COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

PSYCHOLOGY INTERNSHIP HANDBOOK

OVERTOWN TRANSIT VILLAGE
701 NW 1 Court, 9 Floor
Miami, Florida  33136
Telephone: (786) 469-4600
Fax: (786) 469-4703

WEBSITE: http://www.miamidade.gov/socialservices/psychology-internship.asp

ACCREDITED BY
THE AMERICAN PSYCHOLOGICAL ASSOCIATION
Commission on Accreditation
750 First St., NE
Washington, D.C. 20002-4242
Telephone: (202) 336-5979
Fax: (202) 336-5978
Email: apaaccred@apa.org

August 2016
# TABLE OF CONTENTS

Overview ......................................................................................................................... 3
Introduction ....................................................................................................................... 4
Training Philosophy .......................................................................................................... 6
Training in Psychology ..................................................................................................... 9
Research and Program Development .............................................................................. 14
Training Aim ..................................................................................................................... 15
Internship Program Structure .......................................................................................... 16
  Admission Requirements ............................................................................................... 16
  Admission Process ......................................................................................................... 16
  Orientation ..................................................................................................................... 16
  Fair Selection Practices ................................................................................................. 18
  Placements ..................................................................................................................... 18
  Stipend, Leave Time, and Benefits ............................................................................... 19
  Internship Requirements .............................................................................................. 20
  Supervision ................................................................................................................... 22
Application Procedures ................................................................................................. 22
Offers and Acceptances Policies ..................................................................................... 23
APPENDIX 1: Mission Statements .................................................................................... 24
APPENDIX 2: Internship Training Aim, Objectives, and Competencies ............................... 25
APPENDIX 3: Psychology Internship Training Program Values and Principles ................... 30
APPENDIX 4: Psychology Intern Self Assessment Form .................................................. 31
APPENDIX 5: Policies and Procedures for Scholarly Inquiry Portfolio ................................ 36
APPENDIX 6: Clinical Psychology Internship Training Seminars and Activities Schedule .... 37
APPENDIX 7: Clinical Psychology Internship Workshop Schedule .................................... 51
APPENDIX 8: Group and Peer Supervision Schedule ....................................................... 52
APPENDIX 9: Weekly Documentation of Supervision and Training .................................... 53
APPENDIX 10: Clinical Psychology Intern Training Evaluation ....................................... 54
APPENDIX 11: Psychology Training Committee ............................................................... 55
APPENDIX 12: 2016-2017 Internship Class and University ............................................... 56
APPENDIX 13: Due Process Procedures ............................................................................ 57
APPENDIX 14: Due Process Rights and Responsibilities ................................................... 59
APPENDIX 15: Psychology Intern Evaluation Form .......................................................... 60
APPENDIX 16: Intern 3-9 Months Checklist Evaluation Form ........................................... 71
APPENDIX 17: Evaluation of Training Program .................................................................. 73
OVERVIEW

The Community Action and Human Services Department (CAHSD) encourage psychology intern applicants to consider their final year of pre-doctoral training with the agency. CAHSD has had a long-standing, committed belief that the training of interns and students of psychology, social work, marriage and family therapy, mental health counseling, 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. The Department’s psychology training program is dedicated to providing outstanding preparation for psychologists embarking upon professional careers. The CAHSD training provides a variety of clinical experiences within the multi-cultural community of Miami-Dade County and fosters the same diverse staff and interns.
INTRODUCTION

The Miami-Dade Community Agency and Human Services Department (CAHSD) has a long tradition and commitment to the caring for the social and human service needs of this community. The Community Action and Human Services Department (CAHSD) empowers individuals, families and communities through the provision of comprehensive services.

The Department provides services in a variety of areas: children and youth services; counseling and rehabilitation; elderly services; housing assistance; job skills; domestic violence, and other special services. In the past year, FY 15-16, CAHSD provided mental health and social services to more than 95,000 residents. Approximately 505 employees provided these services with an operating budget of $117,863,000.

In 2003, the Department was accredited by the Council on Accreditation (COA), in recognition of best practices for social services delivery, and subsequently re-accredited in 2007 and 2011. Accredited services include case management; substance abuse; in-home support services; outreach services; supported community living; adult day care; residential treatment; employment and vocational services; safe space shelters, advocacy and transitional housing to adult and child victims of domestic violence; and mental health for children, adolescents, and adults. The Department is also a member of the Child Welfare League of America and the National Association of Counties.

COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT OVERVIEW

Miami-Dade County Community Action and Human Services Department (CAHSD) provides comprehensive social services to individuals and families over the course of the full lifetime spectrum, from before birth to the elderly. Services are designed and coordinated to address and relieve hardships associated with poverty. The service delivery model is strongly client centered and is comprised of multiple direct service components (listed below) to meet the needs of the entire family.
1. **Head Start/Early Head Start** includes the oversight of seventeen (17) delegate agencies in the provision of high-quality early childhood education. The program focuses on the development of positive social, physical and emotional development of children ages 0 to 5, ensuring that children are school-ready, and provides supportive services for their families. In the 2015-2016 program year, CAHSD expanded its Early Head Start program through partnerships with privately owned childcare centers. CAHSD is working collaboratively with these small businesses to help build their organizational capacity to better serve low-income families.

2. **Family and Community Services** encompass services for targeted populations, including low-income families, individuals and communities, Veterans, children, youth and immigrants. Services include emergency assistance, utility and rent assistance, citizen participation, afterschool programs, employability skills training, job placement, access to public benefits, legal assistance, information and referrals and psychological services. Services are available at CAHSD Neighborhood Service Centers, as well as at specialized service sites located throughout the County.

3. **Elderly and Disability Services** provides comprehensive case management and access to a continuum of support services designed to promote independent living for seniors and persons with disabilities. Services include the provision of nutritious meals, home care, respite care, volunteer opportunities, psychological services and specialized services for youth and adults living with disabilities. Eligible seniors and persons with disabilities can also participate in activities provided in adult day centers and senior centers, as well as meal sites operated by CAHSD.

4. The **Violence Prevention and Intervention Division** offer victims of varying forms of domestic and sexual violence supportive and protective services. Comprehensive and coordinated response is the focal aspect of the division. Victims and their dependents not only receive services such as legal assistance, counseling, advocacy and employability skills training, but can also be placed in safe emergency or transitional housing.
5. The **Rehabilitative Services Division** includes both out-patient and residential treatment services for individuals struggling with substance abuse and addiction. Residential treatment is provided 24-hours, 7-days per week and includes a variety of supportive services, such as individual, group and family therapy, employability skills training, and educational and vocational instruction. CAHSD also provides out-patient case management, counseling and care for individuals referred to treatment through the drug court, in addition to walk-in clients.

6. The **Energy Programs Division** provides numerous services designed to improve homes and communities. Services include Weatherization, Beautification, hurricane shutter installation and home rehabilitation for Miami-Dade County residents.

7. The **Farmworker Career Development Program** assists farmworkers in finding employment through employability skills training and job placement. Services connect farmworkers to vocational training and educational programs that support their career development.

8. The **Greater Miami Service Corps** is a program designed to improve the knowledge, skills and abilities of youth to enable them to achieve their educational and employment goals.

9. **Psychological Services** are provided to clients participating in various CAHSD program areas, including: Head Start/Early Head Start, Elderly and Disability Services, Violence Prevention and Intervention, and Rehabilitative Services.

10. **Transportation** services are provided to clients participating in Elderly and Disability Services and children enrolled in Head Start/Early Head Start.

**TRAINING PHILOSOPHY**

It is the Department’s philosophy that services should be designed primarily to address the needs of families, adults, adolescents, 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 opportunities for students and interns in the areas of community
outreach, prevention/intervention, and assessment. The Department has encouraged practicum and field placements of students in psychology, social work, marriage and family therapy, mental health counseling, 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 received from Nova Southeastern University, Carlos Albizu University, the University of Miami, Barry University, Florida Atlantic University, Florida Institute of Technology, and Florida International University.

The Department’s mission statement (see APPENDIX 1) supports 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 health service psychologist at the entry level.” The internship program provides a generalist clinical training by exposing the interns to an array of different clinical/program areas serving a very diverse clientele. The interns are fully integrated into the departmental programs, participating with a variety of staff within each individual treatment style. The general training philosophy of the Psychology Internship Program is enacted via a Mentor/Practitioner Model. The implementation of this model is through pairing the senior mentor supervisors with the interns in preparation for professional careers in psychology working with children, adolescents, adults, 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 the 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. The in-vivo supervision is further enhanced by other staff/Task Supervisors throughout the Department who have expertise in the various programs in which
the interns are placed. Interns are part of the individual programs’ team, thus being exposed to
different professional perspectives as well as opportunities for other collaborative efforts.

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; mental health with the elderly population; challenging adolescents;
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, adolescents, adults, and their families.

As a training program nested in a multi-racial, multi-ethnic, multi-lingual community,
special opportunities are afforded to the student that cross-stem from cultural interchange given
the diverse generations of African-Americans, Hispanics, Haitians and other ethnic groups in the
community.

Miami-Dade County, with urban and inner-city problems, serves as a fertile landscape
for the creative application of psychology, social work and other mental health professions to the
problems related to the County's social and cultural development. The interns also receive
additional cultural diversity training from other County and Departmental programs. The interns
have the necessary tools to handle their responsibility; they are provided with a personal
computer, as well as a laptop, flash drive, 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, wide arrays of therapy materials are provided for clinical
interventions.

There are varying levels of master level 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 and 2011. The program has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1987. Training has been provided for graduate psychology practicum students since the late 1960’s.

Training is administered by the Director of Psychology Training, along with departmental licensed mental health professionals. The Psychology Internship Training Committee meets regularly to review students’ progress, requests for placement, training needs, 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 2010 Ethical Principles of Psychologists and Code of Conduct, keeps up-to-date with policy statements relevant to standards for professional services as issued by the Association, and conforms to relevant statutes established by federal, state, and local governments.

The internship program is a year/12 months or 2000 hours. All interns provide clinical services at two different programs simultaneously throughout the year. Supervisors are represented at each program area, sharing their expertise and providing clinical supervision to the interns through the mentor-practitioner model. Training consists of implementation of evidence based models and best practices through ongoing supervised clinical experience.

Interns will match to the general services track rotations and a service area of interest. They will simultaneously deliver clinical services at two different programs within the Community Action and Human Services Department. All rotations include programs wherein the primary emphasis is on child and adult services. However, the assignment of the intern’s child/adult placements are flexible and can vary based upon the program and training needs of the intern, specific programs’ requirements, etc. Interns are assigned to varying combinations of rotations throughout the internship year. The interns’ caseloads will be divided equally among the three areas, i.e. 33% from children/adolescents, 33% from adults, and 33% from additional assigned
clinical experience with adult and/or child.

Interns obtain their clinical experience through four major areas/programs. These are: Residential Substance Abuse, Violence Prevention and Intervention, Head Start/Early Head Start, and Elderly and Disabled Adults.

**Child/Adolescent Programs: (33% of Intern’s Caseload Required):**

**Violence Prevention and Intervention**

The Community Action and Human Services department provides various services for domestic violence survivors and their children, as well as victims of human trafficking. Services include individual, group and family therapy, and consultation. Programs include an outpatient site and 4 residential sites.

**Head Start and Early Head Start Centers**

Mental health/psychological services delivered at the Head Start centers consist of: individual/group/family therapy, assessments, psychological evaluations, case management, staff and parent consultations, crisis intervention, parent and staff trainings.

**Adult Programs: (33% of Intern’s Caseload Required):**

**Substance Abuse Residential Program**

*Substance Abuse Assessments* - substance abuse assessments include medical and state-mandated evaluations, referral for detoxification, medical clearance, and placement into numerous treatment milieus. Programs within this area include residential, diversion, and DUI treatments. Services are: individual, group, and family therapy, clinical assessments, psychological evaluations, staff trainings, and consultation.

**Elderly and Disability Services**

Adult Day Centers are community-based facilities designed to meet the needs of functionally impaired elders and young adults. Services include: individual/group/family therapy, assessments, staff consultation and training.
Violence Prevention and Intervention

The Community Action and Human Services department provides various services for domestic violence survivors and victims of human trafficking. Services include individual, group and family therapy, clinical assessments, staff and client trainings, and consultation.

Area of Interest: (33% of Intern’s Caseload Required):

Interns may select from any of the program areas described above additional clinical experience within the assigned child or adult rotation.

Interns have a wide exposure to work with clients across the lifespan, including preschool children up to elderly clients. There are three levels of clinical experience for the interns: the direct clinical experience (individual and group therapy, intervention groups, crisis intervention, assessment; classroom behavior management, family therapy, etc.), supervisory experience (supervisors within areas of expertise, supervision of practicum students, and Task Supervisors) and training (consultations; informal trainings; didactics, professional development groups, formal presentations at conferences, staff and parent trainings).

All rotations provide interns with opportunities to work with a diverse population; for example, adults in Elderly and Disability Services, Rehabilitative Services, and in Violence Prevention and Intervention, as well as children throughout the Head Start and Early Head Start Centers. Within the Elderly and Disability Services, interns are assigned to different Adult Day Care Centers to work with the elderly and disabled adult population. The Violence Prevention and Intervention Division offer one site, the Coordinated Victim Assistance Center (CVAC). Interns placed in CVAC will have the opportunity to provide clinical services to domestic violence survivors and their children, as well as victims of human trafficking, providing crisis intervention, injunctions, individual therapy, advocacy, information, and referral.

Another area available for students is working with adult substance abusers in a residential treatment setting. Placements are geared to provide hands on experiences in the field of Rehabilitative Services. Interns will be exposed to a spectrum of clinical growth associated with addiction, along with other co-occurring disorders. Services may include the following: co-facilitating group counseling sessions, individual counseling sessions working with
co-occurring (dually) diagnosed patients, educational groups, and information and referral. Consequently, Interns will be exposed to various assessment tools for diagnostic purposes including BECK Depression Scale and MCMI Personality Test.

The Interns receive individual supervision generally at their assigned site; however, didactics and staff training occur in other educational and mental health facilities. Interns are based at the main administrative building located at 701 N.W., 1st Court, 9 floor, Miami, Florida 33136. Interns also have other professional activities such as group supervision, trainings, peer supervision, and professional development groups, to spend time together as a group. Furthermore, interns have the opportunity to supervise master level practicum students under the supervision of their main supervisor.

Moreover, 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 health service psychologists in psychological assessment, intervention, and consultation. Therapeutically, emphasis is mainly eclectic, applying family systems, behavioral, existential, trauma focus therapy (client centered), and cognitive and other principles of psychology. Multi-faceted aspects of the program allow for training in individual, group, 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.

Because of the characteristics of the client population, there are many opportunities to impact the clients significantly in critical areas of the social fabric of our society by working with all populations. Interns utilize a variety of evidence based interventions including individual, group, and family therapy; classroom and individual assessments; psychological assessment and evaluation; crisis intervention; consultation with parents, teachers, social workers, program administrators and other professionals; case staffing; supervision of practicum students; 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 within the generalist track to treat children, adolescents, adults, and families. 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 is the framework and foundation through 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, perform a program evaluation of any aspect of the internship program. Performs program evaluation of any aspect of the internship program

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.
PROGRAM AIM

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 health service psychologist at the entry level.”

Our internship program focuses on 9 areas of competence: 1) Research; 2) Ethical and Legal Standards; 3) Individual and Cultural Diversity; 4) Professional Values, Attitudes and Behaviors; 5) Communication and Interpersonal Skills; 6) Evidence Based Assessments; 7) Evidence Based Interventions; 8) Supervision; and 9) Consultation and Inter-professional/Interdisciplinary Skills.

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 evaluation for pre-school children, elderly clients, and adults within the residential substance abuse program, 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, personality, adaptive skills of pre-school children, elderly clients with possible neurological impairments, and adults within the residential substance abuse program.

The general training model 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 health service psychologists. 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.
INTERNERSHIP 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 APA accredited program. Applicants must have completed a minimum of 700 hours, which consists of supervised clinical experience with children/adolescents and adults. Additionally, 50 assessment hours are also required.

Admission Process

Intern selection occurs as psychology students complete their academic requirements and obtain greater clarity regarding career objectives.

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 individual structured interviews with the Training Director, a current intern, and at least one member of the Training Committee if available. Ample time is scheduled for the applicant to present questions as well. A writing exercise will be conducted at the end of the structured interview, where applicants will have as much time as they need to complete this requirement. Additionally, there are Miami-Dade County job responsibilities which are reviewed with all applicants, including Level II Background checks. After the intern applicant is matched with our program, an e-mail will be sent to the selected intern, followed by a formal letter of placement. An affiliation agreement will be sent to the Internship Training Coordinator of the intern’s graduate program, which must be signed prior to the placement of the intern in our Department.

Orientation

Interns initially participate in a 2 weeks 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 13); rights, and responsibilities
of the agency and intern (see APPENDIX 14); and general discussion. If available, 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. Furthermore, as part of the orientation, interns participate in trainings of different evidence based models utilized at the different programs.

At the beginning of the internship year, interns complete an Intern Self-Assessment pertaining to the 9 areas of competence (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 experience and career goals.

This Intern 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 required documentation. As the year progresses and upon mutual agreement, the supervisor will allow the intern to be more independent in their 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 Community Action and Human Services Department, 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. Selection/ranked applicants, as well as 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. Satisfactoriness is determined at the sole discretion of the County. All hiring decisions are based solely on the discretion of Miami-Dade County.

**Placements**

All psychology interns are assigned to two program areas within Community Action and Human Services Department. All rotations include programs wherein the primary emphasis is (1) children and (2) adult services. However, all interns will be assigned to both adult and a child program in addition to their choice of the assigned child and/or adult program where services will be delivered simultaneously. More information about these placements is available in the Miami-Dade County Community Action and Human Services Department website, [www.miamidade.gov/socialservices](http://www.miamidade.gov/socialservices).

Interns are assigned to the respective placements according to a variety of factors, such as intern's training experiences, exposure to cultural diversity, personal strengths, programs' needs, on-site task supervisors, area of needed training, intern's preference, and the "goodness of fit" with the centers. Graduate psychology practicum students may also be participants in training at these sites.
Since many of the clients served through the Department are Spanish and Creole speaking, the interns placed in those specific sites must speak Spanish and/or Creole. The Psychology Internship Training Committee assigns main supervisors and task supervisors at each of the different sites who have expertise in those areas.

**Stipend, Leave Time, and Benefits**

All interns are hired as Temporary Employees of Miami-Dade County government and are eligible for paid time off. They are eligible for 13 paid federal holidays and 20 paid personal days to be used for sick/personal/vacation/and or educational leave. Educational leave includes attendance at conferences, dissertation/ research project responsibilities, post-doctoral residency interviews, and any other educationally related activities. They also qualify for conference registration fees as budget permits.

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 @ $0.555/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 may be found at: [http://www.miamidade.gov/aopdfdoc/aopdf/pdffiles/AO6-3.pdf](http://www.miamidade.gov/aopdfdoc/aopdf/pdffiles/AO6-3.pdf).

The internship stipend is $19,000. As a large governmental entity, Miami-Dade County has a number of necessary elements in the hiring process. All accepted interns would be required to apply online with Miami-Dade County for the psychology 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](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 nine principal competency areas emphasized in the internship are 1) Research; 2) Ethical and Legal Standards; 3) Individual and Cultural Diversity; 4) Professional Values, Attitudes and Behaviors; 5) Communication and Interpersonal Skills; 6) Evidence Based Assessments; 7) Evidence Based Interventions; 8) Supervision; and 9) Consultation and Inter-professional/Interdisciplinary Skills. During the internship year, interns are expected to complete a minimum of six psychological evaluations; testing opportunities are within the pre-school children, residential substance abuse adults, and elderly clients. Main supervisor is responsible for the assignments of the testing cases. Evaluations receive intensive supervision, followed by presentations to the parents/guardians, clients, and possibly other members of the treatment team. Additionally, interns are provided with the opportunity to “supervise” psychological evaluations conducted by graduate psychology practicum students, under the supervision of the licensed psychologists.

Coordinating services to families and engaging their involvement in treatment is emphasized as a general intervention philosophy in all rotation areas. Interns are required 40% of their time to devote it to direct clinical service. The number of cases assigned is determined by the individualized professional development needs of the particular intern as well as client needs. Interns usually have 16 hours/week of direct clinical experience at the beginning of the year and 18 hours/week during the second half of the year. 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, nurses, 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 program 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 8:00am to 5:00pm with a one-hour lunch break (40 work hours), although there is the expectation of availability for infrequent evening participation based on client’s needs. 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.

As well, 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 5-7). Each intern is expected to conduct at least two presentations at local conferences on professional topics. Examples include the yearly Head Start/Early Head Start conference.

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 15). Additionally, interns will receive informal feedback at three and nine months of internship (see APPENDIX 16). These evaluations are broken down into nine areas of competence. 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 fails to meet the established minimum criteria, a Corrective Plan must be developed. The Intern must have an overall minimum average rating of “meets” expectations on the nine areas of competence in the final intern evaluation form.

Supervisory staff is committed to provide continued opportunities to improve any deficient areas. Interns are also provided with the opportunity to provide program feedback through the evaluation completed at 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. Additionally, interns actively participate in the internship program continued quality improvement process by revising policies and procedures, training schedule, clinical documents, etc.

**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 ongoing daily support and availability of all supervisors. Interns may have more than one supervisor, depending on the assigned rotation and the supervisors’ expertise in the area. 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. All interns meet together weekly with a training director 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 Related Activities (see APPENDIX 9). Feedback is provided via supervision, and when necessary, adjustments may be made to the interns’ work assignments. 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 15). Input is also received from Task Supervisors, and other administrative and professional staff who work with the interns in their assigned sites. The Task Supervisor also documents the intern’s supervision in the Weekly Documentation of Supervision and Related Activities form.

**APPLICATION PROCEDURES**

A major focus of our screening and selection process is to identify individuals who have demonstrated a general training and clinical experience in working with children, adolescents, adults, and families. Additionally, because of the profound importance of protecting the welfare
of minors and elderly 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. Interns must abide
by Miami-Dade County personnel policies and procedures, which includes Level II background
check as well as a drug screening and physical examination. All hiring decisions and continued
employment is at the County sole discretion. We value diversity and encourage diverse applicants to apply. During the applicant interviews, we also consider interpersonal variables
that would support the close Mentor aspect of our program. Personal, Skype or phone 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 December 6, and follow the AAPI on-line application available at
www.appic.org.

**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>.
## COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT MISSION STATEMENTS

<table>
<thead>
<tr>
<th>DEPARTMENTAL MISSION STATEMENT</th>
<th>“The mission of the Miami-Dade Community Action and Human Services Department is to empower individuals, families and communities through the provision of comprehensive services.”</th>
</tr>
</thead>
</table>
| 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 health service psychologist at the entry level.”  
*(See Values and Principles)* |
| PSYCHOLOGICAL SERVICES DIVISION MISSION STATEMENT | “Identification, assessment, and early intervention to maximize the optimal functioning of clients through the application of psychological principles informed through science and through training of students for professional careers.” |
INTERNSHIP TRAINING AIM AND COMPETENCIES

At the conclusion of the one-year training program, interns will be able to demonstrate an increased level of knowledge and competence with children, adults, and their families in the nine areas of professional competency. In addition to the Psychology Intern Evaluation Form, we utilize the Intern Self-Assessment to assess the internship program aim. Interns are expected to achieve high ratings in each of the following nine competency areas: 1) Research; 2) Ethical and Legal Standards; 3) Individual and Cultural Diversity; 4) Professional Values, Attitudes and Behaviors; 5) Communication and Interpersonal Skills; 6) Evidence Based Assessments; 7) Evidence Based Interventions; 8) Supervision; and 9) Consultation and Interprofessional/Interdisciplinary Skills.

METHODS TO ACHIEVE COMPETENCIES

Interns complete a minimum of six comprehensive psychological evaluations of pre-school children, residential substance abuse adults, and elderly clients. 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 along with relevant recommendations. Additionally, they review test results with clients, parents/guardians, program staff, and other professionals. Interns demonstrate knowledge in test selection for assessment of cognitive, emotional, academic, and personality adaptive factors of childhood as well as adulthood. Supervisors provide supervision on test selection, administration, scoring, interpretation, integration, and report writing. Additionally, children 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 Training Seminars (see APPENDIX 6). 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, critical review and dissemination of research,
evidence based interventions, and legal and ethical standards. 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 own cultural diversity on the
treatment process, and to keep adequate and relevant progress notes. Empirically validated
treatment approaches are reviewed in individual and group supervision as well as covered
during clinical training at the beginning of internship during orientation. Additionally, other
treatment approaches and issues (e.g., treatment planning) are the main subject of focus of the
Training Seminars (see APPENDIX 6).

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, nurses,
occupational therapists, teacher aides, 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 15), 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 have the opportunity to learn about the process and methods of supervision. The Department typically has in place, under the supervision of the licensed psychologist, graduate psychology students from an APA-accredited doctoral clinical psychology program. The interns will be assigned one or two practicum students during the year to supervise. This experience is aligned with the program’s mentor - practitioner model where main supervisors mentor interns and interns mentor practicum students. Interns schedule weekly supervision with the assigned practicum and will document supervision in the Weekly Documentation of Supervision and Related Activities form. The intern is given a consultative, supervisory role with the practicum student and may be involved in 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. Furthermore, supervisors frequently invite interns to join them for supervision of practicum students, thus providing in vivo supervision of supervisions as well as role modeling. Interns actively participate and provide their feedback for the practicum students’ evaluations. Interns are expected to become familiar with the empirical and scientific bases of assessment and treatment approaches. During supervision with the practicum students, interns provide assignments to read relevant research and applied clinical practice articles relevant to assessment and treatment interventions.

One of the requirements is for interns to turn in their portfolios at the end of the year including copies of all trainings; presentations, clinical supervisor self-evaluation pre- and post-test, program evaluation/Logic Model pre and post-test; program evaluation report. Interns’
portfolios will be reviewed by the main supervisors during the course of the year. As part of scholarly inquiry, interns will be responsible for evaluating an intervention, program, or policy to demonstrate understanding of performance quality improvement practices. In the past, interns have used the Logic Model in order to review such programming; they will receive a didactic training on the model in order to fulfill this requirement. Additionally, the model's training can be found at the website: [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html). Interns will complete a pre- and post-test of program evaluation, and will turn these in their portfolio at the end of the year. Interns will be asked to complete a programmatic assessment of a program, preferably a program assigned in one of their rotations, within the scope of the clinical internship training. Interns will complete a logic model flow chart and present their project to the program administrator, supervisor and program staff at the end of the year. The immediate supervisor will fill out the PROGRAM EVALUATION/PROFESSIONAL DEVELOPMENT FORM and provide the intern with feedback during individual supervision.

Furthermore, other opportunities where interns are actively involved in scholarly inquiry throughout the internship year consist of presenting at one- two local conferences, as well as prepare two departmental clinical trainings. Additionally, interns put together parent and staff presentations at different programs/rotations based on specific needs. When the call for submission becomes available, the interns will complete and submit the request to the supervisor for approval. Interns will coordinate not to duplicate topics; this will be discussed during peer/group supervision. Interns will invite practicum students to co-author presentations. Once the proposal is accepted, the intern will prepare the presentation. Prior to the conference/presentation, the interns will submit a draft of the PowerPoint for approval to the immediate supervisor. The supervisor will provide interns with feedback; interns will incorporate recommendations provided by the supervisor. The supervisor will discuss with the intern the evaluation of the written portion of the presentation. The day of the conference, the intern will be responsible to have copies of the presentation for the audience. At the workshop, both the supervisor and audience will evaluate the interns.
All interns are provided with a laptop, flash drive, and a PC as well as high speed internet access for resources. Supervisors, interns and practicum students have access to drop box, these are student’s individual files, resources, samples, and other files with additional tools. 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. Although interns are provided with a curriculum at the beginning of the year, the training supervisors as well as other supervisors e-mail the students with relevant research throughout the entire year. 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. Some of the training seminars (see APPENDIX 6) 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 represents a wide array of minority populations, providing interns with an opportunity for additional exposure in their consultative experiences. 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.
● Training experience should be of adequate length to assure competence in 1) Research; 2) Ethical and Legal Standards; 3) Individual and Cultural Diversity; 4) Professional Values, Attitudes and Behaviors; 5) Communication and Interpersonal Skills; 6) Evidence Based Assessments; 7) Evidence Based Interventions; 8) Supervision; and 9) Consultation and Inter-professional/Interdisciplinary Skills.
● 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.
● 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.
● Training environment must encourage learning and inquiry through professionalism and mutual respect.
● Training is enriched through multi-disciplinary interaction and co-participation.
● 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.

Revised 12/2015
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES
PSYCHOLOGY INTERN SELF-ASSESSMENT FORM

Intern: ____________________________ Date ________________

Supervisor(s): ____________________________

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

Competency Rating Scale

1—Poor
Limited skills/proficiency, needs additional training to be able to be able to implement independently

3—Average
Developing skill/still acquiring this proficiency, need additional experience to be able to teach the material to others

5—Excels
Vast knowledge, special strength, area of expertise, comfortable with implementation across different settings and able to teach or model this skill to others
1: Current competence in communication and inter-professional skills
Rate your ability to communicate and interact with other professionals in the system of health service psychology and application of this knowledge from other professionals through consultation.
1—Poor
3—Average
5—Excels

Additional comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2: Current competence in psychological assessment
Rate your level of proficiency in the administration, scoring, and interpretation of empirically-validated testing tools.
1—Poor
3—Average
5—Excels

List tests you believe you have an expertise in below:

• ______________________________________________________________________

• ______________________________________________________________________

• ______________________________________________________________________

• ______________________________________________________________________

• ______________________________________________________________________

• ______________________________________________________________________

Additional comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
3: Current competence in empirically-validated therapeutic interventions
Rate your level of familiarity with empirically validated therapeutic models for diverse populations (i.e., children, adults, domestic violence, substance abuse, and families).
1—Poor
3—Average
5—Excels
Additional comments:

4: Current knowledge of current research
Rate your level of competency to be in the area of research—how familiar are you with the most updated research, the dissemination of research, and the critical review of research?
1—Poor
3—Average
5—Excels
Additional comments:

5: Competence in supervision
Rate your level of supervisory skills with psychology trainees.
1—Poor
3—Average
5—Excels
Additional comments:
6: Consultation and Interpersonal/interdisciplinary competence
Rate your efficacy in establishing and maintaining effective relationships and working within a multidisciplinary team, i.e., how well do you produce and comprehend oral and written communication that is well-integrated and informative?

1—Poor

3—Average

5—Excels

Additional comments:


7: Competence in ethical and legal standards
Rate your knowledge of APA’s Ethical Principles, local/state/regional/federal laws, adherence to APA’s Ethical Guidelines, recognition of ethical dilemmas, and ability to respond in an ethical manner at all times.

1—Poor

3—Average

5—Excels

Additional comments:


8: Individual and cultural diversity competence
Rate your ability to independently apply knowledge and work effectively with a diverse range of individuals.

1—Poor

3—Average

5—Excels

Additional comments:
9: Competence in professional values, attitudes, and behaviors.
Rate your level of professional identity, responsiveness to supervisory feedback, and level of self-reflection regarding professional activities.
1—Poor

3—Average

5—Excels

Additional comments:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Supervisor’s Name (Print)   Supervisor’s Signature   Date

Intern’s Name (Print)   Intern’s Signature   Date

Revised 08/2016
Policies and Procedures for Scholarly Inquiry Portfolio

Interns will present at one- two conferences. When the call for submission becomes available, the interns will complete and submit the request to the supervisor for approval. Interns will coordinate not to duplicate topics. This will be discussed during peer/group supervision. Interns will invite practicum students to co-author presentation. Once the proposal is accepted, the intern will prepare the presentation.

Prior to the conference, the interns will submit a draft of the PowerPoint for approval to the immediate supervisor. The supervisor will provide interns with feedback. Interns will need to incorporate recommendations provided by the supervisor. The supervisor will provide the interns with an evaluation of the written portion of the presentation. The day of the conference, the interns will need to have copies of the presentation for the audience. At the workshop, both the supervisor and audience will evaluate the interns. Afterwards, the intern is responsible for including a copy of the presentation, supervisor rating, and audience evaluations in the portfolio.

Program Evaluation Procedure

During the course of the year, interns will be responsible for evaluating an intervention, program, or policy to demonstrate understanding of performance quality improvement practices. In the past, interns have used the Logic Model in order to review such programming. Webinar on LOGIC model at: http://www.uwex.edu/ces/lmcourse/interface/coop_M1_Overview.htm
Helpful Worksheets: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html
Templates and Examples: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
Interns will receive a didactic training on the model. Then interns will be asked to complete a programmatic assessment of a program of their choosing within the scope of clinical internship training. Main supervisor will discuss the Program Evaluation Form with the intern after the presentation.
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8/15/16</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9AM – 12PM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shannon Rolle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3750 S Dixie Hwy, Miami, FL 33133</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Evidence-Based Models for Treating Adult Trauma** | Daniella Lang | Students will gain a deeper understanding of the impact of trauma: biological, emotional, and relational consequences will be explored. Narrative theory, Feminist theory, and Existential theory will be discussed with focus on interventions and case examples. Additionally, students will further understand compassion fatigue and the importance of self-care when working with traumatized individuals. | • Enhance awareness of the impact of trauma  
• Increase awareness of trauma recovery model for treating those impacted by trauma  
• Enhance knowledge about Feminist theory and interventions associated with the Feminist Therapy model  
• Increase knowledge about Narrative Theory and interventions associated with the Narrative Therapy Model  
• Increase knowledge about Existential Theory and Interventions associated with Existential Therapy model  
• Increase knowledge of compassion fatigue and importance of self-care when working with traumatized individuals | |
| **1PM-4PM**      |       |            |          |                     |
| Shannon Rolle Center | |            |          |                     |
| 3750 S Dixie Hwy, Miami, FL 33133 | |            |          |                     |
| **Entering the World of Play-Therapy (Child-Centered Therapy)** | Jessenia Perez-Carrion | Play therapy is the key to communicating with children. Children communicate their thoughts and feelings through play. Understanding Child-Centered Therapy is essential when helping children process their environment and develop healthy coping skills. | • Overview of play therapy  
• Increase knowledge of what is child-centered therapy to include strategies and limitations  
• How to explain to parents what is play therapy | |
| **8/16/16**      |       |            |          |                     |
| **9:00 – 10:30 AM** |       |            |          |                     |
| CVAC              |       |            |          |                     |
| 2400 S Dixie Hwy  | The Batelle Developmental Inventory, Second Edition (BDI-2) | Alexandra Alfonso | The Batelle Developmental Inventory, Second Edition (BDI-2) is an early childhood instrument based on the concepts of developmental milestones. This workshop provides key information on the administration, scoring, and interpretations of the BDI-2. | This session will help participants…  
• Understand the various domains of child development  
• Understand how to administer and score the BDI-2  
• Interpret evaluation results  
• Link recommendations to evaluation results | |
| **10:30 – 12:00 PM** |       |            |          |                     |
| CVAC              | Leiter R | Alexandra Alfonso | The Leiter-R is a nonverbal intelligence test that can be used to identify children with cognitive disabilities, to monitor small increments of improvements in cognitive abilities, and to develop intervention strategies that address the | This session will help participants  
1) Determine when the Leiter-R is an appropriate choice for student’s evaluation  
2) Gain proficiency in administering and scoring the Leiter-R |
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/16/16 1:00-4:00 PM CVAC 2400 S Dixie Hwy</td>
<td>Mindfulness</td>
<td>Alexandra Alfonso</td>
<td>In the past decade, mindfulness-based interventions have received a great deal of attention from clinicians and researchers. Much of the research is consistent with psychotherapeutic outcomes for a wide range of presenting clinical issues. This presentation will provide an overview of mindfulness, its benefits as well as its utility with a variety of clinical populations. Training on specific mindfulness techniques will also be provided.</td>
<td>3) Interpret evaluation results 4) Communicate findings clearly and sensitively</td>
</tr>
<tr>
<td>8/17/16 9:00 – 12:00 PM Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133</td>
<td>Acceptance and Commitment Therapy</td>
<td>Katelyn Leidy</td>
<td>This presentation will focus on Acceptance and Commitment Therapy (ACT) and its application in a variety of clinical settings. Attendees will learn the following information—the history and origin of ACT; what populations ACT focuses on (e.g., mood disorders, chronic pain, etc.); the application of ACT interventions such through experiential learning throughout this session; and how SFT can assist substance abuse clients in treatment. Attendees are asked to be open and engage in a variety of in vivo exercises to better understand how ACT benefits clients on a direct level.</td>
<td>1. Learn about Acceptance and Commitment Therapy (ACT) and how it is used in clinical application 2. Engage in experiential exercises from the ACT therapeutic framework to learn how to apply these in therapy 3. Understand how ACT works with different diagnoses such as mood disorders, substance use disorders, and chronic pain</td>
</tr>
<tr>
<td>8/17/16 1:00 – 4:00 PM Shannon Rolle Neighborhood Center 3750 S Dixie Hwy, Miami, FL 33133</td>
<td>Older Adults: Cognitive Stimulation and Assessment</td>
<td>Ashley Wasserman</td>
<td>This presentation will discuss the older adult population, provide information on Adult Day Care, and review the use of cognitive stimulation within this population. Additionally, a training on assessment measures used in the Elderly and Disability Services Division is given and includes the Mini-Cog, MMSE-2, RBANS, BSI, and several mood self-report measures.</td>
<td>- Describe Older Adult Population - Describe Adult Day Care (ADC) - Explain utility of cognitive stimulation - Research - Group Therapy - Describe testing measures used in ADC: - Mini-cog - MMSE-2 - RBANS - BSI - Mood self-report measures</td>
</tr>
<tr>
<td>Date and Location</td>
<td>Title</td>
<td>Presenters</td>
<td>Abstract</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>------------</td>
<td>----------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| 8/18/16 9:00–12:00 PM | Childhood Trauma & Intervention | Daniella Lang | This presentation will discuss the impact of childhood trauma. Conceptualization and case examples will be explored. Additionally, participants will enhance their ability to utilize TF-CBT and Preschool PTSD interventions. | • Increase knowledge of complex trauma and the seven domains associated with it  
• Enhance awareness about ongoing trauma and adverse childhood experiences  
• Gain a better understanding of the impact of trauma on the body  
• Increase knowledge about the treatment of children who have experienced trauma  
• Enhance awareness of trauma focused cognitive behavioral therapy  
• Increase knowledge about Preschool Post Traumatic Stress Disorder Treatment |
| 8/18/16 1:00–4:00 PM | Evidence-based Models when working with children | Jessenia Perez-Carrion | Children between the ages of 3 and 17 are experiencing various mental health disorders. It is essential to treat challenging problems during the critical period of a child's development. This presentation will address evidenced-based models used when working with children with behavioral difficulties. | • Review how to implement each session of the Parent-Child Interaction Therapy (PCIT)  
• Brief history and research on PCIT  
| 8/19/16 9:00–12:00 PM | Schema Focused Therapy | Katelyn Leidy | This presentation will focus on Schema-Focused Therapy (SFT) and its application in a variety of clinical settings. Attendees will learn the following information—the history and origin of SFT; what populations SFT focuses on (e.g., Borderline Personality Disorder and hard-to-treat mood disorders); the application of schemas, modes, and coping styles in therapeutic settings; and how SFT works with substance abuse clients. Attendees will engage in a variety of in vivo exercises to better understand how SFT benefits clients on a direct level. | 4. Define Schema-Focused Therapy and how it differs from other treatments  
5. Learn about schemas, modes, and coping styles and how these impact interpersonal functioning  
6. Understand how SFT differs from other cognitive therapies  
7. Be able to integrate basic STF-based interventions into therapeutic settings |
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19/16 1:00 – 4:00 PM</td>
<td>Person Centered Care and Reminiscence Therapy: Models and Techniques for Older Adults</td>
<td>Ashley Wasserman</td>
<td>This presentation will discuss the foundations of person centered care, trends in moving out of the medical model and into the person centered care model, and how this model is being used in the community. Additionally, this presentation will increase knowledge about the utility of reminiscence therapy, creative engagement, and the benefits these approaches have on older adults.</td>
<td>• Provide history about Person Centered Care  • Discuss Trends Moving Toward Person Centered Care  • Review What Person Centered Care is in the Community and in MDC  • Increase Knowledge on Reminiscence Therapy  • Discuss Creative Engagement  • Review Impact Person Centered Care and Reminiscence Therapy have on clients.</td>
</tr>
<tr>
<td>8/22/16 8:30 – 9:30 AM</td>
<td>Welcome Departmental Orientation</td>
<td>Dr. Ana Faraci</td>
<td>This brief orientation session will welcome new interns, introduce them to the program, and discuss the schedule for the orientation week</td>
<td>Participants will gain a better understanding of the rotations offered through CAHSD and become acquainted with staff and procedures.</td>
</tr>
<tr>
<td>OTV 701 NW 1st Ct 9th Floor Conference Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/22/16 9:30-11:00 AM</td>
<td>o Tour: Scoring computer, files, materials, mileage office, HR office, IT office o Case transfers o Laptops o Flash drives o Intern duties- note taking, Monthly Client &amp; Data Log, training schedule, inventory</td>
<td>Daniella Lang Katelyn Leidy Ashley Wasserman Jessenia Perez-Carrion</td>
<td>Former interns will provide an overall overview of the internship program from the intern’s perspective. In particular, the following will be covered: direct service, transfer of cases, center teams, assignments of Head Start centers, supervision of practicum students, resources/articles, toys/games, testing inventories Interns will also be provided with contact information for the centers’ and Head Start staff.</td>
<td>• Interns will be able to discuss the case transfers and to inquire pertinent clinical issues related to these cases. Interns will understand all training expectations and know how to document their compliance with program requirements/expectations.  • Interns will understand the Head Start administrative structure.  • Interns will know how to access resources available to them during the training year.  • Interns will identify centers’ staff.</td>
</tr>
<tr>
<td>Date and Location</td>
<td>Title</td>
<td>Presenters</td>
<td>Abstract</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8/22/16 11:00-12:00 PM</td>
<td>Questions &amp; Answers</td>
<td>Daniella Lang</td>
<td>Former interns will provide an overall overview of the internship program from the intern’s perspective. In particular, the following will be covered: direct service, transfer of cases, center teams, assignments of Head Start centers, supervision of practicum students, resources/articles, toys/games, testing inventories Interns will also be provided with contact information for the centers’ and Head Start staff.</td>
<td>- Interns will be able to discuss the case transfers and to inquire pertinent clinical issues related to these cases. Interns will understand all training expectations and know how to document their compliance with program requirements/expectations.</td>
</tr>
<tr>
<td>OTV 701 NW 1st CT</td>
<td>General overview</td>
<td>Katelyn Leidy</td>
<td></td>
<td>- Interns will understand the Head Start administrative structure.</td>
</tr>
<tr>
<td>9th Floor</td>
<td>Provide answers to any questions</td>
<td>Ashley Wasserman</td>
<td></td>
<td>- Interns will know how to access resources available to them during the training year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jessenia Perez-Carrion</td>
<td></td>
<td>- Interns will identify centers’ staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/22/16 1:30-2:30 PM</td>
<td>Site Tour Domestic Violence Rotation</td>
<td>Daniella Lang</td>
<td>Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.</td>
<td>Participants will familiarize themselves with CVAC</td>
</tr>
<tr>
<td>CVAC 2400 South Dixie</td>
<td>Policies &amp; Procedures Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highway</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/22/16 3:00-5:00pm</td>
<td>Site Tour Substance Abuse Rotation</td>
<td>Katelyn Leidy</td>
<td>Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.</td>
<td>Participants will familiarize themselves with New Directions</td>
</tr>
<tr>
<td>New Direction (ORS)</td>
<td>Policies &amp; Procedures</td>
<td>Ashley Wasserman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3140 NW 76th St</td>
<td>Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dropbox information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monthly Client &amp; Data Log collection procedures &amp; instructions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/23/16 8:00-9:00AM</td>
<td>Site Tour: Elderly Rotation</td>
<td>Ashley Wasserman</td>
<td>Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.</td>
<td>Participants will become acquainted with Edison Neighborhood Center</td>
</tr>
<tr>
<td>Date and Location</td>
<td>Title</td>
<td>Presenters</td>
<td>Abstract</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8/23/16 9:30-10:30 AM</td>
<td>Site Tour Head Start Rotation o Policies &amp; Procedures o Forms</td>
<td>Diane Breslow, Ashley Wasserman</td>
<td>Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.</td>
<td>Participants will become oriented to a Head Start Center</td>
</tr>
<tr>
<td>Kidco Head Start Centers 7 187 NE 55th St Miami, FL 33137</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/23/16 11:00-12:00 PM</td>
<td>Site Tour Elderly Rotation o Policies &amp; Procedures o Forms</td>
<td>Ashley Wasserman, Jessenia Perez-Carrion</td>
<td>Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.</td>
<td>Participants will become acquainted with North Dade Day Care Center</td>
</tr>
<tr>
<td>North Dade Adult Day Care 60 NE 166 St</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/23/16 1:30-5:00 PM</td>
<td>Site Tour Head Start Rotation o Policies &amp; Procedures o Forms</td>
<td>Jessenia Perez-Carrion, Daniella Lang, Manuel Pozzoli</td>
<td>Former intern will provide a tour and overview of the selected site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.</td>
<td>Participants will become oriented to a Head Start Center</td>
</tr>
<tr>
<td>Centro Mater West Head Start Center 8298 NW 103 St Hialeah Gardens</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centro Mater West: Walker Park Head Start Center 800 W 29th St</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/24/16 8:00-9:00 AM</td>
<td>IT Webinar Completion</td>
<td>Webinar</td>
<td>Interns will be oriented to Miami-Dade County IT procedures</td>
<td>Interns will familiarize themselves with County policies for IT</td>
</tr>
<tr>
<td>OTV 701 NW 1 Ct. 9th Floor Conference Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/24/16 9:00-12:00 PM</td>
<td>Internship Orientation o Review of handbook o Internship structure o Policies and procedures o Supervision (group, individual, peer)</td>
<td>Dr. Ana M. Faraci</td>
<td>The CAHSD Internship Orientation will provide an overview of the internship program’s training model, goals and objectives, training activities and supervision requirements, and details about all relevant policies and procedures. In particular, the following will be covered: attendance and performance expectations (including a review of the Intern performance evaluations); direct service, report writing, supervision of practicum students; grievance and due process procedures, Interns will also be</td>
<td>Interns will be able to discuss the internship’s program’s training model and goals and objectives, and articulate a plan to meet these by the end of the training year. Interns will understand all training expectations and know how to document their compliance with program requirements/expectations. Interns will understand the steps to take should they have a complaint against the program and/or require performance improvement</td>
</tr>
<tr>
<td>OTV 701 NW 1st CT 9th Floor Conference Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and Location</td>
<td>Title</td>
<td>Presenters</td>
<td>Abstract</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
<td>------------</td>
<td>----------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| 8/24/16 12:00-3:00 PM  
OTV 701 NW 1st CT  
9th Floor  
Conference Room | Human Resources  
Interns will be oriented to personnel, policies and procedures, and other information relevant to Human Resources | Randy Hudgins  
Interns will be oriented to personnel, policies and procedures, and other information relevant to Human Resources | Interns will gain a better understanding of personal policies and procedures and other information relevant to Human Resources |
| 8/24/16 3:00-4:00 PM  
OTV | Mileage  
Interns will familiarize themselves with the process of getting reimbursement for parking/mileage | Maurice McIntyre  
Interns will familiarize themselves with the process of getting reimbursement for parking/mileage | Interns will familiarize themselves with the process of getting reimbursement for parking/mileage |
| 8/24/16 4:00-5:00 PM  
OTV | Curriculum review and readings  
Interns will review policies and procedures and curriculum for newly assigned rotations. Familiarize with required documentation and forms. | Interns  
Review policies and procedures and curriculum for newly assigned rotations. Familiarize with required documentation and forms. | Participants will be gain a better understanding of their assigned rotations and requirements. |
| 8/25/16 8:30-12:00 PM  
OTV | Orientation  
The CAHSD Internship Orientation will provide an overview of the internship program’s training model, goals and objectives, training activities and supervision requirements, and details about all relevant policies and procedures. In particular, the following will be covered: attendance and performance expectations (including a review of the Intern performance evaluations); direct service, report writing, supervision of practicum students; grievance and due process procedures, Interns will also be provided with contact information for the Internship DOT and other core supervisors., IT, | Dr. Ana Faraci  
The CAHSD Internship Orientation will provide an overview of the internship program’s training model, goals and objectives, training activities and supervision requirements, and details about all relevant policies and procedures. In particular, the following will be covered: attendance and performance expectations (including a review of the Intern performance evaluations); direct service, report writing, supervision of practicum students; grievance and due process procedures, Interns will also be provided with contact information for the Internship DOT and other core supervisors., IT, | • Interns will be able to discuss the internship’s program’s training model and goals and objectives, and articulate a plan to meet these by the end of the training year.  
• Interns will understand all training expectations and know how to document their compliance with program requirements/expectations.  
• Interns will understand the steps to take should they have a complaint against the program and/or require performance improvement planning.  
• Interns will know how to access resources |
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/16 1:30-3:00PM OTV</td>
<td>IT</td>
<td>Josephine Casillas</td>
<td>This orientation will provide an orientation to IT and security policies available to them during the training year.</td>
<td>Interns will become familiar with IT and security policies</td>
</tr>
<tr>
<td>8/25/16 3:00-5:00 PM OTV 9th Floor cubicles</td>
<td>HIPPAA and Security Awareness Training Webinar: Complete by December 31</td>
<td>ONLINE: miamidade.inspiredlms.com</td>
<td>These trainings are geared toward understanding HIPAA regulations and security awareness while employed by Miami Dade County.</td>
<td>• HIPAA HITECH Privacy for Business Associates • HIPAA HITECH Security Awareness • Payment Card Industry Data Security • Recognizing Identity Theft Red Flags</td>
</tr>
<tr>
<td>8/25/16 Baker Act Webinar: Complete by December 31</td>
<td>Online/FSU training <a href="http://nhlp.fmhi.usf.edu/batraining/">http://nhlp.fmhi.usf.edu/batraining/</a></td>
<td>The Florida Mental Health Act, referred to as the Baker Act, is the Bill of Rights for mental health patients. It similarly provides guidelines for mental health practitioners regarding involuntary hospitalization. This presentation will review the requirements for involuntary hospitalization under the Baker act, how to assess the need for involuntary hospitalization, treatment alternatives within a less restrictive environment, and related Florida Statutes that may be more appropriate for the needs of the patient.</td>
<td>• Describe the Florida Mental Health Act FS 394 • List the requirements of involuntary psychiatric hospitalization or commitment under the Baker Act • Determine the level of risk using lethality assessments when evaluating suicide plans, intent, and ability to carry out the plan(s) • Describe alternatives to involuntary hospitalization • Discuss related Florida laws</td>
<td></td>
</tr>
<tr>
<td>TF-CBT Webinar: Complete by December 31</td>
<td>Online Training: companion website for the TF-CBT workbook for children <a href="http://tfcbt.musc.edu">http://tfcbt.musc.edu</a></td>
<td>To assist students with expanding their knowledge of evidence based practices when treating clients who have experienced trauma.</td>
<td>Students will understand the theory and history behind TF-CBT. Students will also learn strategies to effectively implement this treatment modality</td>
<td></td>
</tr>
<tr>
<td>Date and Location</td>
<td>Title</td>
<td>Presenters</td>
<td>Abstract</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------</td>
<td>------------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| 8/26/16 8:00-11:00 AM New Direction 3140 NW 76 ST | Orientation & Tour at New Direction | Dr. Argelio Cabrera, Psy.D. | This presentation will allow for interns to be familiar with all realms of the clinical experience at New Direction. The different expectations on the female and male sides, “Seeking Safety” group therapy, and other pertinent topics presented at group therapy, NA and AA daily meetings, individual therapy procedures and family nights will be discussed. Also, interns will be informed on their responsibilities to mentor practicum students as well as formats of supervision with their supervisor. | After the presentation participants should:  
• Feel accustomed to the overall milieu at New Directions  
• Know what to expect on a daily basis at this site  
• Be familiar with “Seeking Safety” and its vitality to the program  
• Understand major coping mechanisms and relapse prevention techniques that the clients utilize  
Understand protocols for accruing a client list for individual therapy sessions. |
| 8/26/16 11:00-12:00 PM Central Intake 3140 NW 76 ST | Orientation & Tour at Task | Ulysses Arteaga, MSW | Interns will be familiarized with Central Intake and the Task program. | • Intern will become familiar with the procedures of Central Intake and Task program |
| 8/26/16 1:30-3:00 PM New Direction 3140 NW 76 ST | Prolonged Exposure Therapy | Riwa Kassar | Prolonged Exposure Therapy is an evidenced based exposure therapy for the treatment of individuals who suffer from post-traumatic stress disorder (PTSD). The goal of the training will be twofold: 1) to cover the definition of PTSD, diagnostic criteria, and some psychometrically sound measures that can be used for its assessment 2) cover the treatment protocol at a high level. We will also learn about some raised concerns and controversy surrounding PET. This training will not be sufficient to enable trainees to use prolonged exposure therapy without supervision by a trained supervisor who is experienced treating clients using this therapy. | The goals of the training will be:  
• To cover the definition of PTSD, diagnostic criteria, and some psychometrically sound measures that can be used for its assessment  
• To cover the treatment protocol at a high level |
<p>| 8/26/16 3:00-4:30 PM New Direction 3150 NW 76 ST | Motivational Interviewing | Riwa Kassar | Motivational Interviewing (MI) was initially developed from experience working with problem drinkers. This approached has evolved to a well-articulated therapeutic approach with defined fundamental concepts that capture its essence, and specific clinical procedures. Motivational Interviewing is a collaborative, goal oriented, style of communication that evokes the person’s own reasons for change | This training will assist students to understand and internalize the essence and spirit of motivational interviewing. It will also cover some of its essential and basic techniques |</p>
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 8/29/16 8:30-10:30 AM   | Head Start Orientation                     | Manuel Pozzoli        | The orientation will provide an overview of the Head Start program throughout Miami Dade county. The types of mental health services provided will be discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child. | • Participants will increase their knowledge about Head Start mental health procedures.  
• Specific documentation needed for mental health referrals.  
• Description of the mental health consultant role.  
• Identification of community resources  
• DECA and the development of treatment plans.  
• Utilizing the CSEFEL and the Pyramid models. |
| Centro Mater East       |                                            |                       |                                                                                                                                                                                                          |                                                                                      |
| 8/29/16 11:00-12:30 PM  | Head Start Orientation                     | Sabrina Lewis         | The orientation will provide an overview of the Head Start program throughout Miami Dade county. The types of mental health services provided will be discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child. | • Participants will increase their knowledge about Head Start mental health procedures.  
• Specific documentation needed for mental health referrals.  
• Description of the mental health consultant role.  
• Identification of community resources  
• DECA and the development of treatment plans.  
• Utilizing the CSEFEL and the Pyramid models. |
<p>| St. Albans 3465 Brooker St, Miami, FL 33133 |                                            |                       |                                                                                                                                                                                                          |                                                                                      |
| 8/29/16 2:00-5:00pm     | Accion Neighborhood Center                 | Olga Torrens          | Overview of the Departmental Neighborhood Centers. Service delivery plans will be shared, including specific services, catchment area, partnerships, and staff.                                                                 | Participants will become familiar with the services, partners, resources, etc.        |
| 8/30/16 9:00-11:00 AM   | Orientation Elderly Program                | Dr. Tiffany Amrich    | An overview of the Elderly rotation will be provided; including discussion of policies and procedures, forms/documents, activities taking place at the site and contact personnel on-site                                                                 | Participants will become acquainted with Edison Neighborhood Center                   |
| OTV 701 NW 1st CT 11th Floor Conference Room |                                            |                       |                                                                                                                                                                                                          |                                                                                      |
| 8/30/16 10:30-12:00 PM   | Edison Tour                                | Linda Taylor          | Overview of the Departmental Neighborhood Centers. Service delivery plans will be shared, including specific services, catchment area, partnerships, and staff.                                                                 | Participants will become familiar with the services, partners, resources, etc.        |
| 8/30/16 2:30-4:30 PM     | Didactic Training: Evidence Based          | Dr. Tiffany Amrich    | Miami-Dade County’s Adult Day Care Centers have recently implemented a Person-Centered                                                                                                                  | Interns will be able to identify important elements of Person-Centered Care as it relates |
|                          |                                            |                       |                                                                                                                                                                                                          |                                                                                      |</p>
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| Edison Neighborhood Center        | Treatment Model for Elderly  | Beth Meyer-Arnold, RN, MS and Lyn Geboy, Ph.D. | The goal of the model is to increase engagement from participants and increase positive interactions with caregivers to enhance participants’ overall well-being. Interns will learn about different types of engagement; communication that can be depersonalizing and hence impact interactions negatively; design principles for elder and dementia care; and activities that can enhance interaction in an adult day care center, assisted living facility and/or nursing home. | to practice in an elder care facility  
- Interns will learn different types of engagement  
- Interns will be able to identify design principles that are more conducive to facilitating engagement from participants. |
| Haitian Youth                     | Orientation-Head Start        | Ms. Haisty, Ms. Aida | The orientation will provide an overview of the Head Start program throughout Miami Dade County. The types of mental health services provided will be discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child. | Participants will increase their knowledge about Head Start mental health procedures.  
- Specific documentation needed for mental health referrals.  
- Description of the mental health consultant role.  
- Identification of community resources  
- DECA and the development of treatment plans.  
- Utilizing the CSEFEL and the Pyramid models. |
| Easter Seals                      | Orientation Head Start        | Jean Verbose        | The orientation will provide an overview of the Head Start program throughout Miami Dade County. The types of mental health services provided will be discussed and the program categories will be identified and explored. Various components of the Head Start services will be explored; including the steps that are necessary to obtain appropriate services for each child. | Participants will increase their knowledge about Head Start mental health procedures.  
- Specific documentation needed for mental health referrals.  
- Description of the mental health consultant role.  
- Identification of community resources  
- DECA and the development of treatment plans.  
- Utilizing the CSEFEL and the Pyramid models. |
| Greater Miami Service Corps       | Orientation-GMSC              | Lillian Allamo      | This training will provide interns with an overview of the services provided by the Greater Miami Service Corps; including its mission, vision and core values. Intern will be exposed to the various components of the program; including a tour of the facility. | Intern will become familiar with the various service components of the Corps.  
- Exposure to the daily schedule of a Corps member will be explored and discussed. |
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 9/1/16 9:00-10:30 AM | Orientation & Tour at CVAC | Ivon Mesa Ana Lorenzo | The Orientation will provide an overview of the internship program partner site-CVAC, goals and objectives, training activities and supervision requirements, and details about all relevant policies and procedures. In particular, the following will be covered: client’s intake process, treatment modality, issues of confidentiality, establishment of a treatment plan, therapeutic sessions, client’s attendance and performance expectations (including a review of their treatment progress); direct service, report writing, supervision of practicum students | Participants will be able to:  
• Describe the mission of CVAC and how it fits into the array of county services provided.  
• Explain the psychological impact of domestic violence and how to apply trauma theory mental health intervention.  
• Discuss strategies to assist victims; including addressing functional needs and incorporating cultural awareness.  
• Describe the legal and ethical implications of domestic violence work, including HIPAA regulations, confidentiality, and professional ethics |
| 9/1/16 10:30-12:30 PM | Step Manual and TF-CBT Overview | Claudia Salinas | This orientation will provide an overview of the STEP group manual as well as TF-CBT | Participants will gain knowledge surrounding STEP group manual and TF-CBT. They will be better able to conduct these intervention |
| 9/1/16 2:00-5:00 PM | Orientation & Tour - Safespace North | Cassandra Armstrong | This orientation will provide an overview of the internship program within Safe Space North site, which will include site specific goals and objectives, the role of the intern and policies and procedures within Safe Space. Interns will tour the facility to gain awareness of direct services and needs within Safe Space. | Participants will be able to:  
• Describe the mission of Safespace and how it fits into the array of county services provided.  
• Know what to expect on a daily basis at site  
• Understand protocols for client participation in therapy |
<p>| 9/2/16 9:00-12:00PM | MDCPS Orientation | Ana Hernandez | | |
| 9/2/16 2:00-5:00PM | Meeting with Training Committee | Training committee | Provide feedback and discuss/assign rotations | Participants will be able to gain a better understanding of their assigned rotations |</p>
<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenters</th>
<th>Abstract</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13/16 Safespace North Shelter</td>
<td>Florida Coalition Against Domestic Violence (FCADV) Core Competency Training</td>
<td>Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz</td>
<td>This Core Competency Training will prepare participants for working with the domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population. Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to providing services for domestic violence survivors.</td>
<td></td>
</tr>
<tr>
<td>9/14/16 Safespace North Shelter</td>
<td>Florida Coalition Against Domestic Violence (FCADV) Core Competency Training</td>
<td>Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz</td>
<td>This Core Competency Training will prepare participants for working with the domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population. Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to providing services for domestic violence survivors.</td>
<td>9:00 AM-12:00 PM Welcome and Introductions (Caren McDaniel)</td>
</tr>
<tr>
<td></td>
<td>Unit I: Foundations of the Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 1: Her story of the Movement (Sonie Beliard)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 2: Anti-oppression (Marcia Leclere)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 3: Empowerment-Based Advocacy (Marcia Leclere)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch 12:00 - 1:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00 PM-5:00 PM Unit II: Dynamics of Battering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 1: Dynamics of Domestic Violence (Mary Veloz)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 2: Factors that Support Battering (Marcia Leclere)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 3: Sexual Violence (Caren McDaniel)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch 12:00 - 1:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/15/16 Safespace North Shelter</td>
<td>Florida Coalition Against Domestic Violence (FCADV) Core Competency Training</td>
<td>Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz</td>
<td>This Core Competency Training will prepare participants for working with the domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population. Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to providing services for domestic violence survivors.</td>
<td>9:00 AM-12:00 PM Unit III: Communication</td>
</tr>
<tr>
<td></td>
<td>Unit III: Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 1: Confidentiality, Privilege and Ethics (Caren McDaniel)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 2: Supportive Communication (Sonie Beliard)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 3: Service Management (Sonie Beliard)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 4: Conflict Resolution &amp; De-escalation (Mary Veloz)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch 12:00 - 1:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date and Location</td>
<td>Title</td>
<td>Presenters</td>
<td>Abstract</td>
<td>Learning Objectives</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9/16/16                | Florida Coalition Against Domestic Violence (FCADV) Core Competency Training | Caren McDaniel, Sonie Beliard, Marcia Leclere, Mary Veloz | This Core Competency Training will prepare participants for working with the domestic violence population. This training will provide history, treatment options, intervention challenges, and shelter protocols for working with this population. Participants will gain information regarding the history, trends, intervention methods, and treatment challenges pertinent to providing services for domestic violence survivors. | **Unit III: Communication**
**Section 5: Cultural Awareness (Marcia Leclere)**
**Unit IV: Accessing Safety**
**Session 1: Safety Planning (Mary Veloz)**
**Session 2: Risks Assessments (Sonie Beliard)**

| 9:00 AM-12:00 PM       | Unit IV: Accessing Safety                                           |                                             |                                                                                                                                                                          | **Unit V: Complexities & Realities of Advocacy**
**Section 1: Battered Women Living with Chemical Dependency (Caren McDaniel)**
**Section 2: Battered Women Living with Mental Health Complexities (Sonie Beliard)**
**Section 3: Human Trafficking (Mary Veloz)**

**Lunch 12:00 - 1:00**

| 1:00 PM-5:00 PM        | Unit VI: Working with Children and Teens **Section 1: The Effects of Domestic Violence on Children (Marcia Leclere)** **Section 2: Teen Relationship Abuse (Mary Veloz)** **Session 3: Primary Prevention (Mary Veloz)** |                                             |                                                                                      | **Unit VII: Advocate Self-Care (Marcia Leclere)**
**Closing and Administration of Competency-based Test** |
## Community Action and Human Services Department

### FY 2016-2017

**Clinical Psychology Internship Workshop Schedule**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sponsor</th>
<th>Dates (TBA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start/Early Head Start, Sixth Annual Conference</td>
<td>Community Action and Human Services</td>
<td>Three Days August 7, 2017</td>
</tr>
<tr>
<td>Head Start / Early Head Start Pre-Service Training Conference</td>
<td>Community Action and Human Services</td>
<td>Three Days August 14, 2017</td>
</tr>
</tbody>
</table>
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT  
PSYCHOLOGY INTERNSHIP PROGRAM

FY 2016-2017  
INTERN PEER SUPERVISION  
MONDAY – 1:00-2:00 PM  

GROUP AND PEER SUPERVISION SCHEDULE  
MONDAY - 2:00-4:00 PM  
*Peer supervision will occur one time per month

Group Supervision with Dr. Faraci on Mondays 2:00-4:00 PM at CVAC (2400 South Dixie Highway), unless otherwise notified:

<table>
<thead>
<tr>
<th>DATE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 2016 (Holiday)</td>
<td>March 6, 2017</td>
</tr>
<tr>
<td>September 12, 2016</td>
<td>March 13, 2017</td>
</tr>
<tr>
<td>September 19, 2016</td>
<td>March 20, 2017</td>
</tr>
<tr>
<td>September 26, 2016</td>
<td>March 27, 2017</td>
</tr>
<tr>
<td>October 3, 2016</td>
<td>April 3, 2016</td>
</tr>
<tr>
<td>October 10, 2016 (Holiday)</td>
<td>April 10, 2017</td>
</tr>
<tr>
<td>October 17, 2016</td>
<td>April 17, 2017</td>
</tr>
<tr>
<td>October 24, 2016</td>
<td>April 24, 2017</td>
</tr>
<tr>
<td>October 31, 2016</td>
<td>May 1, 2017</td>
</tr>
<tr>
<td>November 7, 2016</td>
<td>May 8, 2017</td>
</tr>
<tr>
<td>November 14, 2016</td>
<td>May 15, 2017</td>
</tr>
<tr>
<td>November 21, 2016</td>
<td>May 22, 2017</td>
</tr>
<tr>
<td>November 28, 2016</td>
<td>May 29, 2017 (Holiday)</td>
</tr>
<tr>
<td>December 5, 2016</td>
<td>June 5, 2017</td>
</tr>
<tr>
<td>December 12, 2016</td>
<td>June 12, 2017</td>
</tr>
<tr>
<td>December 19, 2016</td>
<td>June 19, 2017</td>
</tr>
<tr>
<td>December 26, 2016 (Holiday)</td>
<td>June 26, 2017</td>
</tr>
<tr>
<td>January 2, 2017 (Holiday)</td>
<td>July 3, 2017</td>
</tr>
<tr>
<td>January 9, 2017</td>
<td>July 10, 2017</td>
</tr>
<tr>
<td>January 16, 2017 (Holiday)</td>
<td>July 17, 2017</td>
</tr>
<tr>
<td>January 23, 2017</td>
<td>July 24, 2017</td>
</tr>
<tr>
<td>January 30, 2017</td>
<td>August 7, 2017</td>
</tr>
<tr>
<td>February 6, 2017</td>
<td>August 14, 2017</td>
</tr>
<tr>
<td>February 13, 2017</td>
<td></td>
</tr>
<tr>
<td>February 20, 2017 (Holiday)</td>
<td></td>
</tr>
<tr>
<td>February 27, 2017</td>
<td></td>
</tr>
</tbody>
</table>
## MIAMI-DADE COUNTY
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
Psychology Internship Training Program

### WEEKLY DOCUMENTATION OF SUPERVISION AND RELATED ACTIVITIES

<table>
<thead>
<tr>
<th>SUPERVISION ACTIVITIES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Check all that apply):</td>
<td>(Circle all that apply):</td>
</tr>
<tr>
<td>Individual supervision</td>
<td>Research (R)</td>
</tr>
<tr>
<td>Group supervision</td>
<td>Ethical &amp; Legal Standards (EL)</td>
</tr>
<tr>
<td>Practicum student supervision</td>
<td>Individual Cultural Diversity (D)</td>
</tr>
<tr>
<td>Supervision of Supervision</td>
<td>Professional Values &amp; Attitudes (VA)</td>
</tr>
<tr>
<td>In vivo supervision</td>
<td>Communication and Interpersonal Skills (CI)</td>
</tr>
<tr>
<td>Consultation with staff</td>
<td>Assessment (A)</td>
</tr>
<tr>
<td>Task supervision</td>
<td>Intervention (I)</td>
</tr>
<tr>
<td>Clinical meeting/staffing</td>
<td>Supervision (S)</td>
</tr>
<tr>
<td>Peer consultation</td>
<td>Consultation (C)</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

### TOPICS COVERED:

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Intern/Student: ________________________________________________________________

Supervisor: ________________________________________________________________

Date: ________________________________________________________________
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
CLINICAL PSYCHOLOGY INTERN TRAINING EVALUATION

Title of Program: ____________________________________________________________

Date: ________________  Presenter: ___________________________________________

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
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
CLINICAL PSYCHOLOGY TRAINING COMMITTEE

FY 2016 - 2017

Ana M. Faraci, Ph.D, LMFT    Director of Psychology Training/Director Psychological Services Division/Supervisor/Trainer

Tiffany Amrich, Psy.D    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; Substance Abuse; (Personal) Sports, Photography, Boating; Home Decorating; Spending time with family; Reading.

Argelio Cabrera, Psy.D    Supervisor/Trainer

Ulysses Arteaga, LCSW    Division Director/Task Supervisor
B.A. 1988 Florida International University; MSW 1990, Barry University; 1992 Florida Licensed Clinical Social Worker. Interests: (Professional) Refugee and immigrant population; (Personal) Travel, Opera, Skiing, and spending time with family.

Armando Garcia, LCSW

Lilliam Alamo, MSW
Master in Social Work, 2003, Florida International University. Interests (Professional) Substance abuse; (Personal) traveling and sports.
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

2016-2017 INTERNSHIP CLASS AND UNIVERSITY

Jasmine Davis, M.A. …………………… Fairleigh Dickinson University
Ph.D. Clinical Psychology

Vanessa Fernandez-Martinez, M.S…….. Albizu University
Ps.D. Clinical Psychology

Sarah Goldstein, M.S.………………… Nova Southeastern University
Psy.D., Clinical Psychology

Jacqueline Santana, MSW, M.S……….. Albizu University
Psy.D. Clinical Psychology
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
DUE PROCESS PROCEDURES

It is the objective of the Community Action and Human Services Department 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 nine areas of professional competencies: research, ethical and legal standards, individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; evidence based assessments; evidence based interventions; supervision; consultation and inter-professional/interdisciplinary skills. 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 Community Action and Human Services Department 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.miamidade.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, both the supervisor and the intern will work together to formulate the plan. Both will sign the document and forward to the Internship Training Director and the Director of Training from the parent university. 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 Director would be brought in to mediate the situation. If the Internship Training Director 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 Director 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 Director would present the results of the investigation and make a recommendation to other Community Action and Human Services Department Administrators.
who would be brought in to the process as appropriate. The intern would be invited to meet with the Training Director, 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 Director, who would attempt to facilitate the resolution. If this process were unsuccessful, the Internship Training Director and the Director of Clinical Training of the parent university would consult to determine further action. If problem is not resolved, intern is informed about submitting a Community Action and Human Services Department formal grievance. Additionally, intern can place a formal grievance with the American Psychological Association (APA) (http://apa.org/monitor/oct02/grievances.aspx). Within the context of our training model, the Training Director 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.
<table>
<thead>
<tr>
<th><strong>PROGRAM’S RIGHTS</strong></th>
<th><strong>PROGRAM’S RESPONSIBILITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To expect the intern to abide by the APA Code of Ethics</td>
<td>To assure due process and clearly articulated due process procedures</td>
</tr>
<tr>
<td>To expect the intern to demonstrate personal maturity</td>
<td>To provide on-going feedback regarding performance</td>
</tr>
<tr>
<td>To expect intern participation in the development of a Corrective Action Plan if one were needed</td>
<td>To provide early identification of deficiencies</td>
</tr>
<tr>
<td>To expect compliance with a Corrective Action Plan if one were implemented</td>
<td>To work with the intern to develop a Corrective Action Plan if one were needed</td>
</tr>
<tr>
<td>To consult with the Clinical Training Director of the parent university</td>
<td>To advise the intern regarding consultation with the Clinical Training Director of the parent university</td>
</tr>
<tr>
<td>To conduct an investigation of any reports of rules violation</td>
<td>To assure availability of the supervisors and Psychology Training Coordinator</td>
</tr>
<tr>
<td>To implement corrective or disciplinary action if warranted</td>
<td>To provide clear descriptions of responsibilities, quantitative expectations, and lines of authority</td>
</tr>
<tr>
<td><strong>INTERN’S RIGHTS</strong></td>
<td><strong>INTERN’S RESPONSIBILITIES</strong></td>
</tr>
<tr>
<td>To expect due process</td>
<td>To conduct program, Department and County rules and regulations</td>
</tr>
<tr>
<td>To expect on-going feedback regarding performance</td>
<td>To conduct an impartial investigation of any reports of rules violation</td>
</tr>
<tr>
<td>To expect early identification of deficiencies</td>
<td>To provide levels of review regarding deliberations on disciplinary action</td>
</tr>
<tr>
<td>To expect cooperative efforts to develop a Corrective Action Plan if one were needed</td>
<td>To expediously attend to intern grievances regarding training or supervision</td>
</tr>
<tr>
<td>To consult with the Clinical Training Director of the parent university</td>
<td>To abide by the APA Code of Ethics</td>
</tr>
<tr>
<td>To expect availability of supervisors and the Psychology Training Coordinator</td>
<td>To demonstrate personal maturity</td>
</tr>
<tr>
<td>To expect clear description of responsibilities, quantitative expectations of performance, and lines of authority</td>
<td>To become conversant with governing rules, policies and procedures</td>
</tr>
<tr>
<td>To expect clear identification of possible reasons for disciplinary action</td>
<td>To become conversant with due process procedure</td>
</tr>
<tr>
<td>To bring a representative of his/her choosing to a meeting with Departmental Administration</td>
<td>To participate in the development of a Corrective Action Plan if one were needed</td>
</tr>
<tr>
<td>To expect an impartial investigation of any reports of rules violation</td>
<td>To abide by lawful program, Office, Department, and County rules and regulations</td>
</tr>
<tr>
<td>To have the option to participate at any deliberative forum regarding possible disciplinary action</td>
<td>To follow grievance procedures, if initiated</td>
</tr>
<tr>
<td>To expect clear policy regarding grievance procedures</td>
<td></td>
</tr>
<tr>
<td>To initiate grievances about training or supervision</td>
<td></td>
</tr>
<tr>
<td>To bring a representative of her/his choosing to a grievance meeting</td>
<td></td>
</tr>
<tr>
<td>To expect expeditious efforts at resolution of grievances</td>
<td></td>
</tr>
</tbody>
</table>
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES
PSYCHOLOGY INTERN EVALUATION FORM

Intern: ________________________________________ Date ________________

Evaluation Period: Mid-year____________________ End of year ___________

Supervisor(s):_____________________________________________________

The overall aim of Miami-Dade County Psychology Internship Program is to prepare students to become health service psychologists at the entry level.

Based on the overall rating of each competency area interns and supervisors will be able to determine progress across each competency during the training year. The overall rating will be based on the average of the ratings of each benchmark. The competencies below have specific benchmarks, where interns are expected to obtain a rating of a minimum of 2 by the mid-year evaluation and a minimum of 3 at the end of the year evaluation.

I. Demonstrates competency in communication and interpersonal skills.
   Overall rating _______

   1. Develops and maintains effective relationships with staff, supervisors, peers, and other professionals.

      _____ Exceeds Expectations (4): Establishes and maintains respectful interactions. Identifies professionals/staff who present different perspectives or challenges, making adjustments to continue working effectively with them.

      _____ Meets Expectations (3): Engages with staff and clients, identifying possible conflicts, seeking resources to resolve these.

      _____ Needs On-Going Supervision (2): Demonstrates interest in others and receptive to supervisory feedback.

      _____ Needs Remedial Work (1): Displays difficulties establishing rapport with professionals, colleagues, and staff.

   2. Demonstrates ability to effectively negotiate conflict and receptive to providing and receiving feedback.

      _____ Exceeds Expectations (4): Actively collaborates with others, demonstrating good problem solving skills. Provides meaningful feedback to others and receives feedback in a non-defensive manner.
Meets Expectations (3): Good working relationships with others; receptive to supervisory feedback to effectively deal with conflict.

Needs On-Going Supervision (2): Demonstrates limited skills in negotiating conflictual situations, as well as limited responsiveness and provision of feedback.

Needs Remedial Work (1): Inability to accept feedback and provide meaningful feedback to others. Cannot maintain collaborative relationships with other professionals.

3. Demonstrates ability to work effectively with 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.

Exceeds Expectations (4): Intern independently identifies individual differences and displays sensitivity to others’ diverse cultural backgrounds. Accurately displays self-monitoring pertaining to own responses to individual differences.

Meets Expectations (3): Openly seeks supervisory feedback regarding limited experience with other professionals’ diversity.

Needs On-Going Supervision (2): Displays lack of comfort level working with specific diverse professionals and readily discusses challenging relationships in supervision.

Needs Remedial Work (1): Inability to work with some diverse professionals; difficulties recognizing pre-judgmental beliefs and/or limited awareness and understanding of diversity.

4. Demonstrates proficiency in the command of language, i.e. oral and written communication.

Exceeds Expectations (4): Demonstrates ability to command the professional language, both verbal and written. His/her communication is descriptive and effective with clients and professionals.

Meets Expectations (3): Occasionally needs reassurance in his/her oral presentations. Minor revisions in the written communication, which are quickly corrected.

Needs On-Going Supervision (2): Requires to correct a number of deficiencies in his/her written documentation. Most of the time, intern requires to rehearse the oral communication on many occasions to clearly articulate the information.

Needs Remedial Work (1): Intern procrastinates and continues to submit documentation with numerous grammatical/spelling/syntax mistakes. Oral communication is fragmented and lacks flow.

II. Develops Competence in evidence based assessment.

Overall rating _______

1. Plans, schedules, selects tests, and completes interviews and testing in an appropriate timeframe to complete required evaluations over the internship year.

Exceeds Expectations (4): Independently selects the appropriate tests to address the referral question. Carefully plans and schedules testing sessions within the required timelines.
_____ Meets Expectations (3): Intern will sporadically seek supervisory input for the selected tests. Overall, the required evaluations will be submitted on time.

_____ Needs On-Going Supervision (2): On-going supervision for test selection and planning skills to meet required timeframes. Utilizes supervision effectively.

_____ Needs Remedial Work (1): Poor test selection; additional testing sessions required due to poor test choice.

2. Demonstrates knowledge and competence in administering, scoring, and interpreting psychological tests.

_____ Exceeds Expectations (4): Demonstrates proficiency in test administration, scoring, and interpretation. Awareness of culturally sensitive instruments. Data collected is coherent with the formulation of diagnosis for treatment planning. Displays ability to make adjustments according to the client’s needs.

_____ Meets Expectations (3): Occasional consultation for specific details regarding test administration, scoring, and interpretation of psychological tests. Supervisory input is minimal, displaying overall ability to complete psychological testing.

_____ Needs On-Going Supervision (2): Needs on-going supervision for the tests administered. Seeks consultation to effectively use the scored data for interpretation purposes. Intern receptive to supervisory feedback and implementation of recommendations.

_____ Needs Remedial Work (1): Inaccurate use of the test data, reaching to erroneous interpretation. Often needs to schedule additional testing sessions for mistakes in administration; limited adaptations for client’s needs.

3. Demonstrates knowledge and competence in report writing. Intern writes evaluative reports in a well-organized manner with language appropriate for the intended reader. Intern provides feedback of the results with clarity to clients, staff, and other team members.

_____ Exceeds Expectations (4): Report is clear and comprehensive. Test data is incorporated in the report, formulating an accurate diagnosis. Intern presents a well-integrated report, including concise recommendations related to the referral question. Demonstrates ability to effectively communicate the findings, making necessary adaptation to the client’s needs.

_____ Meets Expectations (3): Report covers the essential elements, without serious mistakes. Supervisor’s input consists of minimal report revisions.

_____ Needs On-Going Supervision (2): Report has limited cohesiveness, requiring assistance with articulation of theoretical material. Verbal communication of the findings limited for the intended audience. Intern utilizes supervision effectively.

III. Demonstrates competence in evidence based interventions.
Overall rating _______

1. Demonstrates knowledge and skill in selecting appropriate empirically validated psychotherapeutic interventions with children, adults, and their families.

_____ Exceeds Expectations (4): Intern demonstrates knowledge of evidence base practices; reviews relevant literature and selects interventions for different populations and presenting problems. Independently formulates case conceptualizations and incorporates theoretical orientation into comprehensive treatment plans.

_____ Meets Expectations (3): Overall adequate case conceptualization but limited literature review for case conceptualization. Supervisory input is required to refine treatment goals and to incorporate these into comprehensive treatment plans.

_____ Needs On-Going Supervision (2): Intern requires on-going supervision to select evidence base interventions adequate to client’s individual differences. Treatment planning does not align with case conceptualization.

_____ Needs Remedial Work (1): Difficulties with identification of treatment plan goals and lack of specific theoretical model to guide the service delivery plan.

2. Demonstrates knowledge and sensitivity of cultural and individual differences.

_____ Exceeds Expectations (4): Independently implements knowledge of cultural and individual differences in the selection of evidence base interventions. Regularly monitors own cultural diversity and its impact on working with diverse clients.

_____ Meets Expectations (3): Inquisitive of cultural diversity issues during supervision. Overall feels comfortable when delivering psychotherapeutic services to culturally diverse populations.

_____ Needs On-Going Supervision (2): Exhibits limited skills with certain clients and able to implement evidence base practices with those with previous experience. Limited awareness of self-diversity and how it impacts clients.


3. Demonstrates ability in formulating treatment plans, establishment of goals/objectives, and discharge plans.

_____ Exceeds Expectations (4): Jointly develops a treatment plan with the client, identifying realistic treatment goals and objectives. Therapeutic modality and theoretical model is mutually agreed upon, displaying flexibility to make adaptations when necessary. Adequately develops the discharge plan with the client ensuring specific outcomes to successfully completing treatment.

_____ Meets Expectations (3): Overall adequate treatment plan; occasionally requires supervisory feedback to refine goals and objectives, as well as detailed discharge planning.
_____ Needs On-Going Supervision (2): Requires guidance to develop treatment plans along with the identification of goals and measurable objectives. Supervisory feedback needed when developing and implementing treatment plan.

_____ Needs Remedial Work (1): Unable to identify goals and objectives. Difficulties with developing a discharge plan coherent with the treatment plan.

IV. Displays competence in research.

Overall rating _______

1. Develops skills in applying research knowledge to the treatment of cases.

_____ Exceeds Expectations (4): Independently seeks out professional writings to increase knowledge of cases. Displays motivation to research topics relevant to the clinical case, resulting in a wider range of interventions.

_____ Meets Expectations (3): Intern demonstrates interest in finding out more information pertaining to a case. Supervisor provides the recommended readings/resources.

_____ Needs On-Going Supervision (2): Supervisor assigns research articles/professional readings. Intern readily follows through with the assignment.

_____ Needs Remedial Work (1): Intern does not follow supervisor’s assignments.

2. Displays research activity to increase knowledge of specific professional topics through trainings/presentations.

_____ Exceeds Expectations (4): 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.

_____ Meets Expectations (3): Intern recognizes areas for improvement and requests supervisory feedback to develop the training/presentation.

_____ Needs On-Going Supervision (2): Supervisor assigns the professional readings to assist the intern with the development of training/presentation.

_____ Needs Remedial Work (1): Intern does not follow through with assigned readings. Presentation/training lack organization, coherent information, and not submitted on time.

3. Intern will participate in program evaluation activities.

_____ Exceeds Expectations (4): Intern critically evaluates a component of the internship program to enhance its outcomes. Works cooperatively with staff to gather information and schedules a program staff meeting to discuss the results and recommendations of the evaluation report.

_____ Meets Expectations (3): Intern engages with program staff to assess program’s outcomes. Shares feedback of the findings included in the evaluation report.

_____ Needs On-Going Supervision (2): Intern needs guidance to identify program outcomes and to produce a comprehensive report with appropriate recommendations.
V. Develops competence in supervision.
Overall rating _______

1. Ability to provide adequate level of supervision to psychology practicum trainees, including knowledge and awareness of factors affecting quality of supervision.

_____ Exceeds Expectations (4): Displays knowledge of supervisory process, identifies supervisory model, and tracks factors which might impact quality of supervision, i.e. ethical/legal/diversity issues. Takes into consideration supervisee’s developmental level.

_____ Meets Expectations (3): Understands supervision elements, requiring at times supervisory input regarding supervisee’s developmental level and issues that can affect roles and processes of supervision.

_____ Needs On-Going Supervision (2): Supervisory work must be closely monitored. Displays difficulties with articulating expectations and roles of supervision. Limited understanding of supervisees’ skill development.

_____ Needs Remedial Work (1): Unable to provide supervision; lacks knowledge of supervisee’s developmental level and skills.

2. Demonstrates self-awareness and makes necessary adjustments to enhance the supervisory process.

_____ Exceeds Expectations (4): Displays self-reflection of own cultural diversity, adjusting supervisory skills to enhance supervisory process. Identifies areas of further development, i.e. cultural biases; limited knowledge and awareness of possible ethical/legal dilemmas.

_____ Meets Expectations (3): Ability to articulate factors of own individual diversity and makes necessary adjustments to enhance quality of supervisory relationships and process.


_____ Needs Remedial Work (1): Unable to engage in self-reflection and does not demonstrate an understanding of how it affects the supervision of psychology trainees.

3. Demonstrates knowledge of the purpose and roles in supervision.

_____ Exceeds Expectations (4): Clearly articulates the roles of the supervisor and the supervisee. Identifies a supervision model and engages in self-reflection of how this model is implemented.

_____ Meets Expectations (3): Overall understanding of the supervisory process and occasionally requires supervisory input for implementation.

_____ Needs On-Going Supervision (2): Intern displays basic knowledge of supervision. Requires on-going supervisory feedback to identify model and roles of supervisory process.
Needs Remedial Work (1): Inability to provide supervision to psychology trainees and lacks reflection on supervisory process.

VI. Develops competence in consultation and inter-professional/interdisciplinary skills.

Overall rating _______

1. Demonstrates competence in providing psychological consultation to colleagues, members of other disciplines and consumers.

Exceeds Expectations (4): The intern applies knowledge and provides the information to appropriately address the referral question/case. Redefines referral question based on the analysis of the question.

Meets Expectations (3): Occasionally the intern requires supervisory input pertaining to feedback provided to consultees. Reports occasionally need edits to refine recommendations.

Needs On-Going Supervision (2): Intern has difficulties relating to other professionals, as well as providing adequate feedback.

Needs Remedial Work (1): Inability to implement consultation interventions that meet consultee goals.

2. Demonstrates ongoing and consistent integrity and honesty in his/her communication and behaviors with clients, colleagues, and multi-disciplinary teams.

Exceeds Expectations (4): Establishes and maintains respectful relations with clients, colleagues, and staff. Works cooperatively in a team, developing positive alliances with supervisors, peers, and other professionals. Acknowledges his/her role in challenging relations.

Meets Expectations (3): Works cooperatively with others and participates in team meetings. Requires supervision to resolve complex inter-professional relationships.

Needs On-Going Supervision (2): Displays basic understanding of relationships. Needs assistance to effectively cope with interpersonal conflicts with others. Limited understanding of multiple roles within a team.

Needs Remedial Work (1): Intern demonstrates hostility, lack of sensitivity, confrontational attitude, and other characteristics which impedes working effectively with other professionals within a multi-disciplinary team.

3. Demonstrates knowledge of consultation models and practices

Exceeds Expectations (4): Independently identifies situations where consultation is appropriate. Effectively gathers pertinent information to answer the referral question. Reports are clear, along with concise recommendations. Verbal feedback is thorough, incorporating useful information included in the report.

Meets Expectations (3): Regularly displays knowledge of own role within consultation. Information gathered is appropriate to answer the referral question. Report and recommendations need to be refine at times.
Needs On-Going Supervision (2): Limited capability to shift functions/roles during situations requiring consultation. At times cannot identify consultation interventions that meet consultee goals. Verbal feedback does not clearly address referral question.

Needs Remedial Work (1): Lacks knowledge of consultation models; inability to collect the information necessary to meet the referral needs.

VII. Demonstrates competence in ethical and legal standards.

Overall rating _______

1. Demonstrates knowledge of and adherence to current APA Ethical Principles of Psychologists and Code of Conduct.

Exceeds Expectations (4): Consistently conducts self in a professional manner and resolves ethical conflicts independently. Spontaneously accepts responsibility in the work setting.

Meets Expectations (3): Displays awareness of ethical principles and requires occasional supervisory input to resolve ethical issues.

Needs On-Going Supervision (2): Overall understanding of ethical issues. Intern frequently seeks supervisory feedback to effectively deal with ethical issues.

Needs Remedial Work (1): Lacks awareness and knowledge of ethical principles.

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

Exceeds Expectations (4): Intern autonomously demonstrates knowledge of confidentiality, privacy, federal and state laws. Always utilizes this knowledge in his/her professional practice.

Meets Expectations (3): Intern demonstrates awareness of these areas. Needs reassurance from the supervisor for prompt implementation in the therapeutic process.

Needs On-Going Supervision (2): Occasional supervisory feedback to ensure confidentiality is properly addressed. Guidance provided to review key elements of legal statues/laws.

Needs Remedial Work (1): Lack of responsibility regarding communicating confidentiality and legal issues with the clients early in the therapeutic process.

3. Intern will integrate ethical and legal standards across all competencies.

Exceeds Expectations (4): Spontaneously and reliably identifies ethical and legal issues, analyzes them appropriately and proactively addresses them. Applies ethical principles in written reports, trainings, other professional activities, and when performing all functional competencies.

Meets Expectations (3): Demonstrates overall knowledge of ethical and legal standards. Benefits from supervision in the identification of potential conflicts in complex ethical and legal issues.

VIII. Demonstrates competence in professional values, attitudes, and behaviors.

Overall rating _______

1. Intern is open to supervisory feedback and seeks supervision and/or consultation to effectively deal with challenging professional situations

_____ Exceeds Expectations (4): Spontaneously seeks supervision and/or consultation when facing difficult cases. Consistently exhibits self-awareness regarding own limitations and adjusts his/her performance accordingly. Consistently open to supervisory feedback.

_____ Meets Expectations (3): Overall knowledge of own strengths and limitations; receptive to feedback and readily consults with others.

_____ Needs On-Going Supervision (2): Lack of critical thinking and limited curiosity to expand clinical skills. Positive responsiveness to supervision.

_____ Needs Remedial Work (1): Limited problem solving skills; displays defensiveness when supervisory feedback is provided. Cannot articulate organized thoughts.

2. Intern conducts himself/herself in a professional manner to maintain professional integrity and values.

_____ Exceeds Expectations (4): Continuously monitors and independently resolves challenging situations that could affect integrity and values by displaying professional and accountable behaviors.

_____ Meets Expectations (3): Overall conducts himself/herself in a professional demeanor, even in challenging situations. Responds positively to supervisory feedback and takes responsibility of own actions.

_____ Needs On-Going Supervision (2): Demonstrates behaviors that compromise professional integrity and values. Tends to externalize blame to others. Positive responsiveness to supervision.

_____ Needs Remedial Work (1): Lacks awareness of incongruency between own behaviors and professional values and integrity. Displays defensiveness when supervisory feedback is provided.

3. Intern demonstrates strong professional identity, advancing the welfare of others.

_____ Exceeds Expectations (4): Demonstration of knowledge, central to the field of psychology and continuous advancements in the field. Displays a genuine concern for the welfare of others through identification of advocacy efforts.

_____ Meets Expectations (3): Overall integration of science and practice. Displays respect for the beliefs and values of others.

_____ Needs On-Going Supervision (2): Does not display a strong professional identity and demonstrates limited concern for others.
IX. Demonstrates competency in individual and cultural diversity.

Overall rating: ______

1. Ability to apply knowledge of self as cultural being in assessment, treatment, and consultation.

_____ Exceeds Expectations (4): Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss diversity issues.

_____ Meets Expectations (3): Demonstrates knowledge of own cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.


_____ Needs Remedial Work (1): Lacks self-knowledge as a cultural being, thus impacting professional effectiveness.

2. Ability to apply cultural knowledge of others in assessment, treatment, and consultation.


_____ Meets Expectations (3): Demonstrates knowledge of others cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.

_____ Needs On-Going Supervision (2): Limited knowledge of individuals’ cultural diversity and how it impacts effectiveness as a professional.

_____ Needs Remedial Work (1): Lacks understanding of how culture impacts the behavior of others. Does not seek supervision to discuss diversity issues.

3. Monitors the interaction of self and others and how it is impacted by individual and cultural diversity.

_____ Exceeds Expectations (4): Independently implements knowledge of cultural and individual diversity in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss diversity issues.

_____ Meets Expectations (3): Regularly utilizes knowledge of the role of culture in interactions to improve effectiveness as a professional. Initiates consultation when in doubt of diversity issues with others.
_____ Needs On-Going Supervision (2): Limited awareness and understanding of how cultural diversity factors affect interactions of self and diverse others. Displays difficulties in adapting own professional behaviors in a culturally sensitive manner to improve client outcomes.

_____ Needs Remedial Work (1): Lacks knowledge of self and others as a cultural beings, thus impacting professional effectiveness. Does not seek supervision to discuss diversity issues.

COMMENTS (OPTIONAL):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Supervisor’s Name (Print)    Supervisor’s Signature    Date

I have read and discussed this evaluation with my supervisor(s)

Intern’s Name (Print)    Intern’s Signature    Date

(For final evaluation only)

Pass________   Fail________

Revised 08/2016
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

CLINICAL PSYCHOLOGY INTERN 3-9 MONTHS CHECKLIST

Name of Intern: ____________________________  Date ______________

Please rate overall intern’s competencies.

II. Demonstrates competency in communication and interpersonal skills

____ _Exceeds Expectations
____ _Meets Expectations
____ _Needs on-going supervision
____ _Needs Remedial Work

III. Develops competence in evidence based assessment

____ _Exceeds Expectations
____ _Meets Expectations
____ _Needs on-going supervision
____ _Needs Remedial Work

IV. Demonstrates competence in evidence based interventions

____ _Exceeds Expectations
____ _Meets Expectations
____ _Needs on-going supervision
____ _Needs Remedial Work

IV. Displays competence in research

____ _Exceeds Expectations
____ _Meets Expectations
____ _Needs on-going supervision
____ _Needs Remedial Work

V. Develops competence in supervision

____ _Exceeds Expectations
____ _Meets Expectations
____ _Needs on-going supervision
____ _Needs Remedial Work
VI. Develops competence in consultation and inter-professional/interdisciplinary skills.

____ Exceeds Expectations
____ Meets Expectations
____ Needs on-going supervision
____ Needs Remedial Work

VII. Demonstrates competence in ethical and legal standards

____ Exceeds Expectations
____ Meets Expectations
____ Needs on-going supervision
____ Needs Remedial Work

VIII. Demonstrates competence in professional values, attitudes, and behaviors.

____ Exceeds Expectations
____ Meets Expectations
____ Needs on-going supervision
____ Needs Remedial Work

IX. Demonstrates competency in individual and cultural diversity

____ Exceeds Expectations
____ Meets Expectations
____ Needs on-going supervision
____ Needs Remedial Work

COMMENTS (OPTIONAL):

________________________________________________________________________
________________________________________________________________________

_________________________________________  ______________
Supervisor’s Signature  Date

_________________________________________  ______________
Supervisor’s Signature  Date

_________________________________________  ______________
Intern’s Signature  Date

Revised 08/2016
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES DIVISION

EVALUATION OF TRAINING PROGRAM

Date: ________________  Name of Rotation: ________________________________

Training Period:  From: __________________________  To: ________________

This evaluation is for your feedback regarding your psychology internship in the Community Action & Human Services Department. 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

V. Demonstrates competency in communication and interpersonal skills

____ OVERALL RATING

____ Develops and maintains effective relationships with staff, supervisors, peers, and other professionals.

____ Demonstrates ability to effectively negotiate conflict and receptive to providing and receiving feedback.

____ Demonstrates ability to work effectively with 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.

____ Demonstrates proficiency in the command of language, i.e. oral and written communication.

Comments: ____________________________________________________________________________________________
______________________________________________________________________________________________________
______________________________________________________________________________________________________

73
VI. Develops Competence in evidence based assessment

_____OVERALL RATING

_____Plans, schedules, selects tests, and completes interviews and testing in an appropriate timeframe to complete required evaluations over the internship year.

_____Demonstrates knowledge and competence in administering, scoring, and interpreting psychological tests.

_____Demonstrates knowledge and competence in report writing. Intern writes evaluative reports in a well-organized manner with language appropriate for the intended reader. Intern provides feedback of the results with clarity to clients, staff, and other team members.

Comments: _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

VII. Demonstrates competence in evidence based interventions

_____OVERALL RATING

_____Demonstrates knowledge and skill in selecting appropriate empirically validated psychotherapeutic interventions with children, adults, and their families.

_____Demonstrates knowledge and sensitivity of cultural and individual differences.

_____Demonstrates ability in formulating treatment plans, establishment of goals/objectives, and discharge plans.

Comments: _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

IV. Displays competence in research

_____OVERALL RATING

_____Develops skills in applying research knowledge to the treatment of cases.

_____Displays research activity to increase knowledge of specific professional topics through trainings/presentations.

_____Intern will participate in program evaluation activities.

Comments: _____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
V. Develops competence in supervision.

_____OVERALL RATING

_____Ability to provide adequate level of supervision to psychology practicum trainees, including knowledge and awareness of factors affecting quality of supervision.

_____Demonstrates self-awareness and makes necessary adjustments to enhance the supervisory process.

_____Demonstrates knowledge of the purpose and roles in supervision.

Comments: __________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

VI. Develops competence in consultation and inter professional interdisciplinary skills.

_____OVERALL RATING

_____Demonstrates competence in providing psychological consultation to colleagues, members of other disciplines and consumers.

_____Demonstrates ongoing and consistent integrity and honesty in his/her communication and behaviors with clients, colleagues, and multi-disciplinary teams.

_____Demonstrates knowledge of consultation models and practices

Comments: __________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

VII. Demonstrates competence in ethical and legal standards

_____OVERALL RATING

_____Demonstrates knowledge of and adherence to current APA Ethical Principles of Psychologists and Code of Conduct.

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

_____Intern will integrate ethical and legal standards across all competencies.

Comments: ________________________________
______________________________________________________________________________
______________________________________________________________________________
VIII. Demonstrates competence in professional values, attitudes, and behaviors.

_____OVERALL RATING

_____Intern is open to supervisory feedback and seeks supervision and/or consultation to effectively deal with challenging professional situations.

_____Intern conducts himself/herself in a professional manner to maintain professional integrity and values.
_____Intern demonstrates strong professional identity, advancing the welfare of others.

Comments: ____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

IX. Demonstrates competency in individual and cultural diversity

_____OVERALL RATING

_____Ability to apply knowledge of self as cultural being in assessment, treatment, and consultation.

_____Ability to apply cultural knowledge of others in assessment, treatment, and consultation.

_____Monitors the interaction of self and others and how it is impacted by individual and cultural diversity.

Comments: _________________________________________
______________________________________________________________________________
______________________________________________________________________________

OTHER PROGRAM EVALUATION AREAS:

_____Individual Supervision

Comments: ____________________________________________
______________________________________________________________________________

_____Group Supervision

Comments: ____________________________________________
______________________________________________________________________________
What are the strengths of this training program?

Comments: ______________________________________________________________
______________________________________________________________

What are the limitations of this training program?

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: ______________________________________________________________
______________________________________________________________

Name: _____________________________ Date: _____________________________