** Direct clinical experience with university students and providing outreach services, individual and group supervision regarding working with college students clinically and in outreach settings, didactic seminars on topics relevant to university counseling center work, workshops covering issues related to university students, multidisciplinary environment.
Evaluation: Supervision, direct observation, feedback from multidisciplinary staff

Application and Selection

Applicant Qualifications

Interns are required to be advanced graduate students in APA-accredited programs or programs approaching APA accreditation in Clinical or Counseling Psychology. Intern applicants should have completed a minimum of three years of graduate training. Applicants are also expected to have completed basic required academic coursework, successfully passed their doctoral comprehensive or qualifying examinations and have the endorsement of their graduate program Director of Training.

Application Procedures

The program’s recruitment and selection procedures are in compliance with APPIC and APA guidelines. The Internship participates in the National Match annually. The Internship follows the APPIC Match Policies. The Internship uses the standard APPIC Online Application for Psychology Internship (AAPI) that can be obtained at the following website: http://www.appic.org.

The deadline for receipt of application forms is listed on the APPIC website. When positions remain open beyond this deadline, applications will be accepted until positions are filled.

The internship site agrees to abide by the APPIC policy that no person at these training facilities will solicit, accept, or use any ranking-related information from any intern applicant. Frostburg State University is an equal opportunity employer and will adhere to APPIC’s nondiscrimination policies.

Selection and Interview Process

Applicants who meet the basic requirements (e.g. psychology graduate students with a minimum of three years of graduate study, broad clinical practicum experiences) and appear to be a good match for the Internship site will be selected for an interview. Interviews typically will be conducted either over the phone or using another form of technology. On-site interviews may also be available.

Applicants will be interviewed by the Training Director, CAPS Director, potential clinical supervisors, and other members of the respective Training Committee. Interviewees will have an opportunity to meet with or talk to our current intern in order to have input on their training experience. Interviews provide an opportunity to assess goodness of fit for both internship program and intern applicant.

Background Checks/Drug Screening

All applicants who accept an offer from any of the sites must pass a required background check and drug test before they can be hired as psychology interns. The agency’s Human Resources office will mail appropriate documentation and guidance to each matched applicant so they may complete these requirements. The cost for the completion of these requirements may or may not be covered by the site.
Start Date

The start date of this 12-month internship is August 1, 2019.

For any additional information that may be required to assist you in the application process contact:
Patricia Robison, Ph.D.
Acting Training Director
Counseling & Psychological Services
Frostburg State University
101 Sand Spring Hall
Frostburg, MD 21532-2303
probison@frostburg.edu

Internship Benefits for Student Counseling Services

Stipend

The Stipend for Counseling and Psychological Services is $24,000 paid in 26 bi-weekly payments.

Benefits

Frostburg State University offers an optional healthcare buy-in for contractual employees such as Psychology Interns and other limited benefits.

Housing

Interns live off-campus, generally in the surrounding community of Frostburg. CAPS will put interns in touch with community resources to find appropriate and reputable housing.
Site Description and Sample Schedule for 2018-2019

The primary responsibility for the intern at CAPS will be providing individual counseling for students at FSU. Time will also be devoted to campus outreach and consultation with other entities on campus. Interns will also provide psychological assessment to students who request it.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>IC</td>
<td>Staff Meeting/Case Presentation</td>
<td>Didactic Training Seminar</td>
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<tr>
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<td>Psychological Assessment</td>
<td>IC</td>
<td>Staff Meeting/Case Presentation</td>
<td>Didactic Training Seminar</td>
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<td>Outreach / Consultation</td>
<td>Outreach / Consultation</td>
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I/C=Individual Counseling
During the summer, the schedule will change because of decreased demand for clinical services at the counseling center. Each year the opportunities vary so it is difficult to specify what the intern will be doing in the summer.

Training Resources

In terms of the physical facilities, interns will have office space, access to a phone with voice mail, access to computers and the Internet, their own e-mail accounts, access to copiers/scanners/fax machine, and access to the electronic mental health record system. Further, the location has secretarial support and administrative support. Finally, interns have access to training resources such as counseling tools, assessment material appropriate to the site’s clients and scoring guides, site-related books and journals, and client handouts.

Program Completion Requirements

A. Completion of at least 2000 hours at the site.

B. Completion of at least 500 hours of direct clinical services. Direct clinical service includes all clinical activities, including individual, family, and group psychotherapy; consultations; and
psychological assessments.

C. Achievement of the following levels of competency:

**Beginning of First Evaluation Period**
All competency ratings should be at “3” or higher. No competency areas rated as “1”.

**End of First / Beginning of Second Evaluation Period**
At least 75% of the areas should be “5” or higher. No competency areas rated as “1”.

**End of Second Evaluation Period (i.e., End of Internship)**
All competency areas should be a minimum of “7”. No competency ratings rated as “1”.

**NOTE:** Any concerns about an intern’s level of competency achievement should be addressed as soon as possible (prior to any evaluation deadline). A remediation plan will be developed by the clinical supervisor, intern, and the Training Director in order to facilitate achievement of the minimum competency ratings.

E. Attendance at didactic training seminars.

F. Satisfactory completion of all clinical health record documentation.

G. Completion of other placement site specific requirements as determined and reviewed by supervisor.

**Due Process and Grievance Procedures**

This document establishes a definition of problematic professional competence, a listing of possible sanctions and an explicit discussion of the due process procedures as it pertains to the Frostburg State University Psychology Internship. Also included are important considerations in the remediation of such problems.

I. Definition of Problematic Professional Competence

Problematic Professional Competence is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

A. an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;

B. an inability to acquire professional skills in order to reach an acceptable level of competency; and/or

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

It is a professional judgment as to when an intern's level of professional competence becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes, or characteristics that,
while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as problematic professional competence when they include one or more of the following characteristics:

A. the intern does not acknowledge, understand, or address the problem when it is identified;
B. the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;
C. the quality of services delivered by the intern is sufficiently negatively affected;
D. the problem is not restricted to one area of professional functioning;
E. a disproportionate amount of attention by training personnel is required; and/or
F. the trainee's level of professional competence does not change as a function of feedback, remediation efforts, and/or time.

II. Remediation and Sanction Alternatives

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

A. Verbal Warning to the intern emphasizes the need to address the areas of problematic professional competence. No record of this action is kept.

B. Written Acknowledgment to the intern formally acknowledges that the:

1. Training Director is aware of and concerned with the performance rating,
2. Concern has been brought to the attention of the intern,
3. Training Director will work with the intern to rectify the problem or skill deficits, and
4. Manifestations of the problematic professional competence associated with the rating are not significant enough to warrant more serious action.

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

C. Written Warning to the intern indicates the need to address the area of problematic professional competence. This letter will contain:

1. a description of the intern's unsatisfactory performance;
2. actions needed by the intern to correct the area of problematic professional competence;
3. the time line for correcting the problem;
4. what action will be taken if the problem is not corrected; and
5. notification that the intern has the right to request a review of this action.

The intern's supervisor or the Training Director can initiate the Written Warning, but in no case will a Written Warning be presented without the prior approval of the Training Director. A copy of this letter will be kept in the intern's file. The Training Director in consultation with the intern's supervisor and the Director may give consideration to removing this letter at the end of the internship. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

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

1. increasing the amount of supervision, either with the same or other supervisors;
2. change(s) in the format, emphasis, and/or focus of supervision
3. recommending personal therapy (a list of community practitioners will be provided by the Training Director);
4. reducing the intern's clinical or other workload;
5. requiring specific academic coursework.

The Training Director, in consultation with the intern’s supervisor and the Director, will determine the length of a schedule modification period. The termination of the schedule modification period will be determined, after discussions with the intern, by the Training Director in consultation with the intern’s supervisor and the Director.

E. Probation is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is assessing the ability of the intern to complete the internship and to return the intern to an appropriate level of professional competence. Probation defines a relationship that the Training Director systematically monitors for a specific length of time the degree to which the intern addresses, changes, and/or otherwise improves the areas
associated with the inadequate rating. The intern is informed of the probation in a written statement that includes the:

1. specific areas and manifestations of problems associated with the unacceptable rating;
2. recommendations for rectifying the problem;
3. time frame for the probation during which the problem is expected to be ameliorated;
4. procedures to ascertain whether the problem has been appropriately rectified.

If the Training Director determines that there has not been sufficient improvement in the intern's identified areas of problematic professional competence to remove the Probation or modified schedule, then the Training Director will discuss with the intern's supervisor and the Director the possible courses of action to be taken. The Training Director will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Training Director has decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Training Director will communicate to the Director that if the intern's area of problematic professional competence does not change, the intern will not successfully complete the internship.

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

G. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The Training Director will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits.

H. Dismissal from the Internship involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the impairment and the trainee seems unable or unwilling to alter her/his area of problematic professional competence, the Training Director will discuss with the Director the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA
Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the internship because of physical, mental, or emotional illness. When an intern has been dismissed, the Training Director will communicate to the intern's academic department that the intern has not successfully completed the internship.

III. Procedures for Responding to Inadequate Performance by an Intern

If an intern receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member has concerns about an intern's professional competence (including ethical or legal violations), the following procedures will be initiated:

A. The staff member will consult with the Training Director to determine if there is reason to proceed and/or if the area of professional competence in question is being rectified.

B. If the Training Director determines that the alleged problem in the complaint, if proven, would constitute a serious violation, the Training Director will inform the staff member who initially brought the complaint; and

C. The Training Director will meet with the Intern Supervisors’ Committee (IS) to discuss the performance rating or the concern.

D. The Training Director may meet with the Director to discuss the concerns and possible courses of action to be taken to address the issues.

E. The Training Director, supervisor, and Director may meet to discuss possible course of actions.

F. Whenever a decision has been made by the Training Director (in consultation with the Director) about an intern's training program or status in the agency, the Training Director will inform the intern in writing and will meet with the intern to review the decision. If the intern accepts the decision, any formal action taken by the Internship may be communicated in writing to the intern's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.

G. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below.

IV. Due Process: General Guidelines

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Internship identify specific evaluative procedures that are applied to all trainees, and provide appropriate appeal procedures available to the intern. All steps need to be appropriately documented and implemented. General due process guidelines include:
A. During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. Discussing these expectations in both group and individual settings.

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

C. Articulating the various procedures and actions involved in making decisions regarding problematic professional competence.

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

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

F. Providing a written procedure to the intern that describes how the intern may appeal the program's action.

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

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

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

V. Due Process: Grievance Procedures

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. When a matter cannot be resolved between the Training Director and intern or staff, the steps to be taken are listed below.

A. Grievance Procedure: There are two situations in which grievance procedures can be initiated.

1. In the event an intern encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, an intern can:

   a. Discuss the issue with the staff member(s) involved;

   b. If the issue cannot be resolved informally, the intern should discuss the concern with his/her supervisor;
c. If the issue cannot be resolved informally, the intern should discuss the concern with the Training Director or the Director (if issue involves the Training Director);

d. If the Training Director, or the Director, cannot resolve the issue, the intern can formally challenge any action or decision taken by the Training Director, the supervisor, or any member of the training staff by following this procedure:

   1) The intern should file a formal complaint, in writing and including all supporting documents, with the Training Director. If the intern is challenging a formal evaluation, the intern must do so within 5 days of receipt of the evaluation.

   2) Within three days of a formal complaint, the Training Director must consult with the Director and implement Hearing procedures as described below.

2. If a training staff member has a specific concern about an intern, the staff member should:

   a. Discuss the issue with the intern(s) involved.

   b. Consult with the Training Director.

   c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents, to the Training Director for a review of the situation. When this occurs:

      1) Within three days of a formal complaint, the Training Director must consult with the Director and implement Review Panel as described below.

B. Review Panel and Process

1. When needed, a review panel will be convened by the organization’s administrator. The panel will consist of three staff members selected by the organization’s administrator with recommendations from the Training Director and the intern involved in the dispute. The intern has the right to hear all facts with the opportunity to dispute or explain the area of concern.

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

3. Within three (3) workdays of receipt of the recommendation, the organization’s administrator will either accept or reject the Review Panel's recommendations. If the organization’s administrator rejects the panel's recommendations, because of an incomplete or inadequate evaluation of the dispute, the organization's administrator may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.

4. If referred back to the panel, they will report back to the organization’s administrator within five (5) workdays of the receipt of the organization’s administrator's request of further deliberation. The organization’s administrator then makes a final decision regarding what action is to be taken.

5. The Training Director 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.

6. If the intern disputes the organization’s administrator's final decision, the intern has the right to contact the division’s Vice President to request a First-Step Hearing.

C. Hearing: Grievances must be filed in writing to the department head within thirty (30) calendar days of the action involved or within thirty (30) calendar days of the intern having had reasonable knowledge of the act. The First-Step Hearing will be arranged by the department head within five workdays after receipt of the formal grievance.

1. First-Step Hearing. Within 5 working days after the conclusion of the conference the Department Representative shall render a written decision. In the event the aggrieved intern is not satisfied with the decision, the intern may appeal in writing to the next step within 5 working days.

   a. It is the responsibility of the Department Representative to use judgment in keeping superiors informed of the status of each grievance and, as necessary, to request guidance, advisory committees or other assistance in reaching a decision.

   b. The Institution Director of Human Resources/Personnel or designee shall be available to serve as a resource to answer any questions by either the intern or the employer. However, this shall not relieve the Department Representative from the responsibility for issuing a written decision at Step 1 of this procedure.

2. Step Two - The Institution Chief Executive Officer (CEO) or Designee
If the dispute is still unresolved, the aggrieved intern or intern representative may appeal to the CEO or designee. The appeal must be submitted to the Institution Director of Human Resources/Personnel or designee within 5 working days after the receipt of the written decision at Step 1, who shall determine the appropriate forum for the hearing based upon the nature of the grievance as indicated below:

1. Institution issues are issues which affect only a specific institution. These issues may include, but are not limited to, application of a department or institution policy, procedure or practice; administrative actions such as reprimands and, where applicable, suspensions, charges for removal, involuntary demotions and rejections on probation. Grievances involving institution issues will be heard by the Institution CEO or designee.

2. System wide issues are issues which may affect more than one institution in the USM. These issues may include, but are not limited to, the general policies of the USM and broad classification issues not limited by law, regulation or policy. Grievances involving systemwide issues will be heard by the Chancellor or designee.

b. In either case, the CEO or designee, or the Chancellor or designee, shall hold conference with the aggrieved intern and/or intern's designated representative within 10 working days of receipt of the written grievance appeal and shall render a written decision within 15 working days after the conclusion of the conference.

3. Step Three - The Office of Administrative Hearings (OAH) or Arbitration

a. In the case of any unresolved grievance between an intern and the Institution or the USM, the aggrieved intern, after exhausting all available procedures provided by the USM, shall have the right to submit the grievance to either arbitration or to the Chancellor, who may delegate it to the OAH. In either case, the appeal must be submitted within 10 working days after the receipt of any written decision pertaining to that grievance and issued by the institution or USM.

b. In the event of arbitration, the parties shall select an arbitrator by mutual agreement. If the parties are unable to reach mutual agreement, an arbitrator shall be supplied by the American Arbitration Association (AAA) using AAA procedures. Any fees resulting from arbitration shall be assessed by the Arbitrator equally between the two parties.
c. In either case, the Chancellor or Administrative Law Judge, as appropriate, shall make the final decision which shall be binding upon all parties.
FSU CAPS PSYCHOLOGY INTERNSHIP
INTERN COMPETENCY ASSESSMENT

Intern name: ________________________________ Year ____
Supervisor: ________________________________ Rating Period 1 / 2

Hours per week of supervision (by this supervisor): _____
Method of supervision: ____________

My experience and knowledge of student is: (Very Limited) 1 2 3 4 5 (Extensive)

Rating Descriptions

N/A Not applicable for this training experience/Not assessed during training experience

7 Beginning Post-Doctoral Level
A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.

5 Intermediate Intern
Satisfactory knowledge and skill; however, supervision is still required. Common rating for the midyear of internship. Routine supervision of each activity is warranted.

3 Beginning Intern
Most common rating for beginning interns. A base level of knowledge and skill is present; however, intensive and regular supervision is required.

1 Remedial
Intern does not exhibit basic knowledge or skill; requires remedial work.

GOALS FOR INTERN COMPETENCY ACHIEVEMENT

Beginning of First Evaluation Period
All competency ratings should be at “3” or higher. No competency areas rated as “1”.

End of First / Beginning of Second Evaluation Period
At least 75% of the areas should be “5” or higher. No competency areas rated as “1”.

End of Second Evaluation Period (i.e., End of Internship)
All competency areas should be a minimum of “7”. No competency ratings rated as “1”.

NOTE: Any concerns about an intern’s level of competency achievement should be addressed as soon as possible (prior to any evaluation deadline). A remediation plan will be developed by the clinical supervisor, mentor, intern, and training director in order to facilitate achievement of the minimum competency ratings.
CORE COMPETENCY AREAS AND RATING DESCRIPTIONS

I. Development of Clinical Skills in:
   A. Application of Theory and Research to Clinical Practice
   B. Assessment, Diagnostic and Conceptual Skills
   C. Intervention and Treatment Planning

Objective: Increase abilities and skills in application of theory and research, assessment, diagnosis, conceptualization, intervention, and treatment planning in clinical practice.

Training Method: Direct clinical experience conducting assessments and providing interventions with clients on a regular basis; individual and group supervision about the assessment and intervention, including review of actual behaviors as well as theory and research associated with the techniques attempted and suggested; didactic seminars covering various forms of assessment and intervention skills, theories, and research providing empirical support for clinical behaviors; treatment team meetings with reviews of shared clients; case conferences regarding difficult clients.

Evaluation: In supervision, direct observation, case documentation, feedback from multidisciplinary team

A. Application of Theory and Research to Clinical Practice

7 Generally able to draw on own theoretical and research knowledge in conceptualizing cases and establishing appropriate treatment goals but may occasionally need some help in fine-tuning the conceptualizations and goals by supervisor.

5 Reaches case conceptualizations and appropriate treatment goals with some supervisory assistance. Needs some prompting and feedback by the supervisor to establish conceptualizations and goals that are consistently related to a conceptual framework and empirical research.

3 Development of case conceptualization requires regular supervision. Requires ongoing supervision to integrate theoretical and empirical information into treatment plan and setting of therapeutic goals.

1 Only occasionally refers to theory and research when establishing case conceptualizations and treatment plans. Unable to conceptualize cases or set appropriate treatment goals. Lacks general knowledge of theory or clinical research.

N/A

Comments:

____________________________________________________________________________
____________________________________________________________________________
B. Assessment, Diagnostic, and Conceptual Skills

7 Has a strong comprehensive understanding of psychiatric classification, including multiaxial classification and relevant diagnostic criteria. Is able to develop diagnostic formulation with minimal supervisory input except for the most complex cases. Aware of when further assessment is needed.

5 Has a good working knowledge of psychiatric diagnoses. Is able to conduct a complete assessment of client with sound diagnostic skill. Requires supervisory input in more complex diagnostic formulations.

3 Understands basic diagnostic nomenclature and is able to diagnose many common psychiatric problems. May overlook pertinent areas of client data when making a diagnosis. Intake reports and progress notes often need some fine tuning by supervisor.

1 Has significant deficits in understanding of psychopathology and/or using the DSM classification system. Intake reports and progress notes require much supervisory input.

N/A

Comments:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
C. Intervention and Treatment Planning

7 Interventions facilitate client acceptance and change. Has excellent knowledge and skills in interventions. Demonstrates motivation to increase knowledge and expand range of interventions through reading and consultation as needed. Can problem solve regarding interventions when initial efforts are not successful, using strong theoretical/conceptual skills.

5 Good working knowledge and skills of interventions. Many interventions are delivered and timed well. Supervisory assistance needed for timing and delivery of more difficult interventions.

3 Has basic skills and knowledge of therapeutic interventions. Needs ongoing supervision to broaden range of interventions and to build timing skills. Needs supervision to plan and fine tune interventions.

1 Most interventions and interpretations are rejected by the client. Frequently has difficulty targeting interventions to clients’ readiness to change and level of understanding.

N/A

Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
II. Sensitivity to Individual and Cultural Diversity in Professional Work

Objective: Demonstrate awareness and integration of diversity issues in clinical practice – including attention to rural considerations.

Training Method: Direct clinical experience with culturally diverse clients, individual and group supervision on actual and hypothetical diverse clients, didactic seminars covering cultural diversity, trainings on cultural diversity, modeling by supervisors and other professional staff who interact with culturally diverse individuals.

Evaluation: Supervision

7 Recognizes impact of individual, cultural, ethnic, geographic, and linguistic diversity on psychosocial development and tailors assessment, intervention, and treatment goals accordingly. Uses supervision, independent reading, additional training, or makes referrals when confronted with an unfamiliar population. Acknowledges and respects differences that exist between self and clients in terms of race, ethnicity, culture, rurality, and other individual difference variables. Demonstrates awareness of diversity issues related to specific populations to which interns are mostly likely to be exposed in this internship setting (e.g., LGBT, first-generation college students, Appalachian, African American).

5 Expresses awareness of limits of competence with diverse clients and actively works in supervision and independently to increase awareness and knowledge base. Develops increased flexibility in interventions with diverse populations.

3 Demonstrates superficial understanding of the interaction of diversity in general on symptoms and intervention. Uses supervision to gain awareness of above issues and is open to feedback from supervisors regarding beliefs that may interfere with effectiveness in working with diverse populations.

1 Lacks flexibility in treatment of clients with diversity. Uses a one-size fits all treatment approach. Does not articulate awareness of how symptoms may be understood differently within the context of diverse populations.

N/A

Comments:
III. Ethical Standards in Clinical Practice

Objective: Demonstrate knowledge and awareness of ethical and legal standards, including APA ethics code and relevant rules and statutes of the state of Maryland

Training Method: Didactic seminars on ethical and legal issues and regulations governing psychology, individual and supervision incorporating review of actual and potential ethical/legal/regulatory issues, direct experience handling ethical/legal/regulatory issues, system wide trainings on ethical/legal/regulatory issues, modeling by supervisors and other professional staff members, organizational milieu promoting behavior consistent with ethical/legal/regulatory requirements.

Evaluation: Supervision

7 Consistently recognizes ethical, legal, and regulatory issues; able to articulate ethical, legal, or regulatory standards involved; demonstrates ability to access appropriate resources and formulate appropriate response; appropriately seeks supervisory input prior to implementation of response.

5 Generally recognizes situation where ethical, legal, or regulatory issues might be pertinent; general recognition of the existence of ethical, legal, and regulatory standards; is responsive to supervisory input.

3 Often unaware of important ethical, legal, and regulatory issues; minimally aware of ethical, legal, and regulatory standards; does respond appropriately to supervisory input.

1 Disregards important supervisory input regarding ethics, law, and/or regulations.

N/A

Comments:
IV. Professional Development
   A. Professional Conduct
   B. Professional Growth and Self Awareness
   C. Receiving Supervision
   D. Public Advocacy

Objective: Demonstrate appropriate professional conduct, ongoing professional growth and self-awareness, public advocacy

Training Method: Individual and group supervision reviewing each area of professional development, didactic seminars highlighting appropriate conduct and self-awareness as well as advocacy/social justice, modeling by supervisors and other professional staff members.

Evaluation: Supervision, Interactions with Training Director

A. Professional Conduct

7 Smooth working relationships, handles differences openly, tactfully, and effectively. Professional and appropriate interactions with treatment teams, peers, and supervisors; seeks peer support as needed.

5 Actively participates in team meetings. Appropriately seeks input from supervisors to cope with interpersonal concerns. Progresses well on providing input in a team setting. Effectively seeks assistance to cope with interpersonal concerns with colleagues.

3 Generally accepts supervision well, but occasionally defensive. Needs supervisory input for determination of readiness to try new skills. Ability to participate in multidisciplinary team model is limited, relates well to peers and supervisors.

1 Needs intensive supervision and guidance, difficulty assessing own strengths and limitations. Frequently defensive and inflexible, resists important and necessary feedback. May be withdrawn, overly confrontational, insensitive, or may have had hostile interactions with colleagues.

N/A

Comments:
B. Professional Growth and Self Awareness

7 Actively seeks consultation when treating complex cases and working with unfamiliar symptoms. Good awareness of personal and professional problems. Stressors have only mild impact on professional practice. Actively seeks supervision and/or personal therapy to resolve issues.

5 Open to feedback, shows awareness of strengths and weaknesses, uses supervision well when uncertain, occasionally over- or under-estimates need for supervision. Good insight into impact of stressors on professional functioning, seeks supervisory input to minimize this impact.

3 Needs significant supervision time to minimize the effect of stressors on professional functioning. Accepts reassurance from supervisor well.

1 Personal problems can significantly disrupt professional functioning. Denies problems or otherwise does not allow them to be addressed effectively.

N/A

Comments

____________________________________________________________________________

____________________________________________________________________________

C. Receiving Supervision

7 Effective use of consultation and supervision in complex cases.

5 Actively participates in supervision. Open to feedback. Occasionally over or under-estimates need for supervision.

3 Good use of supervision but occasional defensiveness. Needs supervisory input for determination of readiness to try new skills.

1 Frequently defensive and inflexible. Resists important and necessary feedback.

N/A

Comments:

____________________________________________________________________________

____________________________________________________________________________
D. Public Advocacy

7  Demonstrates good understanding of current public policy and professional issues in psychology and is involved in professional organizations and public outreach education.

5  Is aware of key issues in professional psychology. May be involved in professional organizations and activities. May participate in public outreach education.

3  Exhibits limited knowledge and involvement in professional psychology and public policy.

1  Lacks awareness of current developments in professional psychology/public policy.

N/A

Comments:

V. University Counseling Center Services Delivery, including:
   A. Individual Counseling and Campus Outreach
   B. Interface in Multidisciplinary Setting
   C. Knowledge and Skills in a College/University Environment

Objective: Increase knowledge and skills in college/university counseling center work, including individual counseling and campus outreach skills, interfacing within a multidisciplinary setting, and college/university practice.

Training Method: Direct clinical experience with university students and providing outreach services, individual and group supervision regarding working with college students clinically and in outreach settings, didactic seminars on topics relevant to university counseling center work, workshops covering issues related to university students, multidisciplinary environment.

Evaluation: Supervision, direct observation, feedback from multidisciplinary staff

A. Individual Counseling and Campus Outreach and
B. Interface in Multidisciplinary Setting

7  Provides professional-level service to individual clients, as a consultant or outreach presenter, and to professional colleagues from different disciplines.
5  Requires occasional input regarding the manner of delivery or type of feedback given.

3  Needs continued guidance. May need regular input regarding appropriate ways to intervene with individual clients, behaving as a consultant or outreach presenter, and/or when interacting with professional colleagues from different disciplines.

1  Unable to establish rapport with clients, consultees, audiences, or other professionals.

N/A

Comments:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
C. Knowledge and Skills in a College/University Environment

7 Demonstrates excellent knowledge and skills regarding service provision in a college/university environment. Able to articulate the specific needs, issues, challenges, and opportunities related to student counseling center work.

5 Has good working knowledge and skills in service provision in a college/university environment. Requires training and supervision regarding nuances of working in a college/university system. Can differentiate college/university work from service provision in other settings (e.g., community mental health center, inpatient unit).

3 Has some basic knowledge and skills in college/university counseling but requires ongoing training, reading, and supervision to develop skills in this area.

1 Unable to behave appropriately in the environment.

N/A

Comments:

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Overall Strengths of the supervisee include:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Overall Areas of Growth for the supervisee include:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Supervisor’s Signature __________________________ License/Cert # ___________ Date ___________

*****

By signing below, I ___________________________ (supervisee) confirm that I have reviewed
this evaluation and have discussed it with my supervisor.

Further, I _____ agree with the comments herein.
   I _____ do NOT agree with the comments herein, and my response is noted below.

___________________________________________ ______________
Supervisee’s Signature     Date

RESPONSE (if appropriate / necessary)
Intern's Evaluation of Supervisor

Intern: ____________________________   Supervisor: _______________________
Date: __________________________________

Evaluation (circle):  First Period   Second Period

Please review each category and specific item on the following pages and rate according to the scale following each item. There are several examples under each item; these are provided to help you focus your assessment of skill level. However, they are not meant to be a comprehensive list of skills or to imply that supervisors need to be effective in all areas at the same level. The final rating should represent an aggregate across several skills represented by the main statement of each item. Not every item will be relevant to your setting; you can check "Not applicable" as needed. There are five categories: Aspects of the Supervisory Relationship, Facilitation of Training Experience, Mentoring, Treatment Team Interactions and Functioning, and Cultural and Individual Diversity.

Please discuss your feedback with your supervisor(s), along with his or her feedback about you. In the feedback, it is helpful to give specific examples if you have concerns or suggestions for change. It is also helpful to give clear examples of what you think the supervisor does well.

Aspects of the Supervisory Relationship

1. Supervisor facilitates the establishment and maintenance of a collaborative supervisory relationship: Clearly discusses expectations regarding the supervisory relationship, openly invites comments about the quality of the supervisory relationship on an ongoing basis, and responds to your feedback in a non-defensive manner.

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Comments:

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2. Supervisor demonstrates empathy, respect, and understanding of supervisee’s experiences: Understands your stated needs in an open manner, despite the limitations of the setting, respects your boundaries/privacy, demonstrates empathic understanding of personal and interpersonal struggles related to the demands of the training program, demonstrates sensitivity and respect regardless of the supervisee’s cultural/individual background.

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Comments:

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3. Supervisor is physically and emotionally available for supervision: Collaborates to schedule an adequate amount of time for supervision; is available and accessible when you need help, including impromptu consultations and crises; helps you establish alternative sources of consultation when unavailable or when specialty consultation is indicated; participates actively during supervision sessions; communicates enthusiasm about and commitment to supervision.

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Comments:

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4. Supervisor is amenable to working through conflicts, disagreements, or differences in opinions with supervisee: Supervisor openly addresses conflicts or problems in a constructive manner; when conceptual disagreements arise, negotiates them in a nonjudgmental way; if an impasse occurs, arranges for mediation to facilitate conflict resolution.

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Comments:

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Facilitation of Training Experience

1. **Works with you to reach the training goals in your clinical setting:** Provides clear expectations for your role and performance, helps you identify your own training needs and goals for the rotation, and assists in meeting your training goals.

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   Comments:

2. **Provides feedback on your performance that helps you to develop your clinical skills:** Helps you identify your specific strengths and competencies, feedback offered on your performance and written work is constructive and specific, facilitates your accurate self-assessment (e.g., skill level, limits of competence, need for consultation, interpersonal interactions, diversity issues)

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   Comments:

3. **Provides supervision and guidance in all stages of the treatment process:** Helps prepare you for various types of clients, clinical problems, and staff relationships at your training setting; helps you with case conceptualization, treatment planning, and working through clinical impasses in treatment; helps you to recognize your emotional responses to the clinical process and address personal issues that may interfere with clinical effectiveness; helps you to understand and address termination issues; discusses legal, ethical, and regulatory standards in clinical work and helps you to apply this knowledge in clinical situations; familiarizes you with your role in the system and with client resources

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   Comments:
4. Helps you to integrate and apply theory and research literature in your clinical work: Directs you to consider theory and research literature to enrich your clinical understanding (e.g., with suggested readings, in supervision, from other professionals); facilitates discussion and integration of theoretical perspective(s) in your clinical understanding; is open to discussing theoretical perspectives that differ from her/his own; challenges you to demonstrate your own understanding of clinical situations, interpersonal difficulties, and intervention strategies

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Comments:

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5. Enhances development of your professional identity: Encourages development of your own professional identity and style, encourages you to develop independence and self-confidence as a professional, assists in clarifying your readiness (skill level, emotional readiness) to pursue your own training and career goals

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Comments:

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**Mentoring**

1. The supervisor models professional behavior: The supervisor acts ethically and facilitates discussion of ethical issues; demonstrates flexibility and tolerance of ambiguity; problem-solves effectively; collaborates constructively with referral sources, other staff, and outside professionals; models respect and empathy for all clients and their problems; communicates a coherent, well-integrated model of intervention and/or an assessment approach; acknowledges and explores diversity issues and perspectives

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Comments:
2. The supervisor provides the intern with opportunities for socialization to the field of psychology: The supervisor encourages professional activities such as attending conferences, conducting research, and publishing; assists the intern with clarifying professional and career goals; facilitates networking/introduction to other professionals

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Treatment Team Interactions and Functioning

1. The supervisor facilitates the intern's understanding of the team's functioning and interpersonal interactions: The supervisor helps the intern understand the role of both the supervisor and the intern within the context of the team, helps the intern learn about the role of team members from professions other than psychology, can describe the development of the team and/or team interactions in a way that is beneficial for the intern in working with team members

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Comments:

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2. The supervisor helps the intern develop skills for working well within the team: The supervisor helps the intern develop his/her particular role within the team, helps the intern find ways to work collaboratively with team members of other professions in order to learn from them and become more fully integrated into the team, helps the intern deal with conflicts or problems he/she experiences in team interactions, demonstrates how to communicate with other team members in a way that conveys understanding of their point of view and does not use excessive psychological jargon

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Comments:
3. **The supervisor utilizes the team context to enhance treatment planning**: The supervisor offers recommendations/suggestions about treatment that increase the likelihood that clients are well-served by the team in this setting, facilitates team interactions to help team members function in a collaborative and inter-professional way that enhances treatment for clients.

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**Cultural and Individual Diversity**

1. **The supervisor exhibits knowledge of and respect for cultural and individual diversity in clinical intervention**: The supervisor has respect for diversity and sophisticated awareness of providing culturally competent services; is aware of his/her limitations of knowledge of cultural and individual diversity; is helpful in seeking out additional information about diverse groups and effective therapeutic interventions with clients of different backgrounds when relevant to the intern’s cases or training needs; models the process of consultation with colleagues about diversity issues when needed; is aware of own struggles with persons of different backgrounds; is aware of his/her own cultural identity, world view, and value system that is brought to clinical work

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Comments:

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**Please describe your experience of the training site, including:**

Strengths with regard to your particular training experience and overall in providing treatment:

Weaknesses with regard to your particular training experience and overall in providing treatment:
FSU CAPS PSYCHOLOGY INTERNSHIP

Internship Evaluation

Initial
Final

Intern Name: ______________________
Date: ______________________

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluating performance and also a vehicle for change.

Scale for rating program areas:
5 = Excellent
4 = Very good, above average
3 = Satisfactory
2 = Below expected level
1 = Unsatisfactory
N/A = Not Applicable

1. Professional Atmosphere

_____ Adherence to APA ethical guidelines

_____ Commitment to serving the psychological needs of clients

_____ Active collaboration and cooperation between staff members

_____ Respect for, and use of, professionals from other disciplines

_____ Commitment to science and profession of psychology

_____ Awareness of, and respect for, individual differences among clients and professionals

_____ Respect for human rights of clients and professionals

_____ Opportunity for professional development
2. **Training Atmosphere**

   - Commitment to training
   - Responsiveness of program to personal and individual training needs
   - Accessibility of staff for supervision, consultation, and other training needs
   - Training not subordinate to service
   - Adequate role models
   - Atmosphere conducive to intellectual stimulation and professional growth
   - Breadth of experience
   - Depth of experience
   - Challenging program

3. **Direct Service:**

   - Brief counseling/psychotherapy
   - Longer term counseling/psychotherapy
   - Family therapy
   - Group counseling/psychotherapy
   - Intakes
   - Crisis intervention
   - Assessment/psychological testing
   - Consultation/Outreach
4. **Training Received:**

   - Individual supervision (received)
   - Group supervision
   - Orientation
   - Treatment Team meetings

5. **Didactic Training**

   - Training Seminar
   - Case Conference Seminar
   - Other didactic seminars/training programs

6. **What are the strengths of this training program?**

7. **What are the limitations of this training program?**

8. **Recommendations:**
10. Given the changes in employment opportunities in psychology, what would you like to see included in current training which would help interns to be better prepared?

11. Please rate the training program overall in helping to prepare you as a psychologist (circle):

   Poor  Below Average  Average  Above Average  Excellent

12. Please rate the training program in terms of meeting your own expectations:

   Poor  Below Average  Average  Above Average  Excellent

13. Additional comments:
Intern Self-Assessment

The purpose of this assessment is to provide a frame of reference for developing and monitoring learning goals for your professional training. It is important to have an accurate assessment of your skill level.

This assessment will be read by your supervisor and the Training Director and will be discussed with the internship training staff. It will assist in the planning of your individual goals throughout the training year. In looking at the assessment from each intern, the staff will also be able to determine some necessary program emphases for your intern group.

Instructions:

Read each item. Think about your experience and training as well as the degree of your success in using that skill or model. Mark the number rating that most accurately describes your current level of skill development.

5 = Special strength - You believe you not only possess this skill, but that you could teach it to others, or serve as a model for others to emulate.

4 = Satisfactory strength - you can use this skill effectively.

3 = Developing - You are well on the way to acquiring satisfactory command of this skill, but not yet ready to use it with full confidence.

2 = Aware - You have an introductory knowledge of this skill, but are not proficient in it or ready to take on a responsibility that requires its use.

1 = Unfamiliar and interested - You are starting from scratch and have virtually no proficiency in this skill area, but have a real interest in learning it.

0 = Unfamiliar and uninterested - You are starting from scratch and have no proficiency in this skill area and have no real interest in learning it this year.

Place an X by the items that are a priority for you to learn this year.

1. Describe your overall goals for this training year:
2. Describe individual interests/areas in which you would like to specialize:

3. Describe your theoretical orientation:

4. Rate your stage of development in integrating psychotherapy theory with practice:

   0  1  2  3  4  5

5. Rate your intake skills, including assessment of client strengths and problem areas, probable diagnosis, forming effective relationship with client, history/information gathering, appropriate questioning, performing adequate mental status exam, assessment of suicidal/homicidal ideation/intent/plan.

   0  1  2  3  4  5

6. Rate your individual therapy skills, including ability to articulate a theoretical framework and translate that into effective interventions, establishing and maintaining therapeutic relationship, effectively forming a treatment plan, implementing psychotherapeutic interventions, setting reasonable goals, managing termination issues

   0  1  2  3  4  5
7. Rate your group therapy skills, including understanding and using the group process to facilitate growth, having good working relationship with co-facilitators, understanding the differences between individual and group therapy, articulating a theoretical framework and translate that theory into practice.

0 1 2 3 4 5

8. Rate your use of self in the therapeutic relationship, including awareness of and use of insight into personal issues that affect working with clients

0 1 2 3 4 5

9. Rate your consultation/outreach skills, including ability to form collaborative professional relationships, providing appropriate and valuable feedback and support to the team, awareness of client resources.

0 1 2 3 4 5

10. Rate your assessment/psychological testing skills, including accurately perceiving, identifying, and clarifying nature of client's presenting problem; determining environmental stressors and support systems that come to bear on the client's issues; assessing the client's strengths and weaknesses in determining the nature of the problem; formulating tentative statements of prognosis based on client needs; appropriately using the DSM IV; choosing test materials appropriately and organizing them into a cohesive battery; administering and interpreting tests appropriately; writing articulate test report

0 1 2 3 4 5

11. Rate your skills in emergency coverage/crisis intervention, including ability to quickly identify and clarity nature of presenting problem, assess risk of suicide/homicide, rapidly determine environmental stressors and support systems, form appropriate short-term treatment plan with follow-up as needed, assess client's strengths and weaknesses.

0 1 2 3 4 5
12. Rate your knowledge of professional/ethical/legal/regulatory issues, including working knowledge of and adherence to APA ethical standards, awareness of and functioning within VA laws and regulations governing professional practice

0 1 2 3 4 5

13. Rate your work with diverse population, including sensitivity to and ability to evaluate the special needs of diverse populations, awareness of appropriate community resources, awareness of own attitudes and how these affect the therapy process (e.g., sexism, homophobia, racism), theoretical knowledge and ability to use effective techniques with diverse populations

0 1 2 3 4 5

14. Rate your use of applied research, including knowledge of current research in psychotherapy, ability to integrate research with theory and practice

0 1 2 3 4 5

15. Rate your paperwork skills, including ability to complete paperwork in timely manner and ability to write thorough, succinct, and legible case notes

0 1 2 3 4 5

16. Rate your use of supervision, including ability to discuss and set appropriate goals for supervision; recognition of importance of reviewing samples of work and willingness to do so; openness to feedback and suggestions; self-evaluation, self-direction, and motivation for personal growth; use of supervision as vehicle for establishing and consolidating professional identity

0 1 2 3 4 5

17. Describe your strengths:

18. Describe your limitations/areas of growth:
For mid-year and year-end assessments only:

19. Describe ways in which you have and have not made progress toward your original overall goals for this training year. Have your goals changed? If so, how?

20. Describe your current individual interests/areas in which you would like to specialize. In what ways has your internship experience so far influenced your current interests?

21. While thinking about your original statement of theoretical orientation, how has this evolved through your internship experiences?
## SAMPLE ACTIVITY LOG

Name: ______________________________  Week: _______________________

Supervisor: __________________________

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FSU CAPS Psychology Internship Consortium  
Intern Evaluation of Didactic Seminars

DATE (S): ____________________________

TOPIC: ____________________________

PRESENTER: _________________________

1. What was most useful?

2. What was least useful?

3. Should this topic be presented again?

4. Suggestions and Recommendations:
FSU CAPS PSYCHOLOGY INTERNSHIP CONSORTIUM
POST-INTERNSHIP SURVEY

Name (Optional): ________________________________ Date: ________

1. What year did you complete your pre-doctoral internship? ________

2. What year did you receive your Ph.D./Psy.D.? ________

3. Are you licensed as a psychologist? ___yes ___no
   If yes, how long have you been licensed?

4. Did you complete a formal post doc? ___yes ___no
   Name of Institution ____________________________ Year ________

5. What kind of work are you currently doing? Please list all major aspects of your work, including clinical practice, teaching, research, supervision, administration, public advocacy; and include an estimate of the % of time in each activity. (e.g., 75% clinical, 10% teaching, 15% administration)

6. Briefly list information about your current work:

Please indicate your work setting(s):

Community Mental Health Center   State/County Hospital
Community Health Center
Health Maintenance Organization   Correctional Facility
Medical Center
Military Medical Center
Private General Hospital
General Hospital
Veterans Affairs Medical Center
Private Psychiatric Hospital

Do you work in a multidisciplinary environment? ___Yes ___No

Job Title:
Professional Organization Affiliations/Public Advocacy Activities:

7. What were the strengths of the FSU CAPS Psychology Internship?

8. What were the limitations of this training program?

9. Would you recommend the FSU CAPS Psychology Internship to a current graduate student?
   __yes __no   Why or why not?

10. Given the changes in employment opportunities in psychology, what would you like to see included in current training that would help interns to be better prepared?

11. Please rate the training program overall in helping to prepare you as a psychologist (circle):

    1  2  3  4  5
    Poor Below Average Satisfactory Above Average Excellent

12. Additional comments: