Part II

CHW Psychology Training Programs

2018-2019
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COUNSELING, HEALTH & WELLNESS MISSION STATEMENT

Suffolk University’s Center for Counseling, Health and Wellness appreciates that health is multi-faceted and requires a holistic approach.

As such, our mission is to provide integrated, culturally sensitive services that support the academic success and personal development of our students as well as the overall health of the Suffolk University community.

Through counseling, medical services, consultation, educational outreach, mind-body practices and referral, our goal is to promote student well-being and resiliency while empowering students to develop self-advocacy and healthy decision-making.

COUNSELING SERVICES GOALS AND VALUES

Counseling services in the CHW Center offers a broad range of preventive, remedial, and developmental services to Suffolk University students. CHW Counseling services’ primary focus is to provide short-term counseling and consultations to members of the University community. The Center also provides psychotropic medication assessments, prescriptions and monitoring in a short-term treatment model with off-campus referrals as clinically appropriate. CHW counseling also works with staff, faculty, and administrators to improve the quality of the living and learning environment at Suffolk University.

CHW counseling provides individual and group counseling, consultations, and outreach programs to enhance and improve the adaptive skills of Suffolk students. CHW is committed to providing an open and accepting environment in which all students feel welcome and valued. (See Commitment to Multicultural Competence below.) Students may bring any problem or concern to CHW counseling services and they will be provided with on-site counseling or assisted with an appropriate off-campus referral, as clinically appropriate.

Please note that severe and chronic mental health disorders are assessed at CHW counseling services. A treatment plan that offers an ethical and appropriate level of care is implemented, typically in collaboration with or referral to, off-campus mental health professionals or agencies.

CHW COMMITMENT TO MULTICULTURAL COMPETENCE

CHW Counseling Services is committed to creating and maintaining a welcoming and supportive environment that affirms the university’s multicultural community. The staff believes that each clinician/consultant has the responsibility to respond effectively to an increasingly diverse client population. Multicultural competence is supported through in-service seminars, supervision, clinical conferences, and continuing education opportunities.

To support its commitment to multicultural competence in its doctoral intern training, the Center’s Internship Program in Professional Psychology includes seminars and workshops which are intended to increase awareness and appreciation of one’s own culture, what is known and not known about other cultures and culture-bound values and assumptions which may affect counseling and consultation roles. Such training seminars are intended to offer new ideas, perspectives and skills in order to maintain or extend effective multicultural
approaches to counseling and consultation.

**SUFFOLK UNIVERSITY POLICIES**
All staff and Interns must abide by all Suffolk University policies, including:

- **Policy Against Discrimination & Harassment**
  [http://www.suffolk.edu/explore/57335.php](http://www.suffolk.edu/explore/57335.php)

- **Bias Incidents and Hate Crimes**

- **Policy & Procedures on Sexual Misconduct**

**ETHICAL STANDARDS**

CHW staff and doctoral interns adhere to APA ethical principles, IACS standards of professional service delivery and accreditation, the Standards of Accreditation for APA-accredited Internships, and the legal standards required by the State of Massachusetts. In addition, in accordance with the Center’s Commitment to Multicultural Competence, CHW staff and doctoral interns abide by multiple guidelines for service delivery for specific demographic populations. Please see the Ethical Standards section of the CHW Counseling Policies and Procedures manual for more information.

**DUAL RELATIONSHIPS**

CHW staff and doctoral interns abide by APA ethical guidelines regarding dual relationships between CHW providers and clients, between or among CHW providers, and between CHW staff and CHW doctoral interns. The CHW Counseling Policies and Procedures manual provides guidance regarding multiple relationships for the protection of clients, trainees, and staff.

**ELECTRONIC COMMUNICATION**

CHW staff and doctoral interns must ensure responsible use of social media and email. The CHW Counseling Policies and Procedures manual outlines expectations regarding the use of email and social media, including the prohibition of “friending” or “following” between CHW providers and clients/trainees in order to best protect confidentiality and the avoidance of dual relationships. See the relevant section of the CHW Counseling Policies and Procedures manual for more information.

**CONFIDENTIALITY AND INFORMED CONSENT IN TRAINING**

**Informed Consent in Supervision**

Clients are informed about the utilization of supervision and consultation among counseling colleagues in the CHW Center in the Consent for Evaluation and Treatment Form. This form is signed by the client prior to the beginning of counseling. Doctoral Interns and Practicum Students must ensure clients are aware at the start of treatment that they are working with a counselor in training and the nature of supervision and confidentiality of client information within the trainee's supervisory relationships.
Taping of Counseling Sessions

Prior written consent must be obtained from clients for audio or video recording sessions for purposes of supervision, training or research. Recordings of sessions are stored ONLY on CHW’s secure server and never removed all or in part from CHW. Clients should be informed recordings are used only for the aforementioned purposes and only by the primary therapist and counseling colleagues in the Center. Audio and/or video recordings are never a part of the clinical record and are automatically deleted after 30 days except when needed for supervisory purposes. All recordings are deleted annually at the end of the training year.

Case Conference Presentations

Doctoral Interns complete a minimum of 2 Case Presentations each year. In spite of receiving prior approval from clients to divulge confidential information for purposes of training, every effort should be made to protect the confidentiality of clients in written and verbal communication during case presentations (i.e.: by use of pseudonyms, name codes, name erasures). Copies of case presentations shall be destroyed at the end of each presentation, with one copy maintained for inclusion in the Intern’s confidential file.

Practicum Students completing assignments for doctoral coursework may utilize active CHW cases but must work to protect the confidentiality of client material in both written and verbal communication. No recordings of client may be utilized outside of CHW. Case presentation summaries by Practicum Students should include use of pseudonyms and, when possible, masking of other information which may render the client identifiable. Practicum Students and supervisors should discuss in detail the material to be presented outside of CHW in light of potential for client identification as both the client, faculty teaching the doctoral course, and fellow students taking the course are all members of the Suffolk community.
Access to Training Programs

Suffolk University, CHW, and the Internship Program seek to provide an inclusive environment for students, staff, and faculty which provides equal, effective, and meaningful access. The Internship Program works to ensure Interns do not experience barriers to successful completion based on factors irrelevant to success. Interns with concerns about access have the following resources and procedures available to assist them:

- The self-assessment completed by accepted Interns prior to their start date includes a specific question about possible needs for accommodations, assistive technology, or other resources during the training year. Interns with identified needs at this point will begin with a conversation with the APA Training Coordinator to initiate the process.
- Interns may initiate conversation with the APA Training Coordinator at any point during the training year with needs related to access.
- Once a need is identified, the APA Training Coordinator will work with Human Resources, APPIC, doctoral programs, and the Intern to determine next steps, including possibilities such as provision of resources (e.g. assistive technology or equipment), adjustments to training elements, or if needed a possible adjustment to the timeframe of completion of the Internship.
Internship in Health Service Psychology

Accreditation Status, Memberships, and Contact Information

CHW’s Internship in Health Service Psychology has been accredited by the American Psychological Association since 1996 and is currently accredited through 2027. Contact information for APA’s Commission on Accreditation:

Office of Program Consultation and Accreditation
750 First St, NE
Washington, DC 20002-4242

Telephone: (202) 336-5979
TDD/TTY: (202) 336-6123
Fax: (202) 336-5978

The Program maintains membership in the Association of Psychology, Postdoctoral, and Internship Centers (APPIC) and follows all its requirements and procedures for application and selection through the national Match process as administered by National Matching Services, Inc. The APPIC Central Office is located in Houston, Texas. Staff can be reached through email or phone.

Web: www.appic.org
Email: appic@appic.org
Phone: 832.284.4080
Fax: 832.284.4079

National Matching Service, Inc. contact information:

National Matching Services Inc.
20 Holly Street, Suite 301
Toronto, Ontario
Canada, M4S 3B1
Web: www.natmatch.com
Phone: (800) 461-6322
Fax: (844) 977-0555
E-mail: psychint@natmatch.com
Program Description (also located on the APPIC directory listing)

The Counseling, Health, & Wellness Center (CHW) provides comprehensive counseling services within an integrated setting providing medical, counseling, and wellness education services to all Suffolk students. The Center maintains a focus on health rather than on pathology. Clients are regarded as functional individuals who have problems, with a strong emphasis placed on their resilience, strengths, and resources when resolving issues brought to the therapeutic relationship. This health perspective is representative of the manner in which interns are selected and trained.

CHW as a whole is committed to creating and maintaining a welcoming and supportive environment that affirms our multicultural community of students and staff. Every effort is made to hire staff and to select interns that represent various backgrounds and perspectives and to attend to the role of sociocultural identities and individual differences throughout all CHW activities (See CHW’s Commitment to Multicultural Competence).

The Doctoral Internship provides supervised experiences and training activities provided in an atmosphere of dynamic personal and professional growth. The training program is specifically designed to offer a wide variety of opportunities to help interns begin functioning as autonomous professional psychologists, including clinical service, consultation, outreach, training, supervision, and professional development. The Internship Program is rooted by three overarching Training Aims:

1. Prepare doctoral interns for entry-level practice in the provision of professional psychological services within integrated counseling and health centers in higher education.
2. Increase knowledge, skills, and awareness regarding multicultural competence, interpersonal sociocultural differences, and individual identity as they relate to all aspects of professional practice, with a focus on social justice.
3. Assist in the development of an integrated personal and professional identity based in the application of scientific knowledge, professional values and ethics, and with attention to the power of authenticity.

The Internship Program utilizes a Practitioner-Scholar model (Ellis, 1992), maintaining a commitment to developing interns as "local clinical scientists" (Stricker and Trierweiler, 1995). The "local" focus reinforces the importance of translating and applying empirical scientific work to specific contexts, in this case a university setting. Empirical and theoretical bases of assessment, intervention and consultation are taught via the Program’s ongoing didactic seminars, and training staff place a high value on critical thinking skills in the evaluation and integration of new information by Doctoral Interns. The program utilizes a developmental approach to learning, a mentorship model of professional development, and a systemic understanding of psychology service delivery.

The developmental approach provides graduated learning opportunities whereby interns are expected to function with an increasingly higher level of autonomy, skill and responsibility across the year. Interns are supported by training and supervising staff through developmental transitions from student/learner in the classroom, to learner/practitioner in the field, and to entry-level professional psychologist. This process helps to foster the integration of skills with the underlying theory, research, and scientific content that leads to a high standard of professional practice.

Through mentorship, the program fosters a welcoming environment in which supportive and growth-fostering relationships are formed between senior staff and interns. Training staff uniformly believe that
the establishment of authentic supervisory/mentorship relationships form the cornerstone from which interns can best expand their clinical, scientific, consultative, and professional knowledge, become socialized into the profession, and increase the depth and complexity of their thinking about clients, themselves, and relevant professional issues.

Training staff also continually examine issues with a multi-system perspective, with special attention to the role of sociocultural identities and social justice. Interns are encouraged to incorporate an understanding of how various sociocultural systems or identities may be influencing client needs, professional relationships, clinical interactions and decisions, or the role of psychologists within the larger local, national, and global context.


**Physical Facilities and Resources**

CHW is located at 73 Tremont Street, 5th Floor in downtown Boston, Massachusetts. The building is a large office tower; the 5th floor is accessible via elevator. Suffolk University is accessible by multiple forms of public transportation, including the subway, commuter rail, and bus lines. Parking lots are available nearby for daily or monthly fees.

All CHW facilities are ADA accessible. Interns are assigned to a specific office for the training year, which are equipped with furniture and décor appropriate for conducting therapy and completing administrative tasks such as documentation. Each office has a window, a desktop computer, and video-recording equipment. Intern offices are located adjacent to one another in the same hallway as training staff offices. CHW facilities include single-stall gender neutral bathrooms, a small kitchen area for shared use, and a conference room.

CHW administrative coordinators provide scheduling and reception assistance to all CHW clinical staff, including Interns.
Required Hours, Leave Time, and Employee Benefits

CHW Operating Hours
Monday – Thursday, 9:00am – 6:00pm
Friday, 9:00am – 5:00pm

Required Hours
• Interns are required to work on-site from 9am – 5pm, Monday – Friday.
• Interns may not schedule clients outside of 9am – 5pm except with the express permission of a supervising staff member on a case-by-case basis (no recurring appointments).
• Interns may not conduct clinical work without a supervising staff member available on-site.
• On average, Interns are expected to work a total of between 40-44 hours per week, although these hours will vary depending on clinical or other training demands.

Suffolk’s Internship in Health Service Psychology requires completion of 500 direct service hours (attended intake, walk-in, counseling, or group therapy appointments; provision of supervision; and direct consultation), the vast majority (475+ expected) of which must be clinical service delivery (assessment and individual or group counseling). In total, the Internship provides a total of 2000 hours of supervised experience based on a 40-45 hour work week.

Leave Time

Personal and Professional Development Leave
During the course of the internship, Suffolk University provides a number of paid holidays throughout the year and a week of paid leave in December. In addition, Interns are allotted 5 paid personal/vacation days which can be taken with approval of the Training Coordinator. Professional Development time is considered on a case-by-case basis for dissertation defense, interviews, or professional development. Personal/vacation days and necessary professional development time are best taken in January, Suffolk’s Spring Break in March, or during late May, June and/or July. Please note that Interns who successfully complete the APA-Accredited Internship within the allotted 12 months work 40-45 hours per week over 49 weeks.

Sick Leave
Interns who require time-off for illness must inform the APA Training Coordinator (or CHW Director if APA Training Coordinator is away) of the need for absence as soon as possible. Interns should also reach out to staff and/or interns impacted by an absence, letting them know of the need to cancel or reschedule meetings. Client contacts for cancelling/rescheduling sessions can be made by front desk staff or the Intern; this should be discussed and agreed upon between Interns and the supervisor(s) based on the client’s treatment needs. This information should be provided by email for planned absences and via text message the morning of an unplanned absence. Interns utilizing a significant amount of time away from CHW to address healthcare needs should engage in discussion with the APA Training Coordinator and, if needed, Human Resources regarding how those needs may be negatively impacting the successful accumulation of required hours for completion of the Internship within the scheduled training year. Interns needing accommodations under the ADA will work with the APA Training Coordinator, their academic program, Suffolk’s HR Department, and APPIC to identify alternatives to assist the Intern with successful completion of the Internship, including possibly unpaid leave, part-time schedules, or
extension of Internship. Please note Interns are not subject to FLMA as Suffolk requires both 12 months of employment and 1250 working hours before eligibility.

**Maternity/Paternity Leave**
Doctoral interns are not eligible for FMLA as Suffolk requires 12 months of employment and 1250 total working hours before eligibility. When the need for maternity/paternity leave arises, CHW works proactively with the Doctoral Intern, their academic program, Suffolk’s HR Department, and APPIC to arrange agreed-upon alternatives including possible use of unpaid leave, part-time schedules and/or extension of the internship. Every effort will be made to facilitate the successful completion of Internship. Specific arrangements will depend on the needs of the Intern and the timing of maternity/paternity leave in the training year.

**Employee Benefits**
Suffolk University provides a variety of benefits to employees depending on employee status, hours, and duration of employment. Interns are temporary exempt student staff with access to some but not all employee benefits (see above regarding FMLA). Interns are eligible to enroll in one-of Suffolk’s employee health insurance options, including family coverage. Please visit [www.suffolk.edu/hr](http://www.suffolk.edu/hr) to learn more about employee benefits and costs including health insurance, commuter benefits, and a variety of other benefits. Accepted Interns should contact Human Resources with questions about benefits. This statement not a guarantee of current or future benefits. All policies of the University are subject to change.

**Liability Coverage**
The University provides "Limited Professional Liability Coverage" (Claims Made, Cost Inclusive Basis, $1 million each claim/$3 million aggregate) for interns during the course of their work in the CHW Center. The coverage is provided by the United Educators Insurance Risk Retention Group, Inc. Review of the policy, including exclusions to liability coverage, is available upon request from the Suffolk University Director of Risk Management.. Interns also have the option to purchase personal liability coverage either through American Association of Counseling and Development (AACD) or the American Psychological Association (APA).
Suffolk University 2018-2019 Observed Holidays

Labor Day
Fall Break
Veteran’s Day
Day before Thanksgiving
Thanksgiving Day
Friday Following Thanksgiving
Winter Break (University Closed)
Martin Luther King
President’s Day
Spring Break (not holidays; no classes)
Patriot’s Day
Memorial Day
4th of July

September 3rd (Monday)
October 8, 2017 (Monday)
November 12th (Monday)
November 21st (Wednesday)
November 22nd (Thursday)
November 23rd (Friday)
December 24, 2017 – January 1, 2018
January 21st (Monday)
February 18th (Monday)
March 11th – March 15th (Monday – Friday)
April 15th (Monday)
May 27th (Monday)
July 4th (Thursday)
Program Requirements

Weekly Hours and Training Activities

Suffolk’s Internship in Health Service Psychology provides a wide range of training activities which facilitate professional growth and achievement of the Program’s training goals. They include:

<table>
<thead>
<tr>
<th>Category</th>
<th>Specific Activities</th>
<th>Hours Per Week</th>
</tr>
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<tbody>
<tr>
<td>Didactic Seminars &amp; Professional Development</td>
<td>Assessment and Ethics</td>
<td>4-5 hours/week</td>
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<td></td>
<td>Psychotherapy Seminar</td>
<td></td>
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<td></td>
<td>OTC</td>
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<td></td>
<td>Supervision-of-Supervision</td>
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<td></td>
<td>Multicultural Dialogues</td>
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<td></td>
<td>CHW Grand Rounds</td>
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<td>Case Presentations</td>
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<td>Dialogues with Training Coordinator</td>
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<td>Dialogues with CHW Director</td>
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<tr>
<td>Supervision</td>
<td>Individual Supervision</td>
<td>6 hours/week</td>
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<td></td>
<td>Group Supervision</td>
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<td></td>
<td>Peer Consultation</td>
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<td></td>
<td>Supervision-of-Supervision</td>
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<tr>
<td>Staff Meetings</td>
<td>Clinical Consult Meetings</td>
<td>1-2/hours week</td>
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<tr>
<td>Consultation and Outreach</td>
<td>Consultancy with Campus Office</td>
<td>3-6/hours month</td>
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<td>RA Training</td>
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<td>National Depression Screening Day</td>
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<td></td>
<td>Others as needed</td>
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<tr>
<td>Clinical Hours</td>
<td>Intake</td>
<td>20/hours week</td>
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<tr>
<td></td>
<td>Walk-in</td>
<td>(50% of total time)</td>
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<td></td>
<td>Individual Counseling</td>
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<td></td>
<td>Group Counseling</td>
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<tr>
<td></td>
<td>Crisis Intervention</td>
<td></td>
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<tr>
<td>Case Management</td>
<td>Documentation of clinical work</td>
<td>4 hours/week</td>
</tr>
<tr>
<td>Providing Supervision</td>
<td>Prepping and providing Individual Supervision with CHW’s Practicum Student</td>
<td>2-3 hours/week</td>
</tr>
</tbody>
</table>

**TOTAL WEEKLY HOURS:** 40-45/hours week

**DIRECT SERVICE CONTACT HOURS:**

**Interns need at least 500 face-to-face direct contact hours (including clinical hours, providing supervision, and direct consultation) by the end of Internship, the vast majority of which (475+ expected) will be clinical hours (defined in Massachusetts as face-to-face assessment and counseling hours). Interns will accrue sufficient hours in accordance with APPIC and Massachusetts state law regarding required clinical hours during Internship. Interns should consult state licensure requirements at the start of Internship for the states they plan to apply for licensure and discuss their needs with the APA Training Coordinator as relevant.**
Training Requirements

In order to successfully complete the Internship, interns are required to successfully complete the following training activities and responsibilities. These are included in the Training Contract Interns and Primary Supervisors complete at the start of internship and review again at the mid-point (January).

- Participate fully in the August Intern orientation
- Prepare and participate in all didactic seminars and professional development opportunities.
- Prepare and present two (2) formal Case Presentations to the Counseling Staff. At least one of the case presentations must focus on multicultural relationship issues, cross-cultural communication, and/or cultural assumptions about counseling. The other must include use of an objective assessment measure to inform conceptualization, diagnosis, or treatment.
- Attend and participate in all scheduled supervision sessions.
- Identify questions, concerns, or other content to be discussed with supervisors.
- Prepare video clips for review by supervisors or during supervision.
- Utilize the Client Tracking Sheet (see Appendix) for all scheduled supervision sessions. This requires:
  - Adding all new clients to the sheet upon Intake or other first session.
  - Updating the sheet for each scheduled supervision session.
  - Bringing a paper copy to your supervisor each scheduled session.
- Participate in the evaluation process with your supervisors, including receipt of and provision of feedback regarding the supervision experience and relationship(s).
- Attend and participate in all scheduled staff meetings which include interns.
- Prepare and participate in Resident Assistant Training (August and January).
- Serve as a CHW consultant for a campus office.
- Design and implement at least one (1) outreach or consultation project, training, or other intervention
- Obtain feedback from the OTC Seminar Instructor prior to delivering an outreach project, training, or other intervention for the campus community or consulting office.
- Prepare, utilize, review and provide to the OTC Seminar Instructor formal feedback forms from all training/outreach participants at each event, as well as a final consultancy evaluation form from the consulting campus office.
- Provide 500 hours of direct service (assessment and individual or group counseling, provision of supervision, and direct consultation), the vast majority of which must be clinical hours which in the state of Massachusetts is defined as individual and group counseling sessions, and psychological evaluation and assessment.
- Maintain a client caseload of 18-20 clients each week
- Be available to see new clients during scheduled Walk-in and Intake hours each week.
- Notify clients of your status as an Intern and the requirements of supervision.
- Inquire and obtain consent for video-taping of sessions as agreed to by the client.
- Maintain comprehensive documentation of all client contacts (including phone calls and relevant emails) and all ROIs, third-party contact, consultations, or other case management activity in Medicat.
- Provide individual supervision 1 hour weekly to the CHW Practicum student.
- Review, provide feedback, and sign Practicum student session notes prior to forwarding to SOS licensed supervisor
- Maintain a log of all supervision sessions to be utilized in SOS weekly and provided in total to the Training Coordinator at the end of the year.
- Follow all CHW Policies & Procedures.
- Adhere to existing state, local and national statures governing the practice of psychology.
- Adhere to established ethical standards and guidelines for the practice of psychology, including the APA Ethical Principles of Psychologists, Standards for Providers of Psychological Services, Specialty Guidelines for the Delivery of Psychological Services, Accreditation Guidelines for University and College Counseling Services (IACS); APA Ethical Principles of Psychologists and Code of Conducts, APA Guidelines Services to Diverse Populations, APA Guidelines Psychotherapy to LGB Clients, Psychology Education and Training From Culture-
Maintain a record of all clinical hours and other training activities using the *Hours Tracking Sheet* (see Appendix) and forward to the APA Training Coordinator weekly.

Videotape all clients who consent to be taped:

- A minimum of 8 different clients’ sessions need to be reviewed in supervision each semester, at least 4 clients with the Primary Supervisor and 4 clients in Group Supervision.
- Supervisors provided with at least one session to review by September 18th.
- Supervisors, at their discretion, must have access to all video-taped sessions.

Complete 2000 total hours of supervised experience across the year. Interns successfully obtaining 500 direct service hours and 2000 total hours work 40-45 hours per week, 49 weeks of the year. Time off (5 personal days in addition to University Holidays and a week in December) should be arranged during times when client demand is low, including January, Suffolk’s Spring Break, and June/July.
Contact with Graduate Programs

The CHW Counseling Training program is committed to initiating and maintaining regular contact with interns’ Graduate Programs. This contact occurs as follows:

**PRE-INTERNSHIP**

- **Internship Readiness Form** is completed by Directors of the interns’ Graduate Programs as part of the Internship Application. (November)
- **Internship Confirmation Letter** is sent to interns’ Graduate programs following interns’ acceptance of Counseling Center as their internship site for the following training year. (February)

**DURING INTERNSHIP**

- **Training Contract** is completed and sent to the Internship Directors of the graduate Programs. (September)

The Training Contract includes a description of the Counseling Center’s internship training requirements, supervised experiences, and the intern’s personal learning goals. The intern and the primary supervisor collaboratively design the intern’s learning goals for the year, which are then reviewed and approved by the Training Director. The Training Director sends a copy of the training contract to the Graduate Program Internship Director for review. If the Graduate Program Internship Director wishes any modifications to these goals, changes are negotiated among the Graduate Program Internship Director, the primary supervisor and the intern. The modified, completed and signed learning goals are retained for use and forwarded again to the Graduate Program Internship Director. During the mid-year evaluation, the intern’s learning goals are reviewed and, if necessary, revised. Any changes are communicated to the Graduate Program’s Internship Director during the Spring follow-up evaluation of the intern’s progress.

An invitation is also extended to the Internship Director to make a site visit to the Counseling Center, either during the Fall or the Spring semester.

- **Mid-year Report of Intern Evaluation is sent to Interns’ Graduate Programs.**

The Graduate Programs’ evaluation forms (if applicable) are completed by the intern’s primary supervisor. The primary supervisor, other training supervisors, seminar leaders, and other staff involved in the training program provide feedback to the primary supervisor on relevant sections of the Intern Evaluation Form as well as (where applicable) complete individual evaluations of seminars and other structured training activities (e.g. group supervision). The SU Training Director forwards a copy of the completed Intern Evaluation Form by the primary supervisor to the intern’s Graduate Program Internship Director along with a cover letter summarizing the intern’s progress. (December or January)

- **Year-end Report of Intern Evaluation is sent to Interns’ Graduate Programs.**

At the end of the training year copies of all of the clinical and training evaluations conducted in the second half of the training year are sent to the Graduate Programs Internship Director with a cover letter from the CHW Training Coordinate summarizing the intern’s progress and status as to completion of the Internship. (August)

- A copy of the **Suffolk University Internship Verification Form and Certificate of Completion** is sent to each intern’s Graduate Program Training Director (August).
**Required Competencies**

The program provides training to support the achievement of nine competencies, with a focus on developing skills specific to servicing a university community. Competencies include: Assessment, Intervention, Consultation & Intraprofessional/Interdisciplinary Skills, Individual and Cultural Diversity, Supervision, Communication and Interpersonal Skills, Ethical and Legal Standards, Research, and Professional Values and Attitudes. The program maintains five areas of focus to support the achievement of all nine competencies:

1. Clinical services including assessment and intervention;
2. Consultation & intraprofessional/interdisciplinary skills;
3. Multicultural competence in working with diversity and identity;
4. Knowledge and skills in provision of clinical supervision; and
5. Legal, ethical, administrative, and professional role functioning.

These five areas of professional competency are briefly described below with reference to which of the 9 profession-wide competencies are included.

1. Clinical Services

The primary focus of supervised training is the development and improvement of skills in intake and assessment, case conceptualization, treatment planning, crisis intervention, use of the therapeutic relationship, and individual and group intervention. Profession-wide competencies included in this area are Assessment and Intervention.

Interns' assessment skills are enhanced through training in the CHW structured intake protocol which includes administration of the Counseling Center Assessment of Psychological Symptoms (CCAPS), completion of a verbal intake interview, a differential diagnosis process, and an option to administer additional assessment tools (e.g. Eating-Attitudes Test-26, Beck Inventories, and the Prodrome Questionnaire Brief Version – PQ-B) as relevant to the client’s presenting issues. Interns also receive extensive training and practice focused on crisis assessment and management and are closely supervised as they provide 4 hours of weekly hours of emergency coverage and provide services to students in need of crisis intervention such as hospitalization referrals.

Interns’ case conceptualization and treatment planning skills are enhanced through regular application of assessment data to the decision making process regarding level of care required, short vs. long-term treatment goals, and selection of an appropriate empirically-based approach to intervention. The preparation of two Case Presentations during the year provide Interns with an opportunity to demonstrate their increasingly autonomous formulation and treatment planning skills. One of these Case Presentations focuses on an aspect of individual identity, diversity, or interpersonal sociocultural differences. The other Case Presentation integrates the use of an assessment measure into the diagnostic, conceptualization, or treatment planning process.

Interns carry a weekly caseload of 18 to 20 individual clients who represent a broad range of presenting concerns and severity of problems. The vast majority of cases are short-term (5-7 sessions) with the opportunity for training purposes to retain 5-7 clients for longer term work lasting across the Internship year. Opportunities for interns to develop group counseling skills by co-leading therapy groups vary each year depending on client availability. Although the Center promotes group counseling as a primary
method of treatment for some clients, efforts to recruit participants is not always as successful as planned. The Center is committed to continue its efforts to expand the group program.

Interns acquire new knowledge and skills in service provision through participation in the Psychotherapy Seminar, Case Presentations, and weekly individual and group supervision. The aim of these training experiences is to develop professional skills in: selection and implementation of empirically and/or theoretically based clinical interventions; development and use of the therapeutic relationship; knowledge, awareness, and skills in addressing diversity and identity variables as they impact the client, the therapist, and their interaction; and finally, the effective management of the termination process.

Interns' provision of clinical services are assessed regularly by clinical supervisors and training staff involved in the Psychotherapy Seminar and Case Presentations. Verbal feedback is provided to interns via individual and group supervision on a regular basis. Formal reviews take place twice a year, resulting in written evaluations that interns and supervisors review together.

2. Consultation & interprofessional/interdisciplinary skills;

In helping interns develop professional skills and a professional identity, the staff of CHW believes that learning about and providing indirect and preventative services to the campus community is as important as learning about and providing direct clinical interventions. This area includes the profession-wide competency Consultation and Interprofessional/Interdisciplinary Skills and is addressed most directly through the OTC Seminar.

The OTC Seminar experience consists of three types of activities which are addressed didactically and experientially:

Outreach activities involve group presentations that describe the services of the Counseling Center and that acquaint members of these groups with Center staff. Outreach also may involve providing information to the campus community through the media and through general or specific flyers and brochures. Annual outreach events include tabling at new student orientation, student involvement fairs, and participating with other Counseling staff in National Depression Screening Day.

Training activities involve workshops and other psycho-educational programs that are topic-focused and provide prevention and developmental interventions either to the campus community at large or to specific groups, organizations, offices, or academic courses that request such a program. Training activities may be designed and delivered by Counseling, Health, & Wellness (CHW) staff or by a collaborative effort between the CHW and a sponsoring campus group. Interns generally participate in training Resident Assistant staff around mental health concerns and basic listening, responding, and referral skills in late August, as well as other opportunities that arise throughout the training year.

Consultation activities involve the formation of relationships with client systems on campus for the purpose of ongoing assistance in assessing needs, identifying goals, planning and completing projects, and solving problems related to student needs or development. These activities may result in direct or indirect interventions or collaboration by the CHW staff (i.e., offering a program, workshop, training, psychological perspective or expertise, targeted intervention for specific student leaders).
Throughout the year, each intern is given opportunities to shadow and observe senior staff involved in OTC activities. Interns also work with senior staff members in co-designing and co-delivering OTC services, where appropriate.

Additionally, each intern also completes OTC projects of their own as they develop and maintain a consulting relationship with a specific campus office. These projects are determined by the needs of the particular office and the students they serve, address the role of diversity and identity, and are commensurate with the skills and growth areas of the intern. The interns are supported in their OTC work by a bi-weekly OTC Seminar that is both didactic and supervisory and by formal and informal supervision of their projects by the seminar facilitator. For each project, interns will maintain records including a summary of the project and, when possible, evaluation feedback forms. Feedback from participants is discussed in supervision and retained with other records of the project (i.e. handouts) to inform the planning of future interventions.

Intern competencies involving OTC activities are assessed regularly by supervisors and by the staff member convening the Consultation Seminar. Each intern is observed by a senior staff member during the year as they facilitate at least one OTC program. In addition, participant reactions, mid-year and year-end Intern Evaluations, and case-based assessment forms provide information about interns' competencies, growth and development.

3. Multicultural Competence

The training staff believes that in clinical, consultative, teaching, supervision, programming and all other areas of service and training, psychologists have the responsibility for interacting effectively with an increasingly diverse population. Such effectiveness necessitates a commitment to continual training, self-monitoring, peer supervision, and research. The commitment to ongoing personal development regarding multicultural competence is necessary not only as psychologists, but also as members of the University and wider local and global community. This area includes the profession-wide competency Individual and Cultural Diversity.

Interns increase and develop new awareness, knowledge, and skills in working with diversity and identity across all training experiences. The Psychotherapy, OTC, and SOS Seminars provide didactic information, experiential knowledge, and self-reflective skills in working with diversity and identity as they relate to the professional function being taught. In addition, during individual and group supervision interns are encouraged to develop self-reflective practices regarding their provision of services to clients who hold identities different from their own, as well as to explore identity differences as relevant within therapeutic, supervisory or other professional relationships. All Counseling staff in CHW participate in a series of Multicultural Dialogues which provide intentional opportunities for staff and interns to develop and maintain personal awareness, increase knowledge base, and practice a repertoire of communication and other skills related to multicultural competence as professionals. The Internship Program is committed to teaching and learning about diversity and multicultural competence in a positive, non-punitive, and supportive educational context.

Intern awareness, skills, and knowledge involving Multicultural Competence are assessed regularly by supervisors and by staff members. Interns receive formal evaluations on their practice of multicultural competence twice yearly via written feedback and discussion with their primary supervisors.

4. Supervision Skills and Services (SOS)
Interns are expected to become more knowledgeable regarding the professional, legal, and ethical issues related to the provision of supervision, as well as to begin developing identities as qualified and experienced supervisors. This area includes the profession-wide competency of Supervision. The Supervision-of-Supervision seminar includes a didactic component during the fall semester and a year-long supervision group. Topics addressed during training include: theories and models of individual and group supervision and supervision of group co-leaders/trainees, developmental stages and experience levels of supervisees, fostering trust and safety in supervisory relationships, issues of diversity in training and supervision, and legal/ethical issues which impact on the provision of supervision in clinical and academic settings. Interns apply knowledge gained from didactic and supervisory sessions while serving as supervisors to a Practicum student from the Clinical Psychology Doctoral Program.

Weekly group supervision-of-supervision occurs during the SOS seminar. Interns demonstrate the acquisition and use of supervisory skills by writing formal evaluations and by providing both oral and written feedback to their supervisees. Verbal feedback by the seminar facilitator is provided on an ongoing basis and is supplemented by formal written evaluations of supervisory skills at the midyear and year-end evaluation periods.

5. Legal, Ethical, Administrative, and Professional Role Functioning

This area encompasses several profession-wide competencies (Ethical and Legal Standards, Professional Values and Behaviors, Communication and Interpersonal Skills, and Research) and relates most directly to the achievement of the Program’s third training Aim. Interns review during Orientation the APA Ethical Principles of Psychologists and Code of Conduct and applicable local and state regulations and are expected to follow these guidelines throughout Internship. Through case examples and discussion, Interns develop a strategy for ethical decision making and develop greater autonomy across the year in knowing when to consult regarding ethical or legal conflicts. In addition to APA Ethical standards, Interns are expected to be familiar with and attend to standards of practice for a diverse population of students in accordance with guidance from resources including: APA Ethical Principles of Psychologists and Code of Conduct, APA Guidelines Services to Diverse Populations, APA Guidelines Psychotherapy to LGB Clients, Psychology Education and Training From Culture-Specific and Multiracial Perspectives (Collaboration of AAPA, NLPA, ABP, APA, SLP, SPSEMI), APA Guidelines on Multicultural Education, Training, Research, Practice & Organizational Change for Psychologists.

Throughout the Internship Program, interns are responsible for interacting with colleagues, peers, clients, supervisors, and other members of the CHW and wider University community with attention to appropriate demeanor, comportment, and professional communication standards. With support as needed from supervisors and mentors, Interns practice and develop interpersonal and communication skills related to diversity and identity, managing conflict, and development of healthy and productive professional relationships. In addition, interns are expected to model healthy self-care practices which support their ability to meet the training expectations as outlined below as well as maintain their emotional and intellectual engagement across the variety of training experiences.

Interns are also supported in their development of an ongoing personal commitment to the professional values, standards, growth necessary for competent psychologists. In line with the Scientist-Practitioner model, interns develop and maintain knowledge and skills related to use of empirically-based methods and scholarly inquiry to address clinical or consultative needs. Internship Seminars support the acquisition of new knowledge through didactic teaching and Interns have the opportunity to demonstrate
their use of scholarly inquiry via the integration of theory and research into the bi-annual Intern Case Presentations.

Across all activities during the Internship, Interns are expected to demonstrate positive values associated with the psychology profession, most importantly concern for the welfare of others. In addition, Interns develop and increase skills in self-reflection to address clinical, consultative, interpersonal, and communication concerns, taking with them a well-developed sense of when and how to use self-reflection and consultation.

Interns are evaluated throughout the year regarding their legal, ethical, administrative and professional role functioning via verbal feedback from supervisory and other staff members. Formal written feedback and discussion is provided bi-annually by primary supervisors.
Training Elements

The Internship Program in Health Service Psychology is specifically designed to offer interns a wide variety of supervised training and learning activities to assist them in developing skills in the specific competency areas outlined above and to enhance and accelerate their professional development and identity as psychologists. Training activities and training seminars are described below.

Orientation

The interns begin their training year in mid-August, approximately two weeks prior to the beginning of the fall semester. The first week of orientation is designed to help interns acclimate to the working and learning environment in the Counseling, Health, & Wellness Center and to familiarize them with Suffolk University's urban campus and with the Beacon Hill/Boston area in which the University is located. The interns are given a campus and community tour and are introduced to key administrators, faculty and staff. They also meet daily with the Training Director to facilitate their transition to Suffolk University, to discuss the goals and requirements of the training program, and to begin to identify personalized learning goals.

During Orientation, Interns also meet with training staff in a variety of orientation/training sessions. Topics include a thorough review of CHW Policies and Procedures, applicable ethical guidelines including the APA Ethical Principles for Psychologists and Code of Conduct, training in CHW crisis intervention, Intake Assessment, and referral procedures, and the beginning of didactic training in the provision of clinical supervision via the SOS Seminar. Interns also meet with their primary supervisor to review the Intern Self-Assessment and to begin discussion of personalized training goals and objectives. After discussions with their primary supervisor, training goals for each intern are incorporated into individual training contracts for the academic year.

In addition to the above, Interns work during Orientation with the Training Coordinator and other Senior Staff to prepare and provide 6-9 hours of training for Suffolk Resident Assistants addressing communication skills, relevant mental health concerns among college students, and referral skills to CHW for RAs working with distressed students. RA training provides an early opportunity for interns to become familiar with the varied issues common to college students, residence hall living, and the professional development needs of student employees working with students in distress. In addition, this experience facilitates the beginnings of a working relationship among the interns and between interns and senior staff.

Orientation also offers an opportunity for Interns to discuss and select a consulting relationship with a campus office which will last throughout the year. When possible, Interns are afforded the opportunity to meet staff members from campus offices to inform their decision.

At the conclusion of orientation, interns begin working directly with clients who seek services in CHW. They also begin providing walk-in/emergency hours under close supervision of supervising staff.

Clinical Supervision

Interns participate in both individual and group supervision throughout the training year. Each intern receives two hours of individual supervision and two hours of group supervision for a minimum of four hours of weekly clinical supervision. The goal of clinical supervision is to provide support and intentional
guidance for the development of the interns' assessment, conceptualization, treatment planning, and intervention skills. Each intern is assigned a primary supervisor who provides individual supervision 2 hours weekly. This relationship allows for a comprehensive evaluation of interns' clinical and professional development across the 5 competency areas throughout the course of their training experience.

Group supervision is co-led by a primary supervising psychologist. Group supervision is structured with attention to the creation of a safe and supportive environment for case review and consultation. Interns present video-taped session content at regular intervals and prepare questions of focus for consultation and discussion. In the past, group supervision has occasionally incorporated the use of a text to develop specific conceptualization and intervention skills, such as Hannah Levonson’s Time Limited Dynamic Psychotherapy.

In addition to case discussion, interns are required to present a minimum of eight videotapes of their clinical sessions per semester (4 in individual supervision and 4 in group supervision). These tapes are used in supervision to examine the therapeutic process, technique and case management issues, and the development of the helping relationship. Supervisors may also choose to review video-tapes outside of the supervisory hour to gain a fuller assessment of client or intern functioning. Intern video-tapes may also be used by Interns within their supervision of CHW’s practicum student; tapes of intake and treatment sessions can be used to demonstrate selected counseling techniques.

**Training Seminars, Dialogues, and Case Conferences**

Three ongoing Internship Seminars are offered concurrently throughout the academic year: (1) Psychotherapy Seminar; (2) Outreach, Training and Consultation; and (3) Supervision-of-Supervision. There are also three recurring monthly Dialogue Series, including Dialogue with the Training Director/CHW Director (alternating), the Multicultural Dialogue Series, and the CHW Grand Rounds series which examines the integration of mental and medical health in a college setting. Finally, Interns prepare and present 2 written Case Presentations (1 each semester) which provide additional opportunity for integration of established and new knowledge.

Components of these experiences are sequenced and presented in such a way that they maximize learning opportunities for interns. After orientation to the topic area and how it fits the training and service goals of the Center, basic skills are reviewed and refined. This learning foundation is supported throughout the internship year by means of didactic information, experiential exercises and activities, and individual and/or group supervision of actual cases and clinical situations.

**Psychotherapy Seminar**

In weekly meetings throughout the Internship year, the Psychotherapy Seminar provides Interns with didactic opportunities to discuss and explore topics relevant to assessment and treatment. Content includes didactic training and discussion regarding case conceptualization and treatment planning within the CHW setting; empirically based and relational treatment approaches (e.g. CBT, Mindfulness, Motivational Interviewing, TLDP, Relational-Cultural Therapy); exploration of multicultural competence, identity, and individual differences, and exposure to a variety of other topics relevant to a generalist clinical practice within a University setting. The seminar is intentionally structured so that Interns work to integrate new learning into existing knowledge and skills with the goal of expanding and deepening theoretical orientation, flexibility in intervention selection and application, and use of the therapeutic...
relationship to facilitate change. Interns are evaluated based on their participation and engagement in seminar material.

**Outreach, Training, and Consultation (OTC)**

Throughout the year, interns meet with a senior staff member in an Outreach, Training and Consultation seminar which is both didactic and supervisory. Initial focus is on the theories and methods of outreach, training, and consultation. In addition, personal skills and goals, needs assessment strategies, the role of consultation in the development of professional psychologists, and the organizational issues of the campus community are also discussed. During the year, interns are required to participate in RA Training in August and January, as well as National Depression Screening Day in the Fall. Interns are observed by a senior staff member at least one activity and collaborate with senior staff in spontaneous outreach, training, and consultation projects as they arise during the year. In addition, Interns are matched with a campus office to provide ongoing consultation throughout the year, resulting in 1-2 consultation projects. These projects are determined by the needs of the campus office and the students they serve as well as the skills and interests of the intern. Interns receive supervision and consultation from the OTC seminar regarding all consultation and outreach activities, including their ongoing consulting relationship. Additional formal and informal supervision is also provided by various members of the senior staff.

**Supervision-of-Supervision**

Throughout the academic year, the interns meet in the Supervision of Supervision (SOS) seminar that has both a didactic and supervisory orientation. Initial focus is on the theories and models of supervision, understanding the developmental stage and experience level of the supervisee, fostering a trusting and safe supervisory relationship, as well as on the professional, legal, and ethical issues that relate to the provision of supervision. Interns have the opportunity to provide supervision to a Practicum student from Suffolk’s Clinical Psychology Doctoral Program who is in their first year of clinical service. Interns receive weekly group supervision of their supervision. Additional supervision is also available per request of the interns. The main focus of SOS is the Practicum student’s counseling skills, development as a clinician, and case conceptualization/treatment planning. However, feedback is given to interns regarding specific supervision skills and interventions in order to facilitate growth in skills and comfort as supervisors. A case conference model is utilized during this group supervision experience with an emphasis on peer consultation, tape presentations, and dialogue. Interns receive feedback from participating staff supervisors, their cohort group, and the Practicum student supervisee regarding their provision of supervision and participation in SOS. Interns also prepare and deliver formal feedback regarding clinical skills to the Practicum student.

**Dialogue with the Training Coordinator/CHW Director**

Dialogues with the Training Coordinator/CHW Director (alternating weeks) are designed to provide interns with theoretical and practical information regarding ethical guidelines and professional standards, for the delivery of counseling and medical services on college campuses. Contextual issues related to working within a higher education setting are also a focus with the intention of informing the Interns clinical and consultative work.

Dialogues with the Training Coordinator also provide a forum for interns to discuss their training and supervisory experiences. These meetings provide an opportunity for open discussion of relationships with other university staff and faculty as well as any other concerns that may arise. The Training Director
provides regular feedback on interns' overall performance as members of the counseling staff, and interns in turn provide feedback on the training program.

**Multicultural Dialogues**

The Multicultural Dialogue series provides all CHW counseling staff a directed opportunity to develop personal awareness, discuss social justice topics, practice developing skills, and to learn from each other regarding diversity and individual identity. The goal of the dialogue is to help the interns and senior staff to develop, use and expand their personal awareness, knowledge, and skills to interact more effectively with an increasingly diverse population. Didactic presentations, discussions, experiential exercises, and workshops with campus and community experts are used to increase awareness of culture-bound values and underlying assumptions and to build knowledge and skills related to the full range of psychologists' professional activities.

**Grand Rounds**

The Grand Rounds series is attended by all medical and counseling staff in CHW and addresses theoretical, practical, and current issues related to practice within an integrated care setting. Topics have included comparing and contrasting medical vs. counseling initial assessments; provision of services to survivors of sexual trauma; discussion regarding application of the biopsychosocial model to counseling and medical services in CHW; and teaching mind-body skills including biofeedback and mindfulness skills for use by both counseling and medical providers with Suffolk clients/patients.

**Case Presentations**

Each intern is responsible for a minimum of two clinical case presentations throughout the academic year. One of the case presentations must focus on an aspect of multicultural competence such as individual identity, interpersonal sociocultural differences between therapist and client, or issues related to marginalization or oppression. Additionally, one of the case presentations must utilize empirically based assessment measures to inform the initial assessment or treatment. Available assessment measures include the Eating-Attitudes Test-26, Beck Inventories, and the Prodrome Questionnaire Brief Version – PQ-B. Both Case Presentations must include the application of an empirically-based treatment modality and use of scholarly inquiry to assist with client conceptualization or address treatment concerns. The 60 minute Case Presentation focuses on the assessment, diagnostic, conceptual and intervention skills of the interns. Interns present videotaped counseling sessions when possible together with a written summary of the client and the issues/questions the intern wishes to address during the case conference. Interns prepare their presentations using the *Case Presentation Worksheet*. Case Presentations are facilitated by the Training Coordinator and occur during clinical staff meetings, providing opportunities for interns to become familiar with the various supervisory styles and theoretical orientations of the senior staff. Participating staff complete evaluations of the Interns Case Presentations, which are provided to the Primary Supervisors.

**Peer Supervision/Intern Support**

Interns meet weekly to build an effective collegial cadre, to provide peer supervision and support, and to discuss reactions and needs related to the training program. The format of the group meetings are determined by each intern group.
In-Service Presentations and Seminars

In-Service seminars are designed to provide interns with didactic information related to the provision of clinical services to student populations on campus. Specific summer presentations are scheduled based upon intern requests, availability of funds, and availability of speakers. If interns are interested in special topics that have not been addressed during the spring or fall, the Training Coordinator schedules speakers when possible. Recent in-service seminars, presented by either senior staff or invited speakers, have included:

- Rape Trauma Assessment, Treatment, and Referrals
- Coping with Racial Trauma
- Evaluation and Treatment of Eating Disorders on Campus
- Crises Intervention: Assessment and Interventions
- Motivational Interviewing and Substance Abuse Treatment
- Early Career Development and Licensing
Supervision Assignment and Responsibilities

Supervising Staff
All supervision is provided by licensed CHW staff. Individual supervision and all primary supervisors are licensed psychologists with more than 2 years of practice as a licensed psychologist. Group supervision is conducted a primary supervisor/psychologist. Supervision-of-Supervision (SOS) is facilitated by the Training Coordinator or another primary supervisor. Peer Supervision is facilitated by the Interns as a group and offers an opportunity for connection and discussion of training experiences and case material as desired.

Primary Supervisor Assignment
Primary supervisors are assigned by the Training Coordinator with input from Interns and members of the supervising staff. Self-assessments and intern preferences are used to assign supervisors. Not every intern will be assigned to their first choice primary supervisor.

Issues or concerns about supervisory relationships should be raised within the relationship for discussion and problem-solving. The Training Coordinator can provide consultation regarding the situation and is responsible for deciding if a re-assignment is necessary.

Intern and Supervisor Responsibilities
- Interns and primary supervisors must collaboratively complete a Training Contract including identified training goals at the start of individual supervision in the fall.
- Review of video-taped therapy session is a requirement of both individual and group supervision. Video-tape should be reviewed on a regular basis during the supervision session and/or prior to the supervision session by the supervisor. Supervisors retain the right to view video-taped sessions at any time.
- Interns must prepare and bring copies of the Client Tracking Sheet to each supervision session. See Appendix.
- Interns and supervisors must engage in verbal discussion and feedback mid-way through each semester regarding the Intern’s progression in the training program and experience in supervision.
- Interns and supervisors must engage in verbal discussion and a written evaluation of the Intern’s progress, experience in supervision, and feedback to the supervisor in December and again at the end of the Internship year.

Primary and Group Supervisor Responsibilities
- Adhere to all requirements listed above.
- (Primary Supervisors only) Assist Interns in creating goals for their annual training contract, ensuring that goals match self-assessments and fit within the Program’s training goals and competencies.
- Provide a minimum of two hours supervision, on a weekly basis.
- On a weekly basis provide verbal feedback based on video tape review and review of written materials that is designed to be growth enhancing.
- Offer unscheduled (informal) individual and/or group supervision, as needed or requested by intern(s).
- Monitor and review case notes maintained by the supervisee. Provide written feedback on documents as needed.
- Ensure that all services provided by Interns are based in empirical knowledge, practice standards, and include treatment approaches appropriate for CHW’s setting and population(s) served.
• Review and maintain a copy of the intern’s Client Tracking Sheet in order to document supervision sessions
• Participate in Intern clinical case conference presentations and complete Case Presentation Feedback Forms.
• Prepare and present during staff meeting a Case Presentation utilizing the Case Presentation Worksheet.
• Attend and participate in weekly meetings of staff supervisors.
• Notify the APA Training Coordinator as soon as possible should concerns arise regarding the competency of a supervisee in any of the required competency dimensions.
• Monitor and evaluate supervisee’s collaboration with other professionals as part of the supervisee’s case management.
• Assure that supervisee interactions and documentation are consistent with Center’s policies and procedures and that they adhere to established standards for delivery of counseling services.
• Monitor and seek feedback from other supervising staff regarding supervisee’s performance in other professional activities. Utilize this information in completion of the Interns’ evaluations as appropriate.
• Provide mid-semester verbal feedback to supervisees which (if needed) identifies performance areas of concern and provides specific behavioral changes needed to demonstrate competency in the area of concern.
• Complete in writing the appropriate evaluation form during the midpoint and final evaluation periods.
• Maintain knowledge of current standards of training competencies as well as standards for supervisors.
• Obtain continuing informal and formal education about the competencies for supervisors.

Supervision Procedures

Scheduling supervision
• Supervision sessions will be scheduled at the same time each week. SOS and Group supervision sessions are scheduled by the APA Training Coordinator. Primary individual supervision and peer supervision are set at the beginning of the year by the supervisory pair or group.
• Supervisors and Interns are expected to work together to arrange make up supervision should a session be missed unexpectedly. Coverage for extended absences (vacations, lengthy illness) by the supervisor should be discussed well in advance and coverage for supervision arranged with the APA Training Coordinator.

Caseload requirements and limits
• Full-time interns are expected to have a caseload of 18-20 clients per week.
• One hour of supervision per week for approximately every 5 clients seen.
• Supervision for group counseling will be arranged as groups are formed.

Formal and informal supervision
• Formal supervision refers to ongoing structured meetings with your primary supervisor and group supervision with senior staff psychologists.
• Informal refers to consultations with any of the senior staff when needed and available.
Evaluation Procedures

At the start of Internship, CHW primary supervisors staff work collaboratively with Interns to set, evaluate, and revise specific Training Goals to address identified training needs related to the competencies outlined above, the Intern’s Self-Assessment, and additional desired training goals. These goals are shared with all training staff in order to best meet the identified needs of the Intern across training activities. The Training Goals are evaluated collaboratively by the Intern and Primary Supervisors at the mid-point of Internship, revised if needed in January, and reviewed again at the end of Internship.

To monitor Intern’s professional functioning, provide necessary feedback, and identify any additional training goals, Interns are evaluated across all training activities throughout the year. Written evaluations occur at the midpoint and final evaluation periods and include the following forms:

- Comprehensive Evaluation of Intern Form (completed by Clinical Supervisors)
- SOS Evaluation of Intern Form (completed by SOS Supervisor)
- OTC Evaluation of Intern Form (completed by OTC Supervisor)
- Practicum Evaluation of Intern as Supervisor (completed by the Practicum Student)
- Case Presentation Feedback Form (completed by attendees and Supervisor)
- OTC Consultancy Evaluation Form (completed by campus consultancy office)

Additionally, Interns complete the following evaluations at the midpoint and final evaluation periods regarding their training experience:

- Orientation (August only) and Program Evaluations
- Intern Evaluation of Primary and Group Supervisors
- Intern Evaluation of Seminars, including SOS, OTC, Grand Rounds, Multicultural Dialogues, and the Dialogues with the CHW Director and the APA Training Coordinator

Midpoint and final evaluations are discussed between the Intern and each evaluator to identify and address areas of disagreement or concern and to determine if revised training goals are needed. Interns are encouraged to complete self-evaluations using these forms in order to inform decisions about training goals or needs. Final evaluations are signed by both the supervisor(s) and the Intern.

In addition to the formal evaluation, staff members provide ongoing assessment and feedback to interns using the following means:

- Weekly supervision sessions
- Case Presentations
- Scheduled meetings with the APA Training Coordinator
- Weekly consultation and supervision of consultancy relationships
- Informal (unscheduled) individual supervisory meetings

In addition to the above evaluation processes, the Program is committed to responding in a timely fashion to feedback from interns regarding their training experiences. To facilitate this feedback, the following meetings and processes are also in place:
1. The Training Director and interns will meet as a group twice a year to review the results of the Program Evaluations. The focus of the discussions is to assess how well the training program meets the intern’s learning goals. Recommended changes are discussed and implemented, as appropriate, for the remainder of the internship year and/or the following year.

2. Following review and discussion of Evaluations by each supervisor-intern dyad, the APA Training Coordinator meets with each intern to review his/her evaluation of the primary and group supervision experiences and provides appropriate feedback and recommendations to that supervisor. Where the APA Training Coordinator is an individual or group supervisor, the Intern will be given the option to meet with the CHW Director. The APA Training Director and the CHW Director review the outcomes of this review of the evaluation process.

3. Interns are encouraged to provide ongoing feedback about their training experience in staff meetings and in monthly meetings with the Training Director and the CHW Director.

**Minimal Levels of Achievement for Completion**

As outlined above, the CHW Internship Program in Health Service Psychology is intentionally designed to facilitate the achievement of 5 areas of competency applicable to general practice with a focus on service to a college or university population within an integrated health and counseling center. The five areas of competency are:

1. Clinical services including assessment and intervention;
2. Consultation & interprofessional/interdisciplinary skills;
3. Multicultural competence in working with diversity and identity;
4. Knowledge and skills in provision of clinical supervision; and
5. Legal, ethical, administrative, and professional role functioning

These competency areas are comprised of 9 individual scales representing required profession-wide competencies for the practice of professional psychology. These scales include Assessment, Intervention, Consultation & Interprofessional/Interdisciplinary Skills, Individual and Cultural Diversity, Supervision, Communication and Interpersonal Skills, Ethical and Legal Standards, Research, and Professional Values and Attitudes. The rating scale used to evaluate performance on each of these scales is below. Please note that in keeping with the Internship Program’s developmental model, a rating of “3” reflects achievement of an expected level of competency. Ratings of “3” on Fall and Spring evaluations may still indicate that progress was made across the year on individual items and overall competencies.

A rating of “3” or above on all individual items of the Comprehensive Evaluation of Intern form indicates the intern has demonstrated competence commensurate with what is expected at the time of the evaluation. Interns must achieve this level of competency at the end of Internship in order to successfully complete the Internship. If problematic behavior is noted, as defined by a rating of 2 or below on individual items, the area(s) identified will become a primary focus of supervision in order to support the Intern’s achievement of competency in that area. If sufficient progress is not made on individual items rated a 2 or below with the additional supervisory focus, or if the intern receives a rating of 2 or below on 20% or more of the individual items within one of the 9 competency scales -- a remediation process will be initiated.

The rating scale for evaluation of intern performance is below, and will be applied to each item on the Comprehensive Evaluation of Intern form.
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>CONSISTENT PERFORMANCE ABOVE EXPECTED COMPETENCE LEVEL OF AN INTERN: Performance is considered a major strength which means this skill/behavior is performed consistently, in a variety of situations at more advanced levels. Intern could teach it or serve as a model for others. Intern need minimal supervision on this, but knew when to consult when need.</td>
</tr>
<tr>
<td>4</td>
<td>PERFORMANCE FLUCTUATES ABOVE EXPECTED COMPETENCE LEVEL OF AN INTERN: Performance considered above expected competence level for the amount of experience, knowledge, and academic training. Intern performed this skill/behavior effectively most of the time, and supervision has been focused on further refining and developing advanced performance and use.</td>
</tr>
<tr>
<td>3</td>
<td>PERFORMANCE AT EXPECTED COMPETENCE LEVEL OF AN INTERN: Performance is considered at expected competence level for the amount of experience, knowledge, and academic training. Intern is “on target” for where he/she is expected to be, and meets the expected proficiency for that skill/behavior. Ongoing supervision and monitoring is focused on continued advancement, integration, and consistency. Intern demonstrates good judgement and expected level of consultation/supervision needs to meet performance demands.</td>
</tr>
<tr>
<td>2</td>
<td>PERFORMANCE FLUCTUATES AT TIMES BELOW EXPECTED COMPETENCE LEVEL OF AN INTERN: Performance considered below expected competence level for the amount of experience, knowledge, and academic training. Intern may only have an introductory knowledge of this skill, little experience, or still needing to develop these skills to be at expected level. A fair amount of supervision time is focused on this skill/behavior to gain more proficiency to meet expectations by the end of internship. This could be a normal score at the end of the fall semester for some areas, but would not be an expected score at the end of internship, remediation needed if progress is not shown.</td>
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<tr>
<td>1</td>
<td>CONSISTENTLY PERFORMS BELOW EXPECTED COMPETENCE LEVEL OF AN INTERN: Performance is consistently below expected competence level for the amount of experience, knowledge, and academic training. Intern may have very little awareness, experience, knowledge or training with this skill/behavior and remediation is needed to work toward expected developmental level. Intern needs significant supervision, training, and/or guidance to gain more proficiency in this skill/behavior. A significant amount of supervision time is (was) focused on developmental of this skill/behavior; closer monitoring is (was) needed while carrying out this skill.</td>
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<tr>
<td>N/A</td>
<td>Not Applicable – skill unable to be assessed.</td>
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</table>

The training staff are committed to supportive, direct, and transparent communication with Interns regarding expectations, performance, and evaluation. The goal is always to identify early in the year if there are significant concerns about performance which need to be addressed. Please see CHW’s Policies and Procedures for information on the Program approach to concerns about competency, Due Process, and Grievances.
Due Process and Grievance Procedures

The following section outlines procedures for responding to Suffolk University Counseling Interns who experience conflicts that interfere with effective professional functioning during their training program. It also outlines the rights and responsibilities of interns in the unlikely event they file grievances against supervisors, staff members, or colleagues. This section delineates the due process rights of both the training program and the intern regarding evaluations of intern behavior and performance during the internship period. The procedure for invoking the rights and responsibilities of trainees when an intern believes that discriminatory, unethical, or unprofessional behaviors have been committed by professionals or other staff members is outlined in the Suffolk University Grievance Procedures for Support Staff and Administration (Personnel Policy Manual, Sections 600.10-600.15). In those cases involving allegations of sexual harassment, interns are protected by the Suffolk University Policy Against Sexual Misconduct located at http://www.suffolk.edu/studenthandbook/17825.php

RIGHTS AND RESPONSIBILITIES

CHW Internship Program provides systematic evaluations of interns' progress throughout the training year, setting out clear guidelines for performance and sharing of regular feedback with interns. Interns and supervisors provide formal, written, and concurrent evaluations of their training and supervisory relationships at least twice during the course of the training year. In addition, Interns provide program-level feedback verbally and in writing at the mid-point of the year with an opportunity to discuss concerns about their training experience at any time. The evaluation markers for interns during their training year with CHW are listed below:

Internship Application and Orientation Procedure:
- Statement of Internship Readiness Form, completed by Director of Graduate Training Program.
- Training Contract, signed by Intern and Primary Supervisor.
- Self-Assessment, completed by Intern

Mid-Year Evaluations:
- Evaluations of Intern, Completed by each Supervisor and submitted to Director of Training of intern’s Graduate Program.
- Internship Program Evaluation. Evaluation by intern includes an opportunity to assess the quality of individual and group supervision and components of the training program during the first half of the internship training year.
- Intern Evaluations of Supervisor(s). Evaluation by intern includes assessments of the quality of supervision provided by primary and group supervisors (when appropriate).
- Informal Group Evaluation meeting, at end of first semester of training experience.

Year-End Evaluations:
- Evaluations of Intern initiated by Primary Supervisor and completed by Director of Training. Submitted to intern’s Graduate Program Training Director.
- Internship Program Evaluation.
- Intern Evaluations of Supervisor(s).
- Informal Group Evaluation meeting, at end of internship year.
- Completion of Annual Report to the American Psychological Association (APA) Verification of Pre-Doctoral Supervised Experience Form (Notarized).
- Certificate of Completion
The internship experience is specifically designed to mitigate the existence of problematic behaviors on the part of interns. Preventive measures include:

1. Extensive and ongoing orientation meetings.
2. Training activities individually tailored to specific training goals outlined by interns and by academic training departments.
3. Careful and frequent monitoring of workloads and performance, by primary supervisor(s) and Training Coordinator with oversight by the CHW Director.
4. Regular assessments of the number of clients and severity of client problems managed by interns, by the Training Coordinator in collaboration with the CHW Director.
5. Administrative flexibility and support for altering the structure and frequency of supervision, as needed.

**INSUFFICIENT PROFESSIONAL COMPETENCE: DEFINITION AND CRITERIA**

Lamb et al. (1985) defined lack of adequate performance as being reflected in one or more of the following ways: (1) an inability to acquire and integrate professional standards into one’s repertoire of professional behavior, (2) an inability to acquire professional skills in order to reach an acceptable level of competency, and/or (3) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions which interfere with professional functioning” (p.6).

The distinction between an intern who encounters a “problem” and one who persistently demonstrates inadequate performance is often hard to quantify, although most often made on the basis of whether the difficulty is one that is expected or common to a training experience. In making a similar distinction, Lamb et al. (1985) added the following criteria in outlining their definition of inadequate training performance:

1. Intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
3. The quality of services delivered by the intern is consistently negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The intern’s behavior does not change as a function of feedback, remediation efforts, and/or time.
7. In addition to the criteria listed above, ratings received on the Comprehensive Evaluation of Intern Form are used to assess interns’ levels of performance. A rating of “3” or above on all individual items of the Comprehensive Evaluation of Intern form indicates the intern has demonstrated competence commensurate with what is expected at the end of Internship. If problematic behavior is noted, as defined by a rating of 2 or below, the area(s) identified as a training deficiency will become a primary focus of supervision in order to support the Intern’s achievement of competency in that area. If sufficient progress is not made on individual items rated a 2 or below with the additional supervisory focus, or if the intern receives a rating of 2 or below on 20% or more of the individual items within one of the subscales of the four identified competency areas -- a remediation process will be initiated.

In the event that an evaluation of an intern’s performance raises concerns about competence or impairment according to the criteria above, the following guidelines and procedures will be instituted for
purposes of remediation and to assure that the intern’s due process rights are protected.

**DUE PROCESS GUIDELINES**

In its broadest sense, due process includes equitable methods of evaluating intern's performance while in training. Due process ensures that decisions and actions taken in response to concerns about performance are not arbitrary or personally biased. The specific procedures outlined below are applied to all trainee complaints, concerns, and appeals. General due process guidelines include:

1. During orientation and throughout the Internship, Interns will receive in writing training requirements and expectations. These are reviewed in person with the Training Coordinator and the Primary Supervisors at the start of the Internship and included in the Training Contract.
2. During orientation and reviewed throughout the Internship, Interns will receive in writing the procedures for evaluation, including how they will be conducted, described, and shared with others.
3. During orientation and in writing Interns will receive procedures regarding decision-making related to problem behaviors, impairment, or concerns about a competence.
4. The Training Coordinator will communicate early and often with the Interns Graduate Program about any suspected concerns that are interfering with Intern performance.
5. The Training Coordinator will institute, when necessary, a remediation plan for identified inadequacies, including a timeframe for expected remediation and consequences of not rectifying the inadequacies.
6. The Intern will be provided with time to respond to any action taken by the program, as well as with information on how to submit an appeal, prior to the implementation of any action.
7. Information regarding the concerns, remediation plan, and timeline for re-evaluation will be provided to the Intern verbally and in writing.
8. The Training Coordinator will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions. All remediation plans, revisions, and documentation of outcomes will be signed by the Intern, APA Training Coordinator, and Primary Supervisor and kept in the Intern’s permanent file.

**DUE PROCESS PROCEDURES**

**Definition of Terms**

Problem – The issues, concerns or behavior related to Intern performance
Supervisor’s Meeting – Scheduled weekly meeting of all currently supervising staff.
Supervising Staff – all staff members currently participating in supervision.

**Process**

Problem Identified – Supervising staff or another staff member identifies a potential concern.

Problem Defined by Supervising Staff – The staff member identifying the potential concern discusses it with the Training Coordinator and/or the Supervising Staff during the Supervisors Meeting. The CHW Director will be informed of this discussion and may participate depending on the severity of the problem. Supervising Staff work together to specify the problem using behavioral indicators and clear, concrete language. The problem will be determined typical or atypical.

Typical Problem – Represents a problem which is believed to be modifiable to an acceptable level
through appropriate intervention within existing supervisory relationships and structures. Examples of
typical problems include coping with client emotions, adjustment to internship/personal coping needs, and
awareness of policies and procedures.

Plan of Change – Generated between the Intern and the Primary Supervisor, who discuss the identified
problem directly. Other staff may be involved in this conversation as necessary, including the Training
Coordinator or other Supervising Staff (e.g. the OTC supervisor if the concern is about consultation).
Change plans may include alterations in the focus of supervision, additional supervision, a temporary
adjustment to quantity or type of clients seen, etc. All plans and documentation of outcomes will be
signed by the Intern, APA Training Coordinator, and Primary Supervisor.

Implementation of Plan – The Primary Supervisor is responsible for executing the plan with the
cooperation of the Intern. Communication regarding the problem is a focus of frequent and thorough
discussion during supervision sessions.

Finding of Sufficient Change – The Primary Supervisor with consultation from other Supervising Staff
as needed will determine if sufficient change has occurred.

Formal Evaluation – The Primary Supervisory includes identification of the problem, actions taken to
address it, and progress toward resolution in the written evaluation following the identification of the
issue (e.g. the Midpoint or Final Evaluations). These evaluations are signed by the Primary Supervisor
and the Intern.

Letter to Graduate Program – A summary of the identified problem, action steps, and the resolution of
this process are included in the mid-year letter to the graduate program in the context of the Interns
entire performance.

Finding of Insufficient Change – The Primary Supervisor with consultation from other Supervising
Staff as needed will determine if sufficient change has not occurred. The problem is brought back to
the Training Coordinator and Supervising Staff for further definition, including whether or not the
problem has become an atypical problem indicating possible impairment or professional incompetence
requiring a remediation plan.

Atypical Problem – Problems related to Intern impairment or professional incompetence as defined above.
May be identified after first Supervising Staff discussion or after an initial attempt to address the problem
as a typical problem have not resulted in sufficient change. Problems determined to be atypical at the
outset follow the procedures outlined below.

Once an atypical problem is identified, the following Due Process Procedures apply:

1. The issue or problem will be discussed among the Supervising Staff to identify the specific
   problem behaviors using clear and concrete language by the Supervising Staff. The CHW Director
   will participate in this discussion.
2. A plan for remediation will be formulated in consultation with the CHW Director. The action
   options for remediation plans are outlined below.
3. One supervisor is identified as responsible for implementation of the remediation plan, most
   typically the Primary Supervisor.
4. Notification to the Intern will occur in the context of a meeting with the Intern, the Primary
   Supervisor or other identified staff, and the Training Coordinator. The Intern is notified verbally
and in writing of:
   a. the specific problem
   b. behaviors or actions necessary from the Intern to resolve the problem
   c. specific remediation action steps
   d. timeframe for further evaluation of progress
   e. consequences of insufficient change, including possible sanctions
   f. information regarding timeline for appeal of the action.

5. The Intern has three (3) working days to consider and submit an appeal of the recommended action. See below for appeal processes and timelines.

6. All remediation plans will be signed by the Intern, APA Training Coordinator, and Primary Supervisor.

7. The Intern’s Graduate Program is informed of the identified problem and the remediation plan. The Graduate Program is kept updated regarding actions associated with the remediation plan, including appeals, and is notified regarding the conclusion of the plan.

8. Once enacted, the identified Supervisor works with the Training Coordinator to implement and monitor the plan. The identified supervisor will provide updates to the Supervising Staff during weekly meetings.

9. In accordance with the identified timeframe for subsequent evaluation, the Intern’s progress will be assessed by the identified supervisor and shared with the Supervising Staff for a decision regarding whether or not sufficient progress has been made.

10. **Sufficient progress** will result in formal notification in writing that the problem has been resolved and all documentation of the problem, remediation plan, and record of demonstrated sufficient change will be kept in the Intern's File.
   a. The support/remediation process will be recorded in the evaluation of the Intern by the Primary Supervisor and included in the letter to the Graduate Program in the context of the Interns’ overall performance.

11. **Insufficient progress** will result in further action and/or sanctions as outlined in the original notification.

12. All written assessments of progress will be signed by the Intern, APA Training Coordinator, and the Primary Supervisor.

**ACTION STEPS FOR REMEDIATION PLANS AND SANCTIONS**

Remediation Plans and possible sanctions should be carefully considered and implemented only after sufficient discussion and consultation between the Supervising Staff, Primary Supervisors, Training Coordinator, and the CHW Director. The severity of the problem or concern will dictate the level of remedial action and/or necessary sanctions. At all times, the needs of clients, the Intern, supervising staff, other Interns in the program at the time of the plan, and the Center will be taken into consideration. One or more of the following modifications or sanctions may be implemented at the same time, depending on the identified needs. The period of modification will be monitored closely by the Training Coordinator and the Primary Supervisor according to the timeline outlined in the Remediation Plan.

**Remediation Plan Modifications**

Modifications include actions to support the acquisition of necessary skills, knowledge, or behaviors which would create sufficient change such that the Intern’s performance would meet required standards of performance. These actions are considered remedial and are designed to provide the Intern with support that facilitates positive change. Examples of modifications include:

- Additional supervision hours with the same or different supervisors
• Changes to the focus, content, structure, or preparation necessary for supervision by the Intern
• Reductions in clinical hours or other workload for the Intern
• Requirement for specific coursework or other didactic learning by the Intern
• Recommendations for personal therapy. If this is recommended, how the Intern’s participation in therapy will be used in the evaluation process will be discussed and agreed to.

Sanctions
In conjunction with the above options or as a result of lack of sufficient progress on a Remediation Plan, the following sanctions may also be applied:

Probation – A time-limited training period in which the Intern’s performance is closely monitored by the Training Coordinator in conjunction with the Primary Supervisor to determine the degree of progress made on identified problems.
Suspension of Direct Service Activities – Used when there are concerns that the Interns emotional health, behavior, or professional functioning has been impacted such that the welfare of clients and/or campus community members could be compromised. The period of suspension will be outlined in writing with an evaluation by the Training Coordinator and the Primary Supervisor to determine when the Intern has returned to a level of functioning such that Direct Service activities can be resumed.

Administrative Leave – Suspension of all activities associated with the Internship, effective upon notice to the Intern. The Intern will be informed if the Administrative Leave will have an impact on salary/benefits or the successful accrual of hours related to completion of the Internship. The Intern’s Graduate Program will be notified.

Dismissal – Dismissal from the Internship is a permanent termination of all activities associated with the Internship and results in a lack of completion. Invoked following violations of the APA Code of Ethics or when an Interns is unable to rectify the impact of their emotional health on their professional functioning.

INTERN APPEAL PROCESS

At any stage, the intern may appeal the performance assessment, recommendations, action plans, or decisions of the Supervising Staff. The following procedures guide the appeals process:

1. The Intern has 3 working days to submit a written appeal to the CHW Director. Appeals should include all information, documentation, and other information in support of the appeal.
2. The CHW Director has 3 workings days to convene an Appeals Panel which will consider the appeal. Panel members will be psychologists chosen by the CHW Director, taking into account preferences specified by the Intern and the Staff Member who reported the original problem. Members of the appeal panel should not include the staff member involved in the evaluation of concern for the Intern.
3. The CHW Director will appoint a chair of the Review Panel.
4. The Review Panel may conduct interviews and gather relevant documents or other data to inform their decision.
5. With 5 working days of convening, the Panel Chair will provide a written summary of findings and a recommendation to the CHW Director regarding the appeal.
6. The CHW Director has 3 working days to respond to the appeal by acceptance, rejection, or referral back to the Appeals Panel for more assessment.
7. The final decision regarding appeals rests with the CHW Director.
8. Written notification of the decision is communicated to the Intern and to the Intern's Graduate Program.

**GRIEVANCE PROCEDURES: DUE PROCESS GUIDELINES FOR FILING OF COMPLAINTS BY INTERNS**

Every effort is made to respond to interns in a supportive and respectful manner, particularly in cases where professional performance, personal welfare, and the quality of training may be impacted. In addition to the University policies that can be used to protect employment rights, interns should be guided by the American Psychological Association’s *Ethical Principles for Psychologists*, which also recommends that professionals concerned about any possible ethical violations “…should attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved” (APA, 2002).

In situations where interns may have complaints regarding a CHW staff member or fellow intern, initial attempts should be made to discuss concerns and reactions with the identified staff member and/or fellow intern directly. Should initial discussion and consultation efforts fail to resolve the problem, interns are encouraged to discuss ongoing employment/training difficulties with their Primary Supervisor, the Training Coordinator, or CHW Director (if not subjects of the compliant), or the Director of Human Resources as follows:

- In cases where concerns are related to a fellow intern, the intern should consult with his/her Primary Supervisor. The Primary Supervisor will provide consultation and take action as necessary to assist the Intern.
- In cases where the problem is with the Primary Supervisor, the Training Coordinator should be notified who will provide consultation and take action to resolve the problem or concern.
- If the concern relates to the Director of Training, the intern should address his/her concerns with the CHW Director who will provide consultation and take action as needed.
- If the problem concerns the CHW Director, the intern should either contact the Director of Training for advice or consult informally and confidentially with the University’s Director of Human Resources for information on how to institute a formal complaint. As outlined in the University’s *Personnel Policy for Staff and Administration*, any administrator or staff member can file a formal complaint with the Director of Human Resources, with the guarantee of a “…speedy, fair, and expeditious” review of their allegations (*Personnel Policy Manual*, Page 600.11, Section D.3.).

**RECORD–KEEPING OF INTERN COMPLAINTS/GRIEVANCES**

Any materials related to formal complaints filed by interns will be kept in a locked and secure filing cabinet in the Director’s office. The log of complaints and potential grievances will include the nature and date(s) of the complaint, the staff involved in resolution of the complaint, a complete timeline of events associated with the complaint, and the outcome of the grievance. The materials will be clearly marked and will be accessible only to the CHW Director and the CHW Training Coordinator.
Program Records and Alumni Contact

Alumni Survey

Doctoral Interns who successfully complete the program are considered Alumni. Alumni are asked to provide contact information to the APA Training Coordinator at the end of the Internship year to be used for program communications including contact with graduate programs as needed. In addition, the APA Training Coordinator is responsible for contacting Alumni at regular intervals to assess Program outcomes for up to 10 years following completion. At the time of completion, one year following completion, and three years following completion the APA Training Coordinator will send an outcome survey to Alumni. These surveys ask Alumni to rate perceptions of competencies and training aims achieved during Internship as well as provide information about employment and licensure status. Subsequent surveys may be sent three or more years after completion of the Internship as needed. The results of these surveys are aggregated at the cohort level and utilized for program improvement and required reporting to APA as the Program’s accrediting body. Alumni surveys are not considered a part of the Interns’ formal record and data is shared only at the cohort level.

Program Records

Accurate record keeping is a key function of the Internship Program, providing documentation of each Intern’s progress and/or successful completion of the Internship. Recent records (2009-2010 and beyond) are kept in a locked filing cabinet inside a locked office, and include: copies of all evaluations completed by and about the Intern; the Intern’s APPIC application; copies of Case Presentations; supervisory assignments and hours; any remediation documentation; contact with graduate programs; and finally, certified written documentation of attained clinical and total supervised hours. Older records (prior to 2009-2010) contain the same information and are kept in a secure electronic format. Intern records are kept indefinitely and referred to when completing local or state licensure paperwork.
Case Presentation Requirements

Summary
Case presentations are designed to assist Interns with the development of skills in case conceptualization, treatment planning, application of scientific literature, ongoing assessment and revision of treatment goals, self-reflection, and consultation. These experiences also provide opportunities for interns to become familiar with the various supervisory styles and theoretical orientations of the senior staff. Each intern is responsible for a minimum of two clinical case presentations throughout the academic year, the first in the Fall semester and the second in the Spring. Case Presentations are facilitated and scheduled by the Training Coordinator.

Requirements
Sociocultural Identities and Citation -- At least one of the two Case Presentations must focus on an aspect of sociocultural identity and/or individual differences. A citation from the empirical or theoretical literature which assists with conceptualization or treatment planning must be included. Additional Objective Assessment -- At least one of the two Case Presentations must demonstrate use of an additional objective assessment measure (see Intern Manual for list of available assessments; other measures considered in consultation with Supervisor). A citation of the assessment manual and/or research literature supporting the selection and application of the assessment measure to the case must be included. A summary of relevant clinical results from the assessment must be included in the Objective Assessment section of the write up. Application of the results to diagnosis, conceptualization, or treatment outcome assessment should be included in your write-up. Theoretical Approach and Citation – Both Case Presentations must include a citation in support of your selection and application of an empirically or theoretically supported theory of psychotherapy. The citation must be of a relevant treatment manual or other thorough presentation of the treatment model. Your explanation of the theory should be approximately 1 substantive paragraph in length which addresses 1) conceptualization; 2) interventions; 3) role of the therapist; and 4) expected outcomes of treatment. It is expected that several paragraphs will be necessary to apply your theory to the specific case you have selected in the Conceptualization section. Therapist Theoretical Orientation -- The same or different theories may be applied to the two case presentations. If the same theory is being utilized in the Spring Interns should demonstrate a deepening of ability in use of the chosen theory, either through an integrated approach or more complex application. Use of Video -- Interns are encouraged, but not required, to consider presenting videotaped clips of relevant counseling sessions. Confidentiality -- Care should be taken in the write up to conceal identifying information about the client.

Client Selection
Interns should consider possible cases for Case Presentation beginning early in the Fall semester. Long-term clients allow for more complex and interesting Case Presentations. Use of Additional Assessments should be considered in consultation with the supervisor on the case. Consideration of the time needed to select, utilize, and apply the results of additional objective assessments should be discussed in Supervision throughout the year; this process can take 1-2 months.
**Written Preparation**
Interns prepare their written Case Presentations using the *Case Presentation Worksheet*. Interns should consult with the supervisor of the case when preparing their Case Presentation, especially regarding consultation questions. Many Interns benefit from providing a draft of Case Presentations to Supervisors prior to presenting. Interns must email their Case to all staff attending the Presentation at least 24 hours ahead of time.

**Verbal Presentation Format**
The Training Coordinator facilitates the Case Presentation, which is 50-60 minutes in length. Presenting Interns will verbally present the case for approximately 25 minutes. No additional presentation materials are expected. Interns should focus their verbal presentation of the case on information in the write-up which assists staff to most effectively address the selected consultation questions. Discussion with supervisors regarding what information to focus on during the verbal presentation is encouraged.
Case Presentation Worksheet

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<th>Client (not real name)</th>
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<td>Total # Sessions</td>
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<td>Long or Short Term Client</td>
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Identifying Demographic Information
Include known sociocultural identities, academic program and year, residential or off campus residence, and other information as relevant.

Initial Presenting Concerns
Discuss both initial and current presenting concerns, noting differences as relevant.
Discuss how client has attempted to address concerns in the past.

Mental Health/Psychiatric History
Include family history.

Relevant Background
Include family structure and significant events, interpersonal/social relationships, impact or role of sociocultural identities and related experiences, and academic/vocational history.

High Risk Factors
- Eating/Sleeping Disturbance
- Substance Abuse
- Self-Harm/Suicidality
- Trauma History

Objective Assessment Results (CCAPS results, other assessments if utilized)
Provide summary of clinically relevant CCAPS information only (not a full report).
If utilizing additional assessments, provide summary of 1) why you selected the specific assessment measure and how it was expected to assist your work; 2) number of administrations; and 3) summary of clinically relevant findings.

Diagnosis
Include upon what data you based your diagnosis, including objective measures as relevant.

Theoretical Approach to Case
Provide citation and overview of the theory (see Case Presentation requirements). Explain rationale for selection of this theory for this case.

**Conceptualization and Treatment Goals**

Apply your selected theory to the case, including 1) how interventions are expected to reduce distress and 2) what short-term and long-term goals were set, have been met, and/or you are still working toward in this case.

**Course of Treatment**

Describe the quality of your therapeutic relationship with the client. Discuss client’s response to selected interventions and provide an assessment of the client’s progress over time. What has changed for the client in helpful ways? What does the client need to do in order to make further progress? Identify and discuss relevant transference, counter-transference, and/or significant moments in the treatment relationship. Address the client’s reaction and your expectations regarding termination or referral, as appropriate.

**Consultation Questions**

Provide 2-3 specific consultation questions for discussion. Good consultation questions help focus your verbal presentation and provide a shared discussion goal. Reviewing the selection of consultation questions with your supervisor is recommended.
Suffolk University
Counseling, Health, and Wellness
Internship in Health Service Psychology

Case Presentation Feedback Form

Intern: ________________________________ Date: __________________
Evaluator: ____________________________ Senior Staff Supervisor

You are asked to evaluate the intern’s case presentation in several areas listed below. Your evaluation should be based on the skill level typical of interns at a comparable stage of training. Please return to APA Training Coordinator.

Please use the following scale in your evaluation:

(5) Consistently above expected level of competency
(4) Fluctuates above expected level of competency
(3) At expected level of competency or better
(2) Needs improvement
(1) Below expected level of competency

| Quality of written materials (i.e., overall clarity of ideas, length, professional language) | 1 | 2 | 3 | 4 | 5 |
| Integration of diversity and identity variables with regard to case conceptualization, treatment planning, and intervention | 1 | 2 | 3 | 4 | 5 |
| Use and citation of research related to socio-cultural identities [requirements include citation related to sociocultural identities in 1 of the 2 case presentations] | 1 | 2 | 3 | 4 | 5 |
| Demonstrated ability to communicate theoretical approach and appropriate conceptualization of client utilizing that approach in both written materials and oral presentation | 1 | 2 | 3 | 4 | 5 |
| Use and citation of treatment manual or other thorough presentation of the selected theoretical approach [requirements include citation for theoretical approach in both presentations] | 1 | 2 | 3 | 4 | 5 |
| Demonstrated knowledge and use of Intake assessments (CCAPS, verbal interview to guide development of counseling goals and diagnostic impressions) | 1 | 2 | 3 | 4 | 5 |
| Demonstrated utilization of additional objective assessments to inform assessment, diagnosis, and/or treatment planning [requirements are that 1 of 2 case presentations include use of additional assessments] | 1 | 2 | 3 | 4 | 5 |
| Use and citation of empirical or theoretical literature related to the selected additional assessments [required for Case Presentation utilizing additional assessments] | 1 | 2 | 3 | 4 | 5 |
| Handling of ethical principles and legal standards as relevant | 1 | 2 | 3 | 4 | 5 |
| Ability to self-reflect and respond to feedback | 1 | 2 | 3 | 4 | 5 |
Please comment on the following areas:

- Particular strengths:

- Areas for further development:

- Overall impression and comments:
Clinical Supervision Record
Supervision-of-Supervision

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<th>Date of Supervision</th>
<th>Video Review? (Full or Partial)</th>
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<td>Relevant Demos (socio-cultural ID, yr in school)</td>
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<td></td>
<td>Started Term or Referral (Y/N)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presenting Concerns Diagnosis Treatment Focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Update or Supervision Questions</td>
<td></td>
</tr>
</tbody>
</table>
Suffolk University  
Counseling, Health, and Wellness  
Internship in Health Service Psychology

Comprehensive Evaluation of Intern

<table>
<thead>
<tr>
<th>Intern</th>
<th>Evaluation Timeframe (midpoint or final)</th>
<th>Date of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor/Rater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role (Primary, Group, OTC, SOS)</td>
<td></td>
<td></td>
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<tr>
<td>Evaluation Based On</td>
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</tbody>
</table>

Evaluation Method
The CHW Internship Program in Health Service Psychology is intentionally designed to facilitate the achievement of 5 areas of competency applicable to general practice with a focus on service to a college or university population within an integrated health and counseling center. The five areas of competency are:

6. Clinical services including assessment and intervention;
7. Consultation & Interprofessional/Interdisciplinary Skills;
8. Multicultural competence in working with diversity and identity;
9. Knowledge and skills in provision of clinical supervision; and
10. Legal, ethical, administrative, and professional role functioning

These competency areas are comprised of 9 individual scales representing required profession-wide competencies for the practice of professional psychology. These scales include Assessment, Intervention, Consultation & Interprofessional/Interdisciplinary Skills, Individual and Cultural Diversity, Supervision, Communication and Interpersonal Skills, Ethical and Legal Standards, Research, and Professional Values and Attitudes. The rating scale used to evaluate performance on each of these scales is below. Please note that in keeping with the Internship Program’s developmental model, a rating of “3” reflects achievement of an expected level of competency. Ratings of “3” on Fall and Spring evaluations may still indicate that progress was made across the year on individual items and overall competencies.

A rating of “3” or above on all individual items of the Comprehensive Evaluation of Intern form indicates the intern has demonstrated competence commensurate with what is expected at the time of the evaluation. Interns must achieve this level of competency at the end of Internship in order to successfully complete the Internship. If problematic behavior is noted, as defined by a rating of 2 or below on individual items, the area(s) identified will become a primary focus of supervision in order to support the Intern’s achievement of competency in that area. If sufficient progress is not made on individual items rated a 2 or below with the additional supervisory focus, or if the intern receives a rating of 2 or below on 20% or more of the individual items within one of the 9 competency scales a remediation process will be initiated.

The training staff are committed to supportive, direct, and transparent communication with Interns regarding expectations, performance, and evaluation. The goal is always to identify early in the year if there are significant
concerns about performance which need to be addressed. Please see CHW’s Policies and Procedures for information on the Program approach to concerns about competency, Due Process, and Grievances.

The rating scale for evaluation of intern performance is below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>CONSISTENT PERFORMANCE ABOVE EXPECTED COMPETENCE LEVEL OF AN INTERN:</strong> Performance is considered a <strong>major strength</strong> which means this skill/behavior is performed consistently, in a variety of situations at more advanced levels. Intern could teach it or serve as a model for others. Intern need minimal supervision on this, but knew when to consult when need.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>PERFORMANCE FLUCTUATES ABOVE EXPECTED COMPETENCE LEVEL OF AN INTERN:</strong> Performance considered above expected competence level for the amount of experience, knowledge, and academic training. Intern performed this skill/behavior effectively most of the time, and supervision has been focused on further refining and developing advanced performance and use.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>PERFORMANCE AT EXPECTED COMPETENCE LEVEL OF AN INTERN:</strong> Performance is considered at expected competence level for the amount of experience, knowledge, and academic training. Intern is “on target” for where he/she is expected to be, and meets the expected proficiency for that skill/behavior. Ongoing supervision and monitoring is focused on continued advancement, integration, and consistency. Intern demonstrates good judgement and expected level of consultation/ supervision needs to meet performance demands.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>PERFORMANCE FLUCTUATES AT TIMES BELOW EXPECTED COMPETENCE LEVEL OF AN INTERN:</strong> Performance considered below expected competence level for the amount of experience, knowledge, and academic training. Intern may only have an introductory knowledge of this skill, little experience, or still needing to develop these skills to be at expected level. A fair amount of supervision time is focused on this skill/behavior to gain more proficiency to meet expectations by the end of internship. This could be a normal score at the end of the fall semester for some areas, but would not be an expected score at the end of internship, remediation needed if progress is not shown.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>CONSISTENTLY PERFORMS BELOW EXPECTED COMPETENCE LEVEL OF AN INTERN:</strong> Performance is consistently below expected competence level for the amount of experience, knowledge, and academic training. Intern may have very little awareness, experience, knowledge or training with this skill/behavior and remediation is needed to work toward expected developmental level. Intern needs significant supervision, training, and/or guidance to gain more proficiency in this skill/behavior. A significant amount of supervision time is (was) focused on developmental of this skill/behavior; closer monitoring is (was) needed while carrying out this skill.</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Not Applicable – skill unable to be assessed.</td>
<td></td>
</tr>
</tbody>
</table>

### 1. Clinical Services

**Assessment**

<table>
<thead>
<tr>
<th>Intake</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to all relevant dimensions of CHW's intake interview and protocol</td>
<td></td>
</tr>
<tr>
<td>Discusses videotaping and addresses client concerns about videotaping effectively</td>
<td></td>
</tr>
<tr>
<td>Demonstrates empathy and builds rapport during the intake</td>
<td></td>
</tr>
<tr>
<td>Identifies and asks relevant follow up questions when more information is needed</td>
<td></td>
</tr>
<tr>
<td>Integrates knowledge of individual and identity characteristics in formulating questions and selecting tools</td>
<td></td>
</tr>
<tr>
<td>Attends to relevant differences in identity between therapist and client</td>
<td></td>
</tr>
<tr>
<td>Utilizes CCAPS assessment to inform questions and clarifies any discrepant information between CCAPS and verbal reports</td>
<td></td>
</tr>
<tr>
<td>Considers contextual information, including reason for referral, referral source, and eligibility for services</td>
<td></td>
</tr>
<tr>
<td>Selects appropriate additional assessments to administer based on intake information</td>
<td></td>
</tr>
<tr>
<td><strong>Diagnosis</strong></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Communicates conceptualization and treatment recommendations clearly to client and in documentation</td>
<td></td>
</tr>
<tr>
<td>Screens effectively for possible medical, organic, or psychotic disorders</td>
<td></td>
</tr>
<tr>
<td>Selects appropriate diagnosis and demonstrates that criteria has been met</td>
<td></td>
</tr>
<tr>
<td>Aware of bias in diagnosis based on diversity or identity and uses this knowledge to inform diagnostic impressions</td>
<td></td>
</tr>
<tr>
<td>Utilizes rule-out processes during diagnostic assessment</td>
<td></td>
</tr>
<tr>
<td>Provides clear diagnostic feedback to clients and in documentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clinical Impressions and Treatment Planning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrates psychometric and interview data, relevant identity, developmental or medical factors, contextual information, and behavioral/clinical impressions into case conceptualization</td>
</tr>
<tr>
<td>Treatment goals are relevant to conceptualization and integrate a coherent theoretical and/or empirically based approach to change</td>
</tr>
<tr>
<td>Treatment goals clearly articulated verbally to clients and in written documentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Risk Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify situations requiring immediate intervention or assessment (e.g. suicide, homicide, ED, self-injury, SA, trauma)</td>
</tr>
<tr>
<td>Thoroughly and accurately assesses relevant behaviors, thoughts, and emotions associated with risk</td>
</tr>
<tr>
<td>Reconciles discrepant information regarding risk assessment information verbally with clients</td>
</tr>
<tr>
<td>Consults with supervising staff regarding risk assessments as needed</td>
</tr>
<tr>
<td>Provides clear rationale for conclusion of risk assessment based on empirically derived risk and protective factors</td>
</tr>
<tr>
<td>Thoroughly and accurately documents risk assessment using the Suicide Assessment/Management form, including timely entry Medicat</td>
</tr>
<tr>
<td>Effectively utilizes the Crisis Management Contract with clients who do not meet criteria for hospitalization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intervention</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Therapeutic Relationship Skills</strong></td>
</tr>
<tr>
<td>Establishes and maintains supportive therapeutic relationships with clients</td>
</tr>
<tr>
<td>Establishes and maintains appropriate boundaries with clients</td>
</tr>
<tr>
<td>Intentionally elicits client affect as appropriate</td>
</tr>
<tr>
<td>Demonstrates accurate empathic attention and reflections</td>
</tr>
<tr>
<td>Effectively recognizes and utilizes transference and countertransference</td>
</tr>
<tr>
<td>Addresses individual differences within the therapeutic relationship</td>
</tr>
<tr>
<td>Elicits in-the-moment feedback from clients to deepen understanding of client's needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Counseling Interventions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboratively establishes and refines appropriate treatment goals with clients</td>
</tr>
<tr>
<td>Connects selected interventions to treatment goals</td>
</tr>
</tbody>
</table>
Communicates diagnostic and psychoeducational information to clients in effective manner

Demonstrates flexibility in selecting and applying a variety of interventions depending on client needs

Applies empirically based short-term treatment interventions as appropriate, (i.e. CBT, Mindfulness, ACT, MI, or others)

Interventions are well-timed, effective, and consistently applied

Able to utilize in session and teach skills in affect management, distress tolerance, and symptom reduction

Utilizes identity development models in understanding client concerns and therapeutic relational needs

Aware of the impact of oppression and assists clients in identifying, understanding, and/or coping with experiences of bias

Addresses diversity and identity concerns as they relate to the client’s experiences, needs, and treatment goals

Fosters client awareness of treatment progress, therapeutic gains, and identification of remaining concerns or issues

Facilitates termination effectively, taking into account relational factors and/or the selected treatment approach

**Group Therapy Intervention Skills** (completed by supervisor for Group Therapy, when relevant)

Effectively applies knowledge of evidence-based practice to work with groups.

Able to articulate a theoretical framework and translate that theory into group practice, appreciating how group intervention differs from individual therapy.

Understands the operation of group dynamics and the stages of group development.

Determines appropriate interventions to facilitate group transition to the next stage.

Facilitates identification and expression of feelings by members.

Recognizes and facilitates processing of individual and cultural differences.

Uses group process and facilitates processing of group dynamics to facilitate client growth.

Appropriately evaluates a client’s appropriateness and readiness for group (screening).

Works collaboratively and effectively with co-therapist.

Assesses treatment progress and outcome seeking consultation as appropriate.

Shows appropriate ethical decision-making relevant to role of group therapy and consults as needed.

**Referral Skills**

Informs and helps connect clients to (non-treatment) campus and community resources as relevant

Communicates clearly with clients regarding referral options, process, and timelines

Facilitates referrals in a supportive and therapeutic manner

Collaborates with CHW’s Case Manager

Identifies and provides community and other resources related to diversity and identity as appropriate

**CHW is committed to expanding group therapy services to students, and when available, groups are co-led by Interns and a senior staff member. Due to the unreliability of group therapy as a treatment modality provided by CHW, these items are completed only when an Intern has co-led a therapy group.**

**Narrative Comments**
2. Consultation & Interprofessional/Interdisciplinary Skills

<table>
<thead>
<tr>
<th>OTC Seminar and Associated Skills (Completed by OTC Facilitator, see OTC Evaluation of Intern)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates and articulates an understanding of the basic theories, models, strategies, and interventions related to outreach, training, and consultation</td>
</tr>
<tr>
<td>Establishes and maintains appropriate relationships with individuals and offices outside CHW</td>
</tr>
<tr>
<td>Demonstrates understanding of intern vs. professional roles and takes action to assist accordingly</td>
</tr>
<tr>
<td>Incorporates awareness and knowledge of diversity and identity when planning and implementing all OTC activities</td>
</tr>
<tr>
<td>Completes all assigned activities</td>
</tr>
<tr>
<td>Communicates clearly with consultees verbally and in writing</td>
</tr>
<tr>
<td>Assesses needs of consultees using systematic data collection and clarification of goals</td>
</tr>
<tr>
<td>Understands and articulates the ethics of confidentiality in consultative relationships</td>
</tr>
<tr>
<td>Assesses needs of consultee and students serviced regarding impact of diversity and identity on the consulting activity</td>
</tr>
<tr>
<td>Integrates current scholarly literature and research</td>
</tr>
<tr>
<td>Presents information in a clear and understandable manner</td>
</tr>
<tr>
<td>Utilizes flexible and creative approach in presenting style, location, language, content, etc.</td>
</tr>
<tr>
<td>Utilizes both experiential and didactic methods</td>
</tr>
<tr>
<td>Integrates feedback from program evaluations into future planning</td>
</tr>
<tr>
<td>Maintains clear and thorough records of OTC activities</td>
</tr>
<tr>
<td>Incorporates elements of awareness and knowledge of diversity and identity in the collaborative process with staff and students</td>
</tr>
<tr>
<td>Brings questions, concerns, and drafts of projects to the OTC seminar group</td>
</tr>
</tbody>
</table>

**Narrative Comments by OTC Facilitator**
3. Multicultural Competence  (corresponds to Individual and Cultural Diversity competency)

<table>
<thead>
<tr>
<th>Macro-Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sees self and others as shaped by individual identities and background, including ways perspectives and biases have been shaped by that background and/or identity</td>
</tr>
<tr>
<td>Articulates and monitors self in a thoughtful manner regarding impact of own identities and background</td>
</tr>
<tr>
<td>Sees the interaction of different identities as an important variable in professional and clinical relationships</td>
</tr>
<tr>
<td>Uses language, orally and written, that is respectful and consistent with how clients or others self-identify</td>
</tr>
<tr>
<td>Critically evaluates feedback and seeks consultation about self, others and interactions when uncertain</td>
</tr>
<tr>
<td>Recognizes when more information is needed and seeks out information independently</td>
</tr>
<tr>
<td>Aware of power, privilege and discrimination across all professional activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Micro-Skills (items below are included in other scales and applied to the total assessment of this competency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
</tr>
<tr>
<td>Addresses individual differences within the therapeutic relationship</td>
</tr>
<tr>
<td>Utilizes identity development models in understanding client concerns and therapeutic relational needs</td>
</tr>
<tr>
<td>Aware of the impact of oppression and assists clients in identifying, understanding, and/or coping with experiences of bias</td>
</tr>
<tr>
<td>Addresses diversity and identity concerns as they relate to the client's experiences, needs, and treatment goals</td>
</tr>
<tr>
<td>Identifies and provides community and other resources related to diversity and identity as appropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies the multicultural competence training needs of the supervisee in an effective and supportive manner</td>
</tr>
<tr>
<td>Role models effective communication and relational skills regarding individual differences</td>
</tr>
<tr>
<td>Role models self-awareness practices with regard to multicultural competence</td>
</tr>
<tr>
<td>Attends to impact of diversity and identity on the supervising and therapeutic dyads</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware of bias in diagnosis based on diversity or identity and uses this knowledge to inform diagnostic impressions</td>
</tr>
<tr>
<td>Integrates knowledge of individual and identity characteristics in formulating questions and selecting tools</td>
</tr>
</tbody>
</table>
Attends to relevant differences in identity between therapist and client

Professional Values

Demonstrates willingness to take responsibility for own biases and perspectives as shaped by cultural and other personal identity variables

Demonstrates compassion across individuals and contexts, diversity/identity differences, and value differences

Open to exploring personal identities and background in supervision as they relate to work with clients or the supervisory relationship

Research

Sensitive to issues of cultural and individual diversity related to scholarly inquiry (i.e. generalizability of findings)

Outreach, Consultation, and Training

Assesses needs of consultee and students serviced regarding impact of diversity and identity on the consulting activity

Incorporates awareness and knowledge of diversity and identity when planning and implementing all OTC activities

Narrative Comments

4. Supervision

Completed by the SOS Supervisor, see SOS Evaluation of Intern Form

Demonstrates awareness of legal, ethical, and contextual issues in supervision

Articulates and implements model or philosophy of supervision

Prepares supervision contract and supervision goals collaboratively with supervisee

Communicates clear expectations regarding supervisor and supervisee responsibilities

Models and provides clear instruction regarding professional behavior including interpersonal and communication skills to supervisees

Seeks information via scholarly inquiry or consultation when unsure of how to proceed

Develops collaborative and growth-fostering relationships with supervisees

Watches video recordings and provides frequent and balanced feedback sensitive to supervisee need for support

Supervisory input is based in evidence-based or other theoretical practice models

Communicates feedback in a clear manner including behavioral instruction consistent with supervisee developmental level
Attends to parallel processes between the supervising and therapeutic dyads

Attends to impact of diversity and identity on the supervising and therapeutic dyads

Role models effective communication and relational skills regarding individual differences

Identifies the multicultural competence training needs of the supervisee in an effective and supportive manner

Role models self-awareness practices with regard to multicultural competence

Facilitates a safe atmosphere for eliciting authentic supervisee feedback and discussion of the supervisory relationship

Collaborates and coordinates supervision with other supervisors within the SOS supervision group

**Narrative Comments by SOS Supervisor**

*(located in SOS Evaluation of Intern Form)*

**Additional Narrative Comments Clinical Supervisor (Optional)**

---

**5. Legal, Ethical, Administrative, and Professional Role Functioning**

**Communication and Interpersonal Skills**

**Interpersonal Skills**

- Forms and maintains collaborative and appropriately boundaried relationships with colleagues, peers, and related professionals
- Aware and articulate about own internal emotional experience
- Demonstrates tolerance for strong affect
- Responds to conflicting viewpoints by seeking clarification before reacting
- Effectively negotiates conflict
- Effectively negotiates complex relationships, including those that are interaction of diversity and identity variables
- Provides constructive and effective feedback to peers and colleagues in group supervision, peer consultation, and case conferences
- Acknowledges own role in interpersonal interactions across all professional relationships
- Accepts, evaluates, and implements feedback regarding interpersonal behaviors from others non-defensively

**Communication Skills** *(items below are included in other scales and applied to the total assessment of this competency)*

- **Intervention**
  - *Demonstrates accurate empathic attention and reflections*
**Communicates clearly with clients regarding referral options, process, and timelines**

**Supervision**

- Communicates clear expectations regarding supervisor and supervisee responsibilities
- Models and provides clear instruction regarding professional behavior including interpersonal and communication skills to supervisees
- Communicates feedback in a clear manner including behavioral instruction consistent with supervisee developmental level

**Assessment**

- Identifies and distinguishes brief vs. long-term treatment needs verbally to the client in documentation
- Provides clear diagnostic feedback to clients and in documentation
- Discusses videotaping and addresses client concerns about videotaping effectively
- Communicates conceptualization and treatment recommendations clearly to client and in documentation

**Professional Values**

- Maintains accurate, sufficient, concise, and timely documentation of all clinical activities
- Discusses, and addresses lapses in adherence to policies, deadlines, values, or commitments
- Utilizes appropriate language, demeanor, and communication skills in professional situations

**Ethics**

- Communicates ethical obligations to clients and non-psychologists

**Multicultural Competence**

- Uses language, orally and written, that is respectful and consistent with how clients or others self-identify

**Research**

- Articulates scientific knowledge to others in accessible language

**Ethical and Legal Standards**

- Demonstrates knowledge of existing APA Ethical Guidelines and Code of Conduct and other relevant professional guidelines
- Spontaneously and consistently recognizes ethical dilemmas when they arise
- Aware and explores complexities of ethical situations
- Demonstrates knowledge and application of a sound ethical decision making model
- Seeks consultation appropriately regarding ethical concerns
- Communicates ethical obligations to clients and non-psychologists
- Successfully assesses personal levels of competency across all professional activities
- Demonstrates commitment to active and ongoing professional development activities

**Research**

- Seeks scientific knowledge to enhance understanding, skills, and professional role functioning
- Demonstrates ability to independently evaluate scientific research
- Sensitive to issues of cultural and individual diversity related to scholarly inquiry (i.e. generalizability of findings)
- Integrates scientific research with clinical expertise in the context of patient characteristics, culture, and preferences when selecting assessment and treatment modalities and interventions
- Articulates scientific knowledge to others in accessible and effective language
### Values, Attitudes, and Behaviors

<table>
<thead>
<tr>
<th>Values and Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows all CHW And Suffolk University Policies and Procedures</td>
</tr>
<tr>
<td>Adheres to time boundaries (timely arrival to work, timely start/end sessions)</td>
</tr>
<tr>
<td>Maintains accurate, sufficient, concise, and timely documentation of all clinical activities</td>
</tr>
<tr>
<td>Discusses, and addresses lapses in adherence to policies, deadlines, values, or commitments</td>
</tr>
<tr>
<td>Prioritizes various tasks and deadlines efficiently and independently</td>
</tr>
<tr>
<td>Participation in staff meetings is appropriate, effective, and contributory</td>
</tr>
<tr>
<td>Effective and collaborative team member</td>
</tr>
<tr>
<td>Respectful of colleagues, clients, and others even when there is disagreement</td>
</tr>
<tr>
<td>Utilizes appropriate language, demeanor, and communication skills in professional situations</td>
</tr>
<tr>
<td>Aware of impact own behavior has on others (e.g. clients, colleagues, CHW, Suffolk University, the public, and the profession)</td>
</tr>
<tr>
<td>Demonstrates willingness to take responsibility for own biases and perspectives as shaped by cultural and other personal identity variables</td>
</tr>
<tr>
<td>Demonstrates honesty, sincerity, and a commitment to professional values throughout all activities</td>
</tr>
<tr>
<td>Demonstrates compassion across individuals and contexts, diversity/identity differences, and value differences</td>
</tr>
<tr>
<td>Professional actions and choices are made with concern for the welfare of others</td>
</tr>
<tr>
<td>Maintains appropriate level of confidence in clinical abilities</td>
</tr>
<tr>
<td>Maintains appropriate level of autonomy and self-initiative</td>
</tr>
<tr>
<td>Demonstrates commitment to active and ongoing continuing education and professional development activities</td>
</tr>
</tbody>
</table>

### Use of Supervision

| Establishes and maintains effective working relationships with supervisors                                  |
| Establishes and maintains professional boundaries with supervisor                                         |
| Prepares for supervision, including preparation of the Client Tracking Sheet                               |
| Incorporates supervisory input into clinical and other professional tasks                                 |
| Establishes framework for integrating feedback in ways that enhance professional identity                 |
| Systematically reviews own professional performance, including review of video in supervision             |
| Open to exploring personal identities and background in supervision as they relate to work with clients or the supervisory relationship |
| Demonstrates openness to discuss relational dynamics in the supervisory relationship                      |
| Demonstrates willingness to provide honest feedback to supervisors                                       |
| Demonstrates an ability to assess personal levels of competency across all professional roles           |
| Exercises good and reliable judgement in seeking consultation                                              |

### Narrative Comments
Overall Summary Narrative Comments

Signatures:

______________________________ __________________
Intern Date

______________________________ __________________
Supervisor Date

Suffolk University
Program Evaluation, 2018-2019

Please use the following scale to rate your experience of the Internship Program.

1  2  3  4  5  N/A
Not at all  Slightly  Moderately  Very  Extremely  Not applicable

Development of Required Competencies:

Clinical services including assessment and intervention

How effective were activities associated with this competency in facilitating your overall personal and professional growth as a clinician?

How well were the expectations and requirements of this competency communicated?

How prepared and/or supported did you feel in meeting the expectations and requirements of this competency?

Please provide any additional comments/feedback:

Consultation and Interprofessional/Interdisciplinary Skills (OTC)

How effective were activities associated with this competency in facilitating your overall personal and professional growth as a clinician?

How well were the expectations and requirements of this competency communicated?

How prepared and/or supported did you feel in meeting the expectations and requirements of this competency?

Please provide any additional comments/feedback:
### Multicultural competence in working with diversity and identity

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective were activities associated with this competency in facilitating your overall personal and professional growth as a clinician?</td>
<td></td>
</tr>
<tr>
<td>How well were the expectations and requirements of this competency communicated?</td>
<td></td>
</tr>
<tr>
<td>How prepared and/or supported did you feel in meeting the expectations and requirements of this competency?</td>
<td></td>
</tr>
</tbody>
</table>

Please provide any additional comments/feedback:

### Knowledge and skills in provision of clinical supervision

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective were activities associated with this competency in facilitating your overall personal and professional growth as a clinician?</td>
<td></td>
</tr>
<tr>
<td>How well were the expectations and requirements of this competency communicated?</td>
<td></td>
</tr>
<tr>
<td>How prepared and/or supported did you feel in meeting the expectations and requirements of this competency?</td>
<td></td>
</tr>
</tbody>
</table>

Please provide any additional comments/feedback:

### Legal, ethical, administrative, and professional role functioning

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>How effective were activities associated with this competency in facilitating your overall personal and professional growth as a clinician?</td>
<td></td>
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<tr>
<td>How well were the expectations and requirements of this competency communicated?</td>
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<tr>
<td>How prepared and/or supported did you feel in meeting the expectations and requirements of this competency?</td>
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Please provide any additional comments/feedback:
Achievement of Training Aims

**Aim #1:** Prepare doctoral interns for entry-level practice in the provision of professional psychological services within integrated counseling and health centers in higher education.

- How effective were training activities in developing skills and knowledge related to this Aim?
- How well-prepared are program staff to address this Aim?
- How prepared and/or supported did you feel in facilitating your growth toward achievement of this Aim?

**Aim #2:** Increase knowledge, skills, and awareness regarding multicultural competence, interpersonal sociocultural differences, and individual identity as they relate to all aspects of professional practice, with a focus on social justice.

- How effective were training activities in developing skills and knowledge related to this Aim?
- How well-prepared are program staff to address this Aim?
- How prepared and/or supported did you feel in facilitating your growth toward achievement of this Aim?

**Aim #3:** Assist in the development of an integrated personal and professional identity based in the application of scientific knowledge, professional values and ethics, and with attention to the power of authenticity.

- How effective were training activities in developing skills and knowledge related to this Aim?
- How well-prepared are program staff to address this Aim?
- How prepared and/or supported did you feel in facilitating your growth toward achievement of this Aim?

Please provide any additional comments/feedback:

Overall Effectiveness of Training Elements

Please use the scale on the first page to indicate how effective, overall, each of the following training elements was in developing your professional skills and competencies.

- Individual Supervision
- Group Supervision
- SOS Seminar and Supervision
- OTC Seminar
- PT Seminar
Additional Narrative Comments

What were the most effective, helpful, or relevant portions of your training this semester?

What were the least effective, helpful, or relevant portions of your training experience?

Please comment on your perception of the climate at CHW for addressing issues related to sociocultural identity. Think about application to your clinical and outreach work, but also to how the training program and training staff has responded to your own sociocultural identities, multicultural training needs and experiences, and management or response to current events related to diversity and identity.

Other Feedback/Comments regarding your training experience:

__________________________________________  ______________________
Signature of Intern                           Date
Evaluation of Supervisor(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>Evaluation Timeframe (Fall/Spring/Summer YYYY)</th>
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<tbody>
<tr>
<td>Supervisor(s)</td>
<td>Supervisor Title</td>
</tr>
<tr>
<td>Role (Practicum, Primary, Group, SOS)</td>
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**Evaluation Method**
Below is the rating scale used for this evaluation. Please mark the continuum at the appropriate place. Indicate "NB" (No Basis) if you have insufficient information to make a rating.

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<tbody>
<tr>
<td>5</td>
<td>Consistently above expectations</td>
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<tr>
<td>4</td>
<td>Fluctuates above expectations</td>
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<tr>
<td>3</td>
<td>Consistent with expectations</td>
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<tr>
<td>2</td>
<td>Fluctuates at times below expectations</td>
</tr>
<tr>
<td>1</td>
<td>Consistently below expectations</td>
</tr>
<tr>
<td>NB</td>
<td>No Basis to provide rating</td>
</tr>
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</table>

Determine ratings for each item below using the number scale and organize comments based on areas and details found under each category.

I. **Supervisory Relationship:**

___ Values supervision and aids in establishing and maintaining the focus of supervision

___ Provides consultation when needed outside the regular supervisory time.

___ Notifies supervisee in advance when unable to keep scheduled supervisory sessions.

___ Places high priority on scheduled supervisory sessions.

___ Acknowledges and respects supervisee’s concerns.

___ Provides advocacy for supervisee with colleagues, consultants, and other University personnel.

___ Shares own experiences and is appropriately self-disclosing during supervisory sessions.

___ Establishes a climate which fosters an honest and candid exchange of feelings and ideas.
Resolves conflicts between us/self and supervisee in ways which enhance professional growth and development.

II. Training and Teaching:

___ Uses appropriate and timely didactic materials, when needed.

___ Provides useful assistance in helping to conceptualize cases.

___ Discusses and offers practical examples of the application of ethical principles.

___ Explores the appropriate use of a variety of counseling process and interventions.

___ Knowledgeable regarding identity development and the psychological impact of identity and experiences with oppression.

___ Demonstrates knowledge regarding a variety of assessment methods and/or interventions to address the needs of clients presenting with marginalized or under-represented identities.

___ Communicates ideas clearly and checks for understanding.

___ Uses knowledge of campus and community resources to assist in making effective referrals.

___ Demonstrates effective use of audio- and video-taping to enhance development of counseling skills and knowledge.

___ Conveys a comprehensive conceptual understanding of college-age clients and their problems.

___ Models self-awareness regarding impact of supervisor’s identity on professional functioning, including role as a supervisor, therapist, and colleague.

___ Offers constructive and practical recommendation in areas of client management and support.

___ Helps build on multicultural competency by increasing awareness of how multicultural issues impact therapeutic work.

___ Models recognition of own therapeutic limitations and makes appropriate referrals when necessary.
III. Communication Skills:

___ Collaborates in setting clear goals and outcome expectations for supervisory relationship.

___ Provides continuous and constructive feedback and support.

___ Utilizes respectful language and is open to learning regarding preferred terms or language related to diversity and identity.

___ Encourages intern to share professional and personal concerns and responds in a constructive manner.

___ Examines supervisor/supervisee relationship in open and supportive manner.

___ Facilitates useful discussion regarding individual identity differences between supervisor and supervisee.

___ Acknowledges supervisee’s competencies and provides positive reinforcement/constructive criticism.

___ Encourages and supports independent thinking and action.

___ Discuss supervisee’s limitations and shortcomings in helpful and productive manner.

___ Encourages the use of supervisee’s own orientations to counseling without imposing his/her own approach/preferences.

___ Responds with sensitivity to supervisee’s emotional/experiential/professional stages of development.

___ Helps supervisee to select appropriate professional/training goals, tasks, and experiences.

IV. OVERALL RATING (circle one):

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NARRATIVE COMMENTS AND RECOMMENDATIONS

Add your comments to explain and clarify the ratings on the previous page. Use as much space as you need. Consider all the categories rated above. Please be sure to comment on strengths, limitations, and style of supervision. Additional comments are welcome.

Signatures:

________________________________________          Date
Supervisee

________________________________________          Date
Supervisor