



LAKE FOREST
COLLEGE

**HEALTH AND WELLNESS CENTER
DOCTORAL INTERNSHIP
IN HEALTH SERVICE PSYCHOLOGY**

TRAINING MANUAL

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INTERNSHIP TRAINING MANUAL

Table of Contents

INTRODUCTION	3
THE TRAINING PROGRAM	4
Philosophy, Aims, and Competencies	4
Intern Selection Process and Academic Preparation	5
Stipends, Benefits and Resources.....	7
Diversity and Non-Discrimination Policy	7
Professional Staff	9
TRAINING ACTIVITIES	11
Direct Service	11
Outreach, Consultation, and Interdisciplinary Collaboration	13
Supervision and Seminars.....	Error! Bookmark not defined.
POLICIES & PROCEDURES	17
Email	17
Voicemail	18
Work Hours and Time Off.....	18
Extended Leave.....	19
Professional Development/Dissertation Release Time.....	19
Degrees and License Status	19
Liability Insurance	20
Internship Hours Requirements	20
EXPECTATIONS, EVALUATION, RETENTION, AND TERMINATION	20
Intern Expectations	21
Training Program Expectations	22
Evaluation Procedures.....	23
Definition of Problematic Behavior.....	25
GUIDING PRINCIPLES TO ENSURE DUE PROCESS	26
Responding to Inadequate Performance or Problematic Behavior by Intern.....	27
Due Process Procedures.....	30
Grievance Procedures.....	33
Due Process In Action Flow Chart	35
Appendix A: Training Program Competencies and Elements	36

INTRODUCTION

Welcome to Lake Forest College 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, assessment, outreach and consultation to a wide variety of individuals and campus organizations,, interdisciplinary collaboration, crisis assessment and intervention, supervision, didactic seminars, and program development and evaluation.

The following manual outlines the goals, expectations, policies, and procedures for interns in the Health and Wellness Center. 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 the Health and Wellness Center.

Our overall hope is that you experience the maximum benefits of the training offered 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 the Health and Wellness Center staff.

THE TRAINING PROGRAM

Philosophy, Aims, and Competencies

The APA Accredited Lake Forest College Doctoral Internship Program 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 in the Health and Wellness Center.

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 aims of the internship program are as follows:

1. To train clinical/counseling psychology doctoral interns in the provision of psychological services and the range of roles of a psychologist on a small college campus.
2. To facilitate the personal and professional development of strong generalist

clinicians who are self-aware and adept at ethical and multiculturally competent practice.

3. To prepare clinical/counseling psychology doctoral interns to become entry-level Health Service Psychologists.

To achieve these aims, we provide closely supervised experience in a college counseling center setting, designed to facilitate interns' competence in the following profession-wide and program-specific competencies:

1. Intervention (Psychotherapy, Group Therapy, and Crisis Intervention)
2. Assessment
3. Individual and Cultural Diversity
4. Consultation and Interprofessional /Interdisciplinary Skills
5. Ethical and Legal Standards
6. Research
7. Communication and Interpersonal Skills
8. Professional Values and Attitudes
9. Supervision
10. Community Psychology and Outreach Programming

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 2020-2021 training year must be submitted by midnight Central Standard Time on November 3, 2019 for consideration in the selection process. Applicants will be notified via email by December 15, 2019 of their interview status. 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. To assist with planning purposes, tentative interview dates for 2020 are Friday, January 3, 2020, Monday, January 6, 2020, and Tuesday, January 7, 2020. On the day of the interview, applicants are provided with an

overview of the doctoral internship at Lake Forest College and meet for individual and/or group interviews with the Director, Assistant Director, Assistant Director/Coordinator of Training, and current doctoral interns. Applicants will also tour the campus and enjoy lunch with all available Health & Wellness Center staff. Invited applicants should expect to spend a majority of the day with us.

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. Previous experience in a college counseling center is not a requirement for consideration, but strong applicants are able to articulate their interest in completing their training a college counseling center. The minimum criteria for applicants include:

1. A minimum of 300 intervention hours prior to the application deadline
2. Enrollment and good standing in an APA-accredited academic program
3. Completion of a minimum of 3 years of graduate training
4. Dissertation proposal defended by the application deadline
5. Completion of at least two graduate-level clinical training practica, one of which is primarily focused on therapy and one of which is primarily focused on assessment

Our application deadline is November 3, 2019.

National Matching Services Code 127711

As a member of APPIC, the Health and Wellness Center's 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 2019-2020 training year) is \$ \$24,895. The 2020-2021 training year will run from August 1, 2020 through July 31, 2021.

Additional benefits include:

- Comprehensive health insurance
- Paid time off for vacation and illness
- Paid holidays recognized by the College
- Funding and time off to attend professional conferences
- Schedule flexibility for dissertation and post-doctoral position search
- Meal stipend to use at the campus dining facilities
- Free access to campus Sports and Recreation Center
- Free parking

Each intern is provided a private office equipped with telephone, computer, and video recording equipment. Interns have administrative support from the department assistant and support for developing outreach programming from student employees and peer educators. All 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 the 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 in Health Service Psychology 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, and Health and Wellness Center staff 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 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.

Any inquires or concerns with respect to sex discrimination, sexual misconduct, or Title IX may be directed to Joan Slavin, Title IX Coordinator; 555 North Sheridan Road, Lake Forest, IL 60045; 847-735-6009; TitleIX@lakeforest.edu. 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. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Stephen D. Schutt, President; 555 North Sheridan Road; Lake Forest, IL 60045; 847-735-5100; president@lakeforest.edu. Inquires or concerns with respect to any other type of discrimination may be directed to Agnes Stepek, Director of Human Resources, 847-735-5036, stepek@lakeforest.edu.

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.

If you have any other questions related to any aspect of the Lake Forest College Doctoral Internship Program in Health Service Psychology, please contact Kasey Schultz-Saindon, Ph.D. at schultzsaindon@lakeforest.edu or 847-735-5241. Additional information about Lake Forest College may be obtained at <https://www.lakeforest.edu> or by visiting the Health and Wellness Center website at <https://www.lakeforest.edu/studentlife/health>.

Professional Staff

The Health and Wellness Center is staffed by three full time clinical psychologists, two doctoral psychology interns, two nurse practitioners, a patient care technician, and a department assistant. Counseling 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. Additional information on the training staff can be found below.

Mary E. Grigar, Ph.D.

Assistant Dean of Students, Director of Health and Wellness
Licensed Clinical Psychologist

Dr. Mary Grigar earned her Ph.D. (2001) in Counseling Psychology from Indiana State University and her M.S. (1995) in Counseling Psychology from the University of Kentucky. She completed her doctoral internship at the Illinois State University Student Counseling Services and her postdoctoral fellowship at the University of Michigan Counseling and Psychological Services. Prior to her graduate work, Mary received a B.S. from the University of Illinois at Urbana-Champaign, where she majored in Psychology and Anthropology. Her clinical experiences include primarily university and college counseling center work where she has had the opportunity to fulfill a variety of roles such as counselor, supervisor/trainer, mentor, advocate, consultant, and administrator. Mary approaches her clinical work with a focus on understanding a client's social, cultural, and biological factors to allow for a supportive, validating, and empowering space for clients to examine who they are and who they want to become. In her supervisory relationships, Mary places a high value on the supervisory relationship in order to provide an authentic space for growth and development through establishing trust and safety in the journey of becoming a positive change agent in our ever changing world.

Ed Neumann, Psy.D.

Director of Counseling Services, Community Wellness Coordinator
Licensed Clinical Psychologist

Dr. Ed Neumann 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

Dr. Kasey Schultz-Saindon 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 a psychologist.

TRAINING ACTIVITIES

Intern activities are focused in the following areas: 1) direct service, 2) outreach, consultation, and interdisciplinary collaboration, 3) supervision of practicum therapists, 4) supervision and seminars, and 5) administrative time.

Direct Service

Direct services activities include individual and couples therapy, group psychotherapy, intake interviews, assessment, case management, and crisis assessment/intervention. Interns are expected to have 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 the Health and Wellness Center 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 Health and Wellness Center 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 Health and Wellness Center staff aim to work closely with psychiatrists to provide effective treatment and continuity of care.

Intake Interviewing

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

During orientation, interns will receive training in evidence-based methods of assessing risk and managing crisis situations in accordance with the policies and procedures of the Health and Wellness Center. Interns will have the opportunity to integrate this model in a range of clinical encounters, including: intake interviews, individual therapy and case management sessions, emergency consultations with students in crisis, and consultation with other staff and faculty on campus regarding students of concern. 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 outside of this designated hour. Support and direct supervision of risk assessment and treatment plans is provided to assure client safety and facilitate interns' integration of effective crisis assessment and intervention skills. 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. 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. Interns also take part in the on-call rotation, serving as crisis counselor on-call through the Health and Wellness Center's 24/7 crisis line. Interns are expected to be on-call 3-4 weeks each semester. During a typical week of the on-call rotation, an intern can expect to receive between 0 and 2 calls. A licensed psychologist supervisor always serves as backup during the weeks that an intern is on call.

Individual and Couples Psychotherapy

Training in the provision of individual psychotherapy is the primary emphasis of the internship program. The Health and Wellness Center 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. The Health and Wellness Center typically utilizes brief models of treatment. Most clients are seen for 6-10 sessions, although trainees are able to conduct longer-term treatment with a portion of their caseload when appropriate for the client's needs and the intern's training. Interns are expected to see 15-18 clients per week in individual and/or couples therapy. During the busiest parts of the academic year interns may often have caseloads larger than 15-18, as clients may be seen less often than weekly.

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

The Health and Wellness Center offers a variety of therapy groups each year. Each intern is provided training in and the opportunity to co-facilitate semester-long interpersonal process groups which foster interpersonal growth, the resolution of emotional issues, and behavioral change. Interns may also have opportunities to facilitate structured psychoeducational groups throughout the year. Examples of structured psychoeducational

groups offered in the past include: LGBTQ issues, eating-related issues, women's/men's issues, stress management, and resiliency.

Psychological Assessment

Opportunities exist for interns to administer diagnostic and/or therapeutic assessment with selected clients. While the Health and Wellness Center 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 learning disability/ADHD screenings. Dependent on clinical need, interested students may have the opportunity to engage in specialized assessment for eating disorders.

Outreach, Consultation, and Interdisciplinary Collaboration

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 to guide such activities is an important part of the training experience. Each intern's community-based training 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

Outreach programming is one of the areas of community-based intervention that is an additional focus of the training program. At the beginning of the year, interns participate in training for Resident Assistants and workshops for New Student Orientation. Various outreach activities are scheduled throughout the semester, such as National Depression Screening Day or Bystander Intervention training. In addition to regularly scheduled outreach events, interns will be expected to conduct a minimum of two to three independent outreach programs per semester. Some of these may take place during evening or weekend hours. 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 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 in 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 formal and informal 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.

Interdisciplinary Collaboration

Due to the integrated nature of the Health and Wellness Center as both the primary health and counseling clinic on campus, interdisciplinary collaboration is a daily occurrence for interns. This collaboration will happen both formally and informally. Interns also regularly attend the Office of Student Affairs biweekly meetings and may have the opportunity to serve on campus committees. This provides opportunities to build relationships with other professionals across campus, as well as additional opportunities for collaboration on outreach, campus events, and meeting student needs.

Program Administration and Evaluation

Interns will have opportunities to engage in training administration activities. They will be part of the intern selection committee. 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 developing and evaluating their own community-based programming.

Supervision of Practicum Therapists

Interns provide supplemental supervision of one advanced practicum therapist. They meet with their supervisee for 1 hour per week. Interns can expect to supervise one advanced practicum therapist in the fall semester, providing single case supervision, and a different advanced practicum therapist in the spring semester, providing supervision for half of the supervisee's case load. Interns will be provided support for their development as a supervisor and supervision around the welfare of their supervisee's clients in supervision of supervision and their individual supervision.

Supervision and Seminars

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

Intensive supervision and diverse didactic training are the foundation of the training program. Each intern will receive at least 4 hours of supervision from licensed clinical psychologists each week, with additional supervision and support for the range of services and training activities as appropriate. Additionally, multiple didactic seminars are provided each week focused on a range of topics, research, and theory related to competent practice of psychology on a college campus. Specific training schedules and syllabi will be provided. Interns are expected to come prepared to supervision and seminars.

Individual Supervision

Each intern will receive at least two hours of individual supervision each week from licensed clinical psychologists on staff. These two hours of supervision are focused on individual clinical work and general professional development, and they are conducted by two different psychologists to offer 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.

Supervision of Group

While an intern is facilitating a therapy group, 30 minutes of weekly individual supervision will be provided by the licensed psychologist co-facilitator. In the event that approval is given for an intern to lead a group with a trainee co-facilitator or without a co-facilitator, additional supervision will be provided by a licensed psychologist.

Case Consultation

The 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 recorded therapy 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. Interns are encouraged to use this group supervision as a space to develop their skills at providing feedback and peer supervision as they begin to develop their own approach to clinical supervision. Case consultation occurs weekly for 2 hours each week.

Supervision of Supervision

Supervision of Supervision provides opportunity for interns to learn theories and techniques of supervision and encourage interns to apply these techniques in supervision of a practicum therapist. Consideration of the developmental needs of trainees, the structuring of a supervisory relationship, and ethical issues will be discussed. Interns will be expected to develop their own theory and approach to supervision and apply this approach in their supervision of a practicum therapist. Interns will be expected to share video of them supervising. Supervision of supervision is held for one hour three out of every four weeks throughout the academic year.

Training Seminar

The training seminar is designed to explore theoretical, ethical, multicultural, and diagnostic issues related to the delivery of clinical services in the college setting. The seminar also provides additional training on diagnostic presentations, treatment approaches, and clinical populations. Readings, case materials, and didactic presentations are used to facilitate the development of additional knowledge and skills in this seminar. Training seminar meets weekly for 1 hour per week. Additional didactic trainings may be scheduled periodically outside of the weekly training seminar time. Interns' specialized interests are also considered in choosing didactic topics for this seminar. Interns are also provided the opportunity to lead this seminar a few times throughout the year.

Multicultural Seminar

In this bi-weekly, hour long seminar, interns will increase their awareness and knowledge of diversity issues in their clinical work and their personal development. The seminar focuses on enhancing and increasing core diversity competency skills to promote multicultural competence. The seminar is based on the understanding that we are all multicultural beings who bring multiple identities to the counseling relationship. In the seminar, interns can expect to grow in their awareness of their own intersecting identities, explore reactions and assumptions regarding cultural identities, increase knowledge of how a client's and therapist's identities may impact the clinical work, and facilitate a deepening of competence when intervening with clients. Interns will also develop a multicultural case presentation during the spring semester, in which they will more deeply explore the intersections of their own and a client's identities in the unfolding process of clinical work with this client.

Professional Development Seminar

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

Community Psychology and Outreach 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. The seminar provides didactic training in consultation and outreach, including various prevention approaches and how to develop effective prevention programs. Trainees will also receive guidance and support in developing their community action projects and participation in other outreach and consultation throughout the year in this weekly seminar.

Integrated Health and Wellness Seminar

This monthly seminar provides opportunity for all Health and Wellness Center staff to consult with each other and learn about topics that intersect the fields of physical and

mental health. Topics focus on shared cases, overlapping psychological and medical diagnoses, treatment and assessment approaches, and collaborative service delivery.

Assessment Seminar

This seminar is provided primarily during the orientation period of the internship year. It is intended to provide interns with training in specialized types of assessment. Topics covered include intake assessment, risk assessment, crisis assessment and intervention, case management, Alcohol and Other Drug assessment, LD/ADHD assessment, and therapeutic assessment.

Administrative Time

Interns can schedule up to 5 hours of administrative time per week for completing clinical paperwork, responding to emails, making phone calls, preparation for supervision and seminars, and other administrative duties.

POLICIES & PROCEDURES

The Health and Wellness Center maintains a Policies and Procedures Manual. All interns are expected to read this manual to familiarize themselves with the ongoing operations of the center. Each intern is expected to sign a form indicating receipt of the Policies and Procedures Manual, Internship Training Manual, and APA Ethical Guidelines and familiarity with these materials. Some specific policies and procedures are highlighted below. Those described in this document are either are unique to the training program (such as leave policies) or are emphasized here because they are areas in which it has been found beneficial to describe clear guidelines for trainees (such as regarding email and voicemail).

Email

Each intern is provided with a Lake Forest College email address that can be synced with Microsoft Outlook on each intern's work computer. It is expected that interns regularly check their email during working hours, including at the beginning of the day and periodically as possible throughout the day. Interns are expected to create a default email signature consistent with the email signatures of other HWC staff members. This signature should contain an advisory indicating that the confidentiality of messages sent via email cannot be guaranteed. In the event that an intern has a planned absence from the office for one day or more or a known extended absence, the intern is expected to utilize the "Out of Office" feature on Microsoft Outlook to send automatic replies. These emails should indicate that the intern is out of the office and unable to check email, note when the intern will return to the office, and direct others how to gain assistance in both emergency and non-emergency situations. Please see the Health and Wellness Center Policies and Procedures Manual for additional details on the policy on acceptable use of technology, policy on use of electronic mail, and policy on the use of computers and electronic resources.

Voicemail

Each intern is provided with an office phone and voicemail. Interns are expected to set up a voicemail greeting that provides instructions for callers who reach their voicemail when calling about an emergency. Interns are also expected to set a password for their voicemail box to attend to client confidentiality. An example voicemail greeting can be found in the Health and Wellness Center Policies and Procedures Manual and in each intern's internship orientation binder.

Work Hours and Time Off

Health and Wellness Center hours are from 8:30am to 5:00pm on weekdays during the academic year, with a one-hour break for lunch. Work hours are from 8:30am to 4:30pm during Winter Break and Summer Break. These reduced hours are confirmed via an email from Human Resources when those breaks near. All HWC staff members are expected to be present from 8:30am to 5:00pm each workday during the academic year. On occasion flexibility may be allowed within these typical work hours. If necessary, this may be worked out individually with the approval of the Director of Health and Wellness and the Coordinator of Clinical Training. Factors considered in determining approval for an occasional adjustment of work hours include internship hour requirements, availability of paid time off, training needs, and fairness among trainees, among others.

As with all Lake Forest College administrative staff, interns earn 1.25 vacation days at the end of each month of employment. This makes interns eligible for up to 14 paid vacation days during the internship year. The timing of 9 days of vacation is negotiable, but five days of vacation will be scheduled for the last week of the internship. In order to request time off, interns submit a request to be approved by the Director of Health and Wellness and the Coordinator of Clinical Training and submitted through the College's ADP system. Adequate staff coverage of the office to ensure that it can remain open is a consideration when approving time off requests.

In the event that a Health & Wellness staff member is going to be late to work, it is their responsibility to notify the Director of Health & Wellness and the Coordinator of Clinical Training or their designees as soon as possible. Notification via text message or phone call is typically appropriate.

Additionally, interns are eligible earn 1 sick day per month, resulting in the potential to take up to 12 paid sick days during the year. It is important to note that if interns use all of this time off, they may have trouble meeting their internship hour requirements for licensure. Interns are encouraged to take sick time off when needed and to work with the Coordinator of Clinical Training to track hours progress. If sick time becomes more than a few days, the intern and the Coordinator of Clinical Training may need to come up with a plan for the intern to earn enough clinical hours. In the event that a Health & Wellness staff member will not be coming to work due to illness or family emergency, it is their responsibility to notify the Director of Health & Wellness and the Coordinator of Clinical Training, or their designees as soon as possible. Notification via text message followed up by a phone call or email with instructions on follow up for the day's appointments is

typically appropriate. Time off request for sick time must be submitted through the ADP system to the Director the first day back to work.

Extended Leave

The Lake Forest College Health and Wellness Center recognizes that for some interns an unexpected need may arise for extended leave during the training year, such as for medical conditions or family needs. In such a situation, the training program recognizes the desire to allow a reasonable amount of time off as required by the situation while also ensuring that the intern meets the requirements for completion of the training program. In the event of a situation requiring extended leave, the intern is expected to work together with the Coordinator of Clinical Training to determine a plan for completion of internship hours. Extended leave in excess of the allocated paid time off will be unpaid. A plan for completion of internship hours may include utilizing paid time off, utilizing previously built up flex time, working additional hours following the extended leave, working on limited projects and seminars from home, and extending the internship training period to allow accumulation of hours not covered by vacation time, flex time, or working from home. The approval of unpaid leave may require collaboration between Human Resources, the Coordinator of Clinical Training, and the intern's graduate program.

Professional Development/Dissertation Release Time

It is recognized that interns may be at various stages in the process of completing their dissertation during the internship year. The training program views dissertation completion and the job search process as important tasks for interns during the course of their internship training year. Dissertation release time is granted on an as needed basis. Interns can expect to receive 2 to 4 days of dissertation release time throughout the year, dependent on need. Dissertation release time can be utilized for things such as data collection, data analysis, meetings with advisors or dissertation committee, dissertation writing, and dissertation defense. Efforts will be made to maintain fairness in dissertation release time between interns, and interns may be encouraged to take this time during slower clinical times. The program recognizes that each intern may have different needs related to dissertation and asks interns to understand that because of this equality in terms of exact number of dissertation release days may not always be possible. If it is useful in the dissertation completion process, IBM SPSS Statistics software can be installed on an intern's work computer at their request. Time off for the job search process, such as interviews and travel to interviews may be necessary. Just as with dissertation release time, this time is considered professional development time and is granted on an as needed basis.

Degrees, Titles, and License Status

Interns are expected to list their highest completed degree in a mental health field on their professional Lake Forest College materials, such as business cards, email signatures, and door signs. Because interns are practicing under the supervision of staff licensed as clinical psychologists, they are not practicing under any current or previous professional license that they may have the credentials for (such as but not limited to Licensed Professional Counselor, Licensed Clinical Professional Counselor, Licensed Social Worker, or Licensed

Clinical Social Worker). Interns are not allowed to list any current or previous professional license on their Lake Forest College materials. Interns' official job titles are "Psychology Intern." Interns should note that they will not have completed their doctoral programs until they have successfully completed the internship and all other degree requirements. Thus, no staff should refer to interns with the title "doctor during the course of internship.

Liability Insurance

It is required that each intern carry their own professional liability insurance. Some graduate programs may have already purchased professional liability insurance for their students. Professional liability insurance companies generally have plans for graduate students in training. Policies need to have minimum limits of \$1,000,000/\$3,000,000. Interns are required to provide a copy of their policy to the Coordinator of Clinical Training prior to seeing clients.

Internship Hours Requirements

For successful completion of the internship program, interns are required to complete 2,000 total working hours. Of these hours, a minimum of 500 hours are required to be face to face clinical hours. Activities that can count towards this time are intakes, triage appointments, individual counseling, group counseling, couples counseling, case management, crisis assessment, and consultation. If necessary, provision of supervision and outreach hours may be counted as clinical time, but there is a preference that interns reach 500 clinical hours in addition to any time spent doing outreach. The Coordinator of Clinical Training will work together with the Director of Health and Wellness to periodically check each intern's progress regarding clinical hours. Any concerns that the Training Committee has about the intern's progress regarding clinical hours will be communicated to the intern. Interns are encouraged to ask for reports about their hours and/or track their hours for themselves in addition to the automatic tracking in the Electronic Health Record. Interns who do not meet the overall 2,000 hours requirement or the 500 clinical hours requirement at the end of the 12 month internship may not successfully pass the internship.

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 the Health and Wellness Center 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 in the Health and Wellness Center (HWC).
 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 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, the Health and Wellness Center has a Training Committee, which may consist of all staff members directly involved with supervising interns and implementing training (i.e. seminars). This group meets on at least 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 video recording of a therapy session 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 through each semester, interns and supervisors informally 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 their supervisors fill out respective evaluation forms. Each supervisor rates the intern on all of the profession-wide and program-specific competencies and learning elements of the program. These competencies and learning elements are listed in the Appendix A. The evaluation uses the following rating system: 1 – Not Yet Competent, 2 – Emerging Competence, 3 – Competent, 4 – Advanced Competence, 5 – Highly Competent, or N/A 0 Not Applicable/Observable. Descriptions of these ratings are

found in the table below.

5	<p>Highly Competent: The intern has a strongly established competence in the knowledge, awareness or skill being evaluated. The intern functions in this competency area at a level that could allow for independent work. The use of the knowledge, awareness or skill is consistently incorporated into the intern's understanding of the work as an emerging psychologist and is evident in daily professional practice.</p>
4	<p>Advanced Competence: The intern has advanced developed competence in the knowledge, awareness or skill being evaluated. This level of competence is characterized by the intern's ability to utilize the knowledge, awareness or skill with minimum structured assistance. The intern is aware of the competence, seeks greater learning about and understanding of the competence area as a form of ongoing development and frequently applies the knowledge, awareness or skill to the practice of the intern's work as an emerging psychologist.</p>
3	<p>* Competent: The intern has achieved an intermediate level of competence appropriate to an entry-level health service psychology practice and is actively working to further enhance competence in the knowledge, awareness or skill area being evaluated. The intern is aware of the competency area and can utilize this awareness to inform the work in the internship setting. The intern may still need moderate assistance from the didactic or supervisory aspects of the training setting in order to utilize the training in direct service work. <u>This is the minimal level of competence needed for successful completion of the training program.</u></p>
2	<p>Emerging Competence: The intern has a basic foundation in the knowledge, awareness and skill domains that are contained in the internship training program and begins the work of moving eagerly toward acquiring competence in the respective goal areas. Although aware of the baseline goal areas, the intern is most comfortable or capable of working with the learning in structured settings such as supervision sessions or seminar settings involving either role-play or didactic learning experiences.</p>
1	<p>Not Yet Competent: The intern is not aware of competency areas that would be expected to be foundationally in place at this time of the training experience OR the intern exhibits behaviors indicating lack of readiness for the work that will be required in the internship setting. An intern evaluated at this level will require immediate augmented supervision or structured training opportunities.</p>
N/A	<p>Not Applicable/Observable: This is not an area of evaluation for the intern in this evaluation report either because it was not a component of this clinical/programmatic area, or because the supervisor did not assess this competency area at this time.</p>

It is expected that interns will progress developmentally throughout their training year. In order to successfully complete internship, interns must have received a minimal rating of 3 (Competence) on each element. Ratings of 2 (Emerging Competence) on items will result in close monitoring of the specific element by the supervisor. Additional support or remediation may be deemed appropriate by the training committee if additional competence is not gained in this area. Ratings of 1 will result in an immediate remediation plan. Due process procedures to address inadequate performance will be followed. If an intern does not agree with the rating and discrepancies cannot be resolved, the intern may initiate the grievance process.

There is space under each of the 10 competencies to provide a narrative description of the intern's performance and suggestions for improvement in the related competencies, as well as space to identify overall strengths and growth areas in summative form. 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.

It is important in the course of internship that interns' academic institutions be kept apprised of the Interns' goals, progress, areas of challenge, and any issues of concern. To accomplish this goal, the Coordinator of Clinical Training will correspond with the home institution twice during the internship year. 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 will also be provided with the end of year final evaluations, in the week following internship completion. 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

- 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:
 - 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 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 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:

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 in 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 proceed with the matter.
4. If the intern is informed, a Review Panel is convened consisting of the Director of Health and Wellness, the Coordinator of Training, a Student Affairs staff member selected by the Director of Health and Wellness, and one member selected by the intern (this member may be another intern). The Review Panel will receive any relevant information from both the intern and/or staff member as relevant to deliberations. The Review Panel will proceed in the same manner as outlined in the section for **Procedures for Appeal by an Intern** p.22.
5. The Training Program may appeal the decision made by the Review Panel. Please see **Procedures for Appeal by the Training Program** on p. 25.

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

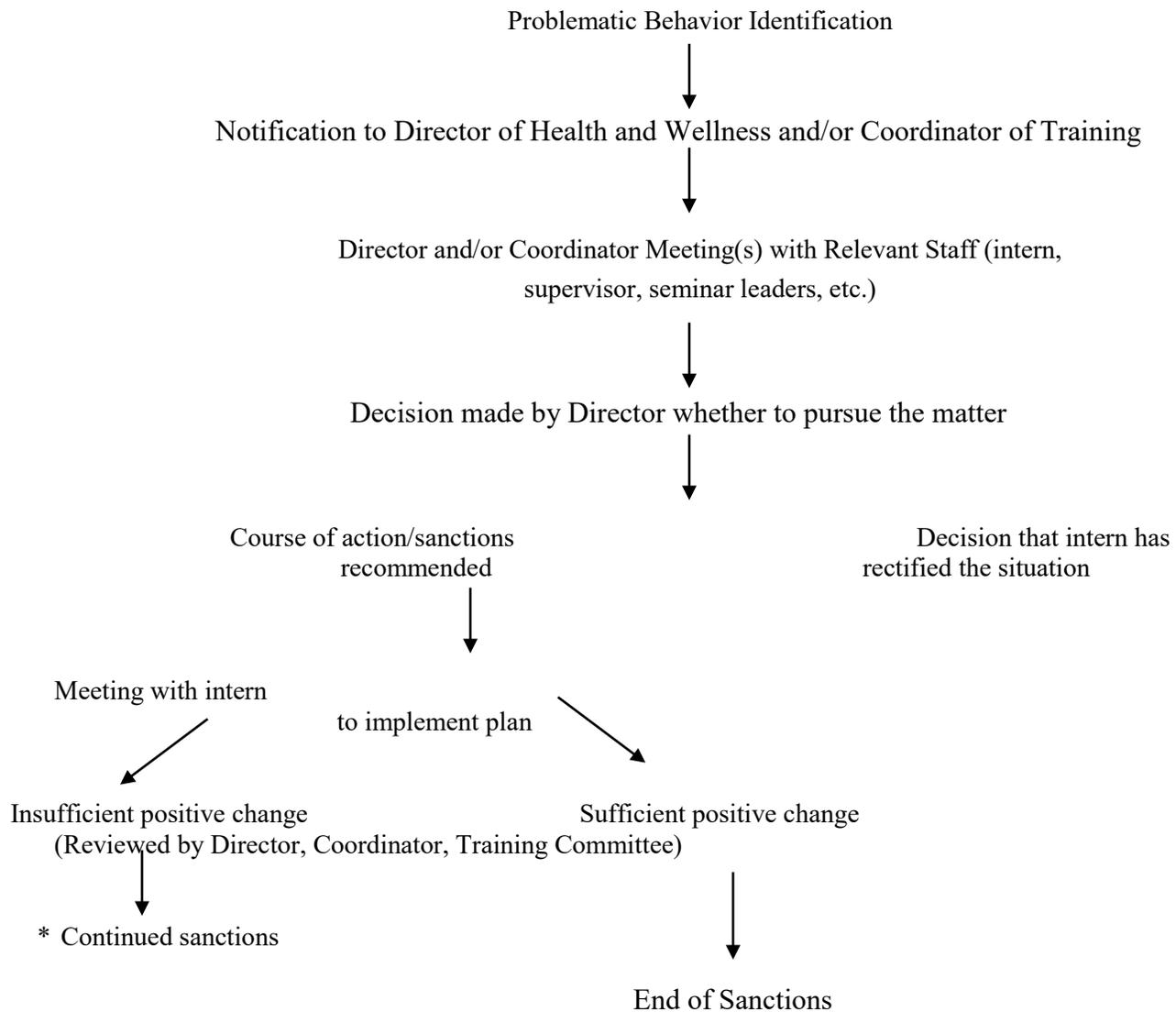
1. The Director of Health and Wellness will convene a review panel consisting of the Coordinator of Training, a Student Affairs staff member chosen by the Director of Health and Wellness, and two people of the interns' choosing. These may include a fellow intern, and a representative from the interns' 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



- * Generate new plan
- * Dismissal from internship program

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

Appendix A: Training Program Competencies and Elements

Competency I: Intervention	
<i>Psychotherapy</i>	
1	Demonstrates the ability to establish and maintain effective therapeutic relationships with clients presenting with different types of concerns.
2	Effectively helps clients identify reasonable and attainable clinical goals, with awareness of the distinction between short-term and long-term treatment.
3	Develops evidence-based intervention plans specific to the client's goals and the goals of the service provided.
4	Implements interventions informed by presenting concerns, current scientific literature, theoretical orientation, assessment findings, diversity characteristics, and contextual variables.
5	Demonstrates appropriate balance between information gathering, facilitating exploration, building therapeutic alliance, and specific interventions.
6	Demonstrates an adequate awareness and responsiveness to cognitive material
7	Demonstrates an adequate awareness and responsiveness to affective material
8	Demonstrates an adequate awareness and responsiveness to behavioral material.
9	Recognizes and is responsive to client nonverbal behavior.
10	Demonstrates an effective level of empathic understanding with clients.
11	Uses silence effectively
12	Demonstrates ability to use the self as a therapeutic tool.
13	Demonstrates self-awareness and an ability to monitor and respond to one's reactions appropriately in the therapy room.
14	Demonstrates critical self-reflection, and a willingness to discuss and analyze own behavior as a therapist.
15	Demonstrates sensitivity, awareness, and skills regarding diversity issues in clinical work.
16	Demonstrates skill in the analysis, investigation, and conceptualization of human development and functioning
17	Conceptualizes client concerns in a way that usefully guides and is consistent with the therapy process, goals, and interventions.
18	Adjusts conceptualization to integrate new clinical information throughout the course of treatment.
19	Exhibits sensitivity to and appropriately manages termination issues of both client and counselor
20	Demonstrates the ability to apply relevant research literature to clinical decision making.

21	Demonstrates flexibility in therapeutic technique and theoretical approach, including the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
22	Evaluates intervention effectiveness, and adapts intervention goals and methods based on this ongoing evaluation.
23	Maintains accurate documentation records, clearly conveying conceptualization, intervention, and client progress.
<i>Group Therapy</i>	
1	Utilizes theory and evidence-based intervention in group psychotherapy
2	Prepares group members appropriately for what to expect in group and clarifies goals for group
3	Facilitates establishment of group norms, boundaries, and safety
4	Effectively recognizes and responds to dynamics within the group process
5	Provides descriptive and nonjudgmental feedback to group members.
6	Uses effective interventions at the group level
7	Uses individual interventions in a manner sensitive to group context
8	Understands and articulates how contextual factors of culture, ethnicity, race, sexual identity, and gender impact group process and interventions
9	Encourages the exploration of individual and group dynamics from a multicultural perspective.
10	Understands and is able to articulate group process and stages of group development
11	Exhibits awareness of how intern and supervisor's cultural backgrounds and social identities affect co-leadership of group
12	Interacts with group co-leader/supervisor in a collaborative manner, including openness to discussion of the co-leader working relationship.
13	Effectively navigates group termination, providing space for expression of termination-related affect, highlighting client gains/continued growth areas, and future treatment planning as needed.
<i>Crisis Intervention</i>	
1	Demonstrates effective use of crisis intervention theory in assessing and responding to client crises and risk of harm to self and others.
2	Demonstrates ability to effectively safety plan with clients based on assessed level of risk.
3	Demonstrates the ability to use appropriate interventions in crisis situations according to best practices and evidence-based information
4	Demonstrates increased capacity to manage high risk clinical situations throughout the course of the training year
5	Appropriately seeks consultation in crisis situations
6	Appropriately documents steps taken during crisis
7	Coordinates immediate response (e.g., police, family, insurance, hospital, etc.) as necessary, makes appropriate use of campus and community resources in intervention and referral, and provides appropriate follow-up/case management.
8	Demonstrates understanding of the differences between crisis intervention and individual therapy

9	Demonstrates ability to handle intern's own reactions to client's affect or the nature of crisis presented.
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Competency II: Assessment

1	Demonstrates the ability to conduct comprehensive initial intake assessments, assessing client presenting problems, strengths, environmental stressors, mental status, and relevant history.
2	Considers the biological, cognitive, behavioral, emotional, developmental, interpersonal, and cultural components of functional and dysfunctional behavior in initial and other assessments.
3	Effectively utilizes the initial intake assessment to clarify the client's goals and motivation, determining appropriateness of/readiness for counseling.
4	Demonstrates an understanding of human behavior within its context (e.g. family, social, societal, and cultural) through the ability to integrate clinical information and relevant cultural diversity factors into thorough case conceptualization and appropriate treatment recommendations, in both intake and other assessments.
5	Considers group psychotherapy among treatment options during intake and other forms of assessment, and understands appropriate selection criteria for group.
6	Demonstrates current knowledge of diagnostic classification systems and functional/dysfunctional behaviors through the ability to provide appropriate DSM-V diagnoses, taking into account multicultural/diversity factors, client strengths, client psychopathology, and differential diagnoses.
7	Completes assessment/test administration and report/documentation in a concise, cohesive, and timely manner.
8	Demonstrates the ability to select and utilize culturally and clinically appropriate assessment methods, based on empirical literature and science of measurement and psychometrics.
9	Demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment.
10	Demonstrates the ability to accurately interpret assessment data consistent with professional standards and guidelines as well as current research.
11	Uses assessment data to inform case conceptualization, diagnosis, and recommendations.
12	Demonstrates awareness of and guards against biases that may influence decision-making in assessment interpretation, distinguishing between subjective and objective aspects of assessment.
13	Communicates orally and in written documents the findings and implications of assessments in an accurate and effective manner sensitive to potential audiences (e.g. client, parents, faculty/staff, other medical and/or mental health professionals, referral source).

Competency III: Individual and Cultural Diversity

1	Demonstrates an understanding of the intern's own personal/cultural history, attitudes, and biases and how these may affect their understanding and interaction with people different from themselves
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2	Considers interactions between the client's and the intern's own identities and potential impacts on the therapeutic relationship. These identities include but are not limited to race, ethnicity, nationality, gender, sexual identity, physical ability, religion, age, size and other aspects of human diversity.
3	Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and clinical work.
4	Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in a variety of professional roles (e.g. intervention, outreach, consultation, research).
5	Demonstrates the ability to work effectively with areas of individual and cultural diversity not previously encountered over the course of the intern's career
6	Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from or create conflict with the intern's own.
7	Demonstrates the ability to independently apply self-reflection and knowledge in working effectively with the range of diverse individuals and groups encountered in a variety of capacities during internship
8	Understands and articulates in conceptualization how contextual factors of culture, ethnicity, race, sexual identity, gender and other identity variables impact client functioning
9	Demonstrates behavior consistent with an appreciation of and respect for all aspects of human diversity
10	Consistently considers the impact of one's own attitudes, biases, and perceived identity on client and therapeutic process

Competency IV: Consultation and Interprofessional/Interdisciplinary Skills	
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1	Develops understanding of theory and research regarding effective consultation.
2	Demonstrates knowledge and respect for the roles and perspectives of other professions.
3	Communicates with client's parents and other family with respect and professional demeanor while prioritizing the needs and wishes of the client
4	Communicates with referrals and other resources efficiently and effectively in advocating for clients' needs
5	Limits communication with other professionals on campus to information consistent with client consent and necessary for supporting client.
6	Demonstrates the ability to work collaboratively with professionals from other areas of the College (e.g. Office of Student Affairs colleagues, Department of Athletics, faculty).
7	Responds as requested to questions from the university and local communities in areas of expertise.
8	Demonstrates knowledge of appropriate clinical and ethical concepts when offering consultation.
9	Demonstrates awareness of integrated medical and mental health concerns.
10	Collaborates with other Health and Wellness Center staff in programming and service delivery as necessitated by student and institutional need.

11	Demonstrates skill in ability to serve as a consultant to medical professionals in both formal and informal consultation, as a member of the integrated HWC staff.
12	Demonstrates growth in capacity to consult with interdisciplinary professionals with confidence in clinical judgment and areas of expertise
13	Exhibits knowledge about the multiple roles/functions a counseling center psychologist may have within the college/university community.

Competency V: Ethical and Legal Standards

1	Demonstrates knowledge of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct
2	Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the institutional, local, state, regional, and federal levels.
3	Demonstrates knowledge of and acts in accordance with relevant professional standards and guidelines (e.g. boundaries, dual relationships).
4	Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve dilemmas.
5	Seeks consultation as needed on ethical, legal, and medical matters
6	Demonstrates increased independence in applying ethical decision-making process to complex situations as training year progresses
7	Conducts self in an ethical manner in all professional activities.

Competency VI: Research

1	Demonstrates knowledge of evidence-based theory and understanding of research regarding human development and behavior
2	Exhibits critical thinking and openness in integrating new theory and research with knowledge base
3	Demonstrates the independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case presentations, outreach presentations, publications) at institutional, regional, or national levels.
4	Considers application of theory and research in didactic seminars to clinical cases
5	Integrates relevant theory, research, and scholarly knowledge in case conceptualization, treatment, clinical decisions, and evaluation of treatment efficacy

Competency VII: Communication and Interpersonal Skills

1	Develops and maintains effective, collaborative relationships with a wide range of individuals, including colleagues, peers, supervisors, other campus professionals, communities, and clients.
2	Consistently produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated.
3	Demonstrates a thorough grasp of professional language and concepts in various forms of communication.
4	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

5	Demonstrate interpersonal effectiveness and flexibility across a range of professional activities and with a diverse range of people.
6	Communicates needs in supervision. Prioritizes topics in supervision to be efficient in addressing clinical issues while maximizing opportunities for learning and growth.
7	Demonstrates confidence in utilizing strengths to contribute to the goals and objectives of the Health and Wellness Center and Office of Student Affairs

Competency VIII: Professional Values and Attitudes	
1	Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for others.
2	Engages in self-reflection regarding one's personal functioning. Shows an awareness of and ability to cope with personal issues which might interfere with professional duties, services and/or relationships
3	Engages in self-reflection regarding one's professional functioning. Engages in activities to maintain and improve performance, well-being, and professional effectiveness throughout the training year.
4	Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
5	Responds professionally in increasingly complex situations with a greater degree of independence as the training year progresses.
6	Maintains expected client caseload and manages as necessary to accommodate new intakes and crisis clients
7	Meets deadlines and completes all required paperwork in a professional and timely manner
8	Maintains scheduled hours and regularly/punctually attends seminars, supervision, clinical appointments, and staff meetings.
9	Demonstrates appropriate deportment in all professional activities

Competency IX: Supervision	
1	Demonstrates knowledge of different models of supervision. Critically evaluates theory and research regarding supervision.
2	Participates actively in both offering and receiving peer feedback and group supervision (such as in individual interactions and case consultation).
3	Demonstrates openness to different theoretical frameworks and clinical perspectives of peers and supervisors.
4	Demonstrates growth in providing critical feedback to peers, supervisors, and other health professionals.
5	Initiates development of own philosophy and approach to clinical supervision.
6	Applies knowledge of supervision in supervision role-plays during supervision seminar.

Competency X: Community Psychology and Outreach Programming	
1	Demonstrates understanding of the salient theory and research for community based intervention

2	Effectively applies theory and evidence-based intervention across a range of outreach programming efforts
3	Evaluates the needs of the community that relate to areas of interest and expertise utilizing critical thinking, observation and consultation
4	Demonstrates the ability to plan and implement outreach programs tailored to the needs of the community.
5	Demonstrates effective presentation skills and the ability to engage appropriately with the audience of outreach programming.
6	Evaluates efficacy of outreach programs and other community-based interventions
7	Actively seeks out opportunities to engage in outreach programming
8	Develops confidence in utilizing strengths and expertise to conduct community-based interventions
9	Successfully completes all the required steps of the Community Action Project including (depending on the time of evaluation): needs analysis, planning, implementation, and final presentation.