

# Internship Handbook

Counseling Services  
Kansas State University



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Note: This memo outlines the basic services that UCS has been charged with providing to students at K-State. It was written at the time of the merger of the Counseling Center and the Mental Health Unit of the Lafene Student Health Center in 1988.

**Office of the Vice President  
for Institutional Advancement**

Anderson Hall  
Manhattan, Kansas 66506  
913-532-5942

MEMORANDUM

To: Staff of University Counseling Services

From: Mike Lynch, Assistant Vice President

Date: July 13, 1988

As the time is drawing near for moving into the new facilities in Lafene, I want to review the steps taken to effect the merger of the Counseling Center and the Mental Health Unit, reiterate the administrative reporting structure, and share my perception of the administration's aspirations for and expectations of the newly created unit.

As of June 18, the two units were formally merged into a single new unit which will be known as University Counseling Services. The unit has been established as an autonomous budgetary unit, jointly funded by state funds and student health fees. The fiscal contributions of each funding source are based upon recommendations of the Counseling and Student Health Task Force with appropriate adjustments for FY '89 increases.

Administratively, all staff will report to Dr. Fred Newton who shall in turn be responsible for staff supervision and annual evaluations of all staff. The annual evaluation for the psychiatrist position shall be the responsibility of Dr. Newton with appropriate consultation with the Director of the Student Health Service.

In terms of programs and services, the merger of the Counseling Center and Mental Health Unit into a single administrative unit allows the opportunity to provide more comprehensive and better coordinated counseling/mental health services. As I'm sure you are aware, one of the primary concerns of the Task Force was the elimination of services and program duplication. The discussions and deliberations did suggest substantial overlap among services, albeit perhaps less than outwardly perceived. The merger and the resulting improved coordination provides the opportunity to eliminate this duplication.

With the improved efficiency of services comes the opportunity, even the obligation, to examine program and service priorities and address needs which have been slighted in the past. For some staff, if not all, this in turn will require the assumption of new areas of program and service responsibility. My personal feeling is that such issues are best addressed by the professional staff involved, but I would be less than candid if I did not admit that such efforts are likely to influence future budgetary decisions. The organization and effective utilization of existing staff resources will be a primary consideration in future staffing decisions, either requests for additional staff or continued funding of existing positions.

Needless to say, certain basic types of assistance are to be expected of any university counseling service. First, as stated in the KSU Bulletin, the service should provide counseling to assist individual students in making enlightened judgments about interests, aptitudes and abilities; provide guidance for making personal choices in regards to courses of study and occupations; and facilitate the student's initiation of self-responsibility to meet the adjustments and needs of a well-balanced life. Secondly, the service should be prepared to assist students who are dealing with situational or developmental crises due to problems of loss, change, or other trauma. Assistance with appropriate follow-up to relieve stress, provide support, and seek resolution during these critical periods will aid students in situations which might otherwise deter academic success. Finally, there will be a number of students with more serious mental health concerns who may need more intensive psychological attention. In these cases, it would seem important to conduct a careful and appropriate evaluation to determine if long-term treatment through a combination of individual appoints and/or adjunct support groups is appropriate, or, if the student would be better served by referral to more intensive psychological care providers.

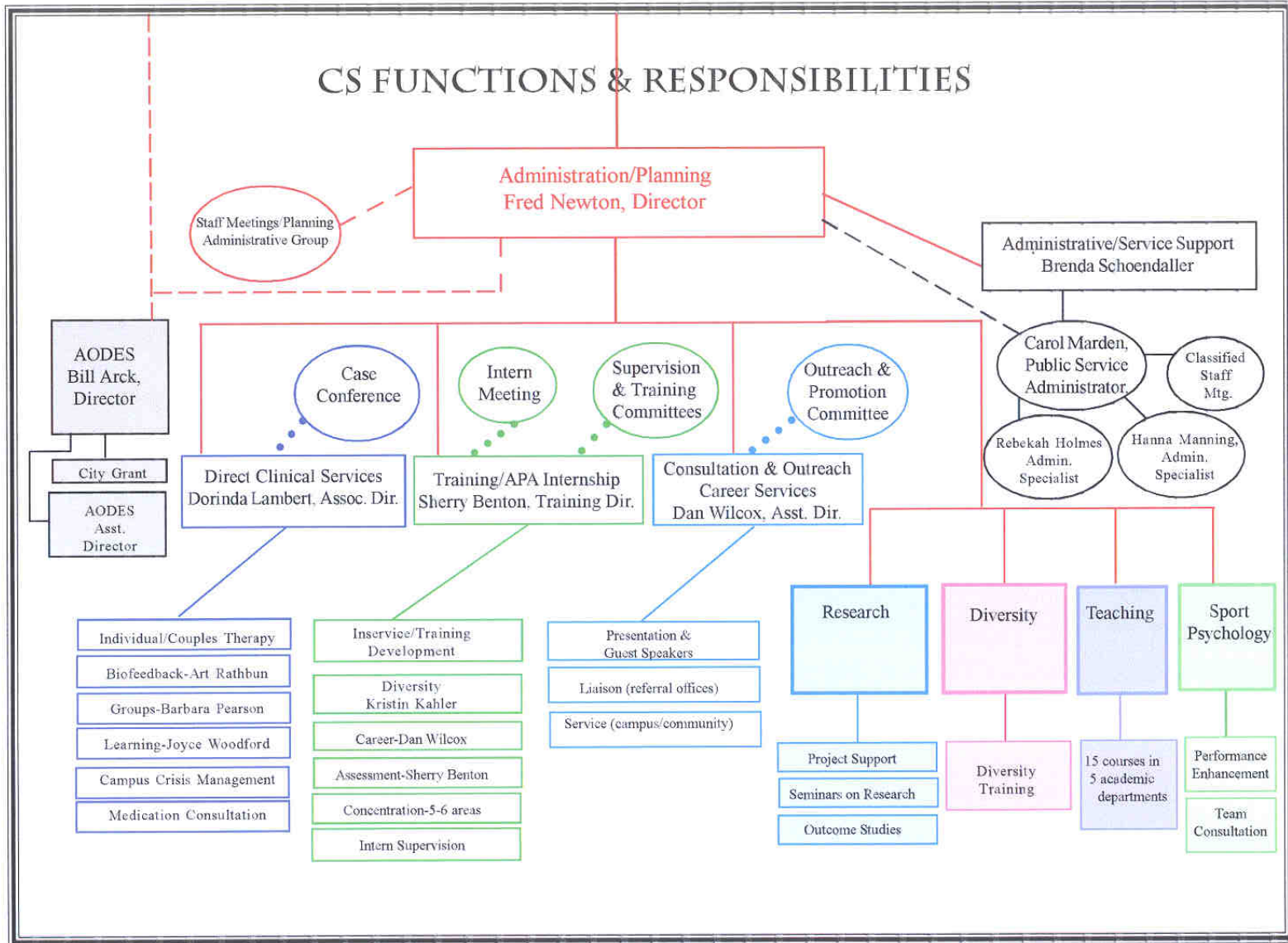
Above and beyond those basic programs and services which fall into the above areas, I am hopeful that the merger will provide opportunities for increased programming and service efforts aimed at prevention, mental health/life style education, etc. Hopefully, your own initiatives, coupled with the implementation of the Wellness Clinic, will greatly enhance outreach programming opportunities in such areas.

In closing, I am very appreciative of your efforts-to-date on implementing what I believe is the start of a new era for KSU counseling and mental health services. I hope you share my sense of challenge, excitement, and opportunity.

Respectfully,

Michael L. Lynch  
Assistant Vice President  
Office of the Vice President for Institutional Advancement

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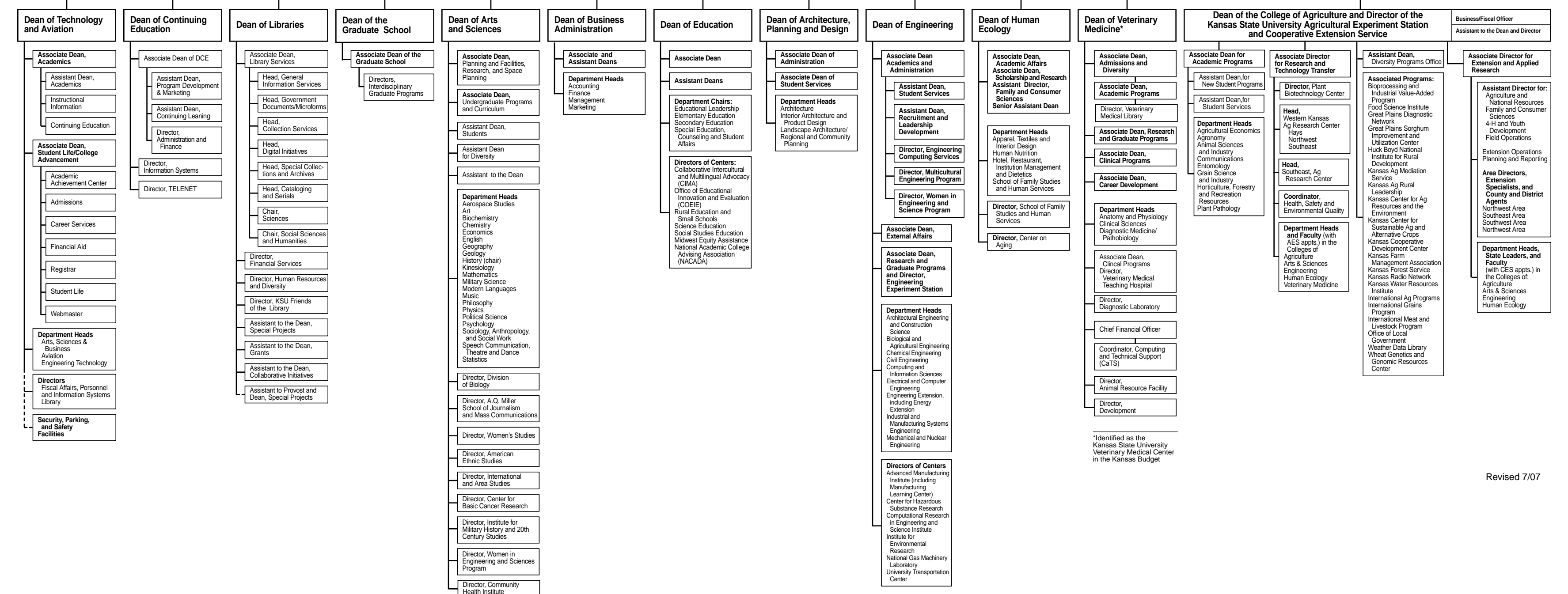
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  - Director, Upward Bound Program-Manhattan
  - Director, Upward Bound Program-Salina
  - Director, Upward Bound Math and Science Program
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- Director, Center for the Advancement for Teaching and Learning
- Director, Center for Engagement and Community Development



\*Identified as the Kansas State University Veterinary Medical Center in the Kansas Budget

## THE INTERNSHIP TRAINING PROGRAM

### Training Committee

Administratively, the internship program is under the direction of the Training Committee which is composed of the Director of the UCS, the Training Director, other psychologists and counselors on staff, and an intern representative.

### Training Model and Underlying Values

As a staff, we value our training program and make training activities a very high priority. Our intrinsic goal is the development of ethical, competent, generalist psychologists trained in the scientist practitioner model, who are respectful of human diversity, and who contribute to their communities and to the field of psychology. Our educational focus is preparation in the applied practice of clinical and counseling psychology based upon the body of scientific knowledge and scientific principles of our profession. Our primary mode of training is "learning by doing." Consequently, we provide an array of training seminars, training supervisors, and training experiences with a practical, experiential approach. To the extent possible, we use the naturally occurring events in this university community as opportunities for training. These experiences often provide a valuable means of meeting training objectives.

Our internship program is committed to the following underlying values:

**Value #1: We are committed to training in a scientist-practitioner model, and particularly the "local clinical scientist" model.** (Stricker & Trierweiler, 1995, See Appendix D)

Our internship subscribes to the scientist-practitioner model, but emphasizes applied practice. Training is based upon bringing the scientific knowledge base of psychology and the scientific attitudes of the scientist to address all of our tasks as psychologists. We recognize the value of local observations and local solutions to problems, and these solutions are informed by the body of accumulated scientific knowledge in psychology.

**Value #2: We are committed to a broad range of skill development encompassing counseling, therapeutic, programmatic and educational interventions**

Our aim is to train professionals who are oriented toward the development of individuals as well as the remediation of pathology. As a result, interns will be trained in areas such as consultation, outreach, workshop development, and teaching along with training in individual and group psychotherapy, assessment, crisis intervention, diagnosis, and treatment planning.

**Value #3: We are committed to training in understanding and respecting human diversity and to providing effective services to diverse clientele**

Our belief is that interns must be prepared to understand and competently provide clinical services to a diverse student population. Interns will be asked to examine their own cultures, beliefs, attitudes, and biases as they relate to providing services to diverse clients. We provide training in this area through supervision on diverse clients, diversity training seminar for interns, and additional training

seminars for the whole UCS staff focused on areas of diversity. .

**Value #4: We are committed to facilitating the development of professional identity and professionalism**

Our intention is to help interns bridge from the student role to forming a comfortable identity as a professional psychologist. Our emphasis is on gaining self-knowledge, making sound, ethical, clinical and personal judgements, demonstrating sensitivity to cultural differences, and experiencing a sense of responsibility to oneself, the community, and the profession. As a staff, we facilitate this through mentoring and supervision, modeling, and professional interaction.

**Value #5: We are committed to flexibility in developing each intern's training program**

Our internship combines required training experiences in broadly applicable areas with elective training options designed to meet individual interns needs, interests, and backgrounds. Interns, with their supervisors and the Training Director, develop training contracts each semester that specify individualized goals and activities for each intern.

## **Training Objectives**

### **Professional Identity Core Competencies**

In order to meet the primary aims of the training program, the following objectives have been developed.

#### I. Ethical Understanding and Adherence objectives

1. Interns will demonstrate knowledge and use of professional and ethical standards
2. Interns will demonstrate concern for client welfare
3. Interns will understand personal, agency, and professional limitations, and act with adherence to those parameters

#### II. Appreciation and Awareness of Human Diversity Objectives

4. Interns will demonstrate respect for the dignity and worth of the individual
5. Interns will demonstrate an awareness of and sensitivity to human diversity in both their colleagues and among the clients they serve

#### III. Commitment to Professional Development Objectives

6. Interns will demonstrate a commitment to on-going learning
7. Interns will be able to apply current research, theory, and counseling techniques to their work as psychologists

#### IV. Professional Decorum/Professionalism Objectives

8. Interns will demonstrate open, positive working relationships with staff
9. Interns will communicate clearly both orally and in writing, and will use appropriate communication channels to get their needs met
10. Interns will demonstrate a sense of professional responsibility and dependability

11. Interns will demonstrate knowledge of agency policies and procedures and will reasonably adapt personal style to agency needs

## **Counseling and Therapy Interventions Performance Competencies**

### V. Individual Psychotherapy Objectives

12. Interns will be able to develop effective therapeutic relationships with their clients
13. Interns will be able to accurately hear clients and encourage more in-depth exploration of client problems
14. Interns will be able to help clients explore complex feelings and defenses
15. Interns will be able to help clients formulate and explore goals for counseling in depth

### VI. Case Conceptualization Objectives

16. Interns will be able to integrate information from client interview, formal and informal assessment, and personality and psychotherapy research/ theory into a unified conceptual framework of the client.
17. Interns will be able to effectively present case conceptualizations orally and in writing to other professionals
18. Interns will demonstrate consideration for cultural and diversity factors in conceptualizing client problems and planning treatment

### VII. Assessment Objectives

19. Interns will be able to conduct diagnostic interviews
20. Interns will be able to administer and interpret frequently used standardized personality/vocational instruments (e.g., Strong Interest and Skill Inventory, Campbell Interest Inventory, MBTI, MMPI-2, MCMI, and 16PF)
21. Interns will be able to write helpful, clear psychological reports
22. Interns will be able to integrate information from assessments into client treatment plans
23. Interns will be able to present assessment findings to clients in understandable and useful terms that facilitate collaboration on treatment goals

### VIII. Diagnosis Objectives

24. Interns will be able to use the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition in diagnosing client disorders when appropriate
25. Interns will be able to select appropriate interventions based upon client diagnosis

### IX. Treatment Planning/ Case Disposition/ Referral Objectives

26. Interns will be able to help clients establish immediate goals and strategies strongly related to client needs and capabilities
27. Interns will be able to help clients identify flexible long-term goals related to changes occurring in the process of therapy
28. Interns will be able to anticipate the likely length and course of treatment and negotiate this with the client
29. Interns will be able to identify helpful resources within or outside of UCS and make appropriate referrals
30. Interns will be able to maintain appropriate and timely records and client files according to UCS guidelines
31. Interns will appropriately time and process therapy termination

#### X. Application of Theory to Practice Objectives

32. Interns will provide counseling and therapy guided by a well-articulated model, and based upon scientific principles that provides a rationale for the treatment approach taken
33. Interns can articulate a well-thought out theory of personality, based upon scientific knowledge, and apply this in their therapy cases

#### XI. Group Psychotherapy Objectives

34. Interns will be able to identify client characteristics and outcome objectives appropriate to the group theme
35. Interns will be able to articulate a group model and use this model to guide group work
36. Interns will demonstrate effective group intervention skills

#### XII. Crisis Intervention Objectives

37. Interns will be able to recognize and respond to crisis situations focusing on the present
38. Interns will be able to be active in crisis intervention, helping clients engage in immediate problem solving
39. Interns will be able to make use of outside resources in crisis interventions

#### XIII. Career and Vocational Counseling Objectives

40. Interns will be able to use counseling skills to assist with career development concerns
41. Interns will be able to administer and interpret career and vocational assessment instruments

- 42. Interns will be able to integrate career and other personal concerns in their therapy with clients

### **Programmatic and Educational Performance Competencies**

#### **XIV. Consultation, Outreach, and/or Structured Workshop Objectives**

- 43. Interns will display competence in consulting with university staff who seek assistance
- 44. Interns will be able to plan and present an educational program

#### **XV. Supervision Objectives**

##### **Receiving Supervision**

- 45. Interns will demonstrate competence in using supervision (e.g., involvement, openness, responsiveness, initiative, etc.)
- 46. Interns will come to supervision prepared with tapes of therapy with clients, client case folders, up to date charting

##### **Giving Supervision**

- 47. Interns will develop skills related to providing effective supervision (e.g., demeanor/climate, use of information, communication, consultation, etc.)
- 48. Interns will be able to articulate a theory of supervision and demonstrate how that theory guides their supervisory work

#### **XVI. Teaching Objectives**

- 49. Interns will be able to prepare, organize, and teach a semester course
- 50. Interns will be able to evaluate student progress effectively, and to provide feedback on classroom performance.

#### **XVII. Professional Writing/Research Objectives**

- 51. Interns will demonstrate knowledge of the value of research in the profession
- 52. Interns will display competence in using research to inform their clinical practice
- 53. Interns will demonstrate competence in the development of research

## **Training Areas and Curriculum**

### **I. Ethical Understanding and Adherence objectives**

- 1. Interns will demonstrate knowledge and use of professional and ethical standards
- 2. Interns will demonstrate concern for client welfare

3. Interns will understand personal, agency, and professional limitations, and act with adherence to those parameters

**Training Methods:**

The University Counseling Services expects that all professional staff, interns, and practicum students will adhere to and abide by the ethical standards of their particular disciplines. While interns have traditionally taken formal coursework in ethics within their doctoral program, additional didactic workshop training on ethics is provided during orientation and through the year for all staff.

Any potential ethical questions or dilemmas are regularly addressed in supervision. Specifically, interns are expected to be familiar with and to abide by the APA Ethical Principles of Psychologists, Standards for Providers of Psychological Services, and the Specialty Guidelines for the Delivery of Psychological Services. Copies of these are in Appendix C of this handbook. We expect interns to bring any ethical questions or concerns to supervision sessions for discussion, and ethical issues are a regular part of all seminars offered.

**Evaluation Methods:**

Interns will be evaluated informally at mid-semester by their individual supervisors and at semester more formally on the intern semester evaluation forms. A rating of 3 or higher on each objective is required to successfully complete the internship. Intern performance will be discussed during monthly supervisors meetings. In January and June interns will receive a summary evaluation covering all objectives. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff. A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**II. Appreciation and Awareness of Human Diversity Objectives**

4. Interns will demonstrate respect for the dignity and worth of the individual
5. Interns will demonstrate an awareness of and sensitivity to human diversity in both their colleagues and among the clients they serve

**Training Methods:**

Interns will see a diverse client population. Issues of diversity are emphasized throughout the internship, and particularly in individual supervision. Approximately 14% of UCS clients are ethnic minority, and 5% report physical disabilities. In addition, interns are required to attend diversity seminar which meets during orientation, and weekly for a block of 12 weeks during the year. This seminar takes an intercultural approach to exploring issues of multiculturalism as they impact the clinical, educational, programmatic, and interpersonal aspects of professional practice. Interns will work with diverse persons in groups, presentations, consultations, liaison relationships, and daily staff interactions, as well as in their individual counseling. The focus in seminar is on (but not limited to) North American ethnic groups, international cultures, gay-lesbian-bisexual culture, disability, religious perspectives, gender, and socio-economic status.

**Evaluation Methods:**

Interns will be evaluated informally at mid-semester by their individual supervisors, and in case presentations in diversity seminar. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**III Commitment to Professional Development Objectives**

6. Interns will demonstrate a commitment to on-going learning
7. Interns will be able to apply current research, theory, and counseling techniques to their work as psychologists

**Training Methods:**

As a regular part of individual supervision, group supervision, and training seminars interns will be given suggestions for readings on professional topics. Interns will be expected to make use of these materials. Supervisors will discuss research, theory, and techniques with interns, and will follow-up on how these are applied in professional practice.

**Evaluation Methods:**

Interns will be evaluated informally at mid-semester by their individual supervisors and at semester more formally on the intern semester evaluation forms. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**IV. Professional Decorum/Professionalism Objectives**

8. Interns will demonstrate open, positive working relationships with staff
9. Interns will communicate clearly both orally and in writing; will use appropriate communication channels to get their needs met
10. Interns will demonstrate a sense of professional responsibility and dependability
11. Interns will demonstrate knowledge of agency policies and procedures and will reasonably adapt personal style to agency needs

**Training Methods:**

Expectations for working relationships, oral and written communications, professional responsibility, and agency policies and procedures will be discussed during orientation. In addition, any questions or concerns about professional decorum will be addressed by supervisors and/or the training director. Interns are expected to bring up and discuss any questions with any supervisory staff. Interns will be provided an internship handbook and UCS employee handbook which further explain expectations, policies, and procedures.

**Evaluation Methods:**

Interns will be evaluated informally at mid-semester by their individual supervisors and at semester more formally on the intern semester evaluation forms. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**V. Individual Psychotherapy Objectives**

12. Interns will be able to develop effective therapeutic relationships with their clients
13. Interns will be able to accurately hear clients and encourage more in-depth exploration of client problems
14. Interns will be able to help clients explore complex feelings and defenses
15. Interns will be able to help clients formulate and explore goals for counseling in depth

**Training Methods:**

Interns generally carry 12-16 weekly individual psychotherapy clients, depending upon their Training Agreement. Interns are prepared for individual therapy during orientation and through seminars, case conference, and individual supervision throughout the year. Each intern receives a minimum of two hours per week of one-to-one supervision of their individual psychotherapy work with our licensed psychologists.

We ask that interns come prepared for supervision sessions. As supervisors we respect our interns personal styles and we expect our interns to share both their successes and their challenges in working with students. We use digital recording for much of our supervision, and we ask that client sessions be recorded with the permission of the client. In supervision, particular attention will be paid to determining treatment effectiveness, and to understanding scientific underpinnings of clinical strategies used.

Usually, interns have two primary supervisors. Their cases are divided between their primary

supervisors in such a way as to avoid being supervised by two supervisors on a single case. This system prevents confusion which sometimes results when supervisors differ in their conceptualizations and treatment plans. Interns meet with all licensed supervisors during the orientation period. In the final week of orientation interns are asked their preferences and alternates for supervisors. The supervisors committee then meets and finalizes supervision assignments, based on intern preferences, intern training needs, and agency needs.

**Evaluation Methods:**

Informal feedback is provided on an on-going basis in individual supervision and informally through the week as interns bring questions about cases to their supervisors. At mid-semester supervisors provide informal feedback on interns progress on the training objectives. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**VI. Case Conceptualization Objectives**

16. Interns will be able to integrate information from client interview, formal and informal assessment, personality and psychotherapy research and theory into a unified conceptual framework of the client.
17. Interns will be able to effectively present case conceptualizations orally and in writing to other professionals
18. Interns will demonstrate consideration for cultural and diversity factors in conceptualizing client problems and planning treatment

**Training Methods:**

Case conceptualization will be discussed in individual supervision. Training seminars will expose interns to alternate theoretical perspectives and therapy techniques. Interns will have practice at writing more comprehensive case conceptualizations for case conference and for diversity seminar.

**Evaluation Methods:**

Interns will present a formal case presentation once each semester for case conference. These will be evaluated by the staff and fellow interns and each intern will receive written feedback. In addition, informal feedback is provided on an on-going basis in individual supervision and informally through the week as interns bring questions about cases to their supervisors. At mid-semester supervisors provide informal feedback on interns progress on the training objectives. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training

objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

## VII. Assessment Objectives

19. Interns will be able to conduct diagnostic interviews
20. Interns will be able to administer and interpret frequently used standardized personality/vocational instruments (e.g., Strong Interest and Skill Inventory, Campbell Interest Inventory, MBTI, MMPI-2, MCMI, and 16PF)
21. Interns will be able to write helpful, clear psychological reports
22. Interns will be able to integrate information from assessments into client treatment plans
23. Interns will be able to present assessment findings to clients in understandable and useful terms that facilitate collaboration on treatment goals

### Training Methods:

Interns receive training in assessment during orientation. During the year, interns are required to write at least 6 interpretive reports based on objective personality measures. Assessment Seminar helps further hone skills in psychological assessment. Attention is paid to the use of psychological testing, observation, and interview. Particular focus is on integrating psychological testing into the therapy and on using psychological testing in a therapeutic, client centered manner. We also discuss the presentation of test results to clients, selection of tests, and integration of data obtained from a variety of sources into a report. Interns will read and discuss research and writing on assessment as it relates to their clinical work. Assessment seminar meets biweekly, and is required for interns. Interns receive individual supervision on all test reports written, and all reports are cosigned by a licensed supervisor.

### Evaluation Methods:

Evaluation occurs on each test report within individual supervision. Individual supervisors and the assessment seminar facilitator provide on-going feedback on assessment skills. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

### **VIII. Diagnosis Objectives**

24. Interns will be able to use the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition in diagnosing client disorders when appropriate
25. Interns will be able to select appropriate interventions based upon client diagnosis

#### **Training Methods:**

Diagnosis and related research and theory will be discussed in assessment seminar, training seminars, and in individual supervision, particularly as it relates to current therapy cases. Interns will identify a diagnosis along all 5 DSM axes for cases presented in formal case conference.

#### **Evaluation Methods:**

Interns will present a formal case presentation once each semester for case conference. Diagnosis and treatment planning will be important components of this presentation. These will be evaluated by the staff and fellow interns and each intern will receive written feedback. In addition, informal feedback is provided on an on-going basis in individual supervision and informally through the week as interns bring questions about cases to their supervisors. At mid-semester supervisors provide informal feedback on interns progress on the training objectives. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

### **IX. Treatment Planning/ Case Disposition/ Referral Objectives**

26. Interns will be able to help clients establish immediate goals and strategies strongly related to client needs and capabilities
27. Interns will be able to help clients identify flexible long-term goals related to changes occurring in the process of therapy
28. Interns will be able to anticipate the likely length and course of treatment and negotiate this with the client
29. Interns will be able to identify helpful resources within or outside of UCS and make appropriate referrals
30. Interns will be able to maintain appropriate and timely records and client files according to UCS guidelines
31. Interns will appropriately time and process therapy termination

#### **Training Methods:**

Interns will receive training in treatment planning, case disposition, and referral, during orientation, and in individual supervision. Interns will have all intakes, consult contact notes, and case closures supervised and cosigned by their individual supervisors. Supervisors will regularly review videotapes of client sessions and discuss these therapy issues in supervision.

**Evaluation Methods:**

Informal feedback is provided on an on-going basis in individual supervision and informally through the week as interns bring questions about cases to their supervisors. At mid-semester supervisors provide informal feedback on interns progress on the training objectives. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**X. Application of Theory to Practice Objectives**

32. Interns will provide counseling and therapy guided by a well-articulated model, and based upon scientific principles that provides a rationale for the treatment approach taken
33. Interns can articulate a well-thought out theory of personality, based upon scientific knowledge, and apply this in their therapy cases

**Training Methods:**

Interns will receive training during orientation, and in individual supervision. Supervisors will regularly review videotapes of client sessions and discuss these therapy issues in supervision. Supervisors will provide readings and discussion in supervision particularly as these issues relate to on-going therapy cases.

**Evaluation Methods:**

Informal feedback is provided on an on-going basis in individual supervision and informally through the week as interns bring questions about cases to their supervisors. At mid-semester supervisors provide informal feedback on interns progress on the training objectives. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

## **XI. Group Psychotherapy Objectives**

34. Interns will be able to identify client characteristics and outcome objectives appropriate to the group theme
35. Interns will be able to articulate a group model and use this model to guide group work
36. Interns will demonstrate effective group intervention skills

### **Training Methods:**

Interns typically lead or co-lead at least one group or structured workshop each year, but have the option for more experience in this area. *This is an optional area for intern training.* Typically, we offer a variety of psycho-educational and therapy groups. Generally, interns co-lead a group with a senior staff member first, then they may develop special groups in line with their interests under the supervision of a senior staff member. Groups vary by semester according to the clinical needs of the student population. Interns attend one seminar on group work during orientation and then one group supervision seminar approximately twice per month.

### **Evaluation Methods:**

Interns will be evaluated on group work objectives by their group work supervisors. Interns are provided written evaluation for each group they co-facilitate or facilitate at the end of each semester.

A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

## **XII. Crisis Intervention Objectives**

37. Interns will be able to recognize and respond to crisis situations focusing on the present
38. Interns will be able to be active in crisis intervention, helping clients engage in immediate problem solving
39. Interns will be able to make use of outside resources in crisis interventions

### **Training Methods:**

Interns receive seminar training on crisis intervention, handling on-calls, and community resources during orientation. Interns and senior staff at the Counseling Services provide on-call coverage for the mental health concerns of our clients. Daytime on-call coverage entails being available for walk-

ins, phone calls, etc. for a specified block of four and one-half hours between 8:00 A.M. and 5:00 P.M. one day during the regular work week. After hours on-call is from 5:00 P.M. Monday until 8:00 A.M. the next Monday. Coverage for after hours on-call is rotated among staff; each rotation is one week. While we are available for consultation and some limited emergency intervention for the agency's clients, we are not a 24-hour per day service. Interns will likely be scheduled for after hours on-call 6-8 weeks per year. Supervisors and administrators are available, and expect to be called, during day-time and after-hours on-call. UCS is frequently called upon for crisis debriefing with various student groups. Interns generally go along as an observer initially. After observing, they may participate as a de-briefer. *Didactic training is mandatory. Experience tends to vary across years and across on-call time slots. The quantity of experience in this area cannot be determined in advance.*

### **Evaluation Methods:**

Interns are evaluated by their primary supervisors informally throughout the semester, and formally at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

### **XIII. Career and Vocational Counseling Objectives**

40. Interns will be able to use counseling skills to assist with career development concerns
41. Interns will be able to administer and interpret career and vocational assessment instruments
42. Interns will be able to integrate career and other personal concerns in their therapy with clients

### **Training Methods:**

Interns tend to start with different levels of training and experience in career and vocational counseling and teaching. Interns who have extensive background prior to internship may be assigned to teach Career Life Planning and to see clients with career and vocational concerns during fall semester. Interns with less background will be assigned to observe or co-teach Career Life Planning and will receive additional training through Career Seminar and individual supervision before being assigned clients with career and vocational concerns. The Career Seminar provides training in many aspects of career and vocational counseling. Career seminar meets during the first 8 weeks of the fall semester and is mandatory for interns. Interns learn to use a variety of assessment instruments; they discuss a wide range of theories of career and vocational development; and they learn practical therapeutic strategies. Focus is on viewing career issues within the context

of the whole person. Interns will learn to integrate career issues with other personal concerns in their therapy.

**Evaluation Methods:**

Individual career work will be evaluated by the individual supervisor informally throughout the semester and formally at semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Supervision of teaching is provided by the career seminar facilitator, who will provide feedback to the training director. Performance ratings for all training objectives will be based upon the seminar facilitator along with input from the supervisory staff. A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**XIV. Consultation, Outreach, and/or Structured Workshop Objectives**

- 43. Interns will display competence in consulting with university staff who seek assistance
- 44. Interns will be able to plan and present an educational program

**Training Methods:**

Interns are encouraged to work with senior staff in outreach and consultation. Interns may present a structured workshop under the supervision of a senior staff member. They may work with a senior staff member as a liaison to a campus department or group, or they may make two or more presentations to campus groups each semester. Outreach presentations are supervised by a senior staff member with interest in the area.

**Evaluation Methods:**

Each intern will identify his/her own goals for outreach and consultation at the beginning of each semester on the Training Agreement. Supervisors and the training director will evaluate each intern on these goals at the end of each semester. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**XV. Supervision Objectives**

**Receiving Supervision**

45. Interns will demonstrate competence in using supervision (e.g., involvement, openness, responsiveness, initiative, etc.)
46. Interns will come to supervision prepared with tapes of therapy with clients, client case folders, up to date charting

**Training Methods:**

Each supervisor will discuss his/her expectations for supervision with the intern and will provide on-going feedback.

**Evaluation methods:**

Informal feedback is provided on an on-going basis in individual supervision. At mid-semester supervisors provide informal feedback on interns progress on the training objectives. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. Performance ratings for all training objectives will be based upon supervisor evaluations (typically averaging the two ratings) along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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Intern Initials

**Giving Supervision**

47. Interns will develop skills related to providing effective supervision (e.g., demeanor/climate, use of information, communication, consultation, etc.)
48. Interns will be able to articulate a theory of supervision and demonstrate how that theory guides their supervisory work

**Training Methods:**

Typically, interns provide weekly individual supervision to one master's student in counseling, *provided enrollment in the master's internship course is sufficient*. All supervision sessions are videotaped. Group supervision of supervision is provided weekly by the training director or by the faculty member responsible for the master's internship class. It is important to remember that confidentiality of the clients must be maintained. Since the clients reviewed in supervision are not associated with the counseling center, consultation and supervision should be sought from the Supervision of supervision seminar facilitator and from the course instructors.

**Evaluation Methods:**

Each supervisee will complete an evaluation of the supervisor at the end of each semester. In addition, the interns will be evaluated each semester by the facilitator of the supervision of supervision seminar. Interns are provided written evaluation at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. The summary evaluation will be based upon the supervisee's evaluation, along with the Supervision of supervision seminar facilitator evaluation, along with input from the course instructors. A copy of this summary evaluation will be sent to the intern's academic program.

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 Intern Initials
**XVI. Teaching Objectives**

49. Interns will be able to prepare, organize and teach a semester course
50. Able to evaluate student progress effectively, and to provide feedback on classroom performance.

**Training Methods:**

Interns will participate in co-teaching at least one semester of Career Life Planning. They may participate in additional teaching as those opportunities arise. Supervision of Career Life Planning class is provided by the career seminar facilitator. Other teaching is supervised by senior staff with expertise in that area. *Any additional teaching experience is optional. These hours should not interfere with available daytime clinical hours.*

**Evaluation Methods:**

Interns' individual goals for teaching are identified in the training agreement at the beginning of each semester and are evaluated by the assigned supervisor at the end of each semester. Student evaluation of instruction is also used to evaluate teaching and provide feedback to interns. Performance ratings for all training objectives will be based upon supervisor evaluation of this component along with input from the entire supervisory staff.

A copy of this summary evaluation will be sent to the intern's academic program.

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 Intern Initials
**XVII. Professional Writing/Research Objectives**

51. Interns will demonstrate knowledge of the value of research in the profession
52. Interns will display competence in using research to inform their clinical practice
53. Interns will demonstrate competence in the development of research

**Training Methods:**

*Research involvement is optional and varies widely from one intern to the next.* We approach training in research in a mentoring model; therefore, interns are encouraged to work on staff research projects that interest them. Interns are required to demonstrate the use of current literature in informing their practice. This is typically an issue of discussion during individual supervision. In addition, interns should include current literature in their formal case conference presentations. Each intern will set individual research goals on their internship training agreement. Progress on research goals is monitored by the research coordinator and the individual supervisor. Research seminar is optional for interns and allows for more regular supervision of research work. If interns have not completed their dissertation, some time will be available during slower times during the year. Blocks of time can be used during semester breaks, and over the summer when clinical demand is lower.

**Evaluation Methods:**

Interns identify their goals for the research component at the beginning of the year in their training agreement. Evaluation of progress on these goals is made by individual supervisors and the training director at the end of each semester. At a minimum, interns are expected to demonstrate the use of scientific principles in their clinical work. This will be evaluated by their primary supervisors at the end of each semester. A rating of 3 or higher on each objective is required to successfully complete the internship. A copy of this summary evaluation will be sent to the intern's academic program.

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 Intern Initials
**Training Schedules and Options**

APPIC Guidelines, which provide parameters for the standard internship experience, specify that interns must complete at least 25% of time in direct service (about 500 hours for a 2000 hour internship) during the internship year. It should be noted that these are actual contact times such as individual counseling, couples counseling, group counseling, psycho-educational presentations to groups, or consultation of a psychological nature. Also, because of the nature of the academic calendar the majority of direct service occurs during the approximately 36 weeks that classes are in session during the year. Contacts will reach a peak during parts of the year and be minimal during inter-sessions and slower times at the start of the semester. It is, therefore, unrealistic to average these contacts on a weekly basis throughout the semester. In order to help you account for reaching these quantitative guidelines you should go over your monthly activity with supervisors at both mid-term and semester end evaluation times to make sure you are on track for reaching this standard.

We require 1800 hours for completion of the internship. Some state regulatory boards require a 2000 hour internship for licensure in their states; consequently, you may want to alter your schedule to acquire 2000 hours if you anticipate living in an area with that requirement. The higher hour count can be achieved by either working more than forty hours per week. The activity log on our computer system will help you in documenting hours.

The following information is provided to help you determine what hours count as direct service and what would be better classified as support hours.

The following hours would count as direct service

- Any individual, couples, or group psychotherapy session.
- Any direct teaching time
- Any direct consultation time
- Any time providing supervision
- Any after hours on-call phone contacts
- Any presentations to a campus group

With regard to communications outside of structured face to face activities here are some guidelines. If the interaction is a personal communication related to your role as a psychology intern, and is not a routine business interaction, it would likely count as a direct contact. Here are some examples. Phone calls and e-mails to clients, faculty, staff, or outside professionals that require that you employ advanced psychological skills and training are reasonable to count. Hours that are more routine and could be completed by a clerical person should be considered administrative or preparation hours rather than direct service hours.

These would NOT count:

Send a letter, e-mail, or leaving a phone message to your client related to an appointment time, scheduling, or billing.

Receiving electronically submitted paperwork, then calling or e-mailing the student encouraging them to call the counseling center to schedule an appointment.

Running into your client on the sidewalk on campus and saying hello or having a very brief superficial interaction.

Preparing for a class presentation, either on-line or face to face.

These activities would be entered in your activity log as administrative “other” or as “counseling prep.”

These WOULD count:

Interacting with your client by phone or e-mail about a clinical issue, the need to come in after some personal crisis, or following up on an issue from a session.

Contacting a client who has submitted paperwork on line and interacting more directly (by phone or e-mail) about client safety, immediate plans, the importance of scheduling a session right away.

Responding to specific questions by phone or e-mail from a client, faculty or staff, parent, a client's former therapist or physician, or press reporter related to your role as a therapist or mental health professional.

Responding via e-mail to specific students about specific class matters for either face to face or on-line classes.

For on-line classes direct service hours should average about the number of hours of credit a student gets for the class plus about 1-2 hours for other interactions.

Our activity log which keeps track of hours counts in 15 minute increments. Many phone, and e-mail contacts may take considerably less than this. Interns should keep a tally of these contacts and the time they require and enter them when they have amassed 15 minutes. In other words, if an intern has 3 five-minute phone calls with students, this would be entered as one fifteen-minute student consultation.

Because parts of the training contract are individualized depending on the needs/interests of the intern and the service needs of UCS, the amount of time spent in each category may vary slightly in the sample below. During internship orientation most interns find that all training activities sound interesting and each intern tends to want to do everything. However, as the clinical demand increases it is easy to become overwhelmed with all of the commitments made during a slower time of year. As a result, ***we advise that you limit your self to three to four hours of optional activities per week.***

Generally, interns will need to schedule a little over half of their time in direct service activities in order to reach 500 total hours for the year.

## Sample Weekly Schedule

<b>Approximate Hours % of Time</b>	<b>Hours per Week</b>	<b>Direct Service:</b>
45%	18	<u>Individual Counseling and therapy</u> (13-16) individual clients. Paper work, writing reports and preparation. You will need to schedule a minimum of twelve clinical hours weekly at the start of the semester and will need to expand your clinical hours by a minimum of two hours per week during peak times of clinical demand. During fall semester peak demand begins in mid-October and continues until semester final exams. During spring semester, peak demands around the first week in February and continues until finals week.
10%	4	<u>Group Counseling</u> (1 group per semester) Group is optional but highly encouraged. Providing group therapy need not be counted in your 3-4 hours of optional activities.
10%	4	<u>On-Call:</u> (One half day block per week). Being available for "walk-in" questions, intakes, or crisis situations for a specified block of four hours per week.
10%	4	<u>Consultation/Outreach/Teaching:</u> Includes such activities as developing and delivering outreach presentations, required teaching, consulting with faculty, staff and others outside professionals, and supervision of practicum students.
		<b>Training Activities:</b>
20%	8	Individual supervision, case conference, staff meeting, in-service training seminars, supervision of individual and group therapy, seminars (career, multicultural, group, assessment, biofeedback), and supervision of supervision.
		<b>Elective Activities:</b>
10%	4	Concentrations, research, biofeedback, liaison relationships, additional teaching,
100%	(42 Hours)	

### Concentrated Experiences

Within our generalist orientation, we also provide the opportunity to have a more concentrated experience in one or more of several possible areas. These are optional; most can be taken for either one or two semesters. Availability may be somewhat restricted in that not all interns may select the same concentrated experience. Concentrated Experiences take 4 hours per week and consist of a didactic, a therapeutic, and an outreach component. Activities in a concentrated experience can be incorporated with other requirements. For example, interns can select groups related to their concentration, and can make outreach presentations in a related area. The following concentrated experiences are presented as possibilities; however interns are welcome to suggest their own or to combine more than one area. These possibilities should be discussed with supervisors and the training director. The training agreement should specify the goals of the concentrated experience and methods for achieving these goals.

**Alcohol/Drug Abuse Concentration**

This concentration focuses on the full continuum of care: prevention, education, intervention, and treatment. Interns learn basic assessment of alcohol and drug problems, treatment planning, prevention program planning, grant writing and maintenance, therapeutic interventions with substance abuse clients.

**Biofeedback Concentration**

This concentration trains interns in a wide range of strategies, uses, and theories related to biofeedback. Our computerized equipment allows for simultaneous monitoring of skin temperature, sweat production, muscle tension, and heart rate. We also do some work with brain wave training. This seminar meets biweekly and is optional for interns. It can be taken for credit to allow interns to work towards certification in biofeedback.

**Career and Vocational Concentration**

Career concentration provides opportunities for interns who want to broaden and deepen their career development competencies. The career concentration is designed to provide experiences that are above and beyond the minimum requirements for interns in the career area. Interns can serve as liaisons to the Academic and Career Information Center, co-teach a master's level career counseling class, or facilitate job clubs for special populations such as international students.

**Gender Issues Concentrations**

In this concentration interns will focus on themes of traditional male/female socialization and to appreciate variations by race, class, ethnicity, and religion. They will explore how socialization influences psychological development and interpersonal interactions, and how these are manifested in the presentation of symptoms in therapy. Intern's in this concentration will co-lead gender issues related group (men's group, women's group, eating disorders group, etc.) and will conduct outreach presentations on men's or women's issues themes. In addition, they will work with the women's center and the Safe Zone program.

**Research/Teaching Concentration**

This concentration is aimed at the intern who would like to eventually work as an academic. Interns in this concentration will help teach two courses during the year, Career Life Planning and a second course from among several choices depending on availability and intern interest. Interns will take an active role in research seminar and become involved in ongoing research projects aimed at producing publications.

**Sports Psychology and Interventions with Athletes Concentration**

Interns in this concentration will gain a better understanding of the special needs, concerns, and context of the scholar athlete in a large University. Interns will work with scholar athletes in therapy, train athletes in performance enhancement strategies and mental aspects of performance, design group experiences, and do consultation with athletic groups.

**Objectives, activities, and expectations for each concentrated experience are outlined in**

**Appendix A.** In addition to these concentrated experiences, interns may elect to serve an administrative assistantship to gain more experience in the coordination and organization of the counseling service programs.

- 1) **Administrative Staff Assistant:** The intern will work with the UCS director in areas such as evaluation of services, data analysis, committee participation, needs assessment.
- 2) **Training Director Assistant:** The intern will work with the UCS training director in the areas of program development, planning in-services, intern selection, and other areas as appropriate.

### **Training Agreement**

Interns meet with their supervisors and the Training Director within the first three weeks of the internship to formalize the components of their training plans for the year. This plan serves as a blue print for training during the year and should include plans for each training area. This written agreement can be updated during the year or at the break in semesters if the intern and the supervisors see a need.

### **UCS Planning Meeting**

Prior to the beginning of each semester, the UCS staff meets to plan the upcoming semester. Typically, the fall planning meeting is two days and the spring meeting is only one day. During this meeting all staff will brainstorm and discuss ideas for offerings for the semester (e.g., groups, committees, liaisons, etc). As the meeting progresses, staff will begin to select which groups, committees, etc., with which they want to be involved. It is at this time that interns also select the activities that they want to engage in during that semester.

From this selection and negotiation, staff develop a weekly schedule that will be returned to the front desk so that the computerized schedule can be completed.

Typically, interns will need to schedule:

- Individual client times (13-16 per week)
- Group time (depends on group)
- Class time (2 hours plus one for planning)
- Supervision time for individual, group work, and concentrations
- On-call time (4.5 hours, either a morning or afternoon)
- Staff Meeting (1 hour)
- Training seminar, group supervision, and assessment seminar, intern meeting (2 hours weekly)
- Diversity Seminar
- Supervision of Supervision (1 hour weekly)
- Consultation/Outreach
- Committees, Liaisons
- Concentration activities
- Case Conference (one hour weekly)
- Planning and paperwork time

Often the intern experience of the first planning meeting is fairly anxiety producing and can be confusing. Interns are encouraged to ask questions and to seek clarification as questions arise. Interns will not be the only "new" staff--there will be others that also feel confused about various procedures, etc. Feel free to **ask** and **ask** and **ask** again at this meeting.

### **Supervision**

Supervision and feedback are critical aspects of the internship experience. Several types of supervisors are available to the intern on a regular basis. These individuals maintain close contact with the intern and provide both formal and informal feedback. The various types of supervisors include:

A. Chief Psychologist:

The "Chief Psychologist," the Director of the Center, is legally responsible for assuring that clients are treated in a competent, legal and ethical manner. The Director handles any organizational concerns and is the final decision point for most critical concerns.

B. Associate Director for Clinical Services:

This is another organizational supervisor. This coordinator is the primary source through which all liaison work with off-campus mental health providers and referral agencies is funneled. For example, reports requested by off-site agencies should typically be cleared through the assistant director for clinical services before leaving the UCS.

C. Assistant Director/Training Director:

As the individual responsible for coordinating the internship training program, the Training Director handles the administrative needs of the program as well as the training needs. This includes organizing training/supervision, maintaining intern records, providing progress reports, supervising intern selection, and insuring that the internship program maintains high standards for intern training and service. The Training Director also provides supervision of supervision and coordinates supervision of psychological testing and assessment.

D. Career Services Coordinator:

This organizational supervisor coordinates the career services provided by the UCS. Typically, interns will work with this supervisor in the career seminar and in regard to teaching and the coordination of career service delivery. This person also serves as the liaison to the Academic and Career Information Center.

E. Primary Supervisors:

The "Primary Supervisors" are the licensed psychologists who provide training and/or supervision to the interns.

F. Secondary Supervisors:

"Secondary Supervisors" are those non-licensed staff members who provide formal and informal training and/or supervision to the interns. Every psychologist, psychiatrist, and counselor who is a senior employee of UCS may be a secondary supervisor.

### **Assignment of Supervisors**

Several factors are considered in assigning interns' supervisors. Interns get to know the possible supervisors during orientation and they will be able to talk with them about their supervision style and expectations. In addition, supervisors get to know interns and their interests and priorities. Towards the end of orientation interns provide a list of 2 first choices for supervisors and 1 or 2 alternates to the Training Director. These are taken to the supervisors meetings where the assignment of supervisors is ultimately made. While intern preferences is given high priority, other factors such as other staff time commitments, and staff preferences are also considered. At the end of the fall semester, interns may change one, none, or both of their supervisors. Again these decisions are ultimately made by the supervisory staff.

### **Scheduling**

Interns are ultimately responsible for their own time/schedule. All staff need to keep the desk personnel apprised of any changes in the schedule. Also, staff should let the desk personnel know when they are leaving the building. Since all scheduling is done at the desk for all staff, it is essential that the desk personnel and subsequently the computerized appointment calendar are kept up to date.

### **Leave Time**

Many states require 2000 hours of internship training in order to be eligible for licensure. If you work 40 hours per week, and take all 22 days of vacation you will not meet this hour requirement. Most states accept two weeks of paid vacation and holidays as part of the 2000 hours. You need to plan for this. If you would like to make the 2000 hours and you would like to take all of your vacation, then you will need to work some evening and weekend times doing presentations, teaching, or completing other projects to bring your weekly hours above 40 to around 43.

Vacation: Interns receive a total of 22 paid days of vacation time accumulated at a rate of 2 days per month.

Sick leave: Interns accumulate 1 day per month in sick leave for a total of 11 days for the year.

Prior to taking any leave time interns:

1. Notify and plan with individual supervisors
2. Notify the Training Director
3. Arrange coverage of cases, on-call times and responsibilities as needed
4. Complete the proper paperwork with Brenda and the reception desk.

### **Work Samples**

Throughout the course of the internship, interns are expected to submit samples of written work as well as typical audio and/or videotapes to the Training Director. These work samples are placed in the intern's file according to APA criteria. Interns are encouraged to work with their individual supervisors when selecting written work and tapes for inclusion in their file.

Examples of written work that can be included in the intern's file include: Intake Summary, Case Closing Summary, Interpretive report of Psychological Testing, Case Presentation, Publication Reprints, etc. When submitting actual case data, client names should be referred to by initials or blacked out.

### **Comprehensive Evaluation of Intern Competence in The Counseling Service**

As a Training Committee we believe we have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete our program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, we strive not to advance, recommend, or graduate interns with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and training staff, interns should know that their training staff and supervisors will evaluate their competence in areas other than, and in addition to clinical skills and knowledge. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., internship activities and supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a)

impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform interns that evaluation will occur in these areas, it should also be emphasized that our program's evaluation processes and content include: (a) information regarding evaluation processes and standards (e.g., procedures will be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that training staff, and supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated are clearly specified in the internship program's handbook, which also includes information regarding due process policies and procedures (e.g., including, but not limited to, review of our program's evaluation processes and decisions).

### **Evaluation of Supervision and the Training Program**

Interns are encouraged to provide ongoing feedback to supervisors during their weekly supervision. In addition to the opportunity for verbal feedback, interns evaluate supervisors in writing at the end of each semester and at the end of the internship year. This written and verbal process involves several steps:

1. Interns meet with their supervisors individually to discuss the evaluation of the supervisor. A form is completed by the intern who, after discussion with the supervisor, gives one copy to the supervisor and another copy to the Training Director.
2. Supervisors are expected to collaborate with interns regarding the goals of supervision. Intern feedback to the supervisor is essential to insure that both the needs of the intern and the training goals of supervision are met.
3. Questions or concerns about supervision can be raised by the intern and/or the Training Director. When this is not sufficient to resolve an issue, a meeting with the Training Committee can be requested. Further appeals can be made to the Chief Psychologist (See section on Intern Evaluation: Rationale and Procedures).

Interns will be asked to complete a program evaluation form at the end of each semester. A one-year follow-up evaluation of the program will be mailed to former interns. The results of these evaluations will be discussed by the Training Committee in order to determine what program changes may be needed. The Training Director maintains all program evaluation records and uses

them to continually evaluate and improve the training program.

More informal evaluation of the internship experience occurs in the biweekly Internship Meeting with the Training Director. Issues of professional identity, personal concerns, questions about any aspect of the internship program, concerns about interactions with staff, peers, clients, etc. are discussed in this meeting.

### **Liability Insurance**

All interns are expected to have their own professional liability insurance coverage arranged prior to the beginning of the internship. Student plans for professional liability insurance are available for student members of APA for a nominal fee. We encourage all interns to be student members of APA for their own professional identity as well as for the insurance benefits. For more information about APA student membership and student liability insurance, contact: APA, 750 First Street, NE, Washington, D.C. 20002-4242

Interns are required to produce proof of having a professional liability insurance policy in force for the entire internship year.

### **Intern Evaluation: Rationale and Procedures**

#### Introduction

This document has been developed to outline the procedures used by the internship training program to:

1. Evaluate intern performance,
2. Respond to problematic, inadequate or impaired intern performance,
3. Insure that all parties are afforded due process regarding the evaluation process.

The training program continually assesses the progress and professional development of each intern. The purpose of this assessment is to facilitate the professional and personal growth of the intern. Because of the educative nature of the evaluation process, it is particularly important that interns receive continuous, timely, and relevant feedback on their performance relative to the program's guidelines, expectations, and goals and objectives. Further, it is essential that communication exists between the training program and the interns' graduate programs so that these guidelines can be implemented in a way that maximizes intern growth and development.

**I hereby agree that personally identifiable information about me, including but not limited to my academic and professional qualifications, performance and character, in whatever form maintained, may be provided by my academic program to the Kansas State University Counseling Services Pre-doctoral Psychology Internship Program to which I have matched. I further agree that similar information may be provided by the internship site to my graduate program. I understand that such exchange of information shall be limited to my graduate program and KSU internship training staff and such information**

**may not be provided to other parties without my consent. This authorization, which may be revoked at any time, supersedes any prior authorization involving the same subject matter.**

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 Intern Signature

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 Date

Developmental stressors are inherent in the transition from graduate school to internship. Further, the internship experience itself is often fraught with stressful events. Interns are exposed to a full-time clinical practice, which will include a full and challenging caseload as well as responding to crisis situations. Intern supervision is often very intense, concentrated and frequent which can create an increased sense of vulnerability both personally and professionally. Thus, an experience which is designed to promote professional growth and increased confidence in interns can also be a significant source of increased stress.

Since interns make significant transitions during the internship experience, the training program provides activities, procedures, and opportunities for interns that facilitate growth and as much as possible minimize stress. These activities, procedures, and opportunities include such measures as an extensive orientation program, clear and realistic expectations, individualized portions of training, timely and clear evaluations which include suggestions for improved performance, seminars, and staff attention to the gradual increase in the number of clients seen, as well as the severity of their concerns.

#### Intern Evaluation, Review, and Due Process Procedures

During orientation, each intern assesses their competencies, goals, and needs with particular regard to the training goals and objectives of the internship. This self evaluation is completed near the conclusion of the orientation period when interns have had an opportunity to assess the expectations of the training program. This preliminary assessment is used to aid the intern in goal-setting and planning of training experiences.

Following the orientation period, interns are assigned two senior staff psychologists as supervisors for their individual client caseload. Each supervisor is assigned for a minimum of one hour of supervision with each supervisor per week. Interns and supervisors determine how the caseload will be divided so that all clients are supervised by only one individual supervisor. If only one supervisor is assigned, the intern and supervisor will meet for a minimum of two hours per week.

Within the context of the supervisory relationship, each supervisor provides the intern with on-going feedback relative to their professional strengths and skills in need of improvement. This is predominately within the area of individual and group counseling and therapy, however; feedback will also address all internship related activities, professional relationships, agency/operational factors, any professional roles and responsibilities, and personal factors as they relate to overall functioning within the professional role.

These primary supervisors also provide the Training Director and intern with written feedback/evaluation at the end of each academic semester. Additional written feedback will be provided by supervisors for each training area and for the concentrated experience. On at least two occasions, usually near mid-semester, supervisors provide interns with a verbal progress report.

The written evaluations typically occur in mid-December, mid-May, and perhaps at the end of July. If needed, additional written feedback may be given to the intern. The training objectives, objectives for concentrated experiences, and objectives outlined in the individual training agreements define the areas of evaluation.

At the end of each typical evaluation period, the supervisor will review and discuss with the intern the evaluation. This process is designed to provide both evaluative feedback and suggestions for improvement. A copy of this evaluation is provided to the intern and the original is given to the Training Director for use in providing a progress report to the intern's graduate program and for inclusion in the intern's file. Interns at this time also provide supervisors with written and verbal feedback regarding performance as a supervisor and perceptions about the supervisory experience. The supervisor retains a copy of this evaluation and another copy is forwarded to the Training Director. Differences in perceptions and/or facts between the intern and supervisor are expected to be resolved at this meeting. If that does not occur, the procedures for addressing these differences are described later in this document.

Following the formal evaluation meeting between intern and supervisor(s), the Training Director meets with them as a group to discuss any supervisory issues and goals for the next semester. These evaluations and discussions provide the information for the evaluation and report of progress on the internship for each intern's academic training director.

The Supervisors Committee meets as a group monthly to share perceptions and review the progress of each intern. The purpose of these meetings is to ensure that each intern is making good progress in the internship, and to ensure that we respond quickly to any training needs that emerge.

#### Due Process Procedures for Responding to Inadequate Performance by an Intern

If an intern's performance in any of the areas identified in the intern program objectives is rated as inadequate by a supervisor at any time during the internship (not limited solely to formal evaluation periods), and if remediation through the regular supervision process fails to remediate this inadequacy then the following procedures will be initiated:

1. Inadequate evaluations are discussed at the intern review meeting of the Training Committee.
2. The intern is informed by the Training Director that such a discussion occurs.
3. The intern may be asked to:

- a. provide a written statement to the Training Committee in response to the rating, and/or
  - b. meet with the Training Committee to respond to the rating.
4. The Training Committee may adopt any one or more of the following methods or may take any other appropriate action after discussing the "unacceptable" rating. It may execute any of the following:
- a. **Referral** to the senior staff members charged with supervising the intern's activities in order to determine a plan for remediation and to communicate that plan in writing to the intern. A copy of the plan would be given to the intern and retained in the intern's file. The supervisors would then report back to the Training Committee at the next intern review meeting regarding the intern's progress.
  - b. **Remediation plan** to be communicated to the intern by supervisor(s) which expresses concern about the performance deficits and which recommends actions for the intern to implement to remedy the situation before more formal action may need to be initiated. The supervisor(s) would then report back to the Training Committee at the next intern review meeting regarding intern progress.
  - c. **Letter of Acknowledgement.** This letter to the intern acknowledges that (1) the Training Committee is aware and concerned about the rating, (2) the intern is aware of the rating, (3) the Training Committee will work with the intern to rectify the problem or skill deficits addressed by the rating.
  - d. **Letter of Probation.** This letter defines a relationship whereby the Training Committee, through its designees, actively and systematically monitors, for a specified length of time, the degree to which the intern addresses, changes and/or improves the behavior associated with the "unacceptable" rating. A letter of probation includes:
    - (1) statement of behaviors associated with the rating
    - (2) specific recommendations for rectifying the problem
    - (3) time frame for the probationary period
    - (4) procedures designed to determine whether the problem has been appropriately corrected.
  - e. **Take no further action,** other than noting in the Training Committee minutes that such a discussion did occur and the decision of the Training Committee.
5. The Training Director will then meet with the intern to review the decision of the Training Committee. The intern may choose to accept the action of the Training Committee or may choose to appeal the action. Procedures for appealing the action are contained in the following section of this document.

6. If the probation action occurs, the Training Director will inform the intern's sponsoring doctoral program in writing. This letter will address the reasons, rationale, and action taken by the Training Committee. The intern will receive a copy of this letter.
7. Once a letter of Acknowledgement or Probation has been issued, the Training Committee, through its designees, will review the status of the rating no later than the next formal evaluation period, or no later than the time specified in the letter of acknowledgement or probation.
8. In the case of a Letter of Acknowledgement or Probation and if the rating has been rectified to the satisfaction of the Training Committee, the intern, sponsoring graduate program, and other appropriate individuals will be informed and no further action will be taken.

### Grievance Procedures

There are three situations in which grievance procedures can be initiated.

1. When the intern appeals the action taken by the Training Committee (Intern Appeal),
2. When the Training Committee is not satisfied with the intern's action in response to the Training Committee's action (Continuation of Performance Deficits) or,
3. When a member of the University Counseling Services staff initiates action against an intern (Accusation Against an Intern).

Each of these situations and the course of action accompanying them is described below.

1. Intern Appeal. If the intern appeals the decision of the Training Committee, he/she must, within 5 working days of receipt of the Training Committee's decision, inform the Chief Psychologist or his/her designee, in writing, of such an appeal.
  - A. The notice of appeal shall contain a statement as to the grounds for believing the decision to be erroneous or unfair. An appeal may be made only on justifiable grounds, including irregularity of proceedings, remediation suggestions inconsistent with the nature of the rating, or questions of fact. (If the Chief Psychologist is a part of the complaint, the Assistant Vice President for Educational and Personal Development Programs will hear the appeal and render a decision in place of the Chief Psychologist.)

- B. A review hearing will be conducted with the Chief Psychologist in which the appeal will be heard and evidence presented. The intern retains the right to hear all facts and to dispute or explain his/her behavior.
- C. Within five working days of the completion of the appeal hearing, the Chief Psychologist will submit a report to the intern with a copy to the Training Director which specifies the action to be taken. Such action may be to (1) refer back to the Training Committee for further consideration, (2) accept the Training Committee's decision, or (3) reject the Training Committee's decision and provide an alternative.

If the decision is to refer back to the Training Committee, a decision by that committee must be reported to the Chief Psychologist within ten working days. The Chief Psychologist then makes a final decision regarding what action is to be taken.

- D. Once a decision has been made, the intern and other appropriate individuals are informed in writing of the action taken.

## 2. Continuation of Performance Deficits

If the Training Committee and/or its designees determine that there has not been sufficient improvement in the intern's behavior regarding the stipulations set forth in prior Training Committee action, then a formal review by the Training Committee will be convened.

- A. The Training Committee will communicate, in writing, to the intern that there has not been sufficient improvement in the performance deficits specified previously by the Training Committee. The Training Committee may then adopt any one of the following methods or take any other appropriate actions. It may issue any of the following:
  - (1) Continuation of probation for a specified period,
  - (2) Suspension whereby the intern is relieved of specified professional activities until there is evidence that the behavior in question has improved,
  - (3) Communication which informs the intern that the Training Committee is recommending to the Chief Psychologist (Assistant Vice President for Educational and Personal Development Programs if the Chief Psychologist is part of the complaint) that the intern will not, if the behavior does not change, successfully complete the internship, and/or
  - (4) Communication which informs the intern that the Training Committee is recommending to the Chief Psychologist (or the Assistant Vice President for Educational and Personal Development Programs) that the intern be terminated immediately from the internship program.
- B. Within five working days of receipt of the Training Committee's determination, the intern may respond to the Training Committee's action by (1) accepting the action or (2) appealing the action.

- C. If an appeal is made, it must conform to the procedures outlined in the "Intern Appeal" section of this document. A lack of response by the intern to the Training Committee's determination will denote compliance with the Training Committee's action.
- D. Once a decision has been made, the intern, sponsoring graduate program, and other appropriate individuals are informed in writing of the action taken.

### 3. Accusation Against An Intern

Any staff member of the University Counseling Services may file, in writing, a grievance against an intern for any of the following reasons: (a) unethical or legal violations of professional standards or laws, (b) professional incompetence, or (c) infringement on the rights, privileges or responsibilities of others.

- A. The Training Director will review the grievance with the Training Committee and determine if there is reason to proceed and/or if the behavior in question is in the process of being rectified.
- B. If the Training Committee determines that the alleged behavior in the complaint, if proven, would not constitute a serious violation the Training Director shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
- C. When a decision has been made by the Training Committee that there is reasonable cause for deliberation by the Committee, the Training Director shall notify the staff member and request permission to inform the intern. The staff member shall have five working days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within five days or permission to inform the intern is denied, the Training Committee shall decide whether to proceed with the matter.
- D. If the intern is informed, the Training Committee will convene and receive any relevant information from both the intern or staff member as it bears on its deliberations.
- E. A review hearing will be conducted by the Training Committee in which the complaint is heard and the evidence presented. Within ten working days of the completion of the review hearing, the Training Committee shall communicate its recommendation to the intern and to the Chief Psychologist (Assistant Vice President for Educational and Personal Development Programs if the Chief Psychologist is the complainant).
- F. Within five working days of receipt of the recommendation, the Chief Psychologist will either accept the Training Committee's action, reject the action, or refer the matter back to the Training Committee for further deliberation. The Training Committee then reports back to the Chief Psychologist within ten working days of the receipt of the request for further deliberation. The Chief Psychologist then makes a final decision regarding what action is to be taken.

G. Once a decision has been made, the intern, staff member, and/or other appropriate individuals are informed in writing of the action taken.

### Remediation Considerations

It is important to have meaningful ways to address impairment and performance deficits once they have been identified. Several possible, and perhaps concurrent courses of action designed to remediate impairments and/or deficits include but are not limited to:

1. Increasing supervision, either with the same or other supervisors,
2. Changing the format, emphasis, and/or focus of supervision,
3. Recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the intern evaluation process,
4. Reducing the intern's clinical or other workloads and/or requiring specific academic coursework, and/or
5. Recommending, when appropriate, a leave of absence and/or a second internship.

When a combination of the above interventions do not, after a reasonable time period, rectify the impairment/performance deficits, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may need to take more formal action, including such actions as:

1. Communicating to the intern and academic department/program that the intern has not successfully completed the internship,
2. Recommending and assisting in implementing a career shift for the intern, and/or
3. Terminating the intern from the KSU training program.

All of the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

I have read and agree to the terms of training for this internship year.

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Intern Signature

Date