



## **Quintessential Health’s Doctoral Internship in Clinical Psychology Handbook**

### **About Quintessential Health**

#### **Located at:**

**1501 N Main Street Suite 210 Warrington, PA 18976  
833-742-2737**

Quintessential Health is a full-service mental health agency that strives to uphold the **highest level** of mental health and psychological services to our communities. We are committed to providing treatment to diverse populations in an empathetic and caring manner. We base our approaches in scientific evidence, and as such our clinicians utilize evidence-based treatment approaches.

Quintessential Health values **education and training**. We consider ourselves a “teaching practice” and endeavor to provide the finest training experience to future psychologists and clinicians.

At Quintessential Health we believe that quality psychological treatment should be **accessible** to those in need. We are committed to advocating for accessible mental health treatment on a local and national level. We also seek out opportunities to provide accessible treatment to vulnerable and at-risk populations.

Quintessential Health provides a wide array of services both in person and via telehealth to all ages including individual & group therapy, as well as comprehensive testing/assessment services. We treat a wide range of disorders ranging including but not limited to anxiety disorders, depression, Autism, Attention-Deficit/Hyperactivity Disorder, and trauma.

### **Statement of Non-Discrimination**

Quintessential Health values diversity within the communities that we serve. It is Quintessential Health’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 QUINTESSENTIAL HEALTH AIMS**

The doctoral internship program at Quintessential Health is an on-site/in-person training experience for trainees completing their doctoral degree in psychology. The aims of the doctoral internship in clinical psychology at Quintessential Health are to train future psychologists to perform a variety of roles within a private practice setting. 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 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 will conduct individual and group therapy, administer assessment batteries, and conduct comprehensive biopsychosocial intake level of care evaluations during the course of the internship year. Within the 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 to further align with their training goals.

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, Quintessential Health 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 with a doctoral-level clinical psychologist in-person and on site at our office. Interns attend 2 hours of in-person, face-to-face individual supervision (two hours with their primary doctoral-level psychologist supervisor). Additionally, interns attend 2 hours of group supervision with a doctoral-level staff psychologist (1 hour with the other interns in their cohort, and 1 hour with the interns and current practicum students). Interns also participate in an average of 2-3 hours of weekly didactic seminars on a variety of topics including both live and virtual trainings. To foster competency in supervision, interns also

have the opportunity to assist doctoral-level psychologists with the oversight of doctoral practicum students. Interns will be paired with 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. Note, it is made clear they are not the practicum student's primary 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.

## **INTERNSHIP TRAINING ACTIVITIES**

### **Overview Of Internship Activities**

The doctoral internship at Quintessential Health is a fully in-person training experience providing a breadth of experience conducting therapy (individual and group), assessments/testing, attending didactics, individual and group supervision, and advocacy opportunities. Trainees will have the opportunity to conduct both in-person and telehealth treatment from our office. The internship year is sequential in development, focusing heavily on didactic trainings in the beginning and progressing into more of a focus on experiential training during the remainder of the year.

Quintessential Health utilizes a Practitioner-Scholar model of training, which emphasizes the application of research to the clinical practice of psychology. The internship program offers an on-site training opportunity at our office located at 1501 N Main Street Suite 210 Warrington PA 18976. The internship in clinical psychology provides an array of opportunities to facilitate a diverse and unique training experience. 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. Opportunities to run children and parent groups in both outpatient and school settings are available. Interns will 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.

During the course of the training year, interns will provide both individual and group therapy to a variety of individuals experiencing a broad spectrum of mental health and/or substance use concerns. Diagnoses the trainees will work with include but are not limited to trauma, Autism Spectrum Disorder, anxiety, depression, and Attention-Deficit/Hyperactivity Disorder. Interns will also have the opportunity to conduct full-battery psychological and psycho-educational assessments with a variety of populations and assessment tools, including comprehensive Autism testing, ADHD assessments, learning disorders, and personality testing.

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. Specific details around the aforementioned trained activities are as follows.

### *Psychological Interventions*

Students receive supervision and didactic trainings throughout the year on a variety of therapeutic interventions as well as broader scope therapeutic skills such as cultural sensitivity, therapeutic rapport building, and motivational interviewing. Students record their therapy sessions to be reviewed by their supervision. Supervisors may also attend “in-vivo” sessions, conducting co-therapy at times to further the training experience. Audio-taped and video-taped sessions will be reviewed on a regular basis to ensure understanding of how to implement these with clients. Examples of empirically-supported interventions include cognitive-behavior therapy, acceptance and commitment therapy, and other empirically-supported treatments that fall within the supervisors’ competence.

### *Individual Therapy*

Interns will conduct individual therapy with individuals from a variety of age groups populations. They will be trained and become proficient in utilizing CBT, as well as other modalities/treatment protocols including but not limited to Prolonged Exposure, Exposure Response Prevention, ACT, and DBT. Interns will also receive supervision in other evidence-based interventions in order to deliver efficacious treatment. Interns will also develop strength-based treatment plans in collaboration with the clients and their families. Caseloads can be customized based on the trainings goals of the particular student.

### *Group Therapy*

Interns will conduct group therapy with individuals for a variety of concerns. Some of examples of groups include but are not limited to social skills, anxiety, trauma, grief, and autism-support. Students will also have the opportunity to run free support groups, such as a parent Autism support group.

### *Assessment Services*

At the start of the training year, all students receive a plethora of on-site didactic technical and interpretative trainings on assessments they will be conducting throughout the training year. Additionally, students also have access to recorded sample administrations, supplemental recorded trainings, templates, and sample reports. Students receive adequate time to practice administrations with each other and mock clients prior to administering with clients. They also will have the chance to observe a supervisor administering many of the assessments. Some examples of the types of assessments students will engage in are as follows:

### *Full-Battery Integrated Psycho-educational and Psychological Assessments*

Interns will conduct full-battery integrated assessments including domains such as diagnostic (ADHD, Autism, etc), cognitive ability, academic achievement, memory, executive functioning/neuro, 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 client and/or their families to explain the results. Some examples of referrals for assessments include:

- Learning Disorders/Concerns
- Autism Spectrum Disorder
- Attention-Deficit/Hyperactivity Disorder
- Social Communication Disorders
- 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 monitored 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.

### *ADHD Evaluations*

Interns receive formal training conducting ADHD assessments including diagnostic measures such as the NEPSY, Conners-4, D-KFES, BASC, CAARS, WISC, and WAIS. These assessments are implemented via standards kits as well as utilizing Q-Interactive. Students will gain experience administering, scoring, interpreting, and providing feedback to families in collaboration with the supervising psychologist.

### *Comprehensive Biopsychosocial Evaluations/Intakes*

Interns will utilize a semi-structured interview in combination with structured tools in order to complete comprehensive level of care 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.

### ***Professional Staff Consultation***

Interns at Quintessential Health 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 along with supervisory modalities. Interns will also record one of their “supervision sessions” of practicum students for review/feedback with their own supervisor.

### ***Training in Administrative Practices***

Interns are expected to engage in a variety of admin activities at Quintessential Health. These duties may include responding to telephone consultations, 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.

### ***Didactic Trainings***

In accordance with internship standards, all interns are required to participate in regularly scheduled didactic training seminars 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. *(See appendix for Didactic Schedule)*

### ***Supervision***

All students are assigned a primary supervisor who is a doctoral level licensed clinical psychologist who they will receive in-person/on-site supervision with. When students begin working with new clients, they make it known to the client (verbally and within the consent to treat) that they are operating under the supervision of a licensed doctoral level clinical psychologist and the client is provided the supervisor’s contact information. Interns also video record sessions for their supervisor to review in addition to discussing/reviewing the cases in supervision. Furthermore, all interns submit their progress notes and reports to their supervisor to review and co-sign after they have received feedback and final approval. Every note has both the student and their supervisor’s signature. The intern’s supervisor retains primary responsibility for all cases and approves/co-signs all reports and notes. The supervisor’s contact information is also made known to all clients prior to working with the doctoral intern.

### *Individual Supervision*

Each intern receives a minimum of 2 hours of individual supervision weekly from their primary supervisor, who is a doctoral-level licensed psychologist. The primary supervisor maintains 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 supervisor will maintain ongoing collaboration with other staff members to ensure continuity of supervision and feedback to the interns.

### *Group Supervision*

Interns participate in group supervision (one hour of exclusive intern supervision, one hour along with practicum students). 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.

**Sample Intern Work Schedule**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
9:00	Assessment ADHD Administration	Assessment ADHD Scoring	Autism Assessment Administration	Autism Assessment Scoring	Didactics
10:00	Assessment ADHD Administration	Intake	Autism Assessment Administration	Group Supervision	Didactics
11:00	Individual Supervision	Peer Consultation	Group Supervision	Individual Therapy	Individual Therapy
12:00	Lunch	Lunch	Lunch	Lunch	Lunch

1:00	Individual Therapy	Admin Time Report/Note Writing	Intake	Group Supervision	Individual Therapy In-Person
2:00	Individual Therapy	Intake	Admin Time Report/Note Writing	Peer Consultation	Individual Therapy In-Person
3:00	ADHD Assessment Scoring/ Write-Up/ Documentation	Individual Supervision	Individual Therapy	Individual Therapy	Admin Report Writing Time
4:00	ADHD Assessment Scoring/ Write-Up/ Documentation	Individual Therapy	Autism Assessment Scoring	Group Therapy In-Person	Peer Consultation
5:00	Individual Therapy	Note writing	Autism Assessment Scoring	Group Therapy In-Person	Note Writing

### **Commitment to Training**

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

### **Doctoral Internship Competencies and Learning Elements**

Quintessential Health'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 a proficient to advanced level of competence by the completion of internship.



## Program Goals

<b>I. ASSESSMENT</b>
<b>Goal 1:</b> To produce internship graduates who demonstrate competence in psychological/psychoeducational assessment, diagnosis, and case conceptualization.
<b>Objective 1 for Goal 1:</b> Production of graduates who demonstrate knowledge about a variety of evidence-based structured psychological and psycho-educational integrated testing batteries.
<p><b>Competencies Expected:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to construct a specialized assessment battery using evidence-based practice based on the needs of the individual.</li> <li>2. Demonstrate the ability to administer and score a variety of structured psychological and educational tests.</li> </ol>
<p><b>How Outcomes are Measured:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Supervisor observations.</li> <li>3. Direct observation and/or review of audio and video tapes of sessions.</li> </ol>
<p><b>Minimum Thresholds for Achievement for Expected Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section I, Item 1</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> <li>2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section I, Item 2</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> </ol>
<b>Objective 2 for Goal 1:</b> Production of graduates who exhibit knowledge of comprehensive integrated report writing.
<b>Competencies Expected:</b>

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 <b>Section I, Item 11</b> , on the Doctoral Psychology Internship Competencies Evaluation.
<b>II. INTERVENTION</b>
<b>Goal 2:</b> To produce internship graduates who demonstrate competency in performing intervention as informed by scientific knowledge and clinical application.
<b>Objective 1 for Goal 2:</b> Production of graduates who are knowledgeable of evidence-based psychological interventions.
<p><b>Competencies Expected:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to implement evidence-based psychological interventions.</li> <li>2. Demonstrate the ability to execute at least one evidence-based trauma-focused treatment protocol.</li> <li>3. Demonstrate the ability to execute basic cognitive treatment techniques.</li> <li>4. Demonstrate the ability to execute basic behavioral treatment techniques.</li> <li>5. Demonstrate the ability to stay abreast of current research trends and incorporate this knowledge into practice.</li> </ol>
<p><b>How Outcomes are Measured:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Supervisor observations.</li> <li>3. Direct observation and/or review of audio and video tapes of sessions.</li> </ol>
<p><b>Minimum Thresholds for Achievement for Expected Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section II, Item 1</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> <li>2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section II, Item 2</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> </ol>

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 VALUES AND ATTITUDES***

**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. ETHICAL AND LEGAL STANDARDS***

**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. INDIVIDUAL AND CULTURAL 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 <b>Section V, Item 2</b> , on the Doctoral Psychology Internship Competencies Evaluation.
<b>Objective 2 for Goal 5:</b> Production of graduates who engage in regular self-reflection and self-assessment of their own attitudes and beliefs about cultural diversity.
<p><b>Competencies Expected:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to utilize self-reflection to understand own beliefs/attitudes about issues related to cultural diversity.</li> <li>2. Demonstrate the ability to utilize reflection to identify possible issues and considerations regarding diversity within the therapeutic relationship with individuals.</li> <li>3. Demonstrate the ability to discuss in supervision how one's own beliefs, values and experiences impact treatment.</li> </ol>
<p><b>How Outcomes are Measured:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Supervisor observations.</li> <li>3. Direct observation and/or review of audio and video tapes of sessions.</li> </ol>
<p><b>Minimum Thresholds for Achievement for Expected Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section V, Item 3</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> <li>2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section V, Item 4</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> <li>3. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section V, Item 5</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> </ol>
<b>VI. Research</b>
<b>Goal 6:</b> To produce internship graduates who have demonstrated the ability to critically evaluate and disseminate research at the local, regional, or national level

<p><b>Objective 1 for Goal 6:</b> Production of graduates who demonstrate the ability to understand and utilize research to inform current practice.</p>
<p><b>Competencies Expected:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to incorporate research into current practice by regularly reviewing/presenting on recent studies.</li> <li>2. Demonstrate the ability to present, teach, and/or advocate for the profession through the presentation at local, regional, or national conferences/trainings.</li> </ol>
<p><b>How Outcomes are Measured:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Supervisor observations.</li> <li>3. Direct observation and/or review of audio and video tapes of sessions.</li> </ol>
<p><b>Minimum Thresholds for Achievement for Expected Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section VI, Item 1</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> <li>2. Satisfactory evaluation from individual supervisor [minimum rating of 4] on <b>Section VI, Item 2</b>, on the Doctoral Psychology Internship Competencies Evaluation.</li> </ol>
<p><b>VII. Communication and Interpersonal Skills</b></p>
<p><b>Goal 7:</b> To produce internship graduates who have demonstrated the ability to engage in effective communication and possess strong interpersonal skills.</p>
<p><b>Objective 1 for Goal 7:</b> 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><b>Competencies Expected:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to engage in effective communication particularly in challenging</li> </ol>

situations

2. Demonstrate the ability to comprehend and engage in accurate oral, non-verbal, and written communications with others

**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 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**

**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:**

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.

**IX. Consultation and Interprofessional/Interdisciplinary Skills**

**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 for Goal 9:** To produce internship graduates who have demonstrated the knowledge and respect for the roles and perspectives of other professionals.

**Competencies Expected:**

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.

**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 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.
3. 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 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 internship evaluations (mid-year and final) are sent to the Intern's home doctoral program's training director.

The training progress of interns is measured regularly by the Director of Clinical Training and Chief Psychologist of the agency 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 of the agency 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 challenges or 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.

The Internship Competencies and Learning Elements 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.

### **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, although this is typically higher. 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 competencies must be satisfactorily achieved; 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 Leadership Team. This plan should be developed in consultation with and approved by the Director of Clinical Training, and depending on feasibility, may be initiated and concluded during the internship year.

## **APPLICATION REQUIREMENTS AND PROCEDURES**

Statement of non-discrimination: Quintessential Health 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 Quintessential Health.

### **Application Requirements**

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

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 15, 2023. Interviews are conducted from mid-December through mid-January. The interviews include an individual interview with the Director of Clinical Training, Chief Psychologist, and Supervisor(s), a tour of Quintessential Health, and an ethical case for discussion and role-play.

***Please submit all materials to (via the AAPI):***

William La Valle, Psy.D.  
Director of Clinical Training  
1501 Main Street Suite 210  
Warrington, PA 18976  
Email: wla valle@qhealthonline.com

## **Procedures for Intern Selection**

### *Non-Discrimination and Harassment Policies*

In compliance with all applicable Federal and Pennsylvania state laws, acts and codes, the Agency formally affirms 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, the

Director of Clinical Training, Chief-Psychologist, and/or either Co-President. 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/Founder, 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 email their application to the Director of Clinical Training. 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.

1. 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:

2. 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.
3. 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.
4. Selected applicants are invited to attend an interview in December or January. Each candidate participates in an individual interview with the President/Founder 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.
5. 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.
6. Finally, the Director of Clinical Training and Chief Psychologist review ranked lists of candidates and submit offers directly to the candidates

## **FINANCIAL COMPENSATION, BENEFITS, AND WORK SCHEDULE**

### **Intern Stipend**

The annual stipend for the 2024-2025 intern year is \$28,000 US to be paid in 12 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 2 weeks paid time off excluding agency holidays. Interns are entitled to two 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 Quintessential Health. 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 office at Quintessential Health. All offices are equipped with a desk, a telephone with voicemail, internet connection, computer (if needed), and email. All interns will receive the same level of administrative support offered to clinical staff.

### **Intern Work Schedule**

Quintessential Health is open Monday through Friday, 9:00 a.m. to 8:00 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.

## **INTERNSHIP DUE PROCESS**

The intern supervisors and Director of Clinical Training are responsible for clearly documenting significant problems/concerns with the intern's performance as soon as they are noticed, discussing these with the intern, and working with the intern to correct the problems. The intern's supervisors and Director of Clinical Training will discuss the specific problem(s); determine how and by whom the intern will be informed of the problem, and 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 one of the Co-Presidents of the agency. 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 intern's home doctoral program.

All interns at Quintessential Health are expected to maintain the standards established by the psychology profession and Quintessential Health to successfully complete the internship. In order to safeguard student rights and to ensure the standards of the profession and the school, Quintessential Health has established policy and guidelines for discontinuation of an intern from internship.

### **Interns Rights and Responsibilities**

Interns have the right to receive a clear statement outlining their rights and responsibilities at orientation at the start of their training year. This includes the goals, competencies, and expectations for the training year, as well as the due process and grievance procedures. Interns have the right to be treated with respect and to receive evaluation of their performance that is respectful, objective, and specific. During the due process procedure, intern have the right to have their viewpoint heard and acknowledged during each step of the process. Interns also have the right to appeal decisions that they do not agree with, following the appeal process within the due process procedure. Interns have the responsibility to act respectfully, ethically, and professionally throughout each step of the process.

### **Internship Program Rights and Responsibilities**

Quintessential Health's internship program has the right to implement the Due Process procedure when problematic behavior occurs and is not able to be remedied using direct communication to the intern. The internship program staff and supervisors have the right to be treated with dignity and respect by the interns during the Due Process Procedure. The program has the right to make decisions for remediation including but not limited to probation, suspension, and termination, following the sequential steps of the process. The internship program has the responsibility to act ethically and to follow the Due Process Procedure steps in addressing problematic behaviors. The program has the responsibility to treat all interns with dignity, respect, and to support them in remediating any problematic behavior.

### **Internship Due Process: General 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.
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.

### **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). It should be noted that the problematic behavior will also be identified directly within the intern competency evaluation. The problematic behaviors will be clearly defined in objective terms, and presented to the intern via their evaluation and/or verbal/written warning. The problematic behaviors could also include concerns related to their competencies within their formal evaluation.

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.

### **Internship Due Process: Procedures**

The following steps are implemented as part of the Internship Due Process Procedure *prior* to the initiation of a formal review:

- 1) ***Direct Communication:*** Concerns around problematic behaviors will be directly communicated to the intern which includes clearly identifying the problematic behavior

or competency concern as it directly related to the intern competency evaluation. If the intern sufficiently responds and addresses the behavior, no further steps are needed.

2. ***A Verbal Warning*** will be provided to the intern emphasizes the need to remedy the behavior under discussion. In the verbal warning, the problematic behavior is clearly defined, objectively to the intern, allowing them a chance to respond and address the behaviors.
3. ***A Written Acknowledgment of Verbal Warning*** provided to the intern that formally acknowledges:
  - That the Supervisor, Director of Clinical Training and Chief Psychologist are aware of and concerned with performance
  - That the concern has been brought to the attention of the intern
  - That the Supervisor, Director of Clinical Training, and the Chief Psychologist will work with the intern to rectify the problem or skill deficits, and
  - That the behaviors associated with the rating are not significant enough to warrant more serious action.

Written Acknowledgment of the Verbal Warning will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship.

4. ***A 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.
5. ***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 primary supervisor in consultation with the Director of Clinical Training and the Chief Psychologist. 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 Chief Psychologist. The termination of the schedule modification period will be determined after discussions with the intern, the Director of Clinical Training and the Chief Psychologist.

6. **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 Chief Psychologist 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:
  - The specific behaviors associated with the unacceptable rating;
  - The recommendations for rectifying the problem;
  - The time frame for the probation during which the problem is expected to be ameliorated; and
  - The procedures to ascertain whether the problem has been appropriately rectified.

If the Director of Clinical Training and the Chief Psychologist 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).

### **Formal Review**

If the above steps have not remedied or thoroughly addressed the problematic behaviors, a formal review process will be initiated that includes the following steps:

1. **Notice.** The intern is notified that the Formal Review Due Process Procedure has been initiated that includes the identified problematic behavior and/or issues related to competence that are directly linked to the competencies outlined within the intern's formal evaluation and required competencies for completion of internship. The notice will also explain how the steps prior to the formal review were not effective in remediating the problematic behavior.
  - a. Once the notice is provided to the intern, Quintessential Health has three (3) workdays 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 Co-President within five days of notification of the Hearing's decision. The Co-President 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.

### **Remediation, Sanction Alternatives, or Termination As A Result of The Formal Review**

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. The following may be utilized as remedial steps to address problematic behaviors as a result of the formal review process:

- **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 Chief Psychologist. 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 interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed.
- ***Dismissal from the Internship*** involves the permanent withdrawal of all clinical responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and/or the trainee seems unable or unwilling to alter her/his behavior, the Director of Clinical Training and the Chief Psychologist 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 decision involving the termination of the internship requires review and approval by a Co-President of the agency. 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 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 agency, or any aspect related to their training program or components of their training.

1. The intern is encouraged to first attempt to resolve the issue informally with the party involved or, if the grievance is not with one specific party, the intern is encouraged to discuss with their supervisor in an effort to resolve. If the student has attempted to do so unsuccessfully or believes he or she is unable to do so without the assistance of an additional party or support, 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.

2. 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 other Co-President. 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.

3.If necessary, the Director of Clinical Training (or the Co-President if appropriate) may, with the permission of the intern, initiate an informal investigation, which may include interviewing the parties involved or any party who has evidence concerning the validity of the complaint. The informal investigation will be initiated within 1 business day<sup>1</sup> of the grievance and the results will be concluded within 5 business days.

4.If this informal investigation fails to lead to the resolution of the grievance, the Director of Clinical Training (or the Co-President if appropriate) will assist the grievant in formulating a plan of action to be completed and initiated within 5 business days in an effort to remedy the situation to the satisfaction of the intern.

5.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 Co-President 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 within 5 business days of the written complaint.

**Intern Learning Goals Agreement**  
**Quintessential Health**

\_\_\_\_\_ Term 1: Initial Learning Goals (First Term: July – December)

\_\_\_\_\_ Term 2: Final Learning Goals (Second Term: 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. \_\_\_\_\_  
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2. \_\_\_\_\_  
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**ASSESSMENT METHOD(S) FOR COMPETENCIES**

\_\_\_\_\_ *Direct Observation*  
 \_\_\_\_\_ *Videotape*  
 \_\_\_\_\_ *Audiotape*  
 \_\_\_\_\_ *Case Presentation*  
 \_\_\_\_\_ *Other (describe)*

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

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

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

**Specific activities to address this goal and objectives:**

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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**ASSESSMENT METHOD(S) FOR COMPETENCIES**

\_\_\_\_\_ *Direct Observation*  
 \_\_\_\_\_ *Videotape*  
 \_\_\_\_\_ *Audiotape*  
 \_\_\_\_\_ *Case Presentation*  
 \_\_\_\_\_ *Other (describe)*

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

**Goal 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. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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**ASSESSMENT METHOD(S) FOR COMPETENCIES**

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



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

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

**Specific activities to address this goal and objectives:**

1. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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**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. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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**ASSESSMENT METHOD(S) FOR COMPETENCIES**

\_\_\_\_\_ *Direct Observation*  
 \_\_\_\_\_ *Videotape*  
 \_\_\_\_\_ *Audiotape*  
 \_\_\_\_\_ *Case Presentation*  
 \_\_\_\_\_ *Other (describe)*

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

**Goal 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. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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**ASSESSMENT METHOD(S) FOR COMPETENCIES**

\_\_\_\_\_ *Direct Observation*  
 \_\_\_\_\_ *Videotape*  
 \_\_\_\_\_ *Audiotape*  
 \_\_\_\_\_ *Case Presentation*  
 \_\_\_\_\_ *Other (describe)*

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

**Goal 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. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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**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. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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**ASSESSMENT METHOD(S) FOR COMPETENCIES**

\_\_\_\_\_ *Direct Observation*  
 \_\_\_\_\_ *Videotape*  
 \_\_\_\_\_ *Audiotape*  
 \_\_\_\_\_ *Case Presentation*  
 \_\_\_\_\_ *Other (describe)*

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

**Goal 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. \_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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**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*

**AREAS OF ADDITIONAL DEVELOPMENT OR REMEDIATION:**

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**SUPERVISOR COMMENTS:**

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**INTERN COMMENTS:**

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## 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

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

11. Demonstrate the ability to formulate a diagnostic impression based upon clinical interview, collateral information and structured tools.

☐ ☐ ☐ ☐ ☐ ☐

**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***

**Supervisor Comments/Narrative**



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).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>N 1 2 3 4 5</b>
12. Demonstrate the ability to collaborate with the individual in the development of a continuing care plan throughout treatment and after care.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>N 1 2 3 4 5</b>
13. Demonstrate the ability to collaboratively engage in discharge planning and terminate treatment when appropriate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>N 1 2 3 4 5</b>

**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**

**Supervisor Comments/Narrative**

### III. Professional Values and Attitudes

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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>

#### 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*

**Supervisor Comments/Narrative**

#### IV. Ethical and Legal Standards

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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>

#### 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**

#### Supervisor Comments/Narrative

### V. Individual and Cultural 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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>
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"/> <b>N 1 2 3 4 5</b>

#### 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**

#### Supervisor Comments/Narrative



## 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..	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="display: flex; justify-content: space-around;"> <b>N 1 2 3 4 5</b> </div>
2. Demonstrate the ability to present, teach, and/or advocate for the profession through the presentation at local, regional, or national conferences/trainings..	<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="display: flex; justify-content: space-around;"> <b>N 1 2 3 4 5</b> </div>

### 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*

### Supervisor Comments/Narrative

### 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.	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <b>N 1 2 3 4 5</b> </div>
2. Demonstrate the ability to comprehend and engage in accurate oral, non-verbal, and written communications with others	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <b>N 1 2 3 4 5</b> </div>

#### 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*

#### Supervisor Comments/Narrative

### VIII. Supervision

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.	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <b>N 1 2 3 4 5</b> </div>
2. Demonstrate the ability to implement effective supervision through role-plays and mentorship of externs.	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <b>N 1 2 3 4 5</b> </div>

#### 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**

#### Supervisor Comments/Narrative

### 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	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <b>N 1 2 3 4 5</b> </div>
2. Demonstrate the ability to implement effective consultation through interactions with other professionals.	<div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> <b>N 1 2 3 4 5</b> </div>

#### 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*

#### Supervisor Comments/Narrative

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.

Intern 2024-2025 Didactic Seminar Schedule:

<b>Date</b>		<b>Hours</b>	<b>Seminar Leader</b>	<b>Topic</b>
Friday 6/21/24	9:00am- 12:00pm	3	University of Pittsburgh (online)	*Recognizing & Reporting Child Abuse
Monday 6/24/24	9:00am- 12:00pm  1:00pm- 4:00pm	6	Jean-Pierre Assouad, PsyD Will La Valle, PsyD	Onboarding Training focused on:  Site Tour & Electronic Medical Record Walkthrough, Policies/Procedures, Introduction to Ethics, Introduction to Assessment Administration
Tuesday 7/2/24	9:00am- 12:00pm	3	Will La Valle, PsyD	*Comprehensive Biopsychosocial Evaluation
Wednesday 7/3/24	9:00am- 10:00am	1	Online Training	*Telehealth in Clinical Practice
Wednesday 7/3/24	10:00am- 11:00am	1	Michael Gray, Ph.D.	*Suicide Risk Assessment
Wednesday 7/3/24	11:00am- 12:00pm	1	Online- TowardTheHeart.com	*Overdose Training on Naloxone Administration
Monday 7/8/24	9:00am- 10:00am	1	Jean-Pierre Assouad, Psy.D.	*Best Practices for Delivering Telehealth
Monday 7/8/24	10:00am- 11:00am	1	Jean-Pierre Assouad, Psy.D.	*Ethical and Legal Guidelines for Telehealth

Friday 8/2/24	9:30am- 11:30am	2	William La Valle, Psy.D	Assessment Technical Training: Part 1  Cognitive/ Academic Achievement / Dyslexia Assessment
Friday 8/9/24	9:30am- 12:30pm	3	William La Valle, Psy.D.	Assessment of Autism: ADI-R & ADOS-2  (includes Video Observations)
Friday 8/16/24	9:30am- 12:30pm	3	William La Valle, Psy.D.	AVABO
Friday 9/6/24	9:30am- 12:30PM	3	William La Valle, Psy.D.	Assessment Technical Training: Part 2  Memory, Executive Functioning, Phonological Processing
Friday 9/13/24	9:00am- 12:00pm	3	Michael Gray, PhD	Assessment of Substance Use Disorders
Friday 9/20/24	9:30am- 12:30pm	3	Jean-Pierre Assouad, Psy.D.	Introduction to Exposure and Response Prevention (EXRP)
Friday 10/4/24	9:30am- 12:30pm	3	Will La Valle, PsyD	Trauma & Recovery Informed Report Writing & Feedback



				Sessions
Friday 10/11/24	10:00am- 12:00pm	2	Jean-Pierre Assouad, Psy.D.	Ethics and Professionalism Seminar
Friday 10/25/24	9:30am- 12:30pm	3	Michael Gray, Ph.D.	Suicide Assessment
Friday 11/8/24	9:00am- 5:00pm	8	PCOM Supervisor Appreciation Day	TBD
Friday 12/6/24 9-1pm & Friday 12/13/24 9-1pm	9am-1pm	8	(Online training with certificate) <a href="https://cpt.musc.edu/">https://cpt.musc.edu/</a>	Cognitive Processing Therapy
Friday 1/3/25	9:30am- 11:30am	2	Will LaValle, PsyD	Motivational Interviewing
Friday 1/17/25	9:30am- 12:30pm	3	Jean-Pierre Assouad, Psy.D.	Introduction to Prolonged Exposure (PE)
Friday 1/31/25	9:30am- 12:30pm	3	Michael Gray, PhD	Trauma-Focused Cognitive Behavioral Therapy
Friday 2/7/25	10:00am- 12:00pm	2	Jean-Pierre Assouad, Psy.D.	Ethics and Professionalism Seminar
Friday 2/14/25	10:00am- 12:30pm	3	Michael Gray, PhD	Acceptance and Commitment Therapy (ACT) Training
Friday	9:30am- 12:30pm	3	Will La Valle, PsyD	Trauma Informed Practices in an

2/28/25				Organizational Setting: Part 1
Friday 3/7/25	10:00am-12:00pm	2	Jean-Pierre Assouad, Psy.D.	Ethics and Professionalism Seminar
Friday 3/14/25	9:30am - 11:30am	2	Will La Valle, PsyD Michael Gray, PhD	Trauma Informed Practices in an Organizational Setting: Part 2
Friday 3/28/25	9:30am-12:30pm	3	Will La Valle, PsyD Michael Gray, PhD	Principles of Recovery
Friday 4/4/25	9:30am-12:30pm	3	Will LaValle, PsyD	What is Selective Mutism?
Friday 4/11/25	10:00am-12:00pm	2	Jean-Pierre Assouad, Psy.D.	Ethics and Professionalism Seminar
Friday 4/25/25	10:00am-12:00pm	2	Jean-Pierre Assouad, Psy.D.	Ethics and Professionalism Seminar
Fridays in 5/9/25	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 1
Fridays in 5/23/25	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 6/6/2025	12:00pm-4:00pm	4	Will La Valle, PsyD Michael Gray, PhD	A Cultural Competency Program for Psychologists: Clinical and Supervisory Practices with Latino Culture and Language Part 3
Friday 6/13/25	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
Fridays 6/27/25	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