



**MISSISSIPPI STATE UNIVERSITY™**  
STUDENT COUNSELING SERVICES

**Mississippi State University**  
**Student Counseling Services**  
**Health Service Psychology Internship**  
**Policies and Procedures Manual**  
**2021-2022**

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## ***I. INTERNSHIP FRAMEWORK***

### **a. Mission**

- Mississippi State University Student Counseling Services (SCS) is a department of University Health Services in the Division of Student Affairs. The mission of Student Affairs is to support the mission of Mississippi State University through engaging students through programs, services, facilities, and activities that are designed to promote “active citizenship, learning, well-being, and success.” Additionally, the vision of Student Affairs states “to inspire success in all students by advancing learning and development through student engagement and our commitment to excellence and innovation.” Central to the mission of Student Affairs are the core values that include integrity, inclusion, student centered, and service excellence.
- The mission of the health service psychology internship program at SCS is directly tied to the aforementioned vision, mission, and values of Mississippi State University (MS State). Specifically, the aim of the internship program is to further promote the core values of Student Affairs as outlined below:
  - a. Integrity: The SCS internship program aims to be honest, trustworthy, transparent, and responsible. Further, we aim to provide a warm and welcoming environment that encourages personal and professional growth as future psychologists. We value transparency within our staff, and we hope to model transparency and responsibility to our interns. Lastly, we adhere to the Ethics Code outlined by the American Psychological Association, as well as the Rules and Regulations of the Mississippi Board of Psychology, and we strive to show our commitment to these codes to our trainees.
  - b. Inclusion: The SCS internship program greatly values and honors diversity and the well-being of all people. By bringing in diverse doctoral students from across the country, it not only enhances the lives of the students being served, but also enhances the learning of staff members within SCS and the Division of Student Affairs. We strive to be “all inclusive” and strictly adhere to the non-discrimination policies set forth by the university. Lastly, we are committed to honoring the uniqueness of all people as evidenced by our experiential training and didactics.

- c. **Student-Centered:** As a member of Student Affairs, SCS plays a large role in the success of the students at MS State. Our internship program strives to act in the best interests of the students at MS State, as well as the doctoral trainees, by creating a focus geared towards individual training needs. When we serve our trainees with the highest quality training, we directly serve our students with the highest of quality of care.
- d. **Service Excellence:** SCS is committed to innovation. We strive to foster an environment that encourages innovation through transparent feedback, honoring ideas of staff members, and utilizing each staff member's diverse skill set. This enables our center to continuously improve the training program.

**b. Goals**

- Our program aims to complete the training of broadly trained health service psychologists. The internship seeks to build on interns' previous training experiences to further develop their knowledge and skills to successfully find a career in the field of psychology. This internship aims for interns to achieve the level of functioning expected of an entry level psychologist. Specifically:
  - a. The provision of high-quality psychology services to clients in a similar, outpatient setting, including:
    - i. Practice multi-modal psychotherapy (Individual and group)
    - ii. Perform clinical interviews and assessments
    - iii. Be able to conduct programs, presentations, and consultations
    - iv. Provide appropriate crisis services and response
    - v. Deliver clinical supervision
    - vi. Integrate research into practice
    - vii. Be aware of, and responsive to, culture and diversity including the use of culturally-appropriate assessments and treatments
  - b. Development of healthy professional identity, including:
    - i. Practice in accordance with APA ethics and the legal guidelines in their jurisdiction
    - ii. Consult, collaborate with, and integrate into multidisciplinary teams to provide quality care to clients as well as institution level interventions
    - iii. Identification of long-term goals and plans related to a career in psychology
    - iv. Self-awareness and addressing of cultural considerations, diversity, and biases which may affect work in psychology

**c. Duration**

- The internship is a full-time, 1-year program. The yearly total is just over 2000 hours minus vacation and sick leave, typically beginning on August 1<sup>st</sup> and running until July 31<sup>st</sup>.

**d. Stipend**

- The intern stipend for the 2021-2022 internship year is \$36,457; interns are paid on a semi-monthly basis.

**e. Leave Time and Other Benefits**

- As full-time employees, interns accrue regular leave at the following rates:
  - *Personal Leave, 12 hours per month, 18 days total a year*
  - *Major Medical Leave, 8 hours per month, 12 days total a year*
- Vacation time must be scheduled with the approval of the Program Director (PD) and the SCS Director. Interns, like staff, are encouraged to take vacation time during non-peak SCS times.
- Other types of leave (e.g., Bereavement leave) may also be taken in accordance with university policies, which can be found at <http://www.hrm.msstate.edu/benefits/leave/>.
- In addition to the leave available to all full-time employees at the university, interns are allowed up to 5 days of leave for professional development (e.g., job search, conference attendance, graduation).
  - *Barring exceptional circumstances, interns should **not** schedule more than 3 professional days a semester.*
  - *Like vacation time, professional development days must also be approved by the PD, in consultation with the SCS Director.*
- Interns are also eligible for all University holidays. A list of the 2021 Calendar Year can be found here: <http://www.hrm.msstate.edu/benefits/holidays/>.
- The Director of SCS must approve requests for exceptions regarding leave noted above. Leave in excess of the amounts noted above may have implications for meeting the requirements of the internship. The PD will work with the intern should exceptional circumstances prevent the intern from accruing the necessary hours. However, decisions regarding such implications are the responsibility of the PD and the SCS Director.
- Interns are considered non-exempt employees of the University, subject to all policies and procedures as set forth by the University, in addition to those developed by SCS as part of the training program.

#### f. **Counseling Center Hours**

- During the academic year, regular business hours for SCS are from 8am-5pm Monday through Friday. Interns are expected to conform their work hours to this schedule, unless special arrangements are made with the SCS Director and PD. Barring special arrangements, interns are expected to be on the premises during the regular SCS hours, with an hour for lunch and additional work hours according to need.
- Interns are expected to work an average of 40 hours per week during their tenure, consistent with the hours that SCS is open. Interns **cannot** provide clinical services of any kind unless there is a licensed staff member available on the premises.
- Crisis response, outreach events, or other events may occur in which interns are expected to work outside the 8am-5pm workday or to work on weekends. These instances should be rare and, when possible, will be scheduled well in advance. Typically, these hours may be flexed to not exceed the standard 40 hours work week, although this cannot always be guaranteed.
- Major Rotations may have some requirements outside of the typical 8am-5pm workday. These should be discussed with rotation supervisors.

#### g. **SCS Services**

- The following services are offered to the campus community. It is expected that individual therapy services will make up the majority of direct service hours interns receive during training, although certain other experiences may be increased with specialty rotations (described below):
  - *Individual Therapy (primarily short-term, in-person and telehealth)*
  - *Couple Therapy*
  - *Group Therapy (Process and support)*
  - *Initial Triage and assessment (in-person and telehealth)*
  - *Psychoeducational Workshops*
  - *Psychological Assessment (primarily diagnostic)*
  - *“Let’s Talk” brief, consultation services*
  - *Crisis Response (including walk-in crisis services and after-hours response)*
  - *Outreach Programing*
  - *Supervision of Trainees*
  - *Consultation Services*

## II. *Staffing Structure of the Training Program*

### a. **Administration**

- The program administration is primarily the responsibility of the designated Program Director (PD)
  - a. The current PD is Ty Stafford, PhD, Assistant Clinical Professor and Program Director
  - b. The PD reports directly to the Director of SCS
- All policies and procedures are established by the PD in conjunction with the Director of SCS and the Training Committee, which is made of members of SCS professional staff. All professional staff are eligible to participate in this training committee.
- The policies of the Training Program and those of SCS, in general, adhere to the *Ethical Principles of Psychologists and Code of Conduct (2002)* of the American Psychological Association (<https://www.apa.org/ethics/code/principles.pdf>), as well as the *Rules and Regulations of the Mississippi Board of Psychology (2013)* ([http://www.psychologyboard.ms.gov/Psy%20Documents/Rules\\_Regulation\\_20130225.pdf](http://www.psychologyboard.ms.gov/Psy%20Documents/Rules_Regulation_20130225.pdf)). Interns are expected to review and abide by these principles and rules.
- The PD and Training Committee meet regularly to review policies and procedures, develop or revise policies and procedures, set standards for the selection and evaluation of trainees, participate in the selection and evaluation of trainees, establish expectations of and goals for the training program, and plan specific components of the program. Additionally, the committee assists the PD in monitoring the effectiveness of the diverse components of the program through formal feedback from interns and through self-examination.
- On a bi-weekly basis, the PD, supervising staff, and major rotation supervisors participate in Supervisors' Meeting. The purpose of these meetings is to provide supervising staff the opportunity to consult with each other about their supervision and supervisees – the process of supervision; the supervisory relationship; and the development and evaluation of the intern supervisees.

### b. **Training Staff**

- The training staff is comprised of all professional staff of Student Counseling Services. Training staff provide clinical supervision either individually or in small groups, teach seminars, provide supervision and consultation for outreach and consultation activities, and/or serve as co-therapists with interns in providing group services.
- Primary supervisors for interns must be licensed as psychologists in the state of Mississippi. Primary supervisors are responsible for overseeing the majority of an intern's caseload, as well as monitoring the overall training experience, of their supervisees.

- All training staff licensed in the State of Mississippi in mental health professions other than psychology are eligible to serve as secondary supervisors. Interns may have secondary supervisors for specialized rotations, group, outreach, supervision of supervision, and consultation activities.
- Major Rotation Supervisors may be licensed psychologists or licensed in the State of Mississippi in a related mental health profession.

c. **Roles and Relationships among Professional Staff and Interns**

- The relationships between interns and professional staff are multi-faceted. As a center, staff members strive to integrate interns as full members of our clinical staff, not just “trainees.” At the same time, professional staff recognize that interns are ‘trainees’ with the single-most important objective of completing their degree requirements and preparing to function as independent psychologists. This duality has the potential to create uncertainty and confusion concerning relationships and behavior. The following are ***guidelines and suggestions*** designed to help interns and staff navigate these complex relationships:
  - *All SCS staff are in a position to provide evaluative feedback concerning interns. This means that professional staff must remain conscious of the inherent power differential between professional staff and interns.*
  - *The training role of all professional staff should take precedence over any personal relationship that might develop between staff and interns.*
  - *Relationships between interns and all SCS staff must first and foremost, be based along professional lines. While professional, collegial relationships between interns and staff are necessary for a healthy work environment, friendships are discouraged. Interns and staff should carefully consider and remain cognizant of the potentially complicating implications of a friendship relationship with each other (e.g., potential effects on the intern, the intern cohort and the integrity of the training and evaluation experience).*
  - *Socializing between staff and interns should be restricted to situations in which all interns are invited.*

- *According to the APA Ethical Principles for Psychologist and Code of Conduct (2002): 7.07: **Sexual Relationships with Students and Supervisees:** “Psychologists do not engage in sexual relationships with students or supervisees in training who are in their department or over whom the psychologist has or is likely to have evaluative authority.” Since all professional (including office support) staff are considered to have some “evaluative authority” over interns, sexual/romantic relationships between staff and interns are considered unethical and may lead to disciplinary action and/or dismissal.*
- *Interns and all SCS staff are expected to consult with professional staff, the Training Committee, and/or the Program Director when faced with decisions related to potentially complicated multiple relationships.*

### **III. Intern Selection**

#### **a. APPIC and APPI**

- SCS uses the online AAPI internship application through the APPIC match process.

#### **b. Requirements**

- Applicants must:
  - a. *Verify that they are enrolled in an appropriately accredited doctoral program,*
  - b. *Show verification of internship readiness by the director of their training program,*
  - c. *Provide transcripts from their graduate work,*
  - d. *Have practicum or other clinical experience working in an outpatient therapy setting*

#### **c. Applicant review**

- Applicants will be initially reviewed by the director for minimum basic criteria and requirements consistent with APA-accredited training programs. Applicants are given an objective score (0-3) based on their experience working in outpatient therapy settings with young adults
  - *0 = no qualifying experience (Applicants with a 0 are eliminated from consideration)*
  - *1 = outpatient therapy with young adults*
  - *2 = university counseling center experience*
  - *3 = multiple-site university counseling center experience)*

- Applications will then be reviewed by the training staff for a full review of their application materials including:
  - *Cover letter,*
  - *Curriculum vitae (CV),*
  - *AAPI,*
  - *Transcripts,*
  - *Essays,*
  - *Letters of recommendation.*
- Staff will be encouraged to consider in their review:
  - *Applicants' experience with the multitude of tasks required as part of training at SCS*
  - *Apparent level of interest in working with the college student population*
  - *Apparent level of interest and experience in working with issues of diversity*
- Upon completion of this review, the training team will decide who among the most qualified applicants to invite to interview.
- Diversity and needs of SCS will be considered in inviting applicants.

#### **d. Interviews**

- Interviews consist of:
  - *a 30 minute interview with the PD and SCS Director*
  - *a 30 minute segment in which interviewee is given a case vignette and asked to discuss potential diagnoses and treatment plan as well as respond to an ethical dilemma*
  - *30 minute segment in which the interviewee responds to pre-determined questions.*
  - *30 minute meeting with current intern cohort*
- The training staff (outside of the PD and SCS director) are split into two teams (case vignette team and questions team) to facilitate these interview segments.
- Candidates will be offered to complete interviews on one of three dates to be interviewed via WebEx. A phone interview will occur should technical difficulties arise.

#### **e. Final selection**

- Upon completion of all interviews, the training team will again meet to discuss candidates and determine rank-order based on SCS needs, impression of fit at SCS, and candidates' apparent interest in SCS.
- Diversity will also be considered in ranking to maximize the possibility of a diverse intern class.

- While current interns can provide feedback to be considered by the training committee related to their experience with candidates in their portion of the interviews, interns do not have direct input into or knowledge of ranking decisions.

#### ***IV. Supervision and Evaluation***

##### **a. Primary Supervision**

- Each intern is assigned a primary supervisor from the training staff at the beginning of the training experience. Assignments are the responsibility of the PD, in consultation with the training committee and with consideration for intern preferences.
- Primary supervisors must be psychologists licensed to practice in the State of Mississippi.
- Interns will work with a different supervisor for each half of the year. The change in supervisors will occur 6 months into the internship experience.
- Exceptions regarding supervision can be made if circumstances warrant a change; the PD makes such changes.
- The primary supervisor is one of two main contact persons at SCS for each trainee, the other being the PD. The primary supervisor coordinates all training experiences for each intern in conjunction with the PD.
- In general, questions and concerns regarding clinical practice should be addressed to the primary supervisor, while those involving policies and procedures should be taken up with the PD. The PD and primary supervisor can back up each other in either domain (practice or policies/procedures) if the relevant staff member is not available when a question or concern arises.

##### **b. Secondary Supervision**

- Secondary supervisors are assigned for specialized rotations and/or when interns are involved in activities such as co-leading a group or workshop.
- The secondary supervisor will be the supervisor for that particular activity only, and the PD will provide backup for that staff member should they not be available when needed.

**c. Model of Supervision**

- The basis of the supervisory relationship is an apprenticeship model. The intern has the immediate responsibility for the implementation of treatment plans for their cases and for keeping her/his supervisor informed about all significant and current aspects of each case. The supervisor has the final and legal responsibility for all cases carried by the intern. Therefore, major therapeutic decisions by interns, including type and frequency of treatment, transfer and termination issues, crisis intervention, and communication with third parties, require advance approval of the appropriate supervisor before they are carried out.
- It is intended that over the course of the training year, interns will develop relatively more competency and autonomy in the exercise of clinical judgment within the supervisory relationship.
- The training staff maintains the responsibility for the supervision and management of cases that the intern maintains at SCS. If cases are presented for his/her academic institution, it must only be on a consultative, not supervisory, basis. Prior approval must be obtained from the supervisor before cases are presented outside the Center. Informed written consent must be obtained from the client if any identifying information is provided in such presentations.

**d. Expectations Regarding Self-Disclosure by Interns.**

- The training staff is dedicated to maintaining an internship program that is consistent with standard 7.04 of APA's 2002 *Ethical Principles of Psychologists and Code of Conduct*. Interns are not required to disclose personal information in program-related activities except in cases where personal information is necessary to evaluate or obtain assistance for interns whose personal problems may prevent them from fulfilling their training or professional activities in a competent manner or may pose a threat to those the SCS serves or others.
- Interns are, however, encouraged to discuss and explore their personal qualities as these relate to their work. Consistent with the research literature, we believe that the therapeutic relationship is essential to the effective practice of psychotherapy. To that end, supervision addresses and attends to the person of the therapist to understand and enhance clinical interactions, conceptualizations, and interventions.
- Supervisors are expected to assist interns in self-exploration and in identifying how their personal qualities facilitate or hinder their successful performance. Supervisors, and the entire training staff, strive to be sensitive to interns' desire for privacy concerning any personal issues they may choose to reveal.

- While professional staff seek to respect an interns' privacy, interns' communications to staff **cannot** be considered confidential. In their training role, professional staff must use their best judgment (with a focus on what is perceived to be best for the intern's training and development, the intern cohort, the integrity of the training program, the Center and the Center's clients) in deciding whether, and how, any particular intern's personal revelation should be shared with the training staff and/or the PD.
- e. Social media**
- Interns' engagement with social media platforms (e.g., Facebook, Instagram, Twitter, Snapchat, etc.) must be based on thoughtful professional judgment. By virtue of their role as professional staff, interns represent the SCS even when they are not on site. Thus, their engagement on social media must necessarily take into account the potential for dual/multiple relationships with users of social media, including but not limited to former, current and potential clients, prospective employers, and colleagues, both within and outside the SCS.
  - Interns are encouraged to maintain the strictest privacy settings so as to deter multiple relationships. Interns are also encouraged to use their professional judgment when posting on social media especially when it comes to issues that may be a reflection of their personal values and beliefs; or issues that may be controversial and/or highly charged.

## V. *Specialty Rotations*

### a. **Purpose**

- Specialty Rotations are intended to provide an opportunity for interns to get exposure to a treatment modality/populations with which they might not have previous experience or in order to gain further experience in an already established specialty area.

### b. **Major Rotations Locations**

- Major rotations occur in sites outside of the primary SCS facility and are supervised by staff within the external partners. Major rotations are approximately 1 day a week with the intern housed at the external site. Greater detail about each major rotation can be found in [Appendix A](#).
  - *The Veterinary Student Rotation is housed at Mississippi State University's College of Veterinary Medicine (CVM) and supervised by Dr. Pauline Prince.*
  - *The Athletics Rotation is housed within the Mississippi State University Athletics department's Counseling and Sport Psychology department and supervised by Dr. Aaron Goodson.*
  - *The Disability Resource Rotation is housed within Disability Resource Center supervised by Mr. Jordan Spencer, SSP*

### c. **Rotation Selection**

- While interns are able to select which rotation they pursue, they are required to choose at least 1 major rotation in the Fall and Spring semesters. A rotation in the summer semester is optional and subject to need and availability. Typically, only 1 intern at a time can participate in a major rotation and exceptions to this must be approved by the PD and relevant rotations supervisor(s).
- 1 additional minor rotation can be chosen per semester, pending PD and requested rotation supervisor approval.
- As some rotations can accommodate only 1 intern at a time, interns should negotiate with one another in order to fairly distribute rotation experiences.
- Currently minor rotations offered include (additional rotations may become available over the internship year):
  - *Sexual/Gender Identity Rotation*
  - *Grief Rotation*
  - *Perinatal Mental Health*
  - *Sexual Assault Treatment and Advocacy Rotation*
  - *Disordered Eating Rotation*
- Details of each minor rotation are available in [Appendix B](#).

## VI. *Intern Presentations*

### a. **Purpose**

- In order to assess progress, competency, and ability, interns are required to complete presentations focused on specific topic areas.

### b. **Topic Areas**

#### • **Research Presentation**

- *A 30-minute presentation focusing on the intern's dissertation or other research area. This presentation is given to all available staff and interns. Each, present staff member evaluates it using the Research Presentation Evaluation Form ([Appendix C](#)). The average score of these evaluations (along with de-identified written feedback) is provided to interns and discussed between interns with the Program Director (expected to occur at the end of the Fall semester).*

- **Diversity Seminar**
  - *A 45-minute training focusing on a topic relevant to diversity in clinical work. This presentation is given to all available staff and interns with each, present staff member evaluating it using the Diversity Training Evaluation Form ([Appendix D](#)). The average score of these evaluations (along with de-identified written feedback) is provided to interns and discussed between interns with the Program Director (expected to occur around the end of the of the spring semester or start of summer semester, but could occur earlier or later depending on intern and clinical schedule).*
- **Clinical Case presentations**
  - *Two, 45-minute presentation focusing on a client or couple seen by the intern during internship. This presentation must also include a formal assessment component. This presentation is given to all available staff and interns during the Case Conference weekly meeting. Each, present staff member evaluates it using the Clinical Case Presentation Evaluation Form ([Appendix E](#)). The average score of these evaluations (along with de-identified written feedback) is provided to interns and discussed between interns with the Program Director (expected to at the end of the Fall and Spring semesters).*
- **Clinical Skill Seminar**
  - *A 45-minute seminar focusing a topic relevant to a clinical work. This presentation is given to all available staff and interns with each, present staff member evaluating it using the Clinical Skill Seminar Form ([Appendix F](#)). The average score of these evaluations (along with de-identified written feedback) is provided to interns and discussed between interns with the Program Director (expected to occur around the end of the of the spring semester or start of summer semester, but could occur earlier or later depending on intern and clinical schedule).*

## ***VII. Provision of Supervision***

### **a. Expectations**

- In the first semester, interns will participate in a Supervision of Supervision seminar with the PD and another staff member(s). This seminar will focus on ensuring intern readiness to provide individual supervision with discussions of supervision models, ethical considerations, observation of supervision, and role-plays.
- In the 2<sup>nd</sup> semester, interns are expected to provide supervision to 1 doctoral or master's level trainee (i.e., practicum student, graduate assistant, or master's level intern) as determined by the PD and SCS needs.
- Supervision of supervision will be provided by the PD and another staff member(s) designated by the PD, based on supervision needs.
- Interns are also expected to participate in weekly supervision of supervision meetings in each semester.

### **b. Evaluations**

- Intern supervision will be evaluated by their supervision supervisor. Interns' supervisees will also complete a supervision feedback form ([Appendix H](#)) for interns, although this is not part of a formal intern evaluation.

## ***VIII. Training Program Evaluations***

### **a. Evaluations of Interns Required by the Training Program.**

- Evaluation of intern performance is an ongoing process throughout the internship year. In addition to more continuous informal feedback, interns are provided with formal, written evaluations by their primary supervisor quarterly (i.e., 3 month, 6 month, 9 month, and 12 month).
- The primary supervisor will also solicit feedback from the training committee and other SCS staff on different aspects of an intern's time at SCS in order to provide complete and accurate feedback to interns. The primary supervisor will integrate the feedback received into the written evaluation ([Appendix I](#)).
- Additional evaluations are completed for other aspects of the training program. [Appendix G](#) details all expected evaluations over the course of the internship year. These evaluations include:
  - *Research Presentation Evaluation* ([Appendix C](#))
  - *Diversity Seminar Evaluation* ([Appendix D](#))
  - *Case Presentations Evaluation* ([Appendix E](#))
  - *Clinical Skill Seminar Evaluation* ([Appendix F](#))
  - *Rotation Evaluation* ([Appendix G](#))
  - *Group co-leader Evaluation* ([Appendix K](#))

- As the need arises, staff at SCS may provide feedback to an intern either directly or through the primary supervisor or the PD. If the feedback to the intern is given directly by a staff member, the PD must be apprised of this.
- Interns receive copies of all written evaluations following review with their supervisors. Copies of all written evaluations are provided to and maintained by the PD as part of the formal training record.

**b. Evaluations of Interns Required by Academic Programs.**

- Each academic program has different requirements regarding the evaluations required for their students.
- In cases where the academic program requires its own form, this form is completed in addition to SCS evaluation forms. Copies of such evaluations are to be provided to interns and the PD following review with the intern.
- The PD is responsible for providing written feedback to the academic program directors for interns at the midyear and the conclusion of the internship year. PD will also provide feedback to the academic program should the academic program request more frequent feedback.
- Upon successful completion of the SCS internship, interns are presented with certificates documenting the satisfactory completion of all requirements of the doctoral internship program in professional psychology.

**c. Evaluations of Supervisors by Interns.**

- Interns are also required to provide evaluations of the supervisors' performance.
- Written evaluations are expected from interns at the mid-year and end of the internship year.
- The Intern Evaluation of Primary Supervisor can be found in [Appendix L](#).

**d. Evaluation of the Program Director by Interns:**

- Interns will provide a written evaluation of the Program Director, which is submitted to the Program Director before the completion of internship.
- The Intern Evaluation of Program Director can be found in [Appendix M](#).

**e. Evaluation of the Training Program by Interns.**

- Interns will be asked to provide feedback about the training program.
- Feedback is requested from interns at end-of-year point in their training.
- The written evaluation of the Training Program is submitted to the PD and discussion of this feedback will occur in a one-on-one meeting with the Director.
- The Intern Evaluation of Training Program can be found in [Appendix N](#).

**f. Evaluation of the other Training Components by Interns.**

- Interns will be asked to provide feedback of many other aspect of the training program (e.g., rotations, seminars).

- Feedback is requested from interns upon completion of these training components.
- These written evaluations are submitted to the PD and the training component provider and/or supervisor. Discussion of this feedback will occur as necessary with the training component provider or in a one-on-one meeting with the Director.
- The Intern Evaluation of Training Component can be found in [Appendix O](#)

**g. Maintenance of Supervision Records**

- All records related to supervision of interns will be kept in Titanium using the supervision functions of the software
  - *Individual files are maintained for each intern by their primary supervisor and periodically audited by the PD.*
  - *Completed paper documents are scanned into these files*
- As records are digital, they are kept indefinitely

**h. Contacts with academic training departments**

- Letters of progress will be sent to interns' academic departments twice per year, at the midpoint of the year (January) and at the completion of internship. At the completion of internship, a summary of intern activities will accompany the letter of progress. Additional communication with academic departments may occur as needed throughout the internship year.

## ***IX. General Administrative Policies and Procedures for Interns***

**a. Scheduling and Appointments.**

- All appointments are scheduled in the Center's internally networked scheduling software, Titanium Scheduler (Ti). It is expected that all internship time, including lunch and time off, will be coded appropriately in Ti.
- Interns will be assigned intake times during which they will see new and returning clients (i.e., those who have been seen at the Center previously by another staff member and/or the intern and are seeking services again after a substantial period of time) for intake assessments.
- Intakes are typically assigned on the first available intake time convenient for the client.
- New and returning clients may also be assigned by support or professional staff during intern walk-in hours.
- Interns will typically begin developing a client caseload by receiving client referrals from professional staff; however, after an initial training and observation phase, interns will be expected to see regularly scheduled intake appointments.
  - *They may continue to receive some referrals from professional staff throughout the internship year.*

- Each intern usually manages their own scheduling for subsequent appointments with previously seen clients.
- All appointments are coded in Titanium at the time they are made.
- Clients may notify the support staff of inability to keep an appointment, which will be coded in Ti.
  - *Support staff will also typically record no shows.*
  - *However, if a client notifies an intern of a cancellation, the intern should record this in Titanium.*
  - *Support staff will attempt to reschedule the client. Should the available times on an intern's schedule not match those of the client, the intern will be expected to manage the rescheduling. Hence, it is imperative that each intern maintain an updated and accurate Ti schedule.*
- Interns should notify their primary supervisor and the PD (depending on the activities) if an entire training block or activity will be missed.
  - *A block includes an entire morning, afternoon, or day.*
  - *An activity includes supervision, training seminar, more than one appointment, or a group or workshop.*
- If the intern is unable to inform the appropriate staff member before an absence, then efforts should be made to contact that person as soon as practically possible.
- Leaving a message is acceptable if the staff member cannot be reached.
- In the event of a decision not to be present for mental health reasons, the intern should make every effort to discuss this decision with their primary supervisor.

**b. Office Space, Keys, and Equipment.**

- The PD will designate office space for interns in advance.
- Interns will be given keys at the beginning of the internship for their offices and for the building.
  - *Office keys will also unlock the main office.*
  - *Keys must be returned to the support staff as part of leaving the internship.*
- Each intern will have a personal computer in their office for business use. These computers are connected to SCS's local area network and have software for word processing, record keeping, video recording, and scheduling.
- Many necessary forms and substantial essential information are available on the SCS common drive.
- Each intern has an e-mail account supplied by MS State University.

- In addition, each intern office includes a webcam for the recording of clinical sessions. Written instructions for use of the webcams, including how to maintain confidentiality will be provided to interns upon their arrival and are also available on the SCS common drive.

**c. Clerical and Technical Support.**

- Student Counseling Services employs two full-time support staff who are available to provide clerical and technical support to both interns and staff.
- Technical support with regard to computer and information technology is provided by the support staff, MSU's Information Technology Support Services, and a shared dedicated IT Systems Administrator housed off-site at the campus medical center. This administrator manages the server on which SCS electronic medical records system, Titanium Schedule, is housed.

**d. Client Records and Case Notes.**

- Student Counseling Services utilizes the Titanium Schedule system for scheduling and clinical note keeping.
- All forms, records, and correspondence relevant to clients are kept in their electronic Titanium records.
  - *Relevant paper forms, records and correspondence must be scanned into the Titanium record.*
- At the time of intake each client electronically completes:
  - *Standard Data Set (SDS) demographic form*
  - *CCAPS-62*
  - *Schedule availability form*
  - *Digitally signs an informed consent form regarding confidentiality*
  - *Digitally signs an informed consent related to SCS participation in research for CCMH.*
- The therapist doing the intake fills out an electronic intake form which is kept in the client's electronic record.
  - *Interns will need to have their intakes countersigned by their primary supervisor.*
- The process for signing, countersigning, and printing notes, will be reviewed by the Office Manager and primary supervisors.
- Interns are required to complete electronic case notes for each session they see a client.
  - *Case notes include the date and session summary.*
  - *Guidelines for appropriate documentation will be part of orientation, but since there is some variation in preferred content and style interns should also consult with their primary supervisors as to what to write in session notes.*

- *Case notes are to be written using the Client Progress Notes found as a template in Titanium.*

- All Therapist Intake Forms, Client Progress Notes, and other notes included in a client's Titanium record must be electronically signed by the intern and client-related contacts (e.g. telephone contacts, email contacts and correspondence) and both canceled and no show appointments.

**e. Case Load**

- Interns are expected to maintain a case load of at least 15 direct, client hours (e.g., individual therapy, couple therapy, groups). During peak times of the year (typically the middle of the fall and spring semesters) interns may need to take on additional clients. However, their daily caseload should never exceed five clients per day.
- Intern training needs, skill level, and expertise are taken into account with client assignment.

**f. Case Termination**

- Interns are expected to close out all of their cases by the end of each semester and as they terminate with clients within the semester.
- Whether termination was a mutual or unilateral decision, a Termination Report should be completed on each case to be closed.
- This form is available in Ti. The electronic form needs to be countersigned by the trainee's supervisor.

**g. Confidentiality**

- The MS State Student Counseling Services offers confidential counseling services to its students.
- What clients share is between the client and SCS, with the client's therapist as the representative of SCS.
- The confidential relationship between the client and the therapist is extended to include the professional staff and interns of SCS.
- Confidentiality is the client's right and typically can only be waived by signed consent.
- In cases wherein a client decides to waive consent for the specific purpose of releasing confidential information, the SCS representative should complete a Consent for the Release of Confidential Information Form with the client.
- There also may be special circumstances under which it would be prudent and/or required to release confidential information without the client's consent. Interns should consult with their supervisor or PD before releasing confidential information.
- The most typical of these situations include:

- *Where there is a clear and imminent danger that someone's life is at risk*
- *In the case of suspected abuse or neglect of a child or vulnerable adult.*

#### **h. Session Recording**

- Interns are generally expected to record all sessions with clients when possible. However, this is a supervisory decision and is therefore up to each intern's supervisor.
- At a minimum the supervisor must observe each intern either in-person or via video recording at least once per month.
- It is the client's prerogative to agree to or refuse consent for recording.
- Clients who agree to be recorded must give written consent via the Recording Consent Form ([Appendix P](#)).
- It is the intern's responsibility to ensure that all necessary forms have been duly signed. Primary supervisors can provide assistance in learning how to secure such consent.
- Each intern office is equipped with a webcam for video recording.
- After the video recording is reviewed, the session will be immediately digitally shredded from the computer.
- Recorded materials are confidential. Therefore, as with all client-related materials, it is the responsibility of the intern to protect the client's confidentiality.

#### **i. Malpractice Insurance.**

- Interns are expected to have their own malpractice insurance. This should be provided to the office administrated during the intern's first week at SCS.

#### **j. Ethical Guidelines.**

- Interns are expected to be familiar with and follow the Ethical Principles of Psychologists and Code of Conduct (2002) of the American Psychological Association (<https://www.apa.org/ethics/code/principles.pdf>) and the Rules and Regulations of the Mississippi Board of Psychology (2013) ([http://www.psychologyboard.ms.gov/Psy%20Documents/Rules\\_Regulation\\_20130225.pdf](http://www.psychologyboard.ms.gov/Psy%20Documents/Rules_Regulation_20130225.pdf)).

## ***X. Intern Performance Policy and Due Process, Grievance, and Appeals Procedures***

### **a. Purpose**

- Members of the training staff at SCS are committed to providing a supportive, challenging learning environment for interns receiving training at SCS. At the same time, SCS's highest priority is to provide competent, caring, and professional services to students seeking assistance within our center.
- This policy provides both staff and interns with an understanding of the minimum standards for successful completion of the internship and the steps SCS may take in response to behavior which interferes with an intern's performance of their responsibilities.
- The steps delineated below are not intended as an exhaustive list of responses to every situation that may arise, and SCS reserves the right to take actions outside of this policy when necessary and appropriate.

### **b. Minimum Standards for Successful Completion of the Internship**

- Interns will demonstrate satisfactory levels of functioning in the competency areas that form the foundation of this internship. An intern will be considered to have met this standard if they:
  - *Meet the minimum requirements of each Profession-Wide Competency, which are recorded in the tables in [Appendix O](#)*
  - *Interns will have accrued a **minimum of at least 2000 total hours** in this internship.*
  - *A **minimum of 500 of these 2000 total hours** will be direct services.*

### **c. Definition and Evaluation of Problematic Behavior**

- An intern is considered to exhibit problematic behavior if they are unable to perform the responsibilities of their position as an ethical, competent psychotherapist and as an ethical, productive and professional staff member.
- Under such circumstances, the training staff of SCS have a responsibility to intervene in a manner which they believe will best provide for the welfare of clients, the effective operation of SCS, and the training needs of the intern.
- Problematic behavior is broadly defined as interference in professional functioning when the trainee is unable and/or unwilling to:
  - *Acquire and integrate professional standards into their professional activities;*
  - *Develop professional skills in order to reach an acceptable level of competency; and/or*
  - *Control personal stress, psychological disturbance, and/or strong emotional reactions which interfere with client care or other essential professional activities.*

- Interns may exhibit behavior that, while of concern and requiring remediation, is not unexpected or excessive for a professional in training. It is the judgment of the training staff as to when an intern's behavior has reached a level of severity considered to be problematic.
- Behavior typically becomes identified as problematic when it involves one or more of the following characteristics:
  - *The quality of services delivered by the intern consistently results in negative outcomes for clients*
  - *The quality of the intern's professional relationships is seriously impacted*
  - *The behavior in question is not merely a reflection of poor or inadequate skills which can be improved through additional academic, didactic, or experiential training and accommodation*
  - *The intern does not or will not acknowledge, understand, or address the behavior in question when it is identified*
  - *The behavior is not restricted to one area of professional functioning*
  - *The behavior could have ethical or legal ramifications if not addressed*
  - *A disproportionate amount of attention is required by training staff to attempt to address the consequences of the behavior; and/or*
  - *Behavior initially identified as being of concern does not change following feedback, remediation efforts, and/or time.*

**d. Due Process Procedures:**

- Intern Performance Concerns
  - *If there are concerns about an intern's performance, the relevant staff member, heretofore termed secondary supervisor, (e.g., group co-facilitator, seminar facilitator[s], outreach co-presenter) must bring this to the intern's attention.*
  - *The secondary supervisor can choose to take this step after consulting with the PD.*
  - *The secondary supervisor must then discuss strategies for skill acquisition or ways to improve intern performance. Irrespective of how and when the secondary supervisor chooses to address the issue of concern w/ the intern, the supervisor **must** inform the intern's primary supervisor and PD, at minimum. Furthermore, any concern must be discussed in the following weekly Training Committee Meeting.*

- *If the behavior or performance continues to be of concern resulting in an inadequate or unsatisfactory rating on the intern's formal evaluation, the supervisor will discuss the areas of concern with the intern and consult with the PD. The primary supervisor and PD are responsible for informing the intern regarding such concerns about their behavior.*
  - *The intern will have the opportunity to respond formally, **in writing**, to the evaluation of staff concerns. The Program Director and Training Committee will then review the evaluation and any response from the intern, to determine what subsequent action, if any, should be taken to address the concern.*
  - *When the Program Director is the primary supervisor, the SCS Director and the Training Committee will review the evaluation and any response from the trainee and determine what subsequent action, if any, should be taken to address the concern.*
- **Complaints by Staff Member.**
  - *Due process may also come into play when any staff member has a concern about an intern regarding a perceived violation of ethical or legal standards, serious professional incompetence or negligence, or major infringement on the rights of others.*
  - *Under such circumstances, the staff member should discuss the concern directly with the intern and the intern's supervisor(s) for reasons of education and enlightenment.*
  - *As noted in the above section, the staff member will generally take this step after consulting with the PD, and the Training Committee (at the Training Committee meeting). If this discussion is unsatisfactory in resolving the concern, and/or the intern behavior is serious enough, the staff member may submit a complaint, in writing, to the PD.*
  - *The PD will notify the intern of the allegation and initiate a meeting with the Training Committee.*
  - *Under circumstances where one of the individuals on the Training Committee is filing the grievance, the training staff is appointed to a subcommittee of no less than three members.*
  - *This committee will review the complaint to determine if there is reason to proceed with an investigation or whether the behavior in question is in the process of being rectified.*
  - *If the committee determines that the alleged behavior is not substantiated or would not constitute a serious violation, the PD shall inform the intern and the staff member, who may be allowed to renew the complaint if additional information is provided.*

- *When the committee has made a decision that the complaint is warranted, then the committee will determine what actions should be taken to address the concern.*

- Remediation and Sanction Alternatives.
  - *When implementing remediation or sanctions in response to the identification of inadequate performance or problematic behavior in an intern, the training staff of SCS must take into account the welfare of clients and the needs of the intern in question, other interns, training staff, and other agency personnel.*
  - *Courses of action include, but are not limited to:*
    - (1) Verbal warning;
    - (2) Written acknowledgment;
    - (3) Written warning;
    - (4) Schedule modification;
    - (5) Probation;
    - (6) Suspension of direct service activities;
    - (7) Administrative leave of absence;
    - (8) Dismissal;
    - (9) Recommendation of an additional externship or internship;
    - (10) A recommendation for personal therapy with consent for feedback to be used for the evaluation process.
  - *These remediation and sanction alternatives are not necessarily mutually exclusive. For example, warnings or acknowledgments may accompany alterations in schedule or a recommendation for personal therapy.*
  - *The Director of Clinical Training at the intern's academic department may be contacted at any point if the PD decides that this will be helpful in the process of evaluating an intern's skills, performance or behavior or in the process of determining the most appropriate remediation and/or sanction.*

**e. Steps and related implications in the Remediation process.**

- When a **verbal warning** is issued, it emphasizes the need for the intern to discontinue the inappropriate behavior, and the verbal warning is documented as part of a supervision note in the intern's file. A *written acknowledgment* to an intern formally acknowledges that:
  - *The Program Director (or the training staff member) is aware of and concerned about the intern's performance and ability to fulfill their responsibilities;*
  - *The concern has been brought to the attention of the intern;*
  - *The intern must work with the Program Director and the intern's primary supervisor to rectify the behavior(s) related to the concern;*
  - *The behavior(s) in question, if not remedied, may warrant more serious action;*

- *SCS staff will communicate with the intern's department regarding the matter.*
- A **written warning** to the intern indicates that the intern must discontinue behavior which is interfering with the intern's performance. A written warning will generally be in the form of a letter from SCS to the intern containing:
  - *A description of the behavior(s) which has prompted the written warning;*
  - *Actions required to correct the unsatisfactory behavior(s);*
  - *The time frame during which the behavior(s) in question must be corrected;*
  - *Possible actions that SCS will consider if the behavior(s) in question is not corrected within the specified time limits;*
  - *Notification that the trainee may request a review of the action by the SCS staff;*
  - *A copy of the written warning will be kept in the intern's file, and a copy will be sent to the intern's graduate program;*
  - *The intern may submit a letter stating their position regarding the behavior(s) noted in the written warning.*
- **Schedule modification** is a remediation-oriented, closely supervised period during training designed to assist the intern's ability to fulfill their responsibilities and complete the internship.
  - *The period typically includes increased guidance and review of the intern's work and professional activities by the training staff, in conjunction with the Program Director.*
  - *Any number of modifications to an intern's schedule may be implemented at the discretion of the SCS staff, including, without limit:*
    - Increased supervision and instruction by previously assigned supervisors and/or other staff;
    - Changes in the format, emphasis, and/or focus of supervision;
    - A recommendation of steps to assist the intern to adequately perform his or her professional responsibilities by resolving issues which impact performance;
    - reducing the intern's clinical or other workload;
    - or required academic coursework or readings.
  - *The Training Committee, in consultation with the primary supervisor, will typically determine the scope and length of a schedule modification and when and if the intern should resume her or his regular schedule.*
- **Probation**, like schedule modification, is time-limited, remediation-oriented and closely supervised.

- *SCS may place an intern on probation to assess whether the intern is able to perform his or her professional responsibilities and complete the internship.*
  - *During probation, the Program Director, in consultation with other training staff, will systematically monitor the degree to which the intern addresses, changes, or otherwise improves the behavior(s) which has prevented the intern from fulfilling the functions of the internship.*
  - *The intern will be informed of the probation in a written statement which will generally specify:*
    - (1) the reasons which brought about the probation;
    - (2) SCS recommendations for rectifying the behavior(s) in question;
    - (3) the time frame for the probation during which the intern is expected to address the behavior(s) in question in order to resume their responsibilities; and
    - (4) what the intern must do in order to demonstrate that they have addressed the identified behavior(s) and is in a position to resume their professional duties.
- **Suspension of direct service activities** requires a determination by training staff that the welfare of the intern's clients or consultees has been jeopardized by the trainee.
  - *In this circumstance, direct service activities will be suspended for a specified period of time.*
  - *The intern's academic program will be informed in writing of the decision.*
  - *At the end of the suspension period, the intern's primary supervisor, in consultation with the PD, will assess the intern's capacity for effective functioning and determine whether the intern will be allowed to resume direct service.*
  - *This assessment and determination will be made by at least two additional training staff members, excluding the Director, when the PD is the intern's primary supervisor.*
- **Administrative leave** involves the temporary withdrawal of all the intern's responsibilities and privileges within SCS.
  - *The intern's graduate program will be informed in writing of the decision.*
  - *The procedures for determining whether the intern is able to resume their duties are the same as with suspension of direct service activities.*
- **Dismissal** from the internship involves the permanent withdrawal of all responsibilities and privileges.

- *This alternative is considered when specific interventions have not resulted in appropriate improvement in the intern's performance of their professional responsibilities and the intern seems unable or unwilling to alter their behavior.*
- *This action may also be invoked by SCS under any situation which, in the opinion of the Center staff, warrants dismissal, including, without limit, cases of severe or repeated violations of applicable professional ethical codes or applicable laws, rules, or regulations.*

**f. Failure to Demonstrate Sufficient Improvement.**

- If the PD or training staff committee determines that there has not been sufficient improvement to remove probation or modified schedule, then the training staff will consider further appropriate courses of action.
- The PD will notify the intern and the Director in writing that the conditions for removing the probation or modified schedule have not been met.
- This notice will include further course of action decided upon by the PD and the training staff, which may include continuation of the previous remediation efforts for an additional specific time period.
- In addition, the PD will notify the intern and their graduate program that if the behavior in question is not corrected such that the intern can fulfill their duties in an appropriate professional manner, the intern will not successfully complete the training program.
- Furthermore, if the probation period, suspension of direct service activities, and/or administrative leave prevent the successful completion of the hours needed for internship, this will be noted in the intern's file and the intern and their academic program will be notified accordingly.
- Should the determination of insufficient improvement occur at the end of the training period, the Program Director, in consultation with training staff (with the exception of the Director), may determine that the intern has not successfully completed the training program, with the recommendation of a subsequent internship; and/or recommend a career shift for the trainee and facilitate this, if possible. This decision will be given to the intern in writing.
- The intern may respond within one week by either accepting or appealing the action. Lack of response by the intern will be interpreted as accepting the action.
- If an appeal is made, the intern must provide in writing to the Program Director within one week the reasons why the intern maintains the action is unwarranted. Appeals will follow the procedures detailed below.
- The intern's academic program will be notified in writing of the training program's determination when appropriate.

### g. **Intern Appeals.**

- Should an intern choose to appeal the above-mentioned actions, **they must inform the PD in writing within one week of the receipt of notification of the action.**
- If the PD is either the intern's primary supervisor or the party who brought the complaint, then the PD cannot be a member of the review panel and the SCS Director will select two training staff members and designate one to be the chair of the panel.
- In either case, the appeal will be heard and the evidence presented during a review hearing.
- The intern retains the right to be present and hear all facts with the opportunity to dispute or explain their behavior, prior to discussion by the review panel.
- Decisions by the review panel will be made by majority vote.
- Within one week of the completion of the review hearing, the review panel will submit a report to the Director, with a copy to the intern, including any recommendations for further action.
- Within one week of receipt of the panel's report, the Director will accept the review panel's recommendation for action, reject it and provide an alternative, or refer the matter back to the panel for further deliberation. In the latter instance, the panel will then report the results of further deliberation to the Director.
- The Director will then make a final decision regarding what action is to be taken. When the final decision has been reached, the intern, and intern's academic program, and other appropriate individuals will be informed in writing.

### h. **Grievance Procedures**

- In the event an intern encounters difficulties or problems (e.g., inadequate or poor supervision, unavailability of a supervisor, a complaint against a member of SCS staff, workload concerns, etc.) other than an evaluation concern (covered in the above section "Appeals") the intern should:
  - *If possible, discuss their concern(s) with the staff member(s) involved.*
  - *If this mode of action is insufficient to resolve the situation, the intern may seek consultation and guidance by bringing their concern to a supervisor, to the PD if the concern is regarding a supervisor, or the Director if the concern relates to the PD.*
  - *If the PD and/or Director are unable to resolve the concern to the intern's satisfaction, the trainee can file a formal grievance in writing to directly to the Director.*

- *The Director will then establish within 5 workdays a review committee of 3 SCS staff not related to the complaint to review and investigate the complaint. A final decision related to the grievance should be determined within 3 workdays days once the review committee has been established.*
- These procedures do not preclude attempts at resolution made at the university/institution level, which are handled by the Mississippi State University Department of Human Resources.
- As employees of the University, trainees are covered by the University's equal opportunity and sexual harassment policies that SCS fully endorses. As mentioned in the University's Statement on Equal Opportunity:
  - *Mississippi State University does not discriminate on the basis of race, color, ethnicity, sex, religion, national origin, disability, age, sexual orientation, genetic information, pregnancy, gender identity, status as a U.S. veteran, and/or any other status protected by applicable law. The University will not tolerate unlawful discrimination, harassment, or retaliation and is committed to preventing or stopping them whenever they may occur at the University or in its programs. Further, it is the policy of Mississippi State University to comply with applicable civil rights laws, regulations, and orders, including but not limited to the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Vietnam Era Veterans' Adjustment Assistance Act, the Uniformed Services Employment and Reemployment Rights Act of 1994, the Americans with Disabilities Act of 1990, and the Genetic Information Nondiscrimination Act of 2008"*  
<http://www.policies.msstate.edu/policypdfs/0302.pdf>.

**APPENDIXES**

## Appendix A

### Major Rotations

#### Major Rotation

#### College of Veterinary Medicine

**(8 hours: 6.0 direct service; 1.0 supervision; 1.0 documentation/case management)**

**Program Description:** This major rotation allows interns to receive experience embedded in the psychological services office within the Mississippi State University College of Veterinary Medicine. This rotation will provide a unique opportunity to develop professional skills that generalize to a wide variety of clinical practice settings, such as a private practice, a professional medical school, hospital settings, as well as other colleges of veterinary medicine – which is a new and growing field of practice.

**Program Requirements:** Interns are expected to work with students at the Mississippi State University College of Veterinary Medicine (CVM) under the direction of the Coordinator of Clinical Services CVM. As a profession, veterinarians have some scary mental health statistics which include high rates of anxiety and depression. Interns will have a unique opportunity to participate in program development utilizing evidenced based practices to address the needs of students, staff, and faculty. This internship experience provides interns with the opportunity to collaborate and consult with CVM faculty and staff on ways to best support and improve overall mental health within CVM. Interns will also provide individual therapy, group therapy, psychoeducational workshops, and/or outreach to the CVM student body. Professional development presentations on topics of wellness are welcomed and well received by faculty and staff. Opportunities for assessment experience may also occur dependent on the needs of clients.

The expected breakdown of the total number of weekly hours for this rotation is as follows:

Therapy Supervision:	1.0 hour
Individual Therapy:	5.0 hours
Workshop/Group/Outreach:	1.0 hour
Documentation/case management:	<u>1.0 hour</u>

Total:	8 hours
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**Training/Supervision Provided:** Weekly 1 hour of individual supervision with additional consultation available as needed

**Supervisor:** Pauline Prince, PhD

### Major Rotation

#### MS State Athletics

**(8 hours: 6.0 direct service; 1.0 supervision; 1.0 documentation/case management)**

**Program Description:** This major rotation allows interns to receive experience embedded within the MS State University Athletics Department working directly with individual athletes as well as coaches, training staff, and teams.

**Program Requirements:** Interns are expected to work directly with clients referred by the MS State University Department of Athletics under the direction of the Director of Counseling and Sport Psychology. Interns will have the opportunity to gain a greater understanding of the unique needs and appropriate interventions when working with this population as well as group and team level interventions. Additionally, interns will be expected to work collaboratively and consult with staff within this office and other campus partners. Interns will also provide group therapy, psychoeducational workshops, and/or outreach to students and as directed by the Director of Counseling and Sport Psychology. Opportunities for assessment experience may also occur dependent on the needs of clients.

The expected breakdown of the total number of weekly hours for this rotation is as follows:

Therapy Supervision:	1.0 hour
Individual Therapy:	5.0 hours
Workshop/Group/Outreach:	1.0 hour
Documentation/case management:	<u>1.0 hour</u>
 Total:	 8 hours

**Training/Supervision Provided:** Weekly 1 hour of individual supervision with additional consultation available as needed

**Supervisors:** Aaron Goodson, PhD, LPC & Janae Robinson, MS, LPC

### Major Rotation

#### Disability Resource Center

**(9 hours: 6.0 direct service; 1.0 supervision; 1.0 documentation/case management)**

**Program Description:** This major rotation allows interns to receive experiences embedded in Disability Resource Center and its related programs.

**Program Requirements:** Interns are expected to work directly with clients referred by the Mississippi State University Disability Resource Center office under the direction of the School Psychologist employed by this office. Interns will have the opportunity to gain a greater understanding of the unique needs and appropriate interventions when working with clients from low-incidence backgrounds, specifically Autism and Intellectual Disabilities, as well as students diagnosed with physical, mental, or emotional disorders that impact their education. Additionally, interns will be expected to work collaboratively and consult with staff within this office and other campus partners. Interns will also provide group therapy, psychoeducational workshops, and/or outreach to students associated with this office as directed by the Staff Psychologist. Established groups include a monthly support group for senior students in the ACCESS program (serving students with Intellectual Disabilities), and a bi-weekly support group for students involved in the Autism Liaison program (serving degree-seeking students on the Autism Spectrum). One weekly outreach opportunity includes co-teaching (with the supervisor) a freshman course to build resilience for college success; this opportunity is dependent on the University offering the course. Opportunities for assessment experience may also occur dependent on the needs of clients and the Disability Resource Center Office.

The expected breakdown of the total number of weekly hours for this rotation is as follows:

Therapy Supervision:	1.0 hour
Individual Therapy:	4.0 hours
Workshop/Group/Outreach:	2.0 hours
Documentation/case management:	<u>2.0 hours</u>

Total:	9 hours
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**Training/Supervision Provided:** Weekly 1 hour of individual supervision with additional consultation available as needed

**Supervisor:** Jordan Spencer, SSP

## Appendix B

## Minor Rotations

Minor Rotation**DISORDERED EATING ROTATION****(4+ hours; 3 direct service; 1.0 supervision; 1.0 monthly treatment team)**

**Program Description:** This rotation is designed to afford interns the opportunity to gain more in-depth experience working with students who experience disordered eating through individual therapy, assessment, co-leading a support group, and participating in monthly meetings with the Eating Disorder Treatment Team. Interns will also gain more experience working on a multidisciplinary team through the monthly treatment teams. If group does not make, a third individual client will be assigned to the intern.

**Program Requirements:** Interns are expected to read and apply research/theories related to their work with individuals who experience disordered eating and to fully engage in individual supervision. Interns are also expected to co-lead the Eating Disorder Group and attend monthly treatment team meetings. The breakdown of the total number of weekly hours for the rotation is as follows:

Individual Therapy Supervision:	0.5 hours
Eating Disorder Group Supervision:	0.5 hours
Group Therapy	1.0 hour
Individual Clients:	2.0 hours
Eating Disorder Treatment Team (monthly):	<u>1.0 hour</u>
 Total:	 4+ hours

**Training/ Supervision Provided:** Weekly ½ hour for supervision of individual clients and ½ hour for supervision of group.

**Supervisor:** Nakesha Fleming, MS, LPSW

### Minor Rotation

#### GRIEF THERAPY ROTATION

**(4 weekly hours: 3 direct service; 1.0 supervision)**

**Program Description:** This rotation is designed to afford interns the opportunity to gain more experience working with students affected by grief across a variety of treatment modalities. Interns will work with individual clients who are grieving the loss of a person of significance in their lives as well as co-lead the Grief Support Group.

**Program Requirements:** Interns are expected to provide psychotherapy experiences to grieving clients. Interns are also expected to fully engage in both individual and group supervision. In addition, interns will be expected to read and apply theories pertinent to their work with grieving clients. Interns will be expected to understand the difference between complicated and uncomplicated grief and to appropriately apply a task-oriented theory of grief in their therapeutic work. The breakdown of the total number of weekly hours for the rotation is as follows:

Individual Therapy Supervision:	0.5 hours
Group Therapy Supervision:	0.5 hours
Grief Support Group:	1.0 hours
Individual Clients/Couples:	<u>2.0 hours</u>
 Total:	 4 hours

**Training/ Supervision Provided:** Weekly ½ hour for supervision of individual clients and ½ hour for supervision of group.

**Supervisors:** Michael Valentine, MS, P-LPC (under supervision of Lu Switzer, MS, LPC-S)

**Minor Rotation**

**PERINATAL MENTAL HEALTH**

**(4 hours; 3 direct service; 1.0 supervision)**

**Program Description:** This rotation is designed to afford interns the opportunity to gain more in-depth experiences with students who are mothers, have experienced maternal loss, and/or have experienced perinatal mental health concerns.

**Program Requirements:** Interns are expected to work alongside the trained Perinatal Mental Health clinician at Student Counseling Services to provide a supportive and safe environment for those students seeking perinatal mental health services. Moreover, interns will gain an in-depth understanding of perinatal mental health and related services by coordinating care (as needed and appropriate) with community resources (e.g. governmental agencies or affirmative clinics) and Dean of Students offices. Interns will also be expected to co-lead the therapy group for perinatal mental health. The breakdown of the total number of weekly hours for the rotation is as follows:

Perinatal Mental Health Supervision:	0.5 hours
Perinatal Mental Health Group Supervision:	0.5 hours
Perinatal Mental Health Group:	1.0 hours
Individual Perinatal Mental Health Clients:	<u>2.0 hours</u>
 Total:	 4 hours

**Training/Supervision Provided:** Weekly ½ hour for supervision of perinatal mental health cases and ½ hour for supervision of group.

**Supervisors:** Kimberly M. Peebles, MS, LPC-S, NCC, ACS, BC-TMH

### Minor Rotation

#### SEXUAL ASSAULT/ADVOCACY ROTATION

**(4+ hours; 3 direct service; 1.0 supervision; 1.0 monthly shadowing victim advocate)**

**Program Description:** This rotation is designed to afford interns the opportunity to gain more in-depth experience working with students who are survivors of sexual assault through individual therapy, co-leading a support group, and shadowing the Victim's Advocate Coordinator through the Office of Survivor Support. If group does not make, a third individual client will be assigned to the intern.

**Program Requirements:** Interns are expected to work alongside the Victim's Advocate Coordinator within the Office of Survivor Support to provide a warm and welcoming environment for those students seeking advocacy services. Moreover, interns will gain an in-depth understanding of advocacy and Title IX services by coordinating care (as needed and appropriate) with The Office of Compliance and Integrity and The Dean of Students. Interns will also be expected to co-lead the support group for survivors of sexual assault. The breakdown of the total number of weekly hours for the rotation is as follows:

Advocacy Supervision:	0.5 hours
Sexual Assault Group Supervision:	0.5 hours
Sexual Assault Support Group:	1.0 hour
Individual Clients:	2.0 hours
Treatment Team Meetings:	<u>1.0 hour (monthly)</u>

Total: 4+ hours

**Training/Supervision Provided:** Weekly ½ hour for supervision for individual cases and ½ hour for supervision of group.

**Supervisors:** Janae Robinson, MS, LPC & Yvett Roby, MS, LPC-S

**Minor Rotation**

**SEXUAL/GENDER IDENTITY ROTATION**

**(4 hours: 3 direct service; 1.0 supervision)**

**Program Description:** This rotation is designed to afford interns the opportunity to gain more in-depth experience working with lesbian, gay, bisexual, transgender, and queer (LGBTQ) students across a variety of treatment modalities. That is, interns will work with individual clients who identify as LGBTQ or those presenting with sexual identity concerns/ questions as well as co-lead the LGBTQ Group and/or the Transgender Support Group.

**Program Requirements:** Interns are expected to provide affirming psychotherapy experiences to LGBTQ clients or those presenting with sexual/gender identity concerns. Interns are also expected to fully engage in both individual and group supervision. In addition, interns will be expected to read and apply theories pertinent to their work with the LGBTQ population. The breakdown of the total number of weekly hours for the rotation is as follows:

Individual Therapy Supervision:	0.5 hours
Group Therapy Supervision:	0.5 hours
GLBT/Transgender Support Group:	1 hour
Individual Clients/Couples:	<u>2.0 hours</u>
 Total:	 4 hours

**Training/ Supervision Provided:** Weekly ½ hour for supervision of individual clients and ½ hour for supervision of group.

**Supervisors:** Ty Stafford, PhD & Chris Austin, MS, LPC

## Appendix C

## Research Presentation Evaluation

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

**QUANTITATIVE EVALUATION** (1 = Poor, 2 = Needs Improvement, 3 = Fair, 4 = Good, 5 = Outstanding)**Presentation Style**

Visual Aids, legibility and clarity \_\_\_\_\_

Effective use of allotted time \_\_\_\_\_

General style, liveliness, stage presence \_\_\_\_\_

**Background**

Defined background and importance of research \_\_\_\_\_

Stated research question, hypotheses, rationale clearly \_\_\_\_\_

Demonstrated knowledge of field \_\_\_\_\_

Discussion of Diversity Implications \_\_\_\_\_

**Methods, Results, Discussion/Interpretation**

Methodology \_\_\_\_\_

Results (or predictions, if a proposal talk) \_\_\_\_\_

Discussion, interpretation, and answering questions \_\_\_\_\_

**AVERAGE:** \_\_\_\_\_**QUALITATIVE EVALUATION**

Things Done Well

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Things on which to Improve

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Appendix D  
**DIVERSITY SEMINAR EVALUATION**

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

Rate each item below by responding to the following questions using the scale below:

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
1	2	3	4	5

**1. Research**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**2. Individual and cultural diversity**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**3. Communications and interpersonal skills**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**AVERAGE:** \_\_\_\_\_

**QUALITATIVE EVALUATION**

Things Done Well

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Things on which to Improve

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Appendix E  
**CASE PRESENTATION EVALUATION**

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

**Rate each item below by responding to the following questions using the scale below:**

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
1	2	3	4	5

**1. Research**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**2. Ethical and legal standards**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**3. Professional values, attitudes, and behaviors**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**4. Communications and interpersonal skills**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**5. Assessment**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**6. Intervention**

1	2	3	4	5	[N/O]
---	---	---	---	---	-------

**AVERAGE:** \_\_\_\_\_

Appendix F  
**Clinical Skill Seminar Evaluation**

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

Rate each item below by responding to the following questions using the scale below:

Not at All/Slightly	Somewhat	Moderately	Mostly	Very
1	2	3	4	5

**1. Research**

1      2      3      4      5      [N/O]

**2. Considerations for diversity**

1      2      3      4      5      [N/O]

**3. Communications and interpersonal skills**

1      2      3      4      5      [N/O]

**AVERAGE:** \_\_\_\_\_

**QUALITATIVE EVALUATION**

Things Done Well

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Things on which to Improve

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## Appendix G

### Internship Evaluation Check Lists

#### Internship Evaluation Check list (Completed by Intern)

- **Ongoing (weekly)**
  - Seminar Evaluations
  
- **Orientation (August)**
  - Orientation Evaluation
  
- **Fall semester End (December)**
  - Group Co-leader Evaluation
  - Major Rotation Evaluation
  - Minor Rotation Evaluation
  - Supervision of Supervision evaluation
  
- **Internship 2<sup>nd</sup> quarter (February)**
  - Evaluation of Primary Supervisor
  
- **Spring Semester End (May)**
  - Group co-leader evaluation
  - Major Rotation Evaluation
  - Minor Rotation Evaluation
  - Evaluation of Supervisee
  - Supervision of Supervision Evaluation
  
- **End of Internship (July)**
  - Evaluation of Primary Supervisor
  - Evaluation of Internship Experience
  - Evaluation of Program Director
  - Evaluation of minor rotation (if applicable)
  - Group co-leader evaluation (if applicable)

### Internship Evaluation Check list (Completed by Supervisors)

- **Fall semester Midterm (October)**
  - Group Co-leader midterm evaluation
  - Major Rotation midterm evaluation
  - Minor Rotation midterm evaluation
  
- **Internship 1<sup>st</sup> Quarter (November)**
  - Primary Supervisor 1<sup>st</sup> Quarter Evaluation
  
- **Fall Semester End (December)**
  - Group Co-leader final evaluation
  - Major rotation final evaluation
  - Minor rotation final evaluation
  - Evaluation by supervisee
  
- **By end of Fall semester (varies)**
  - Staff evaluation of case presentation
  
- **Internship 2<sup>nd</sup> Quarter (February)**
  - Primary Supervisor 2<sup>nd</sup> quarter evaluation
  
- **Spring semester midterm (March)**
  - Group Co-leader midterm evaluation
  - Major Rotation midterm evaluation
  - Minor Rotation midterm evaluation
  
- **Internship 3<sup>rd</sup> Quarter (May)**
  - Primary Supervisor 3<sup>rd</sup> quarter evaluation
  
- **Spring Semester end (May)**
  - Group co-leader final evaluation
  - Major Rotation final evaluation
  - Minor rotation final evaluation
  - Evaluation by Supervisee
  
- **By end of Spring semester (varies)**
  - Staff evaluation of case presentation
  
- **End of spring semester/start of summer semester (varies)**
  - Staff evaluation of intern research seminar
  - Staff evaluation of intern diversity seminar
  
- **End of Internship (July)**
  - Final primary supervision evaluation
  - Minor Rotation Final Evaluation (if applicable)
  - Group co-leader Final Evaluation (if applicable)



## Appendix I



**MISSISSIPPI STATE UNIVERSITY™**  
STUDENT COUNSELING SERVICES

**Health Service Psychology Internship Program  
Evaluation of Intern- Primary Supervision**

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_  
This form uses a 5-point Likert Scale that ranges from “Not Proficient” to “Highly Proficient.”

N/A = no opportunity for supervisor to assess

1 = **not proficient**- Does not demonstrate this skill and has not integrated feedback related to this skill.

2 = **minimally proficient**- Demonstrates this skill rarely and/or ineffectually, but has shown the ability to integrate feedback related to it and is working toward higher proficiency

3 = **satisfactorily proficient**- Uses the skill effectively most of the time and continues to benefit from supervision and guidance on the skill

4 = **proficient and autonomous**- Consistently uses this skill independently

5 = **highly proficient**- Can teach this skill and be a role model

Interns will be evaluated four times throughout the year (3 months, 6 months, 9 months, and 12 months). The expectations at each point of evaluation for successful completion of internship are:

- **Initial (3 months):** An intern’s performance is considered satisfactory if all competencies and elements are rated at an average skill level of **Minimally Proficient (2)** or higher.
- **Midway (6 months):** An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of **Minimally Proficient (2)** or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
- **Interim (9 months):** An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher, and at least 55% (5 of 9) of all competencies are rated at an average skill level of **Proficient and Autonomous (4)** or higher.
- **Final (12 Months):** An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of **Proficient and Autonomous (4)** or higher.
- Any rating of **Not Proficient (1) on a competency or element** at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor

Please indicate all methods that were used this evaluation period in supervising the intern:

Live supervision     Video Tape     Audio tape     Intern Verbal Report

Other (please describe): \_\_\_\_\_

Profession Wide Competencies: Please assign a number in the blanks using the scale above for each competency and element. Please indicate "N/A" if you are not supervising the trainee in this area or if you are not able to evaluate this area at this time.

**i.  Research**

- a.  Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including host institution), regional, or national level.
- b.  Is aware of multicultural contributions to the profession and demonstrates consideration and inclusion of multicultural implications in the evaluation and dissemination of research.

Comment on the intern's progress to date in **Research**, including areas of strength and recommendations for continued training:

**ii.  Ethical and Legal Standards**

- a.  Knowledgeable of and acts in accordance with each of the following:
  - i) The current version of the APA Ethical Principles of Psychologist and Code of Conduct
  - ii) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - iii) Relevant professional standards and guidelines
- b.  Recognition of ethical dilemmas as they arise, and application of ethical decision-making processes in order to resolve the dilemmas
- c.  Conducts self in an ethical manner in all professional activities

Comment on the intern's progress to date in **Ethical and Legal Standards**, including areas of strength and recommendations for continued training:

**iii. \_\_\_ Individual and Cultural Diversity**

- a. \_\_\_ 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. \_\_\_ 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. \_\_\_ 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:
  - i) the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers
- d. \_\_\_ The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- e. \_\_\_ Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Comment on the intern's progress to date in **Individual and Cultural Diversity**, including areas of strength and recommendations for continued training:

**iv. \_\_\_ Professional values, attitudes, and behaviors**

- a. \_\_\_ Behave 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. \_\_\_ Engage 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 seek and demonstrate openness to feedback and supervision.
- d. \_\_\_ Respond professionally to increasingly complex situations with a greater degree of independence as they progress across levels of training.

Comment on the intern's progress to date in **Professional values, attitudes, and behaviors**, including areas of strength and recommendations for continued training:

v. \_\_\_ **Communications and interpersonal skills**

- a. \_\_\_ Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. \_\_\_ Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- c. \_\_\_ Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Comment on the intern's progress to date in **Communications and interpersonal skills**, including areas of strength and recommendations for continued training:

vi. \_\_\_ **Assessment**

- a. \_\_\_ Select and apply assessment methods that:
  - i) draw from the best available empirical literature and reflect the science of measurement and psychometrics;
  - ii) collect 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.
- b. \_\_\_ Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguish the aspects of assessment that are subject from those that are objective.
- c. \_\_\_ Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Comment on the intern's progress to date in **Assessment**, including areas of strength and recommendations for continued training:

**vii. \_\_\_ Intervention**

- a. \_\_\_ Establish and maintain effective relationships with the recipients of psychological services.
- b. \_\_\_ Develop evidence-based intervention plans specific to the service delivery goals.
- c. \_\_\_ Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- d. \_\_\_ Demonstrate the ability to apply the relevant research literature to clinical decision making.
- e. \_\_\_ Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- f. \_\_\_ Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Comment on the intern's progress to date in **Intervention**, including areas of strength and recommendations for continued training:

**viii. Supervision**

- a. \_\_\_ Apply supervision knowledge 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:
  - i) Role-playing supervision with others
  - ii) Peer supervision with other trainees
- b. \_\_\_ Effectively establish and facilitate a supervised supervision relationship with a less experienced clinician (e.g., master's or doctoral practicum student)

Comment on the intern's progress to date in **Supervision**, including areas of strength and recommendations for continued training:

**ix. Consultation and interprofessional/interdisciplinary skills**

- a. \_\_\_ Demonstrate knowledge and respect for the roles and perspectives of other professions.
- b. \_\_\_ Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Comment on the intern's progress to date in **Consultation and interprofessional/interdisciplinary skills** including areas of strength and recommendations for continued training:

**Intern's overall strengths:**

**Intern's areas for continued growth:**

**Intern response (optional):**

\_\_\_\_\_  
Signature- Supervisor

\_\_\_\_\_  
Printed Name-Supervisor

\_\_\_\_\_  
Signature- Intern

\_\_\_\_\_  
Printed Name- Intern

\_\_\_\_\_  
Date

## Appendix J



**MISSISSIPPI STATE UNIVERSITY™**  
STUDENT COUNSELING SERVICES

**Health Service Psychology Internship Program  
Evaluation of Intern- Rotation**

Rotation: \_\_\_\_\_

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

This form uses a 5-point Likert Scale that ranges from “Not Proficient” to “Highly Proficient.”

N/A = no opportunity for supervisor to assess

1 = **not proficient**- Does not demonstrate this skill and has not integrated feedback related to this skill.

2 = **minimally proficient**- Demonstrates this skill rarely and/or ineffectually, but has shown the ability to integrate feedback related to it and is working toward higher proficiency

3 = **satisfactorily proficient**- Uses the skill effectively most of the time and continues to benefit from supervision and guidance on the skill

4 = **proficient and autonomous**- Consistently uses this skill independently

5 = **highly proficient**- Can teach this skill and be a role model

Interns will be evaluated twice during the semester they are completing the rotation (midterm and at the end of the semester). The expectations at each point of evaluation for successful completion of internship are:

- **Midterm:** An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of **Minimally Proficient (2)** or higher, and at least 43% (3 of 7) of all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
- **End of the semester:** An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
- Any rating of **Not Proficient (1)** on a competency or element at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor

Please indicate all methods that were used in this evaluation period in supervising the intern:

Live supervision     Video Tape     Audio tape     Intern Verbal Report

Other (please describe): \_\_\_\_\_

Profession Wide Competencies: Please assign a number in the blanks using the scale above for each competency and element. Please indicate "N/A" if you are not supervising the trainee in this area or if you are not able to evaluate this area at this time.

**i.  Research**

- a.  Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including host institution), regional, or national level.
- b.  Is aware of multicultural contributions to the profession and demonstrates consideration and inclusion of multicultural implications in the evaluation and dissemination of research.

Comment on the intern's progress to date in **Research**, including areas of strength and recommendations for continued training:

**ii.  Ethical and Legal Standards**

- a.  Knowledgeable of and acts in accordance with each of the following:
  - i) The current version of the APA Ethical Principles of Psychologist and Code of Conduct
  - ii) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - iii) Relevant professional standards and guidelines
- b.  Recognition of ethical dilemmas as they arise, and application of ethical decision-making processes in order to resolve the dilemmas
- c.  Conducts self in an ethical manner in all professional activities

Comment on the intern's progress to date in **Ethical and Legal Standards**, including areas of strength and recommendations for continued training:

**iii. \_\_\_ Individual and Cultural Diversity**

- a. \_\_\_ 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. \_\_\_ 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. \_\_\_ 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:
  - i) the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers
- d. the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- e. \_\_\_ Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Comment on the intern's progress to date in **Individual and Cultural Diversity**, including areas of strength and recommendations for continued training:

**iv. \_\_\_ Professional values, attitudes, and behaviors**

- a. \_\_\_ Behave 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. \_\_\_ Engage 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 seek and demonstrate openness to feedback and supervision.
- d. \_\_\_ Respond professionally to increasingly complex situations with a greater degree of independence as they progress across levels of training.

Comment on the intern's progress to date in **Professional values, attitudes, and behaviors**, including areas of strength and recommendations for continued training:

**v. \_\_\_ Communications and interpersonal skills**

- a. \_\_\_ Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. \_\_\_ Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- c. \_\_\_ Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Comment on the intern's progress to date in **Communications and interpersonal skills**, including areas of strength and recommendations for continued training:

- vi. \_\_\_ **Assessment** (if applicable)
- a. \_\_\_ Select and apply assessment methods that:
    - i) draw from the best available empirical literature and the reflect the science of measurement and psychometrics;
    - ii) collect 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.
  - b. \_\_\_ Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguish the aspects of assessment that are subject from those that are objective.
  - c. \_\_\_ Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Comment on the intern's progress to date in **Assessment**, including areas of strength and recommendations for continued training:

- vii. \_\_\_ **Intervention**
- a. \_\_\_ Establish and maintain effective relationships with the recipients of psychological services.
  - b. \_\_\_ Develop evidence-based intervention plans specific to the service delivery goals.
  - c. \_\_\_ Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
  - d. \_\_\_ Demonstrate the ability to apply the relevant research literature to clinical decision making.
  - e. \_\_\_ Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
  - f. \_\_\_ Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Comment on the intern's progress to date in **Intervention**, including areas of strength and recommendations for continued training:

**Intern's overall strengths:**

**Intern's areas for continued growth:**

**Intern response (optional):**

---

Signature- Supervisor

---

Printed Name-Supervisor

---

Signature- Intern

---

Printed Name- Intern

---

Date

## Appendix K


**MISSISSIPPI STATE UNIVERSITY™**  
**STUDENT COUNSELING SERVICES**
**Health Service Psychology Internship Program**  
**Evaluation of Intern- Group Therapy-Co-leader**

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_ Evaluation Period: \_\_\_\_\_

This form uses a 5-point Likert Scale that ranges from “Not Proficient” to “Highly Proficient.”

N/A = no opportunity for supervisor to assess

1 = **not proficient**- Does not demonstrate this skill and has not integrated feedback related to this skill.

2 = **minimally proficient**- Demonstrates this skill rarely and/or ineffectually, but has shown the ability to integrate feedback related to it and is working toward higher proficiency

3 = **satisfactorily proficient**- Uses the skill effectively most of the time and continues to benefit from supervision and guidance on the skill

4 = **proficient and autonomous**- Consistently uses this skill independently

5 = **highly proficient**- Can teach this skill and be a role model

Interns will be evaluated four times throughout the year (3 months, 6 months, 9 months, and 12 months). The expectations at each point of evaluation for successful completion of internship are:

- **Midterm:** An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of **Minimally Proficient (2)** or higher, and at least 43% (3 of 7) of all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
- **End of the semester:** An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
- Any rating of **Not Proficient (1)** on a competency or element at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor

Please indicate all methods that were used in this evaluation period in supervising the intern:

\_\_\_ Live supervision    \_\_\_ Video Tape    \_\_\_ Audio tape    \_\_\_ Intern Verbal Report

\_\_\_ Other (please describe): \_\_\_\_\_

Profession Wide Competencies: Please assign a number in the blanks using the scale above for each competency and element. Please indicate “N/A” if you are not supervising the trainee in this area or if you are not able to evaluate this area at this time.

**i. \_\_\_ Ethical and Legal Standards**

- a. \_\_\_ Knowledgeable of and acts in accordance with each of the following:
  - i) The current version of the APA Ethical Principles of Psychologist and Code of Conduct
  - ii) Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - iii) Relevant professional standards and guidelines
- b. \_\_\_ Recognition of ethical dilemmas as they arise, and application of ethical decision-making processes in order to resolve the dilemmas
- c. \_\_\_ Conducts self in an ethical manner in all professional activities

Comment on the intern’s progress to date in **Ethical and Legal Standards**, including areas of strength and recommendations for continued training:

**ii. \_\_\_ Individual and Cultural Diversity**

- a. \_\_\_ 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. \_\_\_ 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. \_\_\_ 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:
  - i) the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers

- d. the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- e. \_\_\_ Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Comment on the intern's progress to date in **Individual and Cultural Diversity**, including areas of strength and recommendations for continued training:

**iii. \_\_\_ Professional values, attitudes, and behaviors**

- a. \_\_\_ Behave 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. \_\_\_ Engage 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 seek and demonstrate openness to feedback and supervision.
- d. \_\_\_ Respond professionally to increasingly complex situations with a greater degree of independence as they progress across levels of training.

Comment on the intern's progress to date in **Professional values, attitudes, and behaviors**, including areas of strength and recommendations for continued training:

**iv. \_\_\_ Communications and interpersonal skills**

- a. \_\_\_ Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- b. \_\_\_ Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- c. \_\_\_ Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Comment on the intern's progress to date in **Communications and interpersonal skills**, including areas of strength and recommendations for continued training:

v. \_\_\_ **Intervention**

- a. \_\_\_ Establish and maintain effective relationships with the recipients of psychological services.
- b. \_\_\_ Develop evidence-based intervention plans specific to the service delivery goals.
- c. \_\_\_ Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- d. \_\_\_ Demonstrate the ability to apply the relevant research literature to clinical decision making.
- e. \_\_\_ Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- f. \_\_\_ Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Comment on the intern's progress to date in **Intervention**, including areas of strength and recommendations for continued training:

**Intern's overall strengths:**

**Intern's areas for continued growth:**

**Intern response (optional):**

\_\_\_\_\_  
Signature- Supervisor

\_\_\_\_\_  
Printed Name-Supervisor

\_\_\_\_\_  
Signature- Intern

\_\_\_\_\_  
Printed Name- Intern

\_\_\_\_\_  
Date

Appendix L

Intern Evaluation of Primary Supervisor



**MISSISSIPPI STATE UNIVERSITY™**  
**STUDENT COUNSELING SERVICES**

**Internship Program**  
**Intern Evaluation of Supervisor**

Intern:

Supervisor:

Semester/Year:

Supervision Context:

Please list/discuss the positive aspects of this supervisory experience and how this experience has contributed to your growth as a developing psychologist.

Please list/discuss the aspects of this supervisory experience which were less helpful to you or which might be changed to improve this experience in the future.

\_\_\_\_\_  
*Intern Signature/Date*

\_\_\_\_\_  
*Supervisor Signature/Date*

## Appendix M

**INTERN EVALUATION OF THE PROGRAM DIRECTOR**

Please rate the following statements using the scale below:

**5 = Excellent** – program director performed above and beyond expectations.

**4 = Very Good**

**3 = Average** – program director performed at an adequate and expected level.

**2 = Below Average**

**1 = Unacceptable** – program director performed insufficiently

**The Program Director**

1. Was responsive to the needs of the intern group.	1	2	3	4	5	N/A
2. Was responsive to my needs.	1	2	3	4	5	N/A
3. Was clear in communicating expectations and responsibilities of interns.	1	2	3	4	5	N/A
4. Presented materials in a timely fashion.	1	2	3	4	5	N/A
5. Was skilled in dealing with conflicts and disagreements within the intern cohort.	1	2	3	4	5	N/A
6. Was skilled in offering me constructive feedback.	1	2	3	4	5	N/A
7. Was flexible and open to feedback.	1	2	3	4	5	N/A
8. Allowed time in intern meeting to address more immediate concerns or personal issues.	1	2	3	4	5	N/A
9. Was effective as a liaison to other staff in the agency.	1	2	3	4	5	N/A
10. Appropriately supported my autonomy.	1	2	3	4	5	N/A
11. Effectively advocated for interns' needs.	1	2	3	4	5	N/A
12. Kept interns apprised of changes within the agency and the university.	1	2	3	4	5	N/A
13. Supported me in my professional development.	1	2	3	4	5	N/A
14. Was an effective professional mentor.	1	2	3	4	5	N/A

Comments:

## Appendix N

## Intern Evaluation of Training Program



**MISSISSIPPI STATE UNIVERSITY™**  
STUDENT COUNSELING SERVICES

**Doctoral Internship Alumni Survey**

Name: \_\_\_\_\_ Internship Year: \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Section 1: Professional Activity**

1. Have you completed your doctoral degree? Yes No
2. If so, what year? \_\_\_\_\_
3. Focus of program:
  - Counseling
  - Clinical
  - Combined
  - School
  - Other: \_\_\_\_\_
4. Type of program
  - PhD
  - PsyD
  - Other: \_\_\_\_\_
5. Have you obtained your psychologist license?
6. If so, what year(s): \_\_\_\_\_
7. and what state(s): \_\_\_\_\_
8. What was your first postdoctoral position?:
  - Job Title: \_\_\_\_\_

- Setting: \_\_\_\_\_
- Dates employed: \_\_\_\_\_

9. What is your current position (if different from above)?:

- Title: \_\_\_\_\_
- Setting: \_\_\_\_\_
- Dates started employment: \_\_\_\_\_

10. Please list your professional achievements since completing internship, including professional organization memberships, research activities, publications, grants, and presentations:

11. How would you rate your internship's preparation of you for your current employment?

\_\_\_\_\_

**1 = Not at all; 2 = Below Average; 3 = Average, 4 = Above Average, 5= Excellent**

## Section 2: Evaluation of Internship.

This section uses a 5-point Likert Scale that ranges to “Not at all” to “Excellent”

<b>1 = Not at all; 2 = Minimally ; 3 = Satisfactorily, 4 = Highly Satisfactory, 5= Excellent</b>
--

Please rate how well the internship program prepared you for independent practice in the following Profession Wide Competencies?

### 1. Research \_\_\_\_\_

**Elements associated with this competency from [IR C-8 I](#)**

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
- Aware of multicultural contributions to the profession and demonstrates consideration and inclusion of multicultural implications in the evaluation and dissemination of research.

### 2. Ethical and Legal Standards \_\_\_\_\_

**Elements associated with this competency from [IR C-8 I](#)**

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of 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; and
  - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

### 3. Individual and cultural diversity \_\_\_\_\_

**Elements associated with this competency from [IR C-8 I](#)**

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- 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.
- 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.

- Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

#### 4. Professional values, attitudes and behaviors \_\_\_\_\_

##### **Elements associated with this competency from [IR C-8 I](#)**

- Behave 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
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

#### 5. Communications and interpersonal skills \_\_\_\_\_

##### **Elements associated with this competency from [IR C-8 I](#)**

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

#### 6. Assessment \_\_\_\_\_

##### **Elements associated with this competency from [IR C-8 I](#)**

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect 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.
- Interpret 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.

- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

## 7. Intervention \_\_\_\_\_

### **Elements associated with this competency from [IR C-8 I](#)**

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

## 8. Supervision \_\_\_\_\_

### **Elements associated with this competency from [IR C-8 I](#)**

- Apply supervision knowledge 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.
- Effectively establish and facilitate a supervised supervision relationship with a less experienced clinician (e.g., master's or doctoral practicum student)

## 9. Consultation and interdisciplinary skill \_\_\_\_\_

### **Elements associated with this competency from [IR C-8 I](#)**

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

### Section 3: Internship Training Activities

This section uses a 5-point Likert Scale that ranges to “Not Satisfied” to “Very Satisfied”

**1 = Not Satisfied; 2 = Somewhat Unsatisfied; 3 = Neutral, 4 = Satisfied, 5= Very Satisfied**

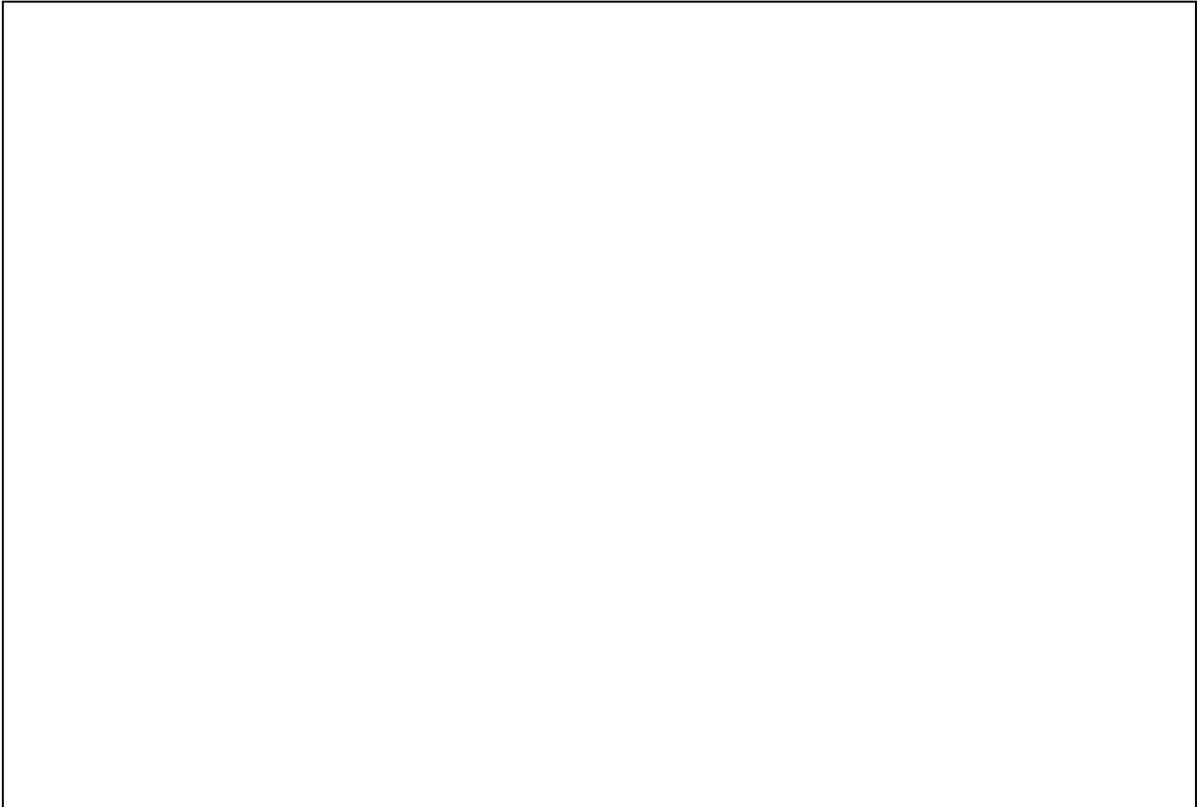
1. How would you rate your satisfaction for on how the following training activities prepared you for your career as a psychologist?

Individual Therapy		Group Therapy	
Outreach		Workshops	
Clinician on Duty		Intakes	
Case Presentations		On Call	
Clinical Case Meeting		Staff Meetings	
Professional Development Time		Seminars	
Major Rotations		Minor rotations	

2. How would you rate your satisfaction with following aspects of internship?

Orientation		Program Director	
Primary Supervision		Supervision of Supervision	
Rotation Supervision		Informal meetings	
Relationship with intern cohort		Relationship with staff	
Support from the administrative staff		Support from the university	
Support for dissertation development		Support for career development	
Diversity integration		Development of professional identity	

**Section 4: Is there anything else you would like to tell us? Feedback on this survey can also be added here.**

A large, empty rectangular box with a thin black border, intended for users to provide feedback on the survey. The box is currently blank.

## Appendix O

## Intern Evaluation of Training Component



**MISSISSIPPI STATE UNIVERSITY™**  
**STUDENT COUNSELING SERVICES**

**Internship Program****Intern Evaluation of Training Component**

Intern:

Supervisor:

Semester/Year:

Training Component:

Please list/discuss the positive aspects of this training component and how this experience has contributed to your growth as a developing psychologist.

Please list/discuss the aspects of this training component which were less helpful to you or which might be changed to improve this experience in the future.

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*Intern Signature/Date*

---

*Supervisor Signature/Date*

Appendix P  
Recording Consent Form



115C Hathorn Hall  
P.O. Box NL  
Mississippi State, MS 39762-5956  
Voice: (662) 325-2091  
Fax: (662) 325-0297

**Student Counseling Services**

*Accredited by the International Association of Counseling Services, Inc.*

**Video Recording Consent Form**

Video recording of sessions is a common practice for clinicians-in-training. It is an important component of a clinician's training in that it allows the supervisor of the clinician-in-training to have an opportunity to directly view the clinician's work, along with providing feedback and recommendations. Video recording also allows for the supervisor of the clinician-in-training to have a way to evaluate the clinician's progress as a professional.

All videos will be kept confidential and will be accessed only for supervision purposes. The video file will be securely destroyed upon completion of the review of the file and once supervision as occurred (typically within 2 weeks of the video's recording).

As a client, your treatment is not contingent upon consenting to have your sessions video recorded. If you do decide to consent to video recording, you can withdraw your consent at any time with no disruption in the therapy process.

I, \_\_\_\_\_, consent to have my therapy sessions video recorded. I acknowledge the limitations in confidentiality, I understand that therapy is not contingent upon consenting to video recording, and I understand that I can withdraw my consent at any time without disruption in services received.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Therapist Signature

\_\_\_\_\_  
Date

## Appendix Q

## Profession-Wide Competencies (PWC) Tables

Provide information below to illustrate how the program ensures that ALL interns can acquire and demonstrate substantial understanding of and competence in:		
<b>Competency:</b>	<i>(i) Research</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>• Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.</li> </ul>	
<b>Program-defined elements associated with this competency (see table description above)</b>	<ul style="list-style-type: none"> <li>• Is aware of multicultural contributions to the profession and demonstrates consideration and inclusion of multicultural implications in the evaluation and dissemination of research.</li> </ul>	
<b>Required training/experiential activities to meet each element.</b>	<ul style="list-style-type: none"> <li>• Research Presentation to staff</li> <li>• Case Presentations to Staff</li> <li>• Diversity Seminar to Staff</li> <li>• Participation in CCMH research gathering project</li> <li>• Training Seminars</li> <li>• Specialized Rotation(s)</li> </ul>	
<b>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</b>	How outcomes are measured: <ul style="list-style-type: none"> <li>• Primary Supervisor Evaluation (Quarterly)</li> <li>• Case Presentation Evaluation- average of staff ratings</li> <li>• Diversity Seminar Evaluation-average of staff ratings</li> <li>• Rotation Evaluation by rotation supervisor (midterm and end of semester)</li> <li>• Research Presentation Evaluation</li> </ul>	Evaluation tool and self-study location (all located in II.A1-2): <ul style="list-style-type: none"> <li>• Intern Evaluation by Supervisor</li> <li>• Case Presentation Evaluation</li> <li>• Diversity Seminar Evaluation</li> <li>• Evaluation of Intern Outreach</li> <li>• Evaluation by Rotation Supervisor</li> <li>• Research Presentation Evaluation</li> </ul>

**Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above.

- The following scores on the **Research** section of the *Primary Supervisor Evaluation*:
  - **Initial (3 months)**: An intern's performance is considered satisfactory if all competencies and elements are rated at an average skill level of **Minimally Proficient (2)** or higher.
  - **Midway (6 months)**: An intern's performance is considered satisfactory if all competencies are rated at an average skill level of **Minimally Proficient (2)** or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
  - **Interim (9 months)**: An intern's performance is considered satisfactory if all competencies are rated at an average skill level of **Minimally Proficient (2)** or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
  - **Final (12 Months)**: An intern's performance is considered satisfactory if all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of **Proficient and Autonomous (4)** or higher.
  - Any rating of **Not Proficient (1) on a competency or element** at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.
- For the *Rotation Evaluation(s)* a score of **Satisfactorily Proficient (3)** or higher on the **Research** section for the end-of-semester evaluation
- For the *Case Presentation Evaluations* an average score of **Satisfactorily Proficient (3)** or higher on the **Research** section
- For the *Diversity Seminar Evaluation*, an average score of **Satisfactorily Proficient (3)** or higher on the **Research** section
- For the *Research Presentation Evaluation*, an average score of **Fair (3)** or higher

<b>Competency:</b>	<i>(ii) Ethical and legal standards</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>• Case Presentations to Staff</li> <li>• Specialized Rotation(s)</li> <li>• Training seminars</li> <li>• Weekly Clinical Consult- Staff Meeting</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Primary Supervisor Evaluation (Quarterly)</li> <li>• Case Presentation Evaluation- average of staff rating</li> <li>• Rotation Evaluation by rotation supervisor- midterm and end of semester</li> </ul>	<p>Evaluation tool and self-study location(all located in II.A1-2):</p> <ul style="list-style-type: none"> <li>• Intern Evaluation by Supervisor</li> <li>• Case Presentation Evaluation</li> <li>• Evaluation by Rotation Supervisor</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> <li>• The following scores on the <b>Ethical and Legal Standards</b> section of the <i>Primary Supervisor Evaluation</i>: <ul style="list-style-type: none"> <li>○ <b>Initial (3 months)</b>: An intern's performance is considered satisfactory if all competencies and elements are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher.</li> <li>○ <b>Midway (6 months)</b>: An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or</li> </ul> </li> </ul>	

	<p>higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</p> <ul style="list-style-type: none"> <li>○ <b>Interim (9 months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Final (12 Months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Proficient and Autonomous (4)</b> or higher.</li> <li>○ Any rating of <b>Not Proficient (1) on a competency or element</b> at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.</li> </ul> <ul style="list-style-type: none"> <li>● For the <i>Rotation Evaluation(s)</i> a score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Ethical and Legal Standards</b> section for the end-of-semester evaluation</li> <li>● For the <i>Case Presentation Evaluations</i> an average score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Ethical and Legal Standards</b> section</li> </ul>
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<b>Competency:</b>	<i>(iii) Individual and cultural diversity</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• 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.</li> <li>• 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.</li> <li>• Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>• Case Presentations to Staff</li> <li>• Diversity Seminar to Staff</li> <li>• Training Seminars</li> <li>• Specialized Rotation(s)</li> <li>• Clinical work and related supervision with diverse clients</li> <li>• Group supervision</li> <li>• Weekly Clinical Consult- Staff Meeting</li> </ul>	
<b>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</b>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Primary Supervisor Evaluation (Quarterly)</li> <li>• Case Presentation Evaluation- average of staff rating</li> <li>• Diversity Seminar Evaluation-average of staff ratings</li> </ul>	<p>Evaluation tool and self-study location(all located in II.A1-2):</p> <ul style="list-style-type: none"> <li>• Intern Evaluation by Supervisor</li> <li>• Case Presentation Evaluation</li> <li>• Diversity Seminar Evaluation</li> <li>• Evaluation by Rotation Supervisor</li> </ul>

	<ul style="list-style-type: none"> <li>• Rotation Evaluation by rotation supervisor- midterm and end of semester</li> </ul>	
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> <li>• The following scores on the <b>Individual and cultural diversity</b> section of the <i>Primary Supervisor Evaluation</i>: <ul style="list-style-type: none"> <li>○ <b>Initial (3 months)</b>: An intern’s performance is considered satisfactory if all competencies and elements are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher.</li> <li>○ <b>Midway (6 months)</b>: An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Interim (9 months)</b>: An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Final (12 Months)</b>: An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Proficient and Autonomous (4)</b> or higher.</li> <li>○ Any rating of <b>Not Proficient (1) on a competency or element</b> at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.</li> </ul> </li> <li>• For the <i>Rotation Evaluation(s)</i> a score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Individual and cultural diversity</b> section for the end-of-semester evaluation</li> <li>• For the <i>Case Presentation Evaluations</i> an average score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Individual and cultural diversity</b> section</li> <li>• For the <i>Diversity Seminars Evaluations</i>, an average score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Individual and cultural diversity</b> section</li> </ul>	

<b>Competency:</b>	<i>(iv) Professional values, attitudes, and behaviors</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>Behave 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</li> <li>Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> <li>Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>n/a</li> </ul>	
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>Case presentations to staff</li> <li>Specialized Rotation(s)</li> <li>Training Seminars</li> <li>Professional development release time</li> <li>Group Supervision</li> <li>Service on at least 1 SCS or Campus Committee</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>Primary Supervisor Evaluation (Quarterly)</li> <li>Case Presentation Evaluation- average of staff rating</li> <li>Rotation Evaluation by rotation supervisor- midterm and end of semester</li> </ul>	Evaluation tool and self-study location (all located in II.A1-2): <ul style="list-style-type: none"> <li>Intern Evaluation by Supervisor</li> <li>Case Presentation Evaluation</li> <li>Evaluation by Rotation Supervisor</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> <li>The following scores on the <b>Professional values, attitudes, and behaviors</b> section of the <i>Primary Supervisor Evaluation</i>:             <ul style="list-style-type: none"> <li><b>Initial (3 months):</b> An intern's performance is considered satisfactory if all competencies and elements are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ <b>Midway (6 months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Interim (9 months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Final (12 Months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Proficient and Autonomous (4)</b> or higher.</li> <li>○ Any rating of <b>Not Proficient (1) on a competency or element</b> at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.</li> </ul> <ul style="list-style-type: none"> <li>● For the <i>Rotation Evaluation(s)</i> a score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Professional values, attitudes, and behaviors</b> section for the end-of-semester evaluation</li> <li>● For the <i>Case Presentation Evaluations</i> an average score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Professional values, attitudes, and behaviors</b> section</li> </ul>
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<b>Competency:</b>	<i>(v) Communications and interpersonal skills</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>• Case presentations to staff</li> <li>• Specialized Rotation(s)</li> <li>• Diversity Training to staff</li> <li>• Service on at least 1 SCS or Campus Committee</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Primary Supervisor Evaluation (Quarterly)</li> <li>• Case Presentation Evaluation- average of staff rating</li> <li>• Rotation Evaluation by rotation supervisor- midterm and end of semester</li> <li>• Diversity Seminar Evaluation-average of staff ratings</li> </ul>	<p>Evaluation tool and self-study location (all located in II.A1-2):</p> <ul style="list-style-type: none"> <li>• Intern Evaluation by Supervisor</li> <li>• Case Presentation Evaluation</li> <li>• Evaluation by Rotation Supervisor</li> <li>• Diversity Seminar Evaluation</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> <li>• The following scores on the <b>Communications and interpersonal skills</b> section of the <i>Primary Supervisor Evaluation</i>: <ul style="list-style-type: none"> <li>○ <b>Initial (3 months)</b>: An intern's performance is considered satisfactory if all competencies and elements are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher.</li> <li>○ <b>Midway (6 months)</b>: An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or</li> </ul> </li> </ul>	

	<p>higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</p> <ul style="list-style-type: none"> <li>○ <b>Interim (9 months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Final (12 Months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Proficient and Autonomous (4)</b> or higher.</li> <li>○ Any rating of <b>Not Proficient (1) on a competency or element</b> at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.</li> </ul> <ul style="list-style-type: none"> <li>• For the <i>Rotation Evaluation(s)</i> a score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Communications and interpersonal skills</b> section for the end-of-semester evaluation</li> <li>• For the <i>Case Presentation Evaluations</i> an average score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Communications and interpersonal skills</b> section</li> <li>• For the <i>Diversity Seminar Evaluation</i>, an average score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Communications and interpersonal skills</b> section</li> </ul>
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<b>Competency:</b>	<i>(vi) Assessment</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> <li>• Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> <li>• Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect 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.</li> <li>• Interpret 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.</li> <li>• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>• Case Presentations</li> <li>• Specialized Rotation(s) (select rotations in which assessment is a required component)</li> <li>• Training Seminar</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Primary Supervisor Evaluation (Quarterly)</li> <li>• Case Presentation Evaluation- average of staff rating</li> <li>• Rotation Evaluation by rotation supervisor- midterm and final (if applicable)</li> </ul>	Evaluation tool and self-study location (all located in II.A1-2): <ul style="list-style-type: none"> <li>• Intern Evaluation by Supervisor</li> <li>• Case Presentation Evaluation</li> <li>• Evaluation by Rotation Supervisor</li> </ul>
<b>Minimum levels of achievement</b>	<ul style="list-style-type: none"> <li>• The following scores on the <b>Assessment</b> section of the <i>Primary Supervisor Evaluation</i>:</li> </ul>	

<p><b>(MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> <li>○ <b>Initial (3 months):</b> An intern’s performance is considered satisfactory if all competencies and elements are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher.</li> <li>○ <b>Midway (6 months):</b> An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Interim (9 months):</b> An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li>○ <b>Final (12 Months):</b> An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Proficient and Autonomous (4)</b> or higher.</li> <li>○ Any rating of <b>Not Proficient (1) on a competency or element</b> at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.</li> </ul> <ul style="list-style-type: none"> <li>• For the <i>Rotation Evaluation(s)</i> a score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Assessment</b> section for the end-of-semester evaluation</li> <li>• For the <i>Case Presentation Evaluations</i> an average score of <b>Satisfactorily Proficient (3)</b> or higher on the <b>Assessment</b> section</li> </ul>
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<b>Competency:</b>	<i>(vii) Intervention</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> <li>• Develop evidence-based intervention plans specific to the service delivery goals.</li> <li>• Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> <li>• Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> <li>• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>• Case Presentation</li> <li>• Specialized Rotations</li> <li>• Intake</li> <li>• Serve as “Counselor on Duty”</li> <li>• Individual and (when available) Couple Therapy</li> <li>• Group Therapy</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Primary Supervisor Evaluation (Quarterly)</li> <li>• Case Presentation Evaluation- average of staff rating</li> <li>• Rotation Evaluation by rotation supervisor- midterm and end of semester</li> <li>• Evaluation by Group therapy co-leader</li> </ul>	Evaluation tool and self-study location(all located in II.A1-2): <ul style="list-style-type: none"> <li>• Intern Evaluation by Supervisor</li> <li>• Case Presentation Evaluation</li> <li>• Evaluation by Rotation Supervisor</li> <li>• Group therapy co-leader evaluation</li> </ul>
<b>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed</b>	<ul style="list-style-type: none"> <li>• The following scores on the <b>Intervention</b> section of the <i>Primary Supervisor Evaluation</i>:</li> </ul>	

above.

- **Initial (3 months):** An intern's performance is considered satisfactory if all competencies and elements are rated at an average skill level of **Minimally Proficient (2)** or higher.
- **Midway (6 months):** An intern's performance is considered satisfactory if all competencies are rated at an average skill level of **Minimally Proficient (2)** or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
- **Interim (9 months):** An intern's performance is considered satisfactory if all competencies are rated at an average skill level of **Minimally Proficient (2)** or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher.
- **Final (12 Months):** An intern's performance is considered satisfactory if all competencies are rated at an average skill level of **Satisfactorily Proficient (3)** or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of **Proficient and Autonomous (4)** or higher.
- Any rating of **Not Proficient (1) on a competency or element** at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.

- For the *Rotation Evaluation(s)* a score of **Satisfactorily Proficient (3)** or higher on the **Intervention** section for the end-of-semester evaluation
- For the *Case Presentation Evaluations* an average score of **Satisfactorily Proficient (3)** or higher on the **Intervention** section
- For the *Group Therapy co-leader evaluation*, a score of **Satisfactorily Proficient (3)** or higher on the total evaluation

<b>Competency:</b>	<i>(viii) Supervision</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>Apply supervision knowledge 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.</li> </ul>	
<b>Program-defined elements associated with this competency</b>	<ul style="list-style-type: none"> <li>Effectively establish and facilitate a supervised supervision relationship with a less experienced clinician (e.g., master's or doctoral practicum student)</li> </ul>	
<b>Required training/experiential activities to meet elements</b>		
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>Primary Supervisor Evaluation (Quarterly)</li> </ul>	Evaluation tool and self-study location (all located in II.A1-2): <ul style="list-style-type: none"> <li>Intern Evaluation by Supervisor</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> <li>The following scores on the <b>Supervision</b> section of the <i>Primary Supervisor Evaluation</i>:             <ul style="list-style-type: none"> <li><b>Initial (3 months):</b> An intern's performance is considered satisfactory if all competencies and elements are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher.</li> <li><b>Midway (6 months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li><b>Interim (9 months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> <li><b>Final (12 Months):</b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or</li> </ul> </li> </ul>	

	<p>higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Proficient and Autonomous (4)</b> or higher.</p> <ul style="list-style-type: none"><li>○ Any rating of <b>Not Proficient (1) on a competency or element</b> at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.</li></ul>
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<b>Competency:</b>	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>• Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<b>Required training/experiential activities to meet elements</b>	<ul style="list-style-type: none"> <li>• Staff meeting</li> <li>• Service on at least 1 committee at SCS or on campus</li> <li>• Outreach involvement—2 each semester, 1 in summer min.</li> <li>• Faculty/Staff - provide consultation to faculty and staff</li> </ul>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> <li>• Primary Supervisor Evaluation (Quarterly)</li> </ul>	Evaluation tool and self-study location(all located in II.A1-2): <ul style="list-style-type: none"> <li>• Intern Evaluation by Supervisor</li> </ul>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> <li>• The following scores on the <b>Consultation and interprofessional/interdisciplinary skills</b> section of the <i>Primary Supervisor Evaluation</i>:             <ul style="list-style-type: none"> <li>○ <b>Initial (3 months)</b>: An intern’s performance is considered satisfactory if all competencies and elements are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher.</li> <li>○ <b>Midway (6 months)</b>: An intern’s performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 33% (3 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li> </ul> </li> </ul>	

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|  | <ul style="list-style-type: none"><li>○ <b><i>Interim (9 months):</i></b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Minimally Proficient (2)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher.</li><li>○ <b><i>Final (12 Months):</i></b> An intern's performance is considered satisfactory if all competencies are rated at an average skill level of <b>Satisfactorily Proficient (3)</b> or higher, and at least 77% (7 of 9) of all competencies are rated at an average skill level of <b>Proficient and Autonomous (4)</b> or higher.</li><li>○ Any rating of <b>Not Proficient (1) on a competency or element</b> at any time will be accompanied by a written remediation plan signed by both the intern and their supervisor.</li></ul> |
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