

**CHATHAM UNIVERSITY COUNSELING CENTER -
EXCELA HEALTH INTERNSHIP CONSORTIUM**



Chatham University Mellon Pond above; Excelsa Health below.

Table of Contents

Welcome!	3
APA Accreditation Status and APPIC Membership	4
Organization of the Internship Consortium	5
Administrative and Program Structure	
Training Committee Members	
Site Descriptions	7
Diversity and Non-Discrimination Policy	9
COVID – 19 Related Information	12
Internship Overview	14
Philosophy and Model of Training	
Mission, Consortium Aims and Profession-Wide Competencies	
Description of Training	16
Orientation	
Direct Service; Supervision; Didactic Seminars; Research	
Example Seminar Day Schedule; Weekly Schedule	
Expectation of Interns	27
Professional Conduct	
Rights and Responsibilities of Interns	
Intern Evaluation Process	30
Exit Criteria for Successful Completion of Internship	33
Due Process and Grievance Procedures	34
Disclosure Information	43
Multiple Roles Policy	44
Intern Application Information and Selection Policy	46
Benefits and Stipend	49
Attendance policy	50
Holidays; Vacation; Professional Leave	
Appendix A: Verification of Review of Training Manual	51
Appendix B: Evaluation Forms	52
Evaluation of Intern	
Evaluation of Case Presentation	
Evaluation of Primary Supervisor	
Appendix C: Case Presentation Format	63
Appendix D: Intern Self-Assessment and Goals	65

Welcome!

Welcome to the Chatham University Counseling Center – Excela Health Psychology Internship Consortium (CE-PIC)! We are excited that you're joining us for the year. This internship was created with the assistance of a grant through the Citrone Family Foundation. We recognize the importance of the internship in solidifying skills and confidence such that you are ready to provide high quality, culturally informed services as an independently practicing psychologist. We also recognize that there is a clear need for mental health services and for providers who are skilled in working with diverse populations. We designed our internship to meet your needs as a strong, emerging generalist psychologist and to meet our community needs.

As psychologists-in-training, you'll have the opportunity to engage in full-time practice with an emphasis on training. We believe it is important to meet you where you are developmentally. We take a collaborative approach to help you assess your current skills, enhance your skills, and develop new skills, knowledge, and competencies through your supervisors, intern colleagues, and other staff and faculty at Chatham and Excela.

This handbook is designed with transparency in mind. We believe it is important to share with you details of the training program, including its structure, expectations, evaluation plans, disclosure policy, non-discrimination policies, and more. Please review this manual and ask as many questions as you like. We're committed to supporting you in achieving your career goal of becoming a health service psychologist!

Cordially,

Gina Zanardelli, Ph.D.
Consortium Internship Training Director
Chatham University

Michele Mattis, Psy.D.
Psychologist & Director of Behavioral
Health Sciences
Excela Health



APA Accreditation Status and APPIC Membership

APA Accreditation Status

The Chatham University Counseling Center – Excelsa Health Psychology Internship Consortium (CE-PIC) is not accredited by APA at this time.

Questions specifically related to the program’s accreditation 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
Email: apaaccred@apa.org

APPIC Membership

The Chatham University Counseling Center – Excelsa Health Internship Consortium has applied for membership in APPIC and is awaiting their decision.

Organization of the Consortium

Administrative Structure

Chatham University, located in Pittsburgh, Pennsylvania, is the host institution for our internship consortium. Currently there are two members in our consortium, Chatham University Counseling Center (in Pittsburgh, PA) and Excelsa Health Family Medical Residency Program (in Latrobe, PA). The two sites are about one hour apart and jointly offer training programs to the intern at each site. One day a week is spent in joint training activities for all interns.

The **Internship Training Director** at Chatham University Counseling Center maintains responsibility for the quality of the program and ensuring the program meets both APA and APPIC training standards as well as the needs of its doctoral interns. The Internship Training Director maintains high standards of excellence and compliance with the *APA Ethical Principles of Psychologists and Code of Conduct*. In addition, the Internship Training Director, in collaboration with staff at all internship sites, provides training and presentations and identifies professional speakers related to the profession wide competencies. The Internship Training Director reviews intern evaluations, oversees program self-assessment, chairs the Training Committee Meeting, and communicates regularly with interns, site training directors, supervisors, and the interns' academic program Director of Clinical Training.

Intern Site Training Directors are responsible for the training of interns at their sites. They communicate regularly with the Internship Training Director and training committee.

The **Training Committee** is a collaborative group including the Internship Training Director, all Site Training Directors, and Intern supervisors. This group's purpose is to collaboratively make decisions about the program, engage in self-assessment and quality improvement through feedback, discuss intern progress, and examine and integrate self-assessment and internship feedback.

Program Structure

Our internship consortium hosts two interns for one-year, full-time doctoral internships that start on July 1, 2023 (or the first appropriate business day thereafter) and end on June 30, 2024. The consortium provides a broad range of clinical and training experiences that facilitate the development of skills required to practice as a psychologist. Interns have a primary placement at one site with the opportunity to engage in a small rotation at the other site. Interns are expected to complete a total of 2000 hours during their internship year, 500 hours of which must be in direct service. Activities are structured to support interns as they meet the Internship Program Aims and associated profession wide competencies. We also abide by the APA Code of Ethics and expect all trainees (interns and practicum students) to use these ethical principles. While the consortium has overall guidelines, policies, and procedures, each site has its own set of policies, described in its own training manual. While at each respective site, interns are expected to follow the site's specific policies and procedures.

CE-CIP Internship Staff and Training Committee Members

Gina Zanardelli, Ph.D. (she/her), Internship Training Director, (Chatham University)*

Excelsa Health Family Medical Residency

Michele Mattis, Psy.D. (she/her)*, Director of Behavioral Health Sciences; Excelsa Training Director

Chatham Counseling Center Staff

Jennifer Q. Morse, Ph.D. (she/her), Executive Director of Counseling and Wellness

Elsa Arce, Ph.D., (PRONOUNS), Counseling Center Director

Darla Timbo, (PRONOUNS), Psy.D., LCP, Staff Counselor

Position Opening: Psychologist or Counselor

Site Descriptions

Chatham University Counseling Center

Chatham is a small, private university that started as a private women's college in 1869 to offer undergraduate education to women. It has evolved to meet the needs of students over the past 150 years. In 1994, Chatham began offering graduate degrees to all genders, while the undergraduate programs remained available to women. In 2007, Chatham was granted University status and, in 2009, it admitted its first class of doctoral students in its Counseling Psychology Psy.D. program. In 2014, Chatham transitioned to a gender inclusive school at all levels. Currently, Chatham offers 45 undergraduate majors and 29 graduate programs of study.

Chatham's mission is to prepare students to build lives of purpose, value, and fulfilling work. Through professional skill development and liberal arts learning, Chatham prepares its graduates to be informed and engaged citizens in their communities; to recognize and respect diversity of culture, identity and opinion, and to live sustainably. Our internship consortium dovetails with the mission by aiding students in realizing their career dreams of becoming psychologists.

The Chatham University Counseling Center is an office within the Student Affairs, which is led by the Vice President of Student Affairs and Dean of Students. The mission of the Counseling Center is to provide high quality psychological and prevention-based, culturally sensitive services aimed at promoting the overall wellness/well-being and success of our entire diverse student community. As part of our role in higher education, we also contribute to the advancement in the field of psychology through the training of graduate students and emerging professionals to offer excellent, culturally sensitive care.

The Chatham University Counseling Center has 6 permanent staff members (2 full-time psychologists and 3 part-time psychologists and one administrative assistant). We have 3 locations. Our Shadyside location is located between the lovely neighborhoods of Squirrel Hill and Shadyside. Shadyside hosts most of our undergraduate students and some graduate students. The Eastside location is located in East Liberty, a fun and vibrant neighborhood. Most of our Health Science students and Interior Architecture students are at Eastside. The Eden Hall Campus is located about 45 minutes north of Pittsburgh, in Gibsonia and hosts the Falk School of Sustainability. We currently have counseling service offices at the Shadyside and Eastside locations. Students at Eden Hall have access to counseling services through HIPAA complaint virtual means, such as Zoom. We will host one doctoral intern (starting in July, 2023) and several practicum students to serve the mental health and wellness needs of a community of more than 2600 undergraduate and graduate students. We provide individual counseling, ADHD assessments, support groups, outreach programming, and supervision of practicum student(s). Options may include a rotation to engage in bariatric assessment at Excelsa Health and a psychopharmacology experience with the psychiatrist at Excelsa Health's Latrobe location. The Chatham Internship Training Director serves as the training director for the overall consortium.

Physical Facilities

Chatham's Counseling Center has two locations, including offices on the Shadyside location and offices in the Eastside location (which serves as home to graduate students in Health Science programs and to the Interior Architecture program). These two locations are approximately a mile apart and each location has parking available. In addition, the Chatham intern can use their school

ID for free access on the Pittsburgh Regional Transit buses. Each location has an office space for the intern and office supplies including a computer, telephone, internet access and typical office accessories/supplies such as note pads, pencils/pens, etc.. Psychological and intellectual assessments are available for the interns' use. Both locations are ADA compliant. All gender restrooms are available at both locations. Chatham has a library and recreation facilities (indoor pool, gym, indoor track) on the Shadyside location. Both locations have cafeterias.

Excelsa Health Family Medical Residency

The mission of Excelsa Health is to improve the health and well-being of every life we touch. Our vision is to strive to exceed national quality standards and measure our progress by the community members' willingness to recommend us for their healthcare needs. Excelsa values include caring about our patients and putting them first, always. Our staff works as a cohesive team that acts with the highest levels of integrity and honesty. Excelsa has three locations (see description below in Physical Facilities).

Our faculty aim to train future health service psychologists to meet the individual and collective mental health needs of all persons, with attention to diversity of gender, gender identity, race, ethnicity, nationality, social class, veteran status, marital status, sexual orientation, religion/spirituality, age, and abilities using comprehensive, evidence-based interventions. We work in collaboration with primary care physicians, psychiatrists, and other health professionals to provide person-centered, interdisciplinary, health care services. We seek to train culturally informed psychologists to be leaders, advocates, clinicians, educators, and supervisors, as part of this internship experience. Interns will share a commitment to scholarship and the application of research methodologies in order to develop their assessment, intervention, teaching, and supervision philosophies and approaches.

Latrobe Family Medicine Residency program began over 45 years ago. In addition to the program director, the residency currently has one psychologist, one psychiatrist, one pharmacist, over 20 family medicine physicians, three administrative staff members, and 24 family medicine residents. In addition, there are a team of social workers, nurses, physicians' assistants and medical students who are part of the comprehensive medical team. Each member has a unique specialty so that comprehensive, integrated care is provided to a diverse patient population.

We host one doctoral intern. Patient-centered activities include individual therapy, consultation, and outreach. Educational activities include teaching family medicine residents about a variety of topics including empathic patient communication, community medicine, diversity, and the importance of self-care and wellness. Assessment training options include bariatric assessments, geriatric assessments, and an ADHD assessment rotation in collaboration with Chatham University's Counseling Center.

Physical Facilities

Excelsa Health has three potential learning locations. Didactics and faculty meetings are held each morning at Latrobe Hospital. In addition, the doctoral intern will be assigned to either Frick Family Medicine, located in Mt. Pleasant, PA, or to Latrobe Family Medicine, located in Latrobe PA. At each site, the intern has a personal office, which is furnished similarly to the offices of the professional staff. Offices contain a desk, desk chair, computer, telephone, side chairs, and other typical office accessories. Administrative support services and office supplies are available as needed. Each training site has observational capability and interns have access to laptops/iPads and the internet. All sites are ADA compliant. All gender restrooms are available at all locations. Latrobe Hospital has a library and locations for physical activities (gym, walking path). All locations have cafeterias and accessible parking options.

Diversity and Non-Discrimination Policy

The Chatham University Counseling Center – Excela Health Psychology Internship Consortium (CE-PIC) values diversity and strives for an inclusive, equitable environment for its members. We believe that diversity enriches our experiences and lives, promotes professional growth, and is a necessary and valuable part of providing high quality mental health care. We work toward creating a welcoming environment in which all staff, interns, and practicum trainees feel valued and respected.

Both Excela Health and Chatham University have policies of non-discrimination and do not tolerate identity-based discrimination. Furthermore, both agencies embrace the value and importance of diversity in their training and service provision.

Each Internship Site must provide and maintain an internship experience that is free from unlawful harassment, discrimination, intimidation, violence, and retaliation. Further, the CE-PIC will not engage in or tolerate unlawful harassment, discrimination, intimidation, violence, and retaliation. Policies are available in the organization's Employee Manual.

Chatham University Equal Opportunity Employment Policy

Equal opportunity and affirmative action are integral to employment and education at Chatham University because we recognize that the University's present and future strength is based primarily on people and their skills, experience, and potential to develop, no matter what their race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, disability, veteran status, marital status, or any other legally protected status. The University will not tolerate any form of discrimination on these bases (i.e., race, national origin, disability) including different treatment, and prohibits retaliation against those who file complaints about discrimination or who participate in the investigation of such complaints.

The University has a policy of equal opportunity employment and educational opportunities and affirmative action that is broad in scope and supported at all levels of the University. In addition, Chatham has implemented a Search Advocate program, through which staff and faculty trained in equitable search practices participate on search committees for open positions.

The University will make good faith efforts, (through responsible managers and officials) in accordance with the law, to recruit, hire, train, and promote persons in all job titles, without regard to race, color, religion, gender, sexual orientation, gender Identity or expression, marital status, familial status, pregnancy, national origin, age, disability, or status as a disabled veteran or veteran of the Vietnam era, except when age or sex are bona fide occupational requirements or when a specific disability constitutes a bona fide occupational disqualification.

University managers and officials shall support affirmative action principles to ensure that members of protected categories are introduced into the work force, the student body, and University community. Students and employees in protected categories are encouraged to apply for and participate in all University provided opportunities including promotional, educational, and training opportunities.

University officials shall make continual efforts to ensure that hiring and promotion decisions are in accordance with equal opportunity principles by imposing only legitimate business requirements for hiring and promotional opportunities. Likewise, student admission and retention decisions will be made with equal opportunity at the forefront of decision making.

All personnel actions, such as compensation, benefits, transfers, layoff, return from layoff, as well as University-sponsored training, education, tuition assistance, and social and recreational programs, will be administered without regard to race, color, religion, gender identity or expression, sexual orientation, national origin, age, marital status, familial status, disability, status as a disabled veteran or veteran of the Vietnam era, or any other legally protected status.

University managers and officials shall base all employment and student admission decisions on the equal opportunity principles with the intent to further the University's commitment to those principles.

The University encourages members of protected groups to participate in its campus-wide social activities and shall post notices of all campus-wide social events for the benefit of all employees and students.

The President's Office, with the assistance of the Human Resources office, will monitor to ensure compliance with the affirmative action policies of the University.

Chatham University has adopted this policy on a strictly voluntary basis. The existence of this policy should not be construed as an admission by the University in whole or in part, that in fact members of protected groups have been or are presently being underutilized, concentrated, or discriminated against in any way by the University in violation of federal, state or local fair employment practice laws.

<https://www.chatham.edu/legal-and-policies/non-discrimination-policy.html>

See the University Employee Manual for policies: pages 3 – 13, Equal Opportunity and Affirmative Actions, including Non-Discrimination, Non-Harassment, Reasonable Accommodations, Retaliation, and Disabilities (21). Internship applicants are welcome to request copies of these documents from the Internship Training Director, Gina Zanardelli, at GZanardelli@chatham.edu .

Excelsa Health Family Medical Residency Non-Discrimination Policy

Excelsa Health is an equal opportunity employer. It is the policy of Excelsa Health to prohibit discrimination of any type and to afford equal employment opportunities to employees and applicants, without regard to race, color, religion, sex, national origin, age, marital status, non-job related disability, veteran status, or genetic information, or any other protected class. Excelsa Health will conform to the spirit as well as the letter of all applicable laws and regulations.

<https://www.excelsahealth.org/careers/family-medicine-residency/#:~:text=It%20is%20the%20policy%20of,genetic%20information%2C%20or%20any%20other>

To see Excelsa's policies on Diverse Workforce, Disabilities, Grievance, and Harassment, please see the Excelsa Internship Training Manual. Intern applicants are welcome to request copies of these policies from Michele Mattis, Director of Behavioral Health, at MMattis@excelsahealth.org.

COVID-19 Information

Vaccinations and Mitigation Policies

Chatham University and Excelsa Health value all members of their community and care deeply about the health and well-being of all community members. To that end, both organizations require all employees to be current with CDC recommendations on COVID vaccinations and boosters. Please note that if the CDC changes its COVID vaccination recommendations, each institution may also modify their requirements. In certain situations, employees may request a waiver from the vaccination requirement. Please see the links to each institution's policies.

Chatham University does not currently require physical distancing and masks. However, Chatham fully supports any individual's choice to continue to wear a mask for their own protection. Excelsa Health requires masks and will continue to do so until further notice. Excelsa also requires physical distancing. Excelsa also requires eye protection for some patient encounters. (Please see the Excelsa Handbook for more information about the Covid policy). However, should Chatham re-instate those policies because of a surge in infections, all employees, including Doctoral Psychology Interns, will be required to follow those for the safety of our communities. Furthermore, interns are welcome to wear a mask should they choose, with no questions asked.

All internship sites have specific COVID-19 related policies. Interns should refer to their site's Training Manual and Employment Policies for specific details.

Telehealth and Telework Policies

We value the health and safety of all students and members of our communities, as well as that of your friends, family, and other communities. Telehealth sessions will be available following the guidance of the American Psychological Association (APA), Pennsylvania Psychological Association (PPA), and Licensing Board for the Commonwealth of Pennsylvania guidance and ethical standards for telehealth. Given the ever-changing nature of the pandemic and the associated guidance, telehealth offerings may change over the year. As of now, telehealth services are an option but are not required.

Currently, all internship sites are in person, with the option for remote work under certain temporary circumstances. All virtual counseling must occur with the practitioner in state and with appropriate HIPAA compliant devices and services. If you find yourself in need of engaging in remote work at some point during the internship for a defined period of time, please make that request to the Internship Training Director, who will discuss the request with the staff of your specific internship site (Excelsa Health or Chatham University). Your perspective, questions, voice and clinical ideas are valuable! While we want you to take care of yourself and others in our community, we also want you to be a presence at our sites so you can share your perspectives, ask your questions, and meet the licensure requirements.

Please also note that some clients may request the use of telehealth counseling services. We honor those requests for our clients.

Tele-supervision may be required for some or all of your internship experience. We recognize that COVID is highly infectious, and that people with certain conditions and/or those over the age of 50 years are more vulnerable to COVID. To honor your health and well-being, along with the health and well-being of your loved ones and our community, we will follow the guidelines from our respective organizations. If transmission rates are classified as high in the internship site's county,

the internship site may make the decision to move to a virtual format. We will provide the support and equipment should this occur. Furthermore, an intern or supervisor may request tele-supervision for COVID related reasons such as an exposure. We rely on CDC guidelines to inform our decisions about this. At the time of this internship manual's publication, a five-day quarantine period is requested for a COVID exposure, to be extended if symptoms emerge.

The supervisory relationship is a critical one for all psychology trainees but especially during internship, as interns move toward competency to practice independently. We strive to offer conditions for interns and supervisors to build a strong supervisory relationship in which the intern feels enough comfort to step into their learning edge, feels supported by their supervisor, and feels challenged to continue to grow in their skills and competencies.

The internship as well as the American Psychological Association recognize the importance of connection between interns and we provide opportunities for this sense of community to develop. To facilitate community and connection, training days will occur in person unless the internship site moves to a virtual work environment due to increased COVID cases in the county. In addition, should an intern, trainer, or supervisor providing training need to quarantine due to exposure to COVID, the training will move to a virtual format. It is possible that someone involved in the Friday training day may learn of exposure the morning of the training. If this occurs, we will proceed in person except for the person who is exposed, who will join virtually.

Internship Overview

All consortium members endorse and adhere to the philosophy and model of training, the mission of our consortium, and the program aims and competencies.

Philosophy and Model of Training

At the core of the Chatham University Counseling Center-Excelsa Health Psychology Internship Consortium (CE-PIC) training philosophy is a commitment to compassion, skill development, self-awareness, and understanding identities and their impact on the whole person. Experiential practice, coupled with theory, research, and openness to learning allow us to actualize this philosophy. Training occurs through a variety of modes of learning: didactics, supervision, time for self-reflection, and interactions with staff and trainees at all levels.

The CE-PIC is based on the practitioner-scholar model and focuses on training strong generalist psychologists. We strive to provide a capstone training experience that prepares interns as ethical, multiculturally informed, and highly skilled generalist psychologists. We provide a developmentally sequenced, immersive and supervised training experience. We offer a rich array of training experiences based on the APA's profession-wide competencies, including intervention (such as individual, group, and crisis counseling, outreach), assessment, consultation, and supervision.

Training in ethical and legal standards, professional values and attitudes, research, individual and cultural diversity, communication and interpersonal skills, and consultation and interprofessional/interdisciplinary skills are integrated into the training, supervision and clinical work at each consortium site. Professional practice of psychology, and therefore our training, involves integration of current theory, practice, and research to guide assessment, treatment, and ongoing evaluation of clients in reaching their goals.

At all consortium sites, development of a sense of professional identity is essential in our training program. We believe that essential to a professional identity is an integrated understanding of who we are as humans and clinicians, as well as who our clients are as people with interwoven social identities. Through supervision and seminars, we focus on the development of self and cultural awareness, development of culturally informed clinical practices, and a sense of cultural humility. In addition, we encourage lifelong learning for ever-evolving professional identities and cultural awareness.

Internship Consortium Mission

We strive to provide a developmental, sequenced and experiential training for psychologists in training to provide competent, ethical, and culturally informed services to support the well-being of the clients and communities they serve.

Internship Aims and Profession-Wide Competencies

Our training aims are informed by the mission of our consortium and are informed by our Philosophy of training. The profession wide competencies are set forth by the APA Office of Program Consultation and Accreditation

1. *Train entry level, culturally informed, generalist health service psychologists who integrate evidence-based practice into their work.*
 - a. *This aim is associated with the following profession-wide competencies*

- b. Individual and cultural diversity
 - c. Assessment
 - d. Intervention
 - e. Supervision
 - f. Consultation/interprofessional/interdisciplinary skills
 - g. Research
2. *Train entry level health service psychologists who demonstrate a professional identity as psychologists, self-awareness and ethical, professional practice.*
- a. *This aim is associated with the following profession-wide competencies*
 - b. Legal/ethical standards
 - c. Professional values, attitudes and behaviors
 - d. Communication and interpersonal skills

Description and Sequence of Training

Intern Training Sequence

Interns complete a one year (12 month), full time internship from July 1 (or the first appropriate business day thereafter) through June 30. Interns will complete a total of 2000 hours, of which at least 500 hours must be direct service with clients (see description of Direct Service Activities below). Intern training is structured to be developmental, sequential, and cumulative, such that by the completion of internship, interns should be ready for independent practice as entry level health service psychologists. Interns build competencies through a variety of activities and experiences, including experiential activities, observation, co-facilitation, didactic training, supervision, feedback, and modeling. Training activities increase in complexity over the course of the year, as do the responsibilities and expectations for increasingly independent functioning. We envision interns building competencies to support their progression from using supervision to help decide on courses of action to, toward the end of the year, using supervision as consultation.

Interns are provided with an orientation at the start of the training year. Direct service activities include individual counseling, intakes, assessment, group counseling, consultation, and outreach. The internship provides 2 hours per week of individual supervision with a licensed psychologist, 2 hours weekly of group supervision (case conference and supervision of supervision), 1.5 hours weekly of diversity/assessment supervision, didactic trainings, staff/team meetings, administrative activities, and research. Travel is required to and from Chatham University on a weekly basis for joint training seminars. Occasionally, an intern training day may be held at a consortium member site. For additional details of the experiences offered by each site, please see the Internship Site Descriptions.

Orientation

Orientation occurs jointly for both interns as well as specifically at each site. Orientation is an important part of our internship as interns begin the year-long mentoring process. Each site is also responsible for providing an orientation to its interns in the first month of training, including site specific policies and procedures of the organization, details of using telehealth technology, record keeping/clinical notes and associated technology (Titanium for Chatham and Allscripts for Excela), organizational professional standards, and specific details about provision of services offered by the site. The goals of orientation are to:

- Provide interns with time to get to know each other
- Provide time for interns to get to know the Internship Training Director and training staff
- Complete the onboarding process with Human Resources
- Facilitate meetings with other offices at interns' respective sites
- Become familiar with the policies and procedures of the internship, their respective sites, and be aware of intern rights and responsibilities
- Assess their professional development needs, goals, and hopes for internship
- Have time to set up their office and develop familiarity with the technology for on-site and telehealth work
- Provide information and opportunity for discussion on important clinically related topics such as:
 - Diversity, Cultural Awareness, and Cultural Humility
 - Ethical and Legal Standards, including Telehealth and Confidentiality

- Multiple Roles
- Meetings with other staff
 - Chatham Interns will meet Counseling Center Partners – Career Development, OAARS, Athletics, International Programs, Health Services, Residence life
 - Excelsa Interns will meet family medicine residency faculty and staff
- Clinical Record Keeping (Titanium and Allscripts)
- Safety Protocols including Crisis, Suicide Assessment and Intervention
- Mental health resources (Talkcampus, Thriving Campus for Chatham)
- Intakes/Concise Appointments
- DSM Diagnosis
- Treatment Planning
- Problem Solving Therapy

Supervision

Four types of supervision are provided to interns: individual supervision, group supervision, diversity/assessment supervision, and supervision of supervision. Each is described below.

Individual supervision

Individual supervision with a licensed psychologist is provided on a weekly basis, in person, for at least two hours per week. Supervision covers all areas of direct services that the intern provides at their internship site. Supervision includes observation (live and/or video recording). Interns are expected to integrate the feedback they receive into their work on internship. The individual supervisor is responsible for the intern's clinical caseload. Supervision assignments will be made with the potential for dual roles as described in the APA Code of Ethics.

Role of Supervisor: Supervisors have the role of providing oversight for the intern's clinical caseloads and facilitating the intern's professional growth and development. Supervisors provide positive feedback as well as growth-oriented feedback to interns. Supervisors sign their intern's clinical documentation, review and provide feedback of recorded sessions, and may engage in live observation of an intern's clinical work. In addition, the supervisor provides mentorship in the intern's emerging professional identity as a psychologist, including articulation of a theoretical orientation supported by evidence-based practice, and facilitation of a supportive space for the intern to explore biases, privilege, and intersecting identities as they may relate to providing psychological services. Ethical concerns are also a focus of supervision.

Missing and Rescheduling Supervision: If a supervision meeting is missed, it is the responsibility of both the intern and supervisor to reschedule the meeting within the same week, if possible. In rare circumstances, if supervision cannot be rescheduled in the same week, supervision may be provided virtually. Examples of such circumstances include COVID exposure, approved absences for a conference or job interview, family emergencies, etc.). When an extended absence occurs (longer than one week), the supervisor, in consultation with the Internship Training Director, will find another staff psychologist to provide supervision in their absence.

Supervision Preparation: The intern is expected to come to weekly supervision prepared to discuss clinical work. This may include viewing therapy session recordings prior to supervision, identifying a section of video to play in supervision, formulating questions, preparing to share your personal

experience of the client, and reviewing internship goals. In addition, please be prepared to share the progress your clients are making, in more detail than what is presented in the session notes. The intern is expected to have completed their clinical documentation within 24 hours of the patient/client session. This time frame may vary by site and the interns should discuss documentation expectations with their supervisors. Occasionally a supervisor may assign an intern a reading about a topic relevant to the work the intern is doing. The intern should complete the readings in a timely fashion in preparation for their supervision.

Supervision Assignments: During orientation, interns will meet all staff who are available to be primary supervisors and will submit their supervisor preferences. The Internship Training Director, in consultation with the Training Committee, matches interns and supervisors and considers theoretical orientation, interest areas, availability, and personality. Please note that at sites with one licensed psychologist, the choice of individual supervisors will be limited to that individual. However, supplemental supervision (one additional hour per week) can be explored, not for specific clinical work but for professional development, mentoring, theory and intervention development, work around providing culturally informed services, and other skills and awareness competencies related to becoming a psychologist.

At sites with multiple individual supervisors, the intern(s) will be assigned one primary supervisor at the start of internship through the first formal written evaluation period (December). In the Spring semester, the intern may choose to continue with that supervisor for both hours of individual supervision or may request a second supervisor. In that case, the intern will remain with their original supervisor for one hour per week of individual supervision and will engage with a second licensed psychologist doctoral supervisor for their second hour of weekly individual supervision.

Group Supervision

Doctoral interns engage in group supervision with the Internship Training Director each week for one hour. This seminar is run as case consultation. While formal case presentations are not required here, interns should be prepared to bring clinical work questions, challenges, and successes to share. At times, other licensed mental health providers may facilitate a group supervision session, depending on staff specializations and areas of interest of interns. Group supervision provides the opportunity for additional clinical support and for the interns to engage with each other around professional and clinical issues. Time during this supervision may also focus on developmental issues and the transition from student to professional.

Monthly Case Conference

Interns join Chatham's Counseling Center Practicum seminar for a rich, interprofessional experience approximately once a month, for case conferences. During this seminar, a staff member, professor in the Graduate psychology program, licensed mental health provider in the community, the intern, or a practicum student will present a case from a specific theoretical orientation for discussion. This meeting occurs Wednesday afternoons, 1:30 – 3:30 and the Excelsa intern may choose to join virtually.

Diversity/Assessment Supervision

Interns meet weekly for one hour in the fall and spring semesters. Supervision rotates between Diversity and Assessment throughout the year. In **diversity** supervision, interns will have the opportunity to collaboratively create a brave space, setting norms and expectations so they can explore the ways in which privilege, bias and experiences of discrimination and oppression can

influence our work as psychologists. Case discussions are integral to this supervision session and interns are encouraged to reflect on their own biases, privileges, and marginalized identities as they relate to and potentially influence their work with clients. In **assessment** supervision, a variety of assessments will be reviewed as they will be used by interns. Assessments include the mental status interview and clinical interview, WAIS-IV, DKEFS, MMPI, PAI, Trail Making Test, Connors, Wisconsin Card Sorting Test, and others. Interns discuss the assessment requests they receive and provide. Interns also learn and practice using therapeutic assessment (Stephen E. Finn) to provide feedback to clients. Their assessment cases will be supervised by the Assessment supervision facilitator, unless there is a potential for a dual role, in which case another qualified supervisor will be assigned.

Supervision of Supervision

During the spring semester, interns meet weekly for one hour for supervision of supervision, co-facilitated by the Internship Training Director and the Excelsa Director of Behavioral Health (who serves as the Excelsa internship director). In this meeting, interns have the opportunity to share their experiences of providing supervision, learn new skills for managing issues that arise during their work as a supervisor, and review recordings of their work with supervisees or medical residents. If an intern is unable to provide supervision for a practicum student, other options to develop supervision competencies will be provided, such as providing supervision to medical residents at Excelsa or co-facilitating supervision with a licensed mental health provider. In either case, the intern is still expected to attend supervision of supervision in the spring semester.

Direct Service

Interns have the opportunity to provide a wide variety of clinical services. The specific nature of the services depends on the internship site. Chatham options are presented first, followed by direct service opportunities at Excelsa.

Chatham University Counseling Center

- Concise appointments: Interns provide 2 hours per week of initial consultations with clients at their respective sites.
 - Chatham's Counseling Center uses Meek's (2020) Flexible Care Model, which provides for a 25 – 30 minute initial, goal-oriented meeting. It allows for focus on important issues, as communicated by the client as well as a brief intake. The goal for these brief sessions is to help with the immediate concerns and to provide a clinical disposition.
- Individual Therapy: Interns provide mostly brief therapy but have the option to keep one or two long term clients on their caseload.
 - Interns may also see career counseling clients, student athletes, or students who are served by OAAR (Office of Academics and Accessibility Resources). However, this depends on clients who come into the office to request services.
- Group Therapy: Interns from Chatham observe then co-facilitate a monthly family medicine support group at Excelsa Health. This group currently is offered monthly, on a Thursday morning. The Chatham intern may participate in person or virtually. If other support groups are available, interns may be able to co-facilitate one of those as well.

- Assessment: Interns are trained in and provide personality and/or ADHD assessments to the Chatham student community. Interns complete at least one assessment in the fall semester and one assessment in the spring. In the spring semester, interns have the opportunity to provide more assessments if they would like more experience. This request should be made to the Internship Training Director and decisions will be based on demand for assessments.
 - In addition, depending on availability, any intern may participate in a brief experience (6 – 8 weeks) of bariatric assessment at Excela Health. This is an in-person experience, so if the intern is from Chatham, they need to travel approximately one hour to Excela.
- Provision of Supervision: The intern co-facilitates a clinical team with a permanent, licensed counseling center staff member.
 - In the spring semester, the intern usually supervises a practicum student. If an intern is unable to provide supervision for a practicum student, other options to develop supervision competencies will be provided, such as co-facilitating supervision with a licensed mental health provider.
- Consultation: The intern may have the opportunity to consult with other university offices, including the Office of Academic and Accessibility Resources, Career Development Office, Office of Diversity Equity and Inclusion, Residence Life, and Athletics.
- Outreach: The intern provides at least 4 outreach programs per semester. These include psychoeducational programming, events during student orientation or Weeks of Welcome, and others.

Excela Health

- Intakes/concise appointments: Interns provide 2 hours per week of initial consultations with clients at their respective sites.
 - Intakes at Excela Health are approximately 50 minutes in length.
- Individual Therapy: Interns provide mostly brief therapy but have the option to keep one or more long term clients on their caseload.
- Group Therapy: Interns from Excela and Chatham observe then co-facilitate a monthly family medicine support group at Excela Health. This group currently is offered monthly, on a Thursday morning. This group may be offered virtually, hybrid, or in person.
- Assessment: Interns are trained in and provide personality and/or ADHD assessments to the Chatham student community. Interns complete at least two assessments in the fall semester and one assessment in the spring. In the spring semester, interns have the opportunity to provide more assessments if they would like more experience. This request should be made to the Internship Training Director and decisions will be based on demand for assessments.
 - In addition, depending on availability, any intern may participate in a brief experience (6 – 8 weeks) of bariatric assessment at Excela Health. This is an in-person experience.
- Provision of Supervision: The intern is engaged in supervision and training of medical residents to enhance the residents' patient interactions.

Didactic Seminars

CE-PIC's didactic seminars are offered weekly and include both interns. The goals of these seminars include supporting and enhancing the skills, knowledge, and self-awareness of the interns, and providing time for interaction and connection between interns and staff. These seminars are usually held at Chatham but may be held at Excelsa or another location upon occasion. Locations outside of Chatham will be communicated to interns at the start of the training year, during orientation. It is important to note that the seminar locations may change or may be held virtually due to circumstances out of our control, such as a surge in COVID cases.

Interns attend didactic seminars for two hours per week. The two hours may cover the same topic or there may be two topics covered, for one hour each. The seminars are facilitated by consortium staff members, psychologists from Chatham University's Graduate Psychology Programs, psychologists from the community, or service providers at Excelsa Health. In the first several weeks of internship, didactic seminars are presented in modules. This includes a series on group facilitation (3 weeks), outreach (2 weeks), crisis assessment and intervention (4 weeks), ethical practice (4 weeks), models of supervision (3 weeks), termination/discharge planning (2 weeks), evidence-based practice (2 weeks), vocational psychology (3 weeks), working with athletes (1 week), psychopharmacology, consultation, and learning disabilities. Culturally informed practice is infused throughout these seminars. As internship progresses, other topics will include professional practice and clinical topics. Examples of topics might include trauma informed care, mindfulness, harm reduction, integrated care, affirming care for transgender and gender non-conforming people, motivational interviewing, and others.

Interns also engage in a 1 hour weekly seminar for professional issue (including ethics) and professional development. During this seminar, interns discuss ethical practices and decision making, use an ethical decision-making model, and engage in conversation about their professional journeys and identity development as a psychologist.

Two additional seminars are hosted monthly, Integrated Care and Research. Integrated care is a growing and much needed focus in psychology, therefore we host speakers and discussions around the practice of engaging in integrated care. The Research Seminar meets monthly to explore intern's progress on their research project, provide support for the research project, and discuss other issues related to research that may be helpful as interns complete their internship and research activity. Meeting times for each of these seminars will be announced before the start of each semester (in August and in December.)

Interns also attend relevant trainings at Excelsa Health (2 for the Chatham intern; 4 for the Excelsa Intern). The Chatham intern may attend these virtually. These include a variety of topics such as working with older adults, diversity conversations, eating disorders, and much, much more. Interns are free to choose the topics they would like to attend each month. These include Excelsa's Grand Rounds, 2nd Wednesday of month, 7:30 – 8:30AM.

Interns are invited to several other training activities. These activities include:

- Chatham University's annual DEI Professional Development Day, usually on a Friday in late April.
- Chatham's Graduate Psychology Continuing Education Programs, offered each semester.

- Excelsa’s Research Day, usually offered in April, virtual or in person

Research

Research is one of the profession wide competencies set forth by APA and can be achieved in several ways. One unique opportunity is to collaborate with the family medicine residents at Excelsa Health on a quality improvement project. This option is available to both interns, regardless of where their primary internship site is. Past examples of quality improvement projects include enhancing services around depression or anxiety, coping with COVID, and accessing resources in community. We are excited to offer this opportunity to explore interdisciplinary research opportunities in integrated care.

A second option is for interns to spend their research time working to complete their dissertations. This may include tasks to complete their dissertation or turning their completed dissertation into a presentation or publication.

Example Seminar Schedule (Fridays)

9:00 – 11:00 Doctoral Intern Didactic Seminars

11AM– 12:00 Group Supervision of Individual Therapy

12:00 – 1:00 Intern Lunch

On the second Friday of each month, or as interns request, the Internship Training Director will join for the first 45 minutes

1:00 – 2:00 Diversity/Assessment Supervision (rotates weekly)

2:00 – 3:00 Professional Issues/Development Seminar

3:00 – 5:00 Research Project Collaboration

Spring semester change for Friday Seminar Schedule (Same schedule until 3PM)

3:00 – 4:00 Supervision of Supervision

4:00 – 5:00 Research (interns may schedule one additional hour per week in the spring semester for research)

Summer semester change for Friday Seminar Schedule (Same schedule until 3PM)

3:00 – 5:00 Research Project Collaboration, until the final research project presentation is successfully completed.

Notes

- Supervision of the medical resident wellness group occurs after the wellness group meeting on Thursdays, once a month.

- Integrated Care Seminar occurs on the second Tuesday each month, 9:00 – 10:00 AM, throughout the training year.
- Research Seminar occurs on the fourth Tuesday of each month, 9:00 – 10:00 AM, until the final research project presentation is successfully completed.
- For Chatham: Supervision of the clinical team occurs after the clinical team meeting.

Example Weekly Intern Schedule

Direct Service	Chatham: Hours per week	Excela: Hours per week
Concise Appointments	2	2
Individual Counseling	10 - 11	8, including 1 – 5 long term clients
Medical Resident Support Group Co-facilitation	.25 (1 group 1 hour per month)	2 hours per month – 2 groups (30 minutes per week)
Assessment	1 hour (average per week)	1 hour (average per week)
Outreach	.5 (6 per semester)	N/A
Consultation	1	1.5
Patent – Physician Consultation	N/A	1
<i>Fall: Clinical team co-supervision</i>	1.5	N/A
• <i>Spring: Supervision of Prac Student (if available)</i>	1	1
<i>TOTAL</i>	<i>About 17 hours per week</i>	<i>17 hours per week</i>
Supervision	Hours per week	
Individual Supervision	2	2
Assessment/Diversity Supervision (rotates weekly)	1	1
Group Supervision of Individual Therapy	1	1
Medical Resident Support Group Supervision	.5 hour per month	.5 per month
<i>Fall: Supervision of Clinical Team</i>	.5	N/A
• <i>Spring: Supervision of Supervision</i>	1	1
<i>TOTAL</i>	<i>5 - 5.5 hours per week</i>	<i>4.5 – 5.5 per week</i>
Training Seminars	Hours per week	
Intern Didactic Seminars	2	2
Professional Development/Issues Seminar	1	1
Research Seminar	.25 (once a month for 1 hour)	. 25 (once a month for 1 hour)
Integrated Care Seminar	.25 (once a month for 1 hour)	. 25 (once a month for 1 hour)
Interdisciplinary Case Conference	.5 (once a month for 2 hours)	.5 (once a month for 2 hours)
Psychiatric Consultation Observation	.5 (once a month for 2 hours)	.5 (once a month for 2 hours)
Peer Support/Training Director Check In	1	1

Excela Grand Rounds/Didactics	.5 (twice a month for 1 hour each)	1
<i>TOTAL</i>	<i>6.5 hours per week</i>	<i>7 hours per week</i>
Administrative Activities	Hours per week	
Paperwork/supervision prep	4-5	5
Research (dissertation or project)	2	2
Staff meeting/faculty/office meetings/faculty development	1.5	1
Student Affairs Staff meeting	1	N/A
	7.5-8.5	8
<i>Total</i>		
GRAND TOTAL	About 40	About 40

Most weeks are 40 hours per week. There may be an occasional week that requires an evening outreach program that creates a week of 41 – 42 hours.

Chatham interns will have the option, in the spring semester, to engage in either more assessment or additional supervision of a practicum student if either is a strong interest of theirs. These opportunities depend on availability of practicum students and client demand for assessment. Direct service hours will be balanced out with the individual client case load.

Expectations of Interns

The internship year is an intensive, professionally demanding clinical experience. Interns have the opportunity to engage in full-time work as a psychologist-in-training with a substantial training component. We as psychologists have the privilege of promoting client and human welfare and facilitating well-being of others as well as the responsibility of engaging in self-focused wellness practices such that we can continue to deepen our learning and provide competent clinical services. The internship provides opportunities for interns to deepen existing skills, learn new clinical skills, improve culturally informed practice through training, self-awareness, supervision, and direct service, and to remediate areas of practice where additional growth and support are needed.

Psychology interns are expected to learn and implement clinical skills and ethical practice skills. We also expect interns to engage in self-reflection and examination, considering intrapersonal and interpersonal processes as they relate to the professional role of a psychologist-in-training. The consortium assumes the responsibility for providing continuous feedback and written evaluations for interns. The primary goal of the feedback and evaluations is to aid interns in the development of profession wide competencies and remediate problem areas. Secondly, feedback and evaluation ensure good stewardship of the psychology profession by preventing individuals who do not demonstrate competency from entering the field. Our intention is to aid you in pursuing your occupational dream of becoming a psychologist, supporting your learning and professional development so you can provide high quality, culturally informed and ethical care to your communities.

Professional Conduct

Interns are expected to engage in ethical and professional conduct throughout the internship. This includes adherence to:

- The APA Code of Ethics
 - <https://www.apa.org/ethics/code/ethics-code-2017.pdf>
- Practicing within the bounds of the laws and regulations of the state of Pennsylvania
- The Pennsylvania State Board of Psychology Laws (Chapter 41)
 - <http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/049/chapter41/chap41.toc.html&d=reduce>
- Practice in a manner than conforms to the professional standards of Chatham University, Chatham University Counseling Center and Excelsa Health Family Medicine Residency Program
 - **Chatham:** “This code of Ethical Professional Conduct (“Code”) covers a wide range of professional practices and procedures. It does not cover every issue that may arise, but it sets out basic principles to guide all employees of the University. Obeying the law, both in letter and in spirit, is the foundation on which the University’s ethical standards are built. All of the University’s employees must conduct themselves accordingly and seek to avoid even the appearance of improper or unethical behavior. All employees are required to review these policies annually and a confirmation will be placed in your personnel file.”
 - **Excelsa:** All employees are expected to report to work in appropriate attire and to maintain an appearance that is professional while demonstrating respect for our customers and reflecting the dignity of the profession represented.

Intern Rights

1. Interns have clear statements of the standards and expectations by which they are evaluated formally at mid-year and the end of the training year.
2. Interns have the opportunity to provide input and suggest changes and modifications regarding the training program. Regular meetings of interns and the Training Director will provide interns with direct access to center administration and enable the Training Director to assess the progress and problems confronted by interns and to discuss their developmental tasks and issues.
3. Interns have the right to initiate an informal resolution of problems that might arise during training (e.g., regarding supervision, case assignments, and professional consideration) through a request to the individual concerned and/or the Internship Training Director.
4. Interns have the right to activate a formal review when they believe their rights have been infringed upon. When the evaluation process is completed at mid-year or year end, interns have the right to contest criticisms in the evaluation, to disagree with the primary supervisor's summary evaluation, and/or to request an appeal. Violations of intern's rights include but are not limited to exploitation, sexual harassment, arbitrary, capricious, or discriminatory treatment, unfair evaluation criteria, inappropriate or inadequate supervision or training, and violation of due process.
5. Interns have the right to expect appropriate levels of privacy and respect for one's personal life and sociocultural identities. Disclosure of personal information is voluntary except when it is reasonable to assess that personal issues are significantly interfering with an intern's professional functioning. Even if this is deemed to be the case, disclosure is limited to areas directly affecting the intern's professional functioning.
6. Interns have the right to be treated with professional respect, recognizing the training and experiences interns bring with them.
7. Interns have the right to ongoing informal as well as twice annual formal, constructive evaluation (as noted in Right 1) by supervisors and Training Committee members.
8. Interns have the right to be informed in a timely manner of any major concerns noted by any member of the Training Committee about performance in any of the profession wide competencies.

Intern Responsibilities

1. Interns have the responsibility to meet training expectations by developing an acceptable level of competency throughout the training year.
2. Interns have the responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and center personnel.
3. Interns are responsible for behaving in a manner that promotes professional interactions within the internship sites and overall consortium.

4. Interns have the responsibility to conduct themselves in a professionally appropriate manner if Due Process procedures are initiated.
5. The intern is expected to be aware of areas for growth and improvement and to seek appropriate supervision when practicing in those areas.
6. Interns have the responsibility to be familiar with the policies and procedures of this internship consortium and of the internship site, including:
 - a. Reading and discussing the Training Manual during orientation
 - b. Reading and discussing the Excelsior Health or Chatham Counseling Center Policies and Procedures Manual during orientation and throughout supervision or training is helpful.
 - c. Being punctual, accounting for absences, and meeting obligations to clients and staff members.
7. Interns have the responsibility to conduct themselves professionally by:
 - a. Being aware of their impact on others and maintaining appropriate interactions with clients, peers, colleagues, staff, and other members of the consortium community
 - b. Making appropriate use of supervision
 - i. Being on time, preparing in advance, being open to feedback and learning
 - c. Engaging actively in training seminars, group, supervision, staff meetings, and other activities of the internship consortium.
 - d. Balancing internship site needs with their own needs
 - e. Using appropriate channels of communication when issues arise with staff, clients, colleagues, or the Internship Program (see Grievance Procedures).
8. Interns have the responsibility to give constructive feedback, including input and suggested modifications or changes, to their supervisors, the Internship Training Director, and the internship program.

Evaluation

Interns and supervisors collaboratively set training goals for the intern at the start of supervision. Interns and their primary supervisors are asked to review the Evaluation Form at the start of the internship year to specify intern interests, identify training needs and goals, and discuss strengths and growth edges. Supervisors are expected to provide regular, ongoing feedback during weekly supervision about the intern's progress toward their goals, strengths, and areas for continued growth. Through this ongoing assessment process, feedback about areas for growth can be given prior to the formal, written evaluation process, providing the intern time to focus attention on the areas for growth.

Formal Written Evaluations

Formal, written evaluations occur twice a year, in December (mid training year) and in June (at year end). Therefore, evaluation is an ongoing informal and formal process throughout the internship year.

Evaluation of performance on internship is based on the nine Profession Wide Competencies as defined by the APA Standards of Accreditation (SoA). These twice yearly (December and June) formal, written evaluations include numeric ratings based on the scale below and written feedback about intern areas of strength and areas requiring additional training. The APA requires supervisors to watch interns' clinical work at least once per evaluation period. We strongly encourage you to select recordings to share on a more regular basis with your supervisor. The written evaluations are conducted using our Intern Evaluation form (see Appendix A). They are completed by the intern's individual supervisor based on:

- direct/live and recorded observations
- review of clinical documentation
- case presentations
- co-facilitation of therapy (if applicable)
- seminar discussions and information communicated during supervision
- consultations with the Training Committee and any staff who have had contact with the intern as supervisor, trainer, co-facilitator, consultant, seminar leader, etc.

The supervisor and intern review the written evaluation at the mid-year and year-end points in time. These evaluations are mutually discussed, signed by the intern, supervisor, and Internship Training Director. All internship related documentation, including signed evaluations, are retained in the intern's training file. The intern is provided with a copy of the evaluation. If the intern does not agree with the content of the evaluation, they may attach an addendum, stating the reasons for their disagreement. This will be included, with the evaluation, in the intern's file.

A summary of the feedback from the written evaluations is shared with the Director of Training at the intern's home program at mid-year and at the end of internship. This may be shared in written format and/or verbally. In addition, verbal or written evaluation feedback provided to the intern may be shared at the request of the intern's academic program Director of Training or at the intern's request. If concerns arise at any other time of year (e.g., prior to mid-year evaluation or between mid-year and final evaluation), the Internship Training Director may also notify the intern's Director of Training from their academic program about the concern(s).

The Internship Training Director will meet with the interns at the start of the new term (in January) to review their growth, strengths, growth edges, progress in their internship, and goals for the second term of internship.

If a change in primary supervisor occurs, the mid-year evaluation will be shared with the new supervisor to facilitate continuity in the intern's experience.

Interns are evaluated, formally on a Likert-type scale, ranging from 1 to 5 on each associated learning element within each of the nine profession wide competencies. The scale is as follows:

1. Performance significantly below expected level for doctoral intern in health service psychology. Intern requires close monitoring and significant training and supervision to meet basic tasks. Remediation plan needed.
2. Performance below expected level for doctoral intern in health service psychology. Intern requires additional supervision and monitoring of basic tasks. Remediation plan needed.
3. Performance approaching the level of independent practice and is at expected level for doctoral intern in health service psychology at mid internship year. Intern continues to consult and demonstrates appropriately increasing independence.
4. Performance at expected level for independent practice for entry level health service psychologist and is performing at the developmentally appropriate level for the end of the internship year. This is the minimum achievement level for successful completion of internship at the end of the training year.
5. Performance at advanced level for entry level health service psychologist. Intern demonstrates mastery of basic and some advanced skills associated with this competency.

N/A Not enough information at this time to provide an evaluation of this learning element.

If an intern receives a 1 or 2 on any competency or learning element at the mid-year evaluation, a remediation plan is required. If a remediation plan is initiated at any point, the intern will receive another formal evaluation within 10 days of *completion* of the remediation plan.

An intern must receive a minimum level of achievement of a 4 in all competencies and learning elements on the final evaluation for successful completion of the internship. If any score falls below a 4, remediation will be discussed as an option but is not guaranteed. However, if a score below a 4 is achieved on the final evaluation, it is possible that the intern could fail internship. Circumstances will be taken into consideration in this discussion such as previous performance, responsiveness to feedback at midterm evaluation, performance on any past remediation plans, and unexpected life circumstances.

Ongoing Evaluation

While formal, written evaluations occur twice a year, all supervisors and training staff continuously monitor intern performance across the nine profession wide competencies. Supervisors are expected

to work with interns to develop their skills such that they meet the minimum level of competency associated with successful completion of internship. Areas of performance that are of concern are communicated to the intern in the weekly supervision. If this informal discussion does not result in change, the concern may become a problematic behavior, which will be addressed through the due process policy.

Evaluation of Research Presentation

Interns present their research in April. If the interns choose to work on a quality improvement project in collaboration with Family Medicine Residents at Excela, they may present the results of their research at Excela, with the residents. If the intern chooses to spend their research time on their dissertation, the intern will present at Chatham. After the research presentation, interns will receive verbal feedback. Feedback will be summarized and included on the included on the formal, written evaluation in the spring semester. The individual supervisor is responsible for summarizing feedback on this project. If the individual supervisor, for some reason, cannot attend the presentation, the Internship Training Director, or another named in her stead, will be responsible for summarizing the feedback on the research project.

Intern Case Presentations

Interns present one case in the fall and one in the spring semesters. They will receive verbal feedback from all who attend the presentation. All Training Committee members who attend the case will complete a Case Presentation Evaluation (see Appendix A). This will be summarized and shared with the intern. If any revisions are needed, the intern will work with the Internship Training Director to complete the revisions.

Exit Criteria for Successful Completion of Internship

To complete the internship successfully, the intern must:

- Complete required hours (2000 minimum with at least 500 direct service hours)
- Adhere to the APA Code of Ethics, Pennsylvania state law and Code of Ethics, and site professional standards
- Receive at least a 4 on all profession wide competencies and associated learning elements in the final evaluation at the end of internship
- Complete two formal case presentations
- Complete at least 2 formal assessments, including feedback session with client and written report
- Complete a research-based presentation
- Complete all clinical documentation (progress notes, intakes, assessment reports, termination reports, etc.)
- Complete all required evaluation forms of the internship program
- Abide by the organizational expectations and rules of the internship site
- Return keys, ID badges, computers, and other items loaned to interns for the duration of the internship year
- Complete all Human Resources tasks/forms
- Provide Internship Training Director with contact information so that we may:
 - Check in with you about your professional development, career plans, and licensure
 - Ask you for feedback on your experiences during internship so that we can continue to evolve our program
 - Meet accreditation requirements for internship follow up

Due Process Policy

Due Process Procedure

Due process and grievance procedures help ensure that decisions made by the Internship Program are not arbitrary or personally biased and that they are consistent with the accreditation standards of the American Psychological Association. Internship is a time of tremendous growth, which means that interns receive feedback throughout the year. Most concerns that arise with interns are an expected part of the developmental process and can be addressed informally in supervision. Discussion of growth, and the challenges and problems that can arise during growth, is an important part of supervision and we invite interns to collaborate in this process. If a problem becomes more serious, resulting in inadequate performance, this due process procedure will be implemented. Due process is a way to protect intern rights and to provide the intern with the opportunity to correct the problem(s) while receiving support and assistance.

Due Process: Identifying Problematic Behavior

In rare cases, an intern may show behaviors, attitudes, or characteristics that disrupt the quality of their clinical services; their relationships with peers, supervisors, or other staff; or their ability to comply with appropriate standards of professional behavior. Problematic behavior is defined as an interference in professional functioning and may be exhibited in one or more of the following ways:

- An inability or unwillingness to acquire and integrate professional and ethical standards into their professional functioning. This includes but is not limited to adherence to the APA Code of Ethics, Pennsylvania State Board of Psychology laws and regulations, and Consortium and Internship site Policies and Procedures.
- An inability or unwillingness to acquire professional skills required to reach a minimum level of competency.
- An inability or unwillingness to manage personal stress, psychological problems, and/or excessive emotional reactions which interfere with professional functioning.

Determination of the above behaviors is based on evaluations by the intern's supervisors and training committee. It is a professional judgment when an intern's behavior becomes problematic, rather than of concern. (As a reminder, behaviors of concern can be addressed informally via discussion in supervision, training or meetings, as noted in the Ongoing Evaluation section above.) Problematic behavior, however, is identified through one or more of the following characteristics:

- The intern does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- The quality of services is sufficiently negatively affected.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training staff is required.
- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.
- The intern's behavior has potential for ethical or legal ramifications if not addressed.
- The problem potentially causes harm to a client/patient.

- The problematic behavior violates appropriate interpersonal communication with agency staff.

Steps in Addressing Problematic and Unprofessional Behavior or Competency Deficit

At any time, a supervisor, seminar leader, Training Committee member, or staff member involved in training can identify an area of performance as problematic. If a problematic behavior is observed, the following steps are taken.

Informal Review. The intern's primary supervisor meets individually with the intern to articulate the area(s) that are problematic. This informal discussion happens as soon as possible after the problem is identified, with the goal of resolving the problem informally.

1. The intern must be provided with clear, concrete examples of expectations and a timeframe for the intern to make the expected adjustments in behavior(s) of concern. The Internship Training Director is informed of this concern within 5 days of the discussion between the intern and primary supervisor.
2. If the intern makes the necessary improvements within the timeframe communicated, this is communicated to the intern and to the Internship Training Director.
3. The issue of concern is documented in the primary supervisor's supervision notes, but these notes do not become a part of the intern's permanent professional file. The areas of functioning that required improvement and the improvement made by the intern is documented in the next formal evaluation of the intern. The Internship Training Director is informed of the improvement as well.
4. No further action is taken unless the problematic behavior returns or additional significant growth areas or problematic behaviors are identified. If the problematic behavior returns or other significant growth areas or problematic behaviors are identified, formal review process is initiated.

Formal Review: If the problematic behavior (after completion of informal review (as described above) returns; if other significant growth areas or problematic behaviors are identified; or if an intern receives a rating of 1 or 2 on an evaluation by their supervisor on their mid term evaluation, the following process is initiated:

1. The staff member who noted the problematic behavior or the intern's supervisor notifies the Internship Training Director about the problematic behavior or competency deficit as identified with a 1 or 2 on the mid-year evaluation.
2. The intern will be **notified in writing as soon as possible** that a problem has been identified, that the formal review process is being initiated, and that a Hearing will be held.
3. Within 5 working days of the identification of the concern, the 1 or 2 on the mid term evaluation, or failure to resolve the issue noted in informal review, the Intern, Supervisor, and Internship Training Director meet to discuss the competency deficit or problematic behavior. This hearing will include discussion of the issue and identification of actions to address the issue. If the Internship Training Director is the supervisor who raised the issue, an additional supervisor who works with the intern will be included in the review process.

During this hearing, the intern has the opportunity to share their perspective on the concern verbally or through a written statement detailing their response to the problem.

4. Within 5 business days of the hearing (2.c above), the Training Committee meets to discuss this problem and identify next steps. Possible next steps include no further action, further action that does not warrant a remediation plan, further action that does warrant a remediation plan, and immediate suspension or dismissal. Each step is described below, including what occurs at the end of any remediation or suspension plan that has been enacted.
 - a. No further action is necessary. A letter is provided to the intern that summarizes the concern and states no further action is necessary.
 - b. Further action is needed but does not warrant a remediation plan. The intern is provided a letter that states:
 - The supervisory staff is aware of and concerned about the problem;
 - The problem has been discussed with the intern
 - Supervisory staff will work with the intern to identify steps to address the problem, including a timeframe for improvement.
 - The problem(s) or competency are not significant enough to merit a remediation plan or other more serious action at the time.
 - The Training Director of the intern's home academic program will be notified.
 - c. Further action is necessary and includes a remediation plan. The remediation plan provides a way for supervisors and the Internship Training Director to help the intern correct the deficits or problem behaviors and provide a way to monitor, systematically, the intern's progress. The remediation plan also provides a specified timeframe to improve the problematic behavior or skill deficit. The remediation plan includes:
 - Actual behaviors or skills involved in the problem or deficit;
 - Specific recommendations for addressing the problem or deficit;
 - Timeframe for which the intern must correct the problem or deficit;
 - Procedure to determine whether the problem or deficit has been remediated successfully.

When placed on a remediation plan, the intern receives a copy of the plan. The remediation plan is kept in the intern's permanent file.

Remediation Plan Options: A remediation plan needs to have specific and meaningful ways to address problems or deficits once they are identified. Below are some possible ways to remediate problems. Any combination of these and/or other strategies to support the intern in addressing the problem or deficit may be used.

- Increased supervision, such as amount of time in supervision, addition of reflective or learning assignments to regular work. This may be with the same or another supervisor.
- Changing the format or focus of supervision.

- Recommending personal therapy or psychological assessment, with explicitly stated information as to how therapy contacts will be used in the intern evaluation process.
- Decreasing the intern's clinical or other internship responsibilities
- Requiring specific academic coursework or other forms of training
- Other appropriate steps to address the problem.

The Remediation Plan Letter includes:

- The Training Committee is concerned about the evaluation and/or problem behaviors and a remediation plan is necessary.
- The Training Committee will develop a remediation plan and review the plan with the intern.
- The remediation plan will specify the steps necessary to address the problem and the expected outcomes at the end of the remediation plan. The remediation plan will be reviewed with the intern. The individual supervisor (or another staff member chosen by the Training Committee) will work with the intern on the remediation plan.
- The timeframe for the remediation of the problem is specified.
- That the ways in which resolution of the problem has been achieved are specified in the remediation plan.

The intern's home academic program Director of Training is notified of the need for a remediation plan and the remediation plan is shared with them.

At the end of the remediation time frame, the Internship Training director and supervisor (or individual working with the intern on the remediation plan) meet to discuss the outcome of the remediation plan. will provide the intern with a letter that states whether the problem has been sufficiently addressed or not. This document, along with the remediation plan, are placed in the intern's file. Both the remediation plan and letter are shared with the Intern's academic program Training Director. Three alternatives exist at this point.

5. At the conclusion of the remediation plan, three options exist:
 - If the problem has been sufficiently addressed, the intern is no longer in the remediation process.
 - If the problem continues to exist, the remediation timeframe may be extended, and a new remediation plan will begin, following the steps as outlined on the previous page under Further action is necessary and includes a remediation plan.
 - If the problem continues to exist and is of enough concern that the intern may be placed on suspension.
6. Suspension removes the intern from providing all clinical and direct service activities for a specified period of time. During this suspension period, the intern may engage in additional supervision, additional didactic training, role play clinical practice, mentorship, or other forms of remediation. The plan for the training needed during the suspension will be written in a suspension plan, created by Internship Training director and supervisor (or individual working with the intern on the remediation plan). The Training Committee will be consulted. The timeframe of the suspension will be determined by the Internship Training director and supervisor (or individual working with the intern on the remediation plan). The

Intern and the Intern's Training Director of their home doctoral program will be notified and will receive a copy of the suspension plan. The suspension plan will include:

- Description of the observable behaviors and/or skills deficit associated with the problem;
- Specific actions to be taken to address the problem;
- Timeframe for which the problem should be addressed;
- Procedures to determine whether the problem has been addressed at the end of the Suspension plan.

At the end of the suspension plan, the Internship Training director and supervisor (or individual working with the intern on the remediation plan), in consultation with the Training Committee, will provide the intern with a written statement regarding the Suspension Plan and if the problem has been addressed or not. The Suspension Plan and this letter are placed in the intern's permanent file and are shared with the intern's Training Director of their home doctoral program. If the problem has been sufficiently addressed, the intern may return to clinical services. The intern may be placed on probationary status with a remediation plan. In this case, remediation plan steps (starting with 4.c) from above are followed.

7. Under certain circumstances, the intern may be allowed to change individual supervisors, depending on supervisor availability and the concern noted by the intern. This option is considered when it is believed that the intern's difficulties are related to a poor fit between the intern and supervisor and the intern could be successful with a different supervisor. Please note that this may not always be possible, where only one psychologist is present. In this situation, the intern may be able to request co-supervision or support in supervision from the Internship Training Director. This option requires review and approval of the Training Committee, including the intern's primary supervisor. Should this option of a new supervisor be selected, the new supervisor will be responsible for the management of the remediation plan.
8. **Immediate Suspension or Termination** Please note that the Internship Site and Consortium have the right to terminate immediately an intern for gross misconduct, violations in contradiction to site workplace expectations, ethical violations of a serious nature, or situations/behaviors that lead to the intern not being able to perform internship duties and have the potential to cause can harm the well-being of clients. This decision to terminate is made by the Training Committee, in consultation with the Office of Human Resources of the Consortium site of the intern. This decision will be made within 10 days of Step 3 under Formal Review. The Training Committee may choose to temporarily suspend the intern's clinical work during this period prior to a final decision being made, if warranted. In the event of dismissal, APPIC and the Director of Training from the intern's home doctoral program will be contacted within 5 days of the decision. Please note that dismissal from the doctoral internship could jeopardize any intern's ability to graduate from their home academic program. What constitutes grounds for immediate dismissal is reviewed in orientation and we encourage interns to consult with their site supervisor, Internship Training Director, and Internship Site Handbook, and Site Employee Handbook for the specific details of what constitutes grounds for immediate dismissal.

9. **Procedure for Appeals:** In the event that an intern does not agree with any of the previously described notifications, remediation, suspension or dismissal decisions, the appeal procedures below should be followed.

The intern may file a formal appeal in writing with all supporting documents, with the Executive Director of Counseling and Wellness, who will chair the Review Panel. If the Executive Director of Counseling and Wellness is the intern's immediate supervisor, the intern may appeal the decision to the Vice President of Student Affairs and Dean of Students, who will chair the Review Panel. The intern must submit this appeal within five (5) business days from their notification of any of the above (notification, remediation, suspension or dismissal decisions).

Within 5 business days of receipt of the formal written appeal from an intern, the Review Panel Chair will consult with the Training Committee and decide whether to convene a review panel or respond to the appeal directly.

If a Review Panel is convened, it will consist of the Chair of the Review Panel, the Internship Training Director, and one licensed supervisor. A Human Resources Staff may be consulted as well. In the event that the appeal involves the Internship Training Director, another licensed psychologist staff will be involved in lieu of the Internship Training Director.

The Review Panel:

- Will notify the intern and their supervisor or staff member involved that a Review Panel has been formed.
- May request personal interviews or written statements from individuals as deemed relevant.
- Honor any request of the Intern to be interviewed
- Review any request from the intern or the supervisor or staff member involved that other individuals who may have relevant information be interviewed.
- Has 15 business days to conduct their review. Following that review, the Chair will provide a letter of summary to the Review Panel.
- The Review Panel may choose to uphold actions taken previously or may choose to implement a new course of action as is deems appropriate and necessary.
- The Internship Training Director will communicate the results of the appeal, in writing, to the intern within 3 business days of receipt of the Review Panel's summary letter. If the Internship Training Director is involved in the appeal, then the Review Panel Chair will communicate the results of the appeal, in writing, to the intern within 3 business days of receipt of the Review Panel's summary letter.

The decisions of the Review Panel are final.

Grievance Policy

At times, there may be some challenges or conflict in the workplace that need to be addressed. We encourage all staff, including interns, to first attempt to resolve the conflict or challenge informally and encourage consultation as is helpful. We are also aware that a conflict or concern may not be resolved informally; therefore, we provide a formal process for resolving these grievances. A grievance is a conflict, complaint, or dispute that occurs in the workplace. A grievance may involve the training program or someone involved in the training program. Interns may raise concerns about any aspect of the program, including the training, policies, procedures, evaluations, supervisors, other staff, other trainees, or any aspect of the training program.

We have a four step grievance process outlined for various types of grievances that follows guidelines from the *Ethical Principles of Psychologists and Code of Conduct*.

The APA Ethics Code, Standard 1.04 notes that psychologists attempt to resolve issues of concern informally first, and as soon as is possible. This is the first step in our grievance policy, unless the intern feels unsafe in engaging in an attempt toward an informal resolution and that attempt at resolution does not violate confidentiality of any person involved.

In addition, Standard 1.07 states that grievances should be brought in good faith. Interns should know that no negative repercussions from the Consortium will result when grievances are made in good faith.

Steps in Resolving Grievances

1. When an intern has a grievance, we encourage them to first discuss the issue informally with the person(s) involved.
 - Interns are welcome to consult and discuss, informally, any grievance with their primary supervisor and/or the Internship Training Director
2. If the issue cannot be resolved informally or the intern does not feel safe to proceed with an informal resolution, the intern should submit in writing, a formal grievance letter to the Internship Training Director. If the concern involves the Internship Training Director, the intern should submit their formal grievance to the Executive Director of Counseling and Wellness. The grievance letter should include the following:
 - Date of grievance
 - Name of intern
 - Name of Primary supervisor
 - Name of Internship Training director
 - Description of the grievance (please note dates of incidents, names of individuals involved, and specific details in the grievance)
 - Description of any actions taken by intern
 - Description of any actions taken by primary supervisor (if applicable)
 - Description of any actions taken by Training Director (if applicable)
 - Any additional, relevant information
 - Intern signature
 - Date of submission of grievance letter.

3. The person about whom the grievance is brought will be asked to submit a response, in writing, within 5 working days.
4. The Internship Training Director (or Executive Director of Counseling and Wellness) will meet with the intern and the individual about whom the grievance is brought, within 5 working days of the response to the grievance. The goal of this meeting is to develop a plan of action to resolve the grievance. The Internship Training Director (or Executive Director of Counseling and Wellness) will write down the plan of action.
 - In some circumstances, the Internship Training Director or Executive Director of Counseling and Wellness may request to meet separately with the intern and the person about whom the grievance has been filed.
 - This plan of action will be decided upon and signed by those involved in the grievance. The plan of action will include the following:
 - The behavior associated with the grievance.
 - The specific steps to rectify the grievance.
 - A timeframe to rectify the grievance (if longer than 10 days)
 - The procedures to ascertain whether the problem has been appropriately resolved.
5. The intern and the person involved in the grievance will receive copies of the plan of action. The intern and the other individual involved in the grievance will be asked to report back to the Director of Training or other Training Committee member in writing within 10 working days regarding whether the issue has been adequately resolved. If additional time to rectify the grievance is documented in the plan of action, the response from the intern and other involved in the grievance will have that additional time to respond in writing if the grievance has been resolved.
 - If the plan of action (step 4) resolves the grievance, a letter of resolution will be drafted and signed by the Internship Training Director, Executive Director of Counseling and Wellness, the intern, and those involved in the grievance. The grievance will be closed. All relevant documents will be kept on files.
6. If the Internship Training Director cannot resolve the concern to the intern, or if the intern does not report a satisfactory outcome from step 5 above, the intern can request a Review Panel be convened within 10 working days (or time frame indicated in the plan of action) of receiving the plan of action described in step 5.
 - The intern should make this request for a Review Panel to Executive Director of Counseling and Wellness, or Vice President of Student Affairs at Chatham University, if the Executive Director of Counseling and Wellness is involved in the grievance.
7. The Review Panel will consist of the Executive Director of Counseling and Wellness and two licensed staff members, selected by the Executive Director of Counseling and Wellness. The Executive Director of Counseling and Wellness will appoint a Chair of the Review Panel.
 - If the grievance is related to the Executive Director of Counseling and Wellness, the responsibility to appoint a Review Panel will be delegated to the Internship Training Director.
 - Staff who are involved in the grievance will *not* be included in the Review Panel.

8. Within five (5) business days, the Review Panel will meet to review the grievance and to examine the relevant material presented. This material will include all previously submitted materials from the intern and the individual(s) involved in the grievance.
9. The Review Panel may request, in writing or through an interview, an update regarding the grievance from the intern. The Review Panel may also request an interview or written update from others involved in the grievance.
10. Within 3 business days after the completion of the review, the Chair of Review Panel will submit a written report to the Executive Director of Counseling and Wellness, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached. Others, including but not limited to Human Resources staff or the Title IX Coordinator if relevant, may be consulted by the Review Panel.
 - If the grievance is related to the Executive Director of Counseling and Wellness, the responsibility to appoint a Review Panel will be delegated to the Internship Training Director.
11. Within three (3) business days of receipt of the recommendation, the Executive Director of Counseling and Wellness will review the Review Panel's recommendations. The Internship Training Director (or Executive Director of Counseling and Wellness if the Internship Training Director is involved) will inform the intern, involved staff members, necessary training staff of the decision, and, if appropriate, the interns' Academic Training Director, of any action taken or to be taken.
12. If the grievance is not resolved by the meeting of the panel, the issue will be turned over to the employer agency in order to initiate the due process and grievance procedures as outlined in the employment contract.
13. All documentation will be kept in the Chatham University Counseling Center-Excelsa Health Psychology Internship Consortium files, permanently, as per APA requirements.

Videoconferencing use

Videoconferencing will be utilized for situations that require the meetings of interns and training staff who are located in geographically different areas of Pennsylvania.

Disclosure Information

Disclosure of Intern Performance on Internship

Intern performance and progress during internship, including strengths, growth edges, and concerns, are discussed regularly by Consortium Training Committee and all staff involved in training at the consortium sites. In addition, interns' home academic programs - usually the academic program Director of Training - is provided with information about their intern's performance and progress on internship.

Confidential consultation with APPIC and APA may also be initiated by the Internship Training Director as needed. Internship files may be shared with APPIC and APA site visitors as related to accreditation visits.

Disclosure of Personal Information by Intern

We follow the Code of Ethics Policy regarding disclosure of personal information for interns. The policy, 7.04: Student Disclosure of Personal Information states:

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admission and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professional related activities in a competent manner or posing a threat to the students or others.

We are aware that our reactions to clients have the potential to affect the course of therapy. Therefore, while we do not expect details, interns may be asked about their experiences of and reactions to clients by their supervisors, in case presentations, and in other situations in which clinical work is shared and discussed.

Multiple Roles and Former Client as Trainee Policy

It is important that Graduate Psychology trainees have access to both field experience training and mental health care. The Consortium Policy regarding multiple and dual roles is as follows:

1. A trainee who is currently receiving care at the Counseling Center may not be a trainee at the Counseling Center;
2. A trainee who has received care at the Counseling Center in the past year may not be supervised by a member of the Counseling Center professional staff who either provided care for them or supervised another counselor who provided care for them; and
3. A trainee who has received care in the Counseling Center in the past should have minimal direct contact with the professional staff member who provided or supervised their care.

We accomplish these policies by:

1. Providing referrals and recommending that Chatham Counseling Psychology graduate students who are either interested in or enrolled in the PsyD program receive care from community providers, including at other training clinics that can provide free or sliding scale fees;
2. Asking the Administrative Assistant for the Counseling Center to check whether any trainees have received care at the Counseling Center;
3. From this information the Administrative Assistant, Internship Training Director, and Director of the Counseling Center create internship training schedules and supervisory pairings that
 1. Do not put the trainee and professional staff member in a supervisory relationship or chain; and
 2. Do not schedule the trainee in a Counseling Center location where the professional staff member works on the day that trainee is at Practicum.

These separations protect your privacy and confidentiality as a client who received services at the Counseling Center and clearly delineate training and supervision relationships.

Resources in Pittsburgh with free or sliding scale therapy:

- [The Duquesne Psychology Clinic](#) is 5 miles away, can be reached on the 71D, and has a \$20 per session fee and a sliding scale.
- [Pitt Clinical Psychology Center](#) is 3 miles away, can be reached on the 71C or 71D, and has a sliding scale.
- [The Pittsburgh Pastoral Institute](#) is 1 mile away, can be reached on the 71C, 71D, or 88 (all with 6-minute walk from the destination bus stop to the PPI) and has a sliding scale.

Please note that these three clinics become full quickly at the beginning of each year, so don't hesitate to call them early if you have benefitted from therapy in the past or are strongly considering therapy during your internship. Another resource is Thriving Campus – interns can search the database for practitioners who offer a sliding fee scale.

Interns can also use their health insurance or EAP to search for providers as well. Interns can also use [Psychology Today](#) to find a provider who offers a sliding scale by clicking on “sliding scale” under Price.

If a doctoral intern is from Chatham, they will never be assigned clients who are students in Chatham’s Masters or Doctoral programs (MAP, MSCP, PsyD). Dr. Morse and Dr. Zanardelli also have roles in teaching in the Graduate Psychology programs. If an intern has a client from any of the Graduate Psychology programs, we will ensure that supervision for that client is provided by another member of the Counseling Center professional staff. While we cannot fully prevent the possibility that a student in the Counseling Psychology programs might see one of us faculty in a Counseling Center space, we are bound by privacy and confidentiality and will never reveal that any student is a client at the Counseling Center.

Finally, if an intern is from the Chatham PsyD program, their experiences of providing supervision will be carefully attended to. If the intern has a friendship or more than a passing connection with a first year doctoral trainee at the Counseling Center, they will not be placed in a supervisory role with that first year doctoral trainee. They may still work together occasionally, delivering outreach programs, for example, if this is reasonable/comfortable and does not cause any concern.

Intern Application Procedures

Eligibility. Interested applicants must have:

- A minimum of 350 intervention and assessment hours combined (candidates may continue to accumulate hours at the time of application)
- At least 2 semesters of providing individual therapy experience
- Comprehensive exams successfully completed and passed by the application deadline
- All course work completed and a minimum of three years of graduate training at a doctoral program in counseling or clinical psychology, prior to the start of internship
- Interest in diversity and evidence of self-awareness related to providing culturally informed counseling
- Dissertation proposal passed by the application deadline
- Good standing in their academic doctoral home program
- APA Accredited doctoral program preferred but not required
- Ability to pass the Criminal Background and Child Abuse clearance requirements of Pennsylvania (Acts 33 and 34) and FBI clearance
 - Please note that failure to pass background checks or provide required documentation (some sites require vaccination records or drug testing) may result in denial or later revocation of internship position.

Application Deadline is December 1, 2022.

Required Application Materials include:

- APPI Application form
- Curriculum vita
- All graduate transcripts
- Brief cover letter describing your interest in and fit with the internship, your career goals, and which site or sites interest you
- Three letters of recommendation, at least 2 from previous clinical supervisors.
- Director of Clinical Training (from doctoral psychology program) Verification

Please note that we are in the process of applying for APPIC membership. If our membership is approved in time to participate in the Match process, we will do so. If not, we will still accept applications, including all of the materials above. Please email the information as one PDF file to the Internship Training Director, Gina Zanardelli, at GZanardelli@chatham.edu. We will use the same interview dates and process and will notify applicants with decisions on Match Day according to APPIC.

Selection Process

Internship selection is conducted through the APPIC Match system. Selection criteria include, but are not limited to:

- The above stated minimum requirements

- Fit with site, including desire to train in the consortium, expressed interest in the opportunities we offer, and previous experience related to the specific site(s) candidates are interested in
- Strong oral and written communication skills
- Openness to learning new approaches and to integrating feedback
- Willingness to consult
- Flexibility, organizational skills, and team player approach are highly valued

The Internship Training Director and Search Committee meets in October or November to review the selection and interview processes. Completed internship applications are reviewed in the first two weeks of December. The Internship Training Director contacts top applicants to schedule an **interview between January 5 – 18, 2023**. Intern candidates not selected for an interview will be notified by January 3, 2023. Interviews will be conducted via Zoom. We will provide phone interviews for any applicant who does not have access to a reliable web-based video call service. The interview consists of two parts. First, each intern applicant will have a 50 minute structured interview with at least two members of the Training Committee. Intern applicants interested in Excelsa Health will meet with Michele Mattis, Psy.D., and one other staff member from either Chatham or Excelsa.

Internship applicants will also have a 30-minute virtual, intern group meeting with the Internship Training Director. Internship applicants (2 – 4 per group), will have the opportunity to ask questions about the internship and the region and to share their interests and hopes for their internship year. Because this is the first year of the consortium, we do not have previous interns for applicants to speak with for the current interview season.

Prospective interns may also engage in an *optional meeting* with current trainees at Excelsa or Chatham. The 2023-2024 class of interns will be our first class! Excelsa has family medicine residents who can meet with prospective interns to answer questions about life in Latrobe and their experiences on residency. Chatham has advanced practicum students who can answer questions about life in Pittsburgh and at Chatham. Three meetings will be scheduled via Zoom, for up to one hour, with either family medicine residents (for applicants interested in Excelsa) or with advanced practicum students (for applicants interested in Chatham). These meetings are voluntary and applicants' decision to participate or not participate in one of these "getting to know you" meetings will not be factored into interview ranking decisions.

We will not be holding an in-person open house during the current interview season because we are sensitive to reducing your costs associated with interview traveling, as well as reducing your risk of a COVID exposure.

After interviews are completed, the Internship Training Director submits a ranked list to APPIC and abides by the Match rules. We will not solicit information from you about your rankings, preferences or first choices nor will we offer any ranking information. If candidates are not ranked, they will be notified before the day rankings are due for candidates. We will announce this date after August 1, 2022, when APPIC announces match dates for the 2023 – 2023 training year.

Please note that interns must be able to pass the Pennsylvania Background Checks – Child Abuse, Criminal History, and FBI fingerprinting. In addition, interns are expected to have the vaccinations required for each site. There is the possibility of requesting an exception to vaccinations; however, this exception cannot be guaranteed.

Interns should expect to be fully in person for the 2023-2024 internship year. While the Covid-19 pandemic has affected our training and work environments for the past 3 years, we value the opportunities and richness of in-person internship training. We will continue to offer telehealth

(phone and video) services to clients and flexibility for working when exposed. If you have questions or concerns, please contact the Internship Training Director, GZanardelli@chatham.edu so we can talk about our policies and your concerns or questions.

Internship start date: Due to the July 4 holiday, which occurs on a Tuesday, internship will begin on Wednesday July 5, 2023.

Please note that applicants matched with our site must pass background checks and complete the required Human Resources paperwork prior to starting internship. Both Chatham and Excelsa conduct background checks. These include:

1. Pennsylvania Child Abuse History Clearance
2. Pennsylvania State Police Criminal Record Check
3. Federal Bureau of Investigation (FBI Criminal Background Check)
4. In addition, certain vaccinations, including COVID vaccines, are required. Exceptions can be requested and these requests are carefully considered with regard to the needs of the intern and the broader community. For more specific questions about which vaccinations are required for the site(s) that interest you, please contact:
 - a. Michele Mattis for Excelsa Health (MMattis@ExcelsaHealth.org)
 - b. Gina Zanardelli for Chatham (GZanardelli@chatham.edu)

Interns who match to one of our sites but do not complete or pass the background checks will not be allowed to start, or, if applicable, continue in the internship program. Background checks that have employment, education, or date discrepancies will be subject to review by Human Resources on a case-by-case basis.

Benefits and Stipend

Each intern receives a salary of \$30,000 and benefits. The benefits include

- Holiday time off:
 - Independence Day, Labor Day, Thanksgiving (2 days), Winter Break (December 24 – January 31), New Year’s Day, and Memorial Day
 - The Chatham intern will also have Martin Luther King, Jr. Day and Juneteenth off, plus 10 PTO days.
 - The Excelsa intern will have 12 PTO days.
 - Interns are also entitled to 2 professional development days, which can be used for conferences, dissertation defense, job interviews, or other professional activities.
- the option to enroll in Health Insurance, Dental Insurance, Vision Insurance, and Disability/Life Insurance
- the option to enroll in flexible spending accounts (health care or childcare)
- access to on site gym
- **Chatham Benefits:** Chatham ID that includes use of Pittsburgh Rapid Transit (bus) for free; access to campus library and campus events; access to an EAP, AnywhereCare – access to virtual care for common medical issues 24/7; computer to use during internship
- **Excelsa Benefits:** Free parking; Employee Wellness Program, access to campus library and fitness facility; iPad

Attendance Policy

The Consortium provides holidays and paid time off (as described in Benefits and Salary) for interns and we encourage you to use that time. Additionally, to meet the requirements of the internship, interns are expected to attend consistently in their internship year. We value your health and well-being and recognize that unexpected events may occur. We also acknowledge that APA and state licensure laws have minimum achievement levels and hours requirements. We support your self-care and request that you maintain consistent attendance without putting yourself at risk. Our work can be challenging and taking care of ourselves is an ethical imperative. We welcome conversations about balancing internship and self-care. It is also important to note that poor attendance may result in an intern not meeting the requirements of the internship and their academic doctoral program.

Fridays are a day dedicated to trainings and group supervision, which are essential elements of the internship experience. Except in an urgent situation, if you need to take a Friday off, please provide both your individual supervisor and the Internship Training Director with your request at least three weeks ahead of time. Taking a Friday off will affect the training experience of your intern colleague as well. If you are ill on a Friday, however, please take that time off to recover. Please note that we also have several Fridays on which we will not be meeting during the 2023 – 2024 training year:

- November 24, 2023
- December 22 and 29, 2023
- January 5 and 12, 2024 will be abbreviated training days in lieu of internship interviews
- The Friday of Chatham's spring break will also not be a training day

Appendix A: Verification of Review of Training Manual

**Verification of Review
Chatham University Counseling Center-Excelsa Health Internship Consortium
Training Manual**

By signing below, I acknowledge that I have read the Chatham University Counseling Center-Excelsa Health Internship Consortium Training Manual. I agree to follow the policies and procedures within. I have had the opportunity to discuss questions and/or concerns with the Internship Training Director. I am aware that I can ask questions or seek clarification on any of the Training Manual contents at any point during the internship year.

Intern Name (Printed): _____

Intern Signature: _____

Date: _____

Internship Training
Director Signature: _____
Gina Zanardelli, Ph.D.

Date: _____

APPENDIX B: EVALUATION FORMS

Evaluation of Intern

Evaluation of Intern Case Presentation

Intern Evaluation of Primary Supervisor

Intern Evaluation of Site and Internship Experience

**CHATHAM UNIVERSITY COUNSELING CENTER-EXCELA HEALTH PSYCHOLOGY INTERNSHIP
CONSORTIUM EVALUATION OF INTERN**

Psychology Intern: _____

Primary Supervisor: _____

Date of Evaluation _____

Dates Evaluation Covers: From _____ to _____

EVALUATION METHODS USED:

___ Direct/live observation

___ Case Presentation

___ Video/Audio Recording

___ Co-facilitation of therapy

___ Review of clinical documentation

___ Seminar discussions

___ Feedback from other staff

___ Other

Please complete the intern evaluation using the scale below. Please include comments for each of the nine required profession-wide competencies. The evaluation includes feedback from all training staff. **Direct live or recorded observation must be completed at least once each evaluation period.**

- N: Not enough information at this time to provide an evaluation of this learning element.
- 1. Performance significantly below expected level for doctoral intern in health service psychology. Intern requires close monitoring and significant training and supervision to meet basic tasks. Remediation plan needed.
- 2. Performance below expected level for doctoral intern in health service psychology. Intern requires additional supervision and monitoring of basic tasks. Remediation plan needed.
- 3. Performance approaching the level of independent practice and is at expected level for doctoral intern in health service psychology at mid internship year. Intern continues to consult and demonstrates appropriately increasing independence.
- 4. Performance at expected level for independent practice for entry level health service psychologist and is performing at the developmentally appropriate level for the end of the internship year. This is the minimum level of achievement for successful completion of internship at the end of the training year.
- 5. Performance at advanced level for entry level health service psychologist. Intern demonstrates mastery of basic and some advanced skills associated with this competency.

I. Research. The intern:		
A. Demonstrates substantially independent ability to evaluate critically and disseminate research or other scholarly activities (e.g., case conference, presentation, publication) at the local (including host institution), regional, or national level.		
Comments		

II. Ethical and Legal Standards. The intern:		
A. Is knowledgeable of and acts in accordance with the current version of: <ul style="list-style-type: none"> • the APA Ethical Principles of Psychologists and Code of Conduct • relevant laws, regulations, rules, and policies governing health; service psychology at the organizational, local, state, regional, and federal levels • relevant professional standards and guidelines. 		
B. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.		
C. Conducts self in an ethical manner in all professional activities.		
D. Consults with supervisor and other staff members when working through an ethical dilemma.		
Comments		

III. Individual and Cultural Diversity. The intern:		
A. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.		
B. 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 service.		
C. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.		
D. Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.		
Comments		

--

IV. Professional Values and Attitudes: The intern:	
A. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
B. Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
C. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	
D. Responds professionally to increasingly complex situations with a greater degree of independence as they progress across levels of training.	
Comments	

V. Communication and Interpersonal Skills. The intern:	
A. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisors, supervisees, and those receiving professional services.	
B. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.	
C. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	
D. Responds to communication from clients and staff in a timely manner.	
Comments	

VI. Assessment. The intern:	
A. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
B. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).	
C. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
D. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods	

appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
E. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
F. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
G. Integrates socio-cultural context into the assessment process, including clinical interviews, interpretation, and oral and written documents.	
Comments	

VII. Intervention. The intern:	
A. Establishes and maintains effective relationships with the recipients of psychological services.	
B. Develops evidence-based intervention plans specific to the service delivery goals.	
C. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
D. Demonstrates the ability to apply the relevant research literature to clinical decision making.	
E. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	
F. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	
G. Demonstrates the ability to present effectively psychoeducational programming and/or teaching effectively.	
H. Provides ethical and responsible service for clients (e.g., keeping timely appointments, disclosure of training status and supervisor).	
I. Maintains timely clinical documentation in accordance with agency, ethical, and legal requirements.	
Comments	

VIII. Supervision: The intern:	
A. Applies knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.	

B. Prepares adequately for supervision and actively seeks, engages in, and is receptive to feedback in supervision, integrating feedback into subsequent work.	
C. Provides effective feedback to peers.	
D. Provides strength based and constructive feedback to support supervisee's professional development.	
Comments	

IX. Consultation and Interprofessional/Interdisciplinary Skills. The intern:	
A. Demonstrate knowledge and respect for the roles and perspectives of other professions.	
B. Applies knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include but are not limited to: role played consultations with others and peer consultation, provision of consultation to other trainees.	
Comments	

Summary:
Areas of Strength:
Areas of Growth:

Signature of Doctoral Intern: _____

Date: _____

Signature of Supervisor: _____

Date: _____

The evaluative criteria are from the APA Commission on Accreditation Implementing Regulations (IR C-8 I), with the exceptions of: II.D; V.D; VI.G; VIIG, H, I; and VIII B, C, D.

**Chatham University Counseling Center-Excelsa Health Psychology Internship Consortium
Intern Case Presentation Evaluation**

Intern: _____

Date of Presentation: _____

Evaluator: _____

Domain	5: At advanced level	4: At expected level for entry level	3 Approaching expected level for entry level	2: Below expected level; revisions required	1: Significantly below entry level; revisions required
Addressed relevant cultural and diversity considerations					
Confidentiality maintained – client identity disguised					
Integrated evidence-based practices					
Communicated in a clear and professional manner					
Demonstrates respect for client/does not use pathologizing language					
Diagnosis supposed by symptoms and assessment					
Open to feedback, questions, and comments during presentation					

Strengths:

Areas for Growth:

NOTE: Only the evaluations from the Training Committee and used evaluative purposes. Any feedback from a trainee who completed the evaluation form will be shared with the intern but will not be included as part of the formal evaluation. The intern should receive at least a 3 in all categories for the fall semester presentation and should receive a 4 or higher for end of year presentation. Any score of less than 4 at end of internship must be revised to complete internship successfully.

**CHATHAM UNIVERSITY COUNSELING CENTER-EXCELA HEALTH PSYCHOLOGY INTERNSHIP
CONSORTIUM EVALUATION OF SUPERVISOR**

Psychology Intern: _____

Primary Supervisor: _____

Date of Evaluation _____

Dates Evaluation Covers: From _____ to _____

Please use the following scale to rate your supervisor on the following items. Your feedback is important to us and helps us continue to improve the internship and meet intern training needs. Please complete this evaluation and discuss it with your supervisor after you and your supervisor have reviewed your evaluation. Copies should be provided to your supervisor and to the Internship Training Director.

Rating Scale

1 Not at all	2 Below Expectations	3 Meets expectations	4 Above expectations	5 Significantly exceeds expectations
------------------------	-----------------------------------	-----------------------------------	-----------------------------------	--

N/A: Not applicable or cannot say

Supervisor Responsibilities. My supervisor:	Rating
1. Attends supervision sessions on time and as planned.	
2. Makes themselves available for consultation at times other than our regularly scheduled supervision.	
3. Reviews and provides feedback on clinical documentation in a timely manner.	
4. Is knowledgeable of internship site's policies and procedures.	
5. Communicates with me on a regular and timely basis.	
COMMENTS:	

Supervision Content. My supervisor:	Rating
1. Reviews my caseload and provides strength-based and growth-oriented feedback on working with clients.	

2. Aids me in understanding the social identities of my clients and the potential influence of social identities on my clients' experiences.	
3. Helps me explore and resolve ethical concerns and ethical dilemmas.	
4. Aids me in assessing and intervening in crisis and other risk management situations.	
5. Helps me improve my concise appointment time management skills.	
6. Helps me establish a diagnosis and treatment plan for clients.	
7. Assists me in identifying and implementing a range of therapeutic interventions with clients.	
8. Promotes empathy and understanding of clients.	
9. Helps me understand and work with the therapist-client relationship, including discussion of my own reactions and feelings with regard to clients.	
10. Aids me in expanding my skills and competencies as an emerging health service psychologist.	
11. Provides support and feedback in my outreach work.	
12. Aids me in developing theoretical conceptualization of clients.	
13. Provides support and feedback in my consultation work.	
14. Demonstrates and shared knowledge of recent research related to my clinical work and internship experience.	
15. Provides guidance about evidence-based practice, including but not limited to guidance on the scholarly literature.	
COMMENTS:	

Supervision Relationship/Process. My supervisor	Rating
1. Works to establish and maintain a safe and supportive supervisory relationship.	
2. Facilitates trust in our supervisory relationship.	
3. Helps me establish and monitor my training goals.	
4. Promotes my self-awareness and self-reflection regarding my clinical work.	
5. Attends to social identities and diversity within our supervisory relationship.	
6. Provides effective feedback on my strengths and growth edges.	
7. Challenges me effectively.	
8. Is attentive during supervision.	
9. Provides support in managing my internship responsibilities.	
10. Supports me overall as I work toward successful completion of internship.	
Comments:	

Assistance in Professional Development. My supervisor	Rating

1. Is a positive, professional role model.	
2. Supports my professional identity development.	
3. Exhibits flexibility in supervision as needed.	
4. Facilitates increasing autonomy in my role based on my development of competencies.	
Comments:	

Please provide answers to the following questions to help your supervisor meet your training needs.

1. Please provide an example of an experience in supervision that had a significant, positive impact on you.
2. Please describe an experience in supervision in which you wished your supervisor had helped differently or could have been more helpful.
3. What are 2 things you appreciate and want your supervisor to continue to do.
4. What is one thing your supervisor can do to improve your supervision?
5. What is one thing you can do to improve your experience in supervision?

Intern Signature

Date

Supervisor Signature

Date

Appendix C: Case Presentation Format

Case presentations are scheduled for 30 – 40 minutes. Your presentation should take about 15 minutes and cover the topics below. Following your presentation, a discussion about your work with the client answer questions you pose and provide feedback about strengths and considerations for your work.

- 1. Client background**
 - a. Demographics, social identities
 - i. Disguise client's identity
 - b. Mental status
- 2. Client presenting concern(s)**
 - a. Number of sessions to date
 - b. Precipitating factor(s) for client entering counseling
 - c. Client goal(s) for therapy
 - d. Client engagement in therapeutic process
- 3. Client history (as related to the presenting concern or concerns)**
 - i. Family
 - ii. Social
 - iii. Relational
 - iv. Education
 - v. Work
 - vi. Medical, including psychiatric medications and prescriber role (e.g., family physician, psychiatrist, etc. but not name)
 - vii. Major life events
 - viii. Client strengths
 - ix. Previous psychological treatment
 - x. Legal issues (be very careful to disguise or delete if they may be identifying, especially when considering social identities)
 - xi. Substance use – historic and current
- 4. Client current functioning**
 - a. From areas noted in 3 (Client History), identify
 - i. Areas of strength
 - ii. Symptoms
 - iii. Areas affected by client concerns
 - iv. Areas that may be contributing to client concerns
 - v. Psychosocial stressors
- 5. Specific symptoms and diagnostic considerations**
 - a. Include start of symptoms/concerns and progression
 - b. Integrate consideration of social identities and experiences related to marginalized or privileged social identities
 - c. Include client strengths and what they have done to cope with and address their concerns
 - d. Assessments used/how assessment was conducted
 - e. DSM-V diagnosis

6. Treatment plan

- a. Link to client goals
- b. Integrate evidence-based practice
- c. Indicate anticipated length of treatment
 - i. If longer than 10 sessions, client goals should include long term and short term goals

7. Client progress toward goal(s)/on treatment plan

8. Therapeutic successes and challenges

9. Theoretical conceptualization

- a. What are the primary theories guiding your understanding of and work with the client (it may be only 1 or more than one)?
 - i. Include at least 2 scholarly references that help us understand how you think about your client's concerns and experiences from a theoretical/conceptual perspective
- b. Include relevant cultural considerations, consider potential impact of marginalized identities, privilege, experiences with discrimination, racism, sexism, homophobia, etc.
- c. In addition to theoretical orientation, what other issues may need to be considered (e.g., health concerns, substance misuse, relationship violence, etc.)?
- d. Identify 2 interventions that have been successful with the client.
- e. Identify 1 intervention that was not as successful for the client. What did you learn as a result of that/what would you do differently?

10. Questions/feedback you would like for your work

Appendix D: Intern Self-Assessment and Goals

Intern:

Date:

In collaboration with your individual supervisor, please identify your strengths, growth areas, and goals for your internship. These goals will be used to help guide supervision and your training experiences. Your goals can be reviewed/revised at mid-year.

1. What are your current plans for your career/after internship? Consider what setting(s) and population(s) you'd like to work in.
2. What are some of your hopes for internship?
3. What are some of your worries about internship?
4. What are your strengths in your development as a psychologist? (See list below, feel free to add).
5. What are your growth edges in your development as a psychologist? (See list below, feel free to add).
6. Please identify 2 – 3 clinical / professional goals that you'd like to work on. Consider your strengths, growth areas, profession wide competencies, specific skills, etc.
7. Please share some of the supervisory experiences you've had – consider what has worked well for you, what kind of support and challenge you hope for in supervision, things that might cause difficulty for you in supervision, and perhaps past negative experiences you've had with your supervisor, if you are comfortable sharing any of those.
 - a. We recognize it may take time to feel safe in supervision before you feel OK sharing these.

Skills to Consider as Strengths, Growth Edges, or Goals

Profession Wide Competencies

1. Research
 2. Ethical and Legal Standards
 3. Individual and Cultural Diversity
 4. Professional Values, Attitudes and Behaviors
 5. Communication and Interpersonal Skills
 6. Assessment
 7. Intervention
 8. Supervision
 9. Consultation and Interprofessional/Interdisciplinary Skills
- **Types of assessment:** intake, ongoing, therapeutic assessment (Steven Finn), objective, projective, personality, intellectual, integrated reports, and report writing
 - **Types of intervention:** individual, group, outreach, crisis
 - **Microskills** (open ended questions, active listening, reflection of content, reflection of feelings, paraphrasing communicating empathy, immediacy, interpretation, self-disclosure, challenges, use of silence, understanding transference/countertransference)
 - **Broaching social identities** and diversity with clients
 - **Conceptualization**
 - **Treatment planning**
 - **Diagnosis**
 - **Report writing**
 - **Consultation**
 - **Outreach Programming:** Design, delivery
 - **Integrating diversity and social identities** into:
 - Therapy
 - Conceptualization
 - Treatment Planning
 - Diagnosis
 - Report Writing