



DEPARTMENT OF HUMAN SERVICES

**HANDBOOK ON PSYCHOLOGY
INTERNSHIP TRAINING**

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ACCREDITED BY THE AMERICAN PSYCHOLOGICAL ASSOCIATION

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OVERVIEW

The Department of Human Services encourages psychology intern applicants to consider their final year of pre-doctoral training with our agency. We have had a long-standing, committed belief that the training of interns and students of psychology, social work, and other disciplines is one of our professional responsibilities. The goals of training encompass the development of skilled community service providers and the advancement of excellence in service delivery. Our psychology training program is dedicated to providing outstanding preparation for psychologists embarking upon professional careers.

We welcome the stimulation our interns and students provide which continues to sharpen our preparedness and articulation of the principles by which we practice.

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INTRODUCTION AND DEPARTMENT SERVICES

The Miami-Dade Department of Human Services (DHS) has a long tradition and commitment to the caring for the social and human service needs of this community. DHS is the largest provider of comprehensive social and human services covering the full spectrum from children to the elderly, persons with disabilities to veterans, welfare to work clients to farm workers, victims and perpetrators of domestic violence, subsidized child care, rehabilitative services, emergency assistance, and homeless outreach. The mission of the Department “is to provide comprehensive social services to assist children, juveniles, adults, elderly, and families to attain self-sufficiency, to function independently, and to lead productive lives.”

The Department provides services in a variety of areas: substance abuse prevention and treatment; employment services; child development services; elderly, veteran and disabled services; violence intervention and prevention services; employment services; and psychological services. In the course of one year through the criminal justice system, substance abuse prevention and treatment, and mental health and social services, are provided to more than 250,000 residents. Approximately 709 employees provide these services, with an operating budget of \$219,801,000.

In 2003, the Department and its services were accredited by the Council on Accreditation (COA) for Children and Families, and re-accreditation was obtained in 2007. Specific accredited services areas include case management, substance abuse, crisis intervention/information and referral, in-home support services, outreach services, supported community living, adult day care, residential treatment, refugee resettlement, employment and vocational services, childcare services, safe space shelters, advocacy and transitional housing to adult and child victims of domestic violence, a state certified batterers’ intervention program, and mental health for children through day treatment. The Department also maintains membership in the Child

Welfare League of America. The following is an overview of the specific services by program area:

PSYCHOLOGICAL SERVICES

Provides assessment, consultation, therapy (individual, group, and family), classroom intervention, and behavior management for Early Head Start/Head Start clients and their families throughout the entire Miami-Dade County. Additionally, the Department provides psychological services to other Departmental Offices and Divisions including Child Development Services, Elderly Services, Domestic Violence Intervention, and Targeted Services. The Department is active in training graduate students and is accredited by the American Psychological Association (APA) as a doctoral psychology internship site. The Department is also a member of the Association of Psychology and Postdoctoral Internship Centers (APPIC). Psychology interns receive training and provide services in various settings throughout Miami-Dade County. As new programs are developed and funded, interns can have the opportunity for involvement in other training opportunities.

EMPLOYMENT SERVICES

Administers employment programs for Welfare to Work recipients, public housing residents, summer programs for youth, vocational and seasonal farm worker training, and individual, marital, and family therapy for the refugee population. Services include case management, counseling, and support services.

REHABILITATIVE SERVICES BUREAU

Provides comprehensive substance abuse treatment and intervention services.. Services include evaluation and referral, homeless assistance, residential and transitional living treatment programs, evaluation services to criminal justice involved adults, substance abuse treatment for sentenced offenders, and outpatient treatment for diverted drug possession offenders and criminal justice involved adults. During the last year, homeless assistance, referrals and placements to over 10,000 individuals and families were provided. Also, over 20,000 students participated in the division's drug education and prevention activities and classes. Moreover, as part of the continuum of treatment services provided, over 4,000 individual substance abuse assessments and 800 adult admissions into residential treatment programs were provided.

CHILD DEVELOPMENT SERVICES BUREAU

Administers programs to assist parents and families needing childcare for children from infancy to nine years of age. Services include resource and referral information on child related services, training and technical assistance for childcare teachers, child assessments, consultation, classroom intervention, Voluntary Pre-Kindergarten (VPK) for 4 year olds; school readiness, financial assistance based on income. During the last year, 40,643 applications for childcare financial assisted were processed and 23,661 VPK children received certificates.

ELDERLY, DISABILITY, AND VETERANS SERVICES BUREAU

Provides affordable and quality services to elderly and young adults with disabilities in an effort to prevent unnecessary or premature institutional care and strives towards independence and self-sufficiency. Unit services include: training for persons with disabilities providing independent living skills and employment placement assistance, veterans' assistance, volunteer opportunities, adult daycare, specialized senior centers, meals, recreation, health support,

transportation, homecare, and care planning. A total of 7,331 individuals received these services this year.

VIOLENCE INTERVENTION AND PREVENTION SERVICES

Provides a State Certified Batterer's Intervention Program, which offers comprehensive treatment for perpetrators of domestic violence. Individual, group, and family counseling services are offered to family victims and batterers. Crisis intervention, assistance to victims, safe shelter, information and referral services, emergency financial, food and clothing assistance, transportation, advocacy and support are also provided. Victims of violence seeking injunctions are provided advocacy, counseling, information, and referral services.

TRAINING PHILOSOPHY

The general philosophy is that services should be designed primarily to address the needs of families and children residing in Miami-Dade County within the context of a collaborative, community-based, outreach model. It is among the goals of the Department to promote training and research opportunities for students and interns in the areas of community outreach, prevention and intervention, and assessment.

The respective Departmental mission statement (see APPENDIX 1) support the Psychology Training Mission Statement, "To provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of professional psychologist at the entry level with children and their families." The general training philosophy of our psychology internship program is enacted via a Mentor/Practitioner Model. Internship experiences pair senior mentor supervisors with interns in preparation for professional careers as practitioners of psychology in working with children and their families.

A supervising psychologist is available to allow for the sequential and graded complexity of the internship experience to be tailored to the training needs of each intern. Mentoring is further achieved by the intern's participation with her/his supervisor in co-consultative relationships and in-vivo supervision. The Practitioner aspect of our training model emphasizes clinical practice and service delivery, which evolves over the internship year into an emphasis on empirical based inquiry with creative and individually tailored approaches to intervention, assessment, and consultation. Further, the in-vivo supervision is further enhanced by other staff throughout the Department who have expertise in the various programs in which the interns are placed. The Department has encouraged practicum and field placements of students in psychology, social work, and education since its early beginnings in 1967 and internship training in psychology has been provided since 1981. Training arrangements have existed with a variety of the educational institutions and treatment facilities in the metropolitan Miami-Dade County area for over 30 years.

Some of Florida's prominent Universities are also located in the area and student placements have been typically made from: Nova Southeastern University, Carlos Albizu University, University of Miami, Barry University, Florida Atlantic University, Florida Institute of Technology, and Florida International University.

Training, networking and multi-agency collaboration also occur with other public and private mental health facilities. Interns, graduate students, and staff benefit from diverse opportunities to attend lectures and workshops in these and other facilities. These opportunities have been, for example, in the areas of family and marital therapy; assessment and management of family violence; sexual, physical, and drug abuse; suicide; bullying; youth gangs; alcohol misuse; cultural diversity and individual differences in mental health. Networking is also aimed at supporting efforts devoted to treating the family as a unit, crisis intervention, and

psychotherapy with children and their families.

As a training program nested in a multi-racial, multi-ethnic, multi-lingual community, special opportunities are afforded to the student. Cross-cultural interchange occurs naturally given the diverse generations of African-Americans, Hispanics, Haitians and other contingents of the community. Miami-Dade County, with urban and inner-city problems, allows for the creative application of psychology and social work to the problems related to the County's social and cultural development. The interns also receive further diversity training from other County and Departmental programs. All interns are provided with a personal computer as well as a laptop, and they have internet and e-mail access. Interns have the ready availability of testing resources as well as a dedicated personal computer for assessment scoring software. Additionally, a wide array of play therapy materials are provided for clinical interventions.

There are varying levels of doctoral psychology students in training within the Department. The students range from first and second year practicum students to elective practicum placements and pre-doctoral interns.

TRAINING IN PSYCHOLOGY

The Department has provided psychology internship training since 1981. The internship program has been accredited by the American Psychological Association (APA) since 2002 and obtained re-accreditation in 2007. The program has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1987. Additionally, training has been provided for graduate psychology practicum students since the late 1960's.

Training in psychology is administered by the Director of Psychology Training. The Psychology Internship Training Committee meets regularly to review student

progress and assist in the continued development of the program. Doctoral level psychologists licensed in the State of Florida provide the supervisory base for student training in psychology.

The staff adheres to the American Psychological Association's 2002 *Ethical Principles of Psychologists and Code of Conduct*, keep up-to-date with policy statements relevant to standards for professional services as issued by the Association, and conform to relevant statutes established by federal, state, and local governments.

All psychology interns are assigned to major and minor rotations within the Department of Human Services. All rotations include programs wherein the primary emphasis is upon child services, while the minor rotations would highlight adult work. However, the exact distribution of the intern's child/adult placements are flexible and can vary based upon the training needs of the intern. Interns are assigned to varying combinations of rotations for the first six months of the internship year, at which point the interns would have the opportunity for reassignment.

The placements in the major rotations are the Head Start programs, Elderly, Disability and Veteran Services, Child Development Services, Rehabilitative Services and Targeted Services. The Head Start programs contract with the Department of Human Services through the Community Action Agency for mental health services throughout Miami-Dade County. Services include individual play therapy, family therapy, group therapy, psychological evaluations, consultation, observations, staff training, and language stimulation. Training opportunities occur primarily in the Head Start/Early Head Start programs throughout Miami-Dade County. The psychology staff works in partnership with a myriad of other professionals including social workers, teachers and teacher aides, occupational therapists, speech pathologists, physical therapists, school

psychologists, and other professionals in addressing the needs of clients. This partnership may include consultation; participation in Individualized Educational Plan meetings; Dade-County Public Schools staffing; and parent meeting participation. Interns can have a wide exposure of age ranges with children from 0-5 years up to elderly clients. There are two levels of clinical experience for the interns: the direct clinical experience (individual and group play therapy, intervention groups, crisis intervention, assessment; classroom behavior management, family therapy, in home services, etc.) and the training of staff (consultations; informal trainings; formal presentations at conferences). There are specific guidelines that the federal government mandates for the delivery of service to Head Start children.

Another rotation is placement in the Child Development Services which provides interns with assessment opportunities for screening pre-school children for developmental delays as well as teacher/parent consultation and individual play therapy. Here too, the training opportunities take place throughout the County. Another rotation is in the Targeted Services programs which offers Spanish and Creole speaking interns the opportunity to provide individual child therapy, family therapy, and home visits with families who have recently settled in the United States. These services are located in the central Miami-Dade County area as well as in several after school programs.

Another rotation provides interns with opportunities to work with adults in Elderly, Disability and Veterans Services and in Targeted Services: Domestic Violence Intervention. Elderly, Disability and Veterans Services has two placement tracks: the Disabilities and Independent Living (DSAIL) program and the Helen Sawyer program. DSAIL is located near the Jackson Medical Center complex in Miami, and this program

works with disabled adults ages 18-59 in a day setting. The interns provide individual and psychosocial rehabilitation group therapy. Helen Sawyer provides Spanish speaking interns the opportunity to provide group, family, and individual therapy for seniors. The Targeted Services: Domestic Violence Intervention (DVI) program offers three tracks: the Coordinated Victim Assistance Center (CVAC), the battered women's shelter, and the Inn Transition program. Interns placed in CVAC will have the opportunity to provide clinical services to victims of violence seeking injunctions as well as providing crisis intervention, individual therapy, advocacy, information, and referral. The second DVI track is the Advocates for Victims Program which consists of the Safe Space North shelter for battered women and their children located in the northern part of the County and the Inn Transition program in South Miami-Dade County. Crisis intervention and assistance to victims, safe shelter, information and referral services, emergency financial, food and clothing assistance, transportation, and advocacy and support are provided. The Inn Transition program provides long-term residential placement for battered women and their children. Services include individual and group therapy for these clients.

A rotation working with adult substance abusers in a residential treatment setting is also be available for students. Placements are geared to provide hands on experiences in the field of Rehabilitative Services. Interns will be exposed to a spectrum of clinical development associated with addiction. They will include the following: co-facilitating group counseling sessions; individual counseling sessions working with co-occurring (dually) diagnosed patients, educational groups, and information and referral. Interns will be exposed to various assessment tools for diagnostic purposes including BECK Depression Scale and MCMI Personality Test. The students will also participate in staff trainings.

Individual supervision typically takes place in the particular setting wherein the interns are placed. Periodically, didactics occur in other educational and mental health facilities. Interns are based at the main administrative building located at 11025 SW 84 Street, Miami, FL 33173.

The interns receive advanced training designed to address a range of mental health problems. Responsibility is assumed by the psychologists within the Department for the daily clinical and administrative supervision of the interns in their work and professional development. Intern training is designed to produce competent professionals in psychological assessment, intervention, and consultation. Therapeutically, emphasis is mainly eclectic, applying family systems, behavioral, existential, nondirective (client centered), and cognitive and other principles of psychology. Multi-faceted aspects of the program allow for training in individual, group, couple, and family therapies; psychological and psycho-educational assessment; consultation; and case management.

The training program affords the intern the flexibility to experiment with and learn to apply a variety of modalities and approaches. Also, an intern's personal interests can sometimes be integrated into the therapeutic regimen, e.g., one intern taught American Sign Language to staff. Because of the characteristics of the client population, there are considerable opportunities to impact significantly in critical areas of the social fabric of our society by working with pre-school children. Interns utilize a variety of interventions including scheduled individual, group, and family therapy; classroom observations; psychological assessment; crisis intervention; consultation with parents, teachers, social workers, program administrators and other professionals; case staffing; supervision; and participation in the development of treatment plans.

Since the intern comes to the program after practica/externships are completed, the internship training ultimately prepares the intern for treatment of children and their families while simultaneously providing training in adult intervention. Additionally, interns conduct consultation and training with program staff in community based settings. The intern will also be versed in the application of APA ethical standards, which form the under girding by which the internship training program provides instruction.

The parent university/school and the Psychology Internship Training Program share together the responsibility of maintaining an ongoing dialogue regarding the intern's development. A comprehensive intern evaluation is provided for each intern at least every six months. The training facilities are always available for visits from university/school-based advisors or program coordinators.

RESEARCH AND PROGRAM DEVELOPMENT

The internship provides the opportunity for interns to conduct research related to client service provision as well as an analysis of factors impacting program development and design. Formal and informal research is encouraged and the availability of this data from our programs is conducive to the intern's statistical analysis with the approval of the Psychology Internship Training Committee, of which the Internship Training Coordinator is the chairperson.

The following are examples of some of intern's research and program evaluation endeavors undertaken at the agency:

1. The effects of cognitive restructuring on impulsive severely emotionally disturbed children;
2. Determining client progress through follow-up assessment survey;
3. Multi-assessment comparisons of family structure vs. therapists perceived family pathology;
4. Development of intervention and assessment methodologies as well as record keeping protocols;
5. Training professionals to conduct effective parent training interventions;
6. Reconfiguration of program design to incorporate the inclusion of families in the treatment model to meet federal Head Start program standards; and
7. Development of procedures to ensure that pre-school children are ready to be incorporated into Kindergarten.

TRAINING GOALS

Psychology training should provide interns with models of established clinical and ethical standards of professional practice. The Psychology Training Mission is, “To provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of professional psychologist at the entry level with children and their families.”

Our internship program utilizes 32 objectives by which the following six major competency goals (see APPENDIX 2) are achieved:

- 1) Relationship; 2) Assessment; 3) Intervention; 4) Records Management;
- 5) Consultation; and 6) Professional Development as a Psychologist.

The psychology internship training program applies principles, methods, and procedures for understanding, predicting, and alleviating intellectual, emotional, psychological, and behavioral disabilities and discomfort. Further, training includes psychological assessment and treatment of individuals with a variety and range of intensity of problems. Interns sharpen their skills in applying psychological tests for diagnosing and evaluating social, developmental, intellectual, and adaptive skills. The general training philosophy of the psychology internship program is one of a Mentor/Practitioner. All internship experiences pair senior mentor supervisors with interns in preparation for professional careers as practitioners of psychology in working with children, and their families as well as a rotation in adult intervention. Additionally, this model further permeates the relationship between the interns and graduate psychology practicum students in providing the intern with the opportunity to experience a “supervisory” role.

INTERNSHIP PROGRAM STRUCTURE

Admission Requirements

In order to be considered for admission into the internship program the applicant is expected to have completed three years of graduate study from a Clinical, Counseling, or School Psychology program which is APA accredited or is actively pursuing APA accreditation. Applicants must have completed a minimum of 800 practicum hours, and must submit completed application materials. Preferential consideration is given in the screening review to applicants who have demonstrated an interest in working with children via related coursework, practica/externships, and/or work experience. to a lesser degree, a demonstrated interest in adult intervention is considered.

Admission Process

Intern selection occurs as psychology students complete their academic requirements and obtain greater clarity regarding career objectives. Interns are chosen whose objectives involve direct client services and, preferably, treatment related research and/or program evaluation. Selected/matched interns have been representative of diverse training programs from across the country, and all have demonstrated interest in future careers working with children and their families with exposure to working with adults (see APPENDICES 12 & 13).

Applications for internship are screened and rated by review teams consisting of a Training Committee member and a current intern. The teams consider the applicants' goals, essays, graduate training, references, and graduate school performance. Applicants will be invited for small group individual structured interviews with at least one member of the Training Committee and a current intern. Ample time is scheduled for the applicant to present questions as well. Applicants must complete all of their doctoral program's pre-internship requirements by

the APPIC Match ranking deadline. After the intern applicant is matched with our program, a formal letter of placement will be sent to the intern, and an affiliation agreement will be sent to the Internship Training Coordinator of the intern's graduate program which must be signed for the placement of the intern in our Department.

Orientation

Interns initially participate in a half-day group orientation with the Psychology Training Committee once they start the internship. This group orientation includes familiarization with the Miami-Dade County policies and procedures, Department history, structure, and personnel; a review of expectations, due process procedures (see APPENDIX 14); rights, and responsibilities of the agency and intern (see APPENDIX 15); and general discussion. The interns also meet with the outgoing class of interns for an additional half-day orientation which provides a socialization/training experience covering other important orientation elements, i.e., a typical day, documentation, and perspectives from an intern's point of view. Additionally, the orientation program unfolds during the first several weeks of the internship, consisting of a gradual orientation and acclimation to the intern's assigned sites and responsibilities. At the beginning of the internship year, interns complete a Self-Assessment of their perceived strengths and weaknesses as well as their training priorities (see APPENDIX 4). Early in the internship, supervising psychologists critically evaluate the intern's performance, noting areas needing strengthening. Specific objectives also emerge from the training needs identified by the intern and relate to past experience and career goals.

This Self-Assessment is discussed with the supervisor, and the subsequent nature of supervision is developed according to the intern's skill level and developing confidence over the course of the year. At the beginning, the emphasis on supervision is likely to highlight the nature of the population and their clinical issues as well as procedural details and requisite

documentation. As the year progresses, the intern and the supervisor, upon mutual agreement, will allow for the intern's more independent clinical work wherein the intern may operate with a greater degree of autonomy, with subsequent supervisory discussion. Finally, as clinical skills are further strengthened, there is a shift toward professional role definition, greater autonomy, the honing of clinical skills, and opportunities for pursuit of individual professional opportunities. Additionally, as part of our Mentor-Practitioner model, as the intern gains more autonomy, s/he is given the opportunity to provide a more active "supervisory" role with a doctoral psychology practicum student.

Fair Selection Practices

Miami-Dade County Government, which is the parent entity of the Department of Human Services, provides equal access opportunity in employment and services which reflects respect for and understanding of "cultural and individual diversity." Nondiscriminatory policies and operating conditions are in force to avoid restriction of program access, and unfair practices of recruitment, retention, and staff/intern development due to, but not limited to, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, and social economic status. Miami-Dade County is an equal opportunity employer for minorities and women, maintains an alcohol and drug-free workplace, and does not discriminate on the basis of disability. Hiring decisions are contingent upon satisfactory results of a physical examination, including a drug and alcohol use and misuse screening, and a review of the results of a pre-employment fingerprint-based national criminal background check.

Placements

All psychology interns are assigned to major and minor rotations within the Department of Human Services. All major rotations include programs wherein the primary emphasis is upon child services, while the minor rotations highlight adult work. Interns are assigned to varying combinations of major and minor rotations for the first six months of the internship year, at which point the interns have the opportunity for reassignment to other major/minor rotations and supervisors. The three placements in the major rotations are Head Start, Child Development Services and Targeted Services. The three minor rotations are Elderly Services, Rehabilitative Services, and Domestic Violence Intervention. More information about these placements is available in this Handbook under the “Training in Psychology” section.

Interns are assigned to the respective major and minor placements according to the intern’s training experiences, exposure to cultural diversity, personal strengths, area of needed training, and the “goodness of fit” with the centers. Graduate psychology practicum students are also participants in training at these sites. The clients served in Targeted Services and in one of the two Elderly Services sites are Spanish speaking, thus, interns placed in those specific sites must speak Spanish. The Psychology Internship Training Committee assigns supervisors for the internship year and interns rotate supervisors at the six-month juncture.

Stipend, Leave Time, and Benefits

All interns are hired as Temporary Employees of Miami-Dade County government and as such are not eligible for paid vacation. However, they are permitted to take up to 10 unpaid days for personal use. Interns are paid for 12 County-recognized Holidays (including a Birthday Holiday) provided they are in pay status the full day before and the day after the holiday. Interns are not paid for sick leave, but may take up to 12 unpaid days for illness. Paid educational leave, up to 10 days during the internship year, is typically provided for any educational matters, such

as: attending conferences, post-doctoral residency interviews, dissertation meetings, university related business, and attendance at conferences. They also qualify for conference registration fees as budget permits. Interns have also received paid educational leave regarding their dissertation or doctoral research projects. Educational leave can also be granted to provide interns with post-doctoral residency interviews.

Personal transportation is essential and there is substantial driving required between sites. Interns are eligible for on-the-job mileage reimbursement at the established Miami-Dade County reimbursement rate (currently @ \$0.5850/mile) as well as reimbursement for on-the-job tolls and parking. Prior to reimbursement, the intern will provide a copy of her/his driver's license, proof of auto insurance and agree to follow established Miami-Dade County driving rules, which can be found at: <http://www.miamidade.gov/aopdfdoc/aopdf/pdffiles/AO6-3.pdf>.

The internship stipend is presently approximately \$16,000. As a large governmental entity, Miami-Dade County has a number of necessary elements in the hiring process. All accepted interns will be required to make application online with Miami-Dade County to apply for the internship position. All County employees including psychology interns must then complete all Miami-Dade County hiring requirements including a Miami-Dade County administered pre-hiring physical exam, drug screening, fingerprinting, and background check, available for review at the following website: <http://www.miamidade.gov/jobs/pre-employment.asp>. All efforts are made to arrange the pre-hiring requirements well in advance of the internship start date; however, it is our experience that interns must allocate ample time to complete the hiring process which can entail several trips to Miami-Dade County or relocation up to one month in advance of the internship start date.

Internship Requirements

The three principal areas emphasized in the internship are assessment, intervention, and consultation. During the internship year, interns are expected to complete a minimum of six psychological test batteries of primarily pre-school children, although opportunities may present for other evaluations as well. Evaluations receive intensive supervision, followed by presentations to the parents/guardians, clients, and possibly other members of the treatment team. The final report should represent a professional, essentially independent level of functioning. In order to provide a rich assessment opportunity, the evaluations may also include other age groups.

Interns are provided with the opportunity to “supervise” psychological evaluations conducted by graduate psychology practicum students. The psychologists provide the supervision for the intern’s experience with the practicum students.

Coordinating services to families and engaging their involvement in treatment is emphasized as a general intervention philosophy in the major rotation areas. Interns are typically required to carry 25-30 cases which may include the provision of individual, group, family, and play therapy. Additionally, interventions may include language stimulation groups, design and implementation of behavioral strategies, crisis intervention, and in-home family services. The number of case assignments is determined by the individualized professional development needs of the particular intern as well as client needs. A variety of client ages and levels of pathology are ensured in order to provide the intern with varied treatment opportunities.

Consultation with teachers, social workers, paraprofessionals, administrators, occupational therapists, speech therapists, and other professionals occurs throughout the internship year. Assessment on how the intern establishes and maintains working relationships, and provides competent, professional information/consultation/direction provides data for

feedback on an ongoing basis. The intern becomes integrated into her/his assigned centers as a contributing professional in all aspects of program functioning.

Because of the nature of the client population, all program psychologists and psychology interns provide services beyond the realm of the traditional outpatient office visit. Such services may include occasional home visits and other flexible assignments. The typical work schedule is 8:00 a.m. to 5:00 p.m. with a one-hour lunch break (40 work hours), although there is the expectation of availability for infrequent evening participation. Interns may have a flex schedule if the assigned placement requires regular evening work. Naturally, interns are never expected to provide any client services that would not be expected of their supervisor.

Interns are expected to attend and actively participate in clinical meetings, individual supervision, group supervision, relevant training experiences, psychology seminars, peer consultation, and local workshops (See APPENDICES 5-8). Each intern is expected to conduct at least two presentations at local conferences on subjects of interest to Head Start / Early Head Start staff, and/or Linking Forces Conference participants, and one presentation to Departmental staff. Opportunities may present to provide other training to Departmental staff as well.

Our training program is sequential and builds upon the previously developed competencies acquired throughout the internship year. Concomitantly, the evaluative criterion becomes more demanding as the year progresses. In addition, we expect that the intern should require progressively less intensive supervisory oversight for the satisfactory completion of assigned responsibilities. The interns are evaluated at six months and at the end of the internship year utilizing the Psychology Intern Evaluation Form (See APPENDIX 16). These evaluations are broken down into six major goals, and cover the 32 expected competencies for all interns in our program. Whenever deficiencies in any areas are noted, supervisors address these with the interns in a timely manner to provide the intern an opportunity to correct the difficulty. The Training Committee also routinely discusses each intern's progress at each Training Committee meeting. If the intern is failing to meet the established minimum criteria, a Corrective Plan must be developed. The training Director from the university will also be contacted to appraise

him/her of the intern's difficulty. In order to pass the first evaluation of the internship program, the intern must have an overall minimum average rating in each of the six categories of 2.0 (Improvement Desired) since we appreciate that the intern may still be in the process of becoming acclimated to the demands of internship and to the many life changes that have been occurring early in the internship year, while providing a continued opportunity to improve any deficit areas. A final minimum average rating of 3.0 (Satisfactory) is required in each category in order to be considered as having satisfactorily completed the internship program. Interns are also provided with the opportunity to evaluate the internship program. At the mid-point and at the end of the year, each intern is requested to complete questionnaires evaluating their internship experience (see APPENDIX 17). Feedback gleaned from this process has been very helpful in shaping the direction of the internship program.

Supervision

Each intern and her/his mentor/supervisor meet for a minimum of two hours per week for scheduled, face-to-face individual supervision, in addition to the ongoing daily support and frequent availability. While the supervisor may not be present with the intern at times at the various sites, on those occasions, the intern can always contact the supervisor by cell phone, and the Center Director or Program Administrator at the site is available for any needed immediate consultation. Most of these program administrators are licensed professionals in the mental health field with years of experience in that specific unit. They are all members of the training committee and provides support, as well as informal supervision to the interns.

All interns meet together weekly with a supervisor for two hours of group supervision. Group supervision provides an opportunity to strengthen professional development as well as promoting peer relationship building and information sharing. Interns are asked to complete weekly documentation of supervision and training (see APPENDIX 9). Feedback is provided via supervision, and adjustments may be made to the interns' work assignments if needed. The Psychology Internship Training Committee reviews the progress of each intern at regular

meetings and the supervisors formally evaluate the intern's overall competence two times during the year (see APPENDIX 16). Input is also received from other administrative and professional s who with the interns in their assigned sites and who represent each service area in the Psychology Internship Training.

APPLICATION PROCEDURES

A major focus of our screening and selection process is to identify individuals who have demonstrated training and experience in working with children and families. Additionally, because of the profound importance of protecting the welfare of minors, we look closely at the Professional Conduct section of Part I of the APPIC Application for Psychology Internship (AAPI) and the Evaluation of Applicant section of Part II of the AAPI which is completed by the graduate program's Training Director. During the applicant interviews, we also consider interpersonal variables that would support the close Mentor aspect of our program. Personal interviews are required to give both the applicant and the Training Committee a chance to mutually assess their matching potentials.

The deadline for **receipt** of the completed application and paperwork is **November 15**, and the following materials **must be submitted together in one envelope** in order to be considered for an interview:

1. ***APPIC Application for Psychology Internship (AAPI) Parts 1 and 2**
*Available at www.appic.org
2. **Vita**
3. **Three Sealed Letters of Reference**

In addition, **Official Graduate Transcripts** must be received directly from the applicant's university registrar, also by the November 15 deadline.

Send all application materials to:

Ana M. Faraci, Ph.D.
Internship Training Coordinator
Miami-Dade Department of Human Services
11025 SW 84 St.
Miami, Florida 33173

OFFERS AND ACCEPTANCES POLICIES

There is strict adherence to the standards of internship offers and acceptances to an internship, as stipulated by the **Association of Psychology Postdoctoral and Internship Centers (APPIC)** Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant. The APPIC policies can be accessed on their website at: <http://www.appic.org/>. Additionally, once the internship position has been accepted, then a formal internship agreement document will be sent to the university with more detailed information, which will require the signatures of both parties prior to the initiation of the internship placement.

MISSION STATEMENTS

<p>DEPARTMENTAL MISSION STATEMENT</p>	<p>The mission of the Department of Human Services is to provide comprehensive social services to assist children, juveniles, adults, elderly, and families to attain self-sufficiency, to function independently, and to lead productive lives.</p>
<p>PSYCHOLOGY TRAINING MISSION STATEMENT</p>	<p>To provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of professional psychologist at the entry level with children and their families. *</p> <p>*(See Values and Principles)</p>

INTERNSHIP TRAINING GOALS

At the conclusion of the one-year training program, interns will be able to demonstrate an increased level of knowledge and competence with children and their families in these core areas of professional competency:

- 1) Relationship: Relationship competencies involve the capacity to develop and maintain constructive therapeutic alliances with clients and also include the ability to work in collaboration with peers, colleagues, students, supervisors, and members of other disciplines, and representatives of community agencies and organizations.
- 2) Assessment: Assessment competencies involve the process of formulating, describing, and conceptualizing relevant aspects of clients' dynamics and of their families. The assessment process uses a multi-method and multi-theory approach that takes into account the socio-cultural context and that focuses not only on limitations and dysfunction, but also on strengths and areas of effectiveness.
- 3) Intervention: Intervention competencies involve activities that promote, restore, sustain, and enhance positive functioning and a sense of well being in clients and their families through preventive and remedial services.
- 4) Records Management: Records management competency involves the development and maintenance of clinical and administrative records in an accurate and timely fashion. This competency also includes proficiency in the English language, both verbal and written communication skills, as evidenced in all the documents produced during the internship period.

- 5) Consultation: Consultation competencies involve planned collaborative interaction with multi-disciplinary professionals, agencies, and colleagues in relation to an identified problem area or therapeutic intervention.
- 6) Professional Development as a Psychologist: Professional development competencies involve adherence to the professional conduct, ethics, standards, and regulations that govern the practice of psychology.

INTERNSHIP TRAINING OBJECTIVES

The six major training goals are achieved via training objectives. Interns are expected to achieve the following objectives:

1) Relationship

- A. Demonstrated ongoing and consistent integrity and honesty in their communications and behaviors with clients, colleagues, and staff. This should include a consistent pattern of following through on agreements and commitments made to colleagues and staff in a timely fashion.
- B. Demonstrated effort to establish and maintain rapport with clients while maintaining appropriate boundaries. This will be evidenced by the intern's ability to empathize with clients and to demonstrate unconditional positive regard without loss of perspective and objectivity in all areas.
- C. Demonstrated willingness and motivation to discuss and address in supervision any problems related to client-therapist relationships or issues related to programmatic occurrences.
- D. Demonstrated consistent effort to work cooperatively and communicatively with other professionals and willingness to address in supervision any difficulties regarding cooperation with other staff.

- E. Demonstrated appropriate dependent-independent balance in the relationship to supervisor. Moves incrementally towards self-reliance as year progresses.
- F. Demonstrated ability to work within a multi-disciplinary context and adaptability to different supervisory styles.
- G. Demonstrated ability to work effectively with clients, other professionals, and supervisors of diverse ethnic backgrounds. This includes a desire to learn about individuals from diverse cultural and socio-economic backgrounds through reading materials, discussing related issues in supervision, and attending training on cultural and ethnic diversity.
- H. Demonstrated acceptance of clients without critical or evaluative attitude and demonstrates respect for their defenses.

2) Assessment

- I. Plans, schedules, and completes interviews and testing in an appropriate time frame to complete six evaluations over the internship year.
- J. Demonstrated knowledge and competence in administering, scoring, and interpreting psychological tests consistent with level of training.
- K. Demonstrated effort to ameliorate deficient knowledge in psychological testing knowledge and/or skills through further study and practice as necessary.
- L. Demonstrated competence in gathering relevant and necessary clinical data in the course of psychological testing and/or treatment. This will be evidenced by appropriate formulation of diagnostic questions in the clinical interview and other data gathering techniques.
- M. Demonstrated competence in using accurate theoretical knowledge and psychology research knowledge base to make inferences regarding diagnosis and treatment. Competence will be demonstrated by the application of this knowledge in the case conceptualizations and diagnostic formulations presented by interns in supervision and written reports. Evidence of competence in these areas will also

be observed through the interns' case discussions in supervision, in-service training, and case presentations.

- N. Demonstrated knowledge and competence in report writing. Evaluative reports written in a well-organized manner with language appropriate for the intended reader and with well-integrated assumptions based on test data. Report writing skills will be monitored in psychological testing supervision and interns' knowledge and competence will be compared to expected levels of skill given their level of training.
- O. Demonstrated competence in providing verbal feedback to clients and professionals. Feedback skills will be assessed by observing interns' interactions with colleagues in the work milieu and in feedback conferences conducted with guardians/parents and representatives of community agencies.

3) Intervention

- P. Demonstrated knowledge and competence in selecting appropriate psychotherapeutic interventions with a caseload of 25-30 clients and their families. Also, demonstrated ability to choose appropriate empirically validated psychotherapeutic interventions. Knowledge and skills in these areas will be measured by observing the quality and appropriateness of interns' treatment plans, treatment plan reviews, and behavioral goals for clients.
- Q. Demonstrated knowledge and competence in implementing psychotherapeutic interventions. Also, demonstrated ability to implement appropriate and relevant empirically validated psychotherapeutic interventions. These competencies will be assessed in individual and group supervision using case material and via live supervision.
- R. Demonstrated ability and competence in formulating discharge plans. This competency will be measured by the accuracy of the recommendations as it relates to the client's individual goals and objectives.

S. Demonstrated knowledge and competence in case management services and coordinating community resources to serve the needs of the clients and their families. Intern's quality of case management skills will be evidenced by their efforts and success at fulfilling the needs of their clients beyond the boundaries of the therapy session. This will be assessed in individual and group supervision and during case presentations made by the interns.

4) Records Management

T. Adheres to Departmental requirements regarding case records, clinical and administrative documentation. This includes proficiency in the English language, displaying competence in the written documentation and oral expression. The individual supervisors will monitor the accuracy and timeliness of all documentation via records review.

U. Demonstrated effort in attending workshops and training related to record keeping policies and procedures for mental health providers.

V. Demonstrated competence in reporting critical incidents and generating progress reports when required by other agencies. Individual supervisors will monitor the accuracy and timeliness of all documentation via records review.

W. Consistently maintains accurate documentation of supervision.

5) Consultation

X. Demonstrated incremental knowledge of Departmental functioning/mission in relationship to how it results in client advocacy.

Y. Demonstrated knowledge of available community resources and demonstrates efforts towards linking clients with the different agencies.

Z. Demonstrated competence in providing psychological consultation to colleagues, including "supervision" of practicum students, consultation with members of other disciplines and with consumers of services as evidenced by feedback from colleagues and observations of the intern's consultation skills in the workplace.

AA. Demonstrated competence in providing training to other professionals via three in-service training seminars on subjects relevant to the nature of the work of the professional audience. The intern will identify and verbalize central issues, using the latest research findings, with ease and clarity and in a language appropriate for the intended audience.

6) Professional Development as a Psychologist

- AB. Demonstrated knowledge of and adherence to APA (2002) Ethical Principles of Psychologists and Code of Conduct (competence, integrity, responsibility, respect for rights and dignity, and concern for other's welfare). Success in this domain will be measured on an ongoing basis in supervision, seminars, and work milieu. Ethical and code of conduct issues are treated as primary supervision issues and regular discussions of these issues will provide ample opportunity to assess interns' knowledge of and adherence to these codes.
- AC. Demonstrated professional responsibility in areas of confidentiality, knowledge of relevant state and federal statutes, and duty to protect. Professional responsibility is a central area of focus in internship training and these issues are regularly addressed and assessed in individual and group supervision and in seminars.
- AD. Demonstrated ongoing effort to increase level of knowledge relevant to professional practice in psychology evidenced by curiosity and interest shown in supervision and in didactic meetings. This domain includes receptivity to diverse experiences and challenges, assuming responsibilities and taking advantage of learning opportunities that go beyond the minimum required.
- AE. Actively participating in group supervision.
- AF. Adheres to County Personnel and Administrative procedures (i.e., use of leave, adherence to work schedule, safety practices).

METHODS TO ACHIEVE OBJECTIVES

Interns complete a minimum of six comprehensive psychological evaluations. These assessments must be based upon data collected from various sources, i.e., psycho-diagnostic interview, records review, behavioral observation, consultation with staff and parents, and test findings. Interns produce written reports with diagnostic impressions where relevant and recommendations. Additionally, they review test results with parents/guardians, program staff, and other professionals. Interns demonstrate competencies in test selection for assessment of cognitive, emotional, academic, and adaptive factors of childhood. Supervisors provide supervision on test selection, administration, scoring, interpretation, integration, and report writing. Additionally, evaluations may also be reviewed by a psychologist from the Miami-Dade County Public Schools for technical compliance with their procedures. Interns receive didactic instruction about assessment and diagnosis in various five of the Training Seminars (see APPENDIX 5). Interns provide direct intervention services that may include individual, group, family, adult, and couples therapy.

The range of intervention services is designed to provide the interns with extensive breadth and depth of experiences. Interns are required to be familiar with relevant literature, techniques of rapport building, and strategies of behavioral and cognitive behavioral interventions. Interns are evaluated on their ability to demonstrate an organized conceptual understanding of the patient's problems and ability to apply such in treatment. Additionally, the interns must discriminate among various intervention strategies to facilitate treatment, identify therapeutic problems and work toward their resolution, maintain appropriate therapeutic boundaries, and utilize a variety of intervention techniques. Interns are also expected to be aware of their influence on the treatment process, and to keep adequate and relevant progress notes. Empirically validated treatment approaches are reviewed in individual and group supervision. Additionally, other treatment approaches and issues (e.g., treatment planning) are the main subject of focus in many of the Training Seminars (see APPENDIX 5). Our interns gain extensive experience in methods of conducting consultation. Indeed, because of the multi-disciplinary staffing of the various programs, interns may engage in daily consultative experiences with social workers, speech pathologists, teachers, occupational therapists, art teachers, paraprofessionals and practicum students in psychology. They also consult regularly with representatives from community agencies and other professionals involved in their client's

cases to provide direction and to obtain useful diagnostic information. The diversity of the clients and staff provides the interns with the opportunity to develop culturally sensitive awareness when dealing with consultative issues. Methods of consultation, the role of the consultant, and approaches to engaging resistive individuals are discussed at length during the intern's individual and group supervision.

Interns have various opportunities for exposure to program evaluation in our internship program. In each of the bi-monthly training seminars, interns are asked to evaluate the usefulness of the seminar via the Clinical Psychology Intern Training Evaluation form (see APPENDIX 10). These training seminar evaluations have helped to shape the didactic experience for the internship program. Interns also evaluate the internship program as a whole twice annually with the Psychology Internship Evaluation Form (see APPENDIX 17), which has been instrumental to the Training Committee in making improvements for the internship program. Additionally, all of the interns participate in the interviews of prospective interns for the upcoming year and provide the applicants with their appraisal of the internship program in meeting their training needs. Our interns all have the opportunity to learn about the process and methods of supervision. In their future role as professional psychologists, our interns may supervise graduate psychology students, and in order to assist their development as supervisors, discussion is held in individual and group supervision about supervisory relationships and the nature of effective supervision. The Department typically has in placement, under the supervision of the licensed psychologist, graduate psychology students from an APA-accredited doctoral clinical psychology program. The intern is given a consultative, quasi-supervisory role with the practicum student and may also be involved in group co-therapy with the practicum student. Parenthetically, within our Mentor-Practitioner model of training, the practicum students look to the interns as mentors, and will often seek out input from the interns as role models for their own development. Interns are provided with the opportunity to explore this relationship in individual and group supervision. Interns are expected to become familiar with the empirical and scientific bases of assessment and treatment approaches. During supervision, interns are given assignments to read relevant research and applied clinical practice articles relevant to assessment and treatment interventions. All interns are provided with a laptop and a PC as well as high speed internet access for resources. Interns are also assigned a Miami-Dade County e-mail address. Interns have access to the supervisor's resource materials. When learning a new

assessment or therapy skill or technique, interns are encouraged to collect research information to facilitate their interventions. In addition, the content of seminars and workshops typically consider empirical bases for the information being presented. Interns gain extensive experience in working with a broad range of clients from different racial, cultural, and ethnic minorities. Case assignments are made across a spectrum of client's individual differences in order to ensure diversity.

Three of the training seminars (see APPENDIX 5) specifically address the importance of cultural background and individual diversity in our work as psychologists, and diversity issues are regularly discussed in supervision as they relate to the intern's work. The staff of the various placement sites also represent a wide array of minority populations, providing interns with an opportunity for additional exposure in their consultative experiences. Additionally, the interns are invited to present at a pre-service training conference at the start of the school year in an effort to establish a foundation for collaboration throughout the year. Efforts are made by the internship program to create an internship class of diversity, further enhancing the interns' appreciation for individual differences.

PSYCHOLOGY INTERNSHIP TRAINING PROGRAM
VALUES AND PRINCIPLES

- Professional and personal conduct of the psychology staff and interns are expected to reflect the APA Code of Ethics and the Office's Code of Behavior.
- Training of psychology interns for professional practice must be in a service providing setting.
- Responsibilities assigned to the intern should be graduated, non-exploitative, and varied across a wide range of psychological functions.
- The training experience should be of adequate length to assure competence in evaluation, intervention, and consultation.
- Clients with whom an intern works should represent a variety of ages, cultures, ethnicity, and functioning levels.
- Guiding policies and procedures of the training program should be public.
- Intern performance expectations should be clear and verifiable.
- The practice of psychology in the training site and the bases of training must rest upon the science of psychology.
- Training methodology should emphasize direct service contact across the areas of competency focus.
- The training environment must encourage learning and inquiry through professionalism and mutual respect.
- Training is enriched through multi-disciplinary interaction and co-participation.
- The training should have adequate oversight and self-correcting mechanisms including planning, implementation, and evaluation by multiple levels (supervisors, interns, external input).
- Training supervisors should be adequately credentialed for psychology practice and directly responsible for the cases supervised.
- Interns should have adequate opportunities to socialize and have peer interactions.
- Interns should be adequately prepared and be personally "ready" to assume the responsibilities associated with internship training.
- Resources should be adequate to support training.
- Diversity should be sought in staff and interns.
- Training supervisors should be readily available and accessible.
- Progress through training should be documented with sequential feedback.
- Interns should have ready access to avenues of redress over any concerns or grievances.
- Serious impairments in upholding these values and principles should result in examination and repair, or cessation of training endeavors.

MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES

CLINICAL PSYCHOLOGY INTERN SELF-ASSESSMENT

Intern's Name: _____ Supervisor's Name: _____

Internship Begins: _____ Ends: _____

This information is to be shared with the assigned supervisor to familiarize her/him with the intern's self-assessment of clinical strengths, deficiencies and goals to be worked on during this year of training.

1. I believe my major clinical strengths are:

- a.
- b.
- c.
- d.
- e.

2. I believe my major clinical deficiencies are:

- a.
- b.
- c.
- d.
- e.

3. During the course of my internship, I would like to be able to achieve advanced skill levels in:

- a.
- b.
- c.
- d.
- e.

4. I have less interest in the following areas:

- a.
- b.
- c.
- d.
- e.

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES**

INTERSHIP PRIORITIES PLAN

MY PRIORITIES DURING MY INTERNSHIP YEAR ARE:

**SCALE
LOW HIGH**

ASSESSMENT

- | | |
|------------------------------------------------------------|-----------|
| 1. CLASSROOM OBSERVATION | 1 2 3 4 5 |
| 2. INDIVIDUAL CHILD OBSERVATION AND RECOMMENDATIONS | 1 2 3 4 5 |
| 3. PSYCHOLOGICAL TESTING WRITEUPS | 1 2 3 4 5 |
| 4. IMPROVE TECHNICAL UNDERSTANDING OF THE FOLLOWING TESTS: | |
| a. INTELLECTUAL/DEVELOPMENTAL | 1 2 3 4 5 |
| b. PROJECTIVES | 1 2 3 4 5 |
| c. NEUROPSYCHOLOGICAL SCREENING | 1 2 3 4 5 |
| d. OBJECTIVE PERSONALITY | 1 2 3 4 5 |
| e. ADAPTIVE BEHAVIOR | 1 2 3 4 5 |

INTERVENTION

- | | |
|---------------------------------|-----------|
| 1. CRISIS INTERVENTION | 1 2 3 4 5 |
| 2. INDIVIDUAL CHILD THERAPY | 1 2 3 4 5 |
| 3. PLAY THERAPY | 1 2 3 4 5 |
| 4. GROUP THERAPY | 1 2 3 4 5 |
| 5. COUPLES-ADULT-FAMILY THERAPY | 1 2 3 4 5 |
| 6. BEHAVIORAL PROGRAMMING | 1 2 3 4 5 |

CONSULTATION PROVIDED TO:

- | | |
|----------------------------|-----------|
| 1. TEACHERS | 1 2 3 4 5 |
| 2. COMMUNITY AGENCIES | 1 2 3 4 5 |
| 3. AGENCY ADMINISTRATORS | 1 2 3 4 5 |
| 4. SOCIAL WORKER | 1 2 3 4 5 |
| 5. OCCUPATIONAL THERAPISTS | 1 2 3 4 5 |
| 6. SPEECH THERAPISTS | 1 2 3 4 5 |

Intern's Signature

Date

Supervisor's Signature

Date

**Department of Human Services
Clinical Psychology Internship Training Seminars
FY 2008-2009**

APPENDIX 5

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>	<u>Site</u>
09-03-08	Elderly, Disability, and Veterans Services	Mr. Michael Moxam	1335 NW 14 th Street Miami
09-04-08	Refugee Services Valuing Cultural Diversity	Mr. Guillermo Oliver Miami Dade County presenter	8000 NW 7th Street Miami Stephen P. Clark Center
09-05-08	Child Development Services	Daisy Hensley, MSW	690 NW 116th Street Miami
09-08-08	Helen Sawyer ALF (Elderly, Disability and Veterans Services)	Edeline Clairmont, R.N.	1150 NW 11 th St.
09-09-08	Violence Intervention and Prevention	Yvonne Mesa, MSW	175 NW 1st Ave. Mezanine Floor
09-10-08	Office of Rehabilitative Services	Argelio Cabrera, Psy.D.	3140 NW 76 th St.
09-11-08	Violence Intervention and Prevention	Ernestine Davis, MSW	7831 NE Miami Court (Safespace North) 13030 NE 6 th Ave. (In- Transition North)
9-15 to 9-17	Domestic Violence Certification	Florida Coalition Against Domestic Violence	MLK
09-19-08	LAP-D	Iliana Acosta, MSW	Kendall (9:30 a.m. to 1:30 p.m.)
09-22-08	Cultural Competency in Working with Racial and Ethnic Minorities; Social and Legal Variables	"The Trials of Darryl Hunt" documentary	Fischler School of Education and Human Services (1750 NE 167 th St., Technology Building, 4 th floor)
09-25-08	Psychopharmacology	Carolina Montoya, Psy.D., M.S.	111 NW 1 st St.-24 th floor (conference room) *2-4:30pm
09-29-08	The Wechsler Scales and GAI	Barbara Garcia Lavin, Ph.D.	Fischler School of Education and Human Services
10-01-08	Psycho-Cultural Aspects of Non-Traditional Religious Practices	Rafael Martinez, Ed.D.	MLK (Conference Room 4330, 2-4pm.)
10-09-08	Battelle Developmental Inventory- 2 nd Edition	James D. Wellman, M.A.	Kendall
10-13-08 (Columbus Day)	Essentials of the Autism Diagnostic Interview- Revised	Barbara Garcia-Lavin, Ph.D.; Terri Mortensen, Psy.D., and Maribel Del Rio, Psy.D.	Fischler School of Education and Human Services
10-20-08	Essentials of the Autism Diagnostic Observation Schedule (ADOS)	Barbara Garcia-Lavin, Ph.D., Terri Mortensen, Psy.D., and Maribel Del Rio, Psy.D.	Fischler School of Education and Human Services
10-22-08	EBPP: Anxiety Disorders (Part 1) (9am-12pm)	Tim Razza, Psy.D.	Institute for Child and Family Health

Department of Human Services
Clinical Psychology Internship Training Seminars
FY 2008-2009

APPENDIX 5

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>	<u>Site</u>
10-30-08	Play Therapy	Jennifer Broderick, M.S., Allison Weinstein, M.S.	Kendall
11-13-08 & 11-14-08	Current Topics in School Mental Health	Interdisciplinary symposia organized by the Dade Association of School Psychologists	Fischler School of Education and Human Services, Nova Southeastern University
11-24-08	Personality Assessment with Children and Adults	Maria Karilshadt, Psy.D.	Fischler School of Education and Human Services
12-3-08	EBPP: Anxiety Disorders (Part 2) (9am-12pm)	Tim Razza, Psy.D.	Institute for Child and Family Health
12-04-08	Gender and Orientation Concerns among Youth and Families	Joseph Zolobczuk, B.S., Rachel Sottile, M.S., Lucian Jude, M.A.	YES Institute – 5725 Sunset Drive. (Map): http://www.yesinstitute.org/maps/index.php
12-10-08	Marchman Act	Dr. Caballero	Institute for Child and Family Health
12-11-08	Group Therapy Series (1)	Mitchell R. Gordon, Ph.D., ABPP	Kendall
12-16-08	Group Therapy Series (2)	Mitchell R. Gordon, Ph.D., ABPP	Kendall
12-18-08	Group Therapy Series (3)	Mitchell R. Gordon, Ph.D., ABPP	Kendall
1-12-09	Developmental Neuropsychology	Barbara Garcia-Lavin, Ph.D.	Fischler School of Education and Human Services
01-15-09	Child Abuse	Maria C. Rodriguez	Refugee Services
1-29-09	Substance Abuse and Mental Health	Heriberto Ortiz, Psy.D.	Kendall
1-30-09	Children Exposed to Domestic Violence	Althea Birch, MSW	CVAC
2-2-09	Assessment Training: CASL, PPVT, & EVT	TBA	Fischler School of Education and Human Services
02-09-09	Multicultural Competence: Enhancing your Psychotherapeutic Repertoire- Part I	Barbara Garcia-Lavin, Ph.D., Terri Mortensen, Psy.D., Timothy Scala, Psy.D., Angela Yehl, M.S.	Fischler School of Education and Human Services
02-19-09	Didactic- Head Start Service Delivery Model	Abilio Rodriguez, PH.D. Yvette Williams, LSW	CAA Transit Building
02-23-09	Multicultural Competence: Enhancing your Psychotherapeutic Repertoire- Part 2	Barbara Garcia-Lavin, Ph.D., Terri Mortensen, Psy.D., Timothy Scala, Psy.D., Angela Yehl, M.S.	Fischler School of Education and Human Services
02-26-09	Leiter	Jose Ramirez	Kendall
03-04-09	Prevention of Depression in Adolescents	Grettel Martinez	Institute for Child & Family Health
03-11-09	Batterer Intervention Training	David Adams	Miami Airport Hilton
03-16-09	Helping Youth with Aggression & Conduct Problems: Multi Systemic Model	Barbara Garcia-Lavin, Ph.D.	Fischler School of Education and Human Services
03-23-09	Fundamentals of Crisis Intervention	Tim Scala, Psy.D.	Fischler School of Education and Human Services

**Department of Human Services
Clinical Psychology Internship Training Seminars
FY 2008-2009**

APPENDIX 5

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>	<u>Site</u>
03-30-09	Peer Supervision	Interns	Kendall
04-06-09	Interns Presentations Head Start Conference	Christina Rush/Dorothy Uhrlass C. Rush/Charmeka Whithead Jose Ramirez/Noel Maiti	Radisson Mart Sheraton
04-09-09	Voodoo: Role of Culture	Rafael Martinez, Ed.D.	MLK
04-22-09	Grief & Loss in Children	Terri Galindo	Institute for Child & Family Health
04-30-09	Anxiety: Intervention & Treatment	Dorothy Uhrlass Christina Rush	MLK
05-06-09	DCPS- Staffing Process	Patricia Ramirez.	Neva King Cooper
05-11-09	Cultural Considerations in Psychological Evaluations	Barbara Garcia-Lavin, Ph.D., Terri Mortensen, Psy.D.	Fischler School of Education and Human Services
05-18-09	Infant Mental Health- Intervention	Maribel Del Rio, Psy.D.	Fischler School of Education and Human Services
05-29-09	Cultural Competency: Understanding Bullying & Gang Issues	Attorney's Office	United Way Building
06-04-09	Multicultural Competency	Christina Rush	MLK
06-11-09	Intervention with Batterers	Joan Farr, LMFT	MLK
06-25-09	Ethics	Noel Maiti Jose Ramirez	MLK
07-16-09	AIDS Training	Virginia Munoz	Florida Department of Health

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES****CLINICAL PSYCHOLOGY INTERNSHIP
WORKSHOP SCHEDULE****FY 2008-2009**

<u>TOPIC</u>	<u>SPONSOR</u>	<u>DATES (TBA)</u>
Current Topics in School Mental Health	Nova Southeastern University	November 13, 14, 2008
CAA Head Start / Early Head Start, Sixth Annual Conference	Community Action Agency	Three Days April 2009
Linking Forces	Children's Trust and Institute for Child and Family Health	Two Days May 2009
CAA Head Start / Early Head Start Pre-Service Training Conference	Community Action Agency	Three Days August 2009

**MIAMI-DADE COUNTY
CLINICAL PSYCHOLOGY INTERNSHIP
GROUP SUPERVISION SCHEDULE
FY 2008-2009**

MONDAYS 3:00-5:00 PM

DATE	SUPERVISOR	SITE
Sept. 8, 2008	Ana Maria Faraci, Ph.D.	Kendall/Admin. Bldg. 11025 SW 84 th St.
Sept. 15	Ana Maria Faraci, Ph.D.	"
Sept. 22	Ana Maria Faraci, Ph.D.	"
Sept. 29	Ana Maria Faraci, Ph.D.	"
Oct. 6	Ana Maria Faraci, Ph.D.	"
Oct. 20	Ana Maria Faraci, Ph.D.	"
Oct. 27	Ana Maria Faraci, Ph.D.	"
Nov. 3	Ana Maria Faraci, Ph.D.	"
Nov. 10	Ana Maria Faraci, Ph.D.	"
Nov. 17	Ana Maria Faraci, Ph.D.	"
Nov. 24	Ana Maria Faraci, Ph.D.	"
Dec. 1	Ana Maria Faraci, Ph.D.	"
Dec. 8	Ana Maria Faraci, Ph.D.	"
Dec. 15	Ana Maria Faraci, Ph.D.	"
Dec. 22	Ana Maria Faraci, Ph.D.	"
Dec. 29	Ana M. Faraci, Ph.D. & Tiffany Amrich, Psy.D. (Quarterly Meeting)	Kendall
Jan. 5, 2009	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	Kendall
Jan. 12	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Jan. 26	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Feb. 2	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Feb. 9	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Feb. 23	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Mar. 2	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Mar. 9	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Mar. 16	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Mar. 23	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Mar. 30	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
April 6	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
April 13	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
April 20	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
April 27	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
May 14	Ana M. Faraci, Ph.D. & Tiffany Amrich, Psy.D. (Quarterly Meeting)	"
May 11	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
May 18	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
June 1	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
June 8	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
June 15	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
June 22	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
June 29	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
July 6	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
July 13	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
July 20	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
July 27	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Aug. 3	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Aug. 10	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Aug. 17	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Aug. 24	Ana Maria Faraci, Ph.D. & Argelio Cabrera, Psy.D.	"
Aug. 31	Ana M. Faraci, Ph.D. & Tiffany Amrich, Psy.D. (Quarterly Meeting)	"

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES**

**PEER CONSULTATION
FY 2008-2009**

THURSDAYS, 3:00 – 5:00 P.M.

September 18, 2008

October 23, 2008

November 20, 2008

December 18, 2008

January 22, 2009

February 19, 2009

March 19, 2009

April 23, 2009

May 21, 2009

June 18, 2009

July 23, 2009

August 20, 2009

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES**

CLINICAL PSYCHOLOGY INTERN TRAINING EVALUATION

Title of Program: _____

Date: _____ Presenter: _____

Your Name (optional): _____

Please use the following scale to rate this presentation:

5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor

_____ 1. Please rate the speaker's knowledge and expertise in the subject matter presented.
Comments:

_____ 2. How well was the material tailored to your level?
Comments:

_____ 3. Please rate the speaker's manner of presentation and ability to explain in a clear and understandable fashion.
Comments:

_____ 4. How well did the speaker respond to questions from the audience?
Comments:

_____ 5. Did the speaker's style of presentation hold your interest?
Comments:

_____ 6. Please rate the overall quality of the workshop.
Comments:

Please return this survey to Dr. Ana Maria Faraci

MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES

CLINICAL PSYCHOLOGY TRAINING COMMITTEE

2008-2009

Ana M. Faraci, Ph.D.....Director of Psychology Training/Division/Supervisor/Trainer
B.A. 1976, University of Puerto Rico; M.A. 1978 University of Puerto Rico; Ph.D. (Clinical) 1982 Caribbean Center for Advanced Studies, Puerto Rico. Florida Licensed Psychologist and Marriage and Family Therapist, and Florida Certified Supervisor. Site Visitor for accreditation for Council on Accreditation (COA) for Children and Families. Interests: (Professional) Child Development and Psychopathology; (Personal) Sports, Exercising, and Music.

Tiffany Amrich, Psy.D..... Assistant Director of Psychology Training, Supervisor/Trainer
B.S. 1988, Stetson University; M.S. 1991, Nova Southeastern University; Psy.D. (Clinical) 1997, Nova Southeastern University. Florida licensed. Interests: (Professional) Child and Adolescent (emotional and behavioral disorders); Domestic Violence; (Personal) Sports, Photography, Boating; Home Decorating; Spending time with family; Reading.

Argelio Cabrera, Psy. Supervisor/Trainer
B.A. 1961, Biscayne College; M.S. 07/20/84, Miami Institute of Psychology Psy. D. Clinical 04/24/89, Miami Institute of Psychology. Mental Health Counselor License 11/27/89, Florida Department of Regulations Interest: (Professional) Mental Problems – Adults and Geriatric Population – Substance related Disorders. (Personal) Music and Family.

MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES

2008-2009 INTERNSHIP CLASS AND UNIVERSITY

Noel Maiti – Ph.D. Candidate, Clinical Psychology, 2009, Pacific Graduate School of Psychology (Palo Alto, CA); M.S. in Educational Psychology, 2003, University of London, Institute of Education (London, England); B.A. in Psychology and English, 2000, Syracuse University (Syracuse, NY).

Jose Ramirez – Ph.D. Candidate, Clinical Psychology, 2009, Loma Linda University (Loma Linda, CA); M.A. in Experimental Psychology, 2007, Loma Linda University; B.S. in Psychology, 1997, Pacific Union College (Angwin, CA).

Christina Rush – Ph.D. Candidate, Clinical Psychology, 2009, Duke University (Durham, NC); M.A. in Clinical Psychology, 2006, Duke University; B.A. in Psychology, 2003, Duke University.

Dorothy Uhrlass– Ph.D. Candidate, Clinical Psychology, 2009, Binghamton University (SUNY) (Binghamton, N.Y.); M.A. in Clinical Psychology, 2006, Binghamton University; B.A. in American Studies, 2004, Fordham University (New York, NY).

Charmeka Whitehead. – Ph.D. Candidate, Counseling Psychology, 2009, Western Michigan University (Kalamazoo, MI); M.A. in Community Psychology and Social Change, 2004, Pennsylvania State University, (Harrisburg, PA); B.A. in Psychology and Communications, 2002, University of Michigan-Dearborn (Dearborn, MI).

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES**

2007-2008 INTERNSHIP CLASS AND UNIVERSITY

Jennifer Broderick – Psy.D. Candidate, Clinical Psychology, 2008, Nova Southeastern University (Ft. Lauderdale, FL); M.S. in Clinical Psychology 2005, Nova Southeastern University; B. A. in Psychology, 2002, McDaniel College(Westminster, MD).

Allison Weinstein – Ph.D. Candidate, Clinical Psychology, 2009, Binghamton University (SUNY) (Binghamton, N.Y.); M.A. in Clinical Psychology, 2002, Binghamton University; M.U.P. in Urban Planning, 1993, Hunter College, New York, NY; B.A. in Sociology, 1987, State University of New York, College at Cortland (Cortland, NY).

James D. Wellman – Psy.D. Candidate, Clinical Psychology, 2008, Illinois School of Professional Psychology at Argosy University (Chicago, IL); M.A. in Clinical Psychology, 2005, Illinois School of Professional Psychology at Argosy University; B.A. in Psychology and Sociology, 2000, University of Kentucky (Lexington, KY).

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES**

DUE PROCESS PROCEDURES

It is the objective of the Department of Human Services that the psychology pre-doctoral internship training program in psychology will be of the highest professional quality and will assist in preparing the intern to competently discharge the responsibilities of a professional psychologist. The training context in which services occur are programs within a large county, governmental, children and family services agency.

Training occurs in three general areas of professional functioning: psychological testing/evaluation (intelligence, personality, psycho-educational), psychotherapy (individual, group, family, couple, crisis intervention), and case consultation. Interns are expected to adhere to the American Psychological Association's Code of Ethics in their conduct, to be adequately prepared through didactic and practica experiences, to assume the supervised responsibilities of an intern in psychology, and to demonstrate personal maturity characterized by an ability to productively participate in supervision and interact with colleagues of various disciplines in the best interest of the client population being served.

It is the policy of the Department of Human Services that interns are assured due process regarding concerns which might arise over their performance and functioning. As an employee of Miami-Dade County, all existing personnel policies and procedures are extended to interns, including the County's Grievance Procedure:
<http://intra.miamidadade.gov/aopdfdoc/aopdf/pdffiles/AO7-18.pdf>

Evaluation of and supervisory feedback regarding an intern's performance is an ongoing process throughout the internship. If at any time there are deficiencies, it is the responsibility of the site supervisor to put in writing the discussions held in any supervisory conference related to these problem areas. If, as a result of these deficiencies, there is a necessity to develop a corrective plan, the document must be signed by both the supervisor and the intern with a copy forwarded to the Internship Training Coordinator. The corrective plan may include independent readings, increased supervision, increased practice opportunities, etc. In the case of the supervisor and intern not being able to come to an agreement on the corrective plan, the Internship Training Coordinator would be brought in to mediate the situation. If the Internship Training Coordinator were unable to resolve the conflicts, consultation would be requested with the Director of Clinical Training of the parent university to assist in the resolution.

Potential organizational/system problems are prevented through clear descriptions of responsibilities, quantitative expectations, and lines of authority. Miami-Dade County policies and procedures govern all employees, and the official rules and behaviors which may be causes for reprimand, suspension, or termination are specified in the County procedures document, available online. The Internship Training Coordinator investigates any such specified behaviors and the Director of Clinical Training of the parent university is advised and consulted prior to the recommendation of any corrective or disciplinary action.

The Internship Training Coordinator would present the results of the investigation and make a recommendation to other Department of Human Services Administrators who would be brought in to the process as appropriate. The intern would be invited to meet with the Training Coordinator, including a representative of her/his choosing if desired. A recommendation is made to the Department Director, with whom the intern could also meet, and a decision would be made. The Director of Clinical Training of the parent university would be kept advised of the progress of the process, which would be completed as expeditiously as possible. Interns could appeal any disciplinary action to the Director of Employee Relations.

If an intern had difficulties with a supervisor or other grievances about her/his training, the intern would be encouraged to work with her/his primary supervisor to resolve the issue. If a resolution were not achieved or if the intern had an issue which s/he felt could not comfortably be addressed with the supervisor, the intern would advise the Training Coordinator, who would attempt to facilitate the resolution. If this process is unsuccessful, the Internship Training Coordinator and the Director of Clinical Training of the parent university would consult to determine further action. Within the context of our training model the Training Coordinator is also a supervisor.

Possible issues for interns might include unavailability of the supervisor, unreasonable workload demands, ethical dilemmas, personality conflicts, poor technical supervision, or evaluations perceived as unfair.

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES**

DUE PROCESS RIGHTS AND RESPONSIBILITIES

<u>PROGRAM'S RIGHTS</u>	<u>PROGRAM'S RESPONSIBILITIES</u>
To expect the intern to abide by the APA Code of Ethics	To assure due process and clearly articulated due process procedures
To expect the intern to demonstrate personal maturity	To provide on-going feedback regarding performance
To expect intern participation in the development of a Corrective Action Plan if one were needed	To provide early identification of deficiencies
To expect compliance with a Corrective Action Plan if one were implemented	To work with the intern to develop a Corrective Action Plan if one were needed
To consult with the Clinical Training Director of the parent university	To advise the intern regarding consultation with the Clinical Training Director of the parent university
To conduct an investigation of any reports of rules violation	To assure availability of the supervisors and Psychology Training Coordinator
To implement corrective or disciplinary action if warranted	To provide clear descriptions of responsibilities, quantitative expectations, and lines of authority
<u>INTERN'S RIGHTS</u>	To identify program, Department and County rules and regulations
To expect due process	To conduct an impartial investigation of any reports of rules violation
To expect on-going feedback regarding performance	To provide levels of review regarding deliberations on disciplinary action
To expect early identification of deficiencies	To expeditiously attend to intern grievances regarding training or supervision
To expect cooperative efforts to develop a Corrective Action Plan if one were needed	<u>INTERN'S RESPONSIBILITIES</u>
To consult with the Clinical Training Director of the parent university	To abide by the APA Code of Ethics
To expect availability of supervisors and the Psychology Training Coordinator	To demonstrate personal maturity
To expect clear description of responsibilities, quantitative expectations of performance, and lines of authority	To become conversant with governing rules, policies and procedures
To expect clear identification of possible reasons for disciplinary action	To become conversant with due process procedure
To bring a representative of his/her choosing to a meeting with Departmental Administration	To participate in the development of a Corrective Action Plan if one were needed
To expect an impartial investigation of any reports of rules violation	To abide by lawful program, Office, Department, and County rules and regulations
To have the option to participate at any deliberative forum regarding possible disciplinary action	To follow grievance procedures, if initiated
To expect clear policy regarding grievance procedures	
To initiate grievances about training or supervision	
To bring a representative of her/his choosing to a grievance meeting	
To expect expeditious efforts at resolution of grievances	

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES**

CLINICAL PSYCHOLOGY INTERN EVALUATION FORM

Name of Intern: _____ Date _____

Training Period: From _____ To _____

Name of Supervisor/Rater: _____

Use the five-point scale below to rate the trainee's level of performance at this point of internship.

Provide the rationale in the section for comments.

5=Outstanding 4=Exceeds Requirements 3=Satisfactory 2=Improvement Desired 1=Unsatisfactory

Relationship Competencies

A. Demonstrates ongoing and consistent integrity and honesty in his/her communications and behaviors with clients, colleagues, and staff. Follows through on agreements and commitments made with colleagues and staff in a timely fashion.

5 4 3 2 1 N/A

B. Establishes and maintains rapport with clients and staff while maintaining appropriate boundaries. Demonstrates empathy and unconditional positive regard without loss of perspective and objectivity in all areas.

5 4 3 2 1 N/A

C. Demonstrates willingness and motivation to discuss and address in supervision any problems related to client-therapist relationships or issues related to programmatic occurrences.

5 4 3 2 1 N/A

INTERN NAME:

D. Demonstrates consistent effort to work politely, cooperatively, and communicatively with other professionals and is willing to address in supervision any difficulties regarding cooperation with other staff.

5 4 3 2 1 N/A

E. Demonstrates appropriate dependent-independent balance in his/her relationship to supervisor. Moves incrementally towards self-reliance as year progresses.

5 4 3 2 1 N/A

F. Demonstrates ability to work cooperatively within a multi-disciplinary context and adaptability to different supervisory styles.

5 4 3 2 1 N/A

G. Demonstrates ability to work effectively with clients, other professionals, and supervisors of diverse ethnic backgrounds. Demonstrates interest to learn about individuals from diverse cultural and socio-economic backgrounds through reading materials, discussing related issues in supervision, and attending training on cultural and ethnic diversity.

5 4 3 2 1 N/A

H. Accepts clients without critical or evaluative attitude and demonstrates respect for their defenses.

5 4 3 2 1 N/A

COMMENTS:

Assessment Competencies

A. Plans, schedules, and completes interviews and testing in an appropriate timeframe to complete ten evaluations over the internship year.

5 4 3 2 1 N/A

INTERN NAME:

B. Demonstrates knowledge and competence in administering, scoring, and interpreting psychological tests consistent with level of training.

5 4 3 2 1 N/A

C. Demonstrates effort to ameliorate deficiencies in psychological testing knowledge and/or skills through further study and practice as necessary.

5 4 3 2 1 N/A

D. Demonstrates competence in gathering relevant and necessary clinical data in the course of psychological testing as evidenced by the formulation of diagnostic questions in the clinical interview as well as utilizing other data gathering techniques.

5 4 3 2 1 N/A

E. Demonstrates competence in using accurate theoretical knowledge and psychological research knowledge base to make inferences regarding diagnosis, treatment, and prognosis. Intern applies this knowledge in case conceptualization and diagnostic formulations presented in supervision and in written reports as well as in-service training and case presentations.

5 4 3 2 1 N/A

F. Demonstrates knowledge and competence in report writing. Intern writes evaluative reports in a well-organized manner with language appropriate for the intended reader and with well-integrated assumptions based on test data.

5 4 3 2 1 N/A

G. Demonstrates competence in providing verbal feedback to clients and professionals. Intern explains findings with clarity and precision to colleagues in the work milieu and in feedback conferences conducted with guardians/parents and representatives of community agencies.

5 4 3 2 1 N/A

COMMENTS:

INTERN NAME:

Intervention Competencies

A. Demonstrates knowledge and skill in selecting appropriate empirically validated psychotherapeutic interventions with children and their families as presented in treatment plans, treatment plans reviews, and establishment of behavioral goals.

5 4 3 2 1 N/A

B. Demonstrates ability to implement appropriate and relevant empirically validated interventions in individual, group, and family psychotherapy.

5 4 3 2 1 N/A

C. Demonstrates ability and competence in formulating discharge plans. Recommendations and/or referrals are appropriate to the client's current level of functioning and progress towards meeting his/her individual goals and objectives.

5 4 3 2 1 N/A

D. Demonstrates knowledge and competence in case management. Coordinates community resources to serve the needs of the clients and their families. Efforts and success at fulfilling the needs of clients go beyond the boundaries of the therapy session.

5 4 3 2 1 N/A

COMMENTS:

Records Management Competencies

A. Adheres to Departmental requirements regarding clinical and administrative documentation and completes such documentation in an accurate and timely fashion.

5 4 3 2 1 N/A

B. Demonstrates effort in attending workshops and training related to record keeping policies and procedures for mental health providers.

5 4 3 2 1 N/A

INTERN NAME:

C. Generates critical incident reports as well as reports of client progress when required by other agencies in an accurate and timely manner.

5 4 3 2 1 N/A

D. Consistently maintains accurate documentation of supervision including proper usage of the English language.

5 4 3 2 1 N/A

COMMENTS:

Consultation Competencies

A. Demonstrates incremental knowledge of Departmental functioning/mission in relationship to how it results in client advocacy.

5 4 3 2 1 N/A

B. Demonstrates knowledge of available community resources and demonstrates efforts towards linking clients with the different agencies.

5 4 3 2 1 N/A

C. Demonstrates competence in providing psychological consultation to colleagues, including “supervision” of practicum students, consultation with members of other disciplines and with consumers of services as evidenced by feedback from colleagues and observations of the intern’s consultation skills in the workplace.

5 4 3 2 1 N/A

D. Demonstrates knowledge and skills in providing training to other professionals on subjects relevant to the nature of the work of the professionals. Demonstrates ability to identify and verbalize central issues, using the latest research findings, with ease and clarity and in a language appropriate to the audience.

5 4 3 2 1 N/A

INTERN NAME:

COMMENTS:

Professional Development as a Psychologist Competencies

A. Demonstrates knowledge of and adherence to current APA Ethical Principles of Psychologists and Code of Conduct (competence, integrity, responsibility, respect for rights and dignity, and concern for other’s welfare).

5 4 3 2 1 N/A

B. Demonstrates professional responsibility in areas of confidentiality, knowledge of relevant state and federal statutes, and duty to protect.

5 4 3 2 1 N/A

C. Demonstrates ongoing effort to increase level of knowledge relevant to professional practice in psychology as evidenced by curiosity and interest conveyed in supervision and in didactic meetings. Demonstrates receptiveness to diverse experiences and challenges assumes responsibilities and takes advantage of learning opportunities that go beyond the minimum required.

5 4 3 2 1 N/A

D. Actively participates in group supervision process.

5 4 3 2 1 N/A

E. Adheres to County Personnel and Administrative procedures (i.e., use of leave, adherence to work schedule, safety practices).

5 4 3 2 1 N/A

COMMENTS:

INTERN NAME:

INTERN COMMENTS:

Supervisor's Name (Print)

Supervisor's Signature

Date

Intern's Name (Print)

Intern's Signature

Date

(For final evaluation only)

Pass _____

Fail _____

**MIAMI-DADE COUNTY
DEPARTMENT OF HUMAN SERVICES
EVALUATION OF TRAINING PROGRAM**

Date: _____ **Name of Setting:** _____

Training Period: **From:** _____ **To:** _____

This evaluation is for your feedback regarding your psychology internship in the Department of Human Services. Please comment on strengths and weaknesses of the internship training program and specify any suggestion as to how the internship program can improve on any identified weaknesses.

Use the five-point scale below for rating program areas:

- 5=Outstanding
- 4=Above Average
- 3=Average, expected level
- 2=Below expected level
- 1=Not applicable

Relationship

- ___ Commitment to serving the psychological needs of the clients
- ___ Active collaboration and cooperation between staff members
- ___ Awareness of, and respect for, individual differences among clients and professionals
- ___ Respect for rights and dignity and concern for the welfare of clients and professionals
- ___ Accessibility of staff for supervision, consultation, and other training needs
- ___ Responsiveness of program to personal and individual training needs

Comments: _____

Records Management

- ___ Information and training on issues regarding changes in mental health documentation
- ___ Exposure to and assistance with generating various clinical, administrative, and managed care records and documentation.

Evaluation of Training Program

Page 2

Comments: _____

Professional Development as a psychologist

___ Adherence to APA ethical guidelines

___ Commitment to science and the profession of psychology

___ Atmosphere conducive to intellectual stimulation and professional growth

___ Caliber and relevance of in-service trainings and seminars

Comments: _____

Assessment/Consultation/Intervention

Please rate your experience in these areas:

___ Individual Psychotherapy

Comments: _____

___ Group Psychotherapy

Comments _____

___ Crisis Intervention

Comments: _____

Evaluation of Training Program

Page 3

Comments: _____

___Assessment/Psychological Testing

Comments: _____

___Consultation/Outreach

Comments: _____

___Individual Supervision

Comments: _____

___Group Supervision

Comments: _____

What are the strengths of this training program?

What are the limitations of this training program?

Evaluation of Training Program

Page 4

Recommendations

___ Please rate the training program overall in helping to prepare you as a professional psychologist

Comments: _____

___ Please rate the training program as meeting your own expectations

Comments: _____

Additional Comments: _____

Name: _____