HEALTH AND WELLNESS CENTER
COUNSELING SERVICES
DOCTORAL INTERNSHIP TRAINING MANUAL

Adopted March 30, 2007

Revised January 19, 2017
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Revised 1/19/2017
INTRODUCTION

Dear Intern,

Welcome to Lake Forest College Counseling Services, a division of the Health and Wellness Center. We are excited to have you as part of our staff and look forward to working with you during your doctoral internship training year. We have a wealth of training experiences designed for you throughout the year that will expose you to the various roles and responsibilities of a counseling center psychologist, as well as facilitate your professional growth and development. These include individual, group, and couples counseling, outreach and consultation to a wide variety of individuals and campus organizations, crisis management, supervision, didactic seminars, and program evaluation.

The following manual outlines the goals, expectations, policies, and procedures for interns at Counseling Services. The manual is intended to help you avoid some of the misunderstandings and misinterpretations of policy which can be disruptive to your clients, the agency, and you. We hope that this manual will clarify some of the expectations we have of you, along with answering questions about policies/procedures of our agency that you might have for us. Please read through this manual at the beginning of your internship year, and use it as a resource and reference guide throughout your training at Counseling Services.

Our overall hope is that you experience the maximum benefits of the training that is offered at Counseling Services, and that we have a productive and positive year. If you have any questions regarding these policies or their applications, please feel free to discuss them with us.

Sincerely,

Jennifer L. Fast, PsyD Kasey Schultz-Saindon, Ph.D.
Assistant Dean of Students Assistant Director of Counseling Services
Director of Health & Wellness Center Coordinator of Clinical Training

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THE TRAINING PROGRAM

Philosophy and Goals

The APA Accredited Lake Forest College Doctoral Internship Program in Counseling Services (CS) utilizes a practitioner-scholar training model intended to facilitate and contribute to the growth of emerging psychologists. The program combines scholarly review of theory and research with experiential clinical practice towards the overarching goal of furthering interns’ development into multiculturally competent and ethical generalist practitioners.

The internship program is designed to provide experience in and exposure to the clinical work that is characteristic of a college counseling center setting. It is a time to refine basic clinical skills and move toward establishing an integrated professional identity. Interns are exposed to the many different professional activities of clinicians in a college counseling center. All activities and experiences are conducted under continuous and intensive supervision to foster the development of more skills throughout this process. Training and supervision have a developmental focus and are collaborative in nature, emphasizing each intern’s unique strengths, goals, and areas for growth.

Training of interns is recognized as a developmental process, and interns are assessed individually regarding their clinical skills, stage of professional development, and the special talents and needs they possess. This is accomplished in several ways. Initially, interns are asked to complete the Intern Self-Assessment which helps identify strengths and growth areas in a variety of domains. These self-assessments are reviewed with the intern and his/her individual supervisors in an effort to clarify each intern’s unique training needs and goals. This process is the foundation of a collaborative approach in supervision to set goals for the year. They are also kept in mind during the extensive supervision and training supports offered at CS.

In addition to recognizing the developmental stages of interns, an effort is made to tailor the program for interns in consideration of their special needs, strengths, and interests. During orientation and supervision, interns are encouraged to identify learning opportunities that fit in with their interests. For example, past interns have chosen to focus on eating disorders, sports psychology, alcohol assessment, and multicultural programming.

In a supportive and collegial atmosphere, interns are treated with respect and encouraged to participate in all activities of the center. This level of involvement and participation enables interns to be directly exposed to modeling of professional values including respect for diversity, concern for ethics, and the importance of continued growth and professional development.

The primary goal of our internship is to facilitate the personal and professional development of strong generalist clinicians adept at ethical and multiculturally competent practice in the range of roles of a psychologist on a small college campus. It is hoped that the training experience will facilitate the intern’s ability to begin to function competently and independently as a psychologist. To achieve this goal, we provide closely supervised experience in a college counseling center setting. Consistent with this aim and APA profession-wide competencies for psychologists, the internship program has the following goals:

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1. Support each intern’s development and growth in evidence-base methods of intervention in individual and group psychotherapy as well as crisis and case management
2. Support each intern’s development and growth in evidence-based methods of assessment, including intakes, risk assessment, and specialized testing batteries
3. Prepare interns for competent and ethical practice, consistent with professional standards in the field of psychology
4. Support each intern’s growth and development in understanding and respect for all forms of individual and cultural diversity
5. Encourage each intern’s utilization of research and theory to inform evidence-based treatment approaches
6. Facilitate each intern’s integration of unique personal values with the values and principles of the field of psychology
7. Facilitate each intern’s growth in interpersonal skills and effective communication
8. Support each intern’s development and growth in consultation, outreach, and other community-based interventions
9. Encourage the effective use of extensive supervision and development of each intern’s approach to provision of clinical supervision
10. Graduate interns who have grown in self-awareness, are reflective in their practice, and are committed to continued professional growth throughout their careers

**Intern Selection Process and Academic Preparation**

The Lake Forest College Doctoral Internship in Psychology currently offers two full-time positions in the training program. All interested applicants can apply by submitting an online application via the APPIC website (appic.org).

A complete application includes:

1. A completed AAPI, the standard application for APPIC
2. A cover letter (included in the online AAPI) stating your goals for internship and explaining your interests in training at Lake Forest College
3. A current curriculum vitae (included in the online AAPI)
4. 3 letters of recommendation (included in the online AAPI); it is preferred that at least two letters come from direct supervisors of your clinical work
5. Official transcripts for all graduate work (included in the online AAPI)

All application materials for the 2017-2018 training year must be submitted by November 7, 2016 for consideration in the selection process. Applicants will be notified by December 15, 2016 of the status of the application. A number of applicants will be invited for on-site interviews for the next stage of the selection process. These interviews will be conducted in early January, and interviewees are encouraged to be a part of this full-day interview process as it allows the best evaluation of fit between interviewee and site, both for applicants and the program. However, the program is willing to consider accommodating interviewees who are unable to travel to campus due to financial or other constraints.
The training program strives to develop a holistic picture of each applicant and the potential fit between the training program and an applicant’s experience, goals, and interests. However, applicants with the following qualifications are strongly preferred:

1. A minimum of 300 intervention hours prior to the application process (not including training during the year of application, though those hours are considered as well)
2. Enrollment and good standing in an APA-accredited academic program
3. Dissertation proposal defended
4. Completion of at least two graduate-level clinical training practica, one of which is primarily focused on assessment
5. Interest in training in a college counseling setting

Our application deadline is November 7, 2016

National Matching Services Code #127711

As a member of APPIC, the Counseling Services Internship Program participates in the National Matching Services Internship Matching Program. You must be registered for the Match in order to be eligible to match to our program. You can obtain instructions and download the Applicant Agreement required to register for the Match from the Matching Program web site at www.natmatch.com/psychint/

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. Applicants are required to follow the guidelines developed by APPIC, which may be found on the APPIC web site (www.appic.org).

The internship program is accredited by the American Psychological Association.

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, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Stipends, Benefits and Resources

The Lake Forest College Doctoral Internship Training Program offers two full-time 12-month intern positions. The current stipend (for the 2016-2017 training year) is $23,460. The 2017-2018 training year runs from August 1, 2017 through July 31, 2018. Additional benefits include:

- Comprehensive health insurance
- 12 days of paid time off (vacation, illness, personal time)
- Paid holidays recognized by the College
- Funding and time off to attend professional conferences
- Schedule flexibility for dissertation and post-doctoral position search
- $250 meal stipend for use at campus dining facilities
- Free access to campus sports and recreational facility
- Free parking

Each intern is provided a private office equipped with telephone and computer with a LAN internet connection. Interns have clerical support from the administrative assistant for counseling services and support developing outreach programming from student employees and peer educators. All assessment instruments and necessary training materials are provided and additional materials necessary for outreach programming or other projects can be purchased with Health and Wellness Center funding with approval of the Director of Health and Wellness.

Further details about benefits can be obtained by contacting Director of Human Resources Agnes Stepek at stepek@lakeforest.edu or 847-735-5036 or the Coordinator of Clinical Training, Kasey Schultz-Saindon, Ph.D. at schultzsaindon@lakeforest.edu or 847-735-5241.

**Diversity and Non-Discrimination Policy**

The Lake Forest College Doctoral Internship Program strongly values diversity and is committed to providing an equitable, inclusive, and safe environment for each intern to learn and grow. Consistent with the American Psychological Association’s charge that “professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals”, one of the core goals of the training program is the development of respect and understanding of all types of human diversity. This competency requires not only knowledge and skills but also strong awareness of oneself as a cultural being. Development of such self-awareness and integration into each intern’s professional identity and practice requires a safe and supportive environment in which to examine one’s own identities and related values, beliefs, and biases that potentially impact encounters with others. The training program makes every effort to create and sustain such a safe and supportive environment in counseling services, and staff from counseling services actively advocate for policies and procedures that advance an inclusive and equitable environment for all the diverse members of the campus community. The College similarly is committed to supporting and promoting respect for diversity and preventing any discrimination towards students, faculty or staff, as demonstrated in the official non-discrimination policy:

Lake Forest College does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, or any other classification protected by law in matters of admissions, employment, housing, or services or in the educational programs or activities it operates.

Lake Forest College complies with federal and state laws that prohibit discrimination based on the protected categories listed above, including Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex (including sexual misconduct) in the College’s educational programs and activities.

Lake Forest College provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.
Inquiries concerning Title IX may be addressed to:

Julie H. Yura  
Title IX Coordinator  
847-735-6009  
yura@lakeforest.edu

The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Stephen D. Schutt, President.

A person may also file a complaint with the Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 800-421-3481.

Consistent with this policy and the values stated above, the training program welcomes diverse applicants and actively seeks to create a diverse training environment. Diversity amongst trainees and faculty enrich the training experience for all involved and promote multiculturally competent services for our diverse student clientele. The program does not discriminate against any applicants because of race, color, sex, religion, national or ethnic origin, ability status, sexual identity or orientation, or gender identity or expression and evaluates applicants solely on the basis of prior education, training experiences, and fit with the goals and activities of the program.

Professional Staff

Counseling Services is staffed by three full time clinical psychologists, two psychology interns, and a department assistant. The staff have expertise in a range of theoretical orientations including psychodynamic, client-centered, interpersonal, cognitive-behavioral, developmental, family systems, and multicultural/feminist. Our training staff is collaborative, collegial, professional, and committed to the training of students.

Jennifer L. Fast, Psy.D.  
Assistant Dean of Students and Director of Health & Wellness  
Licensed Clinical Psychologist

Jennifer received her M.A. in Clinical Psychology (2006) and Psy.D. in Clinical Psychology (2009) from Illinois School of Professional Psychology/Argosy University-Chicago. Jennifer completed her doctoral internship at Lake Forest College in 2009. Jennifer has trained and worked in a variety of settings over the last nine years, including the Uptown Center/Women’s and Youth Programs for Domestic Violence, Midwest Physicians Group, Neumann Family Services and The University of Illinois. She has worked with a diverse range of people and clinical presentations. In addition to training and supervision, Jennifer’s areas of interest and specialty include interpersonal violence, identity, suicide prevention, depression, crisis intervention, and adjusting to transitions/change (with a special interest in the international student experience). She approaches counseling using the Person-Centered model as the foundation for all of her work, but also integrating existential, interpersonal and family systems theory and techniques. A multi-cultural perspective underscores all of her work, as she is sensitive to the social and cultural influences on her clients and their multiple identities such as race, ethnicity, national origin, religion, ability, SES, gender, sexuality.
and sexual orientation. Jennifer utilizes the Person-centered approach in supervision and training experiences with the intention of fostering a trusting and collaborative supervisory relationship that is developmentally appropriate and individualized to the unique needs and goals of each trainee.

Ed Neumann, Psy.D.
Assistant Director of Counseling Services
Wellness Coordinator
Licensed Clinical Psychologist

Ed earned his Psy.D. in Clinical Psychology (2012) from The Chicago School of Professional Psychology. He completed his pre-doctoral internship at Butler University and his postdoctoral fellowship at Northeastern Illinois University. Prior to his graduate studies, Ed received a BA from Illinois Wesleyan University. Ed has trained and worked in a variety of different clinical settings in his career, including a private practice, a community mental health center, and several college counseling centers. He also spent several years working on a psychiatric hospital unit for children, adolescents, and young adults. In these settings, he worked with a diverse range of people with an equally diverse range of reasons for seeking counseling. Ed approaches counseling primarily from a humanistic, person-centered perspective, but also integrates components of existential and psychodynamic theories into his work with clients. As a part of this approach, Ed is sensitive to each person’s unique blend of multiple social identities, including race, ethnic background, gender, sexual identity, ability, SES, and religious background, and how these various identities contribute to an individual’s overall sense of self. Ed’s areas of interest and specialty are depression, loss and mourning, identity development, trauma, crisis, and interpersonal relationships. In addition to his clinical work, Ed is also highly committed to supervision and training of future members of the helping fields. His approach to training is developmental and informed by his humanistic perspective. Accordingly, Ed believes that the training relationship is paramount and must be characterized by trust and collaboration, which allows trainees to feel both supported and challenged to pursue the goals they set for themselves.

Kasey Schultz-Saindon, Ph.D.
Assistant Director of Counseling Services
Coordinator of Clinical Training
Licensed Clinical Psychologist

Kasey earned her M.S. (2011) and Ph.D. (2013) in Counseling Psychology from Colorado State University. She completed her doctoral internship at the Colorado State University Health Network and her postdoctoral fellowship at Roosevelt University’s Counseling Center. Prior to her graduate work, Kasey received a B.A. from Saint Mary’s University of Minnesota, where she majored in Psychology and received minors in Spanish and Mathematics. Beyond her work in multiple college counseling centers, Kasey also has previous clinical experience in private practice and outpatient mental health clinic settings. She enjoys engaging in the wide variety of responsibilities and relationships that come with working in the university setting, including providing counseling services, supervision/training, outreach, and consultation to the campus community. In addition to enjoying working with individuals, Kasey has a passion for both group and couples counseling. Some of her other clinical interests include life transition and adjustment, relational struggles, identity development, self-esteem, gender concerns, autism spectrum disorders, stress management, and alcohol and other drug use concerns. Her approach to counseling stems from client-centered and interpersonal process theories. She believes that clients can begin to make the changes they want in their lives through building a supportive relationship with a therapist who is genuine,
authentic, and empathic. When a therapist creates a space in which clients feel safe enough to sit with uncomfortable emotions, clients are able to begin to be more authentic and congruent themselves. Kasey takes a developmental approach to supervision and training, which is influenced by her client-centered and interpersonal style. She believes that the foundation of the supervisory relationship creates the opportunity for growth and further development as a psychologist in training. Most importantly, she strives to be her authentic self and create a space in which trainees can be their authentic selves, developing their own voices and identifying who they are and want to be as professionals.

**TRAINING ACTIVITIES**

Intern activities are focused in three general areas: direct service, outreach and consultation, and training and supervision.

**Direct Service**

Direct services activities include: individual and couples psychotherapy and counseling; group psychotherapy; intake interviews; assessment; and crisis assessment/intervention. Interns are expected to carry a caseload of 15 – 18 clients per week. Most clients are seen for 6-10 sessions. Interns are expected to become familiar with the theory and application of brief therapy. However, 25% of interns’ caseloads may be long term (more than twelve sessions) when appropriate to the client’s needs and treatment plan. Thus, interns have the opportunity to gain experience in brief and long-term models of treatment as well as determining which is more appropriate for given clinical presentations. Clients served at CS represent a broad range of presenting concerns and diagnostic categories. While relationship and developmental issues are most prominent, depression, mood disorders and anxiety are also common amongst CS clients. More severe presentations of eating disorders, substance abuse/dependence, bipolar disorder and psychosis are also possible, and interns will have the opportunity to assess students with such presentations, determining an appropriate level of care with guidance from supervisors. A number of our clients are candidates for psychotropic medications, and as a result, we often refer to psychiatrists in the community for medication evaluations and/or psychiatric consultations. The CS staff works closely with the psychiatrist to provide effective treatment and continuity of care.

**Intake Interview**

All clients are seen for an initial interview to assess the need for services and to make an appropriate referral. Interns will have the opportunity to develop interviewing skills, learn how to gather clinical information, conduct mental status evaluations, and foster early relationship building. Interns will also have the opportunity to develop skills in diagnosis and treatment planning.

**Crisis Assessment and Intervention**

Interns will receive training, supervision and direct experience with crisis management throughout their internship. This is accomplished in several ways. Training on evidence-based methods of risk assessment and crisis intervention are provided during orientation prepare interns for effective crisis management in a range of clinical encounters. Interns each cover walk-in crisis hours for two days per week. On these days, a designated hour is reserved for consultation with students in crisis, though interns also may need to respond to walk-in clients with more urgent needs. Supervisors are always available for support and supervision during these crisis encounters, and interns are required to check-in with a supervisor about the assessed risk and crisis management plan before concluding
the session. This in vivo supervision model both provides necessary support to interns in complex emergency situations and helps interns to integrate the model of crisis management through review and application to the current case. Staff may also directly involve interns in crisis management situations (i.e., to participate in assessment, consultation, hospitalization processes) to further their exposure to, and experience with, crisis management. It is important to remember that interns are never placed in positions of managing crises on their own. Supervision is provided through all stages of the process with support for interns’ growth in competence and confidence to manage crises autonomously.

**Individual and Couples Psychotherapy**
Training in the provision of individual psychotherapy is the primary emphasis of the internship program. Counseling Services strives to help undergraduate students explore and learn different ways of coping with stressful situations, identify and resolve interpersonal conflicts, obtain support during difficult life events, develop and enhance academic performance, and improve personal relationships through more effective communication. Opportunities to provide couples counseling may present during the training year. Interns will gain experience with a variety of psychological disorders requiring different interventions. Counseling Services typically utilizes brief models of treatment, though trainees are able to conduct longer-term treatment with clients as well. The client caseload is in the range of 15-18 client hours per week.

**Case Management**
In addition to short-term and long-term psychotherapy skills, interns will have the opportunity to develop case management skills essential to practice in a college counseling context. Case management may include follow up appointments with students initially presenting in crisis, with a structured focus on safety planning, application of coping skills and connection to other resources. Case management also involves interns’ effective management of their caseload in a small but busy counseling center. Interns will learn to distinguish between short-term, long-term, and group therapy dispositions for cases and build skills in communicating with clients about treatment plans, referrals and termination.

**Group Psychotherapy**
Counseling Services offers a variety of group programs each year. The intern is encouraged to obtain experience in conducting process groups which foster interpersonal growth, the resolution of emotional issues, and/or deal with skill attainment. Groups may be time-limited interpersonal groups or structured psychoeducational groups. Topics in this area include: LGBTQ issues, eating-related issues, women's/men's issues, stress reduction, etc. Interns may co-facilitate a group with a staff member, psychology extern, or another doctoral intern. Supervision is given for any on-going process group.

**Psychological Assessment**
Opportunities exist for interns to administer psychodiagnostic assessments to selected clients. While the Counseling Services does not engage in extensive testing, testing is deemed useful for clients who present special problems, symptoms, or concerns. Emphasis is placed on the therapeutic use of the testing instruments and an assessment experience that emphasizes a collaborative process between client and assessor.

**Specialized Assessments**
Interns will receive training and experience in conducting specialized assessments for alcohol and other drug issues, and interested students will also have the opportunity for specialized assessment
for eating disorders. There is also the opportunity to provide short-term individual counseling and develop preventative programming for students struggling with these particular issues.

**Outreach and Consultation**

Community wellness is a core value of the Health and Wellness Center and community-based interventions are an important skill for psychologists working on a college campus. Thus, training in outreach and consultation and the theories and evidence-base to guide such activities is an important part of the training experience. Each intern’s community-based culminates in a community action project matching a particular area of interest or expertise for the intern with an assessed need within the campus community through some type of action/intervention.

**Outreach Programming**

Interns will be expected to conduct a minimum of two to three evening outreach programs per semester. At the beginning of the year, interns participate in Counseling Services’ training for Resident Assistants and workshops for New Student Orientation. Over the course of the year, each intern develops and conducts a Community Action Project, addressing an assessed area of need on campus that also fits with the each intern’s interests and/or areas of expertise with some community-based intervention. Depending on the intern’s initiative and interest, outreach could involve psychoeducational workshops on a particular theme or targeting a particular group, needs assessment with follow-up programming, or programs designed collaboration with other staff or student groups. Interns may also elect to develop other community-based interventions such as a social norms campaign, newspaper articles, web interventions, or a radio program.

**Consultation**

Interns will have the opportunity to provide consultation to staff, faculty, and students on a range of topics. Consultation can focus on assessment of the needs of a student and/or support for the consultee in best supporting the student. Also included might be general psychoeducation for individuals or groups on campus to support effective intervention with students in distress. Interns will also have the opportunity to present on areas of expertise to Student Affairs colleagues and other faculty and staff. Consultation with family members and outside providers is also often an important element of psychotherapy or case management with clients.

**Program Administration and Evaluation**

Interns will have extensive opportunities to engage in training administration activities. They will be part of the intern selection committee and participate on campus wide committees. They will have the opportunity to evaluate and help to improve elements of the training program as well as other programs and systems on campus. They will also learn skills in evaluating their own community-based programming.

**Training and Supervision**

Supervision, didactic seminars, and other informal training experiences are integral aspects to the training of interns. Close and intensive supervision with ongoing evaluation and feedback is seen as the backbone of the training experience. We believe that in preparing to be professional psychologists, interns should systematically increase their ability and skill in providing a range of interventions to clients presenting with a variety of concerns. This goal is pursued through collaborative work with clinically skilled staff and intensively supervised clinical practice. Video

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recording of all sessions is required and case notes are routinely reviewed to ensure that feedback is timely, specific, and detailed.

**Individual Supervision**
Each intern will receive three hours of individual supervision each week from licensed clinical psychologists on staff. One hour of supervision is conducted by the psychologist who co-facilitates group therapy with the intern, focusing specifically on the group work. The other two hours, focused on individual clinical work and general professional development, are conducted by two different psychologists offering interns a breadth of perspective and mentorship. Supervision encourages the development of critical thinking skills to determine the most appropriate therapeutic modality and orientation to apply to each individual client. Interns will increase in their ability to track the effectiveness of their interventions. Supervision will assist interns in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. Interns will be encouraged to focus on their personal growth and increasing self-awareness. Interns are expected to be prepared to present and discuss video recordings of therapy sessions during supervision.

**Case Consultation Seminar**
The 90 minute weekly case conference is designed to complement the intern’s individual supervision, by providing group supervision of counseling and psychotherapy, fostering a dialogue about professional growth and interpersonal and professional relationships. Interns are expected to be prepared to present and discuss video recordings of sessions in the group supervision. Interns will have the opportunity to provide constructive feedback to fellow students and staff and develop their oral and written presentation skills.

**Training Seminar**
The training seminar is designed to explore key theoretical, technical, ethical, multicultural, and diagnostic issues as they relate to the delivery of clinical services in a college setting. To that end, both didactic readings and case materials are used to facilitate trainees’ understanding of theory and research and their applications to practice.

**Multicultural Seminar**
In this seminar, interns will increase their awareness and knowledge of diversity issues in their clinical work and their personal development. Interns will have the opportunity to broaden their worldview through reading and case presentations. Interns will develop a case presentation regarding a client with some aspect of diversity during the course of the year.

**Professional Development Seminar**
Interns will engage in a process of developing their identity as psychologists through this seminar. Topics will include developing a clinical specialty, job search tips, licensure, obtaining a post-doctoral training experience, networking, etc. This meeting also allows students an opportunity to discuss and work on their professional development goals.

**Community Action Seminar**
This seminar is designed to explore key theoretical, technical, ethical, and multicultural issues as they relate to the delivery of community-based interventions on a college campus. We evaluate community issues and projects using the principles of community psychology, social justice, and health promotion. Trainees will also receive guidance and support in developing their community action projects in this bi-weekly seminar.

**Integrated Health and Wellness Seminar**

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This monthly seminar provides trainees the unique opportunity to consult with professionals from Health Services regarding conceptualization of and attention to the unique needs of students with disabilities and other complex health issues. Consultation will focus on overlapping psychological and medical diagnoses, treatment and assessment approaches, and collaborative service delivery.

**Assessment Seminar**
This seminar is provided 2-3 times per semester and is intended to provide interns with more specialized training in a variety of issues including: group psychotherapy, eating disorders, Axis II diagnosis, trauma, and multicultural concerns related to assessment and treatment to name just a few. Every effort is made to bring in outside experts to conduct some of the seminars to provide exposure to different perspectives on these salient issues. Interns specialized interests are considered in choosing topics for assessment seminar.

**Outreach and Consultation Seminar**
At the beginning of the year, this seminar provides didactic training in consultation and outreach. This seminar also discusses various prevention approaches and how to develop effective prevention programs. As interns select their outreach and consultation projects for the year, they receive consultation, support, and guidance on these projects through individual supervision and through informal consultation with fellow interns and externs.

**Supervision of Supervision Seminar**
During the summer semester, interns will have opportunities to learn theories and techniques of supervision. Consideration of the developmental needs of trainees, the structuring of a supervisory relationship, and ethical issues will be discussed. Interns will have the opportunity to develop their own theory and approach to supervision in preparation for this role in post-doctoral positions.

**EXPECTATIONS, EVALUATION, RETENTION AND TERMINATION**

Training is an important developmental, learning, and socialization process, which facilitates the transition from student/trainee to professional psychologist. Psychologists-in-training are expected to develop competent therapy skills and sound clinical judgment, to understand and practice the principles of ethical decision making, and to examine their own intra- and interpersonal processes. In line with such goals, the CS training program has the responsibility to continually assess the functioning and progress of each intern and to provide continual feedback so interns may improve skills and re-mediate problem areas. Provision of such feedback also helps guard against allowing individuals who are unsuitable, either due to lack of skills or because of interpersonal difficulties, to enter the field. In addition to the responsibility for providing feedback to interns, trainers have a monitoring responsibility to the profession and the public.

The training program also recognizes that developmental stressors are inherent both in graduate school training as well as during the course of the internship. During the internship training program, interns are exposed to clinical practice, typically involving a challenging case load as well as responding to client crises and agency requirements. Furthermore, clinical supervision is often very intense, which may increase the interns’ sense of personal and professional vulnerability. Thus, while the internship represents a critical professional opportunity through which interns can learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity, it is also a time of increased stress and vulnerability.
Since interns make significant developmental transitions during the internship and may need special types of assistance during this time, it is the responsibility of the training program to provide activities, procedures and opportunities which can facilitate growth and minimize stress. Such measures include, but are not limited to, extensive orientation meetings, individualizing programs, access to clear statements regarding the standards and expectations upon which they will be evaluated at the end of each semester, candid and timely evaluations which include suggestions for positive change, contact with support individuals (e.g., supervisors) and/or groups (e.g., other graduate interns), staff attention to the gradual increase in both the number of clients and severity of presenting issues, the right to know the due process and re-mediation procedures of the center, and the right to activate a formal review if they believe their rights have been infringed upon. A review may be activated if an intern reports experiencing sexual harassment, exploitive behavior or other behaviors that infringe upon intern rights, or denial of due process granted in the evaluation procedure.

The Training Committee has the responsibility to monitor each intern’s development. The Training Committee may consist of all of the following people: the Director of Health and Wellness, the Coordinator of Training, Counseling Services staff members, and Health Services staff members.

Intern expectations for performance, clarifications of what constitutes problematic behavior, evaluation procedures, and processes and procedures for responding to inadequate performance, and due process procedures are presented to interns in writing. This occurs at the beginning of the training year during our Orientation to the Training Program. Interns will sign a form indicating they have read and understand our due process policies to ensure that the Training Program has clearly communicated the process.

**Intern Expectations** *

With regard to intern behavior and performance during the internship year, the general expectations of the training program are that interns will:

1. Demonstrate an in-depth awareness of and sensitivity to ethical issues and ethical behavior which includes: behaving within the bounds of the APA Ethical Principles of Psychologists, Standards for Providers of Psychological Services and Specialty Guidelines for the Delivery of Services, and the APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists; behaving within the bounds of the laws and regulations of the State of Illinois; behaving in a manner that conforms to the professional standards of Counseling Services (CS), and of Lake Forest College.
2. Demonstrate the ability to integrate relevant standards as a professional psychologist into one's repertoire of behaviors.
3. Demonstrate proficiency in counseling and therapy skills as required to successfully maintain a clinical case load at the agency, including intakes, therapy skills, crisis intervention, assessment and diagnosis, outreach programming, and consultation.
4. Demonstrate self awareness, sensitivity to and knowledge of differences in psychological therapy approaches with regard to diversity.
5. Communicate clearly and precisely in both oral and written formats.
6. Participate in the training, service, and continuing education activities at Counseling Services in the Health and Wellness Center (HWC).

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7. Progress in developing a professional identity as a psychologist.
8. Appropriately manage personal issues as they relate to professional functioning.
9. Recognize that the internship is a professional commitment that requires operating in a responsible manner regarding issues such as immediate communication of an unplanned absence from work (i.e. sickness, family emergency, etc.); advance arrangement of vacation and personal leave time with supervisors; planning for disruptions in client care and other responsibilities due to absence from the center and communicating those plans to HWC staff, and adherence to established work schedules.

*Modification and adaptation of procedures from the Wichita Collaborative Psychology Internship.

Training Program Expectations

The Training Program at CS is a highly valued component of our agency. As such, all staff members have at least some participation with the program. Involvement includes direct supervision (individual or group), educational training, consultation and collaboration on cases, peer supervision, and outreach. Likewise to the expectations for performance of interns regarding professional responsibility, the training program also assumes a number of general responsibilities as described below:

1. The training program will provide interns with information regarding relevant professional standards and guidelines, as well as offer appropriate forums to discuss the implementation of such standards.
2. The training program will provide interns with information regarding relevant legal regulations that govern the practice of psychology, as well as offer appropriate forums to discuss the implementation of such regulations.
3. The training program faculty will continuously provide informal verbal feedback to each intern in an ongoing fashion (formative feedback).
4. The training program supervisors will provide written evaluations of each intern’s progress at six-month intervals (formative and summative feedback). Feedback from the assessments will facilitate change and growth as professionals, by acknowledging strengths and identifying performance or conduct areas that need improvement. Evaluations will address each intern’s knowledge, skills, and attitudes as related to each of the aforementioned competency domains. These written evaluations will be shared with the intern in a meeting, and recommendations for continued improvement will be discussed. In the meetings, differences between each intern’s and supervisors’ appraisals are expected to surface, and in most cases will be resolved.
5. In accepting the above responsibilities, the training program will provide appropriate mechanisms by which behavior that negatively affects professional functioning is brought to the attention of the intern. The training program also will maintain procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning. At the beginning of the training year, all interns will be provided with these Due Process Guidelines, which describe the process that will be followed in the event of a grievance.

As an additional structure for the training program, CS has a Training Committee, which may consist of all staff members directly involved with supervising interns. This group meets on a monthly basis to address a number of crucial tasks related to the training program, including:

1. Ongoing evaluation of each intern’s goals and progress.
2. Affording the opportunity for all supervisors involved with interns to discuss their observations and develop a united approach to best assist each intern’s progress.

3. A place of support and feedback for supervisors which may assist their supervision work with interns.

4. A forum for ongoing evaluation of the internship program.

**Evaluation Procedures**

Evaluation occurs verbally and in writing throughout the course of the training year. During orientation to the training program, Interns fill out a self-assessment of their skills and identify key learning goals for the year. Approximately six weeks in to the training year, interns review a therapy tape and rate the current development of their clinical skills. They provide the same tape to both of their supervisors for individual review. The intern and both supervisors then meet jointly to discuss their reviews and identify skills and growth areas to enhance clinical skill development.

Midway during the semester, Interns and supervisors verbally evaluate progress and identify goals to focus on during the rest of the semester. At the end of each semester, both the intern and his/her supervisors fill out respective evaluation forms. Each supervisor rates an intern an all of the competencies and overall goals listed in the competency grid (Appendix A) with the following rating system: 1 - Significant Development Needed, 2 - Improvement Needed, 3 - Meets Expectations, 4 - Exceeds Expectations, 5 - Significantly Exceeds Expectations, or N/A Not Applicable/Not Observed. There is also space under each of the 10 primary goals to provide narrative description of the intern’s performance suggestions for improvement in the related competencies. Interns rate each of their individual supervisors on the quality of supervision and support provided using a similar scale. Primary supervisors will meet to discuss their respective evaluations of each intern and resolve any discrepancies or determine how to clarify those differences in feedback to the intern. A meeting will then be held between the intern and each primary supervisor to review these evaluations and provide qualitative feedback. Perceptual and/or factual differences between the supervisor’s and intern’s evaluations of performance are expected to be resolved during this evaluation meeting, but if discrepancies persist, the training committee will meet to determine appropriate resolution. If discrepancies can be resolved and potentially addressed through goals and areas of focus for supervision and training, supervisor and intern will each sign the evaluation. Copies of the evaluations are given to the interns, and placed in their permanent file.

If an intern’s performance in any of the 10 primary goals for internship is evaluated to be in need of improvement during a formal evaluation (aggregate for all competencies under the goal is less than 3), due process procedures to address inadequate performance are initiated. If an intern does not agree with the rating and discrepancies cannot be resolved, the intern may initiate the grievance process.

It is important in the course of internship that interns' academic institutions be kept appraised of the Interns' goals, progress, areas of challenge, and any issues of concern. To accomplish this goal, the Coordinator of Training and/or the Director of Health and Wellness will correspond with the home institution at the end of each semester. Copies of each supervisor’s evaluation as well as a general summary regarding the intern’s progress will be provided at mid-year, and at the end of the year final evaluations, confirmation of successful completion of the program (if applicable) and a copy of the completion certificate is provided. The Coordinator of Training communicates openness to further communication with home academic programs as necessary to support intern’s placement at
the site, and communication will be initiated in the event of any problematic behavior warranting due process procedures (as outlined below).

The formal evaluations are not seen as replacement for informal verbal feedback which is carried on throughout the internship program year. It is expected that the interns should have been presented with his/her areas of deficiency or misconduct and given an opportunity to ameliorate them prior to the formal evaluations or any request for a special review.

**Definition of Problematic Behavior**

For purposes of this document, intern Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
2. An inability to acquire professional skills in order to reach an acceptable level of competency, or
3. An inability to control personal stress, strong emotional reactions and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment as to when an intern’s behavior escalates and becomes problematic. Interns may exhibit behaviors, attitudes, or characteristics which, while of concern and in requirement of remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as Problematic Behavior when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified,
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
3. The quality of services delivered by the intern is sufficiently negatively affected,
4. The problem is not restricted to one area of professional functioning,
5. A disproportionate amount of attention by training personnel is required to deal with the intern and his/her behavior, and/or
6. The intern’s behavior does not change as a function of feedback, remediation efforts, and/or time.
7. The behavior has potential for ethical and legal ramifications if not addressed.
8. The behavior shows a persistent insensitivity to diversity considerations related to race, ethnicity, gender, sexual orientation, age, disability status, veteran’s status, etc.
9. The intern’s interpersonal style interferes with his or her intraprofessional and interdisciplinary relationships with peers, coworkers, supervisors, and/or subordinates.

**GUIDING PRINCIPLES TO ENSURE DUE PROCESS**

Due process ensures that decisions made by the training program about an intern are not arbitrary or personally based. These Guidelines require that the program identify specific evaluative procedures to be applied to all interns, and have appropriate appeal procedures so that an intern may challenge the program's action. General due process guidelines include:

1. Stipulating the procedures for evaluation, including when and how evaluations will be
conducted. Such evaluations should occur at meaningful intervals.

2. Articulating the various procedures and actions involved in making decisions regarding problems.

3. Communicating, early and often, with graduate programs about any suspected difficulties with an intern, seeking input from these academic programs about how to address such difficulties.

4. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.

5. Providing a written procedure to the intern which describes how the intern may appeal the program's action. Such procedures are outlined in the internship Training Manual which is provided to the interns during Orientation.

6. Ensuring that the intern have sufficient time to respond to any action taken by the program.

7. Using input from multiple professional sources when making decisions or recommendations regarding the intern’s performance.

8. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale for the action.

Responding to Inadequate Performance or Problematic Behavior by Intern

If an intern is determined to need improvement (an aggregate score less than 3, defined as “meets expectations”) in any of the primary goals on a formal evaluation, or if a staff member has concerns about an intern’s behavior (e.g. ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The staff member will consult with the Director of Health and Wellness and/or the Coordinator of Training to determine if there is reason to proceed and/or if the behavior in question is being rectified. The initial consult will occur as soon as possible.

2. If the staff member who brings the concern to the Director of Health and Wellness and/or Coordinator of Training is not the intern’s primary supervisor, the concern will be discussed with the intern’s primary supervisor.

3. If the Director of Health and Wellness, Coordinator of Training, and the primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Director of Health and Wellness will inform the staff member who initially brought the complaint.

4. Within 10 working days of the initial consult, the Training Committee will convene to discuss the concern and possible courses of action to be taken to address the issues.

5. Whenever a decision has been made by the Training Committee about an intern’s training program or status in the agency, the intern will be informed, and the Coordinator of Training will meet with the intern to review the decision within 5 working days of the Training Committee meeting. This meeting may include the intern’s primary supervisor as appropriate. If the intern accepts the decision, any formal action taken by the Training Program may be communicated in writing to the intern’s academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern and will occur within 3 business days of a decision for formal action.

6. The intern may choose to accept the conditions or to challenge the action. The procedures for challenging the action are presented in the Procedures for Appeal by an intern (on p. 22). An appeal must be filed within 10 working days of notification.
**Remediation Considerations**

1. It is important to have meaningful ways to address a problem once it has been identified. Several possible, and perhaps concurrent courses of action designed to remediate problems include but are not limited to:
   a. Increasing supervision, either with the same or other supervisors
   b. Changing the format, emphasis, and/or focus of supervision
   c. Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the intern evaluation process
   d. Reducing the intern’s clinical or other workload
   e. Requiring specific academic coursework
   f. Recommending, when appropriate, a leave of absence and/or a second internship

2. When a combination of the above interventions do not rectify the problem, after a specified time period appropriate to the issue, or when the intern seems unable or unwilling to alter his/her behavior, the training program may need to take more formal action, including such actions as:
   a. Giving the intern a limited endorsement, including the specification of those settings in which he/she could function adequately.
   b. Communicating to the intern and academic department/program that the intern has not successfully completed the internship program, recommending and assisting in implementing a career shift for the intern, and/or terminating the intern from the training program.

3. All of the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures and within specific and defined time frames that are appropriate to the problem being addressed.

**Remediation and Sanction Alternatives**

In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the impaired or problematic intern, the clients involved, members of the intern training group, the training staff, and other agency personnel. Possible sanctions include:

1. **Verbal Warning** to the Intern emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.

2. **Written Acknowledgement** to the intern formally acknowledges that:
   a. The Director of Health and Wellness and the Coordinator of Training are aware of and concerned about the performance rating,
   b. The concern has been brought to the attention of the intern, and the Director of Health and Wellness and Coordinator of Training will work with the intern to rectify the problem or skill deficits, and
   c. The behaviors associated with the rating are not significant enough to warrant more serious action.

   The written acknowledgment will be removed from the intern’s file when the intern responds to the concerns and successfully completes the internship program.

3. **Written Warning** to the intern indicates the need to discontinue an inappropriate action or behavior. This letter will contain:

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a. A description of the intern’s unsatisfactory performance,
b. Actions needed by the intern to correct the unsatisfactory performance,
c. The time line for correcting the problem,
d. What action will be taken if the problem is not corrected, and
e. Notification that the intern has the right to request a review of this action.

Copies of the written warning will be kept in the intern’s file and the due process procedures file and will remain there with further documentation of progress in remediating the identified problem or other further steps in the process.

4. **Schedule Modification** is a time-limited, remediation-oriented closely supervised period of training to help facilitate the intern’s return to a more fully functioning state. Modifying an intern’s schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship program. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Director of Health and Wellness and the Coordinator of Training. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
   a. Increasing the amount of supervision, either with the same or other supervisors
   b. Change in the format, emphasis, and/or focus of supervision
   c. Recommending personal therapy
   d. Reducing the intern’s clinical or other workload

The length of a schedule modification period will be determined by the Director of Health and Wellness and the Coordinator of Training in consultation with the Training Committee. Termination of the schedule modification period will be determined, after discussions with the intern, by the Director, and in consultation with the Training Committee.

5. **Probation** is also a time-limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the Director of Health and Wellness and Coordinator of Training systematically monitor for a specific length of time, the degree to which the student addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement which includes:
   a. The specific behaviors associated with the unacceptable rating
   b. The recommendations for rectifying the problem
   c. The time frame for the probation during which the problem is expected to be ameliorated
   d. The procedures to ascertain whether the problem has been appropriately rectified.

If the Director of Health and Wellness and Coordinator of Training determine that there has not been sufficient improvement in the intern’s behavior to remove the probation or schedule modification, then the Director of Health and Wellness and Coordinator of Training will discuss with the Training Committee possible courses of action to be taken. The Director of Health and Wellness and Coordinator of Training will communicate in writing to the intern that the conditions for revoking the probation or schedule modification have not been met. This notice will include the course of action the Director of Health and Wellness and Coordinator of Training have decided to implement. These may include

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continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Director of Health and Wellness and Coordinator of Training will communicate to the Training Committee if the intern’s behavior does not change, the intern will not successfully complete the internship program. The intern may choose to accept the conditions or may challenge the decisions (see Procedures for Appeal by an Intern on p.22).

6. **Suspension of Direct Service Activities** requires a determination that the welfare of the intern’s clients or consultee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Director of Health and Wellness and the Coordinator of Training. At the end of the suspension period, the supervisor in consultation with the Director of Health and Wellness and Coordinator of Training will assess the intern’s capacity for effective functioning and determine when direct service can be resumed. The intern may choose to accept the conditions or challenge the decision (see Procedures for Appeal by an Intern below).

7. **Administrative Leave** involves the temporary withdrawal of all responsibilities and privileges in the agency. If the probation period, suspension of direct service activities, or administrative leave interferes with the successful completion of the training hours needed for completion of the internship program, this will be noted in the intern’s file and the intern’s academic program will be informed. The intern may choose to accept the conditions or challenge the decision (see Procedures for Appeal by an Intern on p.22).

8. **Dismissal from the internship program** involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period specified earlier in the process, rectify the Problematic Behavior and the intern seems unable or unwilling to alter his/her behavior, the Director of Health and Wellness and Coordinator of Training will consider the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor. When an intern has been dismissed, the Director of Health and Wellness and the Coordinator of Training will communicate to the intern’s academic department that the intern has not successfully completed the internship program. APPIC will also be notified of this decision. The intern may choose to accept the conditions or challenge the decision (see Procedures for Appeal by an Intern below).

**Due Process Procedures**

The basic meaning of due process is to inform and to provide a framework for approaching a dispute. When a matter cannot be resolved between the Director of Health and Wellness, Coordinator of Training, or staff member and the interns or staff, the steps to be taken are listed below.

Situations in which these procedures are initiated:

There are three situations in which grievance procedures related to intern performance or behavior

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can be initiated: (1) when the intern challenges the action taken by the Training Committee (Appeal by an Intern); (2) when the Training Committee is not satisfied with the intern’s action in response to the Training Committee’s action (Continuation of Unacceptable Rating), or (3) when a member of the CS staff initiates action against an intern (Intern Violation).

Each of these situations, and the course of action accompanying it, is described below:

*Procedures for Appeal by an Intern*

In the event that an intern does not agree with any of the aforementioned notifications, remediation or sanctions or with the handling of a grievance – the following appeal procedures should be followed:

1. The intern should file a formal appeal in writing with all supporting documents (if relevant) to the Director of Health and Wellness and Coordinator of Training. The intern must submit this appeal within 10 working days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).

2. The Director of Health and Wellness will then convene a Review Panel within 5 working days of receipt of the appeal, consisting of the Coordinator of Training, one Student Affairs staff member selected by the Director of Health and Wellness, and one staff member selected by the intern. A representative from the intern’s doctoral training program will be invited to attend. In lieu of a staff member, the intern may select another intern to be on the panel.

3. A Review Hearing will be conducted, chaired by a Student Affairs staff member, in which the appeal is heard and the evidence is presented. The chair will be chosen via a collaborative discussion between the Director of Health and Wellness and the intern. In the event of a disagreement between the Director of Health and Wellness and the intern, the Director of Health and Wellness will assume the responsibility of choosing the chair. Within five days of completion of the review, the Review Panel will submit a report to the Director of Health and Wellness and Coordinator of Training including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote. The intern will be informed in writing of the recommendations, at the same time that the Director of Health and Wellness and Coordinator of Training are informed.

4. The Training Program may appeal the decision made by the Review Panel. Please see *Procedures for Appeal by the Training Program* on p. 25.

5. Once a decision has been made, the intern, the training institution of the intern, and other appropriate individuals are informed in writing of the action taken within 3 working days.

6. In the event that an intern is filing a formal appeal in writing to disagree with a decision that has already been made by the Review Panel and supported by the Director of Health and Wellness and the Coordinator of Training, then that appeal is reviewed in consultation with the Training Committee (and as appropriate, with the intern’s home institution). The Director of Health and Wellness will determine if a new Review Panel should be formed to reexamine the case, or if the decision of the original Review Panel is upheld.

*Continuation of an Unacceptable Rating*

If the Training Committee concludes that there has been insufficient improvement in the intern’s behavior within the time frame specified for remediation, the following procedure is followed:

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1. The Training Committee will communicate, in writing within 3 working days of the decision, to the intern that the conditions for revoking the probation have not been met. The Committee may then adopt any one of the following methods or take any other appropriate action. It may recommend:
   a. Continuation of the probation for a specified period of time,
   b. Suspension whereby the Intern is not allowed to continue engaging in certain professional activities until there is evidence that the behavior is question has improved
   c. Communication which informs the intern that the Training Committee is recommending to the Director of Health and Wellness that the intern will not, if the behavior does not change, successfully complete the internship program
   d. Communication which informs the intern that the Training Committee is recommending to the Director of Health and Wellness that the intern be terminated immediately from the internship program.

2. Within 5 working days of receipt of the Training Committee's determination, the intern may respond to the Training Committee's action by:
   a. Accepting the action
   b. Appealing the action

3. If the intern challenges the Training Committee's action, a Review Panel will be formed consisting of the Coordinator of Training, a Student Affairs staff member selected by the Director of Health and Wellness, and one staff member selected by the intern student. A representative from the intern’s doctoral training program will be invited to attend. Again, the intern may select an intern to serve on the panel. The Review Panel will proceed in the same manner as described in the section for Procedures for Appeal by an Intern on p.22.

4. The Training Program may appeal the decision made by the Review Panel. Please see Procedures for Appeal by the Training Program on p. 25.

*Intern Violations*
Any staff member of CS may file, in writing, a grievance against an intern for any of the following reasons: ethical or legal violations of professional standards or laws; professional incompetence; infringement on the rights, privileges, or responsibilities of others.

1. The Director of Health and Wellness and Coordinator of Training will review the grievance with members of the Training Committee and determine if there is reason to proceed and/or if the behavior in question is in the process of being rectified.
2. If this group determines that the alleged behavior, if proven, does not constitute a serious violation, the Director of Health and Wellness shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
3. If the group determines that there is probable cause for deliberation by a Review Panel, the Director of Health and Wellness will notify the staff person, and obtain permission to inform the intern. The staff member will have five working days to respond to the request and will be informed that failure to grant permission may preclude further action. If no response is received within five days, or permission to inform the intern is denied, the Director, Coordinator of Training, and the Training Committee shall decide whether to
Grievance Procedures

Situations where intern raises a formal complaint or grievance
There may be situations in which the intern has a complaint or grievance against a supervisor, staff member, other interns, or the program itself and wishes to file a formal grievance. The intern should:

1. Raise the issue with the supervisor, staff member, other interns, Coordinator of Training, or the Director of Health and Wellness in an effort to resolve the problem.
2. If the matter cannot be resolved, or it is inappropriate to raise with the other individual, the issue should be raised with the Director. If the Director of Health and Wellness is the object of the grievance, or unavailable, the issue should be raised with the Coordinator of Training.
3. If the Coordinator of Training cannot resolve the matter, the Director of Health and Wellness will choose an agreeable staff member acceptable to the intern who will attempt to mediate the matter. This staff member will be chosen via a collaborative discussion between the Director of Health and Wellness and the intern. In the event of a disagreement between the Director of Health and Wellness and the intern, the Director of Health and Wellness will assume the responsibility of choosing the staff member. Written material will be sought from both parties.
4. If mediation fails, the intern can file a formal grievance in writing with all supporting documents (if relevant) with the Director of Health and Wellness within 10 working days of the failed mediation.
5. When the Director of Health and Wellness has received a formal grievance, within five working days of receipt, the Director will implement Review Procedures as described below and inform the intern of any action taken.

Review Procedures/Hearing
1. The Director of Health and Wellness will convene a review panel consisting of the Coordinator of Training, a Student Affairs staff member chosen by the Director of Health and Wellness, and two people of the interns’ choosing. These may include a fellow intern, and a representative from the interns’ academic program. Any party involved in the dispute may not serve on the panel. The Review Panel will review all written materials (from the interns, other party, mediation) and have an opportunity at its discretion to interview the parties or other individuals with relevant information. The Review Panel has final discretion regarding outcome and will submit a report to the Director of Health and Wellness within 10 working days of the hearing. The Director of Health and Wellness and the Coordinator of Training will communicate to the intern, and other parties involved in
the dispute, the decision and recommendations of the panel upon receipt of the report.

2. Nothing here precludes attempted resolution of difficulties by adjudication at the college level. These guidelines are intended to provide the intern with a means to resolve perceived conflicts that cannot be resolved by informal means. Interns who pursue grievances in good faith will not experience any adverse personal or professional consequences.

3. If the intern’s grievance cannot be resolved within the agency, the intern may use standard Lake Forest College procedures to assist them in resolution of their concern. Interns are referred to the Dean of Students and the Human Resource Department for further information about how to file a grievance against a CS, or other College, staff member.

*Procedures for Appeal by the Training Program*

In cases where the training program does not agree with the decision made by the Review Panel for appeals or grievances filed by interns, the Training Program may take the following steps:

1. Within five days of receipt of the recommendation, the Director of Health and Wellness will either accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will then report back to the Director of Health and Wellness and Coordinator of Training within 10 days of the receipt of the request for further deliberation. The Director of Health and Wellness will then make a final decision regarding what action is to be taken.

2. The Director of Health & Wellness and Coordinator of Training will notify the intern of the decision upon receipt of the report from the Review Panel.
Due Process In Action Flow Chart:

1. Problematic Behavior Identification
2. Notification to Director of Health and Wellness and/or Coordinator of Training
3. Director and/or Coordinator Meeting(s) with Relevant Staff (intern, supervisor, seminar leaders, etc.)
4. Decision made by Director whether to pursue the matter
   - Course of action/sanctions recommended
   - Decision that intern has rectified the situation
5. Meeting with intern to implement plan
   - Insufficient positive change
     - * Continued sanctions
   - Sufficient positive change
     - (Reviewed by Director, Coordinator, Training Committee)
     - End of Sanctions
   * Generate new plan
   * Dismissal from internship program

* Intern may challenge at this time
* As appropriate, inform graduate program
Appendix A

Training Goals, Objectives and Competencies

Goal 1  Development and growth in evidence-based practice in intervention

Objectives:
A. Individual Counseling and Psychotherapy
B. Crisis Intervention and Case Management
C. Case Conceptualization
D. Group Therapy

Competencies Expected:
1a. Connects presenting issues and appropriate interventions with theoretical orientation
   Applies evidence-based interventions consistent with treatment goals
   Demonstrates appropriate balance between information gathering and therapeutic alliance
   Identifies and establishes realistic goals with distinction between short-term and long-term treatment
   Demonstrates an adequate awareness and responsiveness to cognitive material
   Demonstrates an adequate awareness and responsiveness to affective material
   Demonstrates an adequate awareness and responsiveness to behavioral material
   Demonstrates an effective level of empathic understanding with clients
   Recognizes and is responsive to client nonverbal behavior
   Develops and maintains an effective therapeutic relationship
   Uses silence effectively
   Works non-defensively and collaboratively with client to meet client needs
   Exhibits sensitivity to and appropriately manages termination issues of both client and counselor

1b. Demonstrates effective use of crisis intervention theory in crisis encounters
   Demonstrates increased capacity to manage high risk clinical situations
   Appropriately seeks consultation in crisis situations
   Appropriately documents steps taken during crisis
   Coordinates immediate response (e.g., police, family, insurance, hospital, etc.) as necessary
   Makes appropriate use of campus and community resources
   Provides appropriate follow-up after crisis contacts
   Demonstrates understanding of the differences between crisis intervention and individual therapy
   Conceptualizes client concerns in a way that usefully guides and is consistent with the therapy process, goals, and interventions

1c. Considers various treatment approaches and the implications of each
Develops and follows a treatment plan
Understands and articulates in conceptualization how contextual factors of culture, ethnicity, race, sexual orientation, and gender impact group process and interventions
Demonstrates skill in the analysis, investigation, and conceptualization of human development and functioning
Integrates a range of factors in conceptualization
Recognizes systematic patterns in client’s behavior
Responds conceptually to the client in a non-stereotypic manner with flexibility in applying different theories to the clinical data
Conveys conceptualization in written form which is clear and understandable
Integrates verbal and nonverbal components of behavior in formulating a conceptualization

1d. Utilizes theory and evidence-based intervention in group psychotherapy
Prepares group members appropriately for what to expect in group and clarifies goals for group
Facilitates establishment of group norms, boundaries, and safety
Effectively recognizes and responds to various dynamics within the group process
Provides feedback to group members that is descriptive and non-judgmental
Uses individual interventions in a manner sensitive to group context
Understands and effectively utilizes differing roles as facilitator and member of the group
Facilitates expression of termination-related affect
Assists members in consolidating and integrating gains
Helps members plan for additional treatment as needed

Goal 2

Objectives:
A. Intake Interviews
B. Risk Assessment
C. Testing and Assessment

Competencies Expected:

2a. Utilizes evidence-based theory in assessing clients' presenting problems and relevant history
Adequately identifies and clarifies nature of the client’s presenting problem
Consistently assesses client strengths as well as problem areas
Determines environmental stressors and support systems that come to bear on client issues
Develops working DSM-V diagnosis for each client
Performs an adequate mental status examination for each client
Evaluates client motivation and determines appropriateness of/readiness for counseling

Considers group psychotherapy amongst treatment options and understands appropriate selection criteria for group

Concisely summarizes findings of the intake interview in a cohesive document

Effectively communicates diagnostic impressions and treatment recommendations to client in a collaborative and sensitive manner

Identifies and synthesizes relevant data into a cohesive understanding of client functioning and treatment needs

Utilizes evidence-based theory in assessing client crises and related risk for suicide or homicide

2b. 

Assesses clients’ strengths and protective factors in determining appropriate treatment plan

Appropriately documents level and severity of risk, protective factors and treatment plan

Utilizes evidence-based theory in correctly selecting instruments and interpreting testing data

2c. Effectively integrates historical, interview and psychometric data to generate a comprehensive understanding of client functioning

Completes test administration and generates a written report in a timely manner

Integrates and conveys testing data in a coherent manner throughout the report

Collaborates with client to generate relevant and thoughtful treatment planning recommendations and/or accommodations

Provides client with feedback in a timely and professional manner

Communicates results to referral source(s), as needed

Goal 3

Objectives: A. Ethical Practice

Competencies Expected: 3a. Demonstrates a working knowledge of and adheres to APA ethical guidelines and standards

Conducts self in a manner consistent with the professional standards in this setting (e.g., boundaries, dual relationships)

Recognizes ethical dilemmas and utilize ethical decision-making process to resolve the dilemma

Seeks consultation on ethical, legal, and medical matters concerning own clients and those of supervisee

Demonstrates increased independence in applying ethical decision-making process to complex situations as training year progresses
Consistently informs clients of administrative and confidentiality issues (e.g., alternative choices, credentials or supervisory status, confidentiality limits, CS policies/procedures, cancellations, dual relationships, etc.)

Assures client files and other sensitive materials are stored/locked appropriately to maximize confidentiality

Goal 4
Development of respect and understanding for individual and cultural diversity

Objectives:
A. Skills, knowledge and awareness for multicultural competency
B. Awareness of self as a cultural being

Consistently considers impact of own attitudes, biases, and perceived identity on client and therapeutic process

Competencies Expected:
4a. Demonstrates sensitivity to possible contributions of the client’s and the trainee’s own culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship

Consistently considers impact of own attitudes, biases, and perceived identity on client and therapeutic process

4b. Consistently considers impact of own attitudes, biases, and perceived identity on client and therapeutic process

Exhibits awareness of how intern and supervisor’s cultural backgrounds and social identities affect co-leadership of group

Goal 5
Utilization of research and theory to inform evidence-based treatment

Objectives:
A. Review theory and research in seminars
B. Apply theory and research in case conceptualization and practice

Competencies Expected:
5a. Demonstrates knowledge of evidence-based theory and understanding of research regarding human development and behavior

Considers application of theory and research in didactic seminars to clinical cases

5b. Integrates relevant theory and research in case conceptualization

Applies relevant theory and research as appropriate in treatment and clinical decisions
Demonstrates ability to evaluate and disseminate salient research and theory in outreach or other professional presentation
Understands and is able to articulate group process and stages of group development

**Goal 6**

**Objectives:**

A. Professionalism in conduct and relationships
B. Integration of values and attitudes into cohesive professional identity

**Competencies Expected:**

6a. Prepares adequately for individual and group therapy sessions
6a. Demonstrates an appropriate professional demeanor in appearance and behavior
6a. Demonstrates increased independence in responding professionally to complex situations as training year progresses
6a. Establishes productive working relationships with peers, supervisors and staff
6a. Interacts with group co-facilitator/supervisor in a collaborative manner
6a. Maintains expected client caseload and manages as necessary to accommodate new intakes and crisis clients
6a. Shows an awareness of and ability to cope with personal issues which might interfere with professional duties, services and/or relationships
6a. Completes all required paperwork in a professional and timely manner
6a. Demonstrates professional deportment and accountability in attending to clinical responsibilities with each client
6a. Maintains administrative paperwork as recommended
6a. Regularly attends and is punctual for staff meetings
6a. Meets deadlines and follows through on elective tasks that impact CS operation
6a. Keeps scheduled hours at CS unless negotiated otherwise
6b. Embodies values of integrity, accountability and commitment to learning
6b. Demonstrates a concern for the welfare of others in clinical work and other activities
6b. Exhibits a commitment to growth and improvement in professional effectiveness
6b. Engages in critical self-reflection to integrate personal values and attitudes with those of the field of psychology
6b. Engages in self-care practices to maintain well-being throughout the rigors of training

**Goal 7**

**Objectives:**

A. Effective communication in professional activities
B. Function effectively as a member of a team
Competencies Expected:

7a. Consistently produces verbal and written communication that is concise, informative and integrated
Demonstrates thorough grasp of professional language and concepts relevant to the field of psychology
Demonstrates effectiveness and flexibility across a range of professional activities and with a diverse range of people
Prioritizes topics in supervision to be efficient in addressing issues with clients and maximizing opportunities for learning and growth
Communicates needs in supervision and offers appropriate feedback to supervisor

7b. Develops professional and collaborative relationships with colleagues
Demonstrates respect and curiosity for the diverse identities, roles, and worldviews of colleagues
Demonstrates openness to feedback from colleagues
Demonstrates willingness to engage in difficult communication when necessary
Develops confidence in utilizing strengths to contribute to the goals and objectives of the Health and Wellness Center and Office of Student Affairs

Goal 8
Development of effective skills in consultation and outreach programming

Objectives:
A. Consultation with students and families
B. Consultation with other professionals
C. Applying theory and research to community-based intervention

Competencies Expected:

8a. Develops understanding of theory and research regarding effective consultation
Communicates with parents and other family with respect and professional demeanor while prioritizing the needs and wishes of the client
Communicates with referrals and other resources efficiently and effectively in advocating for clients’ needs
Limits communication with other professionals on campus to information consistent with client consent and only what is necessary for supporting client
Demonstrates awareness of and respect for diverse roles and worldviews of consultees including: staff, faculty, parents and outside providers
Responds as requested to questions from the university and local communities in areas of expertise

8b. Demonstrates knowledge of appropriate clinical and ethical concepts when offering consultation
Demonstrates growth in capacity to consult with interdisciplinary professionals with confidence in clinical judgment and areas of expertise
Demonstrates understanding of the salient theory and research for community based intervention
Effectively applies theory and evidence-based intervention across a range of outreach programming efforts
Evaluates the needs of the community that relate to areas of interest and expertise utilizing critical thinking, observation and consultation
Evaluates efficacy of outreach programs and other community-based interventions
Participates actively in opportunities to engage in outreach programming
Develops confidence in utilizing strengths and expertise to conduct community-based interventions

<table>
<thead>
<tr>
<th>Goal 9</th>
<th>Effective use of clinical supervision and development of approach to providing clinical supervision</th>
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<tbody>
<tr>
<td>Objectives:</td>
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</tr>
<tr>
<td>A.</td>
<td>Utilize supervision effectively</td>
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<td>B.</td>
<td>Engage effectively in group supervision process with peers and supervisors</td>
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<td>C.</td>
<td>Develop philosophy and approach to clinical supervision</td>
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<td>Competencies Expected:</td>
<td>9a.</td>
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<tr>
<td></td>
<td>Attends supervision consistently, punctually, and prepared to examine clinical material</td>
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<td>Exhibits openness and responsiveness to feedback and supervisory suggestions</td>
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<td>Utilizes supervision to develop self-awareness of strengths and limitations as a therapist</td>
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<td>Conveys a sensitive and empathic understanding of clients to supervisor, colleagues, and other treating professionals</td>
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<td></td>
<td>Utilizes supervision to critically evaluate conceptualization and treatment plan for clients, with openness to apply a range of theory and intervention approaches to work</td>
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<td>Bases rationale for conceptualization on specific behavioral data of the client</td>
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<td>Identifies areas in which further information is needed in order to adequately conceptualize client</td>
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<td>Utilizes supervision to examine impact of cultural and social identities and biases on therapeutic process</td>
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<td>Demonstrates openness to exploring cultural differences and diversity within the therapeutic relationship</td>
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<td>Differentiates between supervision and personal therapy in engaging in supervisory relationship</td>
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<td>Exhibits openness to self-disclose and/or explore personal issues which affect clinical work</td>
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<td>Accepts responsibility for learning and actively seeks feedback from supervisor</td>
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<td>Participates actively in both offering and receiving peer review and/or group supervision</td>
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Revised 1/19/2017
Demonstrates openness to different theoretical frameworks and clinical perspectives of peers and supervisors
Demonstrates growth in providing critical feedback to peers and supervisors
Utilize supervision seminar to critically evaluate theory and research regarding clinical supervision

9c. Utilizes ethical decision-making process to consider ethical dilemmas salient in clinical supervision

Initiates development of own philosophy and approach to clinical supervision

**Goal 10**

**Growth in self-awareness and reflective clinical practice**

**Objectives:**

A. Self-awareness of personal and professional values and attitudes
B. Consider outcomes and impact of self on therapeutic process

**Competencies Expected:**

10a. Demonstrates critical self-evaluation, self-direction, and motivation for professional growth
Demonstrates willingness to make purposeful changes in self
Exhibits appropriate assertiveness in articulating own training needs
Demonstrates a willingness to discuss and analyze own behavior as a therapist
Exhibits growth in integrating personal values and strengths with professional interests and knowledge towards a cohesive professional identity

10b. Demonstrates growth in using self in therapy over the training year
Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process
Demonstrates awareness of limitations and recognizes the need for supervision, referral, or consultation
Demonstrates awareness of how his/her cultural background and social identities affect clinical work
Considers formal and informal information on outcomes of treatment and specific interventions in striving to improve service delivery in all areas of practice