COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

Psychological Services

PSYCHOLOGY INTERNSHIP PROGRAM HANDBOOK

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OVERVIEW

The Community Action and Human Services Department (CAHSD) has 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 aim of the Psychology Internship Program 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.” The Department’s Psychology Internship Program is dedicated to providing outstanding preparation for Health Service Psychologists embarking upon professional careers. These initiatives demonstrate the Department’s commitment to a results oriented and evidence-based social service delivery model to its consumers. The internship program utilizes a Mentor-Practitioner model designed to provide close affiliation between the intern and supervisor via the development of a mentoring relationship as a vehicle to focus on strengthening the intern’s skills in clinical practice. The CAHSD training provides a variety of clinical experiences within the multi-cultural community of Miami-Dade County and fosters the same diversity of staff and interns.
INTRODUCTION

The Miami-Dade County Community Action and Human Services Department (CAHSD) is a government department in Miami-Dade County and has a long tradition and commitment to caring for the social and human service needs of this community. CAHSD empowers disadvantaged families and communities through advocacy, education, resource mobilization and service delivery. The Department also provides comprehensive social services to assist children, adults and families to attain self-sufficiency, function independently and lead productive lives.

The Department provides services in a variety of areas: children and youth services; counseling and rehabilitation; elderly and disabled adult services; housing assistance; job skills; domestic violence and other special services. In FY 16-17, CAHSD provided mental health and social services to more than 100,000 residents. Approximately 505 employees provided these services with an operating budget of $120,337,000.

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, 2011, 2016 and 2017. Accredited services include case management; substance abuse treatment; in-home support services; outreach services; supported community living; adult day care; residential treatment; employment and vocational services; domestic violence 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. The Psychology Internship Program has been accredited by the American Psychological Association (APA) since 2002.

CAHSD Description

CAHSD is the largest provider of comprehensive social services in Miami-Dade County to individuals and families over the course of the full lifetime spectrum, from infancy to older adulthood. 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 years, 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 Division** encompasses 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 referral and psychological services. Services are available at CAHSD Community Resource Centers, as well as at specialized service sites located throughout the County.

3. **Elderly and Disability Services Division** 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 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** offers victims of varying forms of domestic and sexual violence supportive and protective services. A comprehensive and coordinated response is the focal aspect of the division. Victims and their dependents receive services such as legal assistance, counseling, advocacy and employability skills training, and 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 by the Miami-Dade Drug Court, in addition to walk-in clients.

6. **The Energy, Facilities and Transportation 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. Additionally, transportation services are provided to clients participating in Elderly and Disability Services and children enrolled in Head Start/Early Head Start.

7. **The Farmworker Career Development Program** assists migrant farmworkers in finding employment through employability skills training and job placement services.

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 programs, including: Head Start/Early Head Start, Family and Community Services, Elderly and Disability Services, Violence Prevention and Intervention, Rehabilitative Services and the Greater Miami Service Corps.

**Psychology Internship Program**

The Psychology Internship Program is housed within the Psychological Services Unit. The program is accredited by the American Psychological Association (APA) since 2002 and is a member of the Association of
Psychology Postdoctoral and Internship Centers (APPIC) as of 1987. Questions related to the program’s accredited status should be directed to the: Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, D.C. 20002, Phone: (202) 336-5979, Email apaacc@apa.org, Web: www.apa.org/ed/accreditation.

TRAINING PHILOSOPHY

The mission of CAHSD is “to empower individuals, families and communities through the provision of comprehensive social services” 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, intervention, consultation, 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; the Psychology Internship Program was initially established in 1981. Training arrangements have existed with a variety of educational institutions and treatment facilities in Miami-Dade and Broward counties 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, Albizu University, the University of Miami, Barry University, Florida Atlantic University, Florida Institute of Technology and Florida International University. However, we welcome qualified and diverse interns from all accredited universities across the country.

The Department’s mission statement as stated above (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 Psychologists at the entry level.” The Psychology Internship Program provides a generalist clinical training by exposing the interns to an array of different clinical/program areas serving diverse clientele. The interns are fully integrated into CAHSD programs, working with all levels of staff. The general training philosophy of the Psychology Internship Program is enacted via a Mentor/Practitioner Model. The implementation of this model is achieved by pairing senior mentor supervisors with interns in preparation for professional careers in psychology working with children, adolescents, adults and their families.

A supervising psychologist is available to support the sequential and graded complexity of the internship experience, which is 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 models 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 team members of each program, thus being exposed to different professional perspectives, as well as opportunities for other collaborative efforts within a multi-disciplinary team approach.

Professional development, 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 in the areas of family and marital therapy; assessment and management of family violence; sexual, physical, and drug abuse; suicide; bullying; youth gangs; teenage domestic violence prevention; alcohol misuse; mental health within the elderly population; challenging adolescents; cultural diversity; and individual differences in mental health.

As a training program nested in a multi-racial, multi-ethnic and 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 challenges, serves as a fertile landscape for the creative application of psychology, social work and other mental health professions. Interns also receive cultural diversity training, “Diversity Matters”, from Miami Dade County, as well as other didactics on this topic scheduled throughout the year. They are provided with the necessary tools to handle their responsibilities such as a personal computer, access to a laptop for the scoring of assessments, access to Dropbox, Internet and County e-mail. Interns have the availability of testing resources and assessment scoring software. Additionally, a wide array of therapy materials is 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. Interns are provided with the opportunity to supervise practicum students as part of their internship training. The implementation of intern-practicum student supervision is enacted through the pairing of the intern with the practicum student assigned to the same rotation. The placement of intern and practicum students at specific sites increases the chances to co-lead groups, jointly handle crisis interventions and participate in consultation meetings within a multi-disciplinary team.

**TRAINING IN PSYCHOLOGY**

The CAHSD Psychology Internship Program was established in 1981. The Psychology Internship Program has been accredited by the American Psychological Association (APA) since 2002 and obtained re-accreditation in 2007, 2011 and 2017. 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 Training, along with departmental licensed mental health professionals. The Psychology Internship Training Committee meets regularly to review students' progress, requests for placement, assist with the administrative aspects of the program, identification of training needs and active participation in the Performance Quality Improvement (PQI) process 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, is abreast of 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 one year (12 months) and interns must accrue a total of 2,000 hours. All interns provide clinical services simultaneously at two different programs/rotations throughout the year. Core 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. All rotations include two programs which consist of a primary emphasis on either child or adult services. The assignment of the intern’s child/adult placements are flexible and can vary based upon the training needs of the intern and specific program requirements. Interns are assigned to varying combinations of rotations at the start of the internship year. The interns’ caseloads are divided as follows:

1. Child/Adolescent Programs (33% of Intern's Caseload Required):
   - **Violence Prevention and Intervention Services (Domestic Violence):** CAHSD provides various services for domestic violence survivors and their dependents, including counseling, treatment and early intervention services. There are also opportunities to engage with various human trafficking and domestic violence boards and task forces. Programs include an outpatient site and 5 residential facilities.
   - **Head Start/Early Head Start Program:** CAHSD provides early learning to more than 7,000 children ages 0-5 at 82 locations. Mental health/psychological services delivered in centers consist of: individual/group/family therapy, assessments, psychological evaluations, case management, staff and parent consultations, crisis intervention and parent and staff trainings.

2. Adult Programs (33% of Intern's Caseload Required):
   - **Substance Abuse Program:** The CAHSD substance abuse residential program delivers mental health services which include: assessments, medical and state-mandated evaluations, referral for detoxification, medical clearance and placement into numerous treatment milieus. Among the
psychological services delivered are individual, group and family therapy; psychological evaluations; staff and client trainings; and consultation.

- **Elderly and Disability Services Program:** Adult Day Centers are community-based facilities designed to meet the needs of functionally impaired elders and young adults with disabilities. The division provides comprehensive case management and access to a continuum of support services designed to promote independent living for seniors and persons with disabilities. Mental health services are comprised of individual/group/family therapy, assessment, psychological evaluations, staff and client trainings.

- **Violence Prevention and Intervention (Domestic Violence):** CAHSD provides various services for domestic violence survivors, including counseling and early intervention services. It also administers two domestic violence shelters, two transitional housing facilities and a coordinated victims assistance center, which protects and empowers victims of domestic violence and their dependents. Psychological services include: assessment, group/individual/family therapy, consultation, advocacy and staff training.

3. **Area of Interest (33% of Intern’s Caseload Required):** Interns may select from any of the program areas described above for the additional clinical experience within the assigned children or adult rotation.

Interns are provided with a wide exposure to work with clients across the lifespan, including pre-school children up to elderly clients. The program has identified five training activities that aim to help interns achieve competency in the nine (9) profession-wide competencies. They are as follows: **supervisory activities** (individual, group, peer and task supervision); **professional development** (formal didactics, trainings, presentations from interns, etc.); **clinical experience** (therapy and testing cases within the adult and child rotations); **mentoring/professional collaboration** (intern supervision of practicum student, consultation with other professionals, etc.); **community involvement opportunities** (attendance at board meetings, health fairs, community advocacy, etc.)

Interns receive individual supervision at their assigned site; however, professional development, didactics and staff training occur in other educational and mental health facilities. Interns are based at CAHSD headquarters. Interns also have other professional activities such as group supervision, trainings, peer supervision and professional development groups for further peer socialization and professional identity as a group. Furthermore, interns have the opportunity to supervise master level practicum students under the supervision of their main supervisor. This supervision usually takes place at the adult rotation where interns have the opportunity to jointly co-lead groups, participate in consultation meetings and provide in-vivo supervision as well as model clinical skills to the practicum students.

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 who can demonstrate competency in the nine professional areas. Therapeutically, emphasis is mainly integrative, applying family systems, behavioral, existential, trauma focused, cognitive and other principles of psychology. Multi-faceted aspects of the program allow for training in evidence based interventions; assessment; legal and ethical standards, professional values and attitudes; cultural diversity, communication and interpersonal skills; research, consultation; and supervision.

The training program affords the intern the flexibility to further develop 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 interventions including scheduled individual, group, and family therapy; classroom observations; psychological assessment; crisis intervention; consultation with parents, teachers, social workers, program administrators and other professionals; case staffing; supervision; and participation in the development of individualized treatment plans with clients and or guardians/caregivers.

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 Program share 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 Psychology Internship Program. The program evaluation encompasses a literature review and dissemination of findings and recommendations relevant to the particular area/rotation. Among the purposes of the program evaluation are the enhancement and improvement of an aspect of the program/site. This addresses the APA research competency.

The following are examples of some of interns’ research and program evaluation endeavors:

1. Head Start Behavioral Management
2. Burnout and Compassion Fatigue
3. Patient Rounds to Increase Person-Centered Care at the Adult Day Centers
4. Review of Program Activities and Client Diagnoses
5. Rehabilitative Gender Equity Model
6. Reconfiguration of program design to incorporate the inclusion of families in the treatment model to meet federal Head Start program standards
7. Caregiver Support and Involvement
8. Strengthening and Improving Adult Day Care Activities
9. Pre-Treatment Intervention at New Direction
10. Staffing in an Inpatient Substance Use Treatment Facility

All interns meet with the Director of Training for a research meeting monthly. During this meeting, the Director of Training and interns critically evaluate and disseminate research articles. The assigned intern selects a topic applicable to the training experience, reviews the updated research on that topic and presents findings to the Director of Training and the other interns during the monthly research meeting. Additionally, supervisors email updated articles and information to the interns on an on-going basis to further develop competency in research.

TRAINING AIM AND COMPETENCIES

The Psychology Internship Program exposes interns to evidence based clinical models and ethical standards of professional practice. The Psychology Training aim 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 Psychologists at the entry level.”

CAHSD Psychology Internship Program focuses on nine profession-wide competencies. These are:

I. Demonstrates competency in communication and interpersonal skills
II. Develops competence in evidence based assessment
III. Demonstrates competence in evidence based interventions
IV. Displays competence in research
V. Develops competence in supervision
VI. Develops competence in consultation and inter-professional/interdisciplinary skills.
VII. Demonstrates competence in ethical and legal standards
VIII. Demonstrates competence in professional values, attitudes, and behaviors
IX. Demonstrates competency in individual and cultural diversity

The Psychology Internship Program applies principles, methods and procedures for understanding, predicting and alleviating intellectual, emotional, psychological and behavioral disorders and discomfort. Further,
training includes psychological assessment for pre-school children, elderly clients and adults. Interns sharpen their skills in applying psychological tests for diagnosing and evaluating social, developmental, intellectual, personality and adaptive skills of pre-school children, adults and older adults. The general training model of the Psychology Internship Program is the Mentor/Practitioner model. All internship experiences pair senior mentor supervisors with interns in preparation for professional careers as health service practitioners in psychology. 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.

**PSYCHOLOGY INTERNSHIP PROGRAM STRUCTURE**

**Admission Requirements**

Applicants are required to have completed three years of graduate study from a Clinical, Counseling or School Psychology APA accredited program to be considered for admission into the Psychology Internship Program. Applicants must have completed a minimum of 600 hours, which consists of supervised clinical experience with children/adolescents and adults. Additionally, 50 assessment hours are required, as well as three years of practica. Due to the current pandemic (COVID-19) intervention and assessment hours will not only include face-to-face and video conferencing but also will include telephone-based hours.

**Admission Process**

Applications for the Psychology Internship Program 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. The selected top candidates will be invited for an individual structured interview with the Director of Training, a current intern and at least one member of the Training Committee, if available. As a result of COVID-19, face-to-face interviews will not be granted to help promote the safety of applicants and staff and facilitate equity. Telephone and virtual interviews will be provided. Platforms currently used for video broadcasting are Skype and Zoom. Interviews are structured to ensure ample time for the applicant to present questions. Miami-Dade County employment responsibilities are reviewed with all applicants, including Level II background screening. After the intern applicant is matched with the 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.

**Fair Selection Practices**

Miami-Dade County, the parent entity of the CAHSD, 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 enforced to avoid restriction to program access, and unfair practices in recruitment, retention
and staff/intern development that may occur due to, but not limited to, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, sexual identification and socio economic status. Miami-Dade County is an equal opportunity employer for minorities, 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. Satisfaction is determined at the sole discretion of the County. All hiring decisions are based solely at the discretion of the Department Director and/or designee.

**Hiring Process**

As a large governmental entity, Miami-Dade County has a number of necessary elements in the hiring process. All accepted interns are required to apply online with Miami-Dade County for the Psychology Internship position. All County employees including Psychology Interns must complete all Miami-Dade County hiring requirements including a Miami-Dade County administered pre-hiring physical exam, drug screening, fingerprinting, and background check. Due to current pandemic, the Human Resources Department enacted a policy that all new-hire contingent job offers will require candidates to obtain their own COVID-19 medical screening showing a negative COVID-19 result prior to being screened for a pre-employment physical examination and criminal history background check. More information on this process is 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.

**Orientation**

Interns initially participate in a 3 week orientation with the Psychology Training Committee at the onset of the internship. This group orientation includes familiarization with Miami-Dade County policies and procedures, Department history, structure and personnel; a review of expectations and due process procedures (see APPENDIX 13); rights and responsibilities of the agency and intern (see APPENDIX 14); tour of centers and programs, rotation requirements, and general discussion. If available, the interns also meet with the outgoing class of interns for an additional 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 implemented in various programs.

At the beginning of the internship year, interns complete a Psychology Intern Self-Assessment Form of
their perceived strengths and weaknesses, as these pertain to the nine profession-wide competencies. 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 Psychology Intern Self-Assessment Form is a useful tool to assess each intern’s skill level and establish individualized training goals. At the onset of the internship, 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 development. As part of the Mentor-Practitioner Model, as the intern gains more autonomy, s/he is given the opportunity to provide a more active supervisory role with a psychology practicum student.

**Placements**

Interns are assigned to two program areas within CAHSD. The rotations include programs wherein the primary emphasis is either (1) children or (2) adult services. As previously described, the Head Start and Violence Prevention and Intervention comprise the child rotation, while Rehabilitative Services, Elderly and Disability Services, and Violence Prevention and Intervention are the programs in which adult clients are served. All interns will be assigned to both an adult and a child program where services will be delivered simultaneously. More information about these placements is available on the CAHSD website, [www.miamidade.gov/socialservices](http://www.miamidade.gov/socialservices).

Interns are assigned to the respective placements according to a variety of factors, including intern’s training experiences, exposure to cultural diversity, personal strengths, programs’ needs, on-site task supervisors, area of needed training, intern’s preference and “goodness of fit.” Graduate psychology practicum students may also be participants in training at these sites.

During the current pandemic interns are providing services remotely. Telepsychology is utilized to provide direct services (i.e. therapy; consultation; assessment; training). When it is determined safe for interns to provide in-person services health and safety guidelines established by the Centers for Disease Control (CDC) will be followed.

**Stipend, Leave Time, and Benefits**

The internship stipend is $20,500. All interns are hired as Temporary Employees of Miami-Dade County government and are eligible for paid time off. They are permitted to take up to 20 days of personal leave (i.e.,
vacation, sick, educational, etc.) and County paid holidays. Interns are paid for these holidays provided they are in pay status the full day before and the day after the holiday.

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 at 57.5 cents per 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.

**Internship Requirements**

There are nine profession-wide competencies emphasized in the Psychology Internship Program. During the internship year, interns are expected to complete a minimum of six psychological evaluations. Testing opportunities are available within the pre-school rotation, residential substance abuse program, and older adults in the adult day care centers. The primary supervisor is responsible for the assignment of testing cases. Psychological evaluations require intensive supervision, followed by feedback meetings 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 to devote 40% of their time to direct clinical service. The number of cases assigned is determined by the individualized professional development needs of the 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 impairment regarding client assignment are ensured to provide the intern with varied treatment opportunities.

Consultation with teachers, social workers, mental health professionals, 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 are never expected to provide any client services that would not be expected of their supervisor. However, interns’ weekly hours may vary based on the expectation of the accrual of the required 2,000 hours during the one year program.

Interns are expected to attend and actively participate in clinical meetings, individual and group supervision, relevant professional development activities, didactics, peer consultation and local workshops (See APPENDICES 5-7). Each intern is expected to conduct at least one presentation at a local conference on a professional topic, psycho-educational trainings and at least two Department professional workshops.

The training program is sequential and builds upon the previously developed competencies acquired throughout the internship year and the evaluative criterion become more demanding as the year progresses. It is expected that the intern should require progressively less intensive supervisory oversight for the satisfactory completion of assigned responsibilities. The interns are evaluated at the six month mark and at the end of the internship year utilizing the Psychology Intern Evaluation Form (See APPENDIX 15). Additionally, interns receive formal feedback at the three and nine month mark of internship (see APPENDIX 16). These evaluations cover the nine profession-wide competencies. 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 deficiency. The Training Committee also routinely discusses each intern’s progress at the Training Committee meetings. If the intern is failing to meet the established minimum criteria, a Corrective Action Plan is developed and implemented. The Intern must have an overall minimum average rating of “meets” expectations on the nine professional competencies on the final intern evaluation form and a “meets” expectations on each benchmark to ensure that competency has been achieved.

Supervisory staff is committed to provide continued opportunities to improve any deficient areas. Interns are provided with the opportunity to provide program feedback through the evaluation completed at mid-point and at the end of the year. Interns are asked 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’s Performance Quality Improvement (PQI) process by revising policies and procedures, training schedule, clinical documents such as intakes, etc.

**Supervision**

Each intern and her/his 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 supervisor’s 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 weekly with the Director of Training 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 the Weekly
Documentation of Supervision and Related Activities document (see APPENDIX 9). Feedback is provided via
supervision, and when necessary, adjustments may be made to the intern’s work assignments. Once a month all
interns meet as a group to provide peer supervision to each other. The 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) and also complete a 3 and 9 month checklist. Input is received from Task
Supervisors, and other administrative and professional staff who work with the interns at their assigned sites. The
Task Supervisor 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 older adults the Training Programs
looks 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 requirements and policies and procedures,
which include Level II background check as well as a drug screening and physical examination. All hiring decisions
and continued employment is at the sole discretion the Department Director. CAHSD values diversity and
encourages diverse applicants to apply. During the applicant interviews, we consider interpersonal variables that
would support the close mentoring aspect of the program. The deadline for receipt of the completed application
and paperwork is December 1, 2020. Applicants must follow the online Application for Psychology Internships
(AAPI) instructions 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.
<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 social services.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCHOLOGY INTERNSHIP PROGRAM MISSION STATEMENT</td>
<td>“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 Psychologists at the entry level.” <em>(See Values and Principles)</em></td>
</tr>
<tr>
<td>PSYCHOLOGICAL SERVICES DIVISION MISSION STATEMENT</td>
<td>“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.”</td>
</tr>
</tbody>
</table>
INTERNSHIP TRAINING AIM, COMPETENCIES, AND METHODS TO ACHIEVEMENTS

At the conclusion of the one-year training program, interns will be able to demonstrate an increased level of knowledge and competence with children, adolescents, adults, and their families within the nine profession wide competencies. These competencies include:

I. Demonstrates competency in communication and interpersonal skills
II. Develops Competence in evidence based assessment
III. Demonstrates competence in evidence based interventions
IV. Displays competence in research
V. Develops competence in supervision
VI. Develops competence in consultation and inter-professional/interdisciplinary skills.
VII. Demonstrates competence in ethical and legal standards
VIII. Demonstrates competence in professional values, attitudes, and behaviors
IX. Demonstrates competency in individual and cultural diversity

METHODS TO ACHIEVE COMPETENCIES

The five identified training activities serve as a common denominator for the achievement of the nine professional competencies. While some might be more aligned to some competencies, others may help the interns increase their knowledge base on that area.

A. Supervision- Interns receive two hours per week of scheduled individual supervision and two hours of group supervision from a licensed psychologist.

B. Professional development- activities include formal didactics presented by various professionals/speakers and interns’ presentations. Other examples of professional development include:
   a. Didactics: The two/three hour formal didactic sessions taking place approximately two-three times a month (see APPENDIX 6).
   b. Webinars: There are various webinars during the year.
   c. Workshops: The interns are provided with the opportunity to attend full-day workshops covering a range of areas relevant to our internship training experience.
d. **Training In-Service:** Interns are required to provide two professional presentations during the internship year.

C. **Clinical experience** - clinical experience is operationalized through the assigned child rotation at Head Start and/or Domestic Violence Prevention and Intervention, and the assigned adult rotation at Rehabilitative Services, Domestic Violence Prevention and Intervention, or Elderly and Disability Services.

The program’s educational plan offers a broad range of clinical experiences, where interns are required to gain further knowledge in the following competencies:

1. **Communication and interpersonal skills** - interns are required to develop and maintain effective relationships with varied professionals across all rotations.

2. **Evidence based assessment** - interns must conduct individual child and adult assessments for treatment planning and case disposition. Each intern must complete a minimum of 6 evaluations during the year; in keeping with the generalist track it is suggested that there is a combination of adult and child evaluations. Interns are expected to administer, score, interpret, submit a comprehensive report, and provide useful feedback to clients and other professionals.

3. **Evidence based interventions** - assigned rotations require for interns to work with different modalities, i.e. individual, group, and family. Interns will implement evidence based models across the various populations. They are responsible to develop treatment plans taking into consideration cultural and individual variables.

4. **Research** - interns are expected to critically review and discuss relevant research related to case planning, trainings, program evaluation, and psycho-educational presentations.

5. **Supervision** - all interns has the opportunity to supervise a practicum student during the year.

6. **Consultation, inter-professional/interdisciplinary skills** - Interns have ample opportunities to participate in consultation/clinical activities based on the assigned sites.

7. **Ethical and legal standards** - Interns must familiarize themselves with state regulations, especially at some of the rotations such as Domestic Violence Intervention and Prevention.
8. Professional values, attitudes and behaviors- interns face challenges across the rotations; supervisors join the interns at that site as they discuss these in supervision.

9. Individual and cultural diversity- Case assignments are carefully considered to ensure interns have a wide variety of clients; even within the specific rotations supervisors ensure diversity.

D. Mentoring/professional collaboration activities are embedded throughout the rotations. Each individual program establishes collaborative relations with other professionals. Some examples of mentoring/collaboration are:
   a. **Case Staffing’s**: Interns may have the opportunity to attend clinical case staffing to review the status of their clients.
   b. **Multi-disciplinary team meetings**: All rotations schedule multi-disciplinary team meetings where different professionals consult on the status of their clients.
   c. **Peer Consultation**: Interns attend and participate in monthly peer consultation groups.

E. Community involvement opportunities- Each rotation offers different avenues where interns can participate in board meetings, task force groups, community fairs, etc. Samples of community involvement can include:
   a. **AA Community Meetings** - interns can attend these meetings to observe the network and support process AA/NA has in place for the individual experiencing substance use problems.
   b. **Recovery Oriented Systems of Care (ROSC) Summit** - this group is sponsored by community providers to focus on evidence based models for recovery.
   c. **CAA Board Meeting** - monthly CAA Board meeting where local government representatives, faith based organizations, city representatives, etc. discuss Head Start and other block grant projects.
   d. **Miami-Dade County Age Friendly Initiative** - lead agencies in the community are identifying various domains, i.e. housing and transportation or Human Trafficking.
   e. **Miami-Dade County Domestic Violence Board and Human Trafficking Board** - these boards meet on a quarterly basis with community partners, such as Police Department, Department of Families and Children, State Attorney Office, etc. to develop and implement policies within Miami Dade County.

**Intern Expectations**

Interns provide direct intervention services that may include individual, group, family, adult, and couples therapy. Interns are required to be familiar with relevant literature, updated research, techniques of rapport building, and strategies of evidence based interventions. Interns are evaluated on their ability to demonstrate an organized conceptual understanding of the client’s problems and ability to apply such in treatment. Additionally,
the interns needs to differentiate among various intervention strategies to facilitate treatment, identify therapeutic needs and work towards their resolution, identify cultural factors, maintain appropriate therapeutic boundaries, and utilize a variety of intervention techniques. Interns are also expected to be aware of their own cultural influence 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).

Interns gain extensive experience in methods of conducting consultation. Due to the multi-disciplinary staffing of the various programs, interns may engage in daily consultative experiences with social workers, speech pathologists, teachers, occupational therapists, teacher aides, and practicum students in psychology. They also consult regularly with representatives from community agencies and other professionals involved in their clients’ 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 and demonstrate cultural sensitivity and competence in their interactions with others. Methods of consultation, the role of the consultant, and approaches to engaging resistant individuals are discussed at length during the intern’s individual and group supervision.

Interns have various opportunities for exposure to program evaluation in the internship program. In each of the bi-monthly training seminars, interns are asked to evaluate the usefulness of the seminar via the Professional Development Evaluation Survey (see APPENDIX 10). These training seminar evaluations have helped 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.
Interns have the opportunity to learn about the process and methods of supervision. The Department typically has practicum students from APA-accredited clinical or school psychology doctoral programs, under the supervision of the licensed psychologist. 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 document supervision in the “Weekly Documentation of Supervision” form. The intern is given a consultative, supervisory role with the practicum student and may be involved in co-therapy. Within the Mentor-Practitioner model of training, the practicum students look to the interns as mentors, and will often seek 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 supervision 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.

As part of research and scholarly inquiry, interns are 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.

All interns are asked to complete an assessment/evaluation 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 program evaluation 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.
Interns are actively involved in research scholarly inquiry throughout the internship year, including presenting at one local conference, as well as preparing two departmental clinical trainings. Additionally, interns provide parent and staff psycho-educational presentations at different programs/rotations based on specific needs. When the call for submission becomes available, the interns complete and submit the request to the supervisor for approval. Interns coordinate not to duplicate topics. Interns invite practicum students to co-author presentations. Once the proposal is accepted, the interns prepare the presentation. Prior to the conference/presentation, the interns submit a draft of the PowerPoint for approval to the immediate supervisor. The supervisor provides interns with feedback; interns will incorporate recommendations provided by the supervisor. The supervisor discusses with the intern the evaluation of the written portion of the presentation. The day of the conference, the intern is responsible for providing copies of the presentation for the audience. At the workshop, both the supervisor and audience will evaluate the interns.

Interns have access to a personal computer, laptop for scoring assessments, Miami-Dade email and Cloud services, and Internet access for resources. Supervisors, interns and practicum students have access to Drop Box to obtain documents, resources, sample work products, and policies and procedures. 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 literature 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, 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.

APPENDIX 3

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 the nine professional wide competencies.
- Clients with whom an intern works should represent a diverse clientele, with a variety of ages, cultures, ethnicity, sexual orientation, religion, 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 to resolve any concerns or grievances.
- Serious impairments in upholding these values and principles should result in examination and repair, or cessation of training endeavors.
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 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
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:

•

•

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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—Exceeds

Additional comments:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

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

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

Revised 07/2016
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES

Policies and Procedures for Research

Interns will present at one local conference and perform two departmental trainings. 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. Interns will review current articles, book chapters, and other research materials to prepare the presentation. Once the proposal is accepted, the intern will prepare the presentation. Additionally, interns will prepare psycho-educational trainings for staff and clients based on the needs of the particular site/rotation.

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 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, the supervisor will evaluate the intern by filling out the Professional Development Form.

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. Interns will implement the Logic Model in order to review such programming. A Webinar about the Logic Model can be accessed at: https://lmcourse.ces.uwex.edu/

Templates and Examples can be found at: https://fyi.extension.wisc.edu/programdevelopment/logic-models/bibliography/

Interns will be asked to complete a programmatic assessment of a program of their choosing within the scope of clinical internship training. As part of this project, interns are expected to examine current research and disseminate the information as part of their program evaluation report. A proposal will be submitted for approval prior to starting the program evaluation. A meeting will be scheduled at the program site for the intern to formally present the program evaluation. Program staff and administrators will be invited to attend. The intern's primary supervisor will discuss and review the Program Evaluation Form with the intern to evaluate this project 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>08/07/20 12:00-2:00pm</td>
<td>Completion of application package for screening and new hire documents</td>
<td>Rosetta Meeks-Staten</td>
<td>Completion of required paperwork to get background check and fingerprinting and completion of new hire paperwork</td>
<td>• Incoming interns will complete paperwork to enable them to go through the background check and fingerprinting and new hire paperwork</td>
</tr>
<tr>
<td>08/10/20 and 8/11/20</td>
<td>Background and Finger Printing</td>
<td>To be provided from HR</td>
<td>Completion of background check and fingerprinting to ensure you are able to start working at CAHSD</td>
<td>• Completion of background check and fingerprinting to enable interns to start working at CAHSD</td>
</tr>
</tbody>
</table>
| 08/17/20 9:00am-11:00am | Evidence-based treatment for substance use disorders | Janeel Inda | The current presentation aims to update the community, particularly professionals working with the substance abuse population, about the most current information on evidenced-based treatment for substance use disorders. Treatment modalities that will be discussed include motivational interviewing, contingency management, mindfulness, 12-step groups, cognitive behavioral therapy, acceptance and commitment therapy, and dialectical behavioral therapy. Basic tenets of each modality along with evidence-based considerations will be discussed. Benefits of treatment combinations as well as best practices will be explored. | • Understand the key evidenced-based treatments for substance use disorders  
• Identify specific techniques from evidenced-based practices to utilize in treatment  
• Be able to analyze the research regarding evidenced-based treatments |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Presenter</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/17/20</td>
<td>2:00pm-3:00pm</td>
<td>Program Evaluation: Enhancing overall well-being for ADC clients during COVID-19</td>
<td>Amanda Clark</td>
<td>This presentation aims to help ADC staff understand how the clients have been impacted by the novel COVID-19. After reviewing both quantitative and qualitative data, recommendations will be provided on how best to support ADC clients.</td>
</tr>
<tr>
<td>08/20/20</td>
<td>1-2 pm</td>
<td>A Clinical Look Inside the Adult Day Care Centers: Common Presenting Issues and Treatment Approaches</td>
<td>Amanda Clark</td>
<td>This presentation aims to help attendees understand what takes place clinically at Miami-Dade County Adult Day Care (ADC) Centers. Clients present with unique and complex issues. Attendees will learn about the variety of treatment approaches used with this population.</td>
</tr>
<tr>
<td>08/21/20</td>
<td>9-11 am</td>
<td>Preventing and Reducing Compassion Fatigue in Head Start teachers</td>
<td>Janeel Inda</td>
<td>Compassion fatigue is considered a negative aspect of individuals who work as &quot;helpers&quot;. This is especially prevalent when helping those who experience traumatic stress and suffering. The current presentation will explore this concept in regard to the work Head Start teachers do on a daily basis. Participants will also learn about the Professional Quality of Life Measure (ProQOL), which measures important aspects including burnout, compassion fatigue, compassion satisfaction, and secondary traumatic stress response. Recent survey results will be analyzed and evidence-based recommendations to prevent and reduce compassion fatigue in Head Start teachers will be provided.</td>
</tr>
</tbody>
</table>

- Understand how individuals at the adult day care centers have been impacted by COVID-19
- Identify ways in which the ADC can better support its clients
- Learn common presenting issues and clinical diagnoses at ADC
- Understand theoretical approaches and interventions used with this specific population
- Explore the nuances of working with ADC clients
- Understand the concepts of professional quality of life, compassion fatigue, compassion satisfaction, burnout, and secondary traumatic stress and how it pertains to teachers.
- Review implementation of Professional Quality of Life Measure (ProQOL).
- Analyze recent ProQOL data collected from Head Start teacher sample.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Presenter/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24/20</td>
<td>9:00am-11:00am</td>
<td>Zoom meeting Head Start Procedures and Working with Young Children via Telemental Health</td>
<td>Janeel Inda: Incoming interns will learn about Head Start program procedures including how referrals are made and how to initiate intern-related services. Interns will gain knowledge about the types of services they will be rendering through the Head Start program such as individual therapy, testing, consultations, and presentations. Telehealth considerations will also be discussed including rendering services to Head Start clients through Zoom and parent consultations through the phone.</td>
</tr>
<tr>
<td>08/24/20</td>
<td>11 am-12 pm</td>
<td>Zoom meeting Intern Orientation, Overview, and Q&amp;A</td>
<td>Outgoing Interns: Outgoing interns will provide an overall overview of the internship program from the intern's perspective. Topics discussed may include: Intern job assignments, testing/therapy materials, adult rotations, Head Start rotations, transfer cases, and ASE.</td>
</tr>
<tr>
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<td>- Interns will be able to discuss the case transfers and pertinent clinical issues related to these cases. Interns will understand all training expectations and know how to document their compliance with program requirements and expectations.</td>
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<td>- Interns will be familiar with where to locate all rotation manuals.</td>
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<td>- Incoming interns will know how to access resources available to them during the training year (i.e.: testing materials, play therapy materials, etc.).</td>
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<td>- Interns will gain familiarity with job assignments.</td>
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<td>- Interns will be shown the Drop Box and Survey Monkey.</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Presenter</td>
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<tr>
<td>08/24/20</td>
<td>1:00 pm-2:00 pm</td>
<td>Emerging Trends in Substance</td>
<td>Harry Hernandez</td>
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<tr>
<td></td>
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<td>Use: Exploring DSM-5 Perspectives</td>
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<tr>
<td>08/24/20</td>
<td>2-3 pm</td>
<td>Domestic Violence</td>
<td>Gina Vanegas</td>
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<tr>
<td>08/25/20</td>
<td>9:00am-11:00am</td>
<td>Welcome Departmental</td>
<td>Tiffany Amrich, Psy.D.</td>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Instructor</th>
<th>Details</th>
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<tbody>
<tr>
<td>08/26/20</td>
<td>Internship Orientation</td>
<td>Tiffany Amrich, Psy.D.</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 provided with contact information for the Internship DOT and other core supervisors, IT, mileage submission, relevant CAHSD employment policies and procedures (e.g., leave, benefits, etc.), internship paper work requirements. In addition, this session will cover professional comportment and &quot;socialization to the profession,&quot; including discussion about the trainee – employee duality of the internship year. Interns will also be provided with departmental executive staff as well as overall Miami-Dade County government structure.</td>
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</table>
| 9:00am-11:00am | Zoom meeting |                       | - Interns will be able to discuss the internship 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 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 available to them during the training year. |
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<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>08/26/20</td>
<td>1 pm - 2 pm</td>
<td>IT Orientation</td>
<td>Josephine Casillas and Tiffany Amrich, Psy.D.</td>
<td>Interns will be oriented to Miami-Dade County IT procedures / Interns will familiarize themselves with County policies for IT &amp; security</td>
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<tr>
<td>08/27/20</td>
<td>9:00-10:00 am</td>
<td>Suicide Prevention is Everyone's Responsibility</td>
<td>Scott Poland, Ed.D.</td>
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<tr>
<td>08/27/20</td>
<td>10:00 am - 11:00 am</td>
<td>Parents as Teachers: How to Keep Your Sanity</td>
<td>Gene Cash, Ph.D., ABPP and Shannon Worton, Psy.D.</td>
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<tr>
<td>08/27/20</td>
<td>1:00 pm - 2:00 pm</td>
<td>School Reentry: Promoting Social and Emotional Wellness for Students</td>
<td>Scott Poland, Ed.D.</td>
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<tr>
<td>08/28/20</td>
<td>10:00 am - 10:30 am</td>
<td>Orientation: Community Neighborhood Centers</td>
<td>Ulysses Arteaga</td>
<td>Interns will become acquainted with the Community Neighborhood Centers / Increase understanding of protocols and procedures followed at Community Neighborhood Centers / Participants will become familiar with services provided, partners, resources, etc.</td>
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<td>8/28/20</td>
<td>11 am - 12 pm</td>
<td>Zoom meeting</td>
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<td>Interns will be able to log into the ASE web link</td>
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<td>Tiffany Amrich, Psy.D.</td>
<td>Interns will be able to collect service activities data</td>
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<td>Interns will be able to keep track of their service delivery activities</td>
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<td>08/31/20</td>
<td>8:00am - 5:00pm</td>
<td>Cognitive Processing Therapy (CPT) Training</td>
<td>Medical University of South Carolina</td>
<td>Increase knowledge on educating patients about PTSD and explaining the nature of</td>
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<td>their symptoms</td>
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<td>Increase ability to help clients explore how traumatic events have affected their lives</td>
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<td>Learning about connections between trauma-related thoughts, feelings, and behaviors</td>
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<td>Increase ability to help clients remember a traumatic event and experiencing the emotions associated with it</td>
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<td>Increasing clients' ability to challenge maladaptive thoughts about the trauma</td>
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<td>Gain skills in helping clients increase their understanding of unhelpful thinking patterns and learn new, healthier ways of thinking; and</td>
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<td>Facilitate patients' exploration of how</td>
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<td>09/01/20</td>
<td>10:00 am-</td>
<td>Head Start</td>
<td>Diane Breslow</td>
<td>Zoom meeting</td>
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<td>09/02/20</td>
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<td>Miami-Dade County</td>
<td>Miami Dade County</td>
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<td>09/02/20</td>
<td>1:00pm-5:00pm</td>
<td>Miami-Dade County webinars: HIPAA and Security Awareness Training</td>
<td>Josephine Casillas</td>
<td>These trainings are geared toward understanding HIPAA regulations and security awareness while employed by Miami Dade County.</td>
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<td>Online Training Link: miamidade.inspiredlms.com/miamidade?curlang=1</td>
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<td>09/03/20</td>
<td>9:00am-11:00am</td>
<td>Orientation/ Substance Abuse Rotation at New Direction</td>
<td>Vanessa Feliciano, Psy.D.</td>
<td>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.</td>
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<td>09/03/20</td>
<td>1:00pm-2:00pm</td>
<td>Head Start Overview</td>
<td>Sabrina Tassy-Lewis, Psy.D.</td>
<td>Interns will be oriented to Head Start policies and procedures, as well as other information relevant to Head Start.</td>
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<td>09/04/20</td>
<td>9:00 am-11:00 am</td>
<td>Orientation to Elderly and Disability Services Bureau (EDSB)</td>
<td>Tiffany Amrich, Psy.D.</td>
<td>Will provide an overview of programs and services within Elderly and Disability Services Bureau. Identify resources for the elderly population. Become acquainted with programming available to young adults with disabilities and older adults (e.g., adult day care program, meals on wheels, congregate meals, home care, and volunteer programs).</td>
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<tr>
<td>09/08/20</td>
<td>8:30 am – 9:30am</td>
<td>Head Start Orientation/Centro Mater</td>
<td>Manuel Pozzoli</td>
<td>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. Interns will become acquainted with Centro Mater Head Start increase understanding of protocols and procedures followed at Centro Mater Head Start. Identify Mental Health Consultant for Centro Mater. Increase understanding of the mental health consultant role. Identify community resources. Learn about DECA and the development of treatment plans. Increase understanding of CSEFEL and the Pyramid models.</td>
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<tr>
<td>09/08/20</td>
<td>10:00am – 11:00am</td>
<td>Head Start Orientation/Site Tour: Easter Seals</td>
<td>Jean Verneus</td>
<td>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. Interns will become acquainted with Easter Seals Head Start. Increase understanding of protocols and procedures followed at Easter Seals Head Start.</td>
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<tr>
<td>09/08/20</td>
<td>1:00pm-2:00pm</td>
<td>Head Start Orientation/Site Tour: Catholic Charities</td>
<td>Gladys Palacio Maria Cordero</td>
<td>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.</td>
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- Identify Mental Health Consultant for Easter Seals
- Increase understanding of the mental health consultant role
- Identify community resources
- Learn about DECA and the development of treatment plans
- Increase understanding of CSEFEL and the Pyramid model
- Interns will become acquainted with Catholic Charities Head Start
- Increase understanding of protocols and procedures followed at Catholic Charities Head Start
- Identify Mental Health Consultant for Catholic Charities
- Increase understanding of the mental health consultant role
- Identify community resources
- Learn about DECA and the development of treatment plans
- Increase understanding of CSEFEL and the Pyramid model
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<th>Date</th>
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<th>Presenter</th>
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<tr>
<td>09/08/20</td>
<td>Head Start Orientation/Site Tour: St. Albans</td>
<td>Kelitha Bienaime</td>
<td>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.</td>
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<td>• Interns will become acquainted with St. Albans Head Start</td>
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<td>• Increase understanding of protocols and procedures followed at St. Albans Head Start</td>
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<td>• Identify Mental Health Consultant for St. Albans</td>
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<td>• Increase understanding of CSEFEL and the Pyramid model</td>
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<td>9/09/20</td>
<td>Overview of Edison Community Neighborhood Center &amp; Adult Day Care</td>
<td>Terrance Carey</td>
<td>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</td>
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<td>• Interns will become acquainted with the Community Neighborhood Centers</td>
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<td>• Increase understanding of protocols and procedures followed at Community Neighborhood Centers</td>
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<td>• Participants will become familiar with services provided, partners, resources, etc.</td>
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<tr>
<td>09/10/20</td>
<td>10:00 am-11:00 am</td>
<td>Head Start Orientation/Site Tour: O’Farrill</td>
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<td>09/10/20</td>
<td>Ongoing</td>
<td>Head Start curriculum review and readings</td>
<td>Interns</td>
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<tr>
<td>9/11/20</td>
<td>9:30am – 11:30am</td>
<td>Orientation/Site Tour: Coordinated Victim Assistance Center</td>
<td>Ivon Mesa Ana Lorenzo Interns will be provided with a tour and overview of the site, including discussion of policies and procedures, forms/documents, activities taking place at the site, and contact personnel on-site.</td>
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<tr>
<td>09/14/20</td>
<td>9:00 am</td>
<td>Meeting with the Training Committee Rotation Assignments</td>
<td>Training Committee Provide feedback and discuss/assign rotations</td>
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<td>9/14/20</td>
<td>10:00am – 11:30am</td>
<td>Logic Model Didactic Training</td>
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<td>Online Training Link: <a href="https://lmcourses.e.ces.uwex.edu/">https://lmcourses.e.ces.uwex.edu/</a></td>
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<td>09/14/20</td>
<td>Baker Act Basics Online Training</td>
<td>Florida Department of Children and Families</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>
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<td>09/15/20</td>
<td>Minors and the Baker Act Online Training</td>
<td>Florida Dept. of Children and Families</td>
<td>The Florida Legislature established guiding principles for the development and implementation of publicly funded mental health services for children and adolescents.</td>
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<td>09/15/20</td>
<td>Suicide Prevention Online Training</td>
<td>Florida Dept. of Children and Families</td>
<td>Interns will learn how to identify potentially suicidal persons, determine immediate risk of suicide, and help reduce the risk of a suicide attempt or completion through a safety planning and referral process</td>
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<td>Interns will increase their knowledge on the rights of minors and youth in custody. Interns will increase their knowledge on mental health admission treatment. Interns will increase their knowledge on minors, substance abuse and Baker Act. Interns will increase their knowledge regarding consent for admission and treatment.</td>
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Discuss related Florida laws.
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<tr>
<th>09/16/20</th>
<th>Assessing Suicide Risk Online Training</th>
<th>Florida Dept. of Children and Families</th>
<th>Interns will receive an overview of the prevalence of suicide, effective methods to prevent suicide, the types of evidence-based suicide risk assessments that are available, and interventions for persons at risk for suicide.</th>
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<td>• Interns will learn and identify at least two suicide risk assessments and interventions</td>
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<td>remote-learner.net</td>
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<td>09/16/20</td>
<td>Orientation to Greater Miami Service Corps</td>
<td>Deborah Dorsett</td>
<td>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.</td>
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<td>Zoom meeting</td>
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<td>Date and time to be determined</td>
<td>Orientation: Miami-Dade County Public Schools and Pre-K Diagnostics</td>
<td>Ana Hernandez</td>
<td>The orientation will provide an overview of MDCPS and 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.</td>
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<td>JRE Lee School</td>
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<td>6521 SW 62nd Ave.</td>
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<td>South Miami, FL</td>
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<td>• Interns will become acquainted with Greater Miami Service Corps</td>
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<td>• Increase familiarity with services provided, partners, resources, etc.</td>
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<td>• Gain exposure to the daily schedule of a Corps member</td>
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</table>
## FY 2020-21
### PSYCHOLOGY INTERNSHIP
#### CONFERENCE SCHEDULE

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SPONSOR</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start / Early Head Start Pre-Service Training Conference</td>
<td>Community Action and Human Services</td>
<td>To Be Announced</td>
</tr>
</tbody>
</table>
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
PSYCHOLOGY INTERNSHIP PROGRAM

FY 2020-21
INTERN PEER SUPERVISION
FRIDAY – 4:00-5:00 PM
*Peer supervision will occur one time per month

GROUP SUPERVISION SCHEDULE
MONDAY - 2:30-4:30 PM
Group Supervision with Dr. Amrich on Mondays 2:30-4:30 PM via Zoom (during pandemic) and then at The Edison/Little River Community Resource Center (150 NW 79th Street) unless otherwise notified:

<table>
<thead>
<tr>
<th>DATE</th>
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<tbody>
<tr>
<td>September 7, 2020 HOLIDAY</td>
<td>March 08, 2021</td>
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<tr>
<td>October 5, 2020</td>
<td>April 12, 2021</td>
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<td>October 12, 2020 HOLIDAY</td>
<td>April 19, 2021</td>
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<td>November 2, 2020</td>
<td>May 10, 2021</td>
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<tr>
<td>November 9, 2020 HOLIDAY</td>
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<td>November 16, 2020</td>
<td>May 24, 2021</td>
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<tr>
<td>November 23, 2020</td>
<td>May 31, 2021 HOLIDAY</td>
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<td>November 30, 2020</td>
<td>June 07, 2021</td>
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<td>December 07, 2020</td>
<td>June 14, 2021</td>
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<td>December 14, 2020</td>
<td>June 21, 2021</td>
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<td>December 21, 2020</td>
<td>June 28, 2021</td>
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<td>December 28, 2020</td>
<td>July 5, 2021 HOLIDAY</td>
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<td>January 18, 2021 HOLIDAY</td>
<td>July 26, 2021</td>
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<td>January 25, 2021</td>
<td>August 2, 2021</td>
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<td>February 1, 2021</td>
<td>August 09, 2021 (LAST GROUP)</td>
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<td>February 08, 2021</td>
<td>August 09, 2021 (LAST GROUP)</td>
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<td>February 15, 2021 HOLIDAY</td>
<td>August 09, 2021 (LAST GROUP)</td>
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<tr>
<td>February 21, 2021</td>
<td>August 09, 2021 (LAST GROUP)</td>
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<tr>
<td>March 1, 2021</td>
<td>August 09, 2021 (LAST GROUP)</td>
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### Supervision Activities

<table>
<thead>
<tr>
<th>Supervision Activities</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<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>
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<tr>
<td>Other:</td>
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</table>

### Topics Covered:

- ...
- ...
- ...
- ...
- ...

Intern/Student: ____________________________

Supervisor: ________________________________

Date: ____________________________________

Revised 12/2016
Title of Presentation: 

Date: _________________  Presenter(s): ________________________

Please use the following scale to rate this presentation:

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

**OBJECTIVES:** Objectives for this presentation were met  
1  2  3  4  5

**SPEAKERS**
1. Knowledge in content area  
2. Content consistent with objectives  
3. Responded to questions regarding content  
4. Preparation  
1  2  3  4  5

**CONTENT**
1. Appropriate for intended audience  
2. Consistent with presentation objectives  
1  2  3  4  5

**METHODS**
1. Visual aids, handouts, and oral presentation were useful  
2. Teaching methods appropriate for the topic  
1  2  3  4  5

**PROFESSION WIDE COMPETENCIES**
1. Information addressed at least one competency  
2. Information enhanced knowledge in competency area  
3. Overall rating of the presentation  
1  2  3  4  5

**COMMENTS/PRESENTATION IMPROVEMENTS:**

**Please return form to Tiffany Amrich, Psy.D.**
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
TRAINING COMMITTEE FY 20-21

Tiffany Amrich, Psy.D.  Training Director
Supervisor/Trainer
B.S. 1988, Stetson University; M.S. 1991, Nova Southeastern University; Psy.D. (Clinical) 1997, Nova Southeastern University. Florida licensed psychologist. Interests: (Professional) Mental Health – children and older adults; (Personal) sports, gardening; spending time with family and four pets; reading.

Vanessa Feliciano, Psy.D, LMHC  Supervisor/Trainer
B.S. in Psychology 2006, Florida State University; M.S. in Mental Health Counseling 2008, Nova Southeastern University; Psy.D. (Clinical) 2015, Nova Southeastern University. Florida Licensed Mental Health Counselor and Florida licensed Psychologist. Interests: (Professional) Mental Health Issues – Substance Related Disorders; Domestic Violence; (Personal) Exercising; traveling, spending time with family and pets.

Sabrina Tassy-Lewis, Psy.D.  Supervisor/Trainer
B.A. in Psychology; M.S. in Psychology, Nova Southeastern University; Psy.D (Clinical) 2010, Nova Southeastern University. Florida licensed psychologist. Interests: (Professional) Children- therapy and assessment; (Personal) reading and time spent with family.

Ulysses Arteaga, LCSW  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-Acosta, LCSW  Task Supervisor

Lillian Alamo, MSW  Task Supervisor
Master in Social Work, 2003, Florida International University. Interests (Professional) Substance abuse; (Personal) traveling and sports.

Lillian Pinero, LMHC  Task Supervisor
B.A. Tufts University; M.A. 1984, Lesley University. Licensed in Florida as a LMHC since 1990. Professional interests: disorders characterized by underlying trauma, including trauma, mood, personality, substance abuse and dissociative disorders.

Teresita Figueroa, LCSW  Task Supervisor
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

2020-2021 INTERNSHIP CLASS AND UNIVERSITY

Katherine Alfonso, M.S. – Nova Southeastern University, Psy.D. candidate in Clinical Psychology

Quiana Gentle, M.S. – Albizu University- San Juan campus, Psy.D. candidate in Clinical Psychology

Adnil Mulero, M.S. – Ponce Health Science University, Ph.D. candidate in Clinical Psychology

Casey Ravitz, M.S. - Nova Southeastern University, Ph.D. candidate in Clinical Psychology
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
DUE PROCESS PROCEDURES

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 health service psychologist. The training context in which services occur are programs within a large county, governmental, children, adult, 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 Director of Training would be brought in to mediate the situation. If the Director of Training 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
Director of Training 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, which might include probation or termination.

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

1. **Demonstrates competency in communication and interpersonal skills**

   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.

Demonstrates ability to work effectively with other professionals, and supervisors of diverse ethnic backgrounds. Demonstrates interest to learn about individuals from diverse cultural and socioeconomic 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 prejudgmental beliefs and/or limited awareness and understanding of diversity.

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 correcting 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.

Develops Competence in evidence based assessment

Plans, schedules, select tests, and complete 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

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

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.

____ Needs Remedial Work (1): Intern fails to gather program information in an objective manner. Unable to provide useful feedback to the staff to enhance program outcomes
V. Develops competence in supervision.

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

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 refining 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

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 Ongoing 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 Ongoing 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.

   ____ Needs Ongoing Supervision (2): Displays difficulties integrating ethical and legal standards. Limited self-reflection on when to seek consultation to resolve complex ethical and legal situations.

   ____ Needs Remedial Work (1): Does not apply ethical standards across professional activities and unable to proactively deal with conflict.
VIII. Demonstrates competence in professional values, attitudes, and behaviors.

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 in congruency 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.

_____ Needs Remedial Work (1): Lacks professional identity and disregards others’ individual diversity.
IX Demonstrates competency in individual and cultural diversity

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 On-Going Supervision (2):** Limited self-monitoring and implementation to improve effectiveness as a professional.

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

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

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

_____ **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 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_____
COMMUNITY ACTION & HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES
INTERN 3/9 MONTHS EVALUATION CHECKLIST

Name of Intern:_________________________ Date:______

Please rate overall intern's competencies.

X. Demonstrates competency in communication and interpersonal skills

- ___ Exceeds Expectations (4)
- ___ Meets Expectations (3)
- ___ Needs on-going supervision (2)
- ___ Needs Remedial Work (1)

XI. Develops competence in evidence based assessment

- ___ Exceeds Expectations (4)
- ___ Meets Expectations (3)
- ___ Needs on-going supervision (2)
- ___ Needs Remedial Work (1)

XII. Demonstrates competence in evidence based interventions

- ___ Exceeds Expectations (4)
- ___ Meets Expectations (3)
- ___ Needs on-going supervision (2)
- ___ Needs Remedial Work (1)

IV. Displays competence in research

- ___ Exceeds Expectations (4)
- ___ Meets Expectations (3)
- ___ Needs on-going supervision (2)
- ___ Needs Remedial Work (1)

V. Develops competence in supervision.

- ___ Exceeds Expectations (4)
VI. Develops competence in consultation and inter-professional/interdisciplinary skills.

Exceeds Expectations (4)
Meets Expectations (3)
Needs on-going supervision (2)
Needs Remedial Work (1)

VII. Demonstrates competence in ethical and legal standards

Exceeds Expectations (4)
Meets Expectations (3)
Needs on-going supervision (2)
Needs Remedial Work (1)

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

Exceeds Expectations (4)
Meets Expectations (3)
Needs on-going supervision (2)
Needs Remedial Work (1)

IX. Demonstrates competency in individual and cultural diversity

Exceeds Expectations (4)
Meets Expectations (3)
Needs on-going supervision (2)
Needs Remedial Work (1)

COMMENTS (OPTIONAL):

__________________________  _______________________
Supervisor Signature        Date

__________________________  _______________________
Supervisor Signature        Date

__________________________  _______________________
Intern Signature            Date
COMMUNITY ACTION & HUMAN SERVICES DEPARTMENT
PSYCHOLOGICAL SERVICES
DOCTORAL INTERNSHIP PROGRAM

EVALUATION OF TRAINING PROGRAM

Training Year:_______  Mid-Year:_________  End of Year:_________

Use the five-point scale to rate the quality of each area of the psychology internship program. Return the form to the Director of Training.

Rating: 5=Excellent  4=Strong  3=Adequate  2=Weak  1=Deficient

I  _____ Communication and interpersonal skills
II  _____ Evidence based assessment experience
III  _____ Evidence based interventions experience
IV  _____ Program evaluation/research opportunities
V  _____ Experience in supervision
VI.  _____ Consultation and in inter-professional/interdisciplinary opportunities
VII  _____ Ethical and legal issues
VIII.  _____ Professional values, attitudes, and behaviors
IX.  _____ Individual and cultural diversity

Please use the five point scale to rate other program components:

___ Individual Supervision
___ Group Supervision
___ Usefulness of training and other didactic experiences (program meetings, attendance to board meetings, staffing, workshops, community events, etc.)
Overall quality of the internship program

Please provide us with feedback on the following areas:

What are the strengths of this training program?

What are the limitations of this training program?

Recommendations:

Intern Signature: __________________________ Date: ______________