

THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM IN PROFESSIONAL PSYCHOLOGY

PROGRAM DESCRIPTION
2023-2024

The Village, located in Hartford, Connecticut, is a large, private, non-profit, multidisciplinary, multi-program mental health and social service agency serving children, youth, parents, adults and families.

As a private agency, The Village assumes a role of innovative leadership in the community. A concerted effort is made toward the development of pilot programs, consultation to community agencies, and collaboration with other mental health and social service providers. The emphasis of the agency is to participate actively in, and contribute to, community mental health and social welfare services, and especially to focus on services aligned with The Village’s mission “*to build a community of strong, healthy families who protect and nurture children*”.

Integral to our mission is our commitment to diversity and social justice. The Village specifically promotes and lives our policies on Diversity and Anti-Racism:

Diversity

The Village’s commitment to diversity extends beyond our words. ***Diversity fuels our mission.*** We believe that we are stronger and better when we actively include diverse people and thought to guide our practices and engagement with others. Through our diversity we learn fundamental truths, discover opportunities to create a more inclusive society, and enact real change.

Anti-racism

The Village is an anti-racist organization. We pledge to leverage our staff, policies, practices and partnerships to:

- Challenge systems that perpetuate racial inequality
- Identify **and address** unconscious biases
- Expand our capacity to build racial equity

The work of being an anti-racist organization never ends. We strive to reflect our commitment to **racial** and **social justice** in everything we do.

PROFESSIONAL STAFF AND STUDENTS

The current Psychology Department at The Village includes five full-time psychologists licensed in Connecticut. The five hundred-forty staff throughout the agency are comprised of masters’ level clinicians (MSW, MFT, etc.), substance abuse clinicians (LADC, etc.), bachelor’s level social workers, child development specialists, psychiatrists, and several psychiatric advanced practice registered nurses. Several graduate psychology and social work students also train at The Village each year. They come primarily from the Smith College and University of Connecticut Schools of Social Work and the University of Hartford and University of Connecticut doctoral psychology

programs. The staff represents a wide range of theoretical orientations, including cognitive-behavioral, family systems, integrative, psychodynamic, and milieu approaches.

PROFESSIONAL INTERNSHIP TRAINING PROGRAM PHILOSOPHY AND GOALS

The philosophy and goals of the internship training program derive from several sources, including models for training in professional psychology, the priorities and strengths of the Enhanced Care Clinic, and the mission to which The Village is committed.

While the psychology staff and the interns who train at the Village come from a variety of academic backgrounds and areas of specialization, the internship program is intended to prepare psychologists for clinical practice and follows a practitioner-scholar model.

The experiences and the supervision available at The Village emphasize a broad spectrum of work with children, adults, and families. Intern activities may include child, adolescent, adult, family, parent, and group psychotherapy, as well as developmental testing, case management, consultation, and preventive and psychoeducational services. An emphasis is placed on culturally informed assessment and intervention reflecting the diverse, vulnerable, and underserved populations that we serve. This includes individuals and families who are ethnically, and linguistically diverse, are LGBTQ+, and from diverse family structures. The psychology supervisors and other staff support the interns in enhancing and developing a variety of skills, knowing that the majority of the interns who complete our program pursue a variety of practice-based employment options.

At The Village, all of the programs and services reflect the agency's mission statement "*to build a community of strong, healthy families who protect and nurture children.*" Interns training at The Village share a belief in the importance of that mission and often have had prior related experience. In recent years, The Village has increased its emphasis on the use of Evidenced Based Treatments, particularly with respect to the treatment of trauma. The people served by The Village face many stressors in their lives and offer challenges, as well as satisfaction, to the professionals working with them. The agency also has a commitment to appreciating the diversity of staff and interns, and to providing culturally competent services to its clients. To that end, The Village makes concerted efforts to recruit and maintain members of ethnic minority groups, bilingual and bi-cultural staff and interns, and encourages multi-cultural perspectives on assessment, diagnosis, and treatment.

Based on the above, there are several goals for the one-year internship at the Village for Families & Children, Inc. They are as follows:

1. Competence in working professionally with diverse individuals, groups and communities, and addressing the needs of vulnerable and underserved populations.
2. Competence in psychotherapeutic interventions with children, adolescents, adults, and families from diverse, vulnerable, and underserved populations.

3. Competence in assessment and diagnosis of problems, capabilities, and issues associated with individuals and families.
4. Competence in interdisciplinary functioning and consultation skills.
5. Competence in professional values, attitudes, and ethics.
6. Competence in using research to guide practice.
8. Competence in reflective self-practice, self-assessment, self-care, and the effective use of supervision.

INTERN ACTIVITIES AND TIME ALLOCATIONS

On average, interns spend forty hours each week engaged in the various components of the internship. Clinical staff, including interns, are expected to be available to work into the early evening two times each week. All clinical staff, including interns, are expected to travel between sites for meetings, trainings, and client activities. All interns will be trained in providing telehealth services to their clients. At times, additional hours may be necessary. However, an integral focus of the program is on developing a balanced and healthy approach to the demanding work we do.

The internship is a 12-month long program with a minimum of 600 direct service hours. Direct service hours are accumulated within the Enhanced Care Clinic (24 hours per week) and developmental assessment/rotation time (3 hours per week). A typical breakdown of responsibilities and training opportunities, along with approximate time allocations per week, is listed below. Please be aware that interns' exact assignments and responsibilities do vary, as do the time demands of any particular assignment.

Outpatient Services: 24 hours

Outpatient mental health services include individual child and adolescent therapy, play therapy, family therapy, parent guidance, and group therapy. These services are grounded in the goal of helping children, youth, and families identify their challenges and difficulties, while also recognizing and building upon their strengths. Village clients are diverse in terms of gender, racial, ethnic, and cultural identity. Many have histories of significant trauma, as well as complex and challenging present life circumstances. As such, The Village emphasizes trauma informed care.

Each intern will work on a multidisciplinary team within our Enhanced Care Clinic (ECC). The Village's ECC provides high-quality treatment for children and families presenting with psychiatric, behavioral, and emotional challenges. Services are guaranteed within a maximum of two weeks from initial contact, depending on severity of need. The ECC currently specializes in several evidence-based treatments to address trauma and each intern will gain exposure to a variety of models. Additionally, each intern will have the opportunity to engage in therapeutic services within a school-based clinic setting. Collateral work/case management, clinical rounds/consultation, and quality assurance meetings are included within the overall time allocation.

Adult Services Rotation 2-4 hours

Interns will have the opportunity to be part of our Adult Services Rotation where they will gain experience using a variety of group formats in various programs working with individuals from a diverse range of backgrounds and presenting needs. Interns will be expected to co-lead at least one weekly group. Programs include The Village's Intensive Outpatient Program (IOP), Outpatient Program, and Fatherhood Engagement Services program.

The Village's IOP provides support to adults from diverse backgrounds struggling with mental health, substance use, and co-occurring disorders. Group topics can include substance use, anger management, and general coping skills. Interns will co-lead with another full-time staff, implementing interventions and facilitating discussion.

Our general adult outpatient groups focus on supporting adults who need skills for coping with depression, anxiety, and trauma as well as groups that focus on clients in the pre-contemplative stage of change, and relapse prevention for substance use. Interns will co-lead with another full-time staff, implementing interventions and facilitating discussion.

Finally, The Fatherhood Engagement Services program at The Village is a community support group that works with fathers who are referred through the Department of Children and Families. Groups consist of 12 two-hour sessions to encourage and support men to be involved, responsible and committed fathers. Interns will observe the group and participate in team consultation meetings. Interns will provide clinical consultation to the team based on their observations and participation.

Integrated Care Rotation 2-4 hours

Interns will have the opportunity to be part of our Integrated Care Rotation where they will gain experience working within a pediatric medical setting. Interns will participate in an 8-module foundational training on integrated care; followed by supplemental modules on the treatment of specific behavioral health issues in medical settings.

Interns will spend time onsite in a pediatric medical practice. They will learn how to provide consultation to medical providers on a range of behavioral health concerns. Interns will also provide psychoeducational materials and groups for caregivers and medical staff. Interns will participate in medical rounds, morning meetings, and staff meetings available at the site. They will learn and utilize a range of screening tools to help with diagnostic classification and to inform treatment planning. They will collaborate closely with the onsite behavioral health provider, care coordinators, and the practice manager.

Developmental Assessment: 2-3 hours

All interns will participate in the Mid-Level Developmental Assessment (MLDA) Program. The MLDA Program bridges the gap between developmental screening and tertiary level assessments and addresses the needs of children ages 0-5 with mild/moderate levels of delay and behavioral concerns. The MLDA promotes earlier intervention for some children by allowing them to bypass

extensive diagnostic evaluations and begin services right away. Each intern is expected to complete one to two MLDA evaluations per month over the course of the internship year.

Supervision: 4 hours

Each intern has two licensed clinical supervisors and will meet for one hour per week with each supervisor. Clinical supervisors are Psychologists, and offer diversity in background, orientation and supervision style. Yet most utilize an integrative approach to therapeutic interventions. In addition, psychology interns meet for group supervision one hour per week focused around exploring case material, with an emphasis on the use of videotaped sessions.

MLDA evaluations are supervised through a weekly multidisciplinary team meeting which is facilitated by the MLDA team coordinator.

We expect that interns are willing to engage in meaningful self-reflection during supervision, and we encourage interns to develop and effectively utilize the concept of “use of self” in supervision and clinical practice.

Video recordings and live supervision are routine aspects of our clinical and testing supervision and are viewed as valuable training resources.

Psychology staff and interns attend monthly Psychology Department staff meetings. During these meetings, psychology staff members gather to discuss clinical practice at The Village, how to apply training/didactic concepts in clinical practice, professional development, and areas of competence in preparation for the Examination for Psychologists in Professional Practice (EPPP). The overarching goal of psychology department meetings is to prepare interns for independent practice as psychologists and “life after internship”. These meetings provide an opportunity for psychologists and interns to share information with one another in a professional, yet informal environment.

Didactic Seminars: 1-2 hours

Interns are provided advanced seminars throughout the training year. The didactic component of the internship is comprised of psychology-specific seminars combined with didactic trainings which may be open to trainees of other disciplines and/or other agency staff (as appropriate). Annually, didactic trainings are offered on topics such as: psychological assessment, psychopharmacology, clinical supervision, ethics and professional practice, professional development as a psychologist, cross-cultural competency in psychotherapy, psychology and the law, multicultural clinical case discussion, play therapy, family therapy, etc. All didactic trainings at The Village are required to include an integration of cultural competence and diversity factors. Similarly, themes related to working with children and adolescents with trauma histories are a significant focus of didactic trainings at The Village.

During the year, the agency sponsors a number of seminars and full-day workshops with speakers of local, regional, or national prominence. These are available to interns at no cost, within the parameters of their schedules, and following discussion with supervisors to assure that the subject

meets the intern's training goals and interests. Topics vary from year to year and emphasize practice issues related to the agency's mission and focus on children and families. Some past presenters have included Scott Miller, Ph.D., Lynn Lyons, LCSW, Kenneth Hardy, Ph.D., Ross Greene, Ph.D., Martha Straus, Ph.D., and Eliana Gil, Ph.D., Charles Zeanah, MD, and Ana Gomez, LPC.

APPLICATION INFORMATION FOR 2023-2024

The Village will offer four internships for the 2023-2024 training year. Appointments are for twelve months, starting August 21, 2023.

Psychology interns are hired as hourly employees for the duration of the training year. As such, they are eligible for all benefits provided to other Village staff. These available benefits can be viewed on The Village's website at: [Benefits | The Village](#)

The annual stipend for the internship is \$31,120. Interns will be paid at an hourly rate every two weeks through the Payroll system. The Village also covers interns' malpractice/liability insurance.

The applicant must have passed their comprehensive examination, be admitted for doctoral candidacy, and currently meet their graduate university's eligibility requirements for internship. Preference is given to candidates from an APA-accredited program in Clinical Psychology or Combined School/Clinical Psychology. Consideration also will be given to applicants from APA-accredited programs in School Psychology or Counseling Psychology. It is expected that the applicant will have had practicum and/or externship experience in standard psychodiagnostic methods and course work and practica in psychotherapy (1,200 hours minimum, with 500 hours being direct client contact). Experience in the assessment and treatment of children, adolescents and families is expected and experience with urban, low-income and/or ethnically diverse populations is highly desirable.

If you would like to apply for the 2023-2024 training year, please follow the directions on the APPIC website (www.appic.org) using the Applicant Portal and submit the following by November 10, 2023

- *Completed AAPI Online
- *Curriculum Vitae

- *An official graduate school transcript
- *Three letters of recommendation (preferably 2 of the 3 from clinical supervisors)

Once we have conducted a preliminary review of application materials, we will contact a number of applicants to arrange for interviews at The Village, which will be conducted during the first weeks of January, 2024. The Village will offer virtual interviews through a secure meeting platform, when necessary. Applicants will be notified of interview status by 12/1/2023.

Please note that the information provided in our prospectus is accurate and reflects our current program offerings as of its revision date of 7/31/2023. As we are a part of a larger agency committed to advancement and growth, we reserve the right to make programmatic changes at any

time, reflective of agency development. In addition, staffing changes do occur at times. Therefore, it is possible that the future internship program may not match exactly as described in our prospectus, which only can be revised annually. In the interim we are happy to respond to inquiries with respect to any recent or anticipated changes to our program.

Specific questions about the application process or the Internship in Psychology at The Village should be directed to Dr. Rachel Gilbert at Rachel.gilbert@thevillage.org or by calling 860-971-4681.

The Village for Families & Children is an Affirmative Action/Equal Opportunity Employer. Minority applicants are encouraged to apply. Due to the nature of the work performed by interns and the clients served by The Village, admission to the internship program will be contingent on successful completion of background checks. These include drug screen, tuberculosis test, police record check and protective services record check after the APPIC match is completed.

The American Psychological Association accredits the Internship Training Program in Psychology at The Village. The program is also a member of the Association of Postdoctoral and Internship Center (APPIC) and adheres to APPIC policies and procedures.

American Psychological Association	APPIC
Office of Program Consultation and Accreditation	10 G Street NE
750 First Street, NE	Suite 440
Washington, DC 20002-4242	Washington, DC 20002
(202)336-5979	(202)589-0600
(202)336-6123 TDD	

**THE VILLAGE FOR FAMILIES & CHILDREN. INC.
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Goals for the 2023-2024 Internship Year

Goal # 1	Competence in working professionally with diverse individuals, groups and communities, and addressing the needs of diverse, vulnerable and underserved populations.
Objective(s) for Goal #1	Interns will demonstrate and apply knowledge of self and others as cultural beings in assessment, treatment, and consultation.
Competencies Expected	<p>Interns will develop the following competencies to the level that they are rated by their supervisors as being “advanced”(or higher) on end-of-year intern evaluation form.</p> <ol style="list-style-type: none"> 1. Articulates, understands, and monitors cultural identity in work with others 2. Uses knowledge of one’s own cultural identity and others’ multiple identities to monitor and improve effectiveness as a professional. 3. Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues. 4. Articulates an integrated conceptualization of diversity as it impacts clients, self, and others. 5. Demonstrates knowledge of literature and APA policies regarding guidelines for practice for diverse individuals, groups, and communities 6. Habitually adapts one’s professional behavior in a culturally sensitive manner that improves client outcomes and avoids harm. 7. Demonstrates the ability to address individual cultural differences across professional settings and activities 8. Demonstrates awareness of the effects of oppression and privilege on self and others 9. Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision 10. Identifies specific barriers to client improvement and assists client in development of self-advocacy plans
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 2 of Evaluation Form- See Goal 1
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Observation (including videotaped and live supervision) 2. Ongoing discussion of activities in multiple forums (individual and group supervision, Psychology staff meeting, multi-disciplinary team meetings, Multicultural

	<p>Clinical Case Seminar series)</p> <p>3. Participation in meetings, seminars and supervision; reports from supervisors, program liaisons and interns.</p> <p>4. Ratings on mid-year and year-end evaluations</p>
Minimum Thresholds for Achievement for Expected Competencies	90% attendance at meetings and seminars; Successful completion of internship requires an over-all score of “advanced” on each goal.
Goal #2	Competence in psychotherapeutic interventions with children, adolescents, adults, and families from diverse, vulnerable, and underserved populations.
Objective(s) for Goal #2	Interns will demonstrate and apply knowledge of scientific, theoretical, empirical and contextual bases of intervention, with a specific emphasis on interventions for children, adolescents, adults, and families from diverse, vulnerable, and underserved populations.
Competencies Expected	<p>Interns will develop the following competencies to the level that they are rated by their supervisors as being “advanced” (or higher) on end-of-year intern evaluation form.</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of interventions and explanations for their use based on evidence-based practice 2. Demonstrates the ability to select interventions for different problems and populations related to the practice setting 3. Writes a case summary incorporating elements of evidence-based practice and one’s own theoretical perspective 4. Develops and maintains rapport and relationships with a wide variety of clients, as evidenced by no show/cancellation rates and client satisfaction 5. Effectively delivers a range of interventions 6. Compares and contrasts evidence-based approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning 7. Applies specific evidence-based interventions (e.g. TF-CBT, CPP) 8. Develops treatment plans that are specific, measurable, and achievable within a specified timeframe 9. Assesses and documents treatment progress and outcomes, and adjusts treatment plan accordingly 10. Empowers and engages client in the creation of their clinical record through the routine use of collaborative documentation 11. Delivers effective treatment, as evidenced by client success in meeting treatment goals and achieving successful termination 12. Terminates treatment appropriately and successfully 13. Collaborates with other providers in service of the client 14. Critically evaluates own performance in the treatment role and alters the treatment plan accordingly 15. Compiles and analyzes data on own clients

	<p>16. Treatment plans incorporate relevant developmental features and clinical symptoms as applied to the presenting problem</p> <p>17. General level of competence in individual therapy, play therapy, parent guidance, family therapy, and group therapy</p> <p>18. Utilizes community resources for the benefit of clients.</p> <p>19. Successfully manages/balances a caseload of outpatient clients in the ECC direct hours goals, providing individual, family, and group therapy, as well as parent-guidance to meet clients' needs</p> <p>20. Successfully completes 1-2 Mid-Level Developmental Assessments per month for children</p> <p>21. Efficiently and effectively completes diagnostic intakes, as scheduled</p>
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 3 of Evaluation Form- See Goal 2- Competence in psychotherapeutic interventions with children, adolescents, adults, and families from diverse, vulnerable, and underserved populations.
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Individual and group supervision (live and videotaped) 2. Case reviews and case presentations 3. Ratings on evaluations; reports from program supervisors/liaisons 4. Attendance at and participation in seminars and other Village training events
Minimum Thresholds for Achievement for Expected Competencies	Scheduling 15-20 sessions per week with a goal of completing an average of 12 sessions; Successful completion of internship requires an over-all score of “advanced” on each goal of the Final Evaluation.
Goal #3	Competence in assessment and diagnosis of problems, capabilities, and issues associated with individuals and families.
Objective(s) for Goal #3	Interns will demonstrate and apply knowledge of assessment and diagnosis, with a particular emphasis on diverse children, adolescents, adults, and families.
Competencies Expected	<p>Interns will develop the following competencies to the level that they are rated by their supervisors as being “advanced” or higher on end-of-year intern evaluation form.</p> <ol style="list-style-type: none"> 1. Interprets assessment results accurately, taking into account limitations of the evaluation method 2. Demonstrates ability to identify problem areas and to use concepts of differential diagnosis 3. Formulates case conceptualizations incorporating theory and case material 4. Develops treatment plan/recommendations as a result of assessment and case formulation 5. Provides meaningful, understandable and useful feedback that is responsive to client need 6. Writes an effective comprehensive report and/or case

	<p>conceptualization</p> <p>7. Effectively communicates results of assessments verbally with client/family and other team members</p> <p>8. Demonstrates knowledge of and respect for scientific bases of behavior</p> <p>9. Demonstrates awareness and competent use of culturally sensitive instruments and norms</p>
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 5 of Evaluation Form- See Goal 3
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Use of culturally-sensitive language in supervision, meetings, etc. 2. Attendance at and engagement in seminars and trainings. 3. Successful completion of seminar requirements 4. Chart reviews of treatment plans that demonstrate culturally-sensitive objectives, goals, interventions, etc. 5. Ratings on internship evaluation form, seminar-specific evaluation forms, and intern self-report
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each goal of the Final Evaluation.
Goal #4	Competence in interdisciplinary functioning and consultation skills.
Objective(s) for Goal #4	Interns will develop skills to function within an interdisciplinary environment, with a strong focus on developing their ability to address the many needs of clients and families within underserved and vulnerable populations.
Competencies Expected	<p>Interns will develop the following competencies to the level that they are rated by their supervisors as being “advanced” or higher on end-of-year intern evaluation form.</p> <ol style="list-style-type: none"> 1. Works cooperatively and collaboratively with peers and other professionals 2. Demonstrates respectful and collegial interactions with those who have different professional models or perspectives. 3. Provides feedback to peers regarding peers’ clinical work in appropriate manner 4. Communicates clearly using verbal, nonverbal, and written skills 5. Displays ability to work successfully on interdisciplinary team 6. Reports observations of commonality and differences among professional roles, values and standards 7. Demonstrates knowledge of the skills that support interdisciplinary process

	<p>8. Communicates effectively with individuals from other professions</p> <p>9. Articulates common and distinctive roles of consultant, versus clinical and supervision roles</p> <p>10. Clarifies and refines consultation question based on analysis/assessment of question</p> <p>11. Identifies and implements consultation interventions that meet consultee goals</p>
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 6 of Evaluation Form- See Goal 4- Competence in interdisciplinary functioning and consultation skills
How Outcomes are Measured	<p>1. Case discussion</p> <p>2. Individual and group supervision</p> <p>3. Feedback from other managers and professionals as shared with supervisors and training director.</p>
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each goal of the Final Evaluation.
Goal #5	Competence in professional values, attitudes, and ethics
Objective(s) for Goal #5	<p>1. Be knowledgeable of and act in accordance with each of the following:</p> <ul style="list-style-type: none"> • The current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and • Relevant professional standards and guidelines. <p>2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. Conduct self in an ethical manner in all professional activities.</p>
Competencies Expected	<p>Interns will develop the following competencies to the level that they are rated by their supervisors as being “advanced” or higher on end-of-year intern evaluation form.</p> <p>1. Demonstrates knowledge and application of the APA Ethical Principles and code of conduct and other relevant ethical/professional codes, standards, and guidelines;</p> <p>2. Demonstrates knowledge and application of applicable laws, statutes, rules, and regulations.</p> <p>3. Identifies situations that challenge professional values or ethics and seeks supervision/consultation as needed</p> <p>4. Monitors and resolves situations that challenge professional values and integrity</p> <p>5. Demonstrates being a critical consumer of research</p>

	<p>6. Physical conduct, including attire, is professionally appropriate, across different settings and situations</p> <p>7. Demonstrates awareness of the impact behavior has on client, public and profession</p> <p>8. Utilizes appropriate language and demeanor in professional communications</p> <p>9. Completes required case documentation promptly and accurately</p> <p>10. Accepts responsibility for meeting deadlines</p> <p>11. Acknowledges errors</p> <p>12. Responds flexibly to changing priorities</p> <p>13. Consistently acts to understand and safeguard the welfare of others, including determining when response to client needs takes precedence over personal needs</p> <p>14. Demonstrates emergence of professional identity, as evidenced by use of resources (ie: supervision, literature) for professional development</p> <p>15. Identifies ethical and legal implications in cases, and applies a decision making model</p> <p>16. Identifies and discusses intersection of personal and professional ethical and moral issues</p> <p>17. Demonstrates understanding of research methods and techniques for data analysis</p> <p>18. Accesses and applies scientific knowledge and skills to the solution of problems</p> <p>19. Demonstrates and understanding of quality improvement procedures in direct delivery of service</p>
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 7 of Evaluation Form- See Goal 5
How Outcomes are Measured	<p>1. Interns are expected to actively participate in Ethics seminars by responding to hypothetical cases, nominating ethical/legal issues they personally encountered in their clinical work or contributing to the discussion of others' scenarios/cases. Feedback regarding interns' participation in this seminar is provided to their primary supervisor who documents this in the evaluation and discusses this in the context of interns' overall participation/performance on internship in the last quarter.</p> <p>2. Interns are expected to identify and discuss ethical and legal issues pertinent to the patients in their care with their clinical supervisors during individual supervision or immediately when urgent/emergent matters arise. Supervisors will evaluate interns on their awareness of relevant laws and ethical principles throughout the year and will document the level of competency and relevant feedback on the Mid and Final Year Evaluation of Intern form.</p>

Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each goal of the Final Evaluation.
Goal #6	Competence in <i>Research</i>
Objective(s) for Goal #6	Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
Competencies Expected	<ol style="list-style-type: none"> 1. Participates in 2 seminar series on critical evaluation of EBTs 2. Uses relevant research in the field in treatment of clients 3. Participates in discussion of different evidence-based practices and their research backing 4. Presents a critique on a treatment model using sound scientific methods to evaluate its efficacy. 5. Evaluate research and understand its applicability to diverse populations 6. Can articulate what makes a research project ethical, effective, and relevant.
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 8 of Evaluation Form- See Goal 6
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Completion of treatment critique presentation, rated as “advanced” by supervisor 2. Feedback regarding interns’ participation in EBT seminar is provided to their primary supervisor who documents this in the evaluation and discusses this in the context of interns’ overall participation/performance on internship in the last quarter.
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each goal of the Final Evaluation.
Goal #7	Competence in <i>Supervision</i>
Objective(s) for Goal #7	Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
Competencies Expected	<ol style="list-style-type: none"> 1. Identifies roles and responsibilities of the supervisor and supervisee. 2. Articulates a philosophy or model of supervision and reflects on how this model is applied in practice. 3. Demonstrates knowledge of literature and APA guidelines on culture as it applies to supervision practice.

	<ol style="list-style-type: none"> 4. Demonstrates awareness of roles of oppression and privilege on supervision process. 5. Acquire knowledge of supervision via didactics. 6. Provide clinical feedback via group supervision
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 9 of Evaluation Form- See Goal 7- Competence in reflective self-practice, self-assessment, self-care, and the effective use of supervision. (Specific items are #14, #15, #17, #18, #19, and #20).
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Interns attend 1-2 seminars on supervision and are expected to pass a posttest assessing their understanding of the information discussed during the first seminar. If an intern is unable to attend the first supervision seminar, they are provided the power point slides to review, given the opportunity to meet individually with the instructor, and are required to pass the quiz. 2. Interns are expected to demonstrate knowledge of the theories and methods of supervision through discussion with their supervisor and active participation in role plays of the supervision process.
Minimum Thresholds for Achievement for Expected Competencies	<ol style="list-style-type: none"> 1. 100% correct on Supervision quiz (interns who miss one or more of the items are required to review the information and redo the posttest until they receive a 100% score). Remediation through individual meetings with the instructor provided if needed. 2. Successful completion of internship requires an over-all score of “advanced” on each goal of the Final Evaluation.
Goal #8	Competence in reflective self-practice, self-assessment, self-care, and the effective use of supervision.
Objective(s) for Goal #8	Interns will demonstrate the ability to conduct themselves personally and professionally with self-awareness and reflection, with awareness of competencies, and with self-care. Interns will demonstrate the ability to use supervision appropriately to enhance their self-practice, self-assessment, and self care. Interns will development beginning levels of competence for future provision of supervision.
Competencies Expected	<p>Interns will develop the following competencies to the level that they are rated by their supervisors as being “advanced” or higher on end-of-year intern evaluation form.</p> <ol style="list-style-type: none"> 1. Articulates attitudes, values, and beliefs towards diverse others 2. Recognizes impact of self on others 3. Self-identifies multiple individual and cultural identities 4. Responsively utilizes supervision to enhance reflectivity 5. Implements self-care appropriately, consistently, and proactively 6. Monitors and adjusts own professional performance, as situation requires 7. Self-assessment is congruent with assessment by peers and supervisors

	<p>8. Assesses own strengths and weaknesses, and seeks to prevent or ameliorate impact on professional functioning</p> <p>9. Engages with supervisors to work effectively</p> <p>10. Makes appropriate disclosures regarding problematic interpersonal situations</p> <p>11. Provides feedback to supervisor regarding supervisory process</p> <p>12. Accepts and implements supervisory feedback non-defensively</p> <p>13. Seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance</p> <p>16. Prepares supervision contract</p>
Attachment Name/Page Number for Evaluation Forms Used for Expected Competencies	Page 9 of Evaluation Form- See Goal 7- Competence in reflective self-practice, self-assessment, self-care, and the effective use of supervision. (Specific items are #'s1-13, and #16).
How Outcomes are Measured	<p>1. Individual and group supervision</p> <p>2. Professional Development seminar</p> <p>3. Trainer feedback to supervisors on intern's response to reflective practice.</p>
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of "advanced" on each goal of the Final Evaluation.

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

**Nature of the Relationship Between the Village for Families & Children, Inc. and
Psychology Interns**

Psychology interns are hired as hourly employees for the duration of the training year. As such, they are eligible for all benefits provided to other Village staff. These available benefits can be viewed on The Village's website at [Benefits | The Village: https://thevillage.org/our-benefits/](https://thevillage.org/our-benefits/)

The annual stipend for the internship is \$31,120. Interns will be paid at an hourly rate every two weeks through the Payroll system. The Village also covers interns' malpractice/liability insurance.

It is agreed that the sole purpose for this internship is to enable the psychology intern to fulfill requirements for the advanced degree.

Intern's Name _____

Intern's Signature _____

Date _____

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

Policy on Contact with University Directors of Clinical Training (DCTs)

The psychology internship program at the Village for Families & Children, Inc. attempts to maintain good relationships with the universities from which interns are recruited. Interns are encouraged to maintain contact with their university DCT throughout the year.

The internship program will routinely initiate three contacts with each intern's university program. In September, the Internship Training Director will write to the university DCT to acknowledge the beginning of the intern's training. At that time, the university DCT will be invited to specify any training goals for the intern. If the university DCT responds, the intern will be given a copy of that response and will meet with the internship director and/or primary supervisor to develop a plan to address these training goals.

If the university DCT does not specify training goals, the subsequent contacts will consist of sending mid-year and final evaluations. Again, the university director will be invited to comment on the evaluations, and the intern will be informed of any such response.

Contacts initiated by university DCTs will be answered promptly. The intern in question will be notified of such contacts.

Contact with the university DCT may also occur at any time during the internship year to facilitate collaboration. If contact with the university DCT is related to an intern not performing to the internship program's standards, specific steps will be followed as described in the policy entitled "Due Process and Grievance Policy" within this manual.

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

Policy on Outside Employment for Psychology Interns

The internship year is a busy and demanding time. Since the Village for Families & Children, Inc. is responsible for interns' clinical training and supervision, outside paid employment for clinical activities such as psychotherapy or psychological assessment is strongly discouraged. Other non-clinical activities such as teaching or research or non-mental health paid employment are discouraged as well because of the potential impact on interns' ability to fulfill their internship duties and responsibilities. Such non-clinical employment may be considered on a case-by-case basis, however, when the activity occurs outside of internship training hours. Interns should not commit to any outside employment without the consent and approval of the internship training director.

THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY
Supervision Agreement

2023-2024 APA Psychology Internship Cycle

Supervisor Responsibilities:

- 1) To provide regularly scheduled clinical supervision, including 2 hours of individual supervision/week and 1-2 hours of group supervision/week (psychology staff meeting, clinical group supervision).
- 2) To provide an atmosphere of trust, support and encouragement for professional growth.
- 3) To assist the supervisee in exploring interpersonal and intrapsychic issues which impact positively or negatively on her/his clinical performance.
- 4) To bring up and provide a supportive and safe space to discuss the realities of racism/oppression that affect therapeutic work.
- 5) Demonstrate commitment to developing cultural humility by incorporating diversity and cultural topics throughout the internship year.
 - a) This includes reviewing Privilege Self-Assessment within the first two supervisions.
- 6) To acknowledge and discuss power issues in supervision that may be related to racial/ethnic multicultural differences both within the first month of supervision and throughout the internship year.
- 7) To facilitate the supervisee's development of diagnostic, therapeutic, consultative & collaborative skills to enhance her/his effectiveness in working with clients.
 - a) To review case material via (a) oral report and formal case presentations, (b) written case notes, (c) client artwork or photos, and/or (d) observation / co-therapy or visual / audio-recording.
- 8) To provide feedback regarding conceptual, process and practical issues.
- 9) To conduct supervisory sessions in a professional and personally ethical manner, and to encourage in the supervisee the development of professional integrity & respect for professional ethics and codes of conduct.
- 10) To communicate acceptance and respect for supervisee's own culture and perspectives.
- 11) To model for supervisee by initiating, attending to, and demonstrating interest and respect for client's intersecting identities and culture during case conceptualization and discussion.
- 12) To assign readings and training (as needed or indicated) in therapy theory and practice, and on professional ethics.
- 13) To establish jointly (with the supervisee) goals and strategies for the professional development of the supervisee, to evaluate the progress of the supervisee and to evaluate the supervision with the opportunity to renegotiate the goals and strategies.
- 14) To be available to the supervisee (via phone or email) between supervisory sessions for brief clarification of supervisory-clinical issues (For urgent situations, supervisee will follow Enhanced Care Clinic).
- 15) To formally evaluate intern's performance and competencies.

Supervisee's Responsibilities:

- 1) To jointly (with the supervisor) establish goals and strategies for the professional development of the supervisee, to evaluate the progress of the supervisee and to evaluate the supervision with the opportunity to renegotiate the goals and strategies
- 2) To submit documentation of clinical work required by the agency and supervisors within specified timeframes
- 3) To attend supervision promptly as scheduled & to participate actively in the supervision process
- 4) To prepare for supervision sessions by identifying meaningful questions and issues to focus on, by bringing case notes, videotapes and by reading assigned materials prior to the supervisory session
- 5) To examine one's own professional strengths and areas needing growth
- 6) To be open to supervisory input and direction regarding clinical techniques and approaches and to report on their effects during supervisory sessions
- 7) To explore all facets of the therapeutic relationship, including (a) theoretical and conceptual framework, (b) interpersonal and professional style, and (c) personal biases and their impact on the therapeutic process
- 8) To address any personal issues that are negatively affecting the supervisee's professional development
- 9) To adhere to all agency policies, particularly confidentiality and HIPAA policies
- 10) To work only within the limits of one's skill and training level. Supervisee will follow ECC protocol for any urgent situations.

Psychology Intern (printed name)

Signature and date

Primary Supervisor (printed name)

Signature and date

Secondary Supervisor (printed name)

Signature and date

Supervision Roles

Psychology interns at The Village are assigned multiple supervisors throughout their training year. It is the belief of the training program that interns benefit from exposure to the multiple points of view, styles of supervision, and areas of expertise brought by each different supervisor. All supervisors within the internship program maintain ongoing conversation and collaboration regarding intern activities, performance, and progress.

In order to clarify the roles of each internship supervisor, the following guidelines are provided. It is relevant to note that modifications to these guidelines may be made from time to time based on supervisor availability and to best meet intern needs.

Primary Supervisor

1. Coordination of intern schedule management, paylocity & time-off requests
2. All paperwork review & signatures; maintains responsibility for all ECC clinical work
3. 1 hour face-to-face supervision meeting per week with intern
4. Maintains record of supervision contacts with interns using supervision template
5. Overall management of supervision progress & performance including supervision of clinical work, professional development, administrative issues, productivity, etc.
6. At least once per month review of video or live supervision session; at least twice per month case record reviews
7. At least once per quarter review of individual training goals and self-care goals
8. Primary responsibility for 3 month (when necessary), 6 month, and end of year intern evaluation of performance

Secondary Supervisor

1. 1 hour face-to-face per week with intern
2. Maintains record of supervision contacts with interns using supervision template
3. At least once per month review of video or live supervision session
4. Facilitates in-depth review of clinical cases
5. Contributes to supervision related to intern professional development

Group Supervisor

1. 1 hour per week with all interns in group format
2. Provides clinical supervision, with an emphasis on the use of video recordings
3. On a monthly basis, leads group conversations related to internship experience & topics of professional development
4. Maintains record of supervision contacts

MLDA Supervisor

1. Supervises MLDA cases via weekly team meeting (interns attend as assigned)
2. Provides clinical supervision, review & sign-off of MLDA testing cases (unless otherwise assigned)
3. Maintains record of supervision contacts

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

Individualized Training Plan

Each intern will develop an individualized training plan. The individualized training plan documents each intern's goals for the internship year including clinical, self-care, and professional development. Progress and achievement will be monitored throughout the internship year. Each intern will complete their individualized training plans within the first 30 days of their internship and review with their supervisors.

A copy of the individualized training plan is included in the Appendices of this manual.

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

Policy on Training Time for Psychology Interns

Interns in the Psychology Training Program have a variety of opportunities for supervision and training, most of which are a required part of their work at The Village. These include, but are not limited to, individual and group supervision, the psychology intern seminar, psychology staff meetings, and clinical team meetings.

The following guidelines are intended to make as many training opportunities as possible available to interns, within the context of their meeting overall client-related and other Village responsibilities:

1. Interns are invited and expected to participate in full-day and half-day workshops sponsored by The Village, at no cost, and with the approval of their primary supervisors.
2. Interns are free, if their schedules permit, to attend lectures, grand rounds and the like at other agencies, universities, hospitals, etc., in the area. Again, supervisory approval is expected.
3. Off-site workshops, conferences, or dissertation-related activities which involve the intern's being off grounds for a half-day or more must be approved by the primary supervisor and the director of training. Approval may be granted if all program expectations are met (e.g. paperwork, direct care hours).
4. In general, funds are not available to pay for intern travel or attendance at conferences, meetings or other events outside The Village, unless otherwise specified.

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

Unethical or Illegal Conduct by Staff

Supervisors or other staff who are accused of unethical behavior, as defined by the APA Ethical Standards, or illegal activity, are subject to agency investigatory and disciplinary procedures. An intern who witnesses a supervisor or staff engage in such behavior should report this to his/her primary supervisor. If the primary supervisor is involved in the behavior, the intern may report to the Internship Training Director (or the Vice President overseeing the Psychology Department, if the Internship Training Director is the person accused.)

THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY

Due Process and Grievance Policy

This document provides guidelines for managing performance and addressing conflicts. The guidelines are consistent with accreditation standards of the American Psychological Association and also the Village for Families & Children, Inc. human resources policies. The guidelines emphasize due process and assure fairness in the program's decisions about interns.

Please see the Evaluations section of the Intern Manual for specifics regarding intern and internship evaluation, and for copies of the evaluation forms used throughout the internship year.

Due Process in Evaluation and Remediation

The training program follows due process guidelines to ensure that decisions about interns are not arbitrary or personally based. The program uses the same procedures to evaluate all interns, and it has appeal procedures that permit any intern to challenge program decisions. The due process guidelines include the following:

1. All interns receive a written statement of program expectations for professional functioning.
2. Evaluation procedures are clearly stipulated, including how and when evaluations will be conducted.
3. The procedures and actions for making decisions about impairment are outlined in written statements given to all interns.
4. Graduate programs are informed about any suspected difficulties with interns.
5. Remediation plans are instituted for identified deficits, and they include time frames for remediation and specific consequences for failure to rectify the deficits.
6. All interns receive a written description of procedures that may use to appeal the program's actions.
7. Interns are given sufficient time to respond to any action taken by the program.
8. Decisions or recommendations regarding interns' performance are based on input from multiple professional sources.
9. Program actions and their rationale are documented in writing to all relevant parties.

Definition of Problematic Performance

Problem behaviors are said to be present when supervisors perceive that an intern's behaviors, attitudes, or characteristics are disrupting the quality of his or her clinical services; his or her relationships with peers, supervisors, or other staff; or his or her ability to comply with appropriate standards of professional behavior.

Problematic performance is also defined as an interference in professional functioning that renders the intern: (1) unable and/or unwilling to acquire and integrate professional standards

into his/her repertoire of professional behavior; (2) unable to acquire professional skills that reach an acceptable level of competency; or (3) unable to control personal stress which leads to dysfunctional emotional reactions and behaviors that disrupt professional functioning.

Procedures for Responding to Problematic Performance

The program has well-defined procedures to guide its response to interns with impaired performance. When supervisors' evaluations indicate that an intern's skills, professionalism, or personal functioning are inadequate for an intern in training, the Internship Training Director (with input from other relevant supervisory staff, which may include the Chair of Psychology Department and the Agency Training Director – referred to as “the Training Committee” or “the Committee” in this document) initiates the following procedures:

1. The negative evaluations will be reviewed and a determination made as to what action needs to be taken to address the problems identified;
2. The intern will be notified in writing that such a review is occurring, and that the Committee is ready to receive any information or statement that the intern wishes to provide with reference to the identified problem.
3. After the Committee and other relevant professional staff have reviewed all available information, the following may occur:
 - a. The Committee may elect to take no further action.
 - b. The Committee may issue an *Acknowledgement Notice* which formally states that: (1) the committee is aware of and concerned about the negative evaluation; (2) the evaluation has been brought to the intern's attention and the Committee or other relevant supervisors will work with the intern to rectify the problem within a specified timeframe; and (3) the behaviors associated with the negative evaluation are not significant enough to warrant more serious action at the time.
 - c. Alternatively, the Committee may issue a *Probation Notice* which specifies that the committee, through the supervisors and Internship Training Director, will actively and systematically monitor for a specific length of time, the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. The *Probation Notice* is a written statement to the intern that includes the following items: (1) a description of the problematic behavior; (2) specific recommendations for rectifying the problem; (3) a time frame for the probation during which the problem is expected to be ameliorated; and (4) procedures to assess whether the problem has been appropriately rectified.

If it is deemed that remedial action is required, the identified impairment must be systematically addressed. Possible remedial steps include (but are not limited to) the following:

1. Increased supervision, either with the same or other supervisors.
2. Change in format, emphasis, and/or focus of supervision.
3. Recommendation of a leave of absence and/or second internship.

Following delivery of an *Acknowledgement Notice* or *Probation Notice*, the Internship Training Director will meet with the intern to review the required remedial steps. The intern may elect to

accept the conditions or may challenge the actions as outlines below. In either case, the Internship Training Director will inform the intern's University Training Director, and indicate the nature of the inadequacy and the steps by the Committee. The intern shall receive a copy of the letter sent to the sponsoring university.

Once an *Acknowledgement Notice* has been issued, the problem's status will be reviewed within three months time, or the next formal evaluation, whichever comes first. In the case of a *Probation Notice*, the problem's status will be reviewed within the time frame set by the notice.

Failure to Correct Problems

When a combination of interventions does not rectify the impairment within a reasonable period of time, or when an intern seems unable or unwilling to alter his or her behavior, the training program may need to take more formal action. If an intern on probation has not improved sufficiently to rectify the problem(s) under the conditions stipulated by the *Probation Notice*, the committee will conduct a formal review and then inform the intern in writing that the conditions for revoking the probation have not been met. The Committee may then elect to take any of the following steps, or other appropriate action:

1. It may continue the probation for a specified time period.
2. It may suspend the intern whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. It may inform the intern and the intern's sponsoring university that the intern will not successfully complete the program if his/her behavior does not change. If by the end of the training year, the intern has not successfully completed the training requirements, the Committee may give the intern only limited certification or no certification at all. The Committee may specify those settings in which the intern can or cannot function adequately. The intern and the intern's sponsoring university will be informed that the intern has not successfully completed the program.
4. It may inform the intern that the Committee has decided to terminate the intern immediately from the training program.
5. When the Committee's deliberations lead to the conclusion that the intern is not suited for a career in professional clinical practice, the Committee may recommend and assist in implementing a career shift for the intern.

All the above steps will be appropriately documented and implemented in ways that are consistent with due process procedures, including opportunities for interns to initiate grievance proceeding to challenge the Committee's decisions.

Intern Challenge and Grievance Procedures

Interns who receive an *Acknowledgment Notice* or *Probation Notice*, or who otherwise disagree with any Training Committee decision regarding their status in the program, are entitled to challenge the Committee's decision actions by initiating a grievance procedure. Within 5 working days of receipt of the Committee's notice or other decision, the intern must inform the Internship Training Director in writing that he or she is challenging the Committee's action. The intern then has 5 additional days to provide the Internship Training Director with reasons the intern believes the Committee's actions are unwarranted. Failure to provide such information will constitute a withdrawal of the challenge. Following receipt of the intern's challenge, the following actions will be taken:

1. The Internship Training Director will convene a Review Panel consisting of two staff members selected by the Director and two staff members selected by the intern. The intern retains the right to hear all facts and the opportunity to dispute or explain his or her behavior.
2. The Internship Training Director will conduct and chair a review hearing in which the intern's challenge is heard and the evidence presented. The Review Panel's decisions will be made by majority vote. Within 10 days of completion of the reviewing hearing, the Review Panel will prepare a report on its decisions and recommendations, and will inform the intern of its decisions. The Review Panel will then submit its report to the Vice President of Child Welfare.
3. Once the Review Panel has informed the intern and submitted its report, the intern has 5 working days within which to seek a further review of his or her grievance by submitting a written request to the Vice President of Outpatient Services. The intern's request must contain brief explanations of the grievance and of the desired settlement he or she is seeking, and it must also specify which policies, rules, or regulations have been violated, misinterpreted, or misapplied. In addition, the intern must forward a copy of the request to the Vice President of Human Resources at The Village.
4. The Vice President of Child Welfare will then conduct a review of all documents submitted and render a written decision. The Vice President of Child Welfare will render a decision within 15 working days of receipt of the Review Panel's report, and within 10 working days of the receipt of the intern's request for further review, if such request was submitted. The Vice President of Child Welfare may accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will report back to the Vice President of Child Welfare within 10 working days of the request for further deliberation. The Vice President of Child Welfare will then make a final decision regarding actions to be taken.
5. If the Vice President of Child Welfare's final decision does not resolve the intern's written request for further review to his or her satisfaction, the intern has 3 working days within which to appeal in writing to the Vice President of Human Resources at The Village. The Vice President of Human Resources shall conduct a review of the grievance and render a written decision within 15 working days of receipt of the intern's request. The Vice President of Human Resources shall fashion whatever remedy he/she deems appropriate and that decision shall be final and binding.
6. Once a final and binding decision has been made, the intern, the intern's sponsoring university, and other appropriate individuals will be informed in writing of the actions taken.

Staff Allegations of Intern Violations of Standards

Any staff member of The Village and its subsidiaries may file a written grievance against an intern for the following reasons: (a) unethical or legal violations of professional standards or laws; (b) failure to satisfy professional obligations and thereby violate the rights, privileges, or responsibilities of others. If a staff member files a written grievance against an intern, the following actions will be taken:

1. The Internship Training Director will review the grievance with other members of the Training Committee and determine if there is reason to go further or whether the behavior in question is being rectified.
2. If the Internship Training Director and other Committee members determine that the alleged behavior cited in the complaint, if proven, would not constitute a serious violation, the Internship Training Director shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
3. When a decision has been made by the Internship Training Director and other Committee members that there is probable cause for deliberation by a Review Panel, the Internship Training Director shall notify the staff member and request permission to inform the intern. The staff member shall have 5 days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within 5 days, or permission to inform the intern is denied, the Internship Training Director and other Committee members shall decide whether to proceed with the matter.
4. If the intern is informed of the complaint, the Review Panel is convened consisting of the Internship Training Director, two members selected by the staff member who filed the allegation, and two members selected by the intern. The Review Panel receives any relevant information from both the intern or staff member that bears on its deliberations.
5. The Review Panel, chaired by the Internship Training Director, will hold a review hearing in which the complaint is heard and evidence presented. Within 10 days of completing the review hearing, the Review Panel shall communicate its recommendations to the intern and the Vice President of Child Welfare.
6. Once the Review Panel has communicated its recommendations to the intern and the Vice President of Child Welfare, the intern has 5 working days within which to submit a written request for further review. The request should include information, explanations, and viewpoints that may challenge, refute, or otherwise call for modifications of the Review Panel's decisions and recommendations. The request should also specify policies, rules, and regulations that may have been violated, misinterpreted, or misapplied. In addition, the intern must forward a copy of the request to the Vice President of Human Resources at The Village.
7. The Vice President of Child Welfare will then conduct a review of all documents submitted and render a written decision. He/She will render a decision within 15 working days of receipt of the Review Panel's report, and within 10 working days of receipt of an intern's request for further review if such request was submitted. The Vice President of Child Welfare may accept the Review Panel's action, reject the Review Panel's actions and provide an alternative, or refer the matter back to the Review Panel for further

deliberation. The panel will report back to the Vice President of Child Welfare within 10 working days of the request for further deliberation. The Vice President of Child Welfare will then make a final decision regarding actions to be taken.

8. If the Vice President of Child Welfare's final decision does not resolve the interns' request for further review to his or her satisfaction, the intern has 3 working days within which to appeal in writing to the Vice President of Human Resources at The Village. The Vice President of Human Resources shall conduct a review of the issues and render a written decision within 15 working days of receipt of the intern's request. The Vice President of Human Resources shall fashion whatever remedy he/she deems appropriate and that decision shall be final and binding.
9. Once a final and binding decision has been made, the intern, the intern's sponsoring university, and other appropriate individuals will be informed in writing of the action taken.

Intern Rights and Responsibilities

Intern Rights

1. The right to a clear statement of general rights and responsibilities upon entry into the training program, including a clear statement of goals and parameters of the training experience;
2. The right to be trained by professionals who behave in accordance with the APA ethical guidelines;
3. The right to be treated with professional respect, that recognizes the training and experience that intern brings with him/her;
4. The right to ongoing evaluation that is specific, respectful, and pertinent;
5. The right to engage in an ongoing evaluation of the training program experience;
6. The right to initiate an informal resolution of problems that might arise in the training experience (supervision assignment, etc.) through discussion or request letter to the staff member concerned and/or to the Internship Training Director;
7. The right to due process and appeal to the Vice President of Child Welfare to deal with problems after informal resolution has failed (either with the supervisor and/or Internship Training Director) or to determine when rights have been infringed upon;
8. The right to respect for one's personal privacy.

Intern Responsibilities

1. The responsibility to read, understand and clarify, if necessary, the statements of rights and responsibilities. It is assumed that these responsibilities will be exercised and their implementation is viewed as a function of competence;
2. The responsibility to maintain behavior within the scope of the APA ethical guidelines;
3. The responsibility to behave within the principles set forth by the statutes and regulations of the American Psychological Association and the Village for Families & Children, Inc. These Principles are set forth in the American Psychological Association's pamphlet entitled "Ethical Principles of Psychologists and Code of Conduct;"

4. The responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel.
5. The responsibility to behave in a manner that promotes professional interactions and is in accordance with the standards and expectations of the Village for Families & Children, Inc.;
6. The responsibility to give constructive feedback that evaluates the training experience or other experiences at the Village for Families & Children, Inc.;
7. The responsibility to conduct oneself in a professionally appropriate manner if due process is initiated;
8. The responsibility to actively participate in the training, clinical services, and the overall activities of the Village for Families & Children, Inc.
9. The responsibility to meet training expectations by developing competency in (1) assessment skills; (2) psychotherapy skills, and (3) other areas as delineated in the evaluation forms.

THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY

Evaluations

Over the course of your internship year at the Village, there will be on-going evaluations of your performance as an intern, and of your experience of the internship, on both a formal and a more informal basis.

Evaluation of Intern Performance

Supervisors will provide interns with informal feedback during regular supervision meetings, and facilitate ongoing conversations regarding intern areas of strength, growth, and areas for improvement throughout the year.

Within the first month of arrival, you will complete a self-evaluation of your skills and abilities across a number of dimensions. The self-evaluation will be completed using the Intern Self-Evaluation Form. This self-evaluation will focus on areas of strength as well as areas for future growth. These dimensions relate directly to the stated goals of the internship training program as outlined in the program description. You will review these with your supervisors in individual supervision, and a copy will be turned in to the Training Director. The self-evaluation process is used primarily to provide a baseline against which intern growth over the course of the internship can be measured.

At the beginning of the internship you are also given the opportunity to create your own personal and professional goals for the year that are tailored to your specific needs. This will be completed using the Individualized Training Plan. You will review this with your supervisors and a copy will be given to the Training Director. Your supervisors will continue to review this with you as part of the normal mid and end year evaluation process.

If needed, at the 3 month mark, your supervisors will complete an initial evaluation of your skills and abilities using the same goals and objectives as the Intern Self-Evaluation Form. This allows more review of possible areas of growth and facilitates discussion of training needs for the intern.

At the mid-year and at the end of your internship, your supervisors will complete the Evaluation of Intern form, using numerical ratings as well as descriptive comments to highlight areas of strength, areas of growth since the previous evaluation, and areas for continued improvement. This form mirrors the Intern Self-Evaluation Form. These evaluations are based on your supervisors' direct experiences with you, feedback from other supervisors/managers, and feedback from other psychology and program staff.

The mid-year and end of the year Evaluation of Intern forms are shared with Program Directors from your graduate program.

In the event that an intern is not meeting the expectations of the internship program, a formal policy for intervention will be enacted, as described elsewhere in this manual. This may take place at the time of a formal evaluation, or may be initiated at any time throughout the internship year.

Evaluation of Internship

We also ask you for feedback about the internship experience, at mid-year and again at the end of the year. Additionally, there is a feedback form that should be completed for each seminar and seminar series. Feedback about the program is also welcome and encouraged on a more informal basis during regular meetings with the director and the psychology staff.

Evaluation Forms

Copies of all evaluation forms referenced in this policy are included in the materials provided during Orientation, and will also be e-mailed to the intern at the appropriate time.

APPENDICES

Nature of Relationship

Record Retention and Deletion

Supervision Agreement

Individualized Training Plan

Orientation Checklist

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

**Nature of the Relationship Between the Village for Families & Children, Inc. and
Psychology Interns**

Psychology interns are hired as hourly employees for the duration of the training year. As such, they are eligible for all benefits provided to other Village staff. These available benefits can be viewed on The Village's website at: [Benefits | The Village](#)

The annual stipend for the internship is \$31,120. Interns will be paid at an hourly rate every two weeks through the Payroll system. The Village also covers interns' malpractice/liability insurance.

It is agreed that the sole purpose for this internship is to enable the psychology intern to fulfill requirements for the advanced degree.

Intern's Name _____

Intern's Signature _____

Date _____

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY**

Record Retention and Deletion

The Village maintains internship records in strict accordance with Commission on Accreditation requirements. Those requirements are:

- a. Intern Performance. The program documents and permanently maintains accurate records of the interns' training experiences, evaluations, and certificates of internship completion for evidence of the interns' progress through the program as well as for future reference and credentialing purposes.
- b. Complaints and Grievances. The program keeps information and records of all formal complaints and grievances of which it is aware that have been submitted or filed against the program and/or against individuals associated with the program since its last accreditation site visit. The Commission on Accreditation will examine a program's records of intern complaints as part of its periodic review of the program.

Internship records are maintained in The Village's Human Resources Department.

THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
IN PROFESSIONAL PSYCHOLOGY

Supervision Agreement

2023-2024 APA Psychology Internship Cycle

Supervisor Responsibilities:

- 1) To provide regularly scheduled clinical supervision, including 2 hours of individual supervision/week and 1-2 hours of group supervision/week (psychology staff meeting, clinical group supervision).
- 2) To provide an atmosphere of trust, support and encouragement for professional growth.
- 3) To assist the supervisee in exploring interpersonal and intrapsychic issues which impact positively or negatively on her/his clinical performance.
- 4) To bring up and provide a supportive and safe space to discuss the realities of racism/oppression that affect therapeutic work.
 - a) Demonstrate commitment to developing cultural humility by incorporating diversity and cultural topics throughout the internship year.
- 5) This includes reviewing Privilege Self-Assessment within the first two supervisions.
- 6) To acknowledge and discuss power issues in supervision that may be related to racial/ethnic multicultural differences both within the first month of supervision and throughout the internship year.
- 7) To facilitate the supervisee's development of diagnostic, therapeutic, consultative & collaborative skills to enhance her/his effectiveness in working with clients.
 - a) To review case material via (a) oral report and formal case presentations, (b) written case notes, (c) client artwork or photos, and/or (d) observation / co-therapy or visual / audio-recording.
- 8) To provide feedback regarding conceptual, process and practical issues.
- 9) To conduct supervisory sessions in a professional and personally ethical manner, and to encourage in the supervisee the development of professional integrity & respect for professional ethics and codes of conduct.
- 10) To communicate acceptance and respect for supervisee's own culture and perspectives.
- 11) To model for supervisee by initiating, attending to, and demonstrating interest and respect for client's intersecting identities and culture during case conceptualization and discussion.
- 12) To assign readings and training (as needed or indicated) in therapy theory and practice, and on professional ethics.
- 13) To establish jointly (with the supervisee) goals and strategies for the professional development of the supervisee, to evaluate the progress of the supervisee and to evaluate the supervision with the opportunity to renegotiate the goals and strategies.
- 14) To be available to the supervisee (via phone or email) between supervisory sessions for brief clarification of supervisory-clinical issues (For urgent situations, supervisee will follow Enhanced Care Clinic).
- 15) To formally evaluate intern's performance and competencies.

Supervisee's Responsibilities:

- 11) To jointly (with the supervisor) establish goals and strategies for the professional development of the supervisee, to evaluate the progress of the supervisee and to evaluate the supervision with the opportunity to renegotiate the goals and strategies
- 12) To submit documentation of clinical work required by the agency and supervisors within specified timeframes
- 13) To attend supervision promptly as scheduled & to participate actively in the supervision process
- 14) To prepare for supervision sessions by identifying meaningful questions and issues to focus on, by bringing case notes, videotapes and by reading assigned materials prior to the supervisory session
- 15) To examine one's own professional strengths and areas needing growth
- 16) To be open to supervisory input and direction regarding clinical techniques and approaches and to report on their effects during supervisory sessions
- 17) To explore all facets of the therapeutic relationship, including (a) theoretical and conceptual framework, (b) interpersonal and professional style, and (c) personal biases and their impact on the therapeutic process
- 18) To address any personal issues that are negatively affecting the supervisee's professional development
- 19) To adhere to all agency policies, particularly confidentiality and HIPAA policies
- 20) To work only within the limits of one's skill and training level. Supervisee will follow ECC protocol for any urgent situations.

Psychology Intern (printed name)

(Signature and date)

Supervisor and Licensed Psychologist (printed name)

(Signature and date)

Supervisor and Licensed Psychologist (printed name)

(Signature and date)

Individualized Training Plan for the 2023-2025 APA Psychology Internship Cycle

Developmental Goals	Relationship of Goals to Training	Skills Developed	Developmental Activities	Deadline	Resources	Progress Tracking	Achievement Review	Date Completed
Goals of Professional Development	My goals have organizational, professional, & personal relevance	My goals involve developing the following competencies	Activities I will pursue	Target dates for completion	I will need	I will track my progress	I will measure my progress	I achieved my goal
1.								
2.								
3.								
4.								
5.								
Self-Care Goals								
1.								
2.								
3.								
4.								
5.								

**See Back for Signature Page

**Individualized Training Plan for the 2023-2024 APA Psychology Internship Cycle
Signature Page**

(Signature)

(Date)

(Signature)

(Date)

Primary Supervisor (printed name)

APA Psychology Intern (printed name)

(Signature)

(Date)

Secondary Supervisor (printed name)

(Signature)

(Date)

Internship Director (printed name)

Psychology Intern Orientation Checklist 2023-2024

Primary Supervisor _____

Interns are required to complete orientation on all topics listed below by September 22, 2023.

<u>Internship</u>	Scheduled	Date/initials __
• Internship Overview		_____
• Read Internship Manual	Independent	_____
• Supervision		_____
• Orientation & Meeting Schedules		_____

<u>Admin/HR</u>	Scheduled	Date/initials __
• Physical Site (Office, Parking, Supplies, keys) <i>Order office supplies through supervisor or training director</i>		_____
• Clinical Supplies		_____
• Testing Materials & Keys		_____
• Meet with HR, attend New Employee Orientation		_____
• Overview of the Village/Other Programs		_____
• Introduction to Staff/Departments		_____
• Schedule and Time Off Requests (<i>located on the R:drive, All Staff, Finance forms, "Earned Leave Request"</i>)		_____
• Mail		_____
• Mileage (<i>located in excel, R:drive, All staff, Finance Forms, "Mileage Form" and "Expense Coding Sheet" –use the most recent</i>)		_____
• Phones		_____
• E-mail		_____
• E-time		_____
• Toy cleaning		_____
• Business Cards		_____
• Read the Outpatient Policy and Procedure Manual	Independent	_____

Psychology Intern Orientation Checklist 2023-2024

(binder from manager)

Scheduling/Emergencies

- Calling out procedures _____
- Scheduling, schedules, room booking _____
- Triage _____
- Emergency Procedures _____
- Emergency Contact List*
- Mandated Reporting _____

Billing/Managed Care

- Medicaid/Billing Overview _____
- Billing Codes/Credits _____
- Insurance Authorizations _____
- Self-Pay fee setting/guidelines _____

Information Technology

- Computer _____
- Phone _____
- Fax/Copier (*locked printing*) _____
- Carelogic _____
- Smartsearch _____

Clinical Work and Documentation

- Referrals/Call Center/Access _____
- Same Day Access Overview _____
- Clinical Documentation
 - Opening cases _____
 - Closing cases _____

Psychology Intern Orientation Checklist 2023-2024

- Ohio's _____
- Short GAIN _____
- Clinical Assessment (*within 7 days*) _____
- Immediate Action Plans _____
- Progress Notes (*within 24 hours*) _____
- Psychiatric Referrals (*e-mail to site manager*) _____
- Treatment plans (*within 14 days*) _____
- Case Management _____
- Psychological Evaluation Referrals _____
- Monthly Summaries (*due each month*) _____
- Discharge/Transfer Summary _____
- Youth Satisfaction Surveys _____
- Case Record Quality Review _____
- Evidenced Based Models Overview _____
 - MATCH, ARC, EMDR, TF-CBT
- Complete the online TF-CBT course Independent _____
- Intake process & paperwork Supervisors _____
- Overview of school-based services _____
- School placement tour _____
- Records policies & procedures _____
- MLDA Orientation _____
- PEC Orientation _____
- Rotations Orientation _____