



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

**PROGRAM DESCRIPTION
2025-2026**

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 includes 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

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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 Health Service Psychology, the accreditation standards of the American Psychological Association, 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. Our clients include individuals and families who are ethnically, culturally and linguistically diverse, may be LGBTQ+, and may have 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 who train at The Village share a belief in the importance of that mission and often have had prior related experience. Interns are an integral part of the mission of The Village as they bring a fresh perspective on research, best practices, and come from a wide range of backgrounds that support the continued work of building strong communities and families. The Village emphasizes the use of Evidence Based Treatments, particularly with respect to the treatment of trauma. This is in direct response to the needs of the community that The Village serves. 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.

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All of The Village supervisors have gone through an intensive Diversity Equity and Inclusion training for providing supervision with a DEI lens. It is an expectation of supervisors to be bringing up issues of diversity and supporting interns in understanding intern's own biases and how they may affect work. With that in mind, the internship strives to hire and keep supervisors who are from diverse backgrounds.

As recommended by the American Psychological Association we have adopted the required Program-Wide Competencies as listed in the *Standards of Accreditation for Health Service Psychology*, which are as follows:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

In addition, we have added a Program-Specific Competency of Self-Care as recommended in Miller's 2022 article in *Training and Education in Health Service Psychology*. Details of these competencies are outlined in the table in the "Profession and Program Wide Competencies for the 2025-2026 Internship Year" section of this manual.

Interns are expected to have met our minimum levels of achievement for each of the above competencies by the end of the internship year. We also expect interns to have 600 direct client contact hours by the end of a 12-month period, as required by American Psychological Association.

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

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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 the 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.

Attention Deficit/Hyperactivity Disorder Assessments 2-4 hours

Interns will be trained in administering psychological evaluations for diagnosing and ruling out Attention Deficit/Hyperactivity Disorder. Each intern will schedule 2 evaluations a month after completing their required hours of training. Following completion of the training, interns will have an hour of group supervision to discuss evaluation cases every week. A psychologist will be on site whenever there is an evaluation going on to provide on-site consultation and supervision when necessary.

Evaluations will include administering and scoring the Wechsler Abbreviated Scale of Intelligence Second Edition (WASI-II), Behavior Assessment System for Children Third Edition (BASC-3), Conners 4th Edition, Behavior Rating Inventory of Executive Function Second Edition (BRIEF-2) and select subtests from the NEPSY-II: A Developmental Neuropsychological Assessment. Interns will write a report summarizing the evaluation and interpreting the results. Feedback will also be provided to families by the interns after supervisors have reviewed the report.

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

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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.

Early Childhood Rotation 2-4 hours

Interns will have the opportunity to participate in The Village's Early Childhood Learning Center. Interns will learn about how to consult in an early childhood setting and will work with the Early Childhood Mental Health Consultants at the Center. They will be able to both observe and assist with scheduled activities designed to add to a child's development. Interns will conduct classroom and focused observations and provide written reports for the pre-school staff. Interns will be able to review screening assessments and recommend whether further evaluation through the Mid-Level Developmental Assessment program is recommended. If scheduling allows, Interns will also be welcome at staff meetings.

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.

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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. Similarly ADHD evaluations are also supervised through a weekly group meeting facilitated by a psychologist.

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. Each intern reviews and signs a supervision contract with both of their individual supervisors. This can be found in the Appendix and a full description of supervision expectations is listed under the Policy on Supervision.

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 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.

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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 2025-2026

The Village will offer four internships for the 2026-2027 training year. Appointments are for twelve months, starting August 17, 2026.

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 \$34,008. 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 2026-2027 training year, please follow the directions on the APPIC website (www.appic.org) using the Applicant Portal and submit the following by November 1, 2025

- *Completed AAPI Online
- *Curriculum Vitae
- *Essays
- *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 several applicants to arrange interviews at The Village, which will be conducted during January, 2026.

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The Village will offer virtual interviews as well as an in person interview date. Applicants will be notified of interview status by 12/1/2025.

Please note that the information provided in our prospectus is accurate and reflects our current program offerings as of its revision date of 3/25/2025. 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 Doctoral 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 Doctoral 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	

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**PROFESSION AND PROGRAM WIDE COMPETENCIES FOR THE 2025-2026
 INTERNSHIP YEAR**

Supervisor refers to primary and secondary psychology supervisors.

Staff supervisors refers to supervisors within the agency

Outpatient supervisors refers only to the supervisors within the ECC.

Each item that indicates the use of a rating will use the following rubric. This is the same rubric used for interns' evaluations.

Entry-Level (EL)	<i>Demonstrates entry-level skills and requires extensive supervision and support. Intern's performance meets expectations for an intern starting the doctoral internship training year.</i>
Intermediate (I)	<i>Demonstrates some experience and training commensurate with internship level clinical work. Requires supervision that would be expected for doctoral interns to support further development of skills. Intern's performance meets expectations for early in the doctoral training year.</i>
Proficient (P)	<i>Demonstrates competency in knowledge and application of concepts. Utilizes supervision to manage unusual or complex circumstances. Intern's performance meets expectations of a mid-year intern.</i>
Advanced (A)	<i>Intern is able to independently function in a broad range of clinical and professional activities and generalize skills and knowledge to new situations. The intern is also able to self-assess when to seek additional training, supervision, or consultation. This is the expected level of an end of year intern.</i>
Expert (E)	<i>Demonstrates skills that are beyond what would be expected of a doctoral intern. Intern is sought out as a resource by peers and colleagues. Intern's performance extends beyond what would be expected for doctoral interns.</i>

**Successful completion of internship requires overall rating of "advanced" or higher in each goal area of the end-of-the-year evaluation.*

Profession Wide Competencies

PWC I	Research
	Individuals who successfully complete programs accredited in Health Service Psychology must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.

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<p>Interns are expected to have</p>	<ol style="list-style-type: none"> 1. Demonstrate the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications). 2. Disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
<p>Competencies Expected</p>	<ol style="list-style-type: none"> 1. Identifies use of evidence-based intervention in each therapy session (individual, group, family) as reviewed by supervisor in intern’s progress notes, and direct observation through video review. 2. During rounds and other case presentations, interns provide feedback based on research as noted by supervisors. 3. During group and individual supervision Intern is able to identify reasons for using an EB intervention and how it is used in a session. This will be documented in both group and individual supervision notes. 4. Intern will review a research article and actively participate in discussion of its methods and results, identifying whether it is sound research, its usefulness for specific client populations/diagnoses, and its relevance to the field. Receives a score of Proficient in first presentation and Advanced in second presentation. The rubric for the presentation can be found in the appendix of the Internship Program Manual. 5. Intern will present an EBP to psychology staff evaluating whether the EBP is based in sound research as well as what populations/diagnoses it is and is not meant for. The rubric for the presentation can be found in the appendix of the Internship Program Manual. 6. Presents dissertation research during monthly staff meeting including the research question, relevance to the field, method, findings (if completed), and limitations.
<p>How Competencies are Measured</p>	<ol style="list-style-type: none"> 1. Supervisor observes Intern participating by contributing to the discussion of the research article in each monthly meeting. This includes critically evaluating the methodology, limitations, the statistical significance of the results, the fidelity monitoring, and the conclusions drawn. 2. Completion of at least 2 research article presentations, one in the first 6 months, one in the second 6 months of the year. Intern will receive either a Proficient at first presentation or an Advanced (scoring consistent with intern evaluation rubric) at second presentation based on rubric found in appendix. 3. Completion of EBP critique presentation, rated as “advanced”

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	<p>by supervisor, scoring rubric found in appendix.</p> <p>4. Presentation of dissertation research during monthly staff meeting. Interns are expected to present the reason for their research, the methodology, and the outcomes on the level of a professional presentation.</p>
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each competency of the Final Evaluation.
PWC II	Ethical and Legal Standards
	Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.
Interns are expected to have	<ol style="list-style-type: none"> 1. 1. Be knowledgeable of and act in accordance with each of the following: <ol style="list-style-type: none"> a. The current version of the APA Ethical Principles of Psychologists and Code of Conduct; b. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and c. Relevant professional standards and guidelines. 2. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. 3. Conduct self in an ethical manner in all professional activities.
Competencies Expected	<ol style="list-style-type: none"> 1. Demonstrates knowledge and application of the APA Ethical Principles and code of conduct and other relevant ethical/professional codes, standards, and guidelines as evidenced by post test result of 80%. 2. Demonstrates knowledge and application of applicable laws, statutes, rules, and regulations as evidenced by discussions during supervisions, as well as no verified incidents or ethically questionable events or circumstances reported by any Village staff member or client. 3. If an ethical dilemma arises, Intern identifies situation and seeks supervision/consultation. 4. Manages ethically challenging situations effectively, under supervision to ensure appropriate resolution. 5. Identifies ethical and legal implications in cases, making appropriate ethical decisions independently or in consultation with a supervisor as evidenced by progress notes, supervision notes, and video review.

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	6. Identifies and discusses intersection of personal and professional ethical and moral issues in supervision as tracked by supervisor in supervision notes.
How Outcomes are Measured	<ol style="list-style-type: none"> 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. 2. If concerns arise about interns' ability to understand and follow ethical standards, supervisor and training director will follow policy for such concerns listed in the Internship Manual. 3. 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. Supervisors will also note discussions of ethics in supervision notes. 4. Scoring 80% on post test following a training on the laws of CT relevant to psychologists.
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of "advanced" on each competency of the Final Evaluation.
PWC III	Individual and Cultural Diversity.
	Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.
Interns are expected to have	<ol style="list-style-type: none"> 1. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; 2. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional

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	<p>activities including research, training, supervision/consultation, and service;</p> <ol style="list-style-type: none"> 3. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; 4. The ability to apply a framework for working effectively with areas of individual and cultural diversity; and, 5. The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
Competencies Expected	<ol style="list-style-type: none"> 1. Articulates an integrated conceptualization of diversity as it impacts clients, self, and others during supervision, MLDA, ADHD, and Rounds presentations as well as in all documentation. This can include models such as the ADDRESSING Model by Hays, P. A. (2016). 2. Intern raises topics of racial diversity when working with clients as seen in progress notes and witnessed during case presentations. 3. Intern brings up on their own topics/issues/concerns related to differences between themselves and their clients in a non-defensive way to better understand how their own identity can affect treatment. This should happen in all supervision settings at least once a month as tracked in the supervision notes. 4. Intern can share multiple instances during treatment with a client where they were able to use the ADDRESSING Framework, Cultural Formulation Interview, or other research supported intervention to acknowledge differences between themselves and a client as seen in progress notes and through video review with supervisors. 5. Intern does not use pejorative or negative stereotypes to describe clients and their families in any settings. 6. If an intern feels unsure how to support a client with a different religious, moral, ethnic, racial, ability, sexual identity, gender identity than them, they will seek supervision to help build their competence and address any biases. This will be noted in the supervision notes as well as follow-up supervision notes around the case. 7. Identifies specific barrier to client improvement and assists client in development of self-advocacy plans.
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Review of videotaped sessions in individual and group supervision. 2. Supervisor’s observations of intern’s use of Diversity, Equity, and Inclusion vocabulary and concepts in multiple settings-including but not limited to: Rounds, Group Supervision,

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	<p>Individual Supervision, MLDA Supervision, ADHD Supervision, and other staff consultation settings.</p> <p>3. Intern’s ethical and culturally aware treatment of clients and staff who are different from them, as noted in feedback by supervisors and other Village staff.</p> <p>4. Review of notes, treatment plans, formulations, and all other clinical documentation.</p>
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each competency.
PWC IV	Professional Values and Attitudes
	Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.
Interns are expected to	<ol style="list-style-type: none"> 1. Behave in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others; 2. Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness; 3. Actively seek and demonstrate openness and responsiveness to feedback and supervision; and, 4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
Competencies Expected	<ol style="list-style-type: none"> 1. Interns will follow specific guidelines for professionalism laid out in the program manuals for each setting they work in. 2. Interns will, at all times, demonstrate behavior reflecting the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. 3. Interns will use supervision (individual and group) to reflect on their personal and professional functioning as noted by supervisors and recorded in supervision notes. 4. Interns will also identify ways to maintain and improve their performance, well-being, and professional effectiveness during supervision (individual and group), as recorded in supervision notes. 5. If given feedback to correct professional behavior, interns will respond with minimal defensiveness and will ask any follow-

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	<p>up questions in a respectful and appropriate way before making corrections to their behavior.</p> <p>6. Interns will attend scheduled didactics and other professional development activities on a regular basis as demonstrated by attendance rate of 90%.</p> <p>7. Interns will demonstrate thoughtfulness for handling complex situations at a “proficient” (at mid-year) or “advanced” (by end of year) level as observed by supervisor during ethics discussions.</p>
Outcome Measures	<p>As observed by both psychology and department supervisors during the course of the work week, Rounds, program meetings, interactions with other staff, and review of progress note by primary supervisor.</p> <p>If there is a complaint or concern, the intern is able to resolve the issue in a responsive professional way and follow through with any remediation.</p>
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each competency.
PWC V	Communication and Interpersonal Skills
	<p>Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. These skills are essential for any service delivery/activity/interaction and are evident across the program’s expected competencies.</p>
Interns are expected to	<ol style="list-style-type: none"> 1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; 2. Demonstrate a thorough grasp of professional language and concepts; produce, comprehend, and engage in communications that are informative and well-integrated; and, 3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
Competencies Expected	<ol style="list-style-type: none"> 1. Demonstration of effective professional relationships as evidenced by professional engagement in clinical Rounds, staff meetings, and other agency activities as observed by psychology and staff supervisors. 2. Use of professional language in communications with supervisors and other professionals as evidenced by direct observation of communication such as emails, letters, and interaction with multidisciplinary team members and as witnessed by agency staff.

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	3. Professional response to difficult situations as reviewed in supervision and as seen through emails, letters, and interaction with multidisciplinary team members.
Outcome Measures	Supervisor will review emails sent by interns to other professionals when needed. Supervisor will check in with agency supervisors to review intern’s professional performance at the 6 month and end of year review time.
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each competency.
PWC VI	Assessment
	Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of health service psychology.
Interns are expected to	<ol style="list-style-type: none"> 1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology; 2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural); 3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process; 4. Select and apply assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient; 5. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and, 6. Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Competencies Expected	1. Interprets assessment results following assessment manual guidance with consideration for limitations of the evaluation instruments on MLDA and ADHD assessments. Level of competency evidenced by successful presentation as well as

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	<p>receiving an 80% or higher with scoring consistency, administration, and interpretation of test data for 3-5 assessment cases by the end of the doctoral internship year.</p> <ol style="list-style-type: none"> 2. Demonstrates ability in identifying client areas of weakness as well as strength to inform differential diagnosis as evidenced by interpretation and summarization of data collected as well as diagnosis designated for 3-5 ADHD or MLDA cases by the conclusion of the doctoral internship year. 3. Formulates case conceptualizations incorporating culturally relevant and sensitive theory and assessment data as evidenced by intern conducting 3-5 case presentations in conjunction with submitting paperwork/completed assessment reports that are reviewed and evaluated by supervisor with an outcome proficiency appropriate for training level as referenced in the MLA rubric above. 4. Develops treatment plan/recommendations as a result of assessment and case formulation as evidenced by submitted treatment plans. 5. Provides 3-5 meaningful, easily understood, and useful feedback sessions that directly reflect client need per collective results of the current assessment. Level of competency evidenced by case presentation, post-feedback session supervision, and client feedback evaluations. 6. Writes 3-5 data informed ADHD or MLDA reports and/or case conceptualizations as evidenced by incorporation and summarization of all relevant data collected throughout the duration of the assessment process by the conclusion of the doctoral internship year. 7. Demonstrates knowledge of and respect for scientific bases of behavior. 8. Demonstrates awareness and competent use of culturally sensitive instruments and norms .
<p>How Outcomes are Measured</p>	<ol style="list-style-type: none"> 1. Supervisor’s reviews of treatment plans that demonstrate culturally-sensitive objectives, goals, interventions, etc. 2. Supervisor’s reviews of intake, MLDA, and ADHD assessments and report documentation. 3. Feedback forms from families and clinicians about their experience completing the assessments. 4. Submitted diagnoses accurately reflect DSM 5 criteria. 5. Intern’s contributions to Rounds, and MLDA & ADHD supervision.

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Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each competency of the Final Evaluation.
PWC VII	Intervention
	Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in evidence-based interventions consistent with the scope of health service psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, a community, a population, or other systems.
Interns are expected to	<ol style="list-style-type: none"> 1. Establish and maintain effective relationships with the recipients of psychological services; 2. Develop evidence-based intervention plans specific to the service delivery goals; 3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables; 4. Demonstrate the ability to apply the relevant research literature to clinical decision making; 5. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking; and, 6. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
Competencies Expected	<ol style="list-style-type: none"> 1. Demonstrates knowledge of evidence-based interventions and provides explanations for their use during supervision and in progress notes. 2. Demonstrates the ability to select interventions for different problems and populations related to the practice setting as reviewed by supervisors during supervision and in intern’s progress notes. 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 less client satisfaction averaging 4 or less gathered every 90 days of treatment through OHIO scales and less than 50% no-show/cancellation rates of ongoing clients. 5. Utilizes more than one intervention when necessary and adapts approach to fit needs of the client as shown by progress notes,

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	<p>treatment plan, videos shown in supervision, and as reported in supervision.</p> <ol style="list-style-type: none"> 6. Demonstrates “advanced” (as noted in rubric above) ability to compare and contrast evidence-based approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning as evidenced by discussion during supervision and review of treatment plans. 7. Applies specific evidence-based interventions as noted in progress notes, through video reviews and self-report during supervision. 8. Develops treatment plans with objectives that are specific, measurable, and achievable within a specified timeframe. Treatment plans are completed for all clients within the agency required timeline. 9. Assesses and documents treatment progress and outcomes, and adjusts treatment plan accordingly at appropriate developmental level as evidenced by supervisor’s review of documentation. 10. Empowers and engages client in the creation of their clinical record through the routine use of collaborative documentation as evidenced by supervisor’s review of progress notes. 11. Delivers effective treatment, as evidenced by client success in meeting treatment goals and achieving successful termination as noted in discharges reviewed by supervisors and supported by data. 12. Collaborates by reaching out to and discussing nuances of shared cases with other providers in service of the client as evidenced by case management documentation and discussion in supervision and Rounds. 13. Competence in individual therapy, play therapy, parent guidance, family therapy, and group therapy as shown through review of progress notes, video review during supervision, and supervisor’s experience of intern during supervision. 14. Utilizes community resources for the benefit of clients as reviewed through case management progress notes and intern’s use of supervision to review outcomes. 15. Successfully manages/balances a caseload of outpatient clients as expected in the program(s) to which the intern is assigned. Averaging 12 client contact hours a week. 16. Successfully completes total of 3-5 Mid-Level Developmental Assessments and ADHD evaluations by the end of the year.
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Individual and group supervision (live and videotaped).

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	<ol style="list-style-type: none"> 2. Case reviews and case presentations during group supervision and Rounds. 3. Reports from staff supervisors. 4. Review of progress notes and other case documentation. 5. Attendance at and participation in seminars and other Village training events
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each competency of the Final Evaluation.
PWC VIII	Supervision
	Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.
Interns are expected to	<ol style="list-style-type: none"> 1. Apply this 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; 2. Apply the supervisory skill of observing in direct or simulated practice; 3. Apply the supervisory skill of evaluating in direct or simulated practice; and 4. Apply the supervisory skills of giving guidance and feedback in direct or simulated practice.
Competencies Expected	<ol style="list-style-type: none"> 1. Demonstrates knowledge of literature and APA guidelines on supervision practice as shown in their peer and supervisor ratings of skills after leading group supervision. 2. Demonstrates awareness of roles of oppression and privilege on supervision process as shown in their peer and supervisor ratings of skills after leading group supervision. 3. Engages in role-playing supervision and discussing the process during weekly group supervision for the second 6 months of the year. This is only evaluated for the second half of the year. 4. Provide clinical feedback during group supervision, even when not presenting or leading.
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Interns attend a didactic on methods of supervision. If an intern is unable to attend the supervision didactic, they are provided the power point slides to review and given the opportunity to meet individually with the instructor.

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	<ol style="list-style-type: none"> 2. Interns will participate in role playing scenarios related to supervision and will discuss the experience with peers afterwards. 3. Interns will rotate through leading group supervision and will be rated by peers and supervisors present during that group beginning after first 6 months of program.
Minimum Thresholds for Achievement for Expected Competencies	<ol style="list-style-type: none"> 1. Successful completion of internship requires an over-all score of “advanced” on each competency of the Final Evaluation.
PWC IX	Consultation and Interprofessional/Interdisciplinary Skills
	<p>Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.</p>
Interns are expected to	<ol style="list-style-type: none"> 1. Demonstrate knowledge and respect for the roles and perspectives of other professions; 2. Apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.
Competencies Expected	<ol style="list-style-type: none"> 1. Works cooperatively and collaboratively with peers and other professionals as directly observed by psychology and program supervisors throughout the year. 2. Demonstrates respectful and collegial interactions with those who have different professional models or perspectives as observed by psychology and program supervisors and as evidenced by positive feedback from other staff, no complaints from staff, and direct observation of psychology staff during meetings and day-to-day interactions. 3. Provides feedback to peers regarding peers’ clinical work in appropriate manner as observed during group supervisions. 4. Communicates clearly using verbal, nonverbal, and written skills. 5. Displays ability to work successfully on interdisciplinary team as noted through their notes about community meetings and direct observation by psychology and staff supervisors. 6. Articulates common and distinctive roles of consultant, versus clinical and supervision roles during supervision. 7. Identifies and implements consultation interventions that meet consultee goals as demonstrated during role play and based on written feedback from supervisors and peers.

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	<ol style="list-style-type: none"> 8. Participation in Pre School Rotation providing consultation to staff that is helpful as demonstrated by feedback from Pre-School supervisors. 9. Responds to conflict with peers and other professionals by following APA guidelines as noted by training director and supervisors.
How Outcomes are Measured	<ol style="list-style-type: none"> 1. Role play of consultation during group supervision followed by written feedback given to intern by peers and supervisors. 2. Feedback from other managers and professionals as shared with supervisors and training director. 3. Review of any written work such as behavior observations at the pre-school by supervisor with feedback given to intern and documented in email or supervision note as appropriate.
Minimum Thresholds for Achievement for Expected Competencies	Successful completion of internship requires an over-all score of “advanced” on each competency of the Final Evaluation.

Program Specific Competencies

PSC I	Self-Care
Definition	<p>Based on Miller’s recommendations in her 2022 article in the <i>Training and Education in Professional Psychology</i>, this program has added Self-Care as a program specific competency. Self-Care will be defined using the recommended definition cited by Miller as it relates just as well to clinical psychology as it does social work:</p> <p>Self care is inclusive of agentic self-regulated activities that purposefully a.) bolster the ability to sit within, tolerate and understand the affective and identity dysregulation related to experiencing vulnerability and uncertainty in the social work relationship, and b.) make meaning of the ways workers’ selves are changed from work with clients. (Bressie & Vaden, 2017, p. 37).</p>
Interns are expected to	<ol style="list-style-type: none"> 1. Employ self-care practices that support intern in managing care of others. 2. Learn ways to reduce and prevent compassion fatigue and burn out.
Competencies Expected	<ol style="list-style-type: none"> 1. Participation in Self-Care Didactic to learn about self-compassion, compassion fatigue, and burn out. Interns will use language from the training during supervision to discuss how they are implementing self-care and meeting goals from their Individualized Training Plan.

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	<ol style="list-style-type: none"> 2. Interns will follow-up with supervisors about their self-care goals indicated in the Individualized Training Plan throughout the year. <ol style="list-style-type: none"> a. This can include: <ol style="list-style-type: none"> i. Working on having work life balance. ii. Having hobbies or activities outside of work that intern finds rejuvenating. iii. Advocating for self when feeling signs of burn-out/compassion fatigue. 3. Regular attendance in non-clinical staff engagement events. 4. Interns will use PTO appropriately throughout the year. 5. Interns will take an assessment of their burnout and fatigue- the Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL) at the beginning, middle, and end of the training year to assess their self-care needs and level of burnout. 6. If scores on the ProQOL are not at a desirable point, the intern will discuss what they need to reduce fatigue and burnout with supervisor, taking any steps needed to improve outcome.
<p>How Outcomes are Measured</p>	<ol style="list-style-type: none"> 1. Attendance in the Self-Care Didactic as well as staff events and active participation noted by trainer and other staff supervisors. 2. Completion of Individualized Training Plan and noted review in supervision notes by supervisor throughout the year. 3. Intern’s scores on the ProQOL will remain in the average range throughout the year. If it reaches a score that indicates signs of burnout or compassion fatigue, intern will work with supervisor to come up with a plan to decrease fatigue and burn-out so that at the next test point scores return to average.
<p>Minimum Thresholds for Achievement for Expected Competencies</p>	<p>Successful completion of internship requires an over-all score of “advanced” on each competency of the Final Evaluation.</p>

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POLICIES

**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 \$34,008. 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 _____

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Policy on Performance Evaluation, Feedback, Retention, and Termination Decisions

Performance Evaluation

Over the course of the internship year at the Village, there will be on-going evaluations of intern performance, and of interns' 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, interns will complete a self-evaluation of their skills and abilities across a number of dimensions. The self-evaluation will be completed using the Intern Self-Evaluation Form. This self-evaluation uses the profession wide-competencies and program specific competencies listed above. Interns will review the Self-Evaluation with their Primary and Secondary 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, interns are also given the opportunity to create their own personal and professional goals for the year that are tailored to their specific needs. This will be completed using the Individualized Training Plan. Interns will review this with both Primary and Secondary Supervisors and a signed copy will be given to the Training Director. Supervisors will continue to review this with interns as part of the normal mid and end of year evaluation process.

If needed, at the 3-month mark, Primary Supervisors will complete an initial evaluation of intern skills and abilities using the same profession wide-competencies and program specific competencies as the Intern Self-Evaluation Form. This allows review of competencies not being met at the expected level and facilitates discussion of training needs for the intern.

At the mid-year and at the end of internship, Primary supervisors will complete the Evaluation of Intern form, using 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 supervisors' direct experiences with the intern, input from the Secondary Supervisor, feedback from other Village 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 interns' 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, see the section title "Policy on Remediation of

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Insufficient Competence and/or Problematic Behavior.” This may take place at the time of a formal evaluation, or may be initiated at any time throughout the internship year.

Feedback

Interns are given a feedback form for the program and each supervisor at the mid-year mark. These evaluations are anonymous. The Director of Training reviews and enters the evaluations into a trackable form. It is the Director of Trainings prerogative to have a follow-up meeting about the feedback to gather more data or provide possible solutions. This is all documented to ensure follow through and kept with the intern’s individual files. Forms are given again near the end of the internship training year with a similar meeting held to further discuss any areas of improvement or what is going well.

Retention

While The Village does not have formal post doc positions, interns are encouraged to apply for open positions following completion of their internship year. The Village is interested in retaining and continuing to train psychologists in order to provide access to the expertise provided by the profession to Village clients. The Village also values psychologists' contributions to its agency and their unique role in mental health.

Termination Decisions

Termination may occur if an intern has failed to show improvement following a written warning. Once an intern receives a written warning, their Director of Training at their school will be notified. If there is still no improvement or the intern demonstrates a repeat of problematic behavior following the written warning, a final warning is given. The intern’s university will be notified again if a final warning is given. If the intern does not show improvement or there is another incident after the final warning, Termination is the next step. The Training Director will work with The Village’s HR department to follow The Village’s policy and process in these situations.

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Policy on Remediation of Insufficient Competence and/or Problematic Behavior

Insufficient Competence

If an intern is demonstrating concerning behaviors such as consistently late or poor documentation, low client contact hours, timeliness, or other non-direct service issues, the Primary Supervisor will use the Coaching and Counseling Form (See Appendix) to create a plan with the intern to correct the behavior. If the intern is demonstrating clinical competency issues, such as being unable to provide sufficient care to clients, the primary and secondary supervisor will collaborate with the Director of Training to discuss the need for additional support. This may include additional trainings, supervision hours, more regular videotape review, or live supervision. If the above actions do not create sufficient change within 30 days, the primary supervisor will work with The Village's HR department to create a Performance Improvement Plan. If the intern does not show sufficient progress within 30 days of the Plan, a verbal warning will be given and the performance management process will begin in collaboration with The Village HR department.

Problematic Behavior

Problematic behaviors are actions that could cause harm to peers, other staff, or clients. They include any unethical actions. If an intern demonstrates problematic behaviors the matter will be brought immediately to The Village's HR department. Typically, this results in a written warning. If there is another incident, then a final warning will be given. If issues persist, termination will be pursued in compliance with The Village's policy. An intern's university will be notified if a written or final warning are given to the intern.

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Grievance Procedures for Interns, Including Due Process

In accordance with the *Standards of Accreditation*, The Village recognizes the right of interns to be treated with courtesy and respect and in accordance with the ethical principles for psychologists. The goal of this policy is to ensure interns are aware of how to address concerns that arise during the course of the internship year.

First and foremost, the internship and The Village are committed to ensuring that all concerns are taken seriously and addressed in a reasonable timeframe. In accordance with The Village's Employee Policy Manual, interns can and should raise concerns and/or grievances without fear of reprisal. Concerns will be investigated in a timely and impartial manner, and when merited, appropriate action will be taken. Confidentiality will be maintained to the extent possible throughout the investigation with information being shared on a strict need-to-know basis. All employees, whether complainant, alleged perpetrator, or witnesses, are required to be truthful, accurate and cooperative during Village investigation into any allegations. It is the policy of The Village that no one will be retaliated against for making a grievance based upon honest perception of the events or for cooperating in the investigation of a complaint.

Interns should bring grievances to the attention of their primary supervisor and/or the Training Director as soon as the concerns have been identified. Psychology interns who feel that there has been a violation of ethical principles, questionable behavior on the part of a supervisor or other staff member, and/or other potentially harmful behaviors, should immediately inform their supervisor and/or the Training Director. Once the supervisor/Training Director has been informed, they will immediately contact Human Resources who will consult on the next steps in the investigation process. The intern that identified the concern will be provided with a summary of the findings of the investigation upon completion.

In accordance with the *Standards of Accreditation*, The Village's internship program and Human Resources will retain records of all formal complaints and grievances, of which we are aware.

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Policy on Supervision

Supervision Roles

Psychology interns at The Village are assigned multiple supervisors throughout their training year. The training program believes that interns benefit from exposure to multiple points of view, styles of supervision, and areas of expertise brought by each 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. One hour face-to-face per week with intern.
2. Maintains record of supervision contacts with interns using supervision template.
3. Coordination of intern schedule management, paylocity & time-off requests.
4. All paperwork review & signatures; maintains responsibility for all ECC clinical work.
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, 6 month and end of year intern evaluation of performance.

Secondary Supervisor

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

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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.

ADHD Supervisor

1. Provides initial training on conducting the evaluations.
2. Does one role play or demonstration before the intern conducts thier own evaluation.
3. Provides one hour of group clinical supervision to review active evaluations and provide consultation on scoring and feedback.
4. Reviews all reports and scoring.
5. Maintains record of supervision contacts.

The total number of hours of supervision are in compliance with Standard II.C.3 and Implementing Regulation (IR) C-14 I: Required Supervision in Internship Programs. There are two hours of individual supervision provided every week as well as 3 hours of group supervision every week.

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Supervision Agreement

2025-2026 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.
8. To review case material via (a) oral report and formal case presentations, (b) written case notes, (c) client art work or photos, and/or (d) observation / co-therapy or visual / audio-recording .
9. To provide feedback regarding conceptual, process and practical issues.
10. To conduct supervisory sessions in a professionally and personally ethical manner, and to encourage in the supervisee the development of professional integrity & respect for professional ethics and codes of conduct.
11. To communicate acceptance and respect for supervisee's own culture and perspectives.
12. 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.
13. To assign readings and training (as needed or indicated) in therapy theory and practice, and on professional ethics.
14. 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.
15. 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).
16. To formally evaluate intern's performance and competencies.

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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)

Secondary Supervisor (printed name)

Signature and date

Signature and date

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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 CLINICAL 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 the 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 "Grievance Procedures for Interns, Including Due Process" and "Policy on Remediation of Insufficient Competence and/or Problematic Behavior" within this manual.

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

References

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<https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>
- B. Hudnall Stamm, 2009. Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL).
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- Lewis-Fernández, R., Aggarwal, N. K., Hinton, L., Hinton, D. E., & Kirmayer, L. J. (Eds.). (2016). *DSM-5® handbook on the cultural formulation interview*. American Psychiatric Publishing, Inc..

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

APPENDICES

**Nature of Relationship- Signature Copy
Supervision Agreement-Signature Copy
Individualized Training Plan- Signature Copy
Orientation Checklist- Signature Copy
Individual Supervision Note Template
Group Supervision Note Template
Peer Group Supervision Note Template
Intern Evaluation Template 2025 Template
Evidence Based Intervention Presentation Rubric Template
Research Article Presentation Rubric Template
Coaching and Counseling Form Template**

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

**Nature of the Relationship Between the Village for Families & Children, Inc. and Doctoral
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 \$34,008. 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
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Supervision Agreement

2020-2021 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 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 art work or photos, and/or (d) observation / co-therapy or visual / audio-recording
- 5) To provide feedback regarding conceptual, process and practical issues
- 6) To conduct supervisory sessions in a professionally and personally ethical manner, and to encourage in the supervisee the development of professional integrity & respect for professional ethics and codes of conduct
- 7) To assign readings and training (as needed or indicated) in therapy theory and practice, and on professional ethics
- 8) 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
- 9) 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.
- 10) To formally evaluate intern's performance and competencies.

Supervisee's Responsibilities:

- 0) 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
- 1) To submit documentation of clinical work required by the agency and supervisors within specified timeframes
- 2) To attend supervision promptly as scheduled & to participate actively in the supervision process
- 3) 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
- 4) To examine one's own professional strengths and areas needing growth

THE VILLAGE FOR FAMILIES & CHILDREN, INC.
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- 5) To be open to supervisory input and direction regarding clinical techniques and approaches and to report on their effects during supervisory sessions
- 6) 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
- 7) To address any personal issues that are negatively affecting the supervisee's professional development
- 8) To adhere to all agency policies, particularly confidentiality and HIPAA policies
- 9) 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)

Secondary Supervisor (printed name)

Signature and date

Signature and date

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

Individualized Training Plan for the 2025-2026 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

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

**Individualized Training Plan for the 2025-2026 APA Psychology Internship Cycle
Signature Page**

(Signature) (Date)

(Signature)

Primary Supervisor (printed name)

APA Doctoral Psychology Intern (printed name)

(Signature) (Date)

Secondary Supervisor (printed name)

(Signature) (Date)

Internship Director (printed name)

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

Intern name: _____

Orientation completed Date: _____

Foundational Knowledge

_____ Attend HR New Hire Orientation

Physical Site (complete for Village South and Albany Ave)

_____ Parking

_____ Office assignment

_____ Kitchen and amenities

_____ Mail room (mail)

_____ Printers (locked printing)

_____ General supplies

_____ Office supplies

_____ How to request help from Property management

Technology

Outlook

_____ Ability to log in or access

_____ VS Same Day Calendar

_____ Set up signature

Teams

_____ Ability to log in or access

_____ An overview of the basic features (calls, chat, Outpatient Team and Channels)

Carelogic

_____ Ability to log in or access

_____ Complete assigned trainings in HealthStream (basic features)

_____ Scheduling staff appointments

_____ Scheduling client appointments

- Bill to supervisor
- Location

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

Zoom

- _____ Ability to log in or access
- _____ Delegates
- _____ Email template for zoom sessions

Healthstream

- _____ Ability to log in or access, basic introduction

R: Drive

- _____ Outpatient folder and helpful resources

Administrative for ECC

- _____ Who's who for supervisors
- _____ Chain of command

Emergency Procedures

- _____ Safety Response Card
- _____ Fire Drills and Emergency codes
- _____ Medical emergencies
- _____ Incident reports

Policies

- _____ Calling out and time off
- _____ Mileage
- _____ Expense sheet
- _____ Booking rooms
- _____ Dress code
- _____ Severe weather and agency closing
- _____ Visitors

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

General Knowledge for Daily Operations

Non-clinical tasks

- _____ Business cards
- _____ Meeting schedules
 - ECC staff meetings, Clinical Rounds, EBP meetings
 - All staff meetings
- _____ Clinical supply budget
- _____ Overview of Village programs
- _____ Introductions of staff/ departments
- _____ Read the outpatient policy and procedure manual

Supervision and Supervisor

- _____ Review job duties and responsibilities
- _____ Complete Privileging form
- _____ Set staff schedule
- _____ Performance Evaluations (Mid Year and End of Year)
 - Job Knowledge areas/ Competencies
- _____ General philosophy on feedback
- _____ Disciplinary process
- _____ Role of supervisor/ supervisee and supervision meetings

Clinical Knowledge

Clinical Policies and Procedures

Intake process

- _____ Referrals, call center and role of Access
- _____ Same Day Access and Enhanced Care Clinic rules
- _____ Triage

On-Call Consultation

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
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- _____ Mandated reporting
- _____ Psychiatry on-call
- _____ On-Call schedule

Billing/Managed Care

- _____ Medicaid/Billing Overview
- _____ Billing Codes/Credits powerpoint

Evidence Based Models overview

- _____ TF-CBT
 - Complete online TF-CBT training (due in first month of employment)
<https://tfcbt2.musc.edu/>
- _____ MATCH
- _____ EMDR
- _____ ARC
- _____ CBITS/ Bounce Back

Groups

- _____ Group expectations
- _____ Identify potential group
- _____ Block schedule for future group

General

- _____ Overview of school-based services
- _____ Records Policies and Procedures
- _____ Release of Information (ROI)
- _____ Case record quality review

Clinical documentation

- _____ Timeframe for all documentation (Due dates)

Intake:

**THE VILLAGE FOR FAMILIES & CHILDREN, INC.
INTERNSHIP TRAINING PROGRAM
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- _____ Admission documents and welcome packet
- _____ Consents
- _____ Collaborative Comprehensive Assessment
- _____ Columbia short screener
- _____ Full Columbia (CSSRS)
 - C-SSRS training completed
 - [C-SSRS Training - English \(USA\) \(Most Recent Version\) - YouTube](#)
 - Send certificate of training to HR
 - [Certificate of Learning | The Columbia Lighthouse Project](#)
- _____ Immediate Action Plan
 - Use of IAP during treatment
- _____ OHIOs
 - Periodic and Discharge
- _____ GAIN
- _____ Clinical Formulation

Treatment

Treatment plans

- _____ Initial, scheduled reviews and focused plans
- _____ SMART goals and objectives

Progress notes

- _____ Collaborative documentation
- _____ Case management

Referrals

- _____ Psychiatric Evaluations
- _____ Higher level of care, Village programs (EDT, IICAPS)
- _____ Higher level of care, external programs (FFT, IOP, MDFT in home, IICAPS)

Re-engagement

- _____ Clinical policy and outreach

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

_____ Letters

Discharge

_____ Discharge policy and procedure

_____ Discharge documentation

_____ Youth Satisfaction Survey

_____ Discharge letter

Intern Signature

Date

Training Director Signature

Date

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

Psychology Internship Supervision Note

Intern Name: _____ Date: _____ Duration: _____

Supervisor: _____

Agenda (Things to discuss):

Case Presentations & Recommendations: (please note client first name and last initial, routine or high risk, video/discussion/process note/record/measures reviewed)

Identifies an Evidenced Based Intervention used with Client ____

Able to express evidence based reason for using an intervention ____

Discussed ethical/legal issues and demonstrated knowledge of relevant laws/guidelines/policies ____

Video or live observation reviewed? ____yes ____no

Areas of Diversity Covered:

Uses ADDRESSING framework to identify aspects of client's identity ____

Noted Strengths of Intern:

Administrative Issues:

Follow-ups:

Supervisor Sig and Date

Supervisee Sig and Date

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

Psychology Internship Group Supervision Note

Date: _____ Duration: _____ Supervisor: _____

Agenda (Things to discuss):

Case Presentations & Recommendations: (please note client first name and last initial, routine or high risk, video/discussion/process note/record/measures reviewed)

Intern Presenting: _____ Video or live observation reviewed? ____yes
____no

Identifies an Evidenced Based Intervention used with Client ____

Able to express evidence based reason for using an intervention ____

Discussed ethical/legal issues and demonstrated knowledge of relevant laws/guidelines/policies ____

Video or live observation reviewed? ____yes ____no

Areas of Diversity Covered:

Uses ADDRESSING framework to identify aspects of client's identity ____

Noted Strengths of Intern:

Administrative Issues:

Follow-ups:

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

Psychology Internship Peer Group Supervision Rating

Date: _____ Duration: _____
 Peer Supervisor: _____ Peer Rater: _____

Psychology Internship Peer Group Supervision Rating

<u>Competency</u>	<u>Yes/No</u>
1. Peer Supervisor followed APA Guidelines for ethical supervision.	
2. Peer Supervisor acknowledged roles of power and privilege during supervision when it was relevant.	
3. Peer Supervisor addressed issues of bias, privilege, and roles of power during supervision when needed. As opposed to ignoring an issue or invalidating a member of the group.	
4. Peer Supervisor used techniques and supervisory approach consistent with a training model.	
5. Peer Supervisor was able to provide helpful feedback and guidance to the presenting peer.	

Please provide any additional observations about Peer Supervisor:

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

The Village for Families & Children, Inc.
Internship in Clinical Psychology
Evaluation Form
(Mid-Year and End-of-Year)
2025-2026 Internship Training Year

Intern
Name: _____

Date: _____

Supervisors: _____

Use the rating system below to evaluate the intern's performance in each area listed. Please provide the rationale for the rating and additional information in the Comments section. (Use N/A as appropriate.)

Entry-Level (EL) Demonstrates entry-level skills and requires extensive supervision and support. Intern's performance meets expectations for an intern starting the doctoral internship training year.

Intermediate (I) Demonstrates some experience and training commensurate with internship level clinical work. Requires supervision that would be expected for doctoral interns to support further development of skills. Intern's performance meets expectations for early in the doctoral training year.

Proficient (P) Demonstrates competency in knowledge and application of concepts. Utilizes supervision to manage unusual or complex circumstances. Intern's performance meets expectations of a mid-year intern.

Advanced (A) Intern is able to independently function in a broad range of clinical and professional activities and generalize skills and knowledge to new situations. The intern is also able to self-assess when to seek additional training, supervision, or consultation. This is the expected level of an end of year intern.

Expert (E) Demonstrates skills that are beyond what would be expected of a doctoral intern. Intern is sought out as a resource by peers and colleagues. Intern's performance extends beyond what would be expected for doctoral interns.

**Successful completion of internship requires overall rating of "advanced" or higher in each Competency area of the end-of-the-year evaluation. This is in compliance with Commission on Accreditation's Implementing Regulations C-8 I.*

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

<p>Competency 1: Research <i>Individuals who successfully complete programs accredited in Health Service Psychology must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.</i></p>	
1. Identifies use of evidence-based intervention in each therapy session (individual, group, family) as reviewed by supervisor in intern’s progress notes, and direct observation through video review.	
2. During rounds and other case presentations, Intern provides feedback based on research, as noted by supervisors.	
3. During group and individual supervision Intern is able to identify reasons for using an EB intervention and how it is used in a session. This will be documented in both group and individual supervision notes.	
4. Intern will review a research article and actively participate in discussion of its methods and results, identifying whether it is sound research, its usefulness for specific client populations/diagnoses, and its relevance to the field. Receives a score of Proficient in first presentation and Advanced in second presentation. The rubric for the presentation can be found in the appendix of the Internship Program Manual.	
5. Intern will present an EBP to psychology staff evaluating whether the EBP is based in sound research as well as what populations/diagnoses it is and is not meant for. The rubric for the presentation can be found in the appendix of the Internship Program Manual.	
6. Presents dissertation research during monthly staff meeting including the research question, relevance to the field, method, findings (if completed), and limitations. Presentation is either completed or not, no score given.	

Measured By (Check off all that apply):

Supervisor observes Intern participating by contributing to the discussion of the research article in each monthly meeting. a. This includes critically evaluating the methodology, limitations, the statistical significance of the results, the fidelity monitoring, and the conclusions drawn.	
Completion of at least 2 research article presentations, one in the first 6 months, one in the second 6 months of the year.	
Completion of EBP critique presentation. (Mark N/A if this has not occurred during this evaluation period)	
Presentation of dissertation research during monthly staff meeting. (Mark N/A if this has not occurred during this evaluation period).	
Documented in supervisory notes.	

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

Competency#1 Overall Rating: ____

Comments:

Competency 2: Ethical and Legal Standards	
<i>Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.</i>	
1. Demonstrates knowledge and application of the APA Ethical Principles and code of conduct and other relevant ethical/professional codes, standards, and guidelines as evidenced by post test result of 80%.	
2. Demonstrates knowledge and application of applicable laws, statutes, rules, and regulations as evidenced by discussions during supervisions, as well as no verified incidents or ethically questionable events or circumstances reported by any Village staff member or client.	
3. If an ethical dilemma arises, Intern identifies situation and seeks supervision/consultation.	
4. Manages ethically challenging situations effectively, under supervision to ensure appropriate resolution.	
5. Identifies ethical and legal implications in cases, making appropriate ethical decisions independently or in consultation with a supervisor as evidenced by progress notes, supervision notes, and video review.	
6. Identifies and discusses intersection of personal and professional ethical and moral issues in supervision as tracked by supervisor in supervision notes.	

Measured By (Check off all that apply):

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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.	
2. Feedback from other supervisors or Village staff obtained.	
3. Scoring 80% on post test following a training on the laws of CT relevant to psychologists.	
4. Documentation in supervision notes.	

Competency#2 Overall Rating: _____

Comments:

Competency 3: Individual and Cultural Diversity	
<i>Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.</i>	
1. Articulates an integrated conceptualization of diversity as it impacts clients, self, and others during supervision, MLDA, ADHD, and Rounds presentations as well as in all documentation.	
2. Intern raises topics of racial diversity when working with clients as seen in progress notes and witnessed during case presentations.	
3. Intern brings up on their own topics/issues/concerns related to differences between themselves and their clients in a non-defensive way to better understand how their own identity can affect treatment. This should happen in all supervision settings at least once a month as tracked in the supervision notes.	
4. Intern can share multiple instances during treatment with a client where they were able to use the ADDRESSING Framework, Cultural Formulation Interview, or other research supported intervention to acknowledge differences between themselves and a client as seen in progress notes and through video review with supervisors.	
5. Intern does not use pejorative or negative stereotypes to describe clients and their families in any settings.	
6. If an intern feels unsure how to support a client with a different religious, moral, ethnic, racial, ability, sexual identity, gender identity than them, they will seek supervision to help build their competence and address any biases. This will be noted in the supervision notes as well as follow-up supervision notes around the case.	
7. Identifies specific barrier to client improvement and assists client in development of self-advocacy plans.	

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

Measured By (Check off all that apply):

1. Review of videotaped sessions in individual and group supervision.	
2. Supervisor’s observations of intern’s use of Diversity, Equity, and Inclusion vocabulary and concepts in multiple settings- including but not limited to: Rounds, Group Supervision, Individual Supervision, MLDA Supervision, ADHD Supervision, and other staff consultation settings.	
3. Intern’s ethical and culturally aware treatment of clients and staff who are different from them, as noted in feedback by supervisors and other Village staff.	
4. Review of notes, treatment plans, formulations, and all other clinical documentation.	

Competency#3 Overall Rating: ____

Comments:

Competency 4: Professional Values and Attitudes	
Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.	
1. Interns will follow specific guidelines for professionalism laid out in the program manuals for each setting they work in.	
2. Interns will, at all times, demonstrate behavior reflecting the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
3. Interns will use supervision (individual and group) to reflect on their personal and professional functioning as noted by supervisors and recorded in supervision notes.	
4. Interns will also identify ways to maintain and improve their performance, well-being, and professional effectiveness during supervision (individual and group), as recorded in supervision notes.	
5. If given feedback to correct professional behavior, interns will respond with minimal defensiveness and will ask any follow-up questions in a respectful and appropriate way before making corrections to their behavior.	
6. Interns will attend scheduled didactics and other professional development activities on a regular basis as demonstrated by attendance rate of 90%.	
7. Interns will demonstrate thoughtfulness for handling complex situations at a “proficient” (at mid-year) or “advanced” (by end of year) level as observed by supervisor during ethics discussions.	

Measured By (Check off all that apply):

1. As observed by both psychology and department supervisors during the course of the work week, Rounds, program meetings, interactions with other staff, and review of progress note by primary supervisor.	
--	--

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

2. If there is a complaint or concern, the intern is able to resolve the issue in a responsive professional way and follow through with any remediation	
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Competency#4 Overall Rating: ____

Comments:

Competency 5: Communication and Interpersonal Skills	
Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. These skills are essential for any service delivery/activity/interaction and are evident across the program’s expected competencies.	
1. Demonstration of effective professional relationships as evidenced by professional engagement in clinical Rounds, staff meetings, and other agency activities as observed by psychology and staff supervisors.	
2. Use of professional language in communications with supervisors and other professionals as evidenced by direct observation of communication such as emails, letters, and interaction with multidisciplinary team members and as witnessed by agency staff.	
3. Professional response to difficult situations as reviewed in supervision and as seen through emails, letters, and interaction with multidisciplinary team members.	

Measured By (Check off all that apply):

1. Supervisor will review emails sent by interns to other professionals when needed.	
2. Supervisor will check in with agency supervisors to review intern’s professional performance at the 6 month and end of year review time.	

Competency#5 Overall Rating: ____

Comments:

Competency 6: Assessment	
Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of health service psychology.	
1. Interprets assessment results following assessment manual guidance with consideration for limitations of the evaluation instruments on MLDA and ADHD	

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

assessments. Level of competency evidenced by successful presentation as well as receiving an 80% or higher with scoring consistency, administration, and interpretation of test data for 3-5 assessment cases by the end of the doctoral internship year.	
2. Demonstrates ability in identifying client areas of weakness as well as strength to inform differential diagnosis as evidenced by interpretation and summarization of data collected as well as diagnosis designated for 3-5 ADHD or MLDA cases by the conclusion of the doctoral internship year.	
3. Formulates case conceptualizations incorporating culturally relevant and sensitive theory and assessment data as evidenced by intern conducting 3-5 case presentations in conjunction with submitting paperwork/completed assessment reports that are reviewed and evaluated by supervisor with an outcome proficiency appropriate for training level.	
4. Develops treatment plan/recommendations as a result of assessment and case formulation as evidenced by submitted treatment plans.	
5. Provides 3-5 meaningful, easily understood, and useful feedback sessions that directly reflect client need per collective results of the current assessment. Level of competency evidenced by case presentation, post-feedback session supervision, and client feedback evaluations.	
6. Writes 3-5 data informed ADHD or MLDA reports and/or case conceptualizations as evidenced by incorporation and summarization of all relevant data collected throughout the duration of the assessment process by the conclusion of the doctoral internship year.	
7. Demonstrates knowledge of and respect for scientific bases of behavior.	
8. Demonstrates awareness and competent use of culturally sensitive instruments and norms.	

Measured By (Check off all that apply):

1. Supervisor's reviews of treatment plans that demonstrate culturally-sensitive objectives, goals, interventions, etc.	
2. Supervisor's reviews of intake, MLDA, and ADHD assessments and report documentation.	
3. Feedback forms from families and clinicians about their experience completing the assessments.	
4. Submitted diagnoses accurately reflect current edition of DSM criteria.	
5. Supervisor will review Intern's contributions to Rounds, and MLDA & ADHD supervision.	

Competency#6 Overall Rating: ____

Comments:

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Competency 7: Intervention	
Trainees demonstrate competence in evidence-based interventions consistent with the scope of health service psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, a community, a population, or other systems.	
1. Demonstrates knowledge of evidence-based interventions and provides explanations for their use during supervision and in progress notes.	
2. Demonstrates the ability to select interventions for different problems and populations related to the practice setting as reviewed by supervisors during supervision and in intern's progress notes.	
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 less client satisfaction averaging 4 or less gathered every 90 days of treatment through OHIO scales and less than 50% no-show/cancellation rates of ongoing clients.	
5. Utilizes more than one intervention when necessary and adapts approach to fit needs of the client as shown by progress notes, treatment plan, videos shown in supervision, and as reported in supervision.	
6. Demonstrates "advanced" (as noted in rubric above) ability to compare and contrast evidence-based approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning as evidenced by discussion during supervision and review of treatment plans.	
7. Applies specific evidence-based interventions as noted in progress notes, through video reviews and self-report during supervision.	
8. Develops treatment plans with objectives that are specific, measurable, and achievable within a specified timeframe. Treatment plans are completed for all clients within the agency required timeline.	
9. Assesses and documents treatment progress and outcomes, and adjusts treatment plan accordingly at appropriate developmental level as evidenced by supervisor's review of documentation.	
10. Empowers and engages client in the creation of their clinical record through the routine use of collaborative documentation as evidenced by supervisor's review of progress notes.	
11. Delivers effective treatment, as evidenced by client success in meeting treatment goals and achieving successful termination as noted in discharges reviewed by supervisors and supported by data.	
12. Collaborates by reaching out to and discussing nuances of shared cases with other providers in service of the client as evidenced by case management documentation and discussion in supervision and Rounds.	

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13. Competence in: Individual therapy	
Play therapy	
Parent guidance	
Family therapy	
Group therapy as shown through review of progress notes, video review during supervision, and supervisor's experience of intern during supervision.	
14. Utilizes community resources for the benefit of clients as reviewed through case management progress notes and intern's use of supervision to review outcomes.	
15. Successfully manages/balances a caseload of outpatient clients as expected in the program(s) to which the intern is assigned. Averaging 12 client contact hours a week.	
16. Successfully completes total of 3-5 Mid-Level Developmental Assessments and ADHD evaluations by the end of the year.	

Measured By (Check off all that apply):

1. Individual and group supervision (live and videotaped).	
2. Case reviews and case presentations during group supervision and Rounds.	
3. Reports from staff supervisors.	
4. Review of progress notes and other case documentation.	
5. Attendance at and participation in seminars and other Village training events	

Competency#7 Overall Rating: ____

Comments:

Competency 8: Supervision	
Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.	
1. Demonstrates knowledge of literature and APA guidelines on supervision practice as shown in their peer and supervisor ratings of skills after leading group supervision.	
2. Demonstrates awareness of roles of oppression and privilege on supervision process as shown in their peer and supervisor ratings of skills after leading group supervision.	
3. Engages in role-playing supervision and discussing the process during weekly group supervision for the second 6 months of the year. This is only evaluated for the second half of the year.	

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4. Provide clinical feedback during group supervision, even when not presenting or leading.	
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Measured By (Check off all that apply):

1. Interns attend a didactic on methods of supervision. If an intern is unable to attend the supervision didactic, they are provided the power point slides to review and given the opportunity to meet individually with the instructor.	
2. Interns will participate in role playing scenarios related to supervision and will discuss the experience with peers afterwards.	

Competency#8 Overall Rating: ____

Comments:

Competency 9: Consultation and Interprofessional/Interdisciplinary Skills	
Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.	
1. Works cooperatively and collaboratively with peers and other professionals as directly observed by psychology and program supervisors throughout the year	
2. Demonstrates respectful and collegial interactions with those who have different professional models or perspectives as observed by psychology and program supervisors and as evidenced by positive feedback from other staff, no complaints from staff, and direct observation of psychology staff during meetings and day-to-day interactions.	
3. Provides feedback to peers regarding peers' clinical work in appropriate manner as observed during group supervisions.	
4. Communicates clearly using verbal, nonverbal, and written skills.	
5. Displays ability to work successfully on interdisciplinary team as noted through their notes about community meetings and direct observation by psychology and staff supervisors.	
6. Articulates common and distinctive roles of consultant, versus clinical and supervision roles during supervision.	
7. Identifies and implements consultation interventions that meet consultee goals as demonstrated during role play and based on written feedback from supervisors and peers.	
8. Participation in Pre School Rotation providing consultation to staff that is helpful as demonstrated by feedback from Pre-School supervisors.	

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9. Responds to conflict with peers and other professionals by following APA guidelines as noted by training director and supervisors.	
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Measured By (Check off all that apply):

1. Role play of consultation during group supervision followed by written feedback given to intern by peers and supervisors.	
2. Feedback from other managers and professionals as shared with supervisors and training director.	
3. Review of any written work such as behavior observations at the pre-school by supervisor with feedback given to intern and documented in email or supervision note as appropriate.	

Competency#9 Overall Rating: ____

Comments:

Program Specific Competency

Competency 1: Self-Care	
Employ self-care practices that support intern in managing care of others. Learn ways to reduce and prevent compassion fatigue and burn out.	
1. Participation in Self-Care Didactic to learn about self-compassion, compassion fatigue, and burn out. Interns will use language from the training during supervision to discuss how they are implementing self-care and meeting goals from their Individualized Training Plan.	
2. Interns will follow-up with supervisors about their self-care goals indicated in the Individualized Training Plan throughout the year. a. This can include: i. Working on having work life balance. ii. Having hobbies or activities outside of work that intern finds rejuvenating. iii. Advocating for self when feeling signs of burn-out/compassion fatigue.	
3. Regular attendance in non-clinical staff engagement events.	
4. Interns will use PTO appropriately throughout the year.	
5. Interns will take an assessment of their burnout and fatigue- the Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL) at the beginning, middle, and end of the training year to assess their self-care needs and level of burnout.	
6. If scores on the ProQOL are not at a desirable point, the intern will discuss what they need to reduce fatigue and burnout with supervisor, taking any steps needed to improve outcome.	

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Measured By (Check off all that apply):

1. Attendance in the Self-Care Didactic as well as staff events and active participation noted by trainer and other staff supervisors.	
2. Completion of Individualized Training Plan and noted review in supervision notes by supervisor throughout the year.	
3. Intern's scores on the ProQOL will remain in the average range throughout the year. If it reaches a score that indicates signs of burnout or compassion fatigue, intern will work with supervisor to come up with a plan to decrease fatigue and burn-out so that at the next test point scores return to average.	

Program Specific Competency#1 Overall Rating: ____

Comments:

Summary of Evaluation:

This evaluation has been discussed by the supervisor and intern; the intern has had the opportunity to ask any questions and/or share her/his thoughts with the supervisor(s).

Signatures:

 Intern

 Date

 Primary Supervisor/Director of Psychology Internship

 Date

 Senior Director, Psychology

 Date

Intern Comments (optional):

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Evidence Based Intervention Presentation

Intern:

Date:

Reviewer:

Presentation should be no more than 20 minutes, not including questions/discussion following presentation.

1. Intern described the EBP that was being evaluated and gave a rationale on why this practice was being reviewed:

Rating:

Entry Level Intermediate Proficient Advanced Expert

Comments:

2. Intern presented a sound critique of the EBP being reviewed, considering the methodology, fidelity requirements, and outcome research:

Rating:

Entry Level Intermediate Proficient Advanced Expert

Comments:

3. Intern made a valid argument for whether to use the reviewed EBP in clinical practice:
Y/N

Rating:

Entry Level Intermediate Proficient Advanced Expert

Comments:

4. Intern discussed limitations or strengths related to cultural factors.

Rating:

Entry Level Intermediate Proficient Advanced Expert

Comments:

5. What could the intern have done differently to make this presentation better?

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Over-all rating:

This presentation is given at the end of the training year; therefore, interns are expected to receive a rating of Advanced on this form.

Scoring Rubric	
<i>Entry-Level (EL)</i>	<i>Demonstrates rudimentary knowledge of research concepts and skills related to evaluating published research. Requires extensive feedback and support. Intern’s performance meets expectations for an intern starting the doctoral internship training year.</i>
<i>Intermediate (I)</i>	<i>Demonstrates some ability to independently engage with research products and draw relevant clinical information from them. Can articulate some basic translation of empirical evidence to clinical practice. Demonstrates knowledge of empirical evidence related to assessment, diagnosis, case conceptualization, treatment planning and delivery of interventions. . Requires supervision that would be expected for doctoral interns to support further development of skills. Intern’s performance meets expectations for early in the doctoral training year.</i>
<i>Proficient (P)</i>	<i>Demonstrates competency in knowledge and application of concepts. Independently seeks empirical evidence from appropriate scientific resources to address specific needs in clinical practice. Is able to evaluate aspects of research articles or other resources to identify relative strengths and weaknesses Intern’s performance meets expectations of a mid-year intern.</i>
<i>Advanced (A)</i>	<i>Intern is able to critically evaluate all aspects of research and evidence. Routinely specifies empirical support for clinical decisions in all areas of practice. Provides peers with sound and reliable empirical information related to clinical decision making across all areas of practice. Interns finishing their internship year are expected to be at this level.</i>
<i>Expert (E)</i>	<i>Demonstrates skills that are beyond what would be expected of a doctoral intern. Intern is sought out as a resource by peers and colleagues. Intern’s performance extends beyond what would be expected for doctoral interns.</i>

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Research Article Presentation

Intern:

Date:

Reviewer:

Presentation should be no more than 20 minutes, not including questions/discussion following presentation.

1. Intern adequately summarized the research article and their rationale for selecting for review:

Rating:

Entry Level Intermediate Proficient Advanced Expert

Comments:

2. Using the Common Review Components template below, intern provided a sound critique of the article:

Rating:

Entry Level Intermediate Proficient Advanced Expert

Comments:

3. Intern provided an adequate summary regarding whether and how the article may contribute to future research.

Rating:

Entry Level Intermediate Proficient Advanced Expert

Comments:

4. What could the intern have done differently to make this presentation better?

Over-all rating:

This presentation is given at the end of the training year; therefore, interns are expected to receive a rating of Advanced on this form.

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Common Review Components

Overview of study

- What is the purpose of the article?
- What are the key findings?

Key Methodological Questions

- Who is in the study?
 - What characteristics of the sample could affect the generalizability of the results, for better or worse?
- How were key constructs measured?
 - What particular strengths or weaknesses are present in the measurements used in the study?
- How were the study hypotheses tested?
 - What strengths or weaknesses are present in the statistical analyses used by the study to answer the questions of interest?

Conclusions

- How should we understand the results?
 - What strengths or weaknesses are present in the authors' discussion of the results?

Scoring Rubric	
<i>Entry-Level (EL)</i>	<i>Demonstrates rudimentary knowledge of research concepts and skills related to evaluating published research. Requires extensive feedback and support. Intern's performance meets expectations for an intern starting the doctoral internship training year.</i>
<i>Intermediate (I)</i>	<i>Demonstrates some ability to independently engage with research products and draw relevant clinical information from them. Can articulate some basic translation of empirical evidence to clinical practice. Demonstrates knowledge of empirical evidence related to assessment, diagnosis, case conceptualization, treatment planning and delivery of interventions. Requires supervision that would be expected for doctoral interns to support further development of skills. Intern's performance meets expectations for early in the doctoral training year.</i>
<i>Proficient (P)</i>	<i>Demonstrates competency in knowledge and application of concepts. Independently seeks empirical evidence from appropriate scientific resources to address specific needs in clinical practice. Is able to evaluate aspects of research articles or other resources to identify relative strengths and weaknesses. Intern's performance meets expectations of a mid-year intern.</i>
<i>Advanced (A)</i>	<i>Intern is able to critically evaluate all aspects of research and evidence. Routinely specifies empirical support for clinical decisions</i>

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	<i>in all areas of practice. Provides peers with sound and reliable empirical information related to clinical decision making across all areas of practice. Interns finishing their internship year are expected to be at this level.</i>
<i>Expert (E)</i>	<i>Demonstrates skills that are beyond what would be expected of a doctoral intern. Intern is sought out as a resource by peers and colleagues. Intern's performance extends beyond what would be expected for doctoral interns.</i>

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Coach and Counseling

Intern Name:

Date:

- 1. Describe the situation. (It has been brought to my attention or I observed)**

- 2. Ask the intern for their view of the situation.**

- 3. Come to a mutual understanding of the situation's impact on policy, procedure, client, or program.**
 - a. Intern's response**

Supervisors add any additional consequent/impact.

- 4. Develop an action plan to resolve the situation**
 - a. What does the intern want to do differently going forward?**

 - b. What would supervisor like for the intern to do going forth/ Ask intern if there is anything supervisor can do to ensure they are successful?**

- 5. Agree to follow up later to make certain the situation has been resolved.**

Intern Signature

Date

Supervisor's Signature

Date