

Training Handbook

Counseling and Psychological Services

Ohio University

Predoctoral Psychology Internship

2011-2012

Welcome and Introduction

Welcome to the Ohio University Predoctoral Psychology Internship Program. Our goal is to provide high quality training in the practice of professional psychology. You will have the opportunity to receive a wide variety of training experiences that will help you prepare for full time clinical work.

This handbook is designed to help you become familiar with the organization and functioning of Ohio University's Counseling and Psychological Services (CPS) and to help you understand its role in the life of the University.

CPS functions under the auspices of the Division of Student Affairs. Other offices in this division are Career Services, Dean of Students Office, The Campus Involvement Center, University Judiciaries, University Events, and Residence Life.

CPS is located in Hudson Health Center, which is also home to Campus Care, the student health center. Although CPS works closely with Campus Care and is located in the same building, they are administratively separate.

Our full-time staff consists of 4 psychologists, 1 licensed clinical mental health counselor, and 1 alcohol/substance abuse counselor. We have two clerical support staff who operate the front desk, schedule clients, manage files, coordinate meetings and communications, and also provide a wide variety of support tasks for staff. We provide training for 6-7 graduate student trainees from Ohio University's Psychology department, the Counselor Education program, and the Social Work Program, in addition to our internship program.

Entrance Criteria

Interns are selected who have a solid foundation of professional knowledge and experience in the field of psychology. Toward this goal, all candidates must meet the following criteria in order to be considered qualified candidates for the Ohio University predoctoral psychology internship:

- Be a registered student, in good standing, at or beyond the third year in a doctoral level program in clinical, counseling, or professional psychology.
- Have successfully completed all preliminary or qualifying exams required by the home program before accepting the internship offer in February. Note: candidates indicating that they will not have completed these exams before the date of acceptance of the internship offer will be disqualified from consideration.
- Have completed all predoctoral expectations from the home program by July 1 of the entering internship year, with the exception of completion of the dissertation (note: some programs now require that the dissertation be completed as well. Check with your Clinical Training Director if in doubt).
- Have completed supervised practicum and clinical placement experience to a minimum of 1000 total practicum hours (including on-site hours, individual, group, supervision hrs., etc.).
- Provide three letters of reference, at least two of which must be from recent clinical supervisors.

- Provide a signed Certificate of Readiness from the home program's Clinical Training Director, indicating intern candidate's readiness to enroll in the internship, and attesting to the intern candidate's match with the above mentioned criteria.
- Be willing and able to commit to a full-time, twelve month internship.
- Demonstrate substantive consistency between candidate's interests and the goals and philosophy of the Ohio University CPS predoctoral psychology internship.

Exit Criteria

In order to be granted a Certificate of Completion of the Ohio University predoctoral psychology internship, interns must have completed the following:

- Attendance at a minimum of 80% of individual supervision meetings
- Attendance at a minimum of 80% of group supervision meetings
- At minimum, satisfactory design and presentation of at least three outreach/preventive/psychoeducational program to the university community per semester (four per semester are required by contract)
- At minimum, completion of 80% of contracted time in direct clinical hours during the year meaning at least 400 of the 500 contracted hours (includes individual and group client hrs. scheduled, emergency hrs. and on-call crisis interventions.)
- Co-leadership of a total of 3 groups over the course of the academic year, one of which must be an interpersonal process group
- Satisfactory provision of supervision to a minimum of 1 trainee during spring semester
- Complete 1 apprenticeship rotation
- Satisfactory completion of all described responsibilities of the full-time, twelve-month internship, comprised of 2000 hours (with allowable holidays, vacation days, and sick days off), with average ratings for each competency area of Intermediate (4) on all midyear evaluations

Philosophy of Training

Counseling & Psychological Services (CPS) at Ohio University offers a Pre-Doctoral Psychology Internship, based on a Developmental Mentorship training philosophy. Our program is designed to build upon previously acquired skills and knowledge, fostering the competencies for delivering professional psychological services. We provide graduated learning opportunities with increased responsibility as the year progresses, and focus on the developmental process and transitions of interns as they move from student/learner in the classroom, to learner/practitioner in the field, to entry-level professional psychologist.

The basic components of our training program are: 1) a strong emphasis on the growth process of the interns throughout their experience of socialization into the field of professional psychology, and 2) the amount and quality of supervision and mentoring the intern receives from experienced clinicians.

Training Activities

Multicultural Seminar (1 hour/week, all year)

This seminar is designed to give special attention to issues such as multicultural competence and cross-cultural counseling and focus on the awareness, knowledge, and skills needed to function as a culturally competent psychologist. Although multicultural issues are naturally integrated into other training experiences during internship, this seminar provides an opportunity for interns to safely explore the impact of their own cultural history and experiences upon their work and to add to their multicultural knowledge base.

Professional Development/Ethics Seminar (1 hour/every other week, all year)

This seminar addresses ethical issues and issues of professional development and entry into the field of professional psychology. Presentations by staff members, community professionals, and interns cover a wide range of topics based on the intern group's needs and special topics that are of interest to them.

Supervision of Supervision Seminar (1 hour/week, fall semester)

Provides training and preparation for supervision of counseling and psychology trainees at CPS.

Group Supervision of Supervision (2 hours/wk, spring semester)

Provides training and preparation for supervision of counseling and psychology practicum students and trainees at CPS under supervision of licensed staff.

Group Therapy Seminar/Supervision (1.5 hr/wk, fall and spring semesters)

Interns meet to learn about group facilitation and to get supervision for their ongoing therapy groups at CPS.

Consultation/Outreach Seminar/Supervision (1.5 hours/week, fall and spring semesters)

Ongoing seminar looking at theory, models, and techniques of consultation and outreach, including how to design programming, conduct a needs assessment, etc. Intern activities in the areas of consultation and outreach are supervised at this time and the amount of time in supervision decreases over the year as interns operate more autonomously.

Empirically Validated Treatments and Assessment Seminar (1hour/every other week, spring semester)

This seminar focuses on empirically validated treatments, particularly those treatments used with common presenting issues at a University Counseling Center (e.g. anxiety, depression, and trauma). As well as an opportunity for interns to learn about the types of assessments commonly used at university counseling centers and conduct assessments with current clients.

Case Conference (1 hour/every other week, fall semester)

This seminar provides an opportunity for interns and staff to present more formal case presentations and continue to develop their case conceptualization skills. Interns and staff are invited to contribute alternate theoretical perspectives, research or treatment information, as well as feedback to the presenter.

Summer intensive seminars (approx. 25-30 hours per week, approx. 3 weeks in summer)

Brief, intensive seminars are offered in summer to get interns “jump-started” so they can begin providing services in a wide range of areas for fall quarter and our busier periods. These seminars are offered in the following areas: alcohol and substance abuse treatment, group counseling, couples’ counseling, career development (10 hours), clinical interviewing, emergency services and crisis intervention.

Clinical Team Meeting (1 hour/week, all year starting in fall)

All interns join with the clinical staff for one hour weekly clinical consultation meeting. This meeting provides an opportunity to distribute new cases as well as receive support, feedback, and suggestions for particularly interesting and challenging cases, or those where some factor(s) present potential ethical conflicts, etc. This is also a forum to discuss emerging critical clinical issues from the university community: recent university crises, or emerging situations likely to lead to crisis, such as severe conflict in a program, a student death, an attempted suicide, etc. It is also used at times for professional development topics of interest to the staff. The meetings are informal in format, and trainees as well as staff are invited to bring in relevant information, viewpoints, or case material.

Individual Clinical Supervision (2 hours/week, all year)

Intern supervision is a priority of the program and is geared to the intern’s level of professional development. Each intern receives a minimum of two hours of individual supervision weekly. All primary supervisors are licensed psychologists. As might benefit the intern, other staff contribute supplementary supervision in areas such as group work, consultation and outreach, etc. Interns will be evaluated quarterly by each of their clinical supervisors (see Quarterly Intern Performance Evaluation) as well as receive evaluative feedback in each of the supervision/seminar areas. Each intern also has a broader evaluation given twice yearly, written by his or her primary supervisor. This evaluation will include feedback from all staff members who had worked with the intern during that evaluation period and will be shared with the intern’s home department (see Six Month Intern Performance Evaluation). Evaluation will be discussed in more detail in the section on evaluation.

Apprenticeship Supervision (weekly as arranged, see list of apprenticeships)

Clinicians at CPS have expertise in a number of different areas, whether clinically (i.e., eating disorders, substance abuse), in other services areas (i.e., diversity training, group coordination, outreach), or administratively (i.e., training, clinic management) for which they offer specific mentorship. Interns will need to choose one ‘major’ rotation for apprenticeship that they focus on for the entire year. It is expected that interns will integrate their apprenticeships into their requirements so that their hours stay within reasonable limits.

Administrative/Staff Activities

Administrative Staff Meeting (1 hr/wk, all year)

All interns and the full staff meet together once a week, for one hour to discuss emerging issues on campus, changes in our policies and procedures, concerns, or information important to all staff. Trainees as well as full staff are invited to bring in topics and concerns to be discussed.

Brown Bag Meeting with the Training Director (1 hr/wk, fall semester, 1 hr/every other wk spring semester)

The training director meets with the interns as an opportunity to answer administrative questions, discuss any business items, air problems, process, and relax together. This is for the purpose of keeping the lines of communication open between the interns, the training director, and the staff.

Committee Work (variable)

As part of their apprenticeship experiences and interests, interns may become involved in committee work either in CPS to further our own goals, for the Division of Student Affairs, or for the Ohio University campus at large. CPS committees include, Eating Disorder Treatment Team, Quality Assurance Committee, Diversity Committee, and Training Committee.

Dissertation/Research Hours (2 hours/week, variable)

Each intern is allowed up to four hours per week time for professional development. This time can be used for dissertation, to work on the intern’s own research (articles, presentations, etc.), to attend conferences, go to job interviews, etc. Although the time is flexible, it cannot EVER be ‘banked’ for other purposes (i.e. vacation or sick time).

Direct Services

Clinical Services

Interns are required to provide approximately 13-19 hours in direct clinical services to individuals and couples, as well as conduct group therapy sessions throughout the year (see

Time Commitment Chart for a breakdown of the hours). They are also required to provide emergency walk-in services in rotation with the rest of the professional staff. Clients at CPS represent a wide range of backgrounds and identities, presenting concerns, and levels of clinical complexity. Interns must maintain a minimum of 13 and up to 19 hours, weekly to meet training requirements requiring a minimum of 25% of the intern's time be spent in direct clinical service. Each intern will be able to either develop some specific clinical interests within an apprenticeship structure or develop broad generalist skills in the counseling center.

Consultation and Outreach Services

Interns engage in regular outreach and prevention programming for CPS, while attending the C/O seminar and group supervision meetings every other week for one hour. Over the course of the year, each intern must provide a minimum of Four programs per semester for the fall and spring semesters. In addition, each intern will work with the C/O supervisor to design a consultation project that will meet the goals of the division's strategic plan and the needs of the university community. Within this requirement, there is a great deal of flexibility to choose programming or consultation projects that fit within each intern's developed interests as an apprentice.

Supervision of Practicum Students and Trainees

Interns will be required to provide direct supervision to at least one clinical or counseling trainee/practicum student during spring semester. These trainees/practicum students see between 7-9 clients and their supervision is split between two supervisors, one of which will be an intern. Part of the supervision will involve reviewing tapes and notes of the supervisee. Training and supervision of supervision will be provided throughout the year, first in the form a seminar in the fall, then the in form of a 2-hour supervision of supervision meeting during spring semester.

On-Call Emergency Services

During fall semester, interns will shadow a senior staff member who is on call for two non-consecutive weeks, gaining experience in responding to crisis situations. During spring semester, interns will provide primary coverage for the on-call phone for two non-consecutive weeks and will receive supervision and back-up from a senior staff member.

Time Commitments

The Intern Weekly Schedule given here is offered as a typical example. An actual week may vary somewhat depending on intern activities and commitments.

Direct Clinical Services

Hours Committed

| | |
|---|-------|
| Ongoing Clients | 11-13 |
| Group work | 2-4 |
| Emergency | 4 |
| Consultation/Outreach | |
| Outreach Presentations (spread over time) | 0-1 |
| Consultation Project (spread over time) | 0-1 |
| Receiving/Giving Supervision | |
| Individual Supervision | 2 |
| Group Supervision of Group Therapy | 1.5 |
| Supervision of Supervision | 2 |
| Intern Supervision of Trainee (Spring semester) | 2 |
| Supervision of Consultation/Outreach Projects | 1 |
| Supervision of Apprenticeship | .5 |
| Seminars/Didactic Training | |
| EVT/Clinical Assessment/Conceptualization | .5-1 |
| Professional Issues | .5 |
| Supervision Seminar (1 semester) | 1 |
| Clinical Team Meeting with Staff | 1 |
| Outreach/Consultation Seminar | 1 |
| Multicultural Seminar | 1 |
| Administrative/Other | |
| Administrative Staff Meeting | 1 |

| | |
|------------------------------------|----------------------|
| Supervision Prep | 1 |
| Brown bag meeting with TD | 0-1 |
| Consultation and Outreach prep | 0-.5 |
| Research, Dissertation, Job Search | 2 |
| Paperwork, Preparation (approx) | 4 |
| Total Time: | Approx. 40-45 |

(excluding on-call coverage for the emergency phone)

Documentation of Hours

Interns are responsible for documenting their hours on an Excel spreadsheet that is provided to them ahead of time. Hours can be totaled for report in the spreadsheet. A copy of the spreadsheet data needs to be submitted to the Training Director on a monthly basis. Interns will be given feedback about their hours every three months at minimum.

List of Potential Apprenticeships

NOTE: Apprenticeships vary in their time commitment and intensity, including time involved in direct service, readings/trainings, and meetings with mentors. Interns should contract for their time and activity commitment with their apprenticeship mentor prior to the start of fall semester. Interns are expected to integrate their apprenticeship interests into their expected hours for the agency. Apprenticeships are offered in a variety of areas or may be designed by the intern in consultation with the staff.

Eating Disorders

An intern apprenticing in this area would develop more in-depth experience with clients who have clinical or subclinical eating disordered behaviors (approximately 25% of the interns' case load would be ED clients). The intern would meet regularly with the ED interdisciplinary team and would be responsible for organizing Eating Disorders Awareness Week on campus. The intern may also choose to dovetail their consultation and outreach projects to fit with their interest in eating disorders.

Motivational Interviewing/Substance Abuse

Alcohol and other drug use present a huge challenge to student development and wellbeing. An intern wanting extra experience in this area may choose to meet with our AOD specialist and develop more in-depth knowledge about and skill using motivational interviewing. Approximately 20-25% of the interns' case load would be clients with AOD issues.

Trauma/Sexual Assault

An intern apprenticing in this area would develop more in-depth experience with clients who have experienced a sexual assault, a portion of their case load would be sexual assault survivors. They may also choose to facilitate a sexual assault survivors group. The intern may choose to attend committee meetings and consult with offices on campus that are involved in sexual assault prevention, policy development, and intervention, including The Women's Center, The Dean of Student's Office, and OU's Sexual Assault Advocate.

Sexual/Gender Orientation

CPS collaborates regularly with the LGBT programming office and provides clinical services for lesbian, bisexual, gay, and transgendered students across campus. An intern apprenticing in this area would have about 20-25% of their caseload designated for LGBT clients and they may also run either the Rainbow Room or Transitions (support groups for the LGBT community). Interns may also choose to do outreach and consultation with the LGBT center on campus.

Group Therapy

An intern choosing a more intensive experience with group work will get experience doing process observation, co-lead an additional group of their choice, and aid in administrating and promoting the group program at CPS.

Supervision (minor rotation only)

This will be an opportunity to double the experience of the intern's supervision of trainees in at CPS. The direct supervision opportunity is only offered through spring semester extending the regular supervision rotation. Interns can also focus their consultation and outreach responsibilities to help with the Counselor in Residence Program, as part of learning how to administrate and supervise those trainees who are C.R.s.

Consultation and Outreach

An intern can work directly with the C/O coordinator, learning how outreach programming is organized and managed, how to connect staff with expertise and potential clients needing outreach and consultation. The intern will have an opportunity to get more in-depth experience in the practice of consultation, developing and working on additional projects that are the direct responsibility of the coordinator.

Contact with Home Departments

Under normal circumstances the home programs of interns are contacted in writing three times. The first contact occurs when the intern accepts an offer from CPS. A letter will be sent to the academic Training Director informing him/her of acceptance. The second and third contacts occur after the mid and end of the year evaluations. These reports include: the intern's progress in the program, a description

of the training and service activities in which the intern engaged, and a summary of the evaluation reports written by the supervisors. In the case that serious concerns are experienced about an intern, the home department is contacted early on in the remediation process as outlined in the section on “Evaluation, Disciplinary Actions, Appeals and Grievances Procedures.”

Goals of the Training Program

The six goals of the internship training program in the practice of professional psychology include the Clinical Competence, Provision of Clinical Supervision, Outreach and Consultation, Multicultural Competence, Ethics and Law, and Professional Identity.

1. Clinical Competence

- a. This goal focuses on interns’ development of competencies in individual and group counseling, crisis intervention, and clinical assessment.
- b. Interns also develop competence in using supervision and other available resources toward growth in clinical competence, professional identity, and professional autonomy.
- c. Interns are exposed to a variety of client concerns and diagnoses, a diverse clientele, different theoretical orientations, and a variety of treatment orientations in order to facilitate development of a conceptually and personally meaningful style of therapy.

2. Provision of Supervision

- a. This goal focuses on interns’ development of competence in the provision of clinical supervision.
- b. Interns will develop the ability to conceptualize supervision and the supervisory relationship within a coherent theoretical framework, incorporating professional literatures on models of supervision and research in this area.
- c. Interns will demonstrate the ability to provide accurate and specific feedback for supervisees in a constructive fashion.

3. Outreach and Consultation

- a. This goal focuses on interns’ development of competencies in the provision of outreach and consultation services to members of the University community and other service providers.
- b. Interns will be able to demonstrate knowledge of various models of consultation and apply the models to their consultation projects.

- c. Interns will be able to demonstrate knowledge of and apply models of outreach. They will engage in a minimum of three outreach projects per semester.

4. Multicultural Competence

- a. This goal focuses on interns' developing sensitivity to, knowledge about, and clinical skills to practice effectively within a multicultural framework.
- b. Interns will be able to demonstrate awareness of cultural identity development models and apply them to clients' presenting concerns.
- c. Interns will demonstrate awareness of the effects of gender, sexual orientation, and role socialization on clients' lives.
- d. Interns will demonstrate effectiveness in using both universal and culturally specific models and will seek supervision and consultation appropriately regarding these issues as they affect the therapeutic relationship, outreach activities and other CPS activities.

5. Ethics and Law

- a. This goal focuses on interns' acquisition of a working knowledge of, and sensitivity to, the ethics and laws affecting the practice of psychology.
- b. Interns will demonstrate knowledge and behavior consistent with APA, Ohio State, and Federal mental health statutes.
- c. Interns will demonstrate competency in the application of these to their clinical work, research, consultations, and relationships with colleagues.

6. Professional Identity

- a. This goal focuses on intern's development of an identity as a psychologist who engages in reflective professional practice and ongoing learning.
- b. Interns will demonstrate increased ability to manage the responsibilities and opportunities for autonomous functioning over the duration of the internship.
- c. Interns will be provided with opportunities to individualize their training experience through their apprenticeship project, their consultation project, and their involvement in various CPS and divisional committees.
- d. Interns will demonstrate an awareness of current professional issues in psychology as it relates to their clinical, supervisory, and other applied work.

Procedures for Evaluation

1. Every three months throughout the year, interns are given verbal and written feedback about their progress in the competency areas listed under the objectives of the internship program. Quarterly evaluation periods include feedback from seminars, group supervisions, and individual clinical supervision. In addition, interns give their seminar facilitators, supervisors, and the training director feedback about the program, their training experiences, and their supervision. Beside the specific evaluation forms designed for the separate seminar areas, an overall Quarterly Intern Performance Evaluation form is completed by individual clinical supervisors. This form covers primary areas of competency that are appropriate for clinical work including professional and ethical conduct, therapy, assessment, multicultural skills, etc. Just before this evaluation is due, the training faculty meet to discuss their experiences with each intern, including the strengths and weakness, growth areas and goals that they would suggest to the intern, in order for the staff to clarify their feedback and catch any potential areas that might need more attention. Information from that meeting and from all evaluations is shared with the intern by the relevant supervisor or seminar facilitator.

2. The next level of evaluation occurs at each six month period. These evaluations are identical to the quarterly evaluations in most ways, including the meeting with all training staff. The purpose of this meeting is to integrate feedback on intern performance from as many sources as possible in order for the Six-Month Intern Evaluation to be completed. The primary clinical supervisor is responsible for completing this Six-Month Intern Evaluation following the meeting and after reviewing any written evaluation material from seminars and other sources. The primary clinical supervisor meets with the intern to go over the evaluation form and review the process. Following that meeting, the primary supervisor, the Training Director, and the intern then meet together to go over the evaluation form in order to ensure that everyone is comfortable and clear with how the evaluation has proceeded and has been able to voice any concerns they might have. In the event that the primary supervisor is the Training Director, the Director will sit in for this meeting in order to facilitate any discussion needed. A copy of the Six-Month Intern Evaluation is sent to the home department of each intern after it has been signed and a copy placed in the intern's personnel file. Copies of all written evaluative material are placed in the file as well, throughout the year.

3. The six month evaluation form that is sent to the home department will be accompanied by an overview letter to the Director of Clinical Training of that department from the Training Director with a cover letter. Any concern about an intern's progress through the program is first discussed with the intern, then if a supervisor feels that a concern is not being addressed adequately, he or she approaches the Training Director who then determines the next action - whether it be more intensive supervision, consultation with the training committee or other experienced supervisory staff, or consultation with the Director. We make this

process as transparent as possible to the intern, while also protecting the intern's confidentiality.

4. The supervisor and intern discuss written evaluations prior to their submission to the Training Director and before inclusion in the intern's file. Any evaluation report must be signed by the individual supervisor and the intern. The intern's signature on the document **does not** necessarily reflect agreement with the content, but rather that the document has been presented to the intern. The intern may provide a written reaction to the evaluation report. The evaluation report and any additional material must be submitted to the Training Director for inclusion in the intern's file.

5. Interns are expected to evaluate their individual supervisors at the end of each quarter (See Evaluation of Internship Supervision). A two-hour luncheon is scheduled at the end of the year for interns and professional staff members where interns have the opportunity to express feedback about the strengths and weaknesses of the internship program itself.

Due Process Guidelines

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

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

1. The intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
3. The quality of services delivered by the intern is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The trainee's behavior does not change as a function of feedback, remediation efforts and/or time.

Remediation and Sanction Alternatives

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training

staff must be mindful and balance the needs of the intern, the clients involved, members of the intern training group, the training staff, and other agency personnel.

1. Verbal Warning

The intern is given verbal feedback that emphasizes the need to discontinue the inappropriate behavior that is being addressed. No record of this action is kept.

2. Written Acknowledgement

Written feedback to the intern that formally acknowledges the following:

- The Training Director (TD) is aware of and concerned with the performance rating
- The concern has been brought to the attention of the intern
- The TD will work with the intern to rectify the problem or skill deficits, AND
- The behavior associated with the rating are not significant enough to warrant more serious action

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

3. Written Warning

This is a letter that indicates the need for the intern to discontinue an inappropriate action or behavior. This letter will contain the following:

- A description of the intern's unsatisfactory performance
 - Actions needed by the intern to correct the unsatisfactory behavior
 - The time line for correcting the problem
 - What action will be taken if the problem is not corrected
- AND
- Notification that the intern has the right to request a review of this action

A copy of this letter will be kept in the intern's file. Consideration may be given to removing this letter at the end of the internship by the TD in consultation with the intern's supervisor and Director. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

4. Schedule Modification

This is a time-limited, remediation-oriented, closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship. This period will include more closely scrutinized supervision conducted by the regular

supervisor in consultation with the TD. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

- Increasing the amount of supervision, either with the same or other supervisors
- Change in the format, emphasis, and/or, focus of supervision
- Recommending personal therapy (a list of community practitioners and other options will be made available)
- Reducing the intern's clinical or other workload
- Requiring specific academic coursework

The length of the modification will be determined by the TD in consultation with the primary supervisor and the Director. The termination of the schedule modification period will be determined, after discussions with the intern, by the TD in consultation with the primary supervisor and the Director.

5. Probation

This is a time-limited, remediation-oriented, more closely supervised training period. The purpose of probation is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the TD systematically monitors the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating for a specific length of time. The intern is informed of the probation in writing. The statement will include:

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

6. Suspension of Direct Service Activities

This action requires a determination that the welfare of the intern's clients or consultantee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the TD in consultation with the Director. At the end of the suspension period, the intern's supervisor in consultation with the TD will assess the intern's capacity for effective functioning and determine when direct service can resume.

7. Administrative Leave

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

8. Dismissal from the Internship

This involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter their behavior, the TD will discuss the possibility of termination from the training program or dismissal from the agency with the Director. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a factor, or the intern is unable to complete the internship due to physical, mental, or emotional illness. When an intern has been dismissed, the TD will communicate to the intern's academic department that the intern has not successfully completed the internship.

Procedures for Responding to Inadequate Performance by an Intern

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

1. The staff member will consult with the TD to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If the staff member who brings the concern to the TD is not the intern's primary supervisor, the TD will consult with the primary supervisor.
3. If the TD and primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the TD will inform the staff member who brought the complaint.
4. The TD will meet with the Director to discuss the concerns and possible course of actions to be taken to address the issue.

5. The TD, primary supervisor, and the Director may meet together to discuss possible course of action.
6. Whenever a decision has been made by the Director or the TD about an intern's training program or status within the agency, the TD will inform the intern in writing and will meet with the intern to review the decision. This meeting may include the intern's primary supervisor. If the intern accepts the decision, any formal action taken by the Training Program may be communicated in writing to the intern's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
7. The intern may choose to accept the conditions or may choose to challenge the action. See the next section for procedures for challenging an action.

Due Process: General Guidelines

Due process ensures that the decisions about interns are not arbitrary or personally based. It requires that the Training 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 programs expectations related to professional functioning. Discussing these expectations 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 concern.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the intern which describes how the intern may appeal the programs actions. Such procedures are included in the Intern Handbook, which the interns receive during orientation.
7. Ensuring that the 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 an intern's performance.
9. Documenting, in writing, and to all relevant parties, the actions taken by the program and its rationale.

Due Process: Procedures

The basic meaning of due process is to inform and to provide a framework to respond, act, or dispute. The process for dealing with matters that cannot be resolved between the TD and the intern or staff are listed below:

Grievance Procedure

There are two situations in which grievance procedures can be initiated.

1. In the event an intern encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, and other staff conflict) during their training experiences, an intern can:
 - a. Discuss the issue with the staff members involved
 - b. If the issue cannot be resolved informally, the intern should discuss the concern with the TD or other member of the senior staff.
 - c. If the TD or member of the management team cannot resolve the issue, the intern can formally challenge any action or decision taken by the TD, the supervisor or any member of the training staff by following this procedure:
 - i. The intern should file a formal complaint, in writing and all supporting documents, with the TD. If the intern is challenging a formal evaluation, the intern must do so within 5 days of receipt of the evaluation.
 - ii. Within 3 days of a formal complaint, the TD must consult with the Director and implement Review Panel procedures as described below.
2. If a training staff member has a specific concern about an intern, the staff should:
 - a. Discuss the issue with the intern(s) involved
 - b. Consult with the TD
 - c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents, to the TD for a review of the situation. When this occurs the TD will:
 - i. Within 3 days of a formal complaint, the TD must consult with the Director and implement Review Panel Procedures described below.

Review Panel and Process

1. When needed, a review panel will be convened by the Director. The panel will consist of 3 staff members selected by the Director with recommendations from the TD and the intern involved in the dispute. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within 5 work days, a hearing will be conducted in which the challenge is heard and relevant material presented. Within 3 work days of the completion of the review, the Review Panel submits a written report to the Director, including

any recommendations for further action. Recommendations made by the Review Panel will be made by a majority vote.

3. Within 3 work days of receipt of the recommendation, the Director will either accept or reject the Review Panels recommendations. If the Director rejects the panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
4. If referred back to the panel, they will report back to the Director within 5 work days of the receipt of the Director's request of further deliberation. The Director then makes a final decision regarding what action is to be taken.
5. The TD informs the intern, staff members involved, and, if necessary, members of the training staff of the decision and any actions resulting from the decision.
6. If the intern disputes the Director's final decision, the intern has the right to contact the Department of Human Resources to discuss the situation.

Evaluation Forms

Quarterly Intern Performance Evaluation

Intern: _____ Supervisor: _____

Date: _____

Please complete intern evaluation using the following scale:

- | | |
|----------|---|
| Level 1: | Performs inadequately for an intern in this area. Requires frequent and close supervision and monitoring of basic and advanced tasks in this area. |
| Level 2: | Requires supervision and monitoring in carrying out routine tasks in this area and requires significant supervision and close monitoring in carrying out advanced tasks in this area. |
| Level 3: | Requires some supervision and monitoring in carrying out routine tasks in this area. Requires guidance, training, education, and ongoing supervision for developing advanced tasks in this area. |
| Level 4: | Displays competence of routine tasks in this area. Requires ongoing supervision for performance of advanced skills in this area. The intern, occasionally, spontaneously demonstrates advanced skills in this area. |
| Level 5: | Displays competence of routine tasks in this area. Requires periodic supervision for refinement of advanced skills in this area. |
| Level 6: | Displays mastery of routine tasks in this area. Could continue to benefit from some supervision on advanced and /or non-routine tasks in this area. |

Level 7: Performs at the independent practice level in this area and is capable of teaching others in this area. Performs without the general need of supervision but consults when appropriate.

| Not enough Data | Performs Inadequately | | Beginning skill level for intern | Intermed. skill level for intern | | Advanced skill level for intern | Independent practice level comparable to licensed professional |
|-----------------|-----------------------|---|----------------------------------|----------------------------------|---|---------------------------------|--|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

I. Legal and Ethical Issues

- 1. Behavior is consistent with APA ethical principles 0 1 2 3 4 5 6 7
- 2. Demonstrates awareness of individual differences including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. 0 1 2 3 4 5 6 7
- 3. Conveys appropriate respect for the individual’s rights, personal dignity, and worth of all clients. 0 1 2 3 4 5 6 7
- 4. Discusses confidentiality as early as possible in therapeutic relationship. 0 1 2 3 4 5 6 7
- 5. Does not exploit persons over whom they have supervisory, evaluative, or other authority. 0 1 2 3 4 5 6 7

II. Professional Behavior

- 1. Demonstrates professional self-direction and integration. 0 1 2 3 4 5 6 7
- 2. In professional relationships exhibits maturity, respect and sensitivity to potential areas of conflict, effective conflict resolution techniques, and sound professional judgment 0 1 2 3 4 5 6 7

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3. Works effectively with support staff and accomplishes routine tasks efficiently. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Keeps accurate administrative and client records. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

III. &IV. Psychotherapy (Individual, Couples/Family), Assessment & Conceptualization

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 1. In presenting cases, integrates personality theory and knowledge of psychotherapy techniques. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Systematically draws from a variety of evidence-based theories and models in developing treatment strategies | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Establishes and maintains clear ground rules around session limits, absences, and scheduling. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Conveys appropriate empathy, genuineness, and positive regard. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Establishes treatment plan and goals for therapy. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. On an ongoing basis, realistically assesses client’s growth and progress in relation to goals | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Demonstrates case management skills (e.g. makes appropriate medical/psychiatric referrals) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Demonstrates competence in couple/marital therapy. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Demonstrates competence as an interviewer as reflected in intake reports and digital recordings of intake sessions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Makes clear disposition recommendations whenever possible | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Administers diagnostic instruments and tests when clinically indicated and scores/develops results appropriately | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Interprets tests appropriately, with attention to measures of validity and to special circumstances. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. Provides clinically relevant feedback to clients re: assessment results. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

VII. Receiving Supervision

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 1. Formulates goals for supervision based on own current developmental needs and communicates these to supervisor. . | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Consistently attends supervisory meetings and informs supervisor of necessary absences. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Communicates with supervisor about challenging aspects of working in psychotherapy practice. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Takes initiative to inform supervisor about current caseload and the disposition of terminated clients. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

VIII. Working with Special Populations

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 1. Displays awareness of own cultural identity | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Develops and demonstrates awareness of the effects of gender, sexual orientation, and role socialization on our clients' lives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Develops and demonstrates awareness of the effects of race, ethnicity, class, and other cultural factors on our clients' lives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Seeks supervision and consultation appropriately regarding cross-cultural and same-culture issues as they affect the therapeutic relationship, outreach activities, and other CPS services. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments

Signature of Intern _____

Date _____

Signature of Supervisor _____

Date _____

Six Month Intern Performance Evaluation

Intern: _____

Supervisor: _____

Beginning Date of Performance Period: _____

Ending Date: _____

| Not enough Data | Need For Improvement | | Beginning skill level for intern | | Intermed. skill level for intern | | Outstanding skill level -- comparable to professional psychologist |
|-----------------|----------------------|---|----------------------------------|---|----------------------------------|---|--|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

I. Legal and Ethical Issues

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6. Behavior is consistent with APA ethical principles | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Within supervision accurately identifies boundaries competence and expertise. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Within supervision accurately identifies own beliefs, values, and needs and effect of these on work. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Demonstrates awareness of individual differences including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Conveys appropriate respect for the individual's rights, personal dignity, and worth of all clients. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Discusses confidentiality as early as possible in therapeutic relationship. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Does not exploit persons over whom they have supervisory, evaluative, or other authority. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. Behavior is consistent with Ohio mental health statutes. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Is knowledgeable of the implication of the Tarasoff decision on duty to warn and the effects of this and other key legal decision on clinical work | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. Is knowledgeable of the criteria for involuntary hospitalization and the effects on clinical work | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. Other: _____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

II. Professional Behavior

- 5. Demonstrates awareness of current professional issues in professional psychology 0 1 2 3 4 5 6 7
- 6. Demonstrates professional self-direction and and integration 0 1 2 3 4 5 6 7
- 7. In professional relationships exhibits maturity, respect and sensitivity to potential areas of conflict, effective conflict resolution techniques, and sound professional judgment 0 1 2 3 4 5 6 7
- 8. Works effectively with support staff and accomplishes routine tasks efficiently. 0 1 2 3 4 5 6 7
- 9. Keeps accurate administrative and client records. 0 1 2 3 4 5 6 7
- 10. Other: _____ 0 1 2 3 4 5 6 7

III. Psychotherapy (Individual, Groups, Couples/Family)

- 14. In presenting cases, integrates personality theory and knowledge of psychotherapy techniques. 0 1 2 3 4 5 6 7
- 15. Systematically draws from a variety of theories and models in developing treatment strategies 0 1 2 3 4 5 6 7
- 16. Establishes and maintains clear ground rules around session limits, absences, and scheduling. 0 1 2 3 4 5 6 7
- 17. Conveys appropriate empathy, genuineness, and positive regard. 0 1 2 3 4 5 6 7
- 18. Uses the following interventions in a timely and accurate fashion:
 - a. Reflection of thought 0 1 2 3 4 5 6 7
 - b. Reflection of feeling 0 1 2 3 4 5 6 7
 - c. Immediacy/process comments 0 1 2 3 4 5 6 7
 - d. Confrontation 0 1 2 3 4 5 6 7
 - e. Interpretation 0 1 2 3 4 5 6 7
 - f. Summarization 0 1 2 3 4 5 6 7

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| g. Silent listening | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. Establishes treatment plan and goals for therapy. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. On an ongoing basis, realistically assesses client's growth and progress in relation to goals | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. Accurately assesses client's readiness for termination. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. Uses own reactions to increase understanding of the client. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. Demonstrates case management skills (e.g. makes appropriate medical/psychiatric referrals) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. Demonstrates competence in couple/marital therapy. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. Demonstrates knowledge of a coherent theory of family/relationship counseling. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. Demonstrates group conceptual and assessment skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. Demonstrates group facilitation skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. Is able to work cooperatively and effectively with group co-leader | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. Is able to bring group members into the here-and-now. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. Actively promotes building of appropriate group norms. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. Other: _____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

IV. Assessment

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 1. Demonstrates competence as an interviewer as reflected in intake reports and digital recordings of intake sessions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. When possible, makes clear disposition recommendations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Demonstrates competence in providing crisis assessments. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Actively participates in the clinical issues seminar. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Demonstrates willingness to expand knowledge of assessment beyond home program's training. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 6. Determines when objective or projective testing, or other more indepth evaluation is needed and develops batteries appropriately. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Interprets tests appropriately, with attention to measures of validity and to special circumstances.. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Provides clinically relevant feedback to clients re: assessment results. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Other: _____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

V. Consultation and Outreach

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 1. Establishes and maintains appropriate ongoing contact with consultee regarding consultation project. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Shows a commitment to the consultation project by fulfilling responsibilities and seeing the project to completion. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. When serving as a consultant, displays strong entry, diagnostic, implementation, and disengagement skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Works diligently to meet outreach programming obligations. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Demonstrates appropriate design and planning skills for educational and outreach programs and workshops. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Demonstrates appropriate presentations skills, as demonstrated through program feedback or observation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Other: _____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

VI. Providing Supervision

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. Able to draw accurately from existing literature to conceptualize supervisee and supervisory relationship. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Demonstrates understanding of supervision models and research. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Discusses supervisee's clients' dynamics and behaviors in assessing clients' progress in counseling. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 4. Demonstrates openness to receiving feedback from supervisee. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Demonstrates ability to function as a professional role model and mentor for the supervisee. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Demonstrates ability to provide accurate and specific feedback to supervisee in a constructive fashion. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Makes appropriate use of supervision of supervision. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Other: _____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

VII. Receiving Supervision

- | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 5. Formulates goals for supervision based on own current developmental needs and communicates these to supervisor. . | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Consistently attends supervisory meetings and informs supervisor of necessary absences. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Is willing to raise and address personal issues within supervision which may affect clinical functioning. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Recognizes, acknowledges, and addresses in supervision theme interference issues which may be present in work with clients. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Accurately acknowledges limited competence with particular clients or issues. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Communicates with supervisor about challenging aspects of working in psychotherapy practice. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Communicates with supervisor about areas of relative weakness in understanding counseling theory and research. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Takes initiative to inform supervisor about current caseload and the disposition of terminated clients. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. Is appropriately assertive when communicating with supervisor. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Other: _____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

VIII. Working With Special Populations

- | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 5. Displays awareness of own cultural identity | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Is aware of cultural identity development models | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Applies a multicultural orientation to clients' presenting concerns. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Demonstrates awareness of the effects of gender, sexual orientation, and role socialization on our clients' lives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Demonstrates effective skills in building rapport with clients from both a universal and a culturally-specific orientation. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Seeks supervision and consultation appropriately regarding cross-cultural and same-culture issues as they affect the therapeutic relationship, outreach activities, and other CPS services. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Appropriately addresses concerns about a cross-cultural or same-culture dynamic in supervision, training or administrative activities. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Other: _____ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments: (Description of intern's growth, strengths, weaknesses, areas of focus, suggestions for improvement.

Signature of Intern _____

Date _____

Signature of Supervisor _____

Date _____

Evaluation of Supervision

Intern or Trainee: _____

Supervisor: _____

Beginning Date of Performance Period: _____

Ending Date: _____

| | | | | |
|------------------------|----------|------------|----------|-----------|
| Not enough Information | Poor | OK | Good | Excellent |
| | Never | Manageable | Often | Always |
| 0 | 1 | 2 | 3 | 4 |
| | | | 5 | 6 |
| | | | | 7 |

| | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|
| 1. | Provides a safe and facilitative atmosphere that enables me to feel at ease in supervision. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Clearly communicates the model of supervision they use. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Is able to help me work within my own theoretical framework. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Establishes mutually determined goals for the content of supervision sessions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Is on time and prepared for supervision sessions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Is appropriately available for consultation outside of regularly scheduled sessions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | Points out non-facilitative behaviors and suggests alternative interventions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | Helps me focus on how my behaviors influence the client. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | Encourages me to become actively involved in the supervision process. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | Helps me develop clear and specific goals for the evaluation period. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | When appropriate, shares his/her experience with clients with me. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | Accurately pinpoints process issues and makes recommendations to address them. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. | Emphasizes rationale for intervention strategies based on theory. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. | Encourages me to develop solutions, responses, and techniques that would be helpful in future therapy sessions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. | Apprises me of my growth and progress on an ongoing basis. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. | Communicates his/her willingness to examine our supervisor-supervisee relationship. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. | Encourages me to broaden my conceptualization of client cases. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. | Helps me organize relevant case data in planning goals and strategies with my clients. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. | Suggests specific interventions congruent with my conceptualization of client issues. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- | | | |
|-----|--|-----------------|
| 20. | Challenges me to identify focal themes across client sessions. | 0 1 2 3 4 5 6 7 |
| 21. | Reviews and provides feedback on case notes/ psychological reports. | 0 1 2 3 4 5 6 7 |
| 22. | Explains the criteria for my evaluation in behavioral terms. | 0 1 2 3 4 5 6 7 |
| 23. | Gives feedback on evaluations in a timely and direct manner. | 0 1 2 3 4 5 6 7 |
| 24. | Makes opportunity for and encourages discussion of evaluation ratings. | 0 1 2 3 4 5 6 7 |
| 25. | Allows and encourages me to evaluate myself. | 0 1 2 3 4 5 6 7 |
| 26. | Models ethical behavior in supervision sessions. | 0 1 2 3 4 5 6 7 |
| 27. | Demonstrates awareness of diversity issues by pointing out and discussing implications when appropriate. | 0 1 2 3 4 5 6 7 |
| 28. | Suggests relevant references as an adjunct to material provided in supervision sessions. | 0 1 2 3 4 5 6 7 |
| 29. | Other: | 0 1 2 3 4 5 6 7 |

Comments:

Intern Signature _____

Date _____

Supervisor Signature _____

Date _____

**Six-month Intern Performance Evaluation
Supervision of Supervision Seminar**

Intern: _____

Supervisor: _____

Date: _____

| | | | | |
|--------------------|-------------------------|---------------------------|---------------------------|--|
| Not enough Data | Need For Improvement | Beginning Intern level | Intermed. Intern level | Outstanding Intern level (Professional level) |
|--------------------|-------------------------|---------------------------|---------------------------|--|

I. Theoretical Knowledge and Integration (Fall, Winter and Spring Quarters)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. Demonstrates knowledge of various supervision theoretical models | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Demonstrates the awareness of differences between traditional therapy supervision models from developmental and social role models | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Is able to incorporate professional literature on supervision in developing a coherent theoretical framework | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Is able to articulate a coherent theoretical framework as a supervisor | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Is able to conceptualize self as a supervisor | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Is able to actively participate in peer supervision | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Is able to give constructive feedback to peers | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. Is able to identify ethical dilemmas arising in supervision | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Is able to identify and discuss diversity and multicultural issues with peers and supervisor | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

II. Teaching Skills (Winter and Spring Quarters)

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 10. Is able to identify learning needs of supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. Is able to identify learning style of supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. Is able to discuss and write learning goals and objectives of supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. Is able to devise instructional strategies to accommodate needs and learning style of supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Is able to present material in an experiential manner (e.g., demonstrate, role play, model) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. Is able to explain the rationale for an intervention | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 16. Is able to evaluate supervisee's learning | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. Comfortable in authority role | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. Is able to give constructive feedback to supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. Is able to identify and discuss diversity and multicultural issues with the supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

III. Counseling Skills (Winter and Spring Quarters)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 20. Is able to establish rapport, a working relationship with supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. Presents facilitative skills (e.g., warmth, primary empathy, genuineness, concreteness, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. Presents challenging skills (e.g., self-disclosure, advanced empathy, confrontation, immediacy, etc.) | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. Is able to facilitate supervisee self-exploration of strengths, limitations, and concerns about counseling skills | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. Is able to help supervisee explore feelings about supervision | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. Is able to model counseling skills | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. Is able to respond with flexibility | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. Comfortable in authority role | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. Is able to integrate data about supervisee into comprehensive "supervisee conceptualization" | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

IV. Consultation Skills (Winter and Spring Quarters)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 29. Is able to objectively assess problem situation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. Is able to provide alternative interventions and/or conceptualizations of problem/client | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. Is able to facilitate supervisee brainstorming of alternatives, options, solutions | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. Is able to encourage supervisee to make own choices, take responsibility for decisions concerning client and counseling | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 33. Is able to function in more peer-like collegial relationship with supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. Is able to explain the rationale for an intervention | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. Is able to evaluate supervisee's learning | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. Comfortable in authority role | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. Is able to give constructive feedback to supervisee | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

IV. Receiving Supervision/Seminar Participation

| | | | | | | | | |
|--|---|---|---|---|---|---|---|---|
| 38. Consistently attends seminar meetings, informs supervisor of necessary absences, and arrives on time | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. Actively participates in the seminar | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. Makes appropriate use of seminar supervision/consultation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. Realistic self-assessment of areas of relative strength and relative weakness as a supervisor | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Supervisor Comments:

Intern's Response/Comments:

Signature of Intern _____

Date _____

Signature of Supervisor _____

Date _____

**Interns' Evaluation of
Assessment & Conceptualization Seminar**

Intern: _____

Seminar Supervisor: Deanna Potkanowicz, Ph.D.

Beginning Date of Performance Period: _____

Ending Date: _____

| | Not enough Information 0 | Poor Never 1 2 | | OK Manageable 3 4 | | Good Often 5 6 | | Excellent Almost Always 7 | | | | | | |
|-----|---|-----------------------------|--|--------------------------------|--|-----------------------------|---|--|---|---|---|---|---|---|
| 1. | Provides a safe and facilitative atmosphere that enables me to feel at ease in seminar. | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Clearly communicates the model of supervision they use. | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Is able to help me work within my own theoretical framework regarding interviewing, case conceptualization, etc... | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Establishes mutually determined goals for the content of seminar meetings when possible | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Is on time and prepared for seminar meetings | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Is appropriately available for consultation outside of seminar meetings | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. | Points out non-facilitative behaviors and suggests alternative interventions regarding interviewing, case presentations, and case consultations | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. | Helps me focus on how my behaviors might influence clients | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. | Encourages me to become actively involved in the seminar | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. | Helps me develop clear and specific goals for the seminar | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. | When appropriate, shares his/her experience with clients in seminar in a way that is relevant | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. | Accurately pinpoints process issues and makes recommendations to address them | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. | Encourages me to broaden my conceptualization of client cases. | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. | Apprises me of my growth and progress in the seminar on a regular basis | | | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|
| 15. | Explains the criteria for my evaluation in behavioral terms | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. | Makes opportunity for and encourages discussion of evaluation ratings | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. | Allows and encourages me to evaluate myself. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. | Models ethical behavior in seminar meetings | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. | Demonstrates awareness of diversity issues by pointing out and discussing implications when appropriate | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. | Encourages discussion of diversity issues in seminar | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. | Suggests relevant references as an adjunct to material provided in seminar meetings | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. | Uses seminar time effectively | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. | The seminar is helping me to further refine my conceptualization skills | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. | The seminar is helping me to further refine my interviewing skills | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. | The seminar incorporates college student development issues | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments:

Intern Signature _____ Date _____

Supervisor Signature _____ Date _____

Group Co-Leader Evaluation

Name of Intern: _____ Name of Supervisor: _____

Group Name: _____

Date: _____ Evaluation Period: _____

Group Co-Leader

Level 1: Performs inadequately for an intern in this area. Requires frequent and close supervision and monitoring of basic and advanced tasks in this area.

- Level 2: Requires supervision and monitoring in carrying out routine tasks in this area and requires significant supervision and close monitoring in carrying out advanced tasks in this area.
- Level 3: Requires some supervision and monitoring in carrying out routine tasks in this area. Requires guidance, training, education, and ongoing supervision for developing advanced tasks in this area.
- Level 4: Displays competence of routine tasks in this area. Requires ongoing supervision for performance of advanced skills in this area. The intern, occasionally, spontaneously demonstrates advanced skills in this area.
- Level 5: Displays competence of routine tasks in this area. Requires periodic supervision for refinement of advanced skills in this area.
- Level 6: Displays mastery of routine tasks in this area. Could continue to benefit from some supervision on advanced and /or non-routine tasks in this area.
- Level 7: Performs at the independent practice level in this area and is capable of teaching others in this area. Performs without the general need of supervision but consults when appropriate.

- Level: _____ Group screen skills
- Level: _____ Establishing and maintaining a safe working atmosphere
- Level: _____ Structuring expectations, norms, and procedures of group
- Level: _____ Group conceptualization skills
- Level: _____ Understanding stages of group development
- Level: _____ Ability to balance promotion of individual and group development
- Level: _____ Ability to negotiate the tasks of co-leadership in session
 - Balance of power • Communication
 - Managing conflict
- Level: _____ Ability to negotiate the tasks of co-leadership out of session
 - Delegation of tasks, including note writing and communication with clients
 - Respectful and professional interactions
- Level: _____ Awareness and use of self
 - ability to utilize own reactions to further development and deepen process
 - ability to manage transference and countertransference issues
- Level: _____ Facilitating group process using the here and now
- Level: _____ Effective termination of group
- Level: _____ Professional and ethical conduct related to group

Signature of Co-Leader: _____

Signature of Intern: _____

Group Seminar Evaluation

Name of Intern: _____

Name of Supervisor: _____

Group Name: _____

Date: _____

Evaluation Period: _____

Group Seminar

- Level 1: Performs inadequately for an intern in this area. Requires frequent and close supervision and monitoring of basic and advanced tasks in this area.
- Level 2: Requires supervision and monitoring in carrying out routine tasks in this area and requires significant supervision and close monitoring in carrying out advanced tasks in this area.
- Level 3: Requires some supervision and monitoring in carrying out routine tasks in this area. Requires guidance, training, education, and ongoing supervision for developing advanced tasks in this area.
- Level 4: Displays competence of routine tasks in this area. Requires ongoing supervision for performance of advanced skills in this area. The intern, occasionally, spontaneously demonstrates advanced skills in this area.
- Level 5: Displays competence of routine tasks in this area. Requires periodic supervision for refinement of advanced skills in this area.
- Level 6: Displays mastery of routine tasks in this area. Could continue to benefit from some supervision on advanced and /or non-routine tasks in this area.
- Level 7: Performs at the independent practice level in this area and is capable of teaching others in this area. Performs without the general need of supervision but consults when appropriate.

- Level: _____ Group conceptualization skills
- Level: _____ Understanding stages of group development
- Level: _____ Ability to balance promotion of individual and group development
- Level: _____ Awareness and use of self
 - ability to utilize own reactions to further development and deepen process
 - ability to manage transference and counter-transference issues
- Level: _____ Facilitating group process using the here and now
- Level: _____ Effective termination of group
- Level: _____ Professional and ethical conduct related to group
- Level: _____ Preparation and involvement in group seminar

Comments (please address issues related to development of skills and techniques over time, as well as progress toward goals):

Intern Signature: _____

Supervisor Signature _____