

Internship Manual

2017-2018

Southern Utah University
Counseling & Psychological Services

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Internship Program Overview

Doctoral psychology interns are an integral part of Counseling & Psychological Services (CAPS) at Southern Utah University. Interns are encouraged to actively participate in various aspects of CAPS' functioning and to assume a major role in the delivery of services. CAPS is committed to maintaining an internship program that facilitates learning and professional development for interns. Our staff places a high premium on creating an environment that is professionally stimulating, open to change, and sufficiently flexible to accommodate individual training needs. Through the internship program, CAPS supports the mission of Southern Utah University to "engage students in a personalized and rigorous experiential education."

Philosophy of Training

The internship program at CAPS employs a **developmental-mentorship-practitioner** training model. The guiding principal is that learning is a **developmental** process that is dependent on support, challenge, feedback, and role modeling. The training model is supported by the following principles that are infused into all aspects of the training curriculum:

- Developmental perspective on all training activities
- A sequential learning environment that encourages professional growth and development
- Emphasis on mentoring, role-modeling, and supervision
- A learning environment that is collaborative and collegial
- Focus on clinical service delivery within a university setting
- Interdependence within the university community
- Respect for diversity and uniqueness of the individual

The internship program's **mentorship** focus emphasizes the relationships that interns develop with CAPS staff members over the course of the internship year. Staff members serve as role models, resources, and advocates as interns cultivate and consolidate their identity as professional psychologists. The internship program facilitates maximum interaction between interns and staff members through a variety of clinical, training, supervisory, and outreach/consultation activities.

The **practitioner** orientation of the internship program emphasizes the importance of applying existing knowledge and skills. Learning is continual, and accumulates through reflective clinical practice during the internship year. Intern development occurs through both didactic and experiential learning activities, which are informed by relevant scholarly literature.

Internship Aims & Competencies

The overarching aim of SUU's doctoral psychology internship program is to prepare interns for competent, generalist entry-level psychological practice. Upon completion of the internship, many SUU interns pursue positions in university counseling centers. The internship program at CAPS also prepares interns well for a variety of positions, especially in outpatient mental health settings.

The internship program focuses on preparation in terms of the following aims and their associated competencies, as defined by the Standards of Accreditation in Health Service Psychology (SoA). Interns are also expected to read the article during orientation on "Competency Benchmarks," which is found in the shared drive at CAPS (under internship).

Aim 1: Conceptualization & Intervention

Interns will acquire intermediate to advanced skills in case conceptualization and clinical interventions, and demonstrate the use of these skills with clients with a variety of presenting concerns in a variety of modalities (i.e. individual, group, and couples therapy).

Case Conceptualization – the ability to accurately conceptualize the multiple dimensions of the case, incorporating theory and case material.

Intervention – the ability to use interventions designed to alleviate suffering and to promote health and well-being in a variety of modalities (i.e. individual, group, and couples therapy).

Scientific Thinking – the ability to use and understand scientific methods in applied practice. The ability to understand the scientific foundations of Evidence Based Practices and their limitations.

Aim 2: Ethical, Professional, & Reflective Practice

Interns will cultivate the attitudes, knowledge, skills, and self-awareness needed for ethical, professional, and reflective practice as a psychologist.

Ethical and Legal Standards – the possession of knowledge of ethical and legal standards of the profession and the ability to engage in ethical decision-making and behavior.

Professionalism - the ability to behave consistently with professional values and ethics, including integrity, responsibility, and concern for the welfare of others. The ability to behave professionally across various settings and to maintain a professional identity as a psychologist.

Reflective Practice – the ability to self-assess competence, to seek out and learn from feedback, to practice self-care, and to commit to one's professional development.

Relationships – the ability to develop and maintain effective relationships with a wide range of clients, colleagues, organizations, and communities.

Interdisciplinary Systems – the possession of knowledge of the shared and distinctive contributions of other professions and the ability to effectively function in interdisciplinary settings.

Aim 3: Individual-Cultural Diversity

Interns will cultivate the awareness, sensitivity, and skill needed to provide competent professional psychological services to individuals and groups representing various dimensions of diversity, broadly defined.

Individual-Cultural Diversity – awareness, sensitivity, and skill in working professionally with diverse individuals, groups, and communities. The ability to acquire cultural knowledge of oneself and to understand complex dimensions of culture in others and to use that knowledge effectively in psychological work.

Aim 4: Assessment

Interns will acquire intermediate to advanced skills in a variety of assessment types, with an emphasis on educational assessment (i.e. Learning Disability, ADHD) and outcome assessment.

Assessment & Diagnosis – the ability to assess and diagnose problems, capabilities, and issues. The ability to assess using a variety of methods and to communicate findings clearly and constructively.

Outcome Evaluation - the ability to evaluate the progress of one's own activities and to use this information to improve one's own clinical effectiveness.

Aim 5: Outreach & Consultation

Interns will acquire the knowledge and skill needed to perform consultation and outreach functions in a university setting.

Outreach & Consultation – the ability to provide expert guidance or professional assistance in response to a client's needs or goals, to a colleague, or within an organization or community. The ability to disseminate knowledge in professional psychology using a variety of strategies and methods.

Aim 6: Supervision

Interns will develop a beginning knowledge regarding the provision of clinical supervision, including developing a personal philosophy or model of supervision that is informed by relevant theory and literature.

Supervision – the ability to understand the complexity of the supervisor role and knowledge of the procedures and practices of supervision.

Internship Program Elements

Supervision

Interns work with supervisors who oversee intern clinical caseloads. Assigned supervisors oversee intern's clinical caseloads, provide mentoring, and facilitate professional development. Interns participate in two hours of individual supervision with an appropriately licensed and credentialed psychologist each week. Interns are expected to work with two individual supervisors over the course of the internship year.

In addition to the two hours of individual supervision each intern receives weekly, interns participate in at least two additional required hours of supervision each week. These additional hours are described as follows:

Because group is a central component of the training experience, interns will receive one hour of supervision each week for their group experiences. This third hour of supervision is provided by an appropriately licensed and credentialed psychologist.

The fourth hour of supervision each week is broken up into group supervision of individual work (1st week each month), elective rotation supervision with their individual elective rotation supervisors (2nd and 4th weeks each month), and group supervision of their assessment work (3rd week each month). Each of those weeks is supervised by an appropriately licensed and credentialed psychologist.

Additionally, interns receive .5 hours of supervision from their co-leader for each group they co-facilitate, which may or may not be co-facilitated by a licensed psychologist. Additional group supervision in the area of assessment is provided as part of the Assessment Seminar. Consultation with other staff members is done on an informal and/or as-needed basis. Interns are guaranteed 4 hours of supervision with a licensed psychologist, but may actually have more than 4 hours of total supervision each week, depending on which groups they may be leading in any given semester.

Individual Counseling

Interns develop a caseload of clients whose presenting concerns and demographics fit their individual training needs and experience. By working with diverse individuals, interns increase their competency in the area of individual-cultural diversity. Interns are given priority when selecting clients, in order to facilitate maintenance of a caseload that allows for both depth and breadth of experience.

Group Counseling

Interns co-lead one group each semester and may request to co-lead additional group(s), depending on availability. Groups are co-led with a staff member during Fall and Spring Semesters. If the staff co-leader anticipates being absent for a group session, interns often have enough advanced training to lead the group alone. Prior to an intern running a group alone, the staff member co-leader consults with the intern and the intern's primary supervisor.

During Summer Semester, interns may request to co-lead a group together. The Group Coordinator considers this request in the context of available summer groups, as well as intern readiness to co-lead a group without a staff member.

Couples Counseling

Couples counseling has become increasingly used by SUU students, which provides interns with the opportunity to work with couples. Interns are expected to work with at least two couples over the course of the internship year.

Crisis Services

At the beginning of each semester, each CAPS staff member is assigned to be the “Counselor on Duty” (COD) for one weekday each week. During that day, the COD is available for at least one hour to meet with students who need a crisis appointment. Interns gain crisis service experience by:

- 1) Observing at least two crisis appointments conducted by any senior staff member.
- 2) After observing the required number of appointments, interns provide a minimum of at least two crisis appointments under the observation of their individual supervisors. The Training Committee then consults together to determine whether the intern is ready to independently serve as the COD. An intern may benefit from the opportunity to provide additional observed crisis appointments before providing these services independently.

After completing the above requirements (typically during Fall Semester), interns are ready to independently serve as the COD (typically during Spring and Summer Semesters). When providing independent COD services, interns are still paired with a licensed staff member who is available for consultation during the hours set aside for crisis services.

Assessment

Interns receive training and supervision in the area of clinical interviewing. All CAPS clients take the Counseling Center Assessment of Psychological Symptoms (CCAPS) at intake and on a continuing weekly basis. Interns receive training in outcome assessment and the use of CCAPS data in treatment planning. Interns also receive training in the ongoing assessment of the therapeutic alliance using the Session Rating Scale (SRS). Interns are trained to use the SRS on a weekly basis and to incorporate SRS feedback into treatment planning.

During the internship year, interns develop additional skill in the use of psychological tests related to a university counseling center population. Interns are expected to complete 2-3 educational assessments over the course of the year. The first one or two assessments are completed during Fall Semester. Educational assessments typically assess for the presence of learning disabilities or ADHD, and facilitate the student’s ability to receive formal academic accommodations through SUU’s Services for Students with Disabilities.

Interns are also required to complete 1-2 additional psychological evaluations in an area of the intern’s choice over the course of the internship year. Possible tests include personality inventories (MMPI-2, PAI), educational assessments (WAIS-IV, WJ-III), an eating disorder inventory (EDI-III), substance abuse assessments (YAAPST, SASSI-3, ASI) and inventories of

career interests and skills (SDS, SII-II, MBTI). Overall interns are required to complete a total of four assessments.

Interns attend Assessment Seminar during Fall and Spring Semesters, where they receive training in the use of psychological tests as well as group supervision. Interns may also receive ongoing supervision in assessment from their individual supervisors.

Outreach

Interns lead outreach presentations based on their training needs and experience. The Outreach Coordinator presents opportunities to participate in outreach (e.g., on topics such as stress management, depression, sexual assault prevention) throughout the internship year. Interns independently develop at least one outreach presentation during the internship. A copy of this presentation is kept in the intern’s portfolio. Interns conduct three or more outreach presentations during Fall Semester and three or more outreach presentations during Spring Semester.

Professional Development and Training

During the first 3 weeks of August, interns are oriented to Counseling & Psychological Services. By participating in orientation, interns have opportunities to become acquainted with each other, as well as the staff, and to become acclimated to CAPS prior to beginning their clinical work.

Seminars and trainings are held according to the following schedule:

Activity	Fall Semester	Spring Semester	Summer Semester
Training Seminar	Weekly	Weekly	Weekly
Professional Development	Weekly	Weekly	-
Diversity Seminar	Every other week	Every other week	Weekly (w/Staff)
Assessment Seminar	Every other week	Every other week	-
Supervision Seminar	Every other week	Every other week	-
Group Seminar/Supervision	Weekly	Weekly	Weekly
Case Conference	Weekly	Weekly	Weekly

Seminars are led by CAPS staff members or other professionals from the university and the community. Interns are expected to present during a Professional Development Meeting once each semester (Fall, Spring) on an area of strength, expertise, or interest. Interns complete an evaluation of each seminar series, “Seminar Series Evaluation,” at the conclusion of each semester (see Appendix B, pp. 50-52).

Interns typically have opportunities to attend local conferences (e.g., the Utah University and College Counseling Centers conference) for professional development and networking. A small conference fund is available for interns to defray some of the cost. Interns may also choose to use this conference fund to support their attendance at a national conference of their choice.

Case Conference

Case Conference is held on a weekly basis and provides staff members and interns the opportunity to present and consult on a clinical case. During case conference presentations, presenters gain feedback and insight in areas including case conceptualization, interventions, cultural considerations, resources and referrals, and ethical concerns. Presenters prepare in advance using the Case Conference Presentation Format (see Appendix C, pp. 53-54), and by selecting a brief video clip that illustrates the client/therapist relationship and interactional style.

Interns are expected to present in Case Conference twice each semester (Fall, Spring); once on a clinical case and once on an assessment case. For the summer semester they will present once on either a clinical or an assessment case. The first clinical case presentation should occur prior to Mid-October, to facilitate a more complete initial preliminary review. Notes from clinical case conference presentations and de-identified assessment reports are submitted to the Director of Training. This material is included in the intern file and meets part of the Internship Completion Requirements (see Appendix D, pp. 55-57). Interns are evaluated and provided with feedback on their Case Conference presentations. A copy of the completed evaluations is provided to the intern and a copy is kept in the intern's file.

Elective Rotation

At the beginning of each semester, interns, in conjunction with their supervisor and the Director of Training, develop a particular area where they would like to gain more training and experience. Interns are encouraged to develop goals for this area, and to seek out training opportunities during the semester. Interns receive up to one hour of supervision each week in their Elective Rotation. Examples of elective rotations include group therapy, assessments, biofeedback, career counseling, housing, sport psychology/athletics, center for diversity & inclusion, etc...

Research

Interns may use up to two hours each week to work on their dissertation, research, or applications for post-docs or jobs. This time may be "banked;" for example, an intern may elect to take one day during a month rather than two hours each week. Banked time may also be used to attend professional conferences. Interns are required to present a poster at the Utah University Counseling Center Conference in the fall held in Park City/Salt Lake City. All CAPS staff attend this conference and this is an opportunity for interns to engage in presenting scholarly research at a conference setting.

Intern Schedules

Interns develop a schedule each semester that incorporates direct service delivery (typically accounting for about 40 - 45% of time at CAPS), other professional activities, training, supervision, and administrative tasks. Interns are encouraged to develop a schedule that reflects their unique training needs and goals. The Director of Training is available for consultation regarding schedules and approves interns' proposed schedules.

The following sample schedule provides a guide that may be used by interns, while acknowledging that there is an ebb and flow to university counseling center work that requires flexibility (e.g. an intern may spend 3 hours on outreach one week followed by two weeks with no outreach related activities).

Sample Schedule

	Fall Semester	Spring Semester	Summer Semester
Direct Service Delivery			
Individual & couples therapy*	11-13	11-13	11-13
Group therapy*	1-3	1-3	0-3
Crisis appointments	2	2	2
Assessment	2-3	2-3	0-3
Professional Activities			
Outreach	1	1	
Elective Rotation	4	4	4-7
Training & Supervision			
Individual supervision	2	2	2
Group supervision of group therapy	1	1	1
Elective rotation supervision	.5-1	.5-1	.5-1.5
Supervision with co-leader of therapy groups	.5-1	.5-1	.5-1.5
Supervision preparation	1	1	1
Training Seminar	1	1	1
Staff Professional Development Meeting	1	1	
Diversity, Assessment, & Supervision Seminars	1	1	.5
Staff Case Conference	1	1	1
Administrative/Other			
Staff Business & Clinical Meeting	1.5	1.5	1
Notes and reports	5	5	5
Research	0-2	0-2	0-2
Weekly Total Hours	40	40	40

* Required minimum for combined individual, couples & group therapy hours = 13 hours

At the beginning of each semester, interns complete a *Weekly Time Distribution* (see Appendix E, pp. 58-60) that outlines their schedule and articulates goals for the semester. At the conclusion of the semester, interns complete the "Outcomes" and "Internship Completion Criteria" sections of the *Weekly Time Distribution* form. Interns meet with the Director of Training to discuss this form at the beginning and end of each semester.

Administrative Policies

Vacation, Sick Leave, and Holidays

Interns have the following vacation, sick leave, and holidays over the course of the internship year:

Vacation – 15 days (accrued 5 hours per pay period)

Sick Leave – 12 days (accrued 4 hours per pay period)

Holidays – 12 official university holidays

(the holiday schedule is available at <http://www.suu.edu/ad/hr/holidays.html>)

Professional Development – 3 days

Interns are expected to work on-site at CAPS for 40 hours per week. Interns use leave time if they are away from campus.

Vacation

Interns may use all vacation days during the internship year, though doing so may affect their total hours on internship. Unused vacation may not be “cashed out” at the end of the year. Interns are required to use 5 days of vacation during the last week of internship (July 25 - 31, 2018). Monday, July 23, 2018 is the last day of attendance for internship.

Please e-mail vacation requests to the Director of Training for approval. Once approved, interns are responsible to schedule the vacation time in Titanium and to manage their schedule (e.g. rescheduling supervision, making plans with group co-leaders, and ensuring client needs are met).

Sick Leave

According to SUU policy, accrued sick leave may be used for personal illness, injury, or incapacity. Up to 8 days of accrued sick leave may be used for the illness, injury, or incapacity of a spouse, dependent children, parent, and parent-in-law. Vacation is used for other absences. CAPS supports use of sick days when interns or eligible family members are ill. However, it is to an intern’s advantage to work as many days as possible in order to accumulate the 450 direct service hours and the 1800 total hours required to complete the internship.

In the event of illness, interns call or e-mail the front desk for help blocking out the sick leave in Titanium and rescheduling clients. They will need to contact the Director of Training as well. It is also courteous to call or e-mail group co-leaders, supervisors, or other staff with whom the intern may have been scheduled to work that day.

Professional Development

Interns have three days for personal professional development during the internship year. This time may be used for conference attendance or travel related to dissertation and post-doc/job interviews. Up to two hours per week of research time may also be banked and used for these purposes. Interns can also count up to 4 hours of professional development each week (outside of their 40 hour work week) towards their 2000 hours. This can be working on their dissertation or engaging in other professional development activities.

Informal Flex Time

While SUU does not offer formal comp time or flex time, interns may use informal flex time at CAPS. For every hour worked on campus beyond 40 hours per week, interns may use an hour of “flex time” that does not require using leave time. It is expected that flex time will be planned ahead of time and that requests will be submitted to the Director of Training for approval. Flex time needs to be used in the same week of the after hours service.

Exercise

Interns are allowed to schedule .5 hours of exercise each week in the Fall and Spring semester. They can use more exercise time if they are caught up in all of their clinical work. In the summer they may schedule more exercise time if they are caught up on other internship requirements. The Director of Training can give approval for more scheduled exercise in the summer semester (e.g. up to 2.0 hours each week).

Lunch

Interns are required to take a lunch each day. Most days interns will need to take lunch during the middle of the day. On occasion, interns may put lunch at the beginning or end of the day; or save up lunch for the end of the week. This requires approval of the Director of Training.

Professional Attire

CAPS strives to provide a professional and safe environment for clients to explore sensitive areas in their lives. How staff members choose to dress contributes to the environment that clients experience. It is important that clothing styles do not create an overly casual, distracting or sexualized environment. CAPS also recognizes the importance of personal and professional integration. As a result, staff members strive to balance appearing warm and approachable, reflecting individuality, and maintaining a professional image. When present at CAPS, these guidelines apply whether or not a staff member is seeing clients.

In the spirit of respecting others and facilitating intern’s transition from student to professional service provider, we’ve provided the following guidelines to use when making choices about appearance. We acknowledge that personal expression is an important value and that dress guidelines are often vague and/or open to interpretation. If you have questions about what is appropriate, please consult with your supervisor, the Director of Training, or a trusted staff member. Likewise, if a staff member is concerned about a choice you’ve made, they will bring it to your attention in a private, candid conversation that reflects the CAPS training philosophy.

Monday – Thursday: Business Casual

- | | |
|----------------------------|---------------|
| Button-down shirts | Slacks |
| Blouses | Capris |
| Polo-style collared shirts | Khakis |
| Sleeveless tops | Dressy denim |
| Sweaters | Colored denim |
| Blazers | Skirts |

Tie optional
Dressy Sandals

Dresses
Fitted clothing

Friday and Summer Semester: Business Casual (see above) or Casual

Walking shorts

Jeans

Unprofessional (therefore unacceptable) clothing

Tight clothing

Hats

Short skirts

Casual T-shirts

Short shorts

Casual Sweatshirts

Low cut tops

Controversial slogans

Spaghetti straps

Distracting graphics or images

Sheer clothing

Clothing that appears torn or dirty

Clothing that reveals the torso (e.g.
back, sides, and/or stomach)

Flip-flops

Maternity/Paternity Leave

Doctoral interns (trainees) are not eligible for FMLA, as SUU requires one year of employment prior to its implementation. When the need for maternity/paternity leave arises, CAPS administration works proactively with the trainee, their academic program, and APPIC to arrange alternatives, including the use of all leave time and/or extending internship. Interns may also have the option of requesting unpaid sick leave. However, this may prevent them from completing necessary hours for internship completion so they will need to coordinate with the Director of Training about all of their options.

Documentation

Timeliness

Interns are expected to keep accurate and timely clinical documentation according to the following schedule:

Within **24 hours**, complete: Crisis Appointment Notes

Complete a draft to your supervisors of all other notes by Friday when you leave: Intake Notes, Progress/Case Notes, Group Notes, Consultation Notes, Termination Summaries

Closing Client Files

Close client files within **30 days** of the last appointment by completing the following steps in Titanium:

- 1) Complete the Termination Summary and forward to supervisor.
- 2) If the client is no longer participating in any services at CAPS, complete the Case Closed Note and forward to the Clinical Director. This is done after all other notes have been signed.
- 3) The clinical director will remove your name on the “Client Security” screen.
- 4) If the client is no longer participating in any services at CAPS, the clinical director will uncheck the “Active” box on the “Contact Information” screen.

Intern-Staff Relationships

CAPS staff recognizes that there are power differentials between staff members and interns, and that all staff members (including administrative staff) participate in intern evaluations over the course of the internship year. Our staff subscribes to the principle that staff/intern relationships are fundamentally intended to serve the best interests of the interns. Thus each staff member engages in self-reflection and discussion with staff member colleagues about the parameters needed to ensure that the vulnerability of the intern is regarded and considered in all interactions, but particularly those that may extend beyond formal training activities. At times it is also appropriate for staff members to include interns in a dialogue around the intern's best interests. Staff members follow all university policies regarding relationships involving evaluative authority, avoid dual relationships with interns, and look to their respective ethics codes and to consultation with each other for guidance when questions arise. A useful resource for this type of self-reflection and consultation, *Social Dual-Role Relationships During Internship: A Decision-Making Model* can be found on the CAPS shared drive.

Interns are encouraged to develop social networks within the intern cohort and with SUU faculty & staff who don't work at CAPS. Since all staff members at CAPS serve in a supervisory capacity to the interns (even in the absence of a formal supervisory relationship), CAPS staff don't typically extend social invitations to the interns. Occasional exceptions may occur in which staff members extend an open invitation to the entire intern cohort and to all CAPS staff.

Intern Rights & Responsibilities

Intern Rights:

1. The right to a clear statement of general rights and responsibilities upon entry into the internship, including:
 - Goals of the internship experience
 - Expectations related to professional functioning
 - Procedures for evaluation, including when and how evaluations will be conducted
 - Due process policies and guidelines
2. The right to be trained by professionals who behave in accordance with the APA ethical guidelines and the laws and regulations of the State of Utah Board of Licensure for Psychologists.
3. The right to be treated with professional respect and with recognition of the training and experience attained prior to this internship.
4. The right to ongoing evaluation that is specific, respectful, and relevant.
5. The right to engage in an ongoing evaluation of the training experience and internship program.
6. The right to initiate an informal resolution of problems that might arise in the training experience through request to the individual(s) concerned, the Director of Training, and/or the Training Committee.
7. The right to due process if informal resolution is unsuccessful (see the Due Process Procedures section in this manual, pp. 20-26).
8. The right to privacy and respect of one's personal life, within the context of Section 7.04 of the APA Ethics Code on Student Disclosure of Personal Information. Because we believe that professional growth occurs within the context of self-reflection and personal exploration, our various training activities will, at times, ask interns to disclose personal information. CAPS staff members take very seriously the responsibility to foster and maintain a safe, trusting, and supportive environment that will allow such disclosures to occur in accordance with the goals and objectives of our training model.
9. The right to have one's personal and cultural worldview respected.
10. The right to ask for reasonable accommodations that will enable performance of essential job functions, in accordance with the Americans with Disabilities Act.
11. The right to a certificate of internship completion upon successful completion of internship requirements.

Intern Responsibilities

1. To behave within the bounds of ethical principles and guidelines including:
 - APA Ethical Principles of Psychologists and Code of Conduct
 - APA Guidelines for Practitioners
 - Other relevant and applicable codes, standards, or guidelines
2. To behave within the bounds of the laws and regulations of the State of Utah Board of Licensure for Psychologists (<http://www.dopl.utah.gov/licensing/psychology.html>).
3. To behave in a manner that conforms to the professional standards of Counseling & Psychological Services and Southern Utah University (<http://www.suu.edu/pub/policies/>).
4. To integrate relevant professional and ethical standards into one's repertoire of behaviors.
5. To demonstrate interpersonal and professional competence; self-awareness, self-reflection, self-evaluation; and openness to processes of supervision. To resolve issues or problems that interfere with professional development or functioning in a satisfactory manner.
6. To read, understand, and seek clarification (if needed) of the Internship Manual and the Due Process Procedures, by the end of the orientation period (see Appendix G, pp. 69-70 for the Internship Manual & Due Process Signature Sheet, which is signed and submitted by the end of the orientation period).
7. To meet training expectations responsibly by developing competencies in the skill areas outlined in Internship Goals, as well as in the specific behaviors outlined in the Evaluation of Intern form (see Appendix H, pp. 71-78).
8. To conduct oneself in a professionally appropriate manner.
9. To actively participate in training, service, administrative meetings, and other activities at Counseling & Psychological Services.
10. To make appropriate use of supervision and other training activities through behaviors such as arriving on time, arriving prepared, maintaining openness to learning, and accepting and using constructive feedback effectively.
11. To provide professional feedback to peers and staff regarding their work, as well as the impact of their behavior. To provide the internship program feedback regarding training activities and the impact of the training experience.
12. To manage personal stress, which includes tending to personal needs and seeking personal and/or professional help if necessary.
13. To participate in the creation of a multiculturally sensitive workplace, which includes respecting and working to understand others' worldviews.

Evaluation

Intern Evaluation

Interns receive ongoing informal feedback from their supervisors and group therapy co-leaders with respect to their strengths and areas for continued growth and development. Interns are expected to be thoughtful about their knowledge, skills, and competencies at the beginning of each semester in order to facilitate setting semester training goals.

Formal evaluations are completed in terms of the goals and competencies that contribute to the overall internship goal of preparing interns for competent entry-level psychological practice. The Evaluation of Intern form is found in Appendix H (see pp. 71-78). The Evaluation of Intern form is completed by the primary supervisor, in collaboration with the Training Committee, who meet prior to each evaluation period. The Evaluation of Intern form is then reviewed with the intern with their primary supervisor in supervision. Group co-leaders also complete a “Group Therapy Evaluation.” The Assessment Seminar facilitator, in collaboration with the Training Committee, completes an “Assessment Evaluation.”

Formal evaluations are completed twice during the year at the following times during the internship:

- October** – preliminary review, areas of significant concern communicated to academic DCT
- January** – formal evaluation, copy forwarded to the academic DCT
- April** – informal evaluation that addresses areas of concern and may include written feedback, areas of significant concern communicated to academic DCT
- July** – formal evaluation, copy forwarded to the academic DCT

Interns are also evaluated and provided with both evaluative and narrative feedback on their Case Conference presentations.

Internship Evaluation

Interns complete evaluations throughout the year for a number of internship program elements. They complete evaluations for each Seminar Series (see Appendix B, pp. 50-52), and Supervision (see Appendix I, pp. 79-80) at the end of semester; Fall, Spring, and Summer. They evaluate the Director of Training after the Fall semester and at the end of internship (see Appendix J, pp. 81-83).

Additional evaluations are completed for Orientation (using the Orientation Evaluation provided at the beginning of Orientation) and the internship program. Interns start working on the Intern Evaluation of Internship as part of providing mid-year feedback to the Training Committee about the internship program. A completed copy of the Intern Evaluation of Internship Program form is submitted at the conclusion of the internship year.

Internship Completion

Internship Hours

The total number of hours to complete the internship at SUU CAPS is 1800, with 25% of those hours (or 450) as direct service. This total number does not include vacation, sick leave, or holiday. However, we support interns who would like to strive for the “gold standard” of getting 2000 hours on their internship (which may be required in some states). In order for interns to reach this number, they would need to average about 42 hours per week and most likely not use all of their sick leave. **And in order to complete 450 direct service hours, interns are encouraged to take advantage of higher student demand for services during Fall and Spring semesters.** Interns who would like to achieve the “gold standard” of 500 direct service hours (which may be required by some states) will have to plan their weekly schedules accordingly. Interns are responsible for tracking their hours weekly through Titanium. The number of hours needed for licensure in each state may vary. It is up to the Intern to investigate the requirements for the states in which they may wish to receive licensure. If a difference exists between that state’s requirements and those of SUU CAPS, this should be discussed with the Director of Training immediately.

As we place a high value on balance and self-care, Interns are permitted to “schedule” their 2 hours of dissertation or science in practice time over the weekends or after hours, if they would prefer to work those hours from home. These hours should be entered into Titanium for the system to correctly track Intern hours.

In reviewing the sample weekly schedules, please notice that if you do “all” activities available to you, you will have scheduled far over 40 hours in most weeks. We discourage this and encourage you to work with your supervisors and Director of Training to establish a reasonable schedule for yourself each semester.

Interns must meet the requirements outlined below in order to complete the internship program. The internship is designed to support and facilitate successful completion of these program elements; however, interns also assume personal responsibility to track their progress throughout the internship year (using tools provided by the program) and to ensure that the requirements are met. Should an intern recognize difficulty making timely progress in any area, please address the area of concern proactively and seek consultation with supervisors and/or the Director of Training.

Internship Completion Requirements

- Receive satisfactory ratings of 3 or higher on all items of “Evaluation of Intern,” “Group Therapy Evaluation,” and “Assessment Evaluation” by the end of the internship year. An intern with ratings of 1 or 2 on any item earlier in the year will need to raise those ratings to a 3 by the of the internship year.
- Complete at least 1800 total hours. Total hours in Titanium can be calculated by taking the total number of hours works and subtracting the areas that do not count towards their total hours (e.g. vacation, sick, holiday, lunch, etc...).

- Complete at least 450 direct, face-to-face psychological service hours. Direct service includes:
 - Intakes
 - Individual Therapy
 - Couples Therapy
 - Group Therapy
 - Group Orientations
 - Crisis
 - Assessment & Testing
 - Specialty Area hours with a clinical focus (e.g. Career Counseling, Biofeedback, etc...)
 - Outreach (engaging with students, parents or SUU staff/faculty)
 - Consultations with students, parents, or SUU staff/faculty

- Complete the following:
 - **Groups:** 1 group per semester (Fall, Spring), totaling 2 groups per year
 - **Couples:** 2 per year
 - **Crisis Appointments:**
 - Observe 2 senior staff crisis appointments
 - Complete at least 2 observed crisis appointments
 - **Psychological Assessment/Testing (4 total required)**
 - 2-3 educational assessments per year, 1st (1 or 2) completed during Fall Semester
 - 1-2 assessments/psychological evaluations of choice per year
 - **Outreach:** 3 outreach presentations per semester (Fall, Spring), 6 presentations per year
 - **Individual Supervision** with a licensed psychologist: 2 hours per week, 100 hours per year
 - **Case Conference:** 2-3 clinical case presentations per year, 2-3 assessment presentations per year (5 total)
 - **Professional Development:** 2 professional development presentations per year
 - Submit required **evaluations** of Orientation, Training Seminars, Supervision, the Director of Training, and the Internship Program.
 - Satisfactory **attendance and participation** in weekly meetings for Case Conference, Clinical Meeting, Training Seminar, Professional Development, Group Seminar, and specialty area supervision. Satisfactory attendance and participation in bimonthly meetings for Diversity Seminar and Assessment Seminar.

Please see Appendix D (see pp. 55-57) for the Internship Completion Requirement Checklist, a form that interns complete and submit at the end of the internship year.

Due Process

Due Process Guidelines

Due process procedures offer protection to interns to assure, as much as possible, that decisions are not arbitrary or personally biased. They require that the Internship Program identify specific evaluative procedures that are applied to all interns and provide appropriate appeal procedures. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. Information about the program's expectations related to professional functioning is available on the Internship Program's website. During the orientation period, interns review these expectations, which are provided in writing and are discussed with the interns.
2. The procedures for evaluation, including when and how evaluations will be conducted, are provided to the interns.
3. The various procedures and actions involved in making decisions regarding inadequate performance or problematic behavior are provided.
4. When intern performance or behavior is not responsive to informal feedback, written feedback is provided. Interns provide their perspective and response in writing.
5. The Internship Program communicates early and often with the academic program about any suspected difficulties regarding intern performance or behavior. When necessary, the internship program seeks input from the academic program about how to address these difficulties.
6. The Internship Program institutes, when appropriate, a remediation plan for identified inadequate performance or problematic behavior, including a time frame for expected remediation and consequences of not rectifying the inadequate performance or problematic behavior.
7. The Internship Program provides a written procedure to the intern which describes how the intern may appeal actions taken by the program.
8. The Internship Program uses input from multiple senior staff members when making decisions or recommendations regarding the intern's performance.
9. The rationale for and actions taken by the program are documented in writing and shared with all relevant parties.

Due Process Procedures

Informal Procedure: If a CAPS staff member is concerned about an intern's behavior or performance, the staff member addresses the concern informally by:

1. Discussing the issue with the intern who is involved.
2. Consulting with the Director of Training, as needed.
3. If the issue is not resolved informally, the staff member may seek resolution using the following formal procedures.

Formal Procedures: If concern about intern behavior or performance is not resolved informally, or if an intern's behavior compromises client care, the situation is addressed formally by:

1. Submitting a written request, with all supporting documents, to the Director of Training for review.
2. If the staff member who brings the concern is not the intern's primary supervisor, the Director of Training will discuss the concern with the intern's primary supervisor.
3. The Director of Training will inform the intern of the concern in writing and request the intern's perspective on the matter in writing.
4. The Director of Training will meet with the primary supervisor and the Training Committee to discuss the concern, and to determine the internship program's response to the concern. This discussion includes the intern's written perspective, and may include consultation with other staff members, as necessary.
5. The Director of Training informs the intern of the outcome of the meeting in writing and meets with the intern to review this information. The Director of Training will review the internship program's assessment of the concern, whether or not any action will be taken and what those actions would be, as well as any expectations for change. This meeting may include the intern's primary supervisor, or other staff members as appropriate.
6. If the intern accepts the decision, any formal action taken by the Internship Program may be communicated in writing to the intern's academic department. This notification will include, but is not limited to, the nature of the concern and the specific actions implemented to address the concern.
7. The intern may choose to accept the decision and recommended actions or may choose to challenge the action. The procedures for challenging the action are described under "Review Panel."

Actions to Advise and Assist Interns who are not Performing at the Program's Expected Level of Competence

Possible actions to remediate skill deficits or inadequate performance may include:

1. Increasing supervision, shifting the focus of supervision, or modifying the format of supervision with either the same or a different supervisor;
2. Reducing the intern's caseload or responsibilities;
3. Recommending or requiring a psychological assessment and/or personal therapy, and clarifying to all parties involved whether or not the assessment and therapy contacts will be used in the intern evaluation process, and if so, how they will be used.
4. Implementing a remediation plan. Remediation plans are designed by the Director of Training with input from the Training Committee. Remediation plans are implemented for a specified period of time and include regular evaluation and supervision. The remediation plan includes information about the actions and behavior required to successfully complete the remediation plan.
5. Suspending the intern. Interns may be temporarily suspended from engaging in any/or all counseling or direct services. Such suspensions can be initiated by the Director of Training or Director of Counseling & Psychological Services. All temporary suspensions become effective immediately upon written and oral notification of the intern. The written notification, which includes the reasons for the suspension, will be provided to the intern within one working day.
6. Dismissal from the internship program.

When a combination of interventions does not rectify the problem or when the intern seems unable or unwilling to alter his/her problematic behavior, attitudes, or characteristics, the Training Committee may elect to take any of the following actions:

1. Give the intern a limited endorsement, specifying settings in which she/he could function adequately;
2. Inform the intern and the academic program that the intern has not successfully completed the internship;
3. Recommend and assist in implementing a career shift for the intern, and/or
4. Dismiss the intern from the Internship Program.

Problematic Behavior, Attitudes, or Characteristics

Interns are expected “to demonstrate interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and to resolve issues or problems that interfere with professional development or functioning in a satisfactory manner,” (guidelines from Council of Chairs of Training Councils in psychology). In contrast, problematic behavior, attitudes, or characteristics are defined broadly as interferences in professional functioning which are exhibited in one or more of the following ways:

- an inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- an inability to acquire professional skills in order to reach an acceptable level of competency; and/or
- an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction such that they interfere with professional functioning.

Problematic intern behavior, attitudes, or characteristics typically include one or more of the following:

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, didactic, or experiential training;
3. The quality of services delivered by the intern is sufficiently affected in a negative way;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of time and attention is required by staff members, supervisors, and the Training Committee;
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

Grievance Procedures

If an intern encounters significant difficulties or problems (e.g., poor supervision, unavailability of a supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during the training experience, the intern may resolve the concern using the following procedures.

Informal Procedure

1. Discuss the issue with the staff member(s) involved.
2. Consulting with the Director of Training, as needed.
3. If the issue is not resolved informally, the staff member may seek resolution using the following formal procedures.

Formal Procedures

1. If the issue cannot be resolved informally, the intern should discuss the concern with the Director of Training or Director of Counseling & Psychological Services.
2. If the Director of Training or Director cannot resolve the issue, the intern can formally challenge any action or decision taken by the Director of Training, a supervisor, or any member of the training staff by following this procedure:
 - a. The intern should file a formal complaint in writing and with all supporting documents with the Director of Training. If the intern is challenging a formal evaluation, the intern must do so within 5 days of receipt of the evaluation.
 - b. Within 3 days of receiving a formal complaint, the Director of Training must consult with the Director and implement Review Panel procedures (see page 25).

Review Panel

1. When required by these policies, a Review Panel of three members, at least two of whom are mental health professionals, will be formed by the Director of Counseling & Psychological Services (or the Director of Training, if the Director is involved in the complaint or challenge) with recommendations from the Training Committee and the intern involved in the dispute. Review Panel members may be drawn from CAPS staff, other campus professionals, or community mental health professionals. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within ten business days of receipt of the request for appeal, a meeting will be conducted in which the intern's formal complaint or challenge to a formal evaluation is heard and relevant material presented.
3. Within five business days of the completion of the review, the Review Panel submits a written report to the Director (or Director of Training, as appropriate), including any recommendation for further action.
4. Within five business days of receiving the recommendation, the Director (or Director of Training, if needed) will either accept or reject the Review Panel's recommendations. If the Director (or Director of Training) rejects the panel's recommendations due to an incomplete or inadequate evaluation of the dispute, the Director (or Director of Training) may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
5. If referred back to the panel, they will report back to the Director (or Director of Training) within five working days of the receipt of the Director's (or Director of Training's) request of further deliberation. If the Director has overseen the review panel process, the Director makes a final decision regarding what action is to be taken and informs the Director of Training.
6. The Director of Training informs the intern, staff members involved, and if necessary members of the training staff, of the decision and any action taken or to be taken.
7. The decision of the Director (or Director of Training, if needed) is final.

Appendix A

Seminar Series Evaluation

**Southern Utah University
Seminar Series Evaluation**

Name of Seminar Series:

Semester:

Name:

Directions: Please assist us by evaluating this seminar series. Your feedback is essential in planning future seminars.

Content of Seminar Series	Not at all	Not much	Undecided	Somewhat	Very much
1. The seminar series topics were interesting and relevant to my training.	1	2	3	4	5
2. I have a better understanding of the seminar series topic and can apply what I learned in my counseling center work.	1	2	3	4	5
3. Supportive materials (readings, handouts, PowerPoint, videos) were helpful in furthering my learning.	1	2	3	4	5
4. The seminar series included information based on current literature, theory and/or research.	1	2	3	4	5
5. What were the best parts of this seminar series?					
6. What was least helpful?					

	Not at all	Not much	Undecided	Somewhat	Very much
Presentation					
7. The presenter demonstrated knowledge about the seminar topic.	1	2	3	4	5
8. The presenters seemed well-prepared.	1	2	3	4	5
9. The teaching methods fit the topic(s) (e.g. didactic, experiential).	1	2	3	4	5
10. The material was presented in an engaging, effective manner.	1	2	3	4	5
11. What was most helpful?					

12. What was least helpful?

	Not enough		Just right		Too many
Duration of Seminar Series					
13. Was the number of sessions in this series too many, not enough, or just right?	1	2	3	4	5

Please provide feedback that would allow us to improve this seminar series.

Appendix B

Case Conference Presentation Format

Case Conference Presentation

Presenter: (Please insert your name here)

Directions: Include 20 minutes of case presentation, 5 minutes of tape, and 25 minutes of staff discussion. Please focus on case conceptualization & relate your conceptualization to your theoretical orientation.

Consultation Questions

- On what areas would you like the case conference participants to focus?
- What type of feedback would be most helpful to you?
- What specific questions do you have about the client/conceptualization/therapeutic relationship/future directions/etc.?

Demographic Information

Client's age, sex/gender, race/ethnicity, sexual orientation, religious/spiritual preference, partner and parental status, year in school, major, living situation, referral source, and number of sessions to date.

Presenting Concern/Problem

Describe the client's perception of the problem areas; including symptoms and precipitating factors.

Background Information

Include information relevant to your case conceptualization (e.g. family dynamics, early experiences).

Case Conceptualization

- Based on your orientation, what factors underlie the client's presenting concern?
- How do these factors maintain, exacerbate, or otherwise influence the client's concern?
- How has your theoretical orientation guided your clinical work?

DSM-V Diagnosis

Treatment Plan

Based on the above information, describe your plan to address the presenting and emerging problems. Make it consistent with your own theoretical orientation.

Treatment to Date

Summary of the course of counseling, including number of sessions, consistency of attendance, therapeutic relationship issues, special interventions, contacts made with others, and OQ data. Describe client's progress to date, including areas of continued difficulty.

Therapeutic Relationship

- How does the client respond to and feel about therapist?
- How does the therapist respond to and feel about the client?
- Describe the flow/pace of the sessions (e.g. who's doing more work?)
- Briefly comment on the client's self-presentation/interaction style (e.g., engaging, distant, range of affect, mood, emotional display, level of insight, level of motivation, defense mechanisms).

Cultural Considerations

- Consider the client's cultural identifiers, including race, ethnicity, gender, sexual orientation, socioeconomic status, age, ability, and religion.
- How does the client see him or herself?
- How does the client's culture impact their experience?
- How has culture been addressed in counseling?

Appendix C

Internship Completion Requirements Checklist

**Southern Utah University
Internship Completion Requirement Checklist**

Name:

Date:

Receive **satisfactory ratings** of 3 or higher on all items of “Evaluation of Intern,” “Group Therapy Evaluation,” and “Assessment Evaluation” by the end of the internship year. (For interns with ratings of 1 or 2 on any item, see “Internship Completion” in the Internship Manual).

Complete **1800 total hours**. Please indicate the total number of hours you’ve completed and submit your electronic hours tracking file.

Total Hours:

Complete **450 direct service hours**. Please indicate the total number of direct service hours completed.

Direct Service Hours:

Complete the following:

Groups: 1 group per semester (Fall, Spring), 2 groups per year

	Fall Semester	Spring Semester	Summer Semester
Groups			
1 group per semester			
2 groups per year			

Couples: 2 per year

Please record the treatment dates for the couples with whom you’ve worked.

Treatment Dates

Crisis Appointments

Please record the initials and the date for each appointment you observe (minimum of 2).

Crisis Appointments
Date

Please record the initials, date, and supervisor for each of your observed appointments (minimum of 2).

Crisis Appointments	
Date	Supervisor

- Psychological Assessment/Testing (4 total):** 2-3 educational assessments per year (1st during Fall Semester); 1-2 psychological evaluations of choice

Report date	Type of assessment/evaluation

- Outreach:** 3 presentations per semester (Fall, Spring); 6 presentations per year

Date	Department/Audience	Titles

- Supervision:** 4 hours per week with a licensed psychologist

Please indicate the total number of hours you've completed. **Total Hours:**

- Case Conference:** 5 case presentations per year [2 clinical case presentations per year, 2 assessment presentations per year, 1 case presentation of choice (clinical or assessment)]

Please record the presentation date for each case conference. Please submit de-identified case presentation notes for each of your clinical case presentations and de-identified assessment reports for your assessment presentations.

Case Conference Date

- Professional Development:** 2 professional development presentations per year

Date	Presentation Title

- Submit required evaluations of Orientation, Training Seminars, Supervision, the Director of Training, and the Internship Program.

- Satisfactory attendance and participation in weekly meetings for Case Conference, Clinical Meeting, Training Seminar, Professional Development, group supervision, and specialty area supervision. Satisfactory attendance and participation in monthly and bimonthly meetings for Diversity Seminar, Assessment Seminar, and Supervision Seminar.

Director of Training Signature

Date

Intern Signature

Date

Appendix D

Weekly Time Distribution

Weekly Time Distribution

SUU Counseling & Psychological Services

Name: _____ Primary Supervisor: _____

Semester: _____ Secondary Supervisor: _____

Hours Range	Type of Activity:	Hours
Direct Service Delivery		
11-13	Individual/Couples Therapy*	_____
1-3	Group Therapy* _____	_____
2	Crisis services: crisis appointments, intake screenings	<u>2</u>
1-3	Assessment	_____
Professional Activities		
1	Outreach	<u>1</u>
3-4	Elective Rotation(s): _____	<u>3-4</u>
Training & Supervision		
2	Individual supervision	<u>2</u>
1	Group supervision of group therapy	<u>1</u>
1	Elective rotation supervision	<u>1</u>
.5 – 1	Supervision with co-leader of therapy groups	_____
1	Supervision preparation	<u>1</u>
1	Training Seminar	<u>1</u>
1	Staff Professional Development Meeting	<u>1</u>
1	Diversity, Assessment, & Supervision Seminars	<u>1.5</u>
1	Staff Case Conference	<u>1</u>
Training & Supervision		
1.5	Staff Business & Clinical Meeting	<u>1.5</u>
5	Notes and reports	<u>5</u>
0-2	Research (also available to “bank” and use as 1 day per month)	_____
Total Hours		<u>40</u>

* Required minimum for combined individual, couples & group therapy hours = 13 hours

Goals/Growth Areas

Training Goals: At the beginning of the semester, please identify 3-4 internship goals for the semester. These may include emphases, needed growth areas, types of cases, and other activities.

Outcomes: At the conclusion of the semester, please describe what has been accomplished during the semester.

Goals/Growth Area:

Outcomes:

Internship Completion Criteria

Please update this information at the conclusion of each semester.

	Fall Semester	Spring Semester	Summer Semester
Groups 1 group Fall, 1 Spring 2 groups per year			
Couples 2 per year			
Crisis 2 observations 2 observed			
Assessments 2-3 educational 1-2 additional			
Outreach 3 per semester (Fall, Spring)			

Appendix E

Internship Manual & Due Process Signature Sheet

Southern Utah University
Internship Manual & Due Process Signature Sheet

I have received and read the Internship Manual and the Due Process Procedures for the doctoral internship program at Southern Utah University's Counseling & Psychological Services.

I understand the procedures to follow if I encounter significant difficulties or problems related to the internship program (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict). I understand the procedures that will be followed in response to inadequate performance by an intern.

I understand that interns can activate a formal review of a staff member or faculty member in accordance with the Southern Utah University Policy and Procedures Code.
(<http://www.suu.edu/pub/policies/>).

I understand that interns can activate a formal review of a student in accordance with the Southern Utah University Student Code of Conduct (<http://www.suu.edu/pub/policies/pdf/PP112Student.pdf>).

I understand that in the event that intern performance is inadequate, procedures will be followed in accordance with CAPS Internship Manual.

Intern Signature

Date

Training Director Signature

Date

Appendix F

Evaluation of Intern

Evaluation of Intern

Intern: _____ Date: _____

Supervisor: _____ Semester: _____

Evaluation of Training Aims & Competencies

Assessment method(s) for competencies: Please check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Direct Observation | <input type="checkbox"/> Review of Written Work |
| <input type="checkbox"/> Videotape | <input type="checkbox"/> Review of Raw Test Data |
| <input type="checkbox"/> Discussion of Clinical Interaction | <input type="checkbox"/> Case Presentation |
| <input type="checkbox"/> Comments from Other Staff | <input type="checkbox"/> Seminar Participation |
| <input type="checkbox"/> Other (please list) _____ | |

The Primary Individual Supervisor, through collaboration with the Training Committee, completes this evaluation and provides interns with ratings using the following scale:

Evaluation Rating Scale

- 4 **Exceeds** what is expected of a doctoral psychology intern at this point in the internship program. Intern performs this skill/behavior effectively and consistently, and supervision has been focused on further refining and developing advanced performance and use.
 - 3 **Meets expectations** of a doctoral psychology intern at this point in the internship program and is an area of growth that is developmental in nature and expected to improve with additional training and experience. Ongoing supervision and monitoring is focused on continued advancement, integration, and consistency.
 - 2 **Minimally satisfactory**, needs improvement. This area is a focus of supervision and focus on this skill/behavior is necessary to gain the proficiency needed to meet expectations by the end of internship. It is not uncommon to receive this score at the end of fall semester for some areas, but would not be an expected score at the end of internship.
 - 1 **Unsatisfactory**, needs significant improvement to remain in good standing. Intern needs significant supervision, training, and/or guidance to gain more proficiency in this skill/behavior. A significant amount of supervision time has been focused on development of this skill/behavior; close monitoring is needed while carrying out this skill.
- * No information for this item.

The overarching aim of SUU's doctoral psychology internship program is to prepare interns for competent, generalist entry-level psychological practice. Upon completion of the internship, many SUU interns pursue positions in university counseling centers. We also believe that the internship program at CAPS prepares interns well for a variety of positions, especially in outpatient mental health settings.

The internship program focuses on preparation in terms of the following areas and their associated competencies.

Aim 1: Conceptualization & Intervention

Interns will acquire intermediate to advanced skills in case conceptualization and clinical interventions, and demonstrate the use of these skills with clients with a variety of presenting concerns in a variety of modalities (i.e. individual, group, and couples therapy).

Case Conceptualization					
Case Conceptualization					
1.	Can articulate one's own theoretical perspective that accounts for how problems develop and how change occurs.	1	2	3	4 *
2.	Formulates accurate case conceptualizations incorporating theory and case material.	1	2	3	4 *
3.	Utilizes case conceptualization in the context of stages of human development and diversity.	1	2	3	4 *
4.	Can summarize the client's presenting concerns, along with conceptualizations and treatment options, in terms the client understands.	1	2	3	4 *
Intervention					
Knowledge of Interventions					
5.	Demonstrates the ability to select interventions for different problems and populations related to a university counseling center.	1	2	3	4 *
Intervention Planning					
6.	Selects an intervention or range of interventions appropriate for the presenting issue(s).	1	2	3	4 *
Skills					
7.	Develops rapport and relationships with a wide variety of clients.	1	2	3	4 *
8.	Is sensitive to the timing and appropriateness of interventions.	1	2	3	4 *
9.	Maintains a facilitative balance between support and challenge.	1	2	3	4 *
10.	Is able to uncover and intensify client affect when appropriate.	1	2	3	4 *
11.	Is able to help the client to manage affect when appropriate.	1	2	3	4 *
12.	Is able to facilitate the client's construction of new meaning(s).	1	2	3	4 *
13.	Responds to and integrates non-verbal aspects of client's behavior.	1	2	3	4 *
14.	Makes appropriate use of immediacy in session.	1	2	3	4 *
15.	Is able to comment about the interpersonal process in therapy to the client.	1	2	3	4 *
16.	Demonstrates attention to assessing and increasing client's coping skills.	1	2	3	4 *
Intervention Implementation					
17.	Effectively implements a typical range of intervention strategies appropriate to university counseling center.	1	2	3	4 *
18.	Collaborates effectively with other providers or systems of care.	1	2	3	4 *
19.	Terminates treatment successfully.	1	2	3	4 *

Group Intervention					
* Evaluated by group co-leaders					

Scientific Thinking					
Scientific Mindedness					
20. Formulates appropriate questions regarding case conceptualization.	1	2	3	4	*
21. Generates hypotheses regarding own contribution to therapeutic process and outcome.	1	2	3	4	*
22. Presents own work for the scrutiny of others.	1	2	3	4	*
Scientific Foundation of Professional Practice					
23. Knowledge and understanding of the concept of evidence-based practice.	1	2	3	4	*
24. Applies evidence-based practice concepts in case conceptualization, treatment planning, and interventions.	1	2	3	4	*
25. Reviews scholarly literature related to clinical work and applies scientific knowledge to case conceptualization and intervention.	1	2	3	4	*
26. Consults literature relevant to client care.	1	2	3	4	*
27. Attends training seminars, case conferences, other trainings and conferences.	1	2	3	4	*

Aim 2: Ethical, Professional, & Reflective Practice

Interns will cultivate the attitudes, knowledge, skills, and self-awareness needed for ethical, professional, and reflective practice as a psychologist.

Ethical and Legal Standards					
Knowledge of ethical, legal, and professional standards and guidelines					
28. Identifies ethical dilemmas effectively.	1	2	3	4	*
29. Actively consults with supervisors to act upon ethical and legal aspects of practice.	1	2	3	4	*
30. Understands the ethical implications of professional work as a psychologist.	1	2	3	4	*
31. Recognizes and discusses limits of own ethical and legal knowledge.	1	2	3	4	*
Awareness and Application of Ethical Decision Making					
32. Discusses ethical dilemmas and decision making in supervision, clinical meetings, case conferences, and presentations.	1	2	3	4	*
Ethical Conduct					
33. Integrates ethical values into professional conduct.	1	2	3	4	*

Professionalism					
Integrity, Honesty, Personal Responsibility					
34. Demonstrates knowledge of and adherence to professional values and ethics, including integrity, responsibility, and concern for the welfare of others.	1	2	3	4	*

35. Identifies situations that challenge professional values and seeks supervisor guidance or consultation as needed.	1	2	3	4	*
36. Demonstrates ability to share, discuss, and address failures and lapses in adherence to professional values with supervisors as appropriate.	1	2	3	4	*
Department					
37. Demonstrates awareness of the impact one's behavior has on clients, public, and the profession.	1	2	3	4	*
38. Utilizes appropriate language and demeanor in professional communications.	1	2	3	4	*
39. Demonstrates appropriate physical conduct, including attire, consistent with context.	1	2	3	4	*
Accountability					
40. Completes required case documentation promptly and accurately.	1	2	3	4	*
41. Accepts responsibility for meeting deadlines.	1	2	3	4	*
42. Available when "on-call."	1	2	3	4	*
43. Acknowledges errors.	1	2	3	4	*
Concern for the Welfare of Others					
44. Regularly demonstrates compassion.	1	2	3	4	*
45. Displays respect in interpersonal interactions with clients and colleagues, including those from divergent perspectives or backgrounds.	1	2	3	4	*
46. Determines when response to client needs take precedence over personal needs.	1	2	3	4	*

Reflective Practice					
Reflective Practice					
47. Recognizes impact of self on others.	1	2	3	4	*
48. Uses supervision to enhance reflection.	1	2	3	4	*
49. Monitors and adjusts professional performance in action as situation requires.	1	2	3	4	*
Self-Assessment					
50. Self-assessment comes close to congruence with assessment by peers and supervisors.	1	2	3	4	*
51. Identifies areas requiring further professional growth.	1	2	3	4	*
Self-Care					
52. Monitors issues related to self-care, utilizing supervision as needed.	1	2	3	4	*
53. Engages in effective self-care and takes action as needed in consultation with supervisor.	1	2	3	4	*

Relationships					
Interpersonal Relationships					
54. Forms effective working alliance with a range of clients.	1	2	3	4	*
55. Engages with supervisors to work effectively.	1	2	3	4	*
56. Works cooperatively with peers/colleagues.	1	2	3	4	*

57. Demonstrates respectful and collegial interactions with those who have different professional models or perspectives.	1	2	3	4	*
Affective Skills					
58. Negotiates differences and handles conflict satisfactorily.	1	2	3	4	*
59. Provides feedback to supervisors regarding supervisory process.	1	2	3	4	*
60. Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference.	1	2	3	4	*
61. Accepts and implements supervisory feedback nondefensively.	1	2	3	4	*
Expressive Skills					
62. Communicates clearly using verbal, nonverbal, and written skills.	1	2	3	4	*
63. Communicates clearly and effectively with clients.	1	2	3	4	*

Interdisciplinary Systems					
Knowledge of the shared and distinctive contributions of other professions					
64. Demonstrates knowledge, respect, and valuing of roles, functions, and service delivery systems of other professions.	1	2	3	4	*
Functioning in multidisciplinary and interdisciplinary contexts					
65. Displays ability to work successfully on interdisciplinary team.	1	2	3	4	*
Understands how participation in interdisciplinary collaboration/consultation enhances outcomes					
66. Consults and cooperates with other disciplines in service of clients.	1	2	3	4	*
Respectful and productive relationships with individuals from other professions					
67. Communicates effectively with individuals from other disciplines.	1	2	3	4	*

Aim 3: Individual-Cultural Diversity

Interns will cultivate the awareness, sensitivity, and skill needed to provide competent professional psychological services to individuals and groups representing various dimensions of diversity, broadly defined.

Individual and Cultural Diversity					
Self as shaped by individual and cultural diversity					
68. Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation.	1	2	3	4	*
Others as shaped by individual and cultural diversity and context					
69. Demonstrates understanding that others may have multiple and intersecting cultural identities.	1	2	3	4	*
70. Generates hypotheses about the way that others' identities may influence help-seeking behaviors, experiences, and attitudes.	1	2	3	4	*
71. Initiates supervision regularly about diversity issues.	1	2	3	4	*
Interaction of self and others as shaped by individual and cultural diversity and context					
72. Generates hypotheses about the ways that own apparent stimulus values and/or identities may interact with clients' help-seeking process.	1	2	3	4	*

73. Uses knowledge of the role of culture in interactions to monitor and improve effectiveness as a professional.	1	2	3	4	*
Applications based on individual and cultural context					
74. Works effectively with diverse others in professional activities.	1	2	3	4	*
75. Demonstrates awareness of effects of oppression and privilege on self and others.	1	2	3	4	*

Aim 4: Assessment

Interns will acquire intermediate to advanced skills in a variety of assessment types, with an emphasis on educational assessment (i.e. Learning Disability, ADHD) and outcome assessment.

Assessment
*Evaluated in the context of Assessment Seminar

Outcome Evaluation					
Outcome Evaluation					
76. Demonstrates ability to compile and analyzes data on own clients (outcome measurement).	1	2	3	4	*
77. Evaluates treatment progress and modifies treatment planning as indicated.	1	2	3	4	*
78. Critically evaluates own performance in the treatment role.	1	2	3	4	*

Aim 5: Outreach & Consultation

Interns will acquire the knowledge and skill needed to perform consultation and outreach functions in a university setting.

Outreach & Consultation					
Outreach					
* Evaluated in the context of Outreach provision					
Consultation					
79. Recognizes situations in which functioning as a consultant is appropriate.	1	2	3	4	*
80. Demonstrates ability to gather information necessary to answer referral question.	1	2	3	4	*
81. Can provide verbal and/or written feedback and recommendations to consultee.	1	2	3	4	*

Aim 6: Supervision

Interns will develop a beginning knowledge regarding the provision of clinical supervision, including developing a personal philosophy or model of supervision that is informed by relevant theory and literature.

Supervision					
Participation in Supervision Process					
82. Participates in supervisory process, using supervision to improve performance, presenting work for feedback, and integrating feedback into performance.	1	2	3	4	*
83. Systematically and effectively reviews own professional performance via videotape with supervisors.	1	2	3	4	*
84. Demonstrates appropriate judgment about when to consult supervisors.	1	2	3	4	*
85. Utilizes supervision and consultation to strengthen effectiveness of practice.	1	2	3	4	*
Knowledge of Procedures and Practices					
* Evaluated in the context of Supervision Seminar					

Please discuss the intern's strongest areas of functioning:

Areas that need the greatest attention during the next semester:

Please comment on the intern's use of supervision:

Intern's comments on evaluation process:

Supervisor Signature

Date

Intern Signature

Date

Appendix G

Supervision Outcomes Survey

Appendix H

Director of Training Evaluation

**Southern Utah University
Director of Training Evaluation**

Name: _____ **Date:** _____

Please rate the following factors as you think they apply to the role as the Director of Training. Use the likert scale with the following guide:

1 Strongly Disagree	2 Disagree	3 Uncertain/Neutral	4 Agree	5 Strongly Agree
1. Is available		1 2 3	4 5	
2. Is supportive/encouraging		1 2 3	4 5	
3. Is approachable		1 2 3	4 5	
4. Knowledgeable about clinical issues		1 2 3	4 5	
5. Knowledgeable about training process		1 2 3	4 5	
6. Establishes trusting environment		1 2 3	4 5	
7. Is flexible to needs of trainees		1 2 3	4 5	
8. Able to appropriately confront		1 2 3	4 5	
9. Advocates for trainees/ training needs		1 2 3	4 5	
10. Demonstrates appropriate use of power		1 2 3	4 5	
11. Is respectful of diversity/ individual differences		1 2 3	4 5	
12. Refers to appropriate resources		1 2 3	4 5	
13. Demonstrates sense of humor		1 2 3	4 5	
14. Shows creativity		1 2 3	4 5	
15. Is organized		1 2 3	4 5	

Please describe the Director of Training's strongest areas of functioning:

Please share feedback that will allow the Director of Training to improve in his/her role: