

# **Appalachian Psychology Internship**

**2016-2017**

**Handbook**

Updated 9/28/16

### **Description and Training Model:**

The Appalachian Psychology Internship is a full-time, 2000-hour doctoral-level internship training program located in Gallipolis, OH. The mission of the program is to produce graduates who are prepared for the entry-level practice of professional psychology in rural areas.

The Appalachian Psychology Internship Program adheres to a practitioner-scholar model of training. We believe that the internship year should be devoted primarily to activities of professional psychology and that science should guide all clinical practice. The core of the internship training is in clinical activities consisting of assessment, therapy, consultation, supervision, and didactics. Practice and science are integrated through a focus on research-informed clinical work, didactic presentations of scientific information relevant to clinical practice, and supervision that emphasizes use of research, along with in vivo observation and feedback. We also use empirically validated assessments and treatment practices. Graduates of the program are expected to integrate their clinical training with their knowledge and understanding of research findings in their practice

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Our model of training emphasizes three components: (1) the importance of combining practice with science (practitioner-scholar model), (2) sequential and comprehensive training over the course of the internship year, and (3) establishment of intern professional identity. The training staff view internship training as a developmental process, in which mentoring relationships with licensed professionals assist interns in moving from a student role to increasing independence and identity in the field.

### **Accreditation Status**

The Appalachian Psychology Internship Program is not accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation.

## Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)

### **APPIC Membership Status:**

The Appalachian Psychology Internship Program is a participating member of APPIC.

### **Program Administration:**

Members of the Internship Training Committee include the Director of Clinical Training and three licensed psychologists. Meeting monthly during the training year, the purpose of the committee is to ensure a valuable training experience for current and incoming interns. Specifically, the committee is responsible for governing all aspects of the training program, including but not limited to: intern selection and progress, didactics, evaluation review, along with policy and procedure development and implementation. The Director of Clinical Training is responsible for leading the committee along with the oversight and day to day operations of the internship.

### **Internship Supervisors/Training Committee:**

*Adrienne Fitzsimmons, Psy.D., Psychology Assessment Coordinator*

Dr. Adrienne Fitzsimmons received her doctorate from Marshall University. Her research interests include understanding the impact of mental health stigma in rural areas, prejudice and discrimination, social constructs of poverty and wealth, and treatment endorsement in rural areas. Dr. Fitzsimmons has a specific interest in providing mental health services to individuals with chronic and severe mental illness. Dr. Fitzsimmons also coordinates the agency's psychological assessment services. She provides supervision to interns on psychological assessment.

To contact Dr. Fitzsimmons email her at [afitzsimmons@woodlandcenters.org](mailto:afitzsimmons@woodlandcenters.org)

*Megan Austin, Ph.D.*

Dr. Austin received her doctoral degree in clinical psychology from Ohio University and completed a psychology internship at Miami University Student Counseling Service. Dr. Austin's clinical interests include women's issues, emerging adolescence/early adulthood development, group psychotherapy, and clinical supervision. She is an interpersonal, emotion-focused therapist who integrates CBT and DBT.

To contact Dr. Austin email her at [maustin@woodlandcenters.org](mailto:maustin@woodlandcenters.org)

*Laura Meyers, Psy.D, Director of Clinical Training*

Dr. VanderPloeg received her doctorate from Illinois School of Professional Psychology at Argosy Chicago. Her clinical and research interests include the impact of mental health on interpersonal and familial relationships, adoption and foster care, and the use of Acceptance and Commitment Therapy in conceptualizing and treating adult anxiety and depression.

To contact Dr. Meyers email her at: [lmeyers@woodlandcenters.org](mailto:lmeyers@woodlandcenters.org)

### Adjunct Supervisors

*Allissa Caudill, Psy.D.*

Dr. Allissa Caudill received her doctorate from Marshall University. Her clinical and research interests include working with children and adolescents who are experiencing trauma-related symptoms, grief/loss, sexual behavior problems, and juvenile delinquency. Other areas of interest include the use of evidence-based outcome measures to inform practice.

*Marty Fernandez, Psy.D.*

Dr. Marty Fernandez is an Associate Professor and outpatient clinician at Marshall Psychiatry and is currently serving as a staff consultant at Mildred Mitchell Bateman Hospital in Huntington. She earned her Bachelor's degree from University of Central Florida, and her Master's and Doctorate of Clinical Psychology degrees at Florida Institute of Technology. Dr. Fernandez has clinical expertise in DBT. She has received extensive training in this DBT. Dr. Fernandez uses DBT in her clinical practice and provides trainings to psychology interns and medical students on this evidence-based intervention.

*Tracey LeGrow, Psy.D.*

Dr. Tracy LeGrow is an Associate Professor in the Department of Psychiatry and Behavioral Medicine at the Joan C. Edwards School of Medicine at Marshall University. She earned her Master's Degree at the State University of New York at Plattsburgh and her Psy.D. at Marshall in 2007. Prior to completing her Psy.D., Dr. LeGrow worked as a School Psychologist for 15 years in rural New York and New Hampshire. She received specialized training in working with deaf children and their families at the Rochester Institute of Technology and continues to provide services to this population.

In addition to her clinical work, Dr. LeGrow serves as the Associate Dean for Academic Affairs and is heavily involved in teaching in all 4 years of medical school both in the Department of Psychiatry and Behavioral Medicine and the Department of Obstetrics and Gynecology. Her ongoing focus has been working with children and families in rural areas. Women's health and inter-professional education are current research interests.

*Marie Veitia, PhD*

Dr. Marie Veitia is Professor and Clinical Psychologist in the Department of Psychiatry and Behavioral Medicine at the Joan C. Edwards School of Medicine at Marshall University. Dr. Veitia earned her Ph.D. at Louisiana State University after completing her internship at the Medical University of South Carolina. Dr. Veitia is a general adult psychologist who also specializes in Bariatric Surgery Evaluations, Couples Counseling, and Psychological Factors Affecting Physical Illness.

**Settings:**

The Appalachian Psychology Internship is a program of Woodland Centers, Inc., a community mental health agency serving Southeastern, Ohio. In this setting, interns will provide outpatient therapy and psychological assessment, while interacting with a multi-disciplinary treatment team. Treatment is provided for a variety of conditions across the lifespan. Interns can expect to gain a breadth of experience with chronic mental health conditions and children and adolescents with severe emotional disturbance.

Also, interns will provide assessment, group and individual therapy on Woodland Centers, Inc. Crisis Stabilization Unit (CSU). Initially, services on the CSU will be provided 2 hours per week. Toward the end of the internship year, interns will have the opportunity for a more intensive experience on the CSU, by providing services and being a member of the treatment team for two consecutive weeks. Interns may travel to satellite clinics to provide assessment services. However, travel reimbursement will be provided.

**Stipend & Benefits:**

The stipend for the doctoral psychology internship is \$23,900. Major medical health care and dental health care is offered for the intern and his or her dependents. The intern receives 20 days of paid time off (PTO), which includes holidays, vacation, and sick days. An additional two days is allowed for dissertation release time, interviews, or university functions, but must be approved by training committee. Travel reimbursement is provided for any travel to satellite clinics for provision of assessment services.

**Time Commitment:**

This is an intensive, full-time internship. The usual workday is 8:00 a.m. to 5:00 p.m. However, there may be times that the workday extends beyond these hours. Interns are discouraged from employment outside the internship. Outside employment must be approved by the Director of Clinical Training.

Based on a 40 hour week, it is estimated that interns will spend approximately 50% of their time, or twenty hours, in clinical activities, including therapy and assessment, and 25% of their time in training activities, including didactics, individual and group supervision. Interns will spend

approximately 25% of their time completing documentation, report writing, researching clinical issues to implement into practice, and reading assigned literature.

The internship is a full-year (fifty-two week) program; scheduled to begin the first full week of August, and continue through the end of July, of the following year. Interns accumulate in excess of 2000 hours of supervised experience while on internship. Interns will spend a minimum of 500 hours in direct service related activities (e.g., individual therapy and assessment).

### **Description of training activities:**

The primary training method of the internship is experiential. As such, interns provide clinical services to clients throughout the entire year under direct supervision. Clinical experiences are augmented by didactic training and supervisory experiences. The overall training curriculum is comprised of three major areas of training emphasis that are identified: Individual Therapy, Group Therapy, and Psychological Assessment. Minor curriculum areas include Consultation and Program Evaluation. Finally, interns participate in a two-week minor rotation on the Crisis Stabilization Unit.

### **Individual Psychotherapy:**

Individual Psychotherapy plays a significant role in the training experience. Under the supervision of licensed psychologists, interns will have the opportunity to work with clients presenting with a range of DSM-V disorders. Interns will identify client needs and strengths to develop an individual service plan for each case.

### **Group Psychotherapy:**

Interns will have the opportunity to lead Dialectical Behavior Therapy (DBT) groups for adults in both an inpatient and outpatient setting. Each intern will facilitate one DBT group per week, at minimum. Several hours DBT Training is provided, early in the year. Throughout the year, interns will have DBT group supervision and consultation. Additional opportunities will be provided for interns to lead groups on various topics, such as stress management, grief, and coping skills.

### **Psychological Assessment:**

Interns will be provided with the opportunity to conduct evaluations for a variety of populations and presenting referral questions. Both child and adult assessment cases will be referred to interns for evaluation. Interns will receive supervision on each case in an effort to select the most appropriate assessment measure and procedures. A variety of psychometrically sound assessment instruments are available to interns. Assessments are comprehensive in nature. Interns are expected to accept one assessment referral, per week, at minimum.

### **Consultation:**

Interns will participate in the multidisciplinary weekly staff meeting at Woodland Centers, Inc. During this meeting, they will have the opportunity to discuss professional issues, remain updated on agency procedures, and obtain a multidisciplinary perspective about select cases. Staff meetings are an opportunity for interns to work collaboratively and consult with nurses, counselors, and social workers on shared cases.

### **Program Evaluation:**

Believing that program evaluation informs evidence-based practice, serves as a mechanism to improve practice, and justifies the need for additional support for programs, the Appalachian Psychology Internship views program evaluation as a crucial component in the training of psychologists in rural areas. As such, interns are provided with an opportunity to gain knowledge and provide program evaluation. Interns will collect and analyze outcomes related to a program, which may improve the quality of life for rural citizens. Examples include analyzing outcomes related to a youth diversion program, reviewing client satisfaction with outpatient services, and conducting a focus group for parents of youth involved in intensive services.

### **Crisis Stabilization Unit Minor Rotation:**

Each Appalachian Psychology intern also gains experiential training by completing the required minor rotation that is focused specifically on clients in crisis. Every intern completes a two week minor rotation that focuses on treatment and assessment of adults within an acute psychiatric population. During this rotation, interns are provided with the opportunity to complete suicide and violence risk assessments, substance abuse assessments, mental status exams, brief psychiatric intervention, group therapy, case management, while participating in interdisciplinary treatment planning team.

### **Supervision and Didactics:**

All interns receive a minimum of two hours of individual supervision and three hours of group supervision each week. Individual and group supervision involves clinical, scientific, ethics, and professional aspects. Members of the training committee and adjunct supervisors provide weekly individual and group supervision experiences. Individual supervision will be provided by a licensed psychologist. Whenever possible, training opportunities, including didactics and group supervision will occur on Wednesdays.

To engage mental health professionals across more regional metropolitan areas, such as Huntington, West Virginia and Ashland, Kentucky, up to half of the didactics are scheduled on the facilities of the Marshall University School of Medicine. The Department of Psychiatry at the Marshall University School of Medicine houses a psychology internship, and thus, their interns participate in didactics, as well. We have found this arrangement helps increase

meaningful intern interaction and ensure interns obtain additional peer support, while gaining access to psychologists employed across various settings in Appalachia. The Department of Psychiatry is a one hour drive from Woodland Centers, Inc.

Didactics and group supervision will occur on Wednesdays, and will alternate between sites. Group supervision is also provided at Woodland Centers, for Appalachian Psychology Interns. Because we are a small internship located in a rural locale, access to mental health professionals, with the capability to serve as adjunct internship faculty, is limited. Thus, creative efforts are taken to use our region's professional resources. The Director of Clinical Training is responsible for the didactic curriculum.

### **Individual Supervision:**

Each intern will receive two hours of individual supervision per week. Clinical aspects of supervision include a review of client progress, discussion of client status, discussion of therapeutic techniques and interventions, review of case notes, consultation notes, and treatment plans, clinical case reviews, and information for assessment (e.g., case conceptualization, selection of assessment measures, review of protocols). Additionally, discussions of therapeutic techniques and interventions are regularly held. Issues related to diversity, professional behavior and ethics will also be explored. For example, interns may need assistance with professional identity and ethical issues related to rural practice. When appropriate, interns will be assigned research articles to advance their knowledge of topics addressed in supervision.

### **Group Supervision:**

Each intern will receive two hours of group supervision per week. Group supervision sessions will be divided among internship committee members, and shared with adjunct psychology staff at Marshall University Department of Psychiatry. Woodland Centers, Inc. and the Marshall University Department of Psychiatry alternate responsibility for group supervision, which occurs for two consecutive hours each Wednesday. In addition, the Appalachian Psychology Internship cohort receive one hour of group supervision from the Director of Clinical Training. Group supervision will include case discussions and professional issues. Each intern will formally present cases in group supervision, a minimum of four case conceptualizations, throughout the year. Ideally, interns will present two psychotherapy cases and one two assessment cases throughout the year. A format will be given to each intern at the beginning of the training year.

### **Videoconference Supervision Policy**

The Appalachian Psychology Internship uses videoconferencing to provide supervision. Telesupervision may not account for more than 50% of an Intern's individual supervision or more than 50% of an Intern's total supervision per week. Interns and supervisors meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio.

We believe that the use of technology in training serves as an opportunity to introduce and acquaint Interns with good video-conferencing practices that inform distance learning and telehealth, should they need to provide distance-delivered services in the course of their professional work after completing the Internship. Videoconference supervision will not commence until the intern has become acquainted with the supervisor through face-to-face interaction. Also, prior to obtaining supervision via videoconference, interns will become familiar with the concept through readings and didactic training. The Appalachian Psychology Internship recognizes that distance technology is often an important component of rural practice, and in this way, telesupervision is consistent with the overall mission of the internship.

Clinical services being supervised via distance are provided under the supervisor's license and the supervisor maintains full clinical responsibility. Interns also have consistent access to other supervisory staff and are expected to utilize those staff in the event that non-scheduled consultation or crisis coverage is required when the primary supervisor for any case is off-site.

All Woodland Centers videoconferencing occurs over a secure network. Supervision sessions using this technology are never recorded. Interns at Woodland Centers are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year. Technical difficulties that cannot be resolved on site are directed to Kevan Mock or Jamie Birchfield.

### **Required Didactics and Training Experiences:**

Interns will receive two hours of didactic training per week. Didactic topics include ethics and evidence based practice in both assessment and therapy. Didactics include a variety of topics, such as developmental trauma, Multicultural Issues in Assessment, and DBT. While diversity is embedded in all training activities, interns will be provided with didactics on Appalachian culture and diversity in clinical practice. Interns will also attend the Tri State Diversity and Inclusion Conference, a regional event in which brings together subject matter experts and others who recognize the importance of achieving and embracing diversity throughout our local communities and beyond, thereby providing relevant and actionable guidance on matters related to diversity. In group supervision, interns will discuss what they learned during the conference and how they can apply this knowledge in their current setting.

### **Didactic Attendance Policy**

Attendance at the weekly Didactic Seminar and other scheduled group training activities is mandatory for all interns and is required for successful completion of the internship. Attendance to these scheduled activities should take priority over other site obligations each week. Clinical supervisors are aware of these activities and their requirement for interns.

A schedule for the Didactic Seminar will be distributed at the beginning of each year, and is updated throughout the year. Revisions will be provided on a periodic basis throughout the year.

Attendance at each seminar meeting is tracked. An intern is permitted no more than three unexcused absences during the academic year. Unexcused absences will be any absence not pre-approved by the primary supervisor. Typically, absences will only be “excused” if they are for pre-approved vacation or professional development activities. After the second unexcused absence, interns will receive a written warning. After the third unexcused absence, the Training Director will initiate due process procedures.

Excused absences must be discussed and approved by primary supervisor prior to the didactic. Again, pre-approved intern vacation and alternative training opportunities are considered excused absences. However, the intern may use only three of his or her allotted vacation and/or training days on didactic days. Interns who miss a meeting of the didactic seminar because of a serious emergency or for a serious illness should alert their supervisor as soon as possible. Whether these absences are counted towards the maximum of three excused absences will be decided on a case-by-case basis.

### **Diversity and Non-Discrimination Policy**

Woodland Centers, Inc. has developed a cultural competence and diversity plan, which is supported by leadership and incorporated in all programs with all staff, including the Appalachian Psychology Internship, clinical supervisors and interns. Diversity among interns and supervisors is valued as it enhances decision making, engenders creativity in service delivery, and improves self-awareness. Efforts are made to create and maintain a milieu, in which all staff and interns develop skills and provide services, in an environment of comfort, trust, and familiarity. The internship strives eliminate discrimination and stigma, while valuing, learning from, and respecting diverse individuals. The training program includes a competency on diversity training, and multiple experiences are provided to be sure that interns are both personally supported and well-trained in this area.

Appalachian Psychology Internship welcomes applicants from diverse backgrounds. Believing that a diverse training environment contributes to the overall quality of the program, the Appalachian Psychology Internship provides equal opportunity to all prospective interns and does not discriminate because of a person’s race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship.

### **Goals and Competencies:**

From the broad internship goals, come a broad array of objectives and competencies expected of interns by the end of the year, including those related to the attainment of specific clinical skills, collaboration with other disciplines, along with professional and ethical behavior. Each competency has a congruent experiential training component, in which interns receive close supervision. Likewise, didactics are designed to augment clinical training and increase professionalism and ethical behavior. Through working with staff and clients, in a rural

Appalachian community, while receiving close supervision, interns learn firsthand how to function as a generalist in an underserved area. Experiences are tailored in a manner, in which interns have the opportunity to develop or refine skills, in an effort to meet internship goals.

The Mission of the Appalachian Psychology Internship is:

**To prepare interns to function as competent and ethical entry-level generalist practitioners with the requisite knowledge and skills for practice of professional psychology in rural multidisciplinary treatment setting.**

The following is a list of the 8 specific goals used for the evaluation process:

**GOAL 1: Interns will complete competent and accurate psychological evaluations**

**GOAL 2: Interns should provide appropriate psychotherapeutic interventions in the work they complete with their clients.**

**GOAL 3: Interns should function in an ethical manner throughout the course of their internship experience**

**GOAL 4: Interns are expected to apply research and evidenced based practice to clinical practice with all clients being served.**

**GOAL 5: Interns will learn to consult appropriately with members of multi-disciplinary staff when appropriate.**

**GOAL 6: Interns will demonstrate sensitivity to diversity issues among clients, including developing competence in theories, methods, skills, and/or attributes specific to each individual client.**

**GOAL 7: Interns are expected to maintain appropriate professionalism in the workplace.**

**GOAL 8: Interns are expected to engage in supervision and program evaluation.**

### **Evaluating competencies for interns:**

#### **Intern Evaluation Procedures**

The Appalachian Psychology Internship requires that interns demonstrate achievement across all training competencies and at minimum, interns must obtain intermediate levels of proficiency. Outlined in the Competency Grid, and aligned with each goal, competencies are used to evaluate intern performance. While informal feedback is given throughout the program, formal evaluation will take place twice annually, at the midpoint and end of internship. The training committee will complete the evaluation, together, by thoroughly reviewing the intern's progress. Assessment methods used for competencies include, but are not limited to, direct observation,

case presentation, raw test data review, and clinical interactions. The standard evaluation form includes information about the interns' performance regarding all of the Appalachian Psychology Internship's expected training competencies. Primary supervisors are expected to review these evaluations with the interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback. Please see Appendices A-D of the program manual to review all program evaluation forms.

The training committee will complete the evaluation, together, by thoroughly reviewing the intern's progress. Individual feedback will be provided by the Director of Clinical Training.

1 = Unsatisfactory: Functions considerably below expectations.

2 = Development Required: Further training and supervision is required to meet expectations.

3 = Meets Expectations: Functions adequately for level of training.

4 = Exceeds Expectations: Functions above average for level of training.

5 = Exceptional: Superior functioning for level of training.

N/A--Not Applicable/Not Observed/Cannot Say

A minimum level of achievement on each evaluation is defined as a rating of "3" for each competency. If an intern receives a score less than 3 on any individual competency at the mid-point or end-of-year evaluation, the Appalachian Psychology Internship Due Process procedures will be initiated. The Due Process guidelines can be found in the program manual. Interns must receive a rating of 3 or above on all individual competencies to successfully complete the program.

Additionally, all interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Feedback to the interns' home doctoral program is provided at midpoint, and the culmination of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a grievance by a supervisor or an inadequate rating on an evaluation, the home doctoral program will also be contacted within 30 days. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year.

In addition to the evaluations described above, interns will complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. All

evaluation forms can be located within the Appalachian Psychology Internship Manual. (Appendices A-D)

### **Due Process Procedures:**

During the course of the internship situations may arise in which the intern's level of performance, attitude, and willingness to perform duties or inability to control personal behavior and/or reactions, which may interfere with the intern's professional functioning to a degree that rises to a level of a problem in the opinion of the intern's supervisor.

Such behaviors may include but are not limited to:

- Failure to address a problem when it is identified in supervision
- Behaviors which require an inordinate amount of attention from the supervisory staff
- A skill deficit that does not change with remediation over time
- Behavior that negatively impacts client care.
- Behavior that negatively impacts the ability for the intern to work on a team.
- Behavior that violates agency standards or violates local, state or federal law.

### **Informal Review**

When a supervisor believes that an intern's behavior is becoming problematic, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This process should be documented in writing in supervision notes, but will not become part of the intern's professional file.

### **Formal Review**

If problem has been identified as not having been solved within the normal coaching and evaluation framework, or if an intern receives below a '3' on any competency during formal evaluation, there is a stepwise system of intervention to follow:

1. The supervisor will meet with the Director of Clinical Training and intern within 10 working days to discuss the problem and determine what action needs to be taken to address the issue. If the Director of Clinical Training is the intern's direct supervisor, another member of the training committee and the Manager of Human Resources, will be included in the meeting.
2. The intern will have the opportunity to provide a written statement related to his/her response to the problem.

3. After discussing the problem and the intern's response, the supervisor and Director of Clinical Training may:

A) Issue an "Acknowledgement Notice" which formally acknowledges a) that the training committee is aware of and concerned with the problem, b) that the problem has been brought to the attention of the intern, c) that the training committee will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating, and d) that the problem is not significant enough to warrant further remedial action at this time. This notice will be issued within 5 working days of the meeting.

B) Place the intern on "Probation" which defines a relationship such that the training committee, through the supervisors and Director of Clinical Training, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisors and the Director of Clinical Training. The probation is a written statement to the intern and the Director of Clinical Training at the trainee's graduate institution and includes:

- a) the actual behaviors or skills associated with the problem,
- b) the specific recommendations for rectifying the problem,
- c) the time frame for the probation during which the problem is expected to be ameliorated, and
- d) the procedures designed to ascertain whether the problem has been appropriately rectified.

This statement will be issued within 5 working days of the decision. At the end of this probation period, the Director of Clinical Training will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will also be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

C) Document the problem and take no further action.

4. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the Appalachian Psychology Internship may be terminated. The decision to terminate an intern's placement would be made by the entire Training Committee and would represent a discontinuation of participation by the intern within every aspect of the program. The Training Committee would make this determination during a meeting, attended by the Human Resources Manager, convened within 10 working days of the original meeting discussed in step 1, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The Director of

Clinical Training may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted.

5. If either the Acknowledgment Notice or the Probation action occurs, the Director of Clinical Training will inform the intern's sponsoring university within 5 working days, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university.

6. Once the Acknowledgment Notice or Probation is issued by the Director of Clinical Training it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

### Hearing

If the intern wishes to challenge the decisions made, he or she may request a "Hearing" before the Training Committee. This request must be made in writing- an email will suffice- to the Director of Clinical Training within 5 working days of notification regarding the decision made in step C or D above. If requested, the Hearing will be conducted by a review panel convened by the Director of Clinical and consisting of him/herself (or appointed training committee supervisor, if appropriate) the intern's primary supervisor, the Manager of Human Resources, and at least one other members of the Training Committee. The intern may request a specific member of the Training Committee to serve on the review panel. The Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

### **Grievances by Interns**

These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

#### Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or Director of Clinical Training in an effort to informally resolve the problem.

## Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the Director of Clinical Training. If the Director of Clinical Training is the object of the grievance, the grievance should be submitted to another member of the training committee. The individual being grieved will be asked to submit a response in writing. The Director of Clinical Training will notify the agency Human Resources Manager of the grievance. The Human Resources Manager along with Director of Clinical Training (or training committee member, if applicable) will meet with the intern and the individual being grieved within 10 working days. In some cases, the Director of Clinical Training or training committee member) may wish to meet with the intern and the individual being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter. The plan of action will include a) the behavior associated with the grievance, b) the specific steps to rectify the problem, c) and procedures designed to ascertain whether the problem has been appropriately rectified. The Director of Clinical Training (or training committee member) will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the Director of Clinical Training in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the Director of Clinical Training (or training committee member) will convene a review panel consisting of him or herself and at least two other members of the Training Committee and the Human Resources Manager within 10 working days. The intern may request a specific member of the Training Committee to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources, in order to initiate the due process procedures outlined in the employment contract. If the review panel determines that the grievance against the staff member can potentially be resolved internally, the review panel will develop a second action plan that includes the same components as above. The process and outcome of the panel meeting will be documented by the Director of Clinical Training (or training committee member). The intern and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days. The panel will reconvene within 10 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be turned over to the employer agency in order to initiate the due process procedures outlined in the employment contract.

Authorization to Exchange Information

(To be completed by current interns during orientation)

The Committee on Accreditation and the Office of Program Consultation and Accreditation of the American Psychological Association (APA) encourage close working relationships between internship programs and graduate programs in professional psychology. Doctoral programs and internship centers share a responsibility to communicate about trainees. More specifically, communication is required regarding preparation for training experiences and progress and status in programs.

This form is intended to facilitate communication between the internship and doctoral program of the intern named below. Please provide the information in the spaces below. By signing this form you are providing permission for your doctoral program and this internship to communicate about your functioning in both programs.

Intern's Doctoral Program: \_\_\_\_\_

Director of Doctoral Program: \_\_\_\_\_

Address of Doctoral Program: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Academic Program's Director's  
Telephone Number: \_\_\_\_\_

Academic Program's Director's e-mail: \_\_\_\_\_

**I grant permission to the Appalachian Psychology Internship and the doctoral program listed above to exchange information pertinent to my internship, training, and professional development.**

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

Please return this completed form to the Appalachian Psychology Director of Clinical Training.

Appalachian Psychology Internship Acknowledgement of Handbook and Policies

(To be completed by current interns during orientation)

I acknowledge that I have received, reviewed, understand, and agree to abide by the Appalachian Internship handbook and listed policies, and professionally relevant ethical and specialty guidelines.

Appalachian Psychology Internship Handbook:

Mission

Training model and philosophy

Goals, objectives, and competencies

Appalachian Psychology Internship Policies

Due Process and Grievance Policy

Diversity and Nondiscrimination Policy

Intern Evaluation Policy

Didactic Attendance Policy

Videoconference Supervision Policy

Relevant Ethical and Specialty Guidelines:

APA Ethical Principles of Psychologists and Code of Conduct

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Printed Name

---

Signature

---

Date

Please return this completed form to the Appalachian Psychology Director of Clinical Training.

## **Appalachian Psychology Internship Application Requirements**

The internship program currently offers 2 full-time training positions. The Appalachian Psychology Internship Program is a member of APPIC and participates in the APPIC match.

Because the Appalachian Psychology Internship is partially affiliated with the Clinical Psychology Psy.D. Program at Marshall University (MU), priority for each of the 2 internship slots will go to MU students during Phase 1 of the Match. This priority may be used to determine ranking order between two strong applicants with otherwise similar training and achievements. However, this priority does not prevent an applicant from a school other than MU from being ranked above a student from MU. No priority will be given MU students after Phase 1 of the Match.

The program requires a minimum of 500 intervention hours in addition to 100 assessment hours in order to be considered for the program. Additionally, applicants are required to have completed at least 3 years of graduate training, passed their comprehensive exams, and have approval of their dissertation proposal at the time of application. A master's degree is also required at the time of application.

All applicants must complete the on-line APPIC AAPI to be considered for the internship program. A complete application will include:

1. A completed AAPI
2. A curriculum vitae
3. All graduate transcripts
4. A cover letter describing how you would be a good fit with the Appalachian Internship Program at Woodland Centers, Inc. Please be specific about your goals for internship and how our particular program will help you meet these goals.
5. Three letters of reference, at least two of which are from licensed psychologists who have supervised your clinical work.
6. An integrated assessment report is required (uploaded as a supplemental document).

\*\* Students accepted for internship will complete a urine drug screen and criminal background check, during orientation.\*\*

*The deadline for applications is November 28, 2016. Interviews will be held the last week of January.*

Contact information:

We truly appreciate your interest in the Appalachian Psychology Internship. For additional information, please contact:

Dr. Laura Meyers

Director of Clinical Training

3086 SR 160

Gallipolis Ohio 45631

[lmeyers@woodlandcenters.org](mailto:lmeyers@woodlandcenters.org)

Appendix A

Appalachian Psychology Internship Competency Grid

<b>Goal 1</b>		<b>Complete Competent and Accurate Psychological Evaluations</b>
<u>Objective(s):</u>	1a	To demonstrate the ability to conduct a clinical interview and mental status evaluation
-	1b	To consider and select appropriate test instruments
-	1c	To accurately score and interpret testing results
-	1d	To integrate testing results and client history into concise, coherent, and reflective psychological report
-	1e	To determine an appropriate diagnosis for client
-	1f	To provide useful feedback to client in clear and appropriate manner
<u>Competencies Expected:</u>	1a	Gathers all relevant information from client in order to answer testing referral question
-	1a	Observes and records relevant clinical observations and conduct mental status evaluation
-	1a	Communicates to client the reason for testing and confirms clients consent to participation
	1b	Independently evaluates available measures and determine appropriate tests based on the individual's cultural background, ability level, and presenting problems
	1b	Effectively communicates reason for test selection
	1b	Accurately and efficiently administers testing measures selected
	1c	Accurately scores testing measures and thoroughly integrate testing results
	1d	Consolidates relevant information from client's interview and testing results to provide an organized report reflecting client's struggles and needs
	1d, 1e	Utilizes psychological data to justify client's diagnosis

	1d, 1f	Provides appropriate and comprehensive recommendations for the client based on the results of the assessment
	1e	Determines appropriate and accurate DSM-V diagnosis for client based on results of testing and client's symptoms
	1e, 1f	Communicates to the client about the given diagnosis and explains any differential diagnosis decisions in a manner which is appropriate for the client
	1f	Demonstrates an ability to verbally explain the results of the evaluation to the client
<b>Goal 2</b>		<b>Provide Appropriate Psychotherapeutic Interventions</b>
<u>Objective(s):</u>	2a	To develop therapeutic rapport and engage client
-	2b	To conceptualize client's presenting problems and determine the most effective method of treatment based on the presenting problems
-	2c	To create a thorough and unique treatment plan to fit client's needs
-	2d	To determine any outside collaterals, gain consent, and engage appropriately in the therapeutic process
-	2e	To monitor the effectiveness of treatment methods and modify as necessary to fit the clients unique needs
-	2f	To gain experience and competence in the area of group therapy
<u>Competencies Expected:</u>	2a	Provides empathic space for client to share about presenting problems and history
-	2a	Informs the client of confidentiality and its limits
-	2a	Explains in a manner appropriate for the client all treatment options and any referrals that would be beneficial
-	2a, 2d	Maintains appropriate therapeutic boundaries with client
	2b	Considers and applies therapeutic theories to client and accurately conceptualizes clients history and presenting problems through theories
	2b, 2d	Determines appropriate and accurate DSM-V diagnosis for client based on client's symptoms and information provided by client and any collaterals

	2b, 2c	Determines the theory that most fully addresses clients problems and needs and develops a treatment plan based on interventions informed by this theory
	2c	Encourages client to express her/his goals and completes written treatment plan using the clients own language
	2c	Engages client in a meaningful discussion about objectives and interventions available to meet these goals
	2d	Educates client on the process of informed consent and engages client in discussion about any outside collaterals they feel would benefit their treatment such as doctors, psychiatrists, teachers, and family members
	2d	Contacts consented individuals and engage in an appropriate manner consistent with conceptualization and treatment plan for client
	2e	Utilizes clinical judgment and outcome measures to monitor clients progress
	2e	Observes and shares perception of progress or lack of progress with client and works with client to determine any changes that may need to be implemented to her/his treatment plan
	2f	Plans and implements therapy group based on similar needs of multiple clients
	2f	Facilitates therapy group with co-therapist or independently and maintains effective communication on the structure and effectiveness of the group
	2f	Manages group dynamics effectively and allows space for all therapy members to have their perspectives shared and respected
	2f	Addresses problems within group effectively and makes appropriate interpretations of group behaviors
<b>Goal 3</b>		<b>Function in an Ethical Manner</b>
<u>Objective(s):</u>	3a	To identify ethical and legal issues in practice
-	3b	To consult with supervisor/colleagues regarding ethical issues appropriately
-	3c	To report abuse or danger in appropriate manner following guidelines of the American Psychological Association and state law
-	3d	To develop effective short-term crisis plan
-	3e	To document risk and other ethical issues in a clear and thorough manner

<u>Competencies Expected:</u>	3a, 3c	Familiarizes self with American Psychological Association's <i>Ethical Principles of Psychologists and Code of Conduct</i>
-	3a	Recognizes ethical issues related to therapeutic boundaries, competence, record keeping, and confidentiality
-	3a	Actively identifies ethical issues in practice and considers standard related to issues
-	3a, 3c	Reviews <i>Ethical Principles of Psychologists and Code of Conduct</i> and identifies appropriate actions
-	3b	Informs supervisor of ethical issues in practice
	3b	Prepares analysis of ethical situation and utilizes supervision to determine appropriate ethical actions related to situation
	3b	Implements supervisory feedback into practice effectively
	3c	Follows ethical guidelines and state law related to reporting child and elder abuse, risk or harm to self, and risk of harm to others
	3d	Considers the best course of action based on ethical guidelines and state law and discusses risk with client
	3d	Works with client to outline appropriate steps for crisis plan and assess clients willingness to follow plan
	3d	Reaches out to client and other collaterals involved as a follow up to short-term crisis plan
	3e	Includes written information about any ethical issues encountered in practice and steps taken to resolve issues in accordance with <i>Ethical Principles of Psychologists and Code of Conduct</i>
	3e	Thoroughly documents conversation with client, steps taken, and follow-up that occurs with client
	3e	Provides copy of short-term crisis plan for clients official record
<b>Goal 4</b>		<b>Apply Research and Evidence Based Practice to Clinical Practice</b>
<u>Objective(s):</u>		

-	4a	To expand knowledge and skills
-	4b	To evaluate presenting problems and implement best practice
-	4c	To utilize knowledge and skills to determine most effective interventions for client
	4d	To integrate Evidence Based Practice into conceptualization and treatment of client
<u>Competencies Expected:</u>	4a	Independently seeks to expand upon knowledge through reading textbooks, scientific journals, and attending trainings
-	4a	Actively engages in conversations with peers, supervisors, and colleagues related to the most recent scientific research on Evidence Based Practice
-	4a	Participates in didactic training and shows interest in applying information to current cases
	4b, 4c	Learns and engages in steps of Evidence Based Practice: Ask, Acquire, Appraise, Apply, and Analyze & Adjust
	4d	Presents conceptualization of client based on steps of Evidence Based Practice
	4d	Demonstrates interventions matching with research on best practice for client based on demographic information and presenting issues
<b>Goal 5</b>		Consult with Members of Multi-Disciplinary Staff
<u>Objective(s):</u>	5a	To determine when consultation/collaboration is appropriate
-	5b	To engage in effective conversation about clients needs with members of a different discipline
-	5c	To coordinate treatment plan for client with members of a different discipline
	5d	To display effective coordination of services for client with other disciplines and agencies
<u>Competencies Expected:</u>	5a	Assesses clients needs and determines any services that would benefit client outside of the therapeutic relationship
-	5a,5d	Obtains necessary consents and makes appropriate referrals following agency guidelines
-	5b	Organizes client information and reasons for seeking additional multi-disciplinary support for client
-	5b	Engages in effective communication with members of multi-disciplinary team to present

		reasons for client referral and determine available treatment options
-	5b	Manages differences in perspectives from different disciplines to continue and promote a meaningful, comprehensive, and appropriate conversation about client and client's needs
	5c	Communicate regularly with members of client's multi-disciplinary treatment team to develop treatment plan, update current plan, and evaluate the effectiveness of client treatment plan
	5d	Makes appropriate referrals to outside agencies as necessary including, but not limited to doctors offices, school counseling, drug/alcohol treatment, or Job and Family Services
	5d	Maintains documentation of release of information and communication with outside agencies
	5d	Demonstrates appropriate and effective communication with outside agencies on the needs of client and client's current treatment plan/progress
	5d	Fields requests for services in an efficient manner and consult with referring clinician prior to contacting client
<b>Goal 6</b>		<b>Demonstrate Sensitivity to Diversity Issues</b>
<u>Objective(s):</u>	6a	To increase knowledge of types of diversity
-	6b	To utilize knowledge of diversity related to client to develop effective therapeutic interventions
	6c	To engage in communication about diversity issues that prioritizes language sensitive to client's diverse background
	6d	To consider and reflect client's diversity appropriately and effectively in conceptualizing client
<u>Competencies Expected:</u>	6a	Learns about the multiple types of diversity through didactic trainings, assigned readings, and discussion

-	6a	Actively identifies area of diversity in clientele and independently seeks to learn more about each aspect of client's diversity
-	6b	Discusses client diversity in supervision and identifies adjustments to interventions to meet client's diverse background
-	6b	Takes into consideration the way in which a client's background impacts their experience and presentation of mental illness
-	6c	Utilizes language that is respectful to client's diversity and attempts to use the language of the client
	6c	Engages in meaningful conversations with client regarding diversity and his/her preference for language usage
	6c	Acknowledges differences between self and client and encourages exploration of the impact of difference on the therapeutic relationship
	6c	Encourages client to explore the impact that the various areas of diversity have had on his/her view of self, other, and world
	6d	Demonstrates knowledge of identity development models, such as those related to racial identity and sexual orientation
	6d	Integrates client's diversity into case conceptualization and specifically considers the impact of client's diversity on mental health
	6d	Identifies ways that diversity impacts results of psychological assessment and effectively addresses these impacts in written report
<b>Goal 7</b>		<b>Maintain Professionalism in the Workplace</b>
<u>Objective(s):</u>	7a	To manage personal and professional stressors
-	7b	To display effective time management
-	7c	To engage in effective interpersonal interaction with peers and colleagues
	7d	To comply with agency policies
<u>Competencies Expected:</u>	7a	Utilizes coping skills for the management of personal and professional stressors and engages in self-care

-	7a	Identifies the impact of personal and professional stressors on clinical work and utilizes supervision appropriately to address this impact
-	7b	Produces clear and concise treatment plans and notes within regulated time
-	7b	Organizes tasks/schedules according to priority needs
-	7b	Completes tasks within regulated time period without reminders
	7c	Maintains amicable relationship with peers, colleagues, supervisors, administrative staff
	7c	Manages differences openly and tactfully for resolution
	7c	Participates in meetings with professional behavior including being on time, respectfully listening to peers/colleagues, and using appropriate language
	7d	Complies with Agency policies with regard to scheduling vacations, conferences, etc.
<b>Goal 8</b>		<b>Engage in Supervision and Program Evaluation</b>
<u>Objectives:</u>	8a	Understand models of supervision
	8b	Effectively use supervision to grow during internship year
	8c	Demonstrates knowledge of models of program evaluation
	8d	Demonstrates effective program evaluation skill
<u>Competencies Expected:</u>	8a	Demonstrates an understanding of the supervision process
	<u>8b</u>	Respectfully communicates supervision needs and preferences
	8b	Seeks supervision to address challenges and barriers in clinical work
	8b	Arrives adequately prepared for supervision
	8b	Demonstrates openness and non-defensiveness in supervision

	8b	Demonstrates willingness and ability to integrate feedback to improve clinical skills and to further professional development.
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Appendix B

Appalachian Psychology Internship Evaluation Forms

**Appalachian Psychology Intern Evaluation:** To be completed by internship training committee.

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_

Scoring Criteria:

1 = Unsatisfactory: Functions considerably below expectations.
2 = Development Required: Further training and supervision is required to meet expectations.
3 = Meets Expectations: Functions adequately for level of training.
4 = Exceeds Expectations: Functions above average for level of training.
5 = Exceptional: Superior functioning for level of training.

**NOTE: As described in Appalachian Psychology Internship policies, any score below a "3" on an individual competency will trigger the Appalachian Psychology Internship formal Due Process Procedures. A score of 3 on all year-end individual competencies is required for the successful completion of the training program.**

**Complete Competent and Accurate Psychological Evaluations**

Gathers all relevant information from client in order to answer testing referral question

Observes and records relevant clinical observations and conduct mental status evaluation

Communicates to client the reason for testing and confirms clients consent to participation

Independently evaluates available measures and determine appropriate tests based on the individual's cultural background, ability level, and presenting problems

Effectively communicates reason for test selection

Accurately and efficiently administers testing measures selected

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Accurately scores testing measures and thoroughly integrate testing results

Consolidates relevant information from client's interview and testing results to provide an organized report reflecting client's struggles and needs

Utilizes psychological data to justify client's diagnosis

Provides appropriate and comprehensive recommendations for the client based on the results of the assessment

Determines appropriate and accurate DSM-V diagnosis for client based on results of testing and client's symptoms

Communicates to the client about the given diagnosis and explains any differential diagnosis decisions in a manner which is appropriate for the client

Demonstrates an ability to verbally explain the results of the evaluation to the client

AVERAGE SCORE FOR BROAD COMPETENCY

#DIV/  
0!

Comments:

### **Provide Appropriate Psychotherapeutic Interventions**

Provides empathic space for client to share about presenting problems and history

Informs the client of confidentiality and its limits

Explains in a manner appropriate for the client all treatment options and any referrals that would be beneficial

Maintains appropriate therapeutic boundaries with the client

Considers and applies therapeutic theories to client and accurately conceptualizes client's history and presenting problems through theories

Determines appropriate and accurate DSM-V diagnosis for client based on client's symptoms and information provided by client, as well as any collateral information

Determines the theory that most fully addresses clients problems and needs,

Develops a treatment plan based on interventions informed by this theory

Encourages client to express his/ her goals and completes written treatment plan using the client's own language

Engages client in meaningful discussion about objectives and interventions available to meet treatment goals

Educates client on the process of informed consent and engages client in discussion about any outside collateral information they feel would benefit their treatment such as doctors, psychiatrists, teachers, and family members

Contacts consented individuals and engages in appropriate manner consistent with conceptualization and treatment plan for client

Utilizes clinical judgment and outcome measures to monitor client's progress

Observes and shares perception of progress or lack of progress with client and works with client to determine any changes that may need to be implemented to his/ her treatment plan

Plans and implements therapy group based on similar needs of multiple clients

Facilitates therapy group with co-therapist or independently and maintains effective communication on the structure and effectiveness of the group

Manages group dynamics effectively and allows space for all therapy members to have their perspectives shared and respected

Addresses problems within group effectively and makes appropriate interpretations of group behaviors

AVERAGE SCORE FOR BROAD COMPETENCY

#DIV/  
0!

Comments:

**Function in an Ethical Manner**

Familiarizes self with APA's *Ethical Principles of Psychologists and Code of Conduct*

Recognizes ethical issues related to therapeutic boundaries, competence, record keeping, and confidentiality

Actively identifies ethical issues in practice and considers standard related to issues

Informs supervisor of ethical issues in practice

Prepares analysis of ethical situation and utilizes supervision to determine appropriate ethical actions related to situation

Implements supervisory feedback into practice effectively

Reviews *APA Ethics Code* and identifies appropriate actions

Follows ethical guidelines and state law related to reporting child and elder abuse, risk or harm to self, and risk of harm to others

Considers the best course of action based on ethical guidelines and state law and discusses risk with client

Works with client to outline appropriate steps for crisis plan and assess clients willingness to follow plan

Reaches out to client and other collaterals involved as a follow up to short-term crisis plan

Includes written information about any ethical issues encountered in practice and steps taken to resolve issues in accordance with *Ethical Principles of Psychologists and Code of Conduct*

Thoroughly documents conversation with client, steps taken, and follow-up that occurs with client

Provides copy of short-term crisis plan for clients official record

AVERAGE SCORE FOR BROAD COMPETENCY

#DIV/  
0!

Comments:

**Apply Research and Evidence Based Practice to Clinical Practice**

Independently seeks to expand upon knowledge through reading textbooks, scientific journals, and attending trainings	
Actively engages in conversations with peers, supervisors, and colleagues related to the most recent scientific research on Evidence Based Practice	
Participates in didactic training and shows interest in applying information to current cases	
Learns and engages in steps of Evidence Based Practice: Ask, Acquire, Appraise, Apply, and Analyze & Adjust	
Presents conceptualization of client based on steps of Evidence Based Practice	
Demonstrates interventions matching with research on best practice for client based on demographic information and presenting issues	
<b>AVERAGE SCORE FOR BROAD COMPETENCY</b>	<b>#DIV/0!</b>

Comments:

**Consultation with Multidisciplinary Staff Members**

Assesses clients needs and determines any services that would benefit client outside of the therapeutic relationship	
Obtains necessary consents and makes appropriate referrals following agency guidelines	
Organizes client information and reasons for seeking additional multi-disciplinary support for client	
Engages in effective communication with members of multi-disciplinary team to present reasons for client referral and determine available treatment options	
Manages differences in perspectives from different disciplines to continue and promote a meaningful, comprehensive, and appropriate conversation about client and client's needs	
Communicate regularly with members of client's multi-disciplinary treatment team to develop treatment plan, update current plan, and evaluate the effectiveness of client treatment plan	
Makes appropriate referrals to outside agencies as necessary including, but not limited to doctors offices, school counseling, drug/alcohol treatment, or Job and Family Services	
Maintains documentation of release of information and communication with outside agencies	

Demonstrates appropriate and effective communication with outside agencies on the needs of client and client's current treatment plan/progress

Fields requests for services in an efficient manner and consult with referring clinician prior to contacting client

AVERAGE SCORE FOR BROAD COMPETENCY

#DIV/  
0!

Comments:

### **Demonstrate Sensitivity to Diversity Issues**

Learns about the multiple types of diversity through didactic trainings, assigned readings, and discussion

Actively identifies area of diversity in clientele and independently seeks to learn more about each aspect of client's diversity

Discusses client diversity in supervision and identifies adjustments to interventions to meet client's diverse background

Takes into consideration the way in which a client's background impacts their experience and presentation of mental illness

Utilizes language that is respectful to client's diversity and attempts to use the language of the client

Engages in meaningful conversations with client regarding diversity and his/her preference for language usage

Acknowledges differences between self and client and encourages exploration of the impact of difference on the therapeutic relationship

Encourages client to explore the impact that the various areas of diversity have had on his/her view of self, other, and world

Demonstrates knowledge of identity development models, such as those related to racial identity and sexual orientation

Integrates client's diversity into case conceptualization and specifically considers the impact of client's diversity on mental health

Identifies ways that diversity impacts results of psychological assessment and effectively addresses these impacts in written report

AVERAGE SCORE FOR BROAD COMPETENCY

#DIV/  
0!

Comments:

**Maintain Professionalism in the Workplace**

Utilizes coping skills for the management of personal and professional stressors and engages in self-care

Identifies the impact of personal and professional stressors on clinical work and utilizes supervision appropriately to address this impact

Produces clear and concise treatment plans and notes within regulated time

Organizes tasks/schedules according to priority needs

Completes tasks within regulated time period without reminders

Maintains amicable relationship with peers, colleagues, supervisors, administrative staff

Manages differences openly and tactfully for resolution

Participates in meetings with professional behavior including being on time, respectfully listening to peers/colleagues, and using appropriate language

Complies with Agency policies with regard to scheduling vacations, conferences, etc.

Seek information about agency policy, when necessary

AVERAGE SCORE FOR BROAD COMPETENCY

#DIV/  
0!

Comments:

**Engage in Supervision and Program Evaluation**

Demonstrates knowledge of theories and models of supervision	-----
Demonstrates an understanding of the supervision process	-----
Respectfully communicates supervision needs and preferences	-----
Seeks supervision to address challenges and barriers in clinical work	-----
Demonstrates knowledge of models of program evaluation	-----
Demonstrates effective program evaluation skill	-----

<b>AVERAGE SCORE FOR BROAD COMPETENCY</b>	<b>#DIV/ 0!</b>
---	---------------------

Comments:

<b>OVERALL RATING (average of broad competency scores)</b>	<b>#DIV/ 0!</b>
--	---------------------

Comments on Intern's overall performance:

Supervisor:	Date:
Supervisor:	Date:
Supervisor:	Date:
Director of Clinical Training:	Date:
Intern:	Date:

Appendix C

Appalachian Psychology Supervisor Evaluation Forms

**Appalachian Psychology Supervisor Evaluation:** To be completed by  
intern

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_

Scoring Criteria:

<b>1 Significant Development Needed</b> --Significant improvement is needed to meet expectations	
<b>2 Development Needed</b> -- Improvement is needed to meet expectations	
<b>3 Meets Expectations</b>	
<b>4 Exceeds Expectations</b> --Above average experience	
<b>5 Significantly Exceeds Expectations</b> --Exceptional experience	
<b>N/A</b> --Not Applicable/Not Observed/Cannot Say	

**NOTE:** Any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience.

**General Characteristics of Supervisor**

Is accessible for discussion, questions, etc	
Allotted sufficient time for supervision and scheduled supervision meetings appropriately	-----
Kept sufficiently informed of case(s)	-----
Was interested in and committed to supervision	-----
Was accessible and available for supervision	-----
Set clear objectives and responsibilities throughout supervised experience	-----
Was up-to-date in understanding of clinical populations and issues	-----

Presented a positive role model

Maintained appropriate interpersonal boundaries with patients and supervisees

Provided constructive and timely feedback on supervisee's performance

Encouraged appropriate degree of independence

Demonstrated concern for and interest in supervisee's progress, problems, and ideas

Communicated effectively with supervisee

Interacted respectfully with supervisee

Maintained clear and reasonable expectations for supervisee

Provided a level of case-based supervision appropriate to supervisee's training needs

Demonstrated sensitivity to diversity issues

Comments:

**Development of Clinical Skills**

Assisted in coherent conceptualization of clinical work

Assisted in translation of conceptualization into techniques and procedures

Was effective in providing training in psychotherapeutic interventions

Was effective in providing training in assessment and diagnosis

Was effective in providing training in multidisciplinary consultation

Was effective in helping to develop short-term and long-range goals for patients

Promoted clinical practices in accordance with ethical and legal standards

Was effective in promoting the review of scientific literature and evidence-based practice

Was effective in promoting development of professionalism in the workplace

Comments:

**Summary**

Overall rating of supervision with this supervisor

#DIV/0!

Describe how the supervisor contributed to your learning

Describe how supervision or the training experience could be enhanced

Any other suggestions/feedback for your supervisor?

## Appendix D

### **Intern Evaluation of the Program** (to be completed by interns, at midpoint and end of the year)

Term \_\_\_ Mid-Year \_\_\_ End-of-Year

Intern Name:

Date:

Evaluation is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluating performance and also a vehicle for change. When completing this evaluation, please consider the experiential training, supervision, consultation, and didactic training you have received. Please evaluate how well the internship has prepared you in the program's eight goal areas; and provide ratings on aspects of the internship's professional and training atmosphere. Lastly, provide feedback about competency related to the program's broad goals. Use the following scale:

7 = Excellent

6 = Very good

5 = Good

4 = Average

3 = Adequate

2 = Below expected level

1 = Unsatisfactory

#### **1. Program Goals:**

Complete competent and accurate psychological evaluations

1                    2                    3                    4                    5                    6                    7

Comments:
-----------

Provide appropriate psychotherapeutic interventions

1                    2                    3                    4                    5                    6                    7

Comments:

Function in an ethical manner

1            2            3            4            5            6            7

Comments:

Apply research and evidenced based practice to clinical practice

1            2            3            4            5            6            7

Comments:

Consult appropriately with members of multi-disciplinary staff

1            2            3            4            5            6            7

Comments:

Demonstrate sensitivity to diversity issues among clients, including developing competence in theories, methods, skills, and/or attributes

1                    2                    3                    4                    5                    6                    7

Comments:

Maintain appropriate professionalism in the workplace.

1                    2                    3                    4                    5                    6                    7

Comments:

Engage in supervision and program evaluation

1                    2                    3                    4                    5                    6                    7

Comments:

## **INTERNSHIP**

Please provide a rating for the items below using the above scale:

### **2. Professional Atmosphere**

- Adherence to APA ethical guidelines
- Commitment to serving the psychological needs of clients
- collaboration and cooperation between staff members
- Respect for, and use of, professionals from other disciplines
- Commitment to science and profession of psychology

- Awareness of, and respect for, individual differences among clients and professionals
- Respect for human rights of clients and professionals
- Opportunity for professional development

Comments:

### **3. Training Atmosphere**

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

Comments:

**3. Training Received:**

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

Comments:

4. What are the strengths of this program?

5. What are the limitations of this training program?

6. What recommendations do you have for the program?

**7. Broad Goal/Mission:**

To provide training to allow interns to function as competent and ethical entry-level generalist practitioners with the requisite knowledge and skills for practice of professional psychology in rural multidisciplinary treatment setting.

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Comments: