New Directions Psychological Services

PSYCHOLOGY INTERNSHIP PROGRAM HANDBOOK

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DOCUMENT CONTROL

Psychology Internship Program Handbook

Document Information	Description
Document Title	Psychology Internship Program Handbook
Companion Document	Psychology Internship Program Operations Manual
Program	Psychology Internship Program
Organization	New Directions for Young Adults
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Approved By	Dr. Michael Kellen (Training Director)
Document Classification	Internal

Overview:

This **New Directions Psychology Internship Program Handbook** serves as the official handbook of the Psychology Internship Program. It establishes the purpose, documentation, and implementation of the program. The handbook provides guidance regarding requirements of interns including but not limited to; supervision, competency development, documentation, developmental training models, and daily Program operations throughout the internship year.

The Psychology Internship Program Handbook serves as the primary user resource for program experience and should be utilized by the Training Director, supervising psychologists, psychology interns, and other Program personnel involved in internship operations.

This handbook is the main source of information for interns and should be referenced explicitly in any internship program requirements. In the event of any inconsistency between this Psychology Internship Program Handbook and the companion Operations Manual, the policies contained within this handbook shall govern.

Annual Review

This Psychology Internship Program Handbook shall be reviewed annually by the Training Director prior to the beginning of each internship year. The annual review should consider:

- Changes in Program operations
- Agency policy revisions
- APPIC membership requirements
- APA accreditation standards
- Program Evaluation/Intern Feedback findings
- Quality improvement initiatives
- Supervisor recommendations

Revisions shall be implemented as appropriate to maintain consistency with current Program operations while preserving the Program's developmental philosophy.

Distribution & Records Retention

Current editions of this Psychology Internship Program Handbook shall be maintained by the Training Director and made available to:

- Psychology Interns
- Supervising Psychologists
- Program Administration
- Clinical Leadership
- Other authorized personnel, as appropriate

Electronic and printed copies may be distributed in accordance with agency procedures. Program forms generated through implementation of this handbook shall be maintained in accordance with applicable confidentiality standards, agency policy, and state and federal regulations.

Revision Procedures

Recommendations for revision may originate from:

- The Training Director
- Supervising Psychologists
- Psychology Interns
- Program Evaluation activities
- Quality Assurance reviews
- APPIC recommendations
- APA accreditation recommendations
- Agency operational changes

Recommended revisions should be evaluated during the Program's annual review process prior to implementation.

Document Approval

Significant revisions shall be reviewed and approved by the Training Director prior to publication of a new edition.

Major revisions affecting Program policy should also be reviewed by appropriate Program leadership before implementation.

RECORD OF REVISIONS

The Psychology Internship Program utilizes this Record of Revisions to document substantive changes made to the Psychology Internship Program Handbook following publication. Minor formatting revisions, typographical corrections, and administrative updates may be incorporated without formal revision history unless they materially affect Program operations.

Version	Effective Date	Revision Description	Approved By
1.0	June 2024	Initial Publication	Dr. Michael Kellen (Training Director)
1.1	July 2026	Annual Review Edits	Dr. Michael Kellen (Training Director)
1.2	Nov 2026	Minor Review Edits	Dr. Michael Kellen (Training Director)

New Directions for Young Adults: Psychology Internship Program

New Directions for Young Adults and its staff believe that the training of interns and students in psychological practice, family therapy, mental health counseling, psychological and developmental assessment, and other disciplines is part of our professional responsibility. The aim of the Psychology Internship Program is the acquisition and refinement of clinical skills. Upon graduation, we expect our interns to successfully perform counseling, psychological, and assessment services at the entry level.

Our Psychology Internship Program at New Directions is dedicated to providing outstanding preparation for psychologists embarking on their professional careers. These initiatives demonstrate the company's commitment to a results-oriented and evidence-based social service delivery model for its consumers. The internship program utilizes a Mentor-Practitioner model designed to provide close affiliation between the intern and supervisor via the development of a mentoring relationship as a vehicle to focus on strengthening the intern's skills in clinical practice.

The New Directions training provides a variety of clinical experiences within our own multi-cultural community (80 percent of our clients come from other states and countries) and in the Broward County community. Our program strives to foster the same diversity in our staff and interns.

Introduction

New Directions has a long tradition and commitment to caring for the social and human service needs of our clients and community. New Directions empowers clients, families, and communities through advocacy, education, resource mobilization, and service delivery.

New Directions partners closely with the International Society for Autism (ISAresearch.org), a non-profit organization founded by our CEO, which provides community internships, integral vocational experiences, and research opportunities for the clients that we serve. New Directions also provides comprehensive social services to assist spectrum young adults and adults with other developmental disabilities to attain self-sufficiency, function independently, and lead productive lives.

New Directions provides services in a variety of areas:

- Children and youth services
- Counseling and rehabilitation
- Disabled adult services
- Housing assistance
- Vocational training and placements
- Financial skills training
- Social skills training
- Other special services

New Directions has been licensed by the Florida Department of Children and Family Services (DCF) since 2012 and has been accredited by the Joint Commission (a behavioral healthcare and human services accreditation program) since 2023. Department of Children and Family Services (DCF) accredited services include Partial Hospitalization Programming (PHP) and Intensive.

New Directions for Young Adults: Program Description

The goal of New Directions is to prepare young adults to live independent lives. Our program is comprehensive and client-centered, providing an individualized plan for each client. Support is coordinated using a new multi-disciplinary clinical approach called Direction Therapy. Direction Therapy incorporates educational, vocational, independent living, health, social and recreational goals into one unique comprehensive service plan.

New Directions typically supports students with executive functioning deficits and a variety of clinical needs. Participants in the New Directions program are typically working to learn the skills needed to live independently. New Directions is unique among therapeutic programs for young adults, providing a wide range of services aimed at achieving self-sufficiency. Services are regularly tapered to allow clients to exercise the independent living skills they learn.

New Directions specializes in providing a custom and effective experience in a transitional living environment. Young adults live independently but get varied levels of support/supervision based on recommendations and needs. New Directions clients learn to apply the skills and tools provided by our expert clinical staff to everyday life situations.

Training Philosophy

The mission of New Directions is to assist and empower young adults, families, and community members through comprehensive clinical and social services. It is among the goals of New Directions to promote training opportunities for students and interns in the areas of psychology, assessment services, community outreach, intervention, and consultation.

New Directions has encouraged placements of interns, staff, and students in psychology, social work, family therapy, mental health counseling, and education since it began in 2007. We also partner closely with community-based non-profit services that provide internships and jobs to the clients we serve.

Training arrangements exist with educational institutions and vocational sites in Broward and Palm Beach Counties. Some of Florida's prominent universities are also located in the area, and student and staff placements have been received from Florida Atlantic University, Lynn University, and Broward College. We are honored to welcome qualified and diverse interns from accredited universities across the country.

New Directions' mission statement supports the Psychology Training Mission Statement: "to provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of Psychologists at the entry level." The Psychology Internship Program provides a generalist clinical training by exposing interns to various clinical/program areas serving diverse clientele. This includes participation in weekly and monthly clinical team meetings with psychologists, psychiatrists, social workers, and other front-line staff, all part of the multidisciplinary treatment team. Interns are fully integrated into New Directions' program services, working with all levels of staff.

The general training philosophy of the Psychology Internship Program is enacted via a Mentor/Practitioner Model, pairing senior mentor supervisors with interns to prepare them for professional careers in psychology working with children, adolescents, adults, and their families. A supervising psychologist supports the sequential and graded complexity of the internship experience, tailored to each intern's training needs. Mentoring is further achieved through co-consultative relationships and in-vivo supervision with their supervisors.

The practitioner aspect of the training model emphasizes clinical practice and service delivery, evolving over the internship year to focus on empirically-based models and individually tailored approaches to intervention, assessment, and consultation. In-vivo supervision is enhanced by involvement with other staff/task supervisors who have expertise in various components of the New Directions program. Interns are exposed to different professional perspectives and opportunities for collaboration within our multidisciplinary team approach.

Professional development, training, networking, and multi-agency collaboration also occur with other public and private mental health facilities. Interns, graduate students, and staff benefit from diverse opportunities to attend lectures and workshops in these and other facilities. Topics include ASD, family therapy, assessment and management of family violence, sexual, physical, and drug abuse, suicide, bullying, alcohol misuse, cultural diversity, and individual differences in mental health.

Interns have access to testing resources/assessments, assessment scoring software, and a wide array of therapy materials for clinical interventions. Additionally, interns are trained in Prism technologies, both utilized at the New Directions clinic. There are various levels of master's level psychology students in training at New Directions, ranging from first- and second-year practicum students to elective practicum placements and pre-doctoral interns. Interns are given the opportunity to supervise practicum students as part of their internship training. This supervision is implemented by pairing interns with practicum student assignments, and they also participate in consultation meetings within our multidisciplinary team.

Training in Psychology

Training is administered by the Director of Training along with departmental licensed mental health professionals. The New Directions Psychology Internship Training Committee meets regularly to review student progress, placement requests, administrative aspects of the program, and training needs. Doctoral-level psychologists licensed in the State of Florida provide the supervisory base for student training in psychology.

The staff adheres to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, keeps current with policy statements relevant to professional service standards issued by the Association, and conforms to relevant statutes established by federal, state, and local governments. The internship program spans one year (12 months), during which interns must accrue a total of 2,000 hours. Interns provide clinical services throughout the year, with supervisors representing each program area, sharing their expertise and providing clinical supervision to the interns through the Mentor-Practitioner model. Training consists of implementing evidence-based models and best practices through ongoing supervised clinical experience. Interns are assigned to varying combinations of assignments.

Intern Caseload Division

Child/Adolescent Programs:

- **Life Management Skills Program:** New Directions provides mental health/psychological services, including individual/group/family therapy, assessments, psychological evaluations, case management, staff and parent consultations, crisis intervention, and parent and staff training.

Adult Programs:

- **Substance Abuse Program:** The New Directions substance abuse residential program delivers mental health services, including assessments, mental health clearance, and placement into various treatment milieus. Psychological services include individual, group, and family therapy, psychological evaluations, staff and client training, and consultation.
- **Services Program:** New Directions is a community-based facility designed to meet the needs of functionally impaired adults with disabilities. The division provides comprehensive case management and access to a continuum of support services designed to promote independent living for persons with disabilities. Mental health services include individual/group/family therapy, assessments, psychological evaluations, staff and client training.

Training Activities

Interns are provided with a wide exposure to work with clients across the lifespan, from pre-school children to elderly clients. The program identifies five training activities that aim to help interns achieve competency in the nine profession-wide competencies. These activities include:

- **Supervisory Activities:** Individual, group, peer, and task supervision.
- **Professional Development:** Formal didactics, training, presentations from interns, etc.
- **Clinical Experience:** Therapy and testing cases within the adult and child clients.
- **Mentoring/Professional Collaboration:** Intern supervision of practicum students, consultation with other professionals, etc.
- **Community Involvement Opportunities:** Attendance at board meetings, health fairs, community advocacy, etc.

Interns receive individual supervision at their assigned site. However, professional development, didactics, and staff training occur in other educational and mental health facilities. Interns are

based at New Directions headquarters and also engage in professional activities such as group supervision, training, peer supervision, and professional development groups, which foster peer socialization and professional identity as a group.

Furthermore, interns have the opportunity to supervise master's level practicum students under the supervision of their main supervisor. This supervision typically takes place while working with the adult clients, where interns can co-lead groups, participate in consultation meetings, and provide in-vivo supervision, modeling clinical skills to practicum students.

Interns receive advanced training to address a range of mental health problems. Psychologists at New Directions assume responsibility for the daily clinical and administrative supervision of interns in their work and professional development. Intern training aims to produce competent Health Service Psychologists who can demonstrate proficiency in the nine professional areas. The therapeutic approach is mainly integrative, applying family systems, behavioral, existential, trauma-focused, cognitive, and other principles of psychology.

The program's multi-faceted nature allows for training in evidence-based interventions, assessment, legal and ethical standards, professional values and attitudes, cultural diversity, communication and interpersonal skills, research, consultation, and supervision. The training program affords interns the flexibility to further develop and apply a variety of modalities and approaches.

Opportunities for Interns

Due to the characteristics of the client population, there are many opportunities to significantly impact clients in critical areas of the social fabric of our society by working with all populations. Interns utilize a variety of interventions, including:

- Scheduled individual, group, and family therapy
- Classroom observations
- Psychological assessment
- Crisis intervention
- Consultation with parents, teachers, social workers, program administrators, and other professionals
- Case staffing
- Supervision
- Participation in the development of individualized treatment plans with clients and/or guardians/caregivers

Since interns come to the program after completing practicum/externships, the internship training ultimately prepares them within the generalist track to treat children, adolescents, adults, and

families. Interns will also be versed in the application of APA ethical standards, which serve as the framework and foundation for the internship training program.

The parent university/school and the Psychology Internship Program share the responsibility of maintaining an ongoing dialogue regarding the intern's development. A comprehensive intern evaluation is provided for each intern at least every six months. The training facilities are always available for visits from university/school-based advisors or program coordinators.

Research and Program Development

The internship provides the opportunity for interns to conduct research related to client service provision, as well as perform a program evaluation of any aspect of the Psychology Internship Program. The program evaluation encompasses a literature review and dissemination of findings and recommendations relevant to the particular area. Among the purposes of program evaluation are the enhancement and improvement of an aspect of the program/site, addressing the APA research competency.

All interns meet with the Director of Training for a research meeting monthly. During this meeting, the Director of Training and interns critically evaluate and disseminate research articles. The assigned intern selects a topic applicable to the training experience, reviews the updated research on that topic, and presents findings to the Director of Training and the other interns during the monthly research meeting. Additionally, supervisors email updated articles and information to the interns on an ongoing basis to further develop competency in research.

Training Aim and Competencies

The Psychology Internship Program exposes interns to evidence-based clinical models and ethical professional practice standards. The training aim is "to provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of Health Service Psychologists at the entry level."

The Psychology Internship Program focuses on nine profession-wide competencies:

1. Demonstrates competency in communication and interpersonal skills
2. Develops competence in evidence-based assessment
3. Demonstrates competence in evidence-based interventions
4. Displays competence in research

5. Develops competence in supervision
6. Develops competence in consultation and inter-professional/interdisciplinary skills
7. Demonstrates competence in ethical and legal standards
8. Demonstrates competence in professional values, attitudes, and behaviors
9. Demonstrates competency in individual and cultural diversity

The Psychology Internship Program applies principles, methods, and procedures for understanding, predicting, and alleviating intellectual, emotional, psychological, and behavioral disorders and discomfort. Further, training includes psychological assessment for pre-school children, elderly clients, and adults. Interns sharpen their skills in applying psychological tests for diagnosing and evaluating social, developmental, intellectual, personality, and adaptive skills of preschool children, adults, and older adults.

The general training model of the Psychology Internship Program is the Mentor/Practitioner model. All internship experiences pair senior mentor supervisors with interns in preparation for professional careers as health service practitioners in psychology. Additionally, this model further permeates the relationship between the interns and graduate psychology practicum students, providing the intern with the opportunity to experience a supervisory role.

Psychology Internship Program Structure

Admission Requirements

Applicants are required to have completed three years of graduate study from a Clinical, Counseling, or School Psychology APA-accredited program to be considered for admission into the Psychology Internship Program. Applicants must have completed a minimum of 600 hours of supervised clinical experience with children/adolescents and adults. Additionally, 50 assessment hours are required, as well as three years of practica.

Admission Process

Applications for the Psychology Internship Program are screened and rated by review teams consisting of a Training Committee member and a current intern. The teams consider the applicants' goals, essays, graduate training, references, and graduate school performance. The selected top candidates will be invited for an individual structured interview with the Director of Training, a current intern, and at least one member of the Training Committee if available. Interviews are structured to ensure ample time for the applicant to present questions. New Directions employment responsibilities are reviewed with all applicants, including Level II background screening. After the intern applicant is matched with the program, an email will be sent to the selected intern, followed by a formal letter of placement. An Affiliation Agreement

will be sent to the Internship Training Coordinator of the intern's graduate program, which must be signed prior to the placement of the intern in our department.

Fair Selection Practices

New Directions provides equal access opportunity in employment and services, reflecting respect for and understanding of "cultural and individual diversity." Nondiscriminatory policies and operating conditions are enforced to avoid restriction to program access, and unfair practices in recruitment, retention, and staff/intern development that may occur due to, but not limited to, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, sexual identification, and socio-economic status. New Directions is an equal opportunity employer for minorities, maintains an alcohol and drug-free workplace, and does not discriminate on the basis of disability. Selection/ranked applicants, as well as hiring decisions, are contingent upon satisfactory review of the results of a pre-employment fingerprint-based national criminal background check. All hiring decisions are based solely at the discretion of the New Directions Clinical Director and/or designee.

Hiring Process

New Directions has a number of necessary elements in the hiring process. All New Directions employees, including Psychology Interns, must complete all hiring requirements, including fingerprinting and background check. All efforts are made to arrange the pre-hiring requirements well in advance of the internship start date; however, it is our experience that interns must allocate ample time to complete the hiring process.

Orientation

Interns first participate in a 1-week orientation with the Psychology Training Committee at the internship's onset. This group orientation includes familiarization with New Directions policies and procedures, company history, structure, and personnel; a review of expectations and due process procedures (see APPENDIX 10); rights and responsibilities of the agency and intern (see APPENDIX 11); tour of center and program and general discussion. If available, the interns also meet with the outgoing class of interns for an additional orientation, which provides a socialization/training experience covering other important orientation elements, i.e., a typical day, documentation, and perspectives from an intern's point of view. Additionally, the orientation program unfolds during the first several weeks of the internship, consisting of a gradual orientation and acclimation to the intern's assigned responsibilities. Furthermore, as part of the orientation, interns participate in training of different evidence-based models implemented in various programs. At the beginning of the internship year, interns complete a Psychology Intern Self-Assessment Form of their perceived strengths and weaknesses, as these pertain to the nine profession-wide competencies. Early in the internship, supervising psychologists critically

evaluate the intern's performance, noting areas needing strengthening. Specific objectives also emerge from the training needs identified by the intern and relate to experience and career goals.

This Psychology Intern Self-Assessment Form is a useful tool to assess each intern's skill level and establish individualized training goals. At the internship's onset, the emphasis on supervision will likely highlight the population's nature and their clinical issues, as well as procedural details and required documentation. As the year progresses and upon mutual agreement, the supervisor will allow the intern to be more independent in their clinical work, wherein the intern may operate with a greater degree of autonomy with subsequent supervisory discussion. Finally, as clinical skills are further strengthened, there is a shift toward professional role definition, greater autonomy, the honing of clinical skills, and opportunities for pursuit of individual professional development. As part of the Mentor-Practitioner Model, as the intern gains more autonomy, they are given the opportunity to provide a more active supervisory role with a psychology practicum student.

Placements

Interns are assigned to the respective clients according to a variety of factors, including the intern's training experiences, exposure to cultural diversity, personal strengths, program needs, on-site task supervisors, area of needed training, intern's preference, and "goodness of fit." Graduate psychology practicum students may also be participants in training at these sites.

Stipend, Leave Time, and Benefits

The internship stipend is $50,000. All interns are hired as Temporary Employees of New Directions and are eligible for paid time off. They are permitted to take up to 13 days of personal leave (i.e., vacation, sick, educational, etc.). Personal transportation is sometimes required between sites. Interns are eligible for on-the-job mileage reimbursement at the established IRS standard reimbursement rate and for on-the-job tolls and parking. Prior to reimbursement, the intern will provide a copy of their driver's license, proof of auto insurance, and agree to follow established Broward County driving rules.

Internship Requirements

There are nine profession-wide competencies emphasized in the Psychology Internship Program. During the internship year, interns are expected to complete a minimum of six psychological evaluations. The primary supervisor is responsible for the assignment of testing cases. Psychological evaluations require intensive supervision, followed by feedback meetings with the parents/guardians, clients, and possibly other members of the treatment team. Additionally, interns are provided with the opportunity to supervise psychological evaluations conducted by graduate psychology practicum students, under the supervision of licensed psychologists.

Coordinating services to families and engaging their involvement in treatment is emphasized as a general intervention philosophy with all clients. Interns are required to devote 40% of their time to direct clinical service. The number of cases assigned is determined by the individualized professional development needs of the intern and client needs. Interns usually have 16 hours/week of direct clinical experience at the beginning of the year and 18 hours/week during the second half of the year. A variety of client ages and levels of impairment regarding client assignment are ensured to provide the intern with varied treatment opportunities.

Assessment on how the intern establishes and maintains working relationships and provides competent, professional information/consultation/direction provides data for ongoing feedback. The intern becomes integrated into their assigned program as a contributing professional in all aspects of program functioning.

Because of the client population's nature, all program psychologists and psychology interns provide services beyond the traditional outpatient office visit. Such services may include occasional home visits and other flexible assignments. The typical work schedule is 8:00 am to 5:00 pm with a one-hour lunch break (40 work hours), although there is the expectation of availability for infrequent evening participation based on client's needs. Interns are never expected to provide any client services that would not be expected of their supervisor. However, interns' weekly hours may vary based on the expectation of the accrual of the required 2,000 hours during the one-year program.

Interns are expected to attend and actively participate in clinical meetings, individual and group supervision, relevant professional development activities, didactics, peer consultation, and local workshops (See APPENDICES 2-7). Each intern is expected to conduct at least one presentation at a local conference on a professional topic, psycho-educational training, and at least two professional workshops.

The training program is sequential and builds upon the previously developed competencies acquired throughout the internship year and the evaluative criterion becomes more demanding as the year progresses. It is expected that the intern should require progressively less intensive supervisory oversight for the satisfactory completion of assigned responsibilities. The interns are evaluated at the six-month mark and at the end of the internship year utilizing the Psychology Intern Evaluation Form (See APPENDIX 12). Additionally, interns receive formal feedback at the three- and nine-month mark of internship (see APPENDIX 13). These evaluations cover the nine profession-wide competencies. Whenever deficiencies in any areas are noted, supervisors address these with the interns in a timely manner to provide the intern an opportunity to correct the deficiency. If the intern is failing to meet the established minimum criteria, a Corrective Action Plan is developed and implemented. The intern must have an overall minimum average rating of "meets" expectations on the nine professional competencies on the final intern

evaluation form and a "meets" expectations on each benchmark to ensure that competency has been achieved.

Supervisory staff are committed to providing continued opportunities to improve any deficient areas. Interns are provided with the opportunity to provide program feedback through the evaluation completed at midpoint and at the end of the year. Interns are asked to complete questionnaires evaluating their internship experience (see APPENDIX 14). Feedback gleaned from this process has been very helpful in shaping the direction of the internship program.

Supervision

Each intern and their supervisor meet for a minimum of two hours per week for scheduled, face-to-face individual supervision, in addition to ongoing daily support and availability of all supervisors. Interns may have more than one supervisor, depending on the assigned clients and the supervisor's expertise in the area. While the supervisor may not be present with the intern at times at the various sites, on those occasions, the intern can always contact the supervisor by cell phone, and the Training Director or Program Director at the site is available for any needed immediate consultation. All interns meet weekly with the Director of Training for two hours of group supervision. Group supervision provides an opportunity to strengthen professional development and promote peer relationship building and information sharing. Interns are asked to complete the Weekly Documentation of Supervision and Related Activities document (see APPENDIX 7). Feedback is provided via supervision, and when necessary, adjustments may be made to the intern's work assignments. Once a month all interns meet as a group to provide peer supervision to each other. The Training Committee reviews the progress of each intern at regular meetings and the supervisors formally evaluate the intern's overall competence two times during the year (see APPENDIX 13) and also complete a 3- and 9-month checklist. Input is received from Task Supervisors, and other administrative and professional staff who work with the interns at their assigned sites. The Task Supervisor documents the intern's supervision in the Weekly Documentation of Supervision and Related Activities form.

Application Procedures

A major focus of our screening and selection process is to identify individuals who have demonstrated general training and clinical experience in working with children, adolescents, adults, and families. Additionally, because of the profound importance of protecting the welfare of minors and older adults, the Training Programs look closely at the Professional Conduct section of Part I of the APPIC Application for Psychology Internship (AAPI) and the Evaluation of Applicant section of Part II of the AAPI, which is completed by the graduate program's Training Director. Interns must abide by New Directions personnel requirements and policies and

procedures, including a Level II background check. All hiring decisions and continued employment are at the sole discretion of the New Directions Director. New Directions values diversity and encourages diverse applicants to apply. During the applicant interviews, we consider interpersonal variables that would support the close mentoring aspect of the program.

Offers and Acceptances Policies

There is strict adherence to the standards of internship offers and acceptances to an internship, as stipulated by the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. The APPIC policies can be accessed on their website at: http://www.appic.org.

APPENDIX 1

NEW DIRECTIONS PSYCHOLOGICAL SERVICES

NEW DIRECTIONS PSYCHOLOGY INTERNSHIP MISSION STATEMENTS

PROGRAM MISSION STATEMENT	"The goal of New Directions is to prepare young adults to live independent lives. Our program is comprehensive and client-centered, providing an individualized plan for each client. Support is coordinated using a new multidisciplinary clinical approach called Direction Therapy. Direction Therapy incorporates educational, vocational, independent living, health, social and recreational goals into one unique comprehensive service plan."
PSYCHOLOGY INTERNSHIP PROGRAM MISSION STATEMENT	"To provide an organized training experience in clinical psychology to pre-doctoral level interns and equip them with the necessary clinical skills and competencies to successfully perform the role of Health Service Psychologists at the entry level." ***(See Values and Principles)**
PSYCHOLOGICAL SERVICES DIVISION MISSION STATEMENT	"Identification, assessment, and early intervention to maximize the optimal functioning of clients through the application of psychological principles informed through science and through training of students for professional careers."

APPENDIX 2



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

INTERNSHIP TRAINING AIM, COMPETENCIES, AND ACHIEVEMENT METHODS

At the conclusion of the one-year training program, interns will be able to demonstrate an increased level of knowledge and competence with children, adolescents, adults, and their families within the nine profession-wide competencies. These competencies include:

- Demonstrates competency in communication and interpersonal skills
- Develops competence in evidence-based assessment
- Demonstrates competence in evidence-based interventions
- Displays competence in research
- Develops competence in supervision
- Develops competence in consultation and inter-professional/interdisciplinary skills
- Demonstrates competence in ethical and legal standards
- Demonstrates competence in professional values, attitudes, and behaviors
- Demonstrates competency in individual and cultural diversity

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METHODS TO ACHIEVE COMPETENCIES

The five identified training activities serve as a common denominator for achieving the nine professional competencies. While some might be more aligned with certain competencies, others may help interns increase their knowledge base in that area.

Supervision Interns receive two hours per week of scheduled individual supervision and two hours of group supervision from a licensed psychologist.

Professional Development Activities include formal didactics presented by various professionals/speakers and interns' presentations. Examples include:

- **Didactics:** Two-hour formal sessions approximately once a week (see APPENDIX 6).
- **Workshops:** Full-day workshops covering relevant areas.
- **Training In-Service:** Interns must provide two professional presentations during the year.

Clinical Experience Clinical experience is operationalized through assigned clients at New Directions for Young Adults. Interns are required to gain further knowledge in the following competencies:

- **Communication and Interpersonal Skills:** Developing and maintaining effective relationships across all clients.
- **Evidence-Based Assessment:** Conducting individual assessments and completing a minimum of 6 evaluations.
- **Evidence-Based Interventions:** Working with various modalities and implementing evidence-based models.
- **Research:** Critically reviewing and discussing relevant research.
- **Supervision:** Opportunity to supervise a practicum student.
- **Consultation and Inter-Professional/Interdisciplinary Skills:** Participating in consultation/clinical activities.
- **Ethical and Legal Standards:** Familiarizing with state regulations.
- **Professional Values, Attitudes, and Behaviors:** Facing challenges across clients.
- **Individual and Cultural Diversity:** Ensuring a variety of clients for case assignments.

Mentoring/Professional Collaboration Activities are embedded throughout the internship. Examples include:

- **Case Staffings:** Reviewing clients' status.
- **Multi-Disciplinary Team Meetings:** Consulting on clients' status.
- **Peer Consultation:** Monthly peer consultation groups.

INTERN EXPECTATIONS

Interns provide direct intervention services including individual, group, family, adult, and couples therapy. They are required to be familiar with relevant literature, updated research, techniques of rapport building, and strategies of evidence-based interventions. Interns are evaluated on their ability to demonstrate an organized conceptual understanding of the client's problems and ability to apply treatment. Additionally, they need to differentiate among various intervention strategies, identify therapeutic needs, maintain appropriate boundaries, and utilize a variety of techniques.

Interns gain extensive experience in conducting consultations with various professionals. They regularly consult with community agency representatives and other professionals involved in their clients' cases. The diversity of clients and staff provides the interns with opportunities to develop and demonstrate cultural sensitivity and competence.

Interns participate in program evaluations, evaluating the internship program as a whole annually. They also engage in supervising practicum students, following the program's Mentor-Practitioner model.

Interns are responsible for evaluating an intervention, program, or policy to demonstrate understanding of performance quality improvement practices. They are also actively involved in research scholarly inquiry, presenting at one local conference, and preparing two departmental clinical training sessions. Interns are provided with resources such as computers, email, cloud services, and SharePoint access.

APPENDIX 3

NEW DIRECTIONS PSYCHOLOGICAL SERVICES

PSYCHOLOGY INTERNSHIP TRAINING PROGRAM VALUES AND PRINCIPLES

- Professional and personal conduct of the psychology staff and interns are expected to reflect the APA Code of Ethics and the Office's Code of Behavior.
- Training of psychology interns for professional practice must be in a service-providing setting.
- Responsibilities assigned to the intern should be graduated, non-exploitative, and varied across a wide range of psychological functions.
- Training experience should be of adequate length to assure competence in the nine profession-wide competencies.
- Clients should represent a diverse clientele with a variety of ages, cultures, ethnicity, sexual orientation, religion, and functioning levels.
- Guiding policies and procedures of the training program should be public.
- Intern performance expectations should be clear and verifiable.
- Practice of psychology in the training site and the bases of training must rest upon the science of psychology.
- Training methodology should emphasize direct service contact across the areas of competency focus.
- The training environment must encourage learning and inquiry through professionalism and mutual respect.
- Training is enriched through multi-disciplinary interaction and co-participation.
- Training should have adequate oversight and self-correcting mechanisms including planning, implementation, and evaluation by multiple levels (supervisors, interns, external input).
- Training supervisors should be adequately credentialed for psychology practice and directly responsible for the cases supervised.
- Interns should have adequate opportunities to socialize and have peer interactions.
- Interns should be adequately prepared and be personally "ready" to assume the responsibilities associated with internship training.
- Resources should be adequate to support training.
- Diversity should be sought in staff and interns.
- Training supervisors should be readily available and accessible.
- Progress through training should be documented with sequential feedback.
- Interns should have ready access to avenues to resolve any concerns or grievances.
- Serious impairments in upholding these values and principles should result in examination and repair, or cessation of training endeavors.

APPENDIX 4



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

PSYCHOLOGY INTERN SELF-ASSESSMENT FORM

This information is to be shared with the assigned supervisor to familiarize them with the intern's self-assessment of clinical strengths, areas in need of improvement, and goals to be worked on during this year of training.

Competency Rating Scale:

1. Poor: Limited skills/proficiency, needs additional training to implement independently
2. Average: Developing skill/still acquiring proficiency, needs additional experience to teach the material to others
3. Excels: Vast knowledge, special strength, area of expertise, comfortable with implementation across different settings, and able to teach or model this skill to others

Competencies:

1. Current competence in communication and inter-professional skills
    - Rate your ability to communicate and interact with other professionals in the system of health service psychology and application of this knowledge from other professionals through consultation.
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

Additional comments:

_____

_____

_____

2. Current competence in psychological assessment
    - Rate your level of proficiency in the administration, scoring, and interpretation of empirically validated testing tools.
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

List tests you believe you have expertise in below:

_____

_____

_____

Additional comments:

_____

_____

_____

3. Current competence in empirically validated therapeutic interventions
    - Rate your level of familiarity with empirically validated therapeutic models for diverse populations (i.e., children, adults, domestic violence, substance abuse, and families).
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

Additional comments:

_____

_____

_____

4. Current knowledge of current research
    - Rate your level of competency in research - how familiar are you with the most updated research, dissemination of research, and critical review of research?
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

Additional comments:

_____

_____

_____

5. Competence in supervision
    - Rate your level of supervisory skills with psychology trainees.
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

Additional comments:

_____

_____

_____

6. Consultation and Interpersonal/interdisciplinary competence
    - Rate your efficacy in establishing and maintaining effective relationships and working within a multidisciplinary team, i.e., how well do you produce and comprehend oral and written communication that is well-integrated and informative?
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

(no. 6) Additional comments:

7. **Competence in ethical and legal standards**
    - Rate your knowledge of APA's Ethical Principles, local/state/regional/federal laws, adherence to APA's Ethical Guidelines, recognition of ethical dilemmas, and ability to respond ethically.
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

Additional comments:

8. **Individual and cultural diversity competence**
    - Rate your ability to independently apply knowledge and work effectively with a diverse range of individuals.
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

Additional comments:

9. **Competence in professional values, attitudes, and behaviors**
    - Rate your level of professional identity, responsiveness to supervisory feedback, and level of self-reflection regarding professional activities.
        - ☐ 1 - Poor
        - ☐ 3 - Average
        - ☐ 5 - Excels

Additional comments:

_____

_____

_____

Supervisor's Name (Print):_____

Supervisor's Signature:_____**Date:** _____

Intern Name (Print): _____

Intern Signature:_____**Date:**_____

APPENDIX 5



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

POLICIES AND PROCEDURES FOR RESEARCH

Interns will present at one local conference and perform two departmental trainings. When the call for submission becomes available, the interns will complete and submit the request to the supervisor for approval. Interns will coordinate to avoid duplicating topics, and this will be discussed during peer/group supervision.

Prior to the conference/presentation, the interns will submit a draft of the PowerPoint for approval to the immediate supervisor. The supervisor will provide feedback, and interns will incorporate recommendations. The supervisor will evaluate the intern by filling out the Professional Development Evaluation Form (APPENDIX 8).

APPENDIX 6



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

PSYCHOLOGY INTERNSHIP SCHEDULE REQUIREMENTS AND SUPERVISION

Internship schedule will be reflected on the company-wide digital management calendar in **KIPU**, where client meetings, research, supervision, and didactic seminars can be adjusted per company needs. Interns joining New Directions are expected to be available for the following schedule:

Regular Schedule: MONDAY through FRIDAY - 9AM-5PM or 10AM-6PM

FY 2026-27

INTERN PEER SUPERVISION TBD

***Peer supervision will occur one time per month**

Group Supervision Schedule

THURSDAY – 10:00AM-12:00 PM

Group Supervision with Dr. Kellen and other internship colleagues.

APPENDIX 7

NEW DIRECTIONS PSYCHOLOGICAL SERVICES

WEEKLY DOCUMENTATION OF SUPERVISION/RELATED ACTIVITIES

INTERN: _____ **DATE**: _____

SUPERVISOR: _____

	SUPERVISION ACTIVITIES (Check all that apply):		**COMPETENCIES** (Check all that apply):
	Individual supervision		Research (R)
	Group supervision		Ethical & Legal Standards (EL)
	Practicum student supervision		Individual Cultural Diversity (D)
	Supervision of Supervision		Professional Values & Attitudes (VA)
	In vivo supervision		Communication/Interpersonal Skills (Cl)
	Consultation with staff		Assessment (A)
	Task supervision		Intervention (I)
	Clinical meeting/staffing		Supervision (S)
	Peer consultation		Consultation (C)

WEEKLY DOCUMENTATION OF SUPERVISION AND RELATED ACTIVITIES

Other:

_____

_____

_____

_____

TOPICS COVERED:

_____

_____

_____

_____

APPENDIX 8



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

PROFESSIONAL DEVELOPMENT EVALUATION FORM

Title of Presentation:_____ **Date:**_____

Presenter(s):_____

Please use the following scale to rate this presentation:

1 = Poor | 2 = Fair | 3 = Good | 4 = Very Good | 5 = Excellent

OBJECTIVES (Please circle one):
Objectives for this presentation were met……. **YES** | **NO**

SPEAKERS: **RATING:**

1. Knowledge in content area……._____
2. Content consistent with objectives……._____
3. Responded to questions regarding content……._____
4. Preparation…….._____

CONTENT: **RATING:**

1. Appropriate for intended audience ..…….._____
2. Consistent with presentation objectives…….._____

METHODS: **RATING:**

1. Visual aids and handouts useful……._____
2. Teaching methods appropriate for the topic……..._____

PROFESSION-WIDE COMPETENCIES: **RATING:**

1. Information addressed at least one competency……._____
2. Information enhanced knowledge in competencies……...._____
3. Overall rating of the presentation……...._____

COMMENTS/PRESENTATION IMPROVEMENTS:

APPENDIX 9



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

NEW DIRECTIONS INTERNSHIP TRAINING SUPERVISORS

Michael Kellen, Ph.D. **Clinical Director Supervisor/Trainer**

B.A. 1996, York University; M.S. 2005, Nova Southeastern University; Ph.D. (Clinical Psychology) 2013, Nova Southeastern University. Florida licensed and California psychologist. Florida licensed mental health counselor. Clinical Director of New Directions for Young Adults.

Andrew Rubin, Ph.D. **Clinical Director Supervisor/Trainer**

B.S 1990, University of Connecticut; M.S. 1994, New York University; Ph.D (Clinical Psychology) 2001, Illinois Institute of Technology; Post-Doctoral Residency 2005, Louisiana State University Health Science Center. Florida, New York, and California licensed psychologist. Founder of the International Society for Autism (ISAresearch.org) and the founder and CEO of New Directions for Young Adults.

APPENDIX 10



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

NEW DIRECTIONS DUE PROCESS PROCEDURES

It is the objective of New Directions that the psychology pre-doctoral internship training program in psychology will be of the highest professional quality and will assist in preparing the intern to competently discharge the responsibilities of a health service psychologist. Training occurs in nine areas of professional competencies: research, ethical and legal standards, individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; evidence-based assessments; evidence-based interventions; supervision; consultation and inter-professional/interdisciplinary skills. Interns are expected to adhere to the American Psychological Association's Code of Ethics in their conduct, to be adequately prepared through didactic and practical experiences, to assume the supervised responsibilities of an intern in psychology, and to demonstrate personal maturity characterized by an ability to productively participate in supervision and interact with colleagues of various disciplines in the best interest of the client population being served.

It is the policy of New Directions that interns are assured due process regarding concerns, which might arise over their performance, and functioning. As an employee of New Directions, all existing personnel policies and procedures are extended to interns, including the company's Grievance Procedure. Evaluation of and supervisory feedback regarding an intern's performance is an ongoing process throughout the internship. If there are deficiencies at any time, the site supervisor is responsible for writing the discussions held in any supervisory conference related to these problem areas. If, due to these deficiencies, there is a need to develop a corrective plan, both the supervisor and the intern will work together to formulate it. Both will sign the document and forward it to the Internship Training Director and the Director of Training from the parent university. The corrective plan may include independent readings, increased supervision, increased practice opportunities, etc. In the case of the supervisor and intern not being able to come to an agreement on the corrective plan, the Director of Training would be brought in to mediate the situation. If the Director of Training were unable to resolve the conflicts, consultation would be requested with the Director of Clinical Training of the parent university to assist in the resolution.

Potential organizational/system problems are prevented through clear descriptions of responsibilities, quantitative expectations, and lines of authority. New Directions policies and procedures govern all employees, and the official rules and behaviors, which may be causes for reprimand, suspension, or termination. The Clinical Director Investigates any such specified behaviors and the Director of Clinical Training of the parent university is advised and consulted prior to the recommendation of any corrective or disciplinary action, which might include probation or termination. The Director of Training would present the results of the investigation and make a recommendation to other Community Action and Human Services Department Administrators who would be brought in to the process as appropriate. The intern would be invited to meet with the Director of Training, including a representative of their choosing if desired. A recommendation is made to the New Directions Director, with whom the intern will also meet, and a decision would be made. The Director of Clinical Training of the parent university would be kept advised of the progress of the process, which would be completed as expeditiously as possible. Interns could appeal any disciplinary action to the Director of Employee Relations.

If an intern had difficulties with a supervisor or other grievances about their training, the intern would be encouraged to work with their primary supervisor to resolve the issue. If a resolution were not achieved or if the intern had an issue, which could not be addressed with the supervisor, the intern would advise the Director of Training, who would try to facilitate the resolution. If this process were unsuccessful, the Director of Training and the Director of Clinical Training of the parent university would consult to determine further action. If a problem is not resolved, the intern is informed about submitting a New Directions formal grievance. Additionally, the intern can place a formal grievance with the American Psychological Association (APA). Within the context of our training model, the Director of Training is also a supervisor.

Possible issues for interns might include unavailability of the supervisor, unreasonable workload demands, ethical dilemmas, personality conflicts, poor technical supervision, or evaluations perceived as unfair.

APPENDIX 11

NEW DIRECTIONS PSYCHOLOGICAL SERVICES

PROGRAM DUE PROCESS RIGHTS AND RESPONSIBILITIES

PROGRAM RESPONSIBILITIES:	INTERN'S RIGHTS:
● To assure due process and clearly articulated due process procedures. ● To provide ongoing feedback regarding performance. ● To provide early identification of deficiencies. ● To work with the intern to develop a Corrective Action Plan if one is needed. ● To advise the intern regarding consultation with the Clinical Training Director of the parent university. ● To assure availability of the supervisors and Clinical Directors. ● To provide clear descriptions of responsibilities, quantitative expectations, and lines of authority. ● To identify program, department, and county rules and regulations. ● To provide levels of review regarding deliberations on disciplinary action. ● To expeditiously attend to intern grievances regarding training or supervision.	● To expect due process and ongoing feedback regarding performance. ● To expect early identification of deficiencies. ● To expect cooperative efforts to develop a Corrective Action Plan if one were needed. ● To consult with the Clinical Training Director of the parent university. ● To expect availability of supervisors and the Clinical Director when necessary. ● To expect a clear description of responsibilities, quantitative expectations of performance, and lines of authority. ● To expect clear identification of possible reasons for disciplinary action. ● To bring a representative of their choosing to a meeting with departmental administration. ● To expect an impartial investigation of any reports of rules violations. ● To have the option to participate at any deliberative forum regarding possible disciplinary action. ● To expect a clear policy regarding grievance procedures. ● To initiate grievances about training or supervision. ● To bring a representative of their choosing to a grievance meeting. ● To expect expeditious efforts at resolution of grievances.

PROGRAM RIGHTS:	INTERN'S RESPONSIBILITIES:
● To expect the intern to abide by the APA Code of Ethics. ● To expect the intern to demonstrate personal maturity. ● To expect intern participation in the development of a Corrective Action Plan if one were needed. ● To consult with the Clinical Training Director of the parent university. ● To conduct an investigation of any reports of rules violation. ● To implement corrective or disciplinary action if warranted.	● To abide by the Code of Ethics. ● To demonstrate personal maturity. ● To become cognizant of governing rules, policies, and procedures. ● To become cognizant with due process procedures. ● To participate in the development of a Corrective Action Plan if one were needed. ● To abide by lawful program, office, department, and county rules and regulations. ● To follow grievance procedures, if initiated.

APPENDIX 12

NEW DIRECTIONS PSYCHOLOGICAL SERVICES

PSYCHOLOGY INTERN EVALUATION FORM

Intern Name:_____ **Date:**_____

Evaluation Period: _____

Mid-year:_____ End of year:_____

Supervisor(s):_____

The overall aim of the New Directions Psychology Internship Program is to prepare students to become health service psychologists at the entry level. Based on the overall rating of each competency area, interns and supervisors will be able to determine progress across each competency during the training year. The overall rating will be based on the average of the ratings of each benchmark. The competencies below have specific benchmarks, where interns are expected to obtain a rating of a minimum of 2 by the mid-year evaluation and a minimum of 3 at the end of the year evaluation.

Competencies:

I. Demonstrates competency in communication and interpersonal skills

- Develops and maintains effective relationships with staff, supervisors, peers, and other professionals.
  - ☐ Exceeds Expectations (4): Establishes and maintains respectful interactions. Identifies professionals/staff who present different perspectives or challenges, making adjustments to continue working effectively with them.
  - ☐ Meets Expectations (3): Engages with staff and clients, identifying possible conflicts, seeking resources to resolve these.
  - ☐ Needs On-Going Supervision (2): Demonstrates interest in others and is receptive to supervisory feedback.
  - ☐ Needs Remedial Work (1): Displays difficulties establishing rapport with professionals, colleagues, and staff.

- Demonstrates ability to effectively negotiate conflict and is receptive to providing and receiving feedback.
    - ☐ Exceeds Expectations (4): Actively collaborates with others, demonstrating good problem-solving skills. Provides meaningful feedback to others and receives feedback in a non-defensive manner.
    - ☐ Meets Expectations (3): Good working relationships with others; receptive to supervisory feedback to effectively deal with conflict.
    - ☐ Needs On-Going Supervision (2): Demonstrates limited skills in negotiating conflictual situations, as well as limited responsiveness and provision of feedback.
    - ☐ Needs Remedial Work (1): Inability to accept feedback and provide meaningful feedback to others. Cannot maintain collaborative relationships with other professionals.
- Demonstrates ability to work effectively with other professionals and supervisors of diverse ethnic backgrounds. Demonstrates interest in learning about individuals from diverse cultural and socio-economic backgrounds through reading materials, discussing related issues in supervision, and attending training on cultural and ethnic diversity.
    - ☐ Exceeds Expectations (4): Intern independently identifies individual differences and displays sensitivity to others' diverse cultural backgrounds. Accurately displays self-monitoring pertaining to own responses to individual differences.
    - ☐ Meets Expectations (3): Openly seeks supervisory feedback regarding limited experience with other professionals' diversity.
    - ☐ Needs On-Going Supervision (2): Displays lack of comfort level working with specific diverse professionals and readily discusses challenging relationships in supervision.
    - ☐ Needs Remedial Work (1): Inability to work with some diverse professionals; difficulties recognizing pre-judgmental beliefs and/or limited awareness and understanding of diversity.
- Demonstrates proficiency in the command of language, i.e., oral/written communication.
    - ☐ Exceeds Expectations (4): Demonstrates ability to command the professional language, both verbal and written.Communication is descriptive and effective with clients and professionals.
    - ☐ Meets Expectations (3): Occasionally needs reassurance in oral presentations. Minor revisions in written communication, which are quickly corrected.
    - ☐ Needs On-Going Supervision (2): Requires correcting a number of deficiencies in their written documentation. Most of the time, intern requires rehearsing oral communication on many occasions to clearly articulate the information.
    - ☐ Needs Remedial Work (1): Intern procrastinates and continues to submit documentation with numerous grammatical/spelling/syntax mistakes. Oral communication is fragmented and lacks flow.

II. Develops Competence in Evidence-Based Assessment

- Plans, schedules, selects tests, and completes interviews and testing in an appropriate timeframe to complete required evaluations over the internship year.
    - ☐ Exceeds Expectations (4): Independently selects the appropriate tests to address the referral question. Carefully plans and schedules testing sessions within the required timelines.
    - ☐ Meets Expectations (3): Intern will sporadically seek supervisory input for the selected tests. Overall, the required evaluations will be submitted on time.
    - ☐ Needs On-Going Supervision (2): On-going supervision for test selection and planning skills to meet required timeframes. Utilizes supervision effectively.
    - ☐ Needs Remedial Work (1): Poor test selection; additional testing sessions required due to poor test choice.
- Demonstrates knowledge and competence in administering, scoring, and interpreting psychological tests.
    - ☐ Exceeds Expectations (4): Demonstrates proficiency in test administration, scoring, and interpretation. Awareness of culturally sensitive instruments. Data collected is coherent with the formulation of diagnosis for treatment planning. Displays ability to adjust according to the client's needs.
    - ☐ Meets Expectations (3): Occasional consultation for specific details regarding test administration, scoring, and interpretation of psychological tests. Supervisory input is minimal, displaying overall ability to complete psychological testing.
    - ☐ Needs On-Going Supervision (2): Needs on-going supervision for the tests administered. Seeks consultation to effectively use the scored data for interpretation purposes. Intern receptive to supervisory feedback and implementation of recommendations.
    - ☐ Needs Remedial Work (1): Inaccurate use of the test data, reaching erroneous interpretation. Often needs to schedule additional testing sessions for mistakes in administration; limited adaptations for client's needs.
- Demonstrates knowledge and competence in report writing. Intern writes evaluative reports in a well-organized manner with language appropriate for the intended reader. Intern provides feedback of the results with clarity to clients, staff, and other team members.
    - ☐ Exceeds Expectations (4): Report is clear and comprehensive. Test data is incorporated in the report, formulating an accurate diagnosis. Intern presents a well-integrated report, including concise recommendations related to the referral question. Demonstrates ability to effectively communicate the findings, making necessary adaptation to the client's needs.

- ☐ Meets Expectations (3): Report covers the essential elements, without serious mistakes. A supervisor's input consists of minimal report revisions.
- ☐ Needs On-Going Supervision (2): Report has limited cohesiveness, requiring assistance with articulation of theoretical material. Verbal communication of the findings limited for the intended audience. Intern utilizes supervision effectively.
- ☐ Needs Remedial Work (1): Report is inconclusive, omitting essential information/details. Spelling and grammatical mistakes, requiring multiple rewrites. Feedback of the results is not well organized and lacks clarity.

III. Demonstrates Competence in Evidence-Based Interventions

- Demonstrates knowledge and skill in selecting appropriate empirically validated psychotherapeutic interventions with children, adults, and their families.
  - ☐ Exceeds Expectations (4): Intern demonstrates knowledge of evidence-based practices; reviews relevant literature and selects interventions for different populations and presents problems. Independently formulates case conceptualizations and incorporates theoretical orientation into comprehensive treatment plans.
  - ☐ Meets Expectations (3): Overall adequate case conceptualization but limited literature review for case conceptualization. Supervisory input is required to refine treatment goals and to incorporate these into comprehensive treatment plans.
  - ☐ Needs On-Going Supervision (2): Intern requires on-going supervision to select evidence-based interventions adequate to client's individual differences. Treatment planning does not align with case conceptualization.
  - ☐ Needs Remedial Work (1): Difficulties with identification of treatment plan goals and lack of specific theoretical model to guide the service delivery plan.
- Demonstrates knowledge and sensitivity of cultural and individual differences.
  - ☐ Exceeds Expectations (4): Independently implements knowledge of cultural and individual differences in the selection of evidence-based interventions. Regularly monitors own cultural diversity and its impact on working with diverse clients.
  - ☐ Meets Expectations (3): Inquisitive of cultural diversity issues during supervision. Overall feels comfortable when delivering psychotherapeutic services to culturally diverse populations.
  - ☐ Needs On-Going Supervision (2): Exhibits limited skills with certain clients and able to implement evidence-based practices with those with previous experience. Limited awareness of self-diversity and how it impacts clients.

- ☐ Needs Remedial Work (1): Lack of comfort level in working with diverse populations. Not benefiting from supervision in exploring own cultural identity.

- Demonstrates ability in formulating treatment plans, establishment of goals/objectives, and discharge plans.
  - ☐ Exceeds Expectations (4): Jointly develops a treatment plan with the client, identifying realistic treatment goals and objectives. Therapeutic modality and theoretical model is mutually agreed upon, displaying flexibility to make adaptations when necessary. Adequately develops the discharge plan with the client ensuring specific outcomes to successfully completing treatment.
  - ☐ Meets Expectations (3): Overall adequate treatment plan; sometimes requires supervisory feedback to refine goals and objectives, and detailed discharge planning.
  - ☐ Needs On-Going Supervision (2): Requires guidance to develop treatment plans along with the identification of goals and measurable objectives. Supervisory feedback needed when developing and implementing treatment plans.
  - ☐ Needs Remedial Work (1): Unable to identify goals and objectives. Difficulties with developing a discharge plan coherent with the treatment plan.

IV. Displays Competence in Research

- Develops skills in applying research knowledge to the treatment of cases.
  - ☐ Exceeds Expectations (4): Independently seeks out professional writings to increase knowledge of cases. Displays motivation to research topics relevant to the clinical case, resulting in a wider range of interventions.
  - ☐ Meets Expectations (3): Intern demonstrates interest in finding out more information pertaining to a case. Supervisor provides the recommended readings/resources.
  - ☐ Needs On-Going Supervision (2): Supervisor assigns research articles/professional readings. Intern readily follows through with the assignment.
  - ☐ Needs Remedial Work (1): Intern does not follow supervisor's assignments.
- Displays research activity to increase knowledge of specific professional topics through training/presentations.
  - ☐ Exceeds Expectations (4): Demonstrates ability to identify and verbalize central issues, using the latest research findings, with ease and clarity and in a language appropriate to the audience.
  - ☐ Meets Expectations (3): Intern recognizes areas for improvement and requests supervisory feedback to develop the training/presentation.

- ☐ Needs On-Going Supervision (2): Supervisor assigns the professional readings to assist the intern with the development of training/presentation.
- ☐ Needs Remedial Work (1): Intern does not follow through with assigned readings. Presentation/training lacks organization, coherent information, and not submitted on time.

- Intern will participate in program evaluation activities.
  - ☐ Exceeds Expectations (4): Intern critically evaluates a component of the internship program to enhance its outcomes. Works cooperatively with staff to gather information and schedules a program staff meeting to discuss the results and recommendations of the evaluation report.
  - ☐ Meets Expectations (3): Intern engages with program staff to assess program's outcomes. Shares feedback of the findings included in the evaluation report.
  - ☐ Needs On-Going Supervision (2): Intern needs guidance to identify program outcomes and to produce a comprehensive report with appropriate recommendations.
  - ☐ Needs Remedial Work (1): Intern fails to gather program information in an objective manner. Unable to provide useful feedback to the staff to enhance program outcomes.

V. Develops Competence in Supervision

- Ability to provide an adequate level of supervision to psychology practicum trainees, including knowledge and awareness of factors affecting the quality of supervision.
  - ☐ Exceeds Expectations (4): Displays knowledge of the supervisory process, identifies a supervisory model, and tracks factors which might impact the quality of supervision, i.e., ethical/legal/diversity issues. Takes into consideration supervisee's developmental level.
  - ☐ Meets Expectations (3): Understands supervision elements, requiring at times supervisory input regarding supervisee's developmental level and issues that can affect roles and processes of supervision.
  - ☐ Needs On-Going Supervision (2): Supervisory work must be closely monitored. Displays difficulties with articulating expectations and roles of supervision. Limited understanding of supervisees' skill development.
  - ☐ Needs Remedial Work (1): Unable to provide supervision; lacks knowledge of supervisee's developmental level and skills.

- Demonstrates self-awareness and makes necessary adjustments to enhance the supervisory process.
    - ☐ Exceeds Expectations (4): Displays self-reflection of own cultural diversity, adjusting supervisory skills to enhance the supervisory process. Identifies areas of further development, i.e., cultural biases; limited knowledge and awareness of possible ethical/legal dilemmas.
    - ☐ Meets Expectations (3): Ability to articulate factors of own individual diversity and makes necessary adjustments to enhance the quality of supervisory relationships and process.
    - ☐ Needs On-Going Supervision (2): Limited self-awareness and resistance to adapting supervisory skills. Needs on-going supervisory input to engage in self-reflection and to increase awareness of its impact on the supervisory process.
    - ☐ Needs Remedial Work (1): Unable to engage in self-reflection and does not demonstrate an understanding of how it affects the supervision of psychology trainees.
- Demonstrates knowledge of the purpose and roles in supervision.
    - ☐ Exceeds Expectations (4): Clearly articulates the roles of the supervisor and the supervisee. Identifies a supervision model and engages in self-reflection of how this model is implemented.
    - ☐ Meets Expectations (3): Overall understanding of the supervisory process and occasionally requires supervisory input for implementation.
    - ☐ Needs On-Going Supervision (2): Intern displays basic knowledge of supervision. Requires on-going supervisory feedback to identify models and roles of the supervisory process.
    - ☐ Needs Remedial Work (1): Inability to provide supervision to psychology trainees and lacks reflection on the supervisory process.

VI. Develops Competence in Consultation and Inter-Professional/Interdisciplinary Skills

- Demonstrates competence in providing psychological consultation to colleagues, members of other disciplines, and consumers.
    - ☐ Exceeds Expectations (4): The intern applies knowledge and provides the information to appropriately address the referral question/case. Redefines referral questions based on the analysis of the question.
    - ☐ Meets Expectations (3): Occasionally the intern requires supervisory input pertaining to feedback provided to consultees. Reports occasionally need edits to refine recommendations.

- ☐ Needs On-Going Supervision (2): Intern has difficulties relating to other professionals, as well as providing adequate feedback.
- ☐ Needs Remedial Work (1): Inability to implement consultation interventions that meet consultee goals.

- Demonstrates ongoing and consistent integrity and honesty in their communication and behaviors with clients, colleagues, and multi-disciplinary teams.
  - ☐ Exceeds Expectations (4): Establishes and maintains respectful relations with clients, colleagues, and staff. Works cooperatively in a team, developing positive alliances with supervisors, peers, and other professionals. Acknowledges their role in challenging relations.
  - ☐ Meets Expectations (3): Works cooperatively with others and participates in team meetings. Requires supervision to resolve complex inter-professional relationships.
  - ☐ Needs On-Going Supervision (2): Displays a basic understanding of relationships. Needs assistance to effectively cope with interpersonal conflicts with others. Limited understanding of multiple roles within a team.
  - ☐ Needs Remedial Work (1): Intern demonstrates hostility, lack of sensitivity, confrontational attitude, and other characteristics which impede working effectively with other professionals within a multidisciplinary team.
- Demonstrates knowledge of consultation models and practices.
  - ☐ Exceeds Expectations (4): Independently identifies situations where consultation is appropriate. Effectively gathers pertinent information to answer the referral question. Reports are clear, along with concise recommendations. Verbal feedback is thorough, incorporating useful information included in the report.
  - ☐ Meets Expectations (3): Regularly displays knowledge of own role within consultation. The information gathered is appropriate to answer the referral question. Reports and recommendations need to be refined at times.
  - ☐ Needs On-Going Supervision (2): Limited capability to shift functions/roles during situations requiring consultation. At times cannot identify consultation interventions that meet consultee goals. Verbal feedback does not clearly address referral questions.
  - ☐ Needs Remedial Work (1): Lacks knowledge of consultation models; inability to collect the information necessary to meet the referral needs.

VII. Demonstrates Competence in Ethical and Legal Standards

- Demonstrates knowledge of and adherence to current APA Ethical Principles of Psychologists of Conduct.
    - ☐ Exceeds Expectations (4): Consistently conducts self in a professional manner and resolves ethical conflicts independently. Spontaneously accepts responsibility in the work setting.
    - ☐ Meets Expectations (3): Displays awareness of ethical principles and requires occasional supervisory input to resolve ethical issues.
    - ☐ Needs On-Going Supervision (2): Overall understanding of ethical issues. Interns frequently seek supervisory feedback to effectively deal with ethical issues.
    - ☐ Needs Remedial Work (1): Lacks awareness and knowledge of ethical principles.
- Demonstrates professional responsibility in areas of confidentiality, knowledge of relevant state and federal statutes, and duty to protect.
    - ☐ Exceeds Expectations (4): Intern autonomously demonstrates knowledge of confidentiality, privacy, federal and state laws. Always utilizes this knowledge in their professional practice.
    - ☐ Meets Expectations (3): Intern demonstrates awareness of these areas. Needs reassurance from the supervisor for prompt implementation in the therapeutic process.
    - ☐ Needs On-Going Supervision (2): Occasional supervisory feedback to ensure confidentiality is properly addressed. Guidance provided to review key elements of legal statutes/laws.
    - ☐ Needs Remedial Work (1): Lack of responsibility regarding communicating confidentiality and legal issues with the clients early in the therapeutic process.
- Intern will integrate ethical and legal standards across all competencies.
    - ☐ Exceeds Expectations (4): Spontaneously and reliably identifies ethical and legal issues, analyzes them appropriately, and proactively addresses them. Applies ethical principles in written reports, training, other professional activities, and when performing all functional competencies.
    - ☐ Meets Expectations (3): Demonstrates overall knowledge of ethical and legal standards. Benefits from supervision in the identification of potential conflicts in complex ethical and legal issues.
    - ☐ Needs On-Going Supervision (2): Displays difficulties integrating ethical and legal standards. Limited self-reflection on when to seek consultation to resolve complex ethical and legal situations.
    - ☐ Needs Remedial Work (1): Does not apply ethical standards across professional activities and is unable to proactively deal with conflict.

VIII. Demonstrates Competence in Professional Values, Attitudes, and Behaviors

- Intern is open to supervisory feedback and seeks supervision and/or consultation to effectively deal with challenging professional situations.
    - ☐ Exceeds Expectations (4): Spontaneously seeks supervision and/or consultation when facing difficult cases. Consistently exhibits self-awareness regarding own limitations and adjusts their performance accordingly. Consistently open to supervisory feedback.
    - ☐ Meets Expectations (3): Overall knowledge of own strengths and limitations; receptive to feedback and readily consults with others.
    - ☐ Needs On-Going Supervision (2): Lack of critical thinking and limited curiosity to expand clinical skills.
    - ☐ Needs Remedial Work (1): Limited problem-solving skills; displays defensiveness when supervisory feedback is provided. Cannot articulate organized thoughts.
- Interns conduct themselves in a professional manner to maintain professional integrity and values.
    - ☐ Exceeds Expectations (4): Continuously monitors and independently resolves challenging situations that could affect integrity and values by displaying professional and accountable behaviors.
    - ☐ Meets Expectations (3): Overall conducts himself/herself in a professional demeanor, even in challenging situations. Responds positively to supervisory feedback and takes responsibility for own actions.
    - ☐ Needs On-Going Supervision (2): Demonstrates behaviors that compromise professional integrity and values. Tends to externalize blame to others. Positive responsiveness to supervision.
    - ☐ Needs Remedial Work (1): Lacks awareness of incongruence between own behaviors and professional values and integrity. Displays defensiveness when supervisory feedback is provided.
- Intern demonstrates strong professional identity, advancing the welfare of others.
    - ☐ Exceeds Expectations (4): Demonstration of knowledge, central to psychology, and continuous advancements in the field. Displays a genuine concern for the welfare of others through the identification of advocacy efforts.
    - ☐ Meets Expectations (3): Overall integration of science and practice. Displays respect for the beliefs and values of others.
    - ☐ Needs On-Going Supervision (2): Does not display a strong professional identity and demonstrates limited concern for others.
    - ☐ Needs Remedial Work (1): Lacks professional identity and disregards others' individual diversity.

IX. Demonstrates Competency in Individual and Cultural Diversity

- Ability to apply knowledge of self as a cultural being to assess, treat, and consult.
  - ☐ Exceeds Expectations (4): Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation. Utilizes knowledge to improve professionalism. Initiates supervision regularly to discuss diversity.
  - ☐ Meets Expectations (3): Demonstrates knowledge of own cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.
  - ☐ Needs On-Going Supervision (2): Limited self-monitoring and implementation to improve effectiveness as a professional.
  - ☐ Needs Remedial Work (1): Lacks self-knowledge as a cultural being, thus impacting professional effectiveness.
- Ability to apply knowledge of others in assessment, treatment, and consultation.
  - ☐ Exceeds Expectations (4): Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss how diversity issues impact treatment.
  - ☐ Meets Expectations (3): Demonstrates knowledge of others' cultural identity and overall implementation in assessment, treatment, and consultation. Benefits from supervision in critically evaluating feedback.
  - ☐ Needs On-Going Supervision (2): Limited knowledge of individuals' cultural diversity and how it impacts effectiveness as a professional.
  - ☐ Needs Remedial Work (1): Lacks understanding of how culture impacts the behavior of others. Does not seek supervision to discuss diversity issues.
- Monitors the interaction of self and others and how it is impacted by cultural diversity.
  - ☐ Exceeds Expectations (4): Independently implements knowledge of cultural and individual diversity in assessment, treatment, and consultation. Utilizes knowledge to improve professional effectiveness. Initiates supervision regularly to discuss diversity issues.
  - ☐ Meets Expectations (3): Regularly utilizes knowledge of the role of culture in interactions to improve effectiveness as a professional. Initiates consultation when in doubt of diversity issues with others.
  - ☐ Needs On-Going Supervision (2): Limited awareness and understanding of how cultural diversity factors affect interactions of self and diverse others. Displays difficulties in adapting own professional behaviors in a culturally sensitive manner to improve client outcomes.
  - ☐ Needs Remedial Work (1): Lacks knowledge of self and others as cultural beings, thus impacting effectiveness. Does not seek supervision to discuss diversity.

COMMENTS (OPTIONAL):

Supervisor's Name (Print):_____

Supervisor Signature:_____ **Date:**_____

Intern's Name (Print):_____

Intern Signature:_____ **Date:**_____

APPENDIX 13



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

INTERN 3/9 MONTHS EVALUATION CHECKLIST

Intern Name:_____ **Date:**_____

Please rate the overall intern's competencies.

1. **Demonstrates competency in communication and interpersonal skills**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)
2. **Develops competence in evidence-based assessment**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)
3. **Demonstrates competence in evidence-based interventions**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)
4. **Displays competence in research**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)
5. **Develops competence in supervision**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)

- ☐ Needs Ongoing Supervision (2)
- ☐ Needs Remedial Work (1)

6. **Develops competence in consultation and inter-professional/interdisciplinary skills**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)
7. **Demonstrates competence in ethical and legal standards**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)
8. **Demonstrates competence in professional values, attitudes, and behaviors**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)
9. **Demonstrates competency in individual and cultural diversity**
   - ☐ Exceeds Expectations (4)
   - ☐ Meets Expectations (3)
   - ☐ Needs Ongoing Supervision (2)
   - ☐ Needs Remedial Work (1)

COMMENTS (OPTIONAL):

_____

_____

_____

Intern Signature:_____ **Date:**_____

Supervisor Signature:_____ **Date:**_____

APPENDIX 14



NEW DIRECTIONS PSYCHOLOGICAL SERVICES

DOCTORAL INTERN PROGRAM EVALUATION OF TRAINING PROGRAM

Training Year:_____

Mid-Year: _____

End of Year: _____

Use the five-point scale to rate the quality of each area of the psychology internship program. Return the form to the Director of Training.

Rating: 5 = Excellent | 4 = Strong | 3 = Adequate | 2 = Weak | 1 = Deficient

I. Communication and interpersonal skills……...._____

II. Evidence-based assessment experience ……._____

III. Evidence-based interventions experience ……..._____

IV. Program evaluation/research opportunities ……._____

V. Experience in supervision ……..._____

VI. Consultation and inter-professional/interdisciplinary opportunities ……..._____

VII. Ethical and legal issues ……._____

VIII. Professional values, attitudes, and behaviors ……..._____

IX. Individual and cultural diversity …….._____

Use the five-point scale to rate other program components:

- **Individual Supervision …….**_____
- **Group Supervision…….**_____

- **Usefulness of training and other didactic experiences (program meetings, attendance at board meetings, staffing, workshops, community events, etc.)……._____**
- **Overall quality of the internship program……._____**

Please provide feedback on the following areas:

1. **What are the strengths of this training program?**

2. **What are the limitations of this training program?**

3. **Recommendations:**

Intern Signature:_____Date:_____