



**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 internship program 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; older adults and adults with disabilities services; housing assistance; job skills; domestic violence and other special services. In FY 22-23, CAHSD was funded for 666 employee positions and had an operating budget of \$170,695,000.

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 2021. 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 survivors 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 lifespan, from infancy to older adulthood. Services are designed and coordinated to address and relieve hardships associated with social determinants such as poverty, unemployment and trauma exposure. The service delivery model is client centered and is comprised of multiple direct service components (listed below) to meet the needs of the entire family.

**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 social-emotional wellbeing and overall health of children ages 0 to 5, ensuring that children are school-ready. The program provides a continuum of supportive services for children and their families. In the 2015-2016 program years, CAHSD expanded its Early Head Start program through partnerships with privately owned childcare centers. CAHSD works collaboratively with these Child Care Partners to help build their organizational capacity to serve low-income families. The Miami-Dade County Head Start/Early Head Start (HS/EHS) program is the largest in the Southeastern United States and has annual funding of approximately \$89 million. Comprehensive family services include full-day educational programs; child development screening; health and nutrition services; free breakfast, lunch and snack; parent engagement opportunities; and support services for all enrolled families and children with special needs. **Children Enrolled:** Program Year 2020-2021: 8,009.

**Family and Community Services Division** encompasses services for targeted populations, including low-income families, veterans, youth, and immigrants. Services include some of the following: home energy assistance; rental assistance; college scholarships; food pantries, job development; computer literacy; afterschool program for youth ages 15-22 to address social, financial, emotional and educational barriers to high school graduation, post-secondary education and the workforce. Services are available at CAHSD Community Resource Centers, as well as at specialized service sites located throughout the County. **Clients Served:** Fiscal Year 2020-2021: 96,716.

**Elderly and Disability Services Division** provides case management and access to support services to promote independent living for older adults and persons with disabilities in a meaningful and dignified manner. The following are some services provided: the provision of nutritious meals, home care, respite care, volunteer opportunities, psychological services and specialized services for adults living with disabilities. Eligible older adults 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. **Clients Served:** Fiscal Year 2020-2021: 7,544.

**Violence Prevention and Intervention Division** provides crisis counseling, safe shelter, transportation and other services to survivors of domestic violence, sexual assault and human trafficking. A comprehensive and coordinated response is the focal aspect of the division. Survivors 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. **Clients Served:** Fiscal Year 2020-2021: Safespace Centers (North, South, Central): 524; Inn Transition North: 438; Inn Transition South: 1648; CVAC: 8957.

**Rehabilitative Services Division** includes both outpatient and residential treatment services for individuals struggling with substance use disorders. In partnership with the Miami-Dade County Drug Court, the outpatient treatment program successfully diverted 91% of program participants from the criminal justice system in 2021. 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. In 2019, the Rehabilitative Services Division implemented the Multidisciplinary Approach Stabilizing Treatment & Empowering Recovery (MASTER) project aimed at providing intensive case management and treatment to individuals at risk for contracting HIV. **Clients Served:** Fiscal Year 2020-2021: New Direction Location (Residential): 285; Diversion and Treatment Program Locations (Outpatient): 242; Central Intake Unit: 1,005.

**Energy, Transportation and Facilities 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. The goal of the weatherization program is to assist eligible homeowners with service priorities given to persons who are particularly vulnerable such as older adults, families with children, households with a high energy burden, persons with disabilities, and low-income households whose income is at or below 200% of the Federal Poverty Income Guidelines. Additionally, transportation services are provided to clients participating in Elderly and Disability Services and children enrolled in Head Start/Early Head Start. **Clients Served:** Fiscal Year 2020-2021: 23 homes.

**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. Service recipients are 18-24 years old, unemployed, under-employed, out of school, or have faced difficult life experiences. During 2020-2021, 598 young people were engaged in workforce development services and case management. **Clients Served:** Fiscal Year 2020-2021: 80.

**Office of Neighborhood Safety** is a newly established office aimed to address gun violence, revitalize public spaces, improve community infrastructure, and minimize the need for residents to interact with the justice system. The mission of the Office is to advance community-driven solutions to build safe and prosperous neighborhoods.

**Office of New Americans** is also a newly established office that leads, supports, and manages a range of programs that increase access to legal services, integration, and empowerment for Miami-Dade's immigrant communities.

**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. **Number of individual, group and family therapy sessions facilitated for CAHSD program participants:** Fiscal Year 2020-2021: 929.

### **Psychology Internship Program**

The Psychology Internship Program is housed within the Psychological Services Unit. The program has been accredited by the American Psychological Association (APA) since 2002 and has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 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 [apaaccred@apa.org](mailto:apaaccred@apa.org), Web: [www.apa.org/ed/accreditation](http://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. Practica 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. In regard to Psychology interns, we welcome qualified and diverse applicants 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 Psychologist 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. In-vivo supervision is provided by the supervising psychologist and further enhanced by other experienced staff/task supervisors throughout the Department. 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; domestic violence; substance use; suicide; bullying; youth gangs; teenage domestic violence prevention; alcohol misuse; mental health across the lifespan; evidence-based interventions; 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 students that promote cultural interchange given the diverse generations of Blacks, 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 receive cultural diversity training, “Diversity Matters,” from Miami-Dade County, as well as other didactics on this topic scheduled throughout the year. Trainees are provided with the necessary tools to handle their responsibilities such as a desktop computer and laptop, access to shared drives, Internet, and County e-mail. Additionally, a wide array of therapy materials is provided for assessment and clinical interventions.

There are varying levels of master level psychology students in training within the Department. The students range from practicum students to 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, provide trainings, and participate in consultation meetings within a multi-disciplinary team.

## **TRAINING IN PSYCHOLOGY**

Miami-Dade County has maintained its longstanding value to provide young professionals opportunities to grow and learn from trained clinicians since the late 1960s. Formally, the CAHSD Psychology Internship Program was established in 1981, and the program has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1987. The Psychology Internship Program has been accredited by the American Psychological Association (APA) since 2002 and obtained re-accreditation in 2007, 2011 and 2017. In 2022, the 5-year interim report was approved by APA and continued accreditation was granted.

Training and supervision are administered by a doctoral level psychologist licensed in the state of Florida, along with departmental licensed mental health professionals. Oversight of the internship program is provided by the Director of Training to ensure high quality training and compliance with APA's implementing regulations. 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.

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 for children and adults throughout the year and interns are encouraged to share with their core supervisor(s) their preference for a child/adult concentration. While interns may express growth interests, county and client needs may, at times, supersede intern preferences. 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. 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):
  - *Head Start/Early Head Start Program*: CAHSD provides early learning to more than 8,000 children ages 0-5 across Miami-Dade County. Mental health/psychological services delivered in centers consist

of individual/group/family therapy, assessment, psychological evaluation, case management, staff and parent consultation, crisis intervention and parent and staff training.

2. Adult Programs (33% of Intern's Caseload Required):

- *Elderly and Disability Services Program*: Adult Day Centers are community-based facilities designed to meet the needs of functionally impaired older adults 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 older adults and persons with disabilities. Mental health services are comprised of individual/group/family therapy, assessment, psychological evaluation, staff and client training.
- *Rehabilitative Services Division*: The CAHSD substance use residential program delivers mental health services which include assessment, medical and state-mandated evaluation, referral for detoxification, medical clearance and placement within numerous treatment milieus. Among the psychological services delivered are individual, group and family therapy; psychological evaluation; staff and client training; and consultation. Additionally, interns are required to participate in weekly clinical and/or multidisciplinary team meetings to further develop competencies in consultation and communication. Interns are exposed to a holistic approach in addressing substance use and co-occurring disorders amongst a team comprised of a clinical psychologist, case managers, counselors, administrators, licensed clinicians, and support staff.
- *Violence Prevention and Intervention (Domestic Violence)*: CAHSD provides various services for domestic violence survivors, including counseling and early intervention services. It also administers four domestic violence shelters, two transitional housing facilities and a coordinated victims assistance center, which protects and empowers survivors of domestic violence and their dependents. Psychological services include assessment, group/individual/family therapy, consultation, advocacy; facilitation of peer self-care support group for staff 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 additional clinical experience within the assigned children or adult rotation.

Interns are provided with a wide exposure to work with diverse clients across the lifespan, ranging from pre-school children to older adult 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, participation in focus groups, etc.)

Interns receive individual supervision at their assigned site while professional development, didactics and staff training may occur at other educational and community-based facilities. Interns are provided office space 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 mentor/supervise master level practicum students under the supervision of their primary supervisor.

Interns receive advanced training designed to address a range of mental health issues. 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. 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 Health Service Psychologists who can demonstrate competency in the nine profession-wide competency areas. Therapeutically, emphasis is often 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 breadth of the training program affords the intern the flexibility to further develop and learn to apply a variety of modalities and approaches.

Since the intern comes to the program after practica/externships are completed, the internship training ultimately prepares the psychology intern within the generalist track to treat children, 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 and consultation competencies.

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. Addressing Challenging Behaviors in Head Start/Early Head Start
7. Caregiver Support and Involvement
8. Adult Day Care Program: Best Practices to Promote Participant Engagement
9. Pre-Treatment Intervention at New Direction
10. Staffing in an Inpatient Substance Use Treatment Facility

Research is further discussed across various forums- individual and group supervision; multi-disciplinary meetings. In individual and group supervision interns critically evaluate peer-reviewed articles to further knowledge base and implementation in clinical work. Interns may select articles to bring to individual/group supervision or be assigned to read articles per supervisor/Director of Training. The sharing of research information is emphasized to ensure current interventions are informed by science. Additionally, supervisor's 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 Psychologist 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 competence 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, adults, older adults, and adults with disabilities. 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. Assessment informs treatment and recommendations and measures progress. The general training model of the Psychology Internship Program is the Mentor/Practitioner model. 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.

## **PYSCHOLOGY 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 are encouraged to have completed a minimum of 600 hours, which consists of supervised clinical experience with children/adolescents and adults. Additionally, at least 50 assessment hours are preferred, as well as three years of practica. Due to the 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 applicant's goals, essays, graduate training, references, 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. Instead, virtual interviews will be provided through 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 and University Director of Training, followed by a formal letter of placement.

## **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 **mandated** requirements 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. 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 9); rights and responsibilities of the agency and intern (see APPENDIX 10); tour of centers and programs, rotation requirements, and general discussion. 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, sharing of experiences, and perspectives from an intern's point of view). Furthermore, as part of the orientation, interns participate in trainings regarding evidence-based models and assessments 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 for growth. 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 perceived 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. Greater autonomy is dependent upon on direct observation, performance evaluations, and feedback from the supervising psychologist. As clinical skills are further strengthened, there is a shift toward professional role definition, 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, they are 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. The child rotation is comprised of Head Start/Early Head Start. Adult rotation includes Elderly and Disability Services, Rehabilitative Services, and Violence Prevention and Intervention. 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.

### **Stipend, Leave Time, and Benefits**

The internship stipend is \$31,200. 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., administrative, educational) 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 as well as reimbursement for on-the-job tolls and parking. The reimbursement rate as of January 2023 is .655 cents per mile. 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/pdf/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 all rotations. The primary supervisor is responsible for the assignment of testing cases. Psychological evaluations require intensive supervision, followed by feedback meetings with

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 psychologist.

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 diversity items are regarded (age, religion, ethnicity, etc.) when considering assignment to interns to promote a goodness of fit and provide the intern with varied clinical opportunities.

Consultation with teachers, social workers, mental health professionals, paraprofessionals, administrators, occupational therapists, speech therapists and other professionals occurs throughout the internship year. The supervisor assesses interpersonal working relationships, competency in evidence-based assessments and interventions, and provides feedback on an ongoing basis. The intern becomes integrated into their assigned program as a contributing professional in many 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 lunch break (40 work hours). 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. Each intern is encouraged to conduct at least one presentation at a local conference on a professional topic. Psycho-educational trainings at the unit/program level are required, as well as Divisional trainings. Interns are also encouraged to provide trainings at the Departmental level. The provision of trainings can enhance competency in the areas of research; consultation and interpersonal skills.

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 11). Additionally, interns receive formal feedback at the three- and nine-month mark of internship (see APPENDIX 12). 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. Formal and informal feedback is a continuous process to help ensure timely identification of any areas in need of further attention as well as capitalizing on identified strengths. Additionally, 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 13). Feedback gleaned from this process has been very helpful in shaping the direction of the internship program to optimize learning experiences and enhance training. Feedback from interns is highly valued hence interns actively participate in the Internship Program's Performance Quality Improvement (PQI) process by providing feedback regarding items such as policies and procedures, training schedule, and clinical documentation.

### **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, 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. In addition to individual supervision, 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 6). 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 11) 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 clients the Training Program 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 listed on APPIC's website. Applicants must follow the online Application for Psychology Internships (AAPI) instructions available at [www.appic.org](http://www.appic.org).

## **OFFERS AND ACCEPTANCES POLICIES**

There is strict adherence to the standards of internship offers and acceptances to an internship, as stipulated by the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. The APPIC policies can be accessed on their website at: <http://www.appic.org>.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT  
MISSION STATEMENTS**

<p><b>DEPARTMENTAL MISSION STATEMENT</b></p>	<p>“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.”</p>
<p><b>PSYCHOLOGY INTERNSHIP PROGRAM MISSION STATEMENT</b></p>	<p>“To provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of Health Service Psychologists at the entry level.” <b>*(See Values and Principles)</b></p>
<p><b>PSYCHOLOGICAL SERVICES DIVISION MISSION STATEMENT</b></p>	<p>“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.”</p>

Revised 12/2016



## **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 in 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 throughout training year.
  - b. Webinars: There are various webinars during the year covering competency areas.
  - c. Workshops/Summits: The interns are provided with the opportunity to attend full-day trainings covering a range of areas relevant to our internship training experience.
  - d. Training Presentations: Interns are required to provide professional presentations during the internship year around competency areas; programmatic requirements; client needs.

- 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 clinical interventions, case planning, trainings, program evaluation, and psycho-educational presentations.
5. Supervision- all interns have 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 may experience challenges related to professional matters (different perspective; disagreement with course of action; interpersonal difficulties, etc.) across the rotations; such experiences are discussed 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 in training experiences.
- 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, focus groups, community fairs, health fairs. Samples of community involvement can include:
- a. Recovery Oriented Systems of Care (ROSC) Summit - this group is sponsored by community providers to focus on evidence-based models for recovery.
  - b. 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.
  - c. Miami-Dade County Age Friendly Initiative - lead agencies in the community identify various domains, i.e., housing, transportation, that can be developed to enhance the lives of older adults.
  - d. 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.
  - e. Additional opportunities are available to participate in community/health fairs and townhall meetings.

### **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 client factors (i.e., cultural and individual differences, family constellation; protective and risk factors, etc.) and how they relate to current identifying problems. Interns develop their case conceptualization skills to work collaboratively and effectively with clients. Additionally, Interns are also expected to engage in self-reflection as to how their own cultural and individual differences may be impacting the therapeutic

relationship. Interns are required to complete documentation in a timely manner and per deadlines provided by supervisors. Empirically validated treatment approaches are reviewed in individual and group supervision as well as covered during clinical training and initial orientation.

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 help provide accurate and comprehensive intervention. 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 7). As previously explained, interns also provide feedback regarding the training experience (at mid-year) and (final). Interns participate in a quarterly meeting with the Training Committee to provide their feedback and speak of their training experiences.

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 wherein primary 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 joint activities (i.e. co-facilitating group therapy; co-presenting training to staff). Within the Mentor-Practitioner model of training, the philosophy is that practicum students look to the interns as mentors and seek input from the interns as role models for their own development. This process is collaborative and past interns and practicum students have consistently

spoken of the personal and professional growth that has developed from the experience. Interns are provided with the opportunity to explore this relationship in individual and group supervision and supervisors provide feedback through direct observation. 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.

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. Interns use the Logic Model to review such programming; they receive a didactic training on the model in order to fulfill this requirement. Additionally, interns have opportunities to present at local conferences and throughout the Department. Prior to the conference/presentation, the interns submit a draft of the training material to the immediate supervisor for approval.

Supervisors, interns, and practicum students have access to Microsoft Teams to obtain documents, resources, sample work products, and policies and procedures, in addition 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. Ecological factors related to underserved populations are emphasized; discussed; explored. Case assignments are made across a spectrum of clients' individual differences in order to ensure diversity. Some of the training seminars 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 promoting a commitment to diversity, equity, inclusion and access.



**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.

Revised 7/2017

**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT  
PSYCHOLOGICAL SERVICES  
PSYCHOLOGY INTERN SELF-ASSESSMENT FORM**

Intern: \_\_\_\_\_ Date \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

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

**Competency Rating Scale**

**1—Poor**

*Limited skills/proficiency, needs additional training to be able to be able to implement independently.*

**3—Average**

*Developing skill/still acquiring this proficiency, need additional experience to be able to teach the material to others.*

**5—Excels**

*Vast knowledge, special strength, area of expertise, comfortable with implementation across different settings and able to teach or model this skill to others.*

**1: Current competence in communication and inter-professional skills**

*Rate your ability to communicate and interact with other professionals in the system of health service psychology and application of this knowledge from other professionals through consultation.*

**1—Poor**

**3—Average**

**5—Excels**

Additional comments:

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**2: Current competence in psychological assessment**

*Rate your level of proficiency in the administration, scoring, and interpretation of empirically-validated testing tools.*

1—**Poor**

3—**Average**

5—**Excels**

List tests you believe you have an expertise in below:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Additional comments:

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**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:

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#### **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:

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#### **5: Competence in supervision**

*Rate your level of supervisory skills with psychology trainees.*

1—**Poor**

3—**Average**

5—**Excels**

Additional comments:

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#### **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:

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## **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:

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## **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:

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## **9: Competence in professional values, attitudes, and behaviors.**

*Rate your level of professional identity, responsiveness to supervisory feedback, and level of self-reflection regarding professional activities.*

1—**Poor**

3—**Average**

5—Excels

Additional comments:

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**Areas in which I would like to increase my knowledge base and/or experience include:**

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\_\_\_\_\_  
Supervisor's Name (Print)

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern's Name (Print)

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

Rev. 8/10/21



## APPENDIX 5

### **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://logicmodel.extension.wisc.edu/>.

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.



**APPENDIX 6**

**MIAMI-DADE COUNTY  
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT  
Psychology Internship Training Program**

**WEEKLY DOCUMENTATION OF SUPERVISION AND RELATED ACTIVITIES**

**SUPERVISION ACTIVITIES**

(Check all that apply):

**COMPETENCIES**

(Circle all that apply):

<input type="checkbox"/>	Individual supervision	<input type="checkbox"/>	Research (R)
<input type="checkbox"/>	Group supervision	<input type="checkbox"/>	Ethical and Legal Standards (EL)
<input type="checkbox"/>	Practicum student supervision	<input type="checkbox"/>	Individual and Cultural Diversity (D)
<input type="checkbox"/>	Supervision of Supervision	<input type="checkbox"/>	Professional Values and Attitudes (VA)
<input type="checkbox"/>	In vivo supervision	<input type="checkbox"/>	Communication and Interpersonal Skills (CI)
<input type="checkbox"/>	Consultation with staff	<input type="checkbox"/>	Assessment (A)
<input type="checkbox"/>	Task supervision	<input type="checkbox"/>	Intervention (I)
<input type="checkbox"/>	Clinical meeting/staffing	<input type="checkbox"/>	Supervision (S)
<input type="checkbox"/>	Peer consultation	<input type="checkbox"/>	Consultation (C)
<input type="checkbox"/>	Other:	<input type="checkbox"/>	

**TOPICS COVERED:**

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Psychology Intern/Trainee: \_\_\_\_\_

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

Date: \_\_\_\_\_

**MIAMI-DADE COUNTY  
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT  
PSYCHOLOGICAL SERVICES**

**PROFESSIONAL DEVELOPMENT  
EVALUATION SURVEY**

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                | 1 | 2 | 3 | 4 | 5 |
| 2. Content consistent with objectives       | 1 | 2 | 3 | 4 | 5 |
| 3. Responded to questions regarding content | 1 | 2 | 3 | 4 | 5 |
| 4. Preparation                              | 1 | 2 | 3 | 4 | 5 |

**CONTENT**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Appropriate for intended audience       | 1 | 2 | 3 | 4 | 5 |
| 2. Consistent with presentation objectives | 1 | 2 | 3 | 4 | 5 |

**METHODS**

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

**PROFESSION WIDE COMPETENCIES**

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Information addressed at least one competency     | 1 | 2 | 3 | 4 | 5 |
| 2. Information enhanced knowledge in competency area | 1 | 2 | 3 | 4 | 5 |
| 3. Overall rating of the presentation                | 1 | 2 | 3 | 4 | 5 |

**COMMENTS/PRESENTATION IMPROVEMENTS:**

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*Please return form to Tiffany Amrich, Psy.D.*

Revised: 12/2016



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT  
TRAINING COMMITTEE FY 22-23**

**Tiffany Amrich, Psy.D. Training Director, Clinical Supervisor**

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 five pets; reading; and consignment shopping.

**Shari-Ann Picart-Mulling, Psy.D. Clinical Supervisor**

B.A. in Psychology in 2003 (Hampton University); M.S. in Clinical Psychology in 2007 (Nova Southeastern University) and Psy.D. in Clinical Psychology 2010 (Nova Southeastern University). Florida licensed psychologist. Professional interests are in the treatment of adults with substance use disorders, depressive disorders, anxiety disorders, and psychological evaluations. (Personal) cooking, spending quality time with family and friends, and beach related activities.

**Sabrina Tassy-Lewis, Psy.D. Clinical Supervisor**

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.

**Task Supervisors**

**Lilliam Alamo, LCSW, MCAP Task Supervisor**

MSW, 2003, Florida International University. Interests (Professional) substance use disorders; (Personal) traveling and sports.

**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.

**Amanda Dominguez, LMHC, NCC Task Supervisor**

B.A. 2012, Florida International University with a Major in Psychology. M.S. 2018, Barry University with a Major in Clinical Psychology and a minor in Forensic Psychology. Florida Licensed Mental Health Counselor, National Certified Counselor. Interests: (Professional) Mental Health and the legal justice system; community mental health program development and the use of evidence-based practices such as trauma-informed care; addiction and rehabilitation treatment for individuals with chronic drug use on the pathway towards recovery. (Personal) the beach, dancing, fitness, being surrounded by nature, and spending time with family and friends.

**Teresita Figueroa, LCSW Task Supervisor**

BSW 1998, Florida International University; MSW 2000, Florida International University. Florida Licensed Clinical Social Worker. Interests: (Professional) substance use disorders and mental health; (Personal) boating, beach and family.

**Jacqueline Martinez, LMFT, LMHC, NCC Task Supervisor**

B.A. 2013, B.A. 2015, Florida International University; M.S. 2020, Barry University. Florida Licensed Marriage and Family Therapist, Florida Licensed Mental Health Counselor, National Certified Counselor. Interests: (Professional) Trauma-Informed Counseling - teens and adults. (Personal) sports, dancing, spending time with loved ones



**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 was 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 into 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 they 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 was 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.

Revised 12/2016

**Community Action and Human Services Department****PSYCHOLOGY INTERNSHIP PROGRAM  
DUE PROCESS RIGHTS AND RESPONSIBILITIES****PROGRAM'S RIGHTS**

- To expect the intern to abide by the APA Code of Ethics.
- To expect the intern to demonstrate personal maturity.
- To expect intern participation in the development of a Corrective Action Plan if one were needed.
- To expect compliance with a Corrective Action Plan if one were implemented.
- To consult with the Clinical Training Director of the parent university.
- To conduct an investigation of any reports of rules violation.
- To implement corrective or disciplinary action if warranted

**INTERN'S RIGHTS**

- To expect due process.
- To expect on-going feedback regarding performance.
- To expect early identification of deficiencies.
- To expect cooperative efforts to develop a Corrective Action Plan if one were needed.
- To consult with the Clinical Training Director of the parent university.
- To expect availability of supervisors and the Psychology Training Coordinator.
- To expect clear description of responsibilities, quantitative expectations of performance, and lines of authority.
- To expect clear identification of possible reasons for disciplinary action.
- To bring a representative of Interns choosing to a meeting with Departmental Administration.
- To expect an impartial investigation of any reports of rules violation.
- To have the option to participate at any deliberative forum regarding possible disciplinary action.
- To expect clear policy regarding grievance procedures.
- To initiate grievances about training or supervision.
- To bring a representative of Interns choosing to a grievance meeting.
- To expect expeditious efforts at resolution of grievances.

**PROGRAM'S RESPONSIBILITIES**

- To assure due process and clearly articulated due process procedures.
- To provide on-going feedback regarding performance.
- To provide early identification of deficiencies.
- To work with the intern to develop a Corrective Action Plan if one were needed.
- To advise the intern regarding consultation with the Clinical Training Director of the parent university.
- To assure availability of the supervisors and Psychology Training Coordinator.
- To provide clear descriptions of responsibilities, quantitative expectations, and lines of authority.
- To identify program, Department and County rules and regulations.
- To conduct an impartial investigation of any reports of rules violation.
- To provide levels of review regarding deliberations on disciplinary action.
- To expeditiously attend to intern grievances regarding training or supervision.

**INTERN'S RESPONSIBILITIES**

- To abide by the APA Code of Ethics.
- To demonstrate personal maturity.
- To become conversant with governing rules, policies and procedures.
- To become conversant with due process procedure.
- To participate in the development of a Corrective Action Plan if one were needed.
- To abide by lawful program, Office, Department, and County rules and regulations.
- To follow grievance procedures, if initiated.



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 the 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.

This evaluation is based upon the following sources of information:

- \_\_\_ Direct observation (required)
\_\_\_ Discussion in supervision (individual and group)
\_\_\_ Feedback from others (primary and task supervisors; administrators)
\_\_\_ Participation in meetings/multi-disciplinary team meetings
\_\_\_ Review of clinical documentation and psychological reports
\_\_\_ Other (please specify)

I Demonstrates competency in communication and interpersonal skills

Overall rating: \_\_\_\_\_

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

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

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

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

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

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

\_\_\_\_\_ **Exceeds Expectations (4):** Actively collaborates with others, demonstrating good problem-solving skills. Provides meaningful feedback to others and receives feedback in a non-defensive manner.

\_\_\_\_\_ **Meets Expectations (3):** Good working relationships with others; receptive to supervisory feedback to effectively deal with conflict.

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

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

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

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

\_\_\_\_\_ **Meets Expectations (3):** Openly seeks supervisory feedback regarding limited experience with other professionals' diversity.

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

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

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

\_\_\_\_\_ **Exceeds Expectations (4):** Demonstrates ability to command the professional language, both verbal and written. Communication is descriptive and effective with clients and professionals.

\_\_\_\_\_ **Meets Expectations (3):** Occasionally needs reassurance in oral presentations. Minor revisions in the written communication, which are quickly corrected.

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

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

## **II Develops competence in evidence-based assessment**

**Overall rating:** \_\_\_\_\_

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

\_\_\_\_\_ **Exceeds Expectations (4):** Independently selects the appropriate tests to address the referral question. Carefully plans and schedules testing sessions within the required timelines.

\_\_\_\_\_ **Meets Expectations (3):** Intern will sporadically seek supervisory input for the selected tests. Overall, the required evaluations will be submitted on time.

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

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

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

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

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

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

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

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

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

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

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

\_\_\_\_\_ **Needs Remedial Work (1):** Report is inconclusive, omitting essential information/details. Spelling and grammatical mistakes, requiring multiple rewrites. Feedback of the results not well organized and lacking clarity.

### **III Demonstrates competence in evidence-based interventions**

**Overall rating: \_\_\_\_\_**

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

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

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

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

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

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

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

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

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

\_\_\_\_\_ **Needs Remedial Work (1):** Lack of comfort level in working with diverse populations. Not benefiting from supervision in exploring own cultural identity.

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

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

\_\_\_\_\_ **Meets Expectations (3):** Overall adequate treatment plan; occasionally requires supervisory feedback to refine goals and objectives, as well as detailed discharge planning.

\_\_\_\_\_ **Needs On-Going Supervision (2):** Requires guidance to develop treatment plans along with the identification of goals and measurable objectives. Supervisory feedback needed when developing and implementing treatment plan.

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

#### **IV Displays competence in research**

**Overall rating:** \_\_\_\_\_

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

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

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

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

\_\_\_\_\_ **Needs Remedial Work (1):** Intern does not follow supervisor's assignments.

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

\_\_\_\_\_ **Exceeds Expectations (4):** Demonstrates ability to identify and verbalize central issues, using the latest research findings, with ease and clarity and in a language appropriate to the audience.

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

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

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

3- Intern will participate in program evaluation activities.

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

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

\_\_\_\_\_ **Needs On-Going Supervision (2):** Intern needs guidance to identify program outcomes and to produce a comprehensive report with appropriate recommendations.

\_\_\_\_\_ **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**

**Overall rating:** \_\_\_\_\_

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

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

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

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

\_\_\_\_\_ **Needs Remedial Work (1):** Unable to provide supervision; lacks knowledge of supervisee's developmental level and skills.

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

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

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

\_\_\_\_\_ **Needs On-Going Supervision (2):** Limited self-awareness and resistance to adapting supervisory skills. Needs on-going supervisory input to engage in self-reflection and to increase awareness of its impact on the supervisory process.

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

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

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

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

\_\_\_\_\_ **Needs On-Going Supervision (2):** Intern displays basic knowledge of supervision. Requires on-going supervisory feedback to identify model and roles of supervisory process.

\_\_\_\_\_ **Needs Remedial Work (1):** Inability to provide supervision to psychology trainees and lacks reflection on supervisory process.

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

**Overall rating:** \_\_\_\_\_

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

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

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

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

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

2- Demonstrates ongoing and consistent integrity and honesty in 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 own 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 refined at times.

\_\_\_\_\_ **Needs On-Going Supervision (2):** Limited capability to shift functions/roles during situations requiring consultation. At times cannot identify consultation interventions that meet consultee goals. Verbal feedback does not clearly address referral question.

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

## **VII Demonstrates competence in ethical and legal standards**

**Overall rating:** \_\_\_\_\_

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

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

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

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

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

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

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

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

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

**Overall rating:** \_\_\_\_\_

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

\_\_\_\_\_ **Exceeds Expectations (4):** *Spontaneously seeks supervision and/or consultation when facing difficult cases. Consistently exhibits self-awareness regarding own limitations and adjusts 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 self 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 self in a professional demeanor, even in challenging situations. Responds positively to supervisory feedback and takes responsibility of own actions.*

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

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

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

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

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

\_\_\_\_\_ **Needs On-Going Supervision (2):** Does not display a strong professional identity and demonstrates limited concern for others.

\_\_\_\_\_ **Needs Remedial Work (1):** Lacks professional identity and disregards others' individual diversity.

## **IX Demonstrates competency in individual and cultural diversity**

**Overall rating:** \_\_\_\_\_

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

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

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

\_\_\_\_\_ **Needs 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 cultural 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)

- \_\_\_\_\_ Meets Expectations (3)
- \_\_\_\_\_ Needs on-going supervision (2)
- \_\_\_\_\_ Needs Remedial Work (1)

**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):**

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\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date



**COMMUNITY ACTION & HUMAN SERVICES DEPARTMENT  
PSYCHOLOGICAL SERVICES  
DOCTORAL INTERNSHIP PROGRAM**

**EVALUATION OF TRAINING PROGRAM**

**Training Year: \_\_\_\_\_ Mid-Year: \_\_\_ End of Year: \_\_\_**

We are requesting your feedback on your internship experience. Use the five-point scale to rate how the psychology internship program has helped you gain competency in each of the nine profession-wide competency areas. Please return the form to the Director of Training. We look forward to further discussing your experience and identifying strengths and growth opportunities for the internship training experience.

**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 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, staffings, 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?

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What are the challenges/growth opportunities of this training program?

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Recommendations:

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**Intern Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_