



LAKE FOREST
COLLEGE

HEALTH AND WELLNESS CENTER

Doctoral Internship in Health Service Psychology

Internship Training Manual

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INTERNSHIP TRAINING MANUAL

Table of Contents

INTRODUCTION.....	4
THE TRAINING PROGRAM.....	5
Overview, Aims, and Competencies	5
Training Philosophy.....	6
Internship Accreditation Information	7
Intern Recruitment and Selection	7
Stipends, Benefits and Resources	9
Diversity and Non-Discrimination Policy	10
Professional Staff.....	11
Direct Service.....	14
Outreach, Consultation, and Interdisciplinary Collaboration.....	16
Supervision of Practicum Therapists	18
Supervision and Seminars	18
Administrative Time	21
POLICIES & PROCEDURES.....	21
Email.....	21
Voicemail.....	22
Work Hours and Time Off.....	22
Timecards and Adjusted Scheduling	23
Extended Leave	24
Professional Development/Dissertation Release Time	24
Degrees, Titles, and License Status	25
Liability Insurance.....	25
Internship Hours Requirements.....	25
Expectations for Privacy, Record Retention, and Communication.....	26
Policy on Professional Relationships.....	26
EXPECTATIONS, EVALUATION, RETENTION, AND TERMINATION	
.....	28
Intern Expectations.....	29
Training Program Expectations	29
Evaluation Procedures.....	30
Definition of Problematic Behavior.....	33
GUIDING PRINCIPLES TO ENSURE DUE PROCESS	33
Responding to Inadequate Performance or Problematic Behavior by Intern	
.....	34
Due Process Procedures	38

Grievance Procedures.....40
Due Process In Action Flow Chart.....42
Appendix A: Training Program Competencies and Elements.....43

INTRODUCTION

Welcome to the Lake Forest College Health and Wellness Center. We are excited to have you as part of our staff and look forward to working with you during your doctoral internship training year. We have a variety of training experiences designed for you throughout the year that will facilitate your professional growth and development and immerse you in the roles and responsibilities of a college/university counseling center psychologist.

The following manual outlines the goals, expectations, policies, and procedures for psychology interns in the Health and Wellness Center. The manual is intended to help you avoid some of the misunderstandings and misinterpretations of policy which can be disruptive to your clients, the center, and you. We hope that this manual will clarify some of the expectations we have of you, along with answering questions about policies and procedures that you might have for us. Please read through this manual at the beginning of your internship year and use it as a resource and reference guide throughout your training at the Health and Wellness Center.

Our overall hope is that you experience the maximum benefits of the training offered and that we have a productive and positive year. If you have any questions regarding these policies or their applications, please discuss them with the Health and Wellness Center staff.

THE TRAINING PROGRAM

Overview, Aims, and Competencies

The APA-Accredited doctoral internship is designed to train clinical/counseling psychology doctoral interns in providing psychological services in an integrated college counseling center. Interns will be exposed to a variety of aspects of counseling services at a small liberal arts college. The program also places a strong emphasis on outreach, consultation, interdisciplinary collaboration, and community intervention.

The primary aims of the internship program are:

1. To train clinical/counseling psychology doctoral interns in the provision of psychological services and the range of roles of a psychologist on a small college campus.
2. To facilitate the personal and professional development of strong generalist clinicians who are self-aware, ethical, empathic, authentic, and culturally humble.
3. To prepare clinical/counseling psychology doctoral interns to become entry-level Health Service Psychologists.

To achieve these aims, we provide closely supervised experience in a college counseling center setting, designed to facilitate development in the following profession-wide competencies:

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

The internship is designed to be a professionally and personally transformative year for trainees in their development as psychologists. We expect interns to complete the internship year skilled in the range of roles of a psychologist on a small college campus, knowledgeable about the intersection of developmental issues and mental health concerns, and able to work comfortably with the wide variety of mental health concerns that college students experience. Interns can expect to develop the profession-wide competencies by gaining experiential practice in the following:

- intake assessment
- individual, couples, and group therapy
- crisis assessment and intervention
- diagnostic screening
- community psychology and outreach programming
- consultation
- interdisciplinary collaboration
- providing supervision
- program administration and evaluation

The training program strives to help interns articulate their specific strengths and solidify their therapeutic approach and professional identity as they transition from student to psychologist. Emphasis is placed on helping interns find their voice and develop their therapeutic style. Interns are also encouraged to identify learning opportunities that fit with their interests and may be able to tailor some aspects of their experience to help them develop more expertise in that interest area.

The internship focuses on helping interns develop the skills necessary to use themselves as an important instrument of change in the counseling relationship. Interns will be encouraged to focus on their personal growth and increasing self-awareness. This includes continuing to develop an awareness of issues of diversity, equity, and inclusion and embodying cultural humility. Interns are expected to explore their identities and deepen understanding of the impact of oppression, power, and privilege in the therapeutic context.

The training program also emphasizes a community-based approach to health and wellness and trains interns to work with systems and groups, intervening on the community level with students, staff, and faculty to promote a holistic view of wellness on a college campus. Interns will be provided with consistent and intensive supervision both individually and in a small group to support their clinical, personal, and professional development throughout the internship year.

Training Philosophy

The internship utilizes a practitioner-scholar training model of psychological training and service delivery. The practitioner-scholar training model emphasizes the integration and application of critical thinking and skillful reflection across a broad range of experiential activities.

The internship program is designed to provide experience in and exposure to the clinical work that is characteristic of a college counseling center setting. It is a time to advance clinical skills and move toward establishing an integrated professional identity. Interns are exposed to the many different professional activities of clinicians in a college counseling center. All activities and experiences are conducted under consistent and intensive supervision to foster the development of more skills throughout this process. Training and supervision are collaborative in nature, emphasizing each intern's unique strengths, goals, and areas for growth.

Training of interns is recognized as a developmental process, and interns are assessed individually regarding their clinical skills and stage of professional development. Interns are asked to complete a self-assessment at the beginning of the training year to identify the skill and expertise that they bring to the program as well as their unique training needs, goals, and interests. This process is the foundation of a collaborative approach that is infused throughout the training program.

As emerging professionals, interns are expected to have a strong degree of self-motivation and self-direction. In a supportive and collegial atmosphere, interns are treated with respect and encouraged to participate in all activities of the center. This level of involvement and participation enables interns to be directly exposed to modeling of professional values including cultural humility, concern for ethics, and the importance of continued growth and professional

development.

The internship program strongly values respect for diversity, an understanding of how one's own identities and experiences influence them as a psychologist/psychologist in training, an awareness of the cultural and individual differences that are present for clients or others we interact with in our roles, and an orientation towards social justice. The internship program supervisors strongly believe that to train interns to be multiculturally competent and to create an ideal environment for training and empowering interns of a variety of identities and cultures, supervisors must engage in the same critical self-reflection and awareness that they request of interns. We value authentic, theoretically based, self-reflective, and culturally humble practice, and we strive to meet the highest ethical standards as clinicians and supervisors working within an interconnected university community.

Internship Accreditation Information

The Lake Forest College Health and Wellness Center Doctoral Internship in Health Service Psychology has been accredited by the American Psychological Association since 2016. We are members of the Association of Postdoctoral and Psychology Internship Centers (APPIC) and participate in the APPIC Match (Program Code Number 127711), and follow all APPIC Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking related information from any intern applicant. Applicants are required to follow the guidelines developed by APPIC, which may be found on the APPIC web site (www.appic.org).

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Intern Recruitment and Selection

The Lake Forest College Health and Wellness Center currently offers two full-time doctoral internship positions. Because the internship program is a member of APPIC, interns are primarily recruited through APPIC's national directory online.

The intern selection committee strives to develop a holistic picture of each applicant and the potential fit between the training program and an applicant's experience, goals, and interests. Successful applicants are typically interested in being trained as generalists and increasing their competence in the variety of roles that a psychologist performs on a small college campus. They usually demonstrate self-awareness, multicultural competence and sensitivity, and the ability to work successfully in a small, integrated team. Previous experience in a college counseling center

is not a requirement for consideration, but strong applicants are able to articulate their interest in completing their training in a college counseling center. The HWC seeks to train and provide services to individuals with diverse identities. As a training site, the program is committed to the recruitment, selection, and retention of diverse intern candidates. Individuals with underrepresented and/or minoritized identities are encouraged to apply to our site.

The minimum criteria for applicants include:

1. A minimum of 300 intervention hours prior to the application deadline
This was decreased to 250 intervention hours during the 2021 and 2022 Match application cycles due to the impact of the COVID-19 Pandemic on graduate student training.
2. Enrollment and good standing in an APA-accredited or CPA-academic doctoral program
 - a. Applicants from Clinical or Counseling Psychology program preferred
 - b. Applicants from School Psychology program will be considered, but not preferred
3. Completion of a minimum of three years of graduate training and at least two graduate-level clinical practica.
4. Approval of dissertation proposal by the rank deadline

Additionally, interns who match to our training program must successfully pass a background check before a final offer of employment is made. Background checks may include, but are not limited to, criminal history, national sex offender search, and motor vehicle history. According to Lake Forest College's Background Check policy, although a disqualification from employment is possible, a previous issue does not automatically disqualify an applicant from consideration for employment with Lake Forest College. Depending on a variety of factors (for example, the nature of the position, the nature of the issue, and the amount of time that has passed), the candidate may still be eligible for employment. Any questions about the Background Check Policy can be directed to Agnes Stepek, Director of Human Resources, at stepek@lakeforest.edu or 847-735-5036.

As a member of APPIC, the Health and Wellness Center's Internship Program participates in the National Matching Services Internship Matching Program. You must be registered for the Match to be eligible to match to our program. You can obtain instructions and download the Applicant Agreement required to register for the Match from the [National Matching Services](#) website.

Interested applicants can submit the electronic APPIC Application for Psychology Internships (AAPI Online) through the [AAPI applicant portal](#). A complete application includes:

1. A completed AAPI with essays, the standard application for APPIC
2. A cover letter (included in the online AAPI) stating your goals for internship and explaining your interests in training at Lake Forest College
3. A current curriculum vitae (included in the online AAPI)
4. 3 letters of recommendation (included in the online AAPI); it is preferred that at least two letters come from direct supervisors of your clinical work
5. Official transcripts for all graduate work (included in the online AAPI)

No supplemental materials are required by the Lake Forest College Health and Wellness Center.

The application deadline is in the first week of November each year. The specific application deadline varies from year to year and will be posted on the APPIC Directory and the Health and Wellness Center's website by June 30th of the application year. For consideration in the selection process, application materials must be submitted by 11:59pm Eastern Standard Time (10:59pm Central Standard Time) on the application deadline, when the application portal automatically closes.

Applications are reviewed initially by the Coordinator of Clinical Training and subsequently by three members of the Internship Selection Committee. The Internship Selection Committee is comprised of our three Counseling Services staff members and our two current doctoral psychology interns. Approximately 20 applicants are invited for interviews for the next stage of the selection process. Applicants are notified of their interview status by December 15th each year.

All interviews are conducted virtually. The interviews are conducted in early January and are scheduled over the course of a full workday with breaks throughout.

During the interview, applicants are provided with an overview of the doctoral internship at Lake Forest College and meet for individual and/or group interviews with the Director, Coordinator of Clinical Training, Community Wellness Coordinator, and current doctoral interns. The intention of the training program is to design the interview day in a way that allows the best evaluation of fit between interviewee and site, both for applicants and the program. Throughout the selection process, the internship site abides by the APPIC policy that no person at this training site will solicit, accept, or use any ranking related information from any intern applicant. Applicants are also required to follow the guidelines developed by APPIC, which may be found on the [APPIC website](#).

All members of the internship selection committee meet following interviews to discuss applicant strengths, goals, and growth areas in consideration of each prospective intern's fit for Lake Forest College and the Health and Wellness Center doctoral internship. All members of the internship selection committee have input into the final ranking list, which is submitted through National Matching Services by the Coordinator of Clinical Training.

Stipends, Benefits and Resources

The Lake Forest College Doctoral Internship Training Program offers two full-time 12-month intern positions. The current intern stipend (2023-2024) is \$30,000, paid on an hourly non-exempt basis under the FLSA regulations. The intern stipend is typically increased on an annual basis based on the approval of the College Budget. The training year runs from August 1st to July 31st each year, with the first working day on the first weekday in August and the last working day on the last weekday in July each year. Additional benefits include:

- Comprehensive health insurance
- Paid time off for vacation and illness
- Paid holidays recognized by the College
- Funding and time off to attend professional conferences
- Schedule flexibility for dissertation and post-doctoral position search

- Free access to campus Sports and Recreation Center
- Free parking

Each intern is provided a private office equipped with telephone, computer, and webcam. Interns have administrative support from the department assistant and support for developing outreach programming from student employees and peer educators. All necessary training materials are provided and additional materials necessary for outreach programming or other projects can be purchased with Health and Wellness Center funding with approval of the Director of Health and Wellness.

Further details about benefits can be obtained by contacting the Director of Human Resources, Agnes Stepek, at stepek@lakeforest.edu or 847-735-5036 or the Coordinator of Clinical Training, Kasey Schultz-Saindon, Ph.D., at schultzsaindon@lakeforest.edu or 847-735-5241.

Diversity and Non-Discrimination Policy

The Lake Forest College Doctoral Internship Program in Health Service Psychology strongly values diversity and is committed to providing an equitable, inclusive, and safe environment for each intern to learn and grow. Consistent with the American Psychological Association's charge that "*professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals*", one of the core goals of the training program is the development of respect and understanding of all types of human diversity. This competency requires not only knowledge and skills but also strong awareness of oneself as a cultural being. Development of such self-awareness and integration into each intern's professional identity and practice requires a safe and supportive environment in which to examine one's own identities and related values, beliefs, and biases that potentially impact encounters with others. The training program makes every effort to create and sustain such a safe and supportive environment, and Health and Wellness Center staff actively advocate for policies and procedures that advance an inclusive and equitable environment for all the diverse members of the campus community. The College similarly is committed to supporting and promoting respect for diversity and preventing any discrimination towards students, faculty or staff, as demonstrated in the official non-discrimination policy:

Lake Forest College does not discriminate on the basis of race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, or any other classification protected by law in matters of admissions, employment, housing, or services or in the educational programs or activities it operates.

Lake Forest College complies with federal and state laws that prohibit discrimination based on the protected categories listed above, including Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex (including sexual misconduct) in the College's educational programs and activities.

Lake Forest College provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant.

Any inquiries or concerns with respect to sex discrimination, sexual misconduct, or Title IX may be directed to LaShun McGhee, Title IX Coordinator; 555 North Sheridan Road, Lake Forest, IL 60045; 847-735-6009; TitleIX@lakeforest.edu.

A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 800-421-3481.

The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Agnes Stepek, Director of Human Resources; 555 North Sheridan Road; Lake Forest, IL 60045; 847-735-5036; stepek@lakeforest.edu. Inquiries or concerns with respect to any other type of discrimination may also be directed to Agnes Stepek.

Consistent with this policy and the values stated above, the training program welcomes diverse applicants and actively seeks to create a diverse training environment. Diversity amongst trainees and faculty enrich the training experience for all involved and promote multiculturally competent services for our diverse student clientele. The program does not discriminate against any applicants because of race, color, sex, religion, national or ethnic origin, ability status, sexual identity or orientation, or gender identity or expression and evaluates applicants solely on the basis of prior education, training experiences, and fit with the goals and activities of the program.

If you have any other questions related to any aspect of the Lake Forest College Doctoral Internship Program in Health Service Psychology, please contact Kasey Schultz-Saindon, Ph.D. at schultzsaindon@lakeforest.edu or 847-735-5241. Additional information about Lake Forest College may be obtained at <https://www.lakeforest.edu> or by visiting the Health and Wellness Center website at <https://foresternet.lakeforest.edu/student-resources/health-and-wellness>.

Professional Staff

The Health and Wellness Center is staffed by four full time clinical psychologists, two doctoral psychology interns, two advanced practicum therapists, a nurse practitioner, a registered nurse, and a department assistant. Counseling staff have expertise in a range of theoretical orientations including client-centered, interpersonal, psychodynamic, cognitive-behavioral, developmental, family systems, and multicultural/feminist. Our training staff is collaborative, collegial, professional, and committed to the training of doctoral students. Additional information on the training staff can be found below.

Mary E. Grigar, Ph.D.

Assistant Dean of Students, Director of Health and Wellness
Licensed Clinical Psychologist

Dr. Mary Grigar earned her Ph.D. (2001) in Counseling Psychology from Indiana State University and her M.S. (1995) in Counseling Psychology from the University of Kentucky. She completed her doctoral internship at the Illinois State University Student Counseling

Services and her postdoctoral fellowship at the University of Michigan Counseling and Psychological Services. Prior to her graduate work, Mary received a B.S. from the University of Illinois at Urbana-Champaign, where she majored in Psychology and Anthropology. Her clinical experiences include primarily university and college counseling center work where she has had the opportunity to fulfill a variety of roles such as counselor, supervisor/trainer, mentor, advocate, consultant, and administrator. Mary approaches her clinical work with a focus on understanding a client's social, cultural, and biological factors to allow for a supportive, validating, and empowering space for clients to examine who they are and who they want to become. In her supervisory relationships, Mary places a high value on the supervisory relationship in order to provide an authentic space for growth and development through establishing trust and safety in the journey of becoming a positive change agent in our ever changing world.

Ed Neumann, Psy.D.

Director of Counseling Services, Community Wellness Coordinator
Licensed Clinical Psychologist

Dr. Ed Neumann earned his Psy.D. in Clinical Psychology (2012) from The Chicago School of Professional Psychology. He completed his pre-doctoral internship at Butler University and his postdoctoral fellowship at Northeastern Illinois University. Prior to his graduate studies, Ed received a BA from Illinois Wesleyan University. Ed has trained and worked in a variety of different clinical settings in his career, including a private practice, a community mental health center, and several college counseling centers. He also spent several years working on a psychiatric hospital unit for children, adolescents, and young adults. In these settings, he worked with a diverse range of people with an equally diverse range of reasons for seeking counseling. Ed approaches counseling primarily from a humanistic, person-centered perspective, but also integrates components of existential and psychodynamic theories into his work with clients. As a part of this approach, Ed is sensitive to each person's unique blend of multiple social identities, including race, ethnic background, gender, sexual identity, ability, SES, and religious background, and how these various identities contribute to an individual's overall sense of self. Ed's areas of interest and specialty are depression, loss and mourning, identity development, trauma, crisis, and interpersonal relationships. In addition to his clinical work, Ed is also highly committed to supervision and training of future members of the helping fields. His approach to training is developmental and informed by his humanistic perspective. Accordingly, Ed believes that the training relationship is paramount and must be characterized by trust and collaboration, which allows trainees to feel both supported and challenged to pursue the goals they set for themselves.

Kasey Schultz-Saindon, Ph.D.

Assistant Director of Counseling Services, Coordinator of Clinical Training
Licensed Clinical Psychologist

Dr. Kasey Schultz-Saindon earned her M.S. (2011) and Ph.D. (2013) in Counseling Psychology from Colorado State University. She completed her doctoral internship at the Colorado State University Health Network and her postdoctoral fellowship at Roosevelt University's Counseling Center. Prior to her graduate work, Kasey received a B.A. from

Saint Mary's University of Minnesota, where she majored in Psychology and received minors in Spanish and Mathematics. Beyond her work in multiple college counseling centers, Kasey also has previous clinical experience in private practice and outpatient mental health clinic settings. She enjoys engaging in the wide variety of responsibilities and relationships that come with working in the university setting, including providing counseling services, supervision/training, outreach, and consultation to the campus community. In addition to enjoying working with individuals, Kasey has a passion for both group and couples counseling. Some of her other clinical interests include life transition and adjustment, relational struggles, identity development, self-esteem, gender concerns, autism spectrum disorders, stress management, and alcohol and other drug use concerns. Her approach to counseling stems from client-centered and interpersonal process theories. She believes that clients can begin to make the changes they want in their lives through building a supportive relationship with a therapist who is genuine, authentic, and empathic. When a therapist creates a space in which clients feel safe enough to sit with uncomfortable emotions, clients are able to begin to be more authentic and congruent themselves. Kasey takes a developmental approach to supervision and training, which is influenced by her client-centered and interpersonal style. She believes that the foundation of the supervisory relationship creates the opportunity for growth and further development as a psychologist in training. Most importantly, she strives to be her authentic self and create a space in which trainees can be their authentic selves, developing their own voices and identifying who they are and want to be as a psychologist.

Ashley Wood, Psy.D.

Staff Psychologist

Licensed Clinical Psychologist

Ashley earned her Psy.D. in Clinical Psychology (2016) from Roosevelt University. She completed her doctoral internship at Towson University's Counseling Center in Towson, MD and her postdoctoral fellowship at Eating Recovery Center, Insight, in Chicago, IL. Prior to her doctoral studies, Ashley received a B.A. in Psychology and Educational Studies from Emory University in Atlanta, GA, and an M.A. in Psychology from American University in Washington, D.C. Ashley has trained and worked in a variety of settings, including college counseling, community mental health, private practice, and partial hospitalization and intensive outpatient settings. Through these varied experiences working with diverse populations and presenting concerns, Ashley areas of interest, passion, and specialization include working with issues concerning life transitions and adjustment, identity exploration and development, emerging adulthood, academic and career concerns, relationships, body image and eating, stress management and mindfulness, and self-confidence/self-esteem/self-compassion. Ashley approaches counseling from a psychodynamic and relational perspective, and believes that relationships are formative and also healing, and strives to create a safe, supportive, caring, compassionate, and non-judgmental space where clients feel seen, heard, and understood. In addition, Ashley also utilizes skills-based interventions to help expand and enhance clients' coping, distress tolerance, and emotion regulation abilities. Through these approaches Ashley aims to empower each client to gain a deeper understanding and awareness of themselves, their emotions, thoughts, wants, and needs, and their values, so that they can find their own unique voice and live more authentically and congruently. In addition to her clinical work, Ashley is passionate about training, teaching,

and supervision, and she utilizes an individualized, developmental, and relational approach to this area of her work. Ashley has taught as an adjunct instructor at Roosevelt University and also as a Master Trainer with The Body Project, an evidence-based, cognitive dissonance body-acceptance program. In her free time, Ashley likes to spend time with friends and host gatherings, arrange flowers and charcuterie boards, travel, read, explore different restaurants, and take mindful walks.

TRAINING ACTIVITIES

Intern activities are focused in the following areas: 1) direct service, 2) outreach, consultation, and interdisciplinary collaboration, 3) supervision of practicum therapists, 4) supervision and seminars, and 5) administrative time.

Direct Service

Direct services activities include individual and couples therapy, group therapy, initial consultation, intake assessment, diagnostic screening, case management, and crisis assessment/intervention. Clients served at the Health and Wellness Center represent a broad range of presenting concerns and diagnostic categories.

Intake Interviewing

All students seeking counseling services through the HWC first attend an intake appointment (60 minutes) or initial consultation (IC; 30 minutes, brief intake). Interns are expected to hold set times in their schedules for intakes/initial consultations throughout their training year. In this appointment, clinicians assess client needs, history, and acuity of presenting concerns to determine appropriate level of care and treatment recommendations. Following an intake/initial consultation, an intern may schedule a crisis follow up with a student, place the student on the waitlist, conduct case management to assist with referrals and/or other on- and off-campus resources, or begin individual therapy with the student. Through this clinical activity, interns can expect to develop interviewing skills, learn how to gather clinical information, conduct mental status evaluations, and foster early relationship and rapport building skills. Interns will also develop greater skills in diagnosis, case management, disposition decisions, and treatment planning. Interns typically are assigned 3 hours of intake slots (3 intakes) or 2 hours of initial consultations (4 initial consultations) in their schedule on a weekly basis. Intakes/ICs can be scheduled by students online through the Student Health Portal or by reaching out to the Health and Wellness Center directly. Students may schedule ICs/Intakes up to 12 hours before the time of the appointment.

Crisis Assessment and Intervention

During orientation, interns will receive training in evidence-based methods of assessing risk, managing crisis situations, and Health and Wellness Center procedures for such situations. Interns will have the opportunity to integrate this model in a range of clinical encounters, including intake interviews, initial consultations, individual therapy and case management sessions, scheduled and drop-in sessions with students in crisis, and consultation with other staff and faculty on campus regarding students of concern. Interns each cover walk-in crisis hours for at least one day per week. On these days, a designated hour is reserved for consultation with

students in crisis, though interns also may need to respond to drop-in clients with more urgent needs outside of this designated hour. Support and direct supervision of risk assessment and treatment plans is provided to assure client safety and facilitate interns' integration of effective crisis assessment and intervention skills. Supervisors are always available for support and supervision during these crisis encounters. When these sessions happen in person, interns are required to check-in with a supervisor about the assessed risk and crisis management plan before concluding the session. This in vivo supervision model both provides necessary support to interns in complex emergency situations and takes pressure off the intern to determine when support is needed. This requirement may be lifted as the training year continues, based on trainee developmental level. Staff may also directly involve interns in crisis management situations (i.e., to participate in assessment, consultation, hospitalization processes) to further their exposure to and experience with crisis management. Interns are never placed in positions of managing crises on their own. Supervision is provided through all stages of the process with support for interns' growth in competence and confidence to manage crises with greater independence by the end of internship. Interns also take part in the on-call rotation, serving as counselor on-call for one week at a time to provide consultation to Public Safety, the Office of Residence Life, and the 24/7 crisis line for Lake Forest College students through Christie Campus. Interns are expected to be on-call 3-4 weeks each semester. A licensed psychologist supervisor always serves as backup during the weeks that an intern is on call. On-Call weeks typically start on a Friday or a Tuesday depending on the time of year. Each semester interns will be asked for their availability as staff build the on-call schedule.

Individual and Couples Therapy

Training in the provision of individual therapy is the primary emphasis of the internship program. The Health and Wellness Center strives to help undergraduate students navigate mental health concerns, explore and learn different ways of coping with stressful situations, identify and resolve interpersonal conflicts, obtain support during difficult life events and transitions, develop and enhance academic performance, and improve personal relationships through more effective communication. Opportunities to provide couples counseling may present during the training year. Interns will gain experience with a variety of psychological disorders requiring different interventions. The Health and Wellness Center typically utilizes brief models of treatment, though there are no formalized session limits. Clients are seen for 5-8 sessions on average. Interns are expected to become familiar with the practice of brief therapy, although trainees can conduct longer-term treatment with a portion of their caseload when appropriate for the client's needs and the intern's training. Interns can expect to carry a portion of their caseload on a longer-term basis, although this specific number will vary based on the needs of the intern, the client, and the Health and Wellness Center. Decisions about length of treatment should be made in consultation with an intern's supervisors. Thus, interns have the opportunity to gain experience in brief and long-term models of treatment as well as assessing which is more appropriate for specific clinical presentations. Interns are expected to see 15 hours per week of individual and/or couples therapy. Interns will often have caseloads larger than 15, as clients may be seen less often than weekly. Interns are expected to video record their therapy sessions for use in individual and group supervision.

Case Management

In addition to short-term and long-term psychotherapy skills, interns will have the opportunity to develop case management skills essential to practice in a college counseling context. Case

management may include follow-up appointments with students whose disposition or treatment plan does not include individual therapy at the Health and Wellness Center. Case management sessions may focus on things such as safety planning, application of coping skills, exploring motivation for ongoing counseling, providing short-term support, and connection to other resources and off-campus referrals. Case management also involves interns' effective management of their caseload in a small but busy counseling center. Interns will learn to distinguish between short-term, long-term, and group therapy dispositions for cases and build skills in communicating with clients about treatment plans, referrals, and termination.

Group Therapy

The Health and Wellness Center offers multiple therapy groups each semester. Each intern is provided training in and the opportunity to co-facilitate semester-long interpersonal process groups which foster interpersonal growth, the resolution of emotional issues, insight into relational patterns, emotionally corrective experiences, and behavioral change. Interns typically have the opportunity to lead one interpersonal process group each semester of the academic year. Interns may also have opportunities to facilitate drop-in groups or psychoeducational groups/workshops, dependent on interest and the needs of the community. Interpersonal process groups are often scheduled to extend beyond 5pm, including processing/supervision time with the intern's co-facilitator/supervisor. Adjustments will be made to the intern's schedule to adjust for this time and ensure the intern does not work beyond 37.5 hours per week.

Diagnostic Screening/Specialized Assessment

While the Health and Wellness Center does not engage in extensive diagnostic assessment, interns will gain experience with outcome assessment, substance use assessment and intervention, ADHD screenings, and therapeutic assessment. Outcome assessment is conducted with all Health and Wellness Center counseling clients, and interns are expected to utilize this data to help inform their therapeutic work. Substance use assessment and intervention is conducted most often with students who are mandated for an alcohol and other drug assessment through the student conduct system. This 2-session assessment and intervention involves an interview, assessment/screening tools, and providing feedback from a motivational interviewing approach. ADHD screenings are utilized for students who are seeking to understand their learning or attention difficulties. The screening process is designed to help students determine whether they have a need for further testing. ADHD Screenings and substance use assessment and interventions are added to intern's schedules periodically when students present requesting these services. Demand for these services fluctuate from year to year. Interns can expect to complete at least 3 ADHD screenings and 1- substance use assessment and interventions throughout the internship year, though they may complete a larger number of them in years where the demand is higher.

Outreach, Consultation, and Interdisciplinary Collaboration

Community wellness is a core value of the Health and Wellness Center, and community-based interventions are an important skill for psychologists working on a college campus. Thus, training in outreach and consultation and the theories and evidence to guide such activities is an important part of the training experience.

Outreach

The Health and Wellness center has an active outreach program that strives to provide students and staff with information, education, and consultation on a variety of wellness issues such as stress management, responsible alcohol use, sleep, healthy relationships, resilience, general mental health, healthy eating, healthy sexuality, time management, and a variety of other topics as the need arises over the course of the year. Interns are expected to collaborate with student organizations and other departments, both within and outside of the Office of Student Affairs in providing outreach programming. At the beginning of the year, interns participate in training for student leaders such as Resident Assistants and Orientation Leaders and workshops for first year and transfer students during New Student Orientation. In addition to regularly scheduled outreach events, interns will each develop their own outreach projects as a portion of their contribution to the community, including a capstone outreach project. Interns are expected to conduct 2-3 independent outreach programs per semester. Some of this outreach programming may take place during evening or weekend hours. Depending on the intern's initiative and interest, outreach can involve psychoeducational workshops, needs assessment with follow-up programming, or programs designed in collaboration with other staff or student groups. Interns may also elect to develop other community-based interventions such as a social norms campaign, newspaper articles, or social media materials.

Let's Talk

Along with staff members, interns provide coverage for our Let's Talk program. Typically, an intern will have one regularly scheduled hour per week during which the intern is in a private office in a location outside of the Health and Wellness Center. Let's Talk is designed to be a time during which students can drop in to talk with a therapist about any number of topics, whether or not they are interested in seeking counseling. Let's Talk is scheduled at varying times throughout the week and in a variety of spaces in an attempt to allow students more access to a mental health provider. This is also a time in which interns may be able to develop stronger collaboration relationships and skill in consultation with other higher education professionals.

Consultation

Interns will have the opportunity to provide formal and informal consultation to staff, faculty, and students on a range of topics. Consultation can focus on assessment of the needs of a student and/or support for the consultee in best supporting the student. Also included might be general psychoeducation for individuals or groups on campus to support effective intervention with students in distress. Consultation with family members and outside providers is also often an important element of psychotherapy or case management with clients.

Interdisciplinary Collaboration

Due to the integrated nature of the Health and Wellness Center as both the primary health and counseling clinic on campus, interdisciplinary collaboration is a daily occurrence for interns. This collaboration will happen both formally and informally. Interns also regularly attend the Office of Student Affairs biweekly meetings and may have the opportunity to serve on campus committees. This provides opportunities to build relationships with other professionals across campus, as well as additional opportunities for collaboration on outreach, campus events, and meeting student needs.

Program Administration and Evaluation

Interns have opportunities to engage in the administration and evaluation of our training and clinical programs. Throughout the course of the year interns can expect to learn a great deal about the administration of an integrated university counseling and health center. Additionally, they serve on the intern selection committee and have opportunities to evaluate and help to improve elements of the training program as well as other programs and systems on campus. During the summer semester, interns work closely with staff members to adjust and improve the training program and clinical services of the Health and Wellness Center. They will also learn skills in developing and evaluating their own community-based outreach programming.

Supervision of Practicum Therapists

Interns provide supplemental supervision of one advanced practicum therapist. They meet with their supervisee for 1 hour per week during the academic year (90 minutes per week for the first 6 weeks of the fall semester). Interns can expect to supervise one advanced practicum therapist in the fall semester and a different advanced practicum therapist in the spring semester. In this supplemental supervision, the intern will supervise a portion (up to half) of the advanced practicum therapist's cases. Interns will be provided support for their development as a supervisor and supervision around the welfare of their supervisee's clients in supervision of supervision with the Coordinator of Clinical Training and their individual supervision with their supervisor who is also the primary supervisor of the advanced practicum therapist. Interns are expected to video record their provision of supervision.

Supervision and Seminars

Supervision, didactic seminars, and other informal training experiences are integral aspects to the training of interns. Close and intensive supervision with ongoing evaluation and feedback is seen as the backbone of the training experience. We believe that in preparing to be professional psychologists, interns should systematically increase their ability and skill in providing a range of interventions to clients presenting with a variety of concerns. This goal is pursued through collaborative work with clinically skilled staff and intensively supervised clinical practice. Clinical work is video recorded and case notes are routinely reviewed to ensure that feedback is timely, specific, and detailed. Intensive supervision and diverse didactic training are the foundation of the training program. Each intern will receive at least 4 hours of supervision from licensed clinical psychologists each week, with additional supervision and support for the range of services and training activities as appropriate. Additionally, multiple didactic seminars are provided each week focused on a range of topics related to competent practice of psychology on a college campus. Specific training schedules and syllabi will be provided. Interns are expected to come prepared to supervision and seminars.

Individual Supervision

Each intern will receive two hours weekly of individual supervision focused on individual clinical work and general professional development. This supervision is conducted by two different licensed psychologists, offering interns a breadth of perspective and mentorship. Interns typically are supervised by the Coordinator of Clinical Training for the full internship year and two other psychologists for one semester each, switching six months into the internship, at the start of February. This allows an opportunity for each intern to be supervised by three psychologists on staff. Interns are expected to be prepared to present and discuss video

recordings of therapy sessions during supervision. Supervision will be focused on professional growth and increased self-awareness. Interns can expect supervision to assist them in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. One focus of supervision is on solidifying each intern's own therapeutic style and theoretical approach. Interns can expect to improve their ability to track the effectiveness of their interventions.

Supervision of Group

While an intern is facilitating a therapy group, 30 minutes of weekly individual supervision will be provided by the licensed psychologist co-facilitator. If approval is given for an intern to lead a group with a trainee co-facilitator or without a co-facilitator, supervision will be provided by a licensed psychologist.

Case Consultation

Case consultation is a group supervision designed to complement the intern's individual supervision. During this supervision, interns, advanced practicum therapists, and staff rotate sharing about current clients and showing video recorded therapy sessions. Intentionality is given to discussing clients and therapists within their multicultural contexts. Attention is given to the impact of these intersecting identities on the client's presenting concerns and the therapeutic relationship. In addition to asking questions, brainstorming ideas about future directions for clinical work with specific clients, and receiving feedback from others about their clinical strengths and growth areas, interns will have the opportunity to provide constructive feedback to fellow trainees and staff. Interns will have opportunity to continue to develop their oral and written presentation skills and to demonstrate their skill at conceptualization and assessment. Interns are encouraged to use this group supervision as a space to develop their skills at providing feedback and peer supervision as they begin to develop their own approach to clinical supervision. Interns can also expect to present a more formal case presentation at the beginning of the spring semester. The timing of this is also designed to help with preparation for post-doc or job interviews. Case consultation occurs weekly for two hours each week. This first 30 minutes of case consultation is utilized as a meeting for counseling services staff and trainees to discuss clinical issues and case disposition during times when there is a waitlist for individual therapy. The remaining hour and a half is group supervision.

Supervision of Supervision

Supervision of Supervision provides an opportunity for interns to learn theories and techniques of supervision and encourage interns to apply these techniques in supervision of an advanced practicum therapist. Consideration of the developmental needs of trainees, the structuring of a supervisory relationship, and ethical issues will be discussed. Interns will be expected to develop their own approach to supervision and apply this approach in their supervision of a practicum therapist. Interns will be expected to share video of them supervising. Supervision of supervision is held for one hour every other week throughout the academic year, while the interns are supervising practicum therapists. Interns will also meet with the psychologist providing supervision of supervision approximately 5 times over the summer semester.

Intern Seminar

Intern seminar is designed to explore theoretical, ethical, multicultural, and diagnostic issues related to the delivery of clinical services in the college setting and the practice of

clinical/counseling psychology in particular and the application of clinical services in general. The seminar also provides additional training on diagnostic considerations and issues, treatment approaches, and clinical populations. Readings, case materials, and didactic presentations are used to facilitate the development of additional knowledge and skills in this seminar. Intern seminar meets weekly for 1 hour. Additional didactic trainings may be scheduled periodically outside of the weekly training seminar time. Interns' specialized interests are also considered in choosing didactic topics for this seminar. Outside speakers or webinars may be utilized in some weeks to give a variety of topics and exposure to mental health professionals beyond the HWC staff. Interns are also expected to choose a topic and lead this seminar 1-2 times in the spring semester.

Multicultural Seminar

Multicultural seminar will focus on enhancing intern's competence in individual and cultural diversity and increasing knowledge and skills to promote multiculturally sensitive and competent clinical work. This seminar is based on the understanding that we are all multicultural human beings who bring to the counseling relationship a vast network of personal and social identities. These group affiliations can serve as both barriers and resources in our clinical work. The seminar's goals are to increase self-awareness of participants' own identities, positionality, the associated privileges or lack of privilege that goes with these identities, and the impact of these identities, beliefs, and values on one's clinical work. The seminar will address a variety of cultural factors and identity groups, with the goal of increasing knowledge and skills at cultural humility to facilitate an ability to intervene in culturally competent ways with clients. The exploration of clinical work and therapists' self-awareness will occur in both a supportive and challenging environment. In the seminar, interns can expect to grow in their awareness of their own intersecting identities, explore reactions and assumptions regarding cultural identities, increase knowledge of how a client's and therapist's identities may impact the clinical work, and facilitate a deepening of competence when intervening with clients. This seminar includes the advanced practicum therapists and meets three times a month for one hour.

Professional Development Seminar

Interns will engage in a process of developing their identity as psychologists through this seminar. Topics will include developing a clinical specialty, job search tips, licensure, obtaining a post-doctoral training experience, networking, and preparing for the EPPP. This seminar also allows interns an opportunity to discuss and work on their professional development goals. This hour-long seminar meets approximately monthly, about 8-9 times throughout the internship year.

Community Psychology and Outreach Seminar

This seminar is designed to explore key theoretical, technical, ethical, and multicultural issues as they relate to the delivery of community-based interventions on a college campus. Interns will evaluate community issues and projects using the principles of community psychology, social justice, and health promotion. The seminar provides didactic training in consultation and outreach, including various prevention approaches and how to develop effective prevention programs. Trainees will also receive guidance and support in developing their independent outreach projects and participation in other outreach and consultation throughout the year in this seminar. This seminar includes the advanced practicum therapists and is scheduled weekly for one hour. During some weeks the seminar will meet and other weeks the time will be reserved for outreach preparation.

Integrated Health and Wellness Consultation

This monthly consultation hour provides an opportunity for all Health and Wellness Center staff to consult with each other and learn about topics that intersect the fields of physical and mental health. Topics focus on shared cases, overlapping psychological and medical diagnoses, treatment and assessment approaches, and collaborative service delivery.

Assessment Training

Training in the forms of assessment utilized at the Health and Wellness Center is provided primarily during the orientation period of the internship year. Interns will learn about the types of assessment they will be engaging in with clients when delivering services throughout the training year. Topics covered include initial consultation/triage assessment, intake assessment, risk assessment, crisis assessment, outcome assessment, Alcohol and Other Drug assessment, and screening for ADHD.

Administrative Time

Interns can schedule up to 5 hours of administrative time per week for completing clinical paperwork, responding to emails, making phone calls, preparation for supervision and seminars, and other administrative duties.

POLICIES & PROCEDURES

The Health and Wellness Center maintains a Policies and Procedures Manual. All interns are expected to read this manual to familiarize themselves with the ongoing operations of the center. Each intern is expected to sign a form indicating receipt of the Policies and Procedures Manual, Internship Training Manual, APA's Ethical Principles of Psychologists and Code of Conduct, and APA's Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality and familiarity with these materials. All policies contained in the current Lake Forest College Staff Handbook also apply to psychology interns, as they are classified as non-exempt staff. The Staff Handbook can be accessed by logging into ADP Workforce Now self-service portal. A copy is also saved in the Orientation folders on the Health and Wellness Center department drive. Some specific policies and procedures from the documents mentioned above are highlighted below. Those described in this document are either are unique to the training program (such as leave policies) or are emphasized here because they are areas in which it has been found beneficial to describe clear guidelines for trainees (such as regarding email and voicemail).

Email

Each intern is provided with a Lake Forest College email address that can be synced with Microsoft Outlook on each intern's work computer. It is expected that interns will regularly check their email during working hours, including at the beginning and end of the day and periodically as possible throughout the day. Interns are expected to create a default email

signature consistent with the email signatures of other HWC staff members. This signature should contain an advisory indicating that the confidentiality of messages sent via email cannot be guaranteed. In the event that an intern has a planned absence from the office for one day or more or a known extended absence, the intern is expected to utilize the “Out of Office” feature on Microsoft Outlook to send automatic replies. These emails should indicate that the intern is out of the office and unable to check email, note when the intern will return to the office, and direct others how to gain assistance in both emergency and non-emergency situations. Please see the Health and Wellness Center Policies and Procedures Manual for additional details on the policy on acceptable use of technology, policy on use of electronic mail, and policy on the use of computers and electronic resources.

Voicemail

Each intern is provided with an office phone and voicemail. Interns are expected to set up a voicemail greeting that provides instructions for callers who reach their voicemail when calling about an emergency. Interns are also expected to set a password for their voicemail box to attend to client confidentiality. An example voicemail greeting can be found in the Health and Wellness Center Policies and Procedures Manual and in each intern’s internship orientation binder.

Secure Messages

Health and Wellness Center staff use the Secure Message feature in the Pyramed electronic health record for electronic communication with clients. Interns are expected to utilize this platform rather than email to communicate with clients whenever possible. Interns are expected to monitor their secure messages periodically throughout working hours of each workday and to respond to messages from clients in a timely manner. In the event that an intern has a planned absence from the office for one day or more or a known extended absence, the intern is expected to utilize the “Out of Office” feature on Pyramed to send automatic replies to secure messages. This message should indicate that the intern is out of the office and unable to check email, note when the intern will return to the office, and direct others how to gain assistance in both emergency and non-emergency situations.

Work Hours and Time Off

Health and Wellness Center hours are from 8:30am to 5:00pm on weekdays during the academic year, with a one-hour break for lunch. Work hours are from 8:30am to 4:30pm during Winter Break and Summer Break. These reduced hours are confirmed via an email from Human Resources when those breaks near. All HWC staff members are expected to be present from 8:30am to 5:00pm each workday during the academic year. On occasion flexibility may be allowed within these typical work hours. If necessary, this may be worked out individually with the approval of the Director of Health and Wellness and the Coordinator of Clinical Training. Factors considered in determining approval for an occasional adjustment of work hours include internship hour requirements, availability of paid time off, training needs, and fairness among trainees, among others.

There are 11 specified holidays provided as time off for all Lake Forest College staff. These include Memorial Day, Juneteenth, Fourth of July, Thanksgiving Day, Friday after

Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, and New Year's Day. Labor Day is also a holiday that is recognized by the College, although it does not close for this day. The office is required to remain open so not all staff are able to take off Labor Day. If you do work on Labor Day you are permitted to take another day as a Flex Holiday to account for this. It is important to acknowledge that these holidays do not always align with the holidays that an individual staff member or trainee may celebrate. If there are other cultural or religious holidays that are important to an intern that require time off from work, they are encouraged to speak with the Director of Health and Wellness and/or the Coordinator of Clinical Training to determine the best course of action.

As with all Lake Forest College administrative staff, interns earn 1.25 vacation days at the end of each month of employment. This makes interns eligible for up to 14 paid vacation days during the internship year. Interns may wish to save some paid time off to utilize at the end of internship to allow for time between internship completion and the start of a postdoctoral position. It is important to note that interns are required to work their final day of internship. In order to request time off, interns should discuss their request with the Coordinator of Clinical Training and submit the request through the College's ADP system. Adequate staff coverage of the office to ensure that it can remain open is a consideration for the Coordinator of Clinical Training and Director of Health and Wellness when approving time off requests. Once a request is approved, an intern should also schedule their time off on Pyramed using the Out of Office administrative appointment type and ensure their supervisors are informed when they will be out of the office. Supervisees are responsible for contacting their supervisor to reschedule supervision when they are planning to be out of the office for scheduled supervision times.

In the event that a Health & Wellness staff member is going to be late to work, it is their responsibility to notify the Director of Health & Wellness and the Coordinator of Clinical Training or their designees as soon as possible. Notification via text message or phone call is typically appropriate.

Additionally, interns are eligible to earn 1 sick day per month, resulting in the potential to take up to 12 paid sick days during the year. It is important to note that if interns use all of this time off, they may have trouble meeting their internship hour requirements for licensure. Interns are encouraged to take sick time off when needed and to work with the Coordinator of Clinical Training to track hours progress. If sick time becomes more than a few days, the intern and the Coordinator of Clinical Training may need to come up with a plan for the intern to earn enough clinical hours. In the event that a Health & Wellness staff member will not be coming to work due to illness or family emergency, it is their responsibility to notify the Director of Health & Wellness and the Coordinator of Clinical Training, or their designees as soon as possible. Notification via text message followed up by a phone call or email with instructions on follow up for the day's appointments is typically appropriate. It is important to include the Department Assistant and the intern's primary supervisor on this email. Time off requests for sick time must be submitted through the ADP system to the Coordinator of Clinical Training the first day back to work.

Timecards and Adjusted Scheduling

Interns are considered non-exempt staff and are paid on an hourly, non-exempt basis under FLSA. Interns will report their working time, sick time, and personal time off electronically through the ADP system. Timecards are due on Fridays every two weeks and need to be approved by the Coordinator of Clinical Training by noon on Monday. Interns are expected to keep track of when they need to submit their timecards. The due dates are determined by the Director of Human Resources and can be accessed in the Human Resources section of my.lakeforest.edu.

It is expected that interns do not work more than 37.5 hours per week. If a work activity, such as group therapy or an outreach event, is scheduled outside of the scheduled working hours, it is expected that interns and supervisors will work together to adjust the intern's schedule for that week. Ideally the intern would be able to adjust their schedule in the same work week so that they do not work more than 37.5 hours in that week. If this is not possible an attempt will be made to adjust the schedule within the same two-week pay period. If it is not possible to adjust the intern's hours to keep them under 37.5 hours (for example, when the intern has taken a crisis call over a weekend), the intern will need special approval from the Director of Health and Wellness for the extra time worked. This time should be reported in ADP.

Extended Leave

The Lake Forest College Health and Wellness Center recognizes that for some interns an unexpected need may arise for extended leave during the training year, such as for medical conditions or family needs. In such a situation, the training program recognizes the desire to allow a reasonable amount of time off as required by the situation while also ensuring that the intern meets the requirements for completion of the training program. In the event of a situation requiring extended leave, the intern is expected to work together with the Coordinator of Clinical Training to determine a plan for completion of internship hours. Extended leave in excess of the allocated paid time off will be unpaid. A plan for completion of internship hours may include utilizing paid time off, utilizing previously accrued flex time, working additional hours following the extended leave, working on limited projects and seminars from home, and extending the internship training period to allow accumulation of hours not covered by vacation time, flex time, or working from home. The approval of unpaid leave may require collaboration between Human Resources, the Coordinator of Clinical Training, and the intern's graduate program.

Professional Development/Dissertation Release Time

It is recognized that interns may be at various stages in the process of completing their dissertation during the internship year. The training program views dissertation completion and the job search process as important tasks for interns during their internship training year. Dissertation release time is granted on an as needed basis. Interns can expect to receive 2 to 4 days of dissertation release time throughout the year, dependent on need. Dissertation release time can be utilized for things such as data collection, data analysis, meetings with advisors or dissertation committee, dissertation writing, and dissertation defense. Efforts will be made to maintain fairness in dissertation release time between interns, and interns may be encouraged to take this time during slower clinical times. The program recognizes that each intern may have different needs related to dissertation and asks interns to understand that because of this equality in terms of exact number of dissertation release days may not always be possible. If it is useful in

the dissertation completion process, IBM SPSS Statistics software can be installed on an intern's work computer at their request. Time away from work for the job search process, such as interviews and travel to interviews may be necessary. Just as with dissertation release time, this time is considered professional development time and is granted on an as needed basis. Requests for professional development or dissertation release time should be discussed in person with the Coordinator of Clinical Training and followed up with an email request for documentation purposes. This time is recorded as working time in ADP.

Degrees, Titles, and License Status

Interns are expected to list their highest completed degree in a mental health field on their professional Lake Forest College materials, such as business cards, email signatures, and door signs. Because interns are practicing under the supervision of staff licensed as clinical psychologists, they are not practicing under any current or previous professional license that they may have the credentials for (such as, but not limited to, Licensed Professional Counselor, Licensed Clinical Professional Counselor, Licensed Social Worker, or Licensed Clinical Social Worker). Interns are not allowed to list any current or previous professional license on their Lake Forest College materials. Interns' official job titles are "Psychology Intern." Interns should note that they will not have completed their doctoral programs until they have successfully completed the internship and all other degree requirements. Thus, no staff should refer to interns with the title "doctor" during the course of internship.

Liability Insurance

It is required that each intern carry their own professional liability insurance. Some graduate programs may have already purchased professional liability insurance for their students. Professional liability insurance companies generally have plans for graduate students in training. Policies need to have minimum limits of \$1,000,000/\$3,000,000. Interns are required to provide a copy of their policy to the Coordinator of Clinical Training prior to seeing clients.

Internship Hours Requirements

For successful completion of the internship program, interns are required to complete 1,950 total hours. Of these hours, a minimum of 500 hours are required to be face to face clinical hours. Activities that can count towards this time are intakes, triage appointments, individual counseling, group counseling, couples counseling, case management, crisis assessment, and consultation. If necessary, provision of supervision and outreach hours may be counted as clinical time, but there is a preference that interns reach 500 clinical hours in addition to any time spent doing outreach. The Coordinator of Clinical Training will work together with the Director of Health and Wellness to periodically check each intern's progress regarding clinical hours. Any concerns that the Training Committee has about the intern's progress regarding clinical hours will be communicated to the intern. Interns are encouraged to ask for reports about their hours and/or track their hours for themselves in addition to the automatic tracking in the Electronic Health Record. Interns who do not meet the overall 1,950 hours requirement or the 500 clinical hours requirement at the end of the 12 month internship may not successfully pass the internship. It is recognized that many internships continue to have a 2,000 hour requirement to complete internship. The vast majority of states do not require 2,000 internship hours to be eligible for

licensure. However, interns are encouraged to look into the hours requirements for the states in which they may wish to seek licensure. If an intern wants to ensure that they are able to document 2,000 internship hours, they should discuss with the Coordinator of Clinical Training what opportunities may exist for earning extra hours. Things such as voluntary reading, attendance at conference or other trainings, and attendance at non-required campus events may be considered as possibilities for unpaid, voluntary internship hours. In these situations, the intern is expected to seek permission and be in frequent communication with the Coordinator of Clinical Training about the earning and tracking of these hours.

Expectations for Privacy, Record Retention, and Communication

Training staff will make an effort to keep information regarding intern evaluation, internship progress, and remediation private. Such information will only be shared on a need to know basis. Training staff (Director of Health and Wellness, Coordinator of Clinical Training, and psychologist supervisors on staff) who comprise the Training Committee will be informed of this type of information. Such information is kept private from other trainees to all extents possible. In the event that information needs to be shared, minimal information should be shared without the explicit permission and request of the intern.

Interns can expect regular communication between the internship program and their doctoral program. At a minimum, an update on internship progress/completion and copies of all mid-year and year-end evaluations will be shared with their program's Director of Clinical Training or designee at mid-year and at the end of the internship program. Beyond this, an intern's doctoral program may be consulted to discuss intern progress and will be informed in the event of remediation for inadequate performance or problematic behavior by an intern (see Evaluation Procedures and Guidelines to Ensure Due Process below).

The doctoral internship program documents intern training experiences and maintains records of progress in the internship program, including but not limited to evaluations of intern performance, communication with the intern's doctoral program, and copies of certificates of internship completion. These records are retained permanently for evidence of interns' progress through the program and for reference for credentialing purposes. The Coordinator of Clinical Training is considered the keeper of the record.

Policy on Professional Relationships

The Health and Wellness Center staff recognize that there are power differentials between staff trainers and psychology trainees, regardless of whether a formal supervisory relationship exists. Senior staff recognize that because of the power differentials, each trainer serves as a de facto supervisor to each trainee. Training staff subscribe to the principle that staff/trainee relationships are fundamentally intended to serve the best interests of the trainees. Thus, each trainer is in an ongoing dialogue with self and senior colleagues about the parameters needed to ensure that the vulnerability of the trainee is regarded and considered in all interactions, but particularly those that may extend beyond formal training activities.

Where appropriate, training staff include trainees in a dialogue around the trainee's best interests. Training staff follow all university policies regarding relationships involving evaluative

authority, avoid dual relationships with trainees, and look to the APA Ethical Principles of Psychologists and Code of Conduct and consultation with each other for guidance when questions arise. Specific policies and principles that apply include the Lake Forest College policy on Consensual Romantic or Sexual Relationship and Evaluative Authority, APA Ethics Principle 7.07 prohibiting sexual relationships with supervisees in one's department, agency, or training center, and APA Ethics Principle 3.05 that states that psychologists refrain from entering into a multiple relationship if the multiple relationship could be expected to impair objectivity, competence, or otherwise cause harm or exploitation.

Supervising staff welcome and encourage questions from trainees about the nature of professional relationships in general and in the department in particular, and where these relationships are concerned seek to serve as mentors and professional role models at all times.

EXPECTATIONS, EVALUATION, RETENTION, AND TERMINATION

Training is an important developmental, learning, and socialization process which facilitates the transition from student/trainee to professional psychologist. Psychologists-in-training are expected to develop competent therapy skills and sound clinical judgment, to understand and practice the principles of ethical decision making, and to examine their own intra- and interpersonal processes. In line with such goals, the training program has the responsibility to continually assess the functioning and progress of each intern and to provide continual feedback so interns may improve skills and remediate problem areas. Provision of such feedback also helps guard against allowing individuals who are unsuitable to enter the field, either due to lack of skills or because of interpersonal difficulties. In addition to the responsibility for providing feedback to interns, trainers have a monitoring responsibility to the profession and the public.

The training program also recognizes that developmental stressors are inherent both in graduate school training as well as during the internship. During the internship training program, interns are exposed to clinical practice, typically involving a challenging case load as well as responding to client crises and agency requirements. Furthermore, clinical supervision is often very intense, which may increase the interns' sense of personal and professional vulnerability. Thus, while the internship represents a critical professional opportunity through which interns can learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity, it is also a time of increased stress and vulnerability.

Since interns make significant developmental transitions during the internship and may need special types of assistance during this time, it is the responsibility of the training program to provide activities, procedures and opportunities which can facilitate growth and minimize stress. Such measures include, but are not limited to, extensive orientation meetings, individualizing programs, access to clear statements regarding the standards and expectations upon which they will be evaluated at the end of each semester, candid and timely evaluations which include suggestions for positive change, contact with support individuals (e.g., supervisors) and/or groups (e.g., other graduate interns), staff attention to the gradual increase in both the number of clients and severity of presenting issues, the right to know the due process and remediation procedures of the center, and the right to activate a formal review if they believe their rights have been infringed upon. A review may be activated if an intern reports experiencing sexual harassment, exploitive behavior, or other behaviors that infringe upon intern rights, or denial of due process granted in the evaluation procedure.

The Training Committee has the responsibility to monitor each intern's development. The Training Committee may consist of all the following people: the Director of Health and Wellness, the Coordinator of Clinical Training, Counseling Services staff members, and Health Services staff members.

Intern expectations for performance, clarifications of what constitutes problematic behavior, evaluation procedures, processes and procedures for responding to inadequate performance, and due process procedures are presented to interns in writing. This occurs at the beginning of the training year during our Orientation to the Training Program. Interns will sign a form indicating they have read and understand our due process policies to ensure that the Training Program has clearly communicated the process.

Intern Expectations

With regard to intern behavior and performance during the internship year, the general expectations of the training program are that interns will:

1. Demonstrate an in-depth awareness of and sensitivity to ethical issues and ethical behavior which includes: behaving within the bounds of the APA Ethical Principles of Psychologists, Standards for Providers of Psychological Services and Specialty Guidelines for the Delivery of Services, and the APA's Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality; behaving within the bounds of the laws and regulations of the State of Illinois; behaving in a manner that conforms to the professional standards and policies of the Health and Wellness Center and of Lake Forest College.
2. Demonstrate the ability to integrate relevant standards as a professional psychologist into one's repertoire of behaviors.
3. Demonstrate proficiency in counseling and therapy skills as required to successfully maintain a clinical case load at the agency, including intakes, therapy skills, crisis intervention, assessment and diagnosis, outreach programming, and consultation.
4. Demonstrate cultural humility, self-awareness, knowledge, and skill related to working with individuals with a variety of identities and cultural backgrounds.
5. Engage in communication that is informative and well-integrated.
6. Participate in the training, service, and continuing education activities in the Health and Wellness Center.
7. Progress in developing a professional identity as a psychologist.
8. Engage in self-reflection regarding one's professional functioning and appropriately manage personal issues as they relate to professional functioning.
9. Recognize that the internship is a professional commitment that requires operating in a responsible manner regarding issues such as immediate communication of an unplanned absence from work (i.e. sickness, family emergency, etc.); advance arrangement of vacation and personal leave time with supervisors; planning for disruptions in client care and other responsibilities due to absence from the center and communicating those plans to Health and Wellness Center staff, and adherence to established work schedules.

*Modification and adaptation of procedures from the Wichita Collaborative Psychology Internship.

Training Program Expectations

The Training Program is a highly valued component of our agency. As such, all staff members have at least some participation with the program. Involvement includes direct supervision (individual or group), educational training, consultation and collaboration on cases, peer supervision, and outreach. Like the expectations for performance of interns regarding professional responsibility, the training program also assumes a number of general responsibilities as described below:

1. The training program will provide interns with information regarding relevant

- professional standards and guidelines, as well as offer appropriate forums to discuss the implementation of such standards.
2. The training program will provide interns with information regarding relevant legal regulations that govern the practice of psychology, as well as offer appropriate forums to discuss the implementation of such regulations.
 3. The training program faculty will continuously provide informal verbal feedback to each intern in an ongoing fashion (formative feedback).
 4. The training program supervisors will provide written evaluations of each intern's progress at six-month intervals (formative and summative feedback). Feedback from the assessments will facilitate change and growth as professionals, by acknowledging strengths and identifying performance or conduct areas that need improvement. Evaluations will address each intern's level of competence in the Profession-Wide Competencies defined by APA's Standards of Accreditation and their associated elements. These written evaluations will be shared with the intern in a meeting, and recommendations for continued improvement will be discussed.
 5. In accepting the above responsibilities, the training program will provide appropriate mechanisms by which behavior that negatively affects professional functioning is brought to the attention of the intern. The training program also will maintain procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning. At the beginning of the training year, all interns will be provided with these Due Process Guidelines, which describe the process that will be followed in the event of a grievance.

As an additional structure for the training program, the Health and Wellness Center has a Training Committee, which may consist of all staff members directly involved with supervising interns and implementing training (i.e. seminars). This group meets on at least a monthly basis to address several crucial tasks related to the training program, including:

1. Ongoing evaluation of each intern's goals and progress.
2. Affording the opportunity for all supervisors involved with interns to discuss their observations and develop a united approach to best assist each intern's progress.
3. A place of support and feedback for supervisors which may assist their supervision work with interns.
4. A forum for ongoing evaluation of the internship program.

Evaluation Procedures

Evaluation occurs verbally and in writing throughout the course of the training year. During orientation to the training program, interns fill out a self-assessment of their skills and identify key learning goals for the year. Approximately 2 months into the training year, interns review a video recording of a therapy session and rate the current development of their clinical skills. They provide the same video to both of their supervisors for individual review. The intern and both supervisors then meet jointly to discuss their reviews and identify skills and growth areas to enhance clinical skill development.

Midway through each semester, interns and supervisors informally verbally evaluate progress and identify goals to focus on during the rest of the semester. At the end of each semester, both the intern and their supervisors fill out respective evaluation forms. This means that interns are formally evaluated twice per training year, once mid-year (typically December/January) and once at the end of the year (typically July). Each evaluation period must include at least one form of direct observation of the intern (live observation, co-therapy, or review of video recording). Evaluations may be based on observations by training staff, individual supervision discussions, video review, co-leadership of groups and presentations, participation in training seminars, client documentation, case presentations, case consultation discussion, outreach program and client evaluations, and feedback from the campus community.

Each supervisor rates the intern on all of the profession-wide competencies and learning elements of the program. These competencies and learning elements are listed in Appendix A. The evaluation uses the following rating system: 1 – Not Yet Competent, 2 – Emerging Competence, 3 – Competent, 4 – Advanced Competence, 5 – Highly Competent, and N/A - Not Applicable/Observable. Descriptions of these ratings are found in the table below.

5	<p>Highly Competent: The intern has a well-established competence in the element (knowledge, awareness, or skill) being evaluated. The use of the element is consistently incorporated into the intern's work and is evident in their daily professional practice. The intern is able to reflect on their use of the element, knows when to occasionally consult, and can serve as a consultant or supervisor in this element.</p>
4	<p>Advanced Competence: The intern has developed advanced competence in the element being evaluated. This element is a strength of the intern, and they frequently and independently apply it in their work. The intern proactively seeks greater learning about and understanding of the element. Supervision focuses on further refining and developing advanced performance of this element.</p>
3	<p>* Competent: The intern has achieved an intermediate level of competence appropriate to entry-level health service psychology practice and is actively working to further enhance competence in the element being evaluated. The intern demonstrates the ability to independently function in this element in a broad range of clinical and professional activities and can generalize skills and knowledge to new situations. The intern is able to self-assess when they require additional training, supervision, or consultation on this skill, and they actively seek it out. Any ongoing supervision, consultation, and professional development is focused on continued advancement, integration, and consistency. <u>This is the minimal level of competence needed for successful completion of the training program and signifies readiness for independent entry-level practice.</u></p>
2	<p>Emerging Competence: The intern has a basic foundation in the element and is moving toward acquiring competence in it. The intern may have cognitive understanding or experiential skill with the element, but those may not be well integrated. Close supervision and monitoring are required to support the skill level needed to move toward competence in professional entry-level practice. This is a normative level of development for first semester interns. Additional support or remediation may be deemed appropriate by the training committee if additional competence is not gained in this area or if supervisors do not anticipate an upward trajectory in skill attainment with typical supervision and professional development.</p>

<p>1</p>	<p>Insufficient Competence: The intern does not understand or is unable to effectively demonstrate the element that is expected at this time of the training experience OR the intern exhibits behaviors indicating lack of readiness for the work that is required in the internship setting. An intern evaluated at this level will require immediate remediation (e.g., augmented supervision, structured training opportunities, etc.).</p>
<p>N/A</p>	<p>Not Applicable/Observable: This element is not an area of evaluation for the intern in this evaluation either because it was not a component of the intern’s training for this evaluation period or because the supervisor was not able to assess the element at this time.</p>

It is expected that interns will progress developmentally throughout their training year. In order to successfully complete internship, interns must have received a minimal rating of 3 (Competent) on each element by the end of the internship year. Ratings of 2 (Emerging Competence) on elements will result in close monitoring of the specific element by the supervisor. Additional support or remediation may be deemed appropriate by the training committee if additional competence is not gained in this area or if supervisors do not anticipate an upward trajectory in skill attainment with typical supervision and professional development. Ratings of 1 will result in an immediate remediation plan. Due process procedures to address inadequate performance will be followed. If an intern does not agree with the rating and discrepancies cannot be resolved, the intern may initiate the grievance process.

There is space under each of the 9 competencies to provide a narrative description of the intern’s performance and suggestions for improvement in the related competencies, as well as space to identify overall strengths and growth areas in summative form. Interns rate each of their individual supervisors on the quality of supervision and support provided using a similar scale. Primary supervisors will meet to discuss their respective evaluations of each intern and resolve any discrepancies or determine how to clarify those differences in feedback to the intern. A meeting will then be held between the intern and each primary supervisor to review these evaluations and provide qualitative feedback. Perceptual and/or factual differences between the supervisor’s and intern’s evaluations of performance are expected to be resolved during this evaluation meeting, but if discrepancies persist, the training committee will meet to determine appropriate resolution. If discrepancies can be resolved and potentially addressed through goals and areas of focus for supervision and training, supervisor and intern will each sign the evaluation. Copies of the evaluations are given to the interns and placed in their training file.

It is important during internship that interns' academic institutions be kept apprised of the interns' goals, progress, areas of challenge, and any issues of concern. To accomplish this, the Coordinator of Clinical Training will correspond with the home institution at least twice during the internship year. Copies of each supervisor’s evaluation as well as a general summary regarding the intern’s progress will be provided at mid-year and at the end of the year final evaluations. Confirmation of successful completion of the program (if applicable) and a copy of the completion certificate will also be provided with the end of year final evaluations, in the week following internship completion. The Coordinator of Clinical Training communicates openness to further communication with home academic programs as necessary to support intern’s placement at the site, and communication will be initiated in the event of any problematic behavior warranting due process procedures (as outlined below).

The formal evaluations are not seen as replacement for informal verbal feedback which is carried on throughout the internship program year. It is expected that the interns should have been presented with their areas of deficiency or misconduct and given an opportunity to ameliorate them prior to the formal evaluations or any request for a special review.

Definition of Problematic Behavior

For purposes of this document, intern Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
2. An inability to acquire professional skills in order to reach an acceptable level of competency, or
3. An inability to control personal stress, strong emotional reactions and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment as to when an intern's behavior escalates and becomes problematic. Interns may exhibit behaviors, attitudes, or characteristics which, while of concern and in requirement of remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as Problematic Behavior when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified,
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
3. The quality of services delivered by the intern is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning,
5. A disproportionate amount of attention by training personnel is required to deal with the intern and his/her behavior, and/or
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.
7. The behavior has potential for ethical and legal ramifications if not addressed.
8. The behavior shows a persistent insensitivity to diversity considerations related to race, ethnicity, nationality, gender, sexual identity, physical ability, religion, age, size, or other aspects of human diversity.
9. The intern's interpersonal style interferes with their intraprofessional and interdisciplinary relationships with peers, coworkers, supervisors, and/or supervisees.

GUIDING PRINCIPLES TO ENSURE DUE PROCESS

Due process ensures that decisions made by the training program about an intern are not arbitrary or personally based. These guidelines require that the program identify specific evaluative procedures to be applied to all interns and have appropriate appeal procedures so that an intern may challenge the program's action. General due process guidelines include:

1. Stipulating the procedures for evaluation, including when and how evaluations will be

- conducted. Such evaluations should occur at meaningful intervals.
2. Articulating the various procedures and actions involved in making decisions regarding problems.
 3. Communicating, early and often, with graduate programs about any suspected difficulties with an intern, seeking input from these academic programs about how to address such difficulties.
 4. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
 5. Providing a written procedure to the intern which describes how the intern may appeal the program's action. Such procedures are outlined in the internship Training Manual which is provided to the interns during Orientation.
 6. Ensuring that the intern has sufficient time to respond to any action taken by the program.
 7. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance. This could include consulting with the APPIC Informal Problem Consultation Process, psychologists supervising training at other sites (such as other members of the Association of College Counseling Training Agencies or the Association of Chicagoland Externship and Practicum Training), or other relevant Lake Forest College employees and supervisors.
 8. Documenting, in writing and to all relevant parties, the action taken by the program and its rationale for the action.

Responding to Inadequate Performance or Problematic Behavior by Intern

If an intern is determined to need improvement (a score of 1, Not Yet Competent) on a formal evaluation, or a score of 2, Emerging Competence, on a formal evaluation with subsequent progress not being made sufficiently for the intern to score a 3, Competent, on the final evaluation), or if a staff member has concerns about an intern's behavior (e.g. ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The staff member will consult with the Director of Health and Wellness and/or the Coordinator of Clinical Training to determine if there is reason to proceed and/or if the behavior in question is being rectified. The initial consult will occur as soon as possible.
2. If the staff member who brings the concern to the Director of Health and Wellness and/or Coordinator of Clinical Training is not the intern's primary supervisor, the concern will be discussed with the intern's primary supervisor.
3. If the Director of Health and Wellness, Coordinator of Clinical Training, and the primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Director of Health and Wellness will inform the staff member who initially brought the complaint.
4. Within 10 working days of the initial consult, the Training Committee will convene to discuss the concern and possible courses of action to be taken to address the issues.
5. Whenever a decision has been made by the Training Committee about an intern's training program or status in the agency, the intern will be informed, and the Coordinator of Clinical Training will meet with the intern to review the decision within 5 working days of the Training Committee meeting. This meeting may include the intern's primary supervisor as appropriate. If the intern accepts the decision, any formal action taken by the Training Program may be communicated in writing to the intern's academic

department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern and will occur within 3 business days of a decision for formal action.

6. The intern may choose to accept the conditions or to challenge the action. The procedures for challenging the action are presented in the **Procedures for Appeal by an intern** (on p. 37). An appeal must be filed within 10 working days of notification.

Remediation Considerations

1. It is important to have meaningful ways to address a problem once it has been identified. Several possible, and perhaps concurrent courses of action designed to remediate problems include but are not limited to:
 - a. Increasing supervision, either with the same or other supervisors
 - b. Changing the format, emphasis, and/or focus of supervision
 - c. 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
 - d. Reducing the intern's clinical or other workload
 - e. Requiring specific academic coursework
 - f. Recommending, when appropriate, a leave of absence and/or a second internship
2. When a combination of the above interventions do not rectify the problem, after a specified time period appropriate to the issue, or when the intern seems unable or unwilling to alter their behavior, the training program may need to take more formal action, including such actions as:
 - a. Giving the intern a limited endorsement, including the specification of those settings in which they could function adequately.
 - b. Communicating to the intern and academic department/program that the intern has not successfully completed the internship program, recommending, and assisting in implementing a career shift for the intern, and/or terminating the intern from the training program.
3. All of the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures and within specific and defined time frames that are appropriate to the problem being addressed.

Remediation and Sanction Alternatives

In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the impaired or problematic intern, the clients involved, members of the intern training group, the training staff, and other agency personnel. Possible sanctions include:

1. **Verbal Warning** to the Intern emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.
2. **Written Acknowledgement** to the intern formally acknowledges that:
 - a. The Director of Health and Wellness and the Coordinator of Clinical Training are aware of and concerned about the performance rating,
 - b. The concern has been brought to the attention of the intern, and the Director of Health and Wellness and Coordinator of Clinical Training will work with the intern to rectify the problem or skill deficits, and

- c. The behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship program.

- 3. **Written Warning** to the intern indicates the need to discontinue an inappropriate action or behavior. This letter will contain:

- a. A description of the intern's unsatisfactory performance,
- b. Actions needed by the intern to correct the unsatisfactory performance,
- c. The timeline for correcting the problem,
- d. What action will be taken if the problem is not corrected, and
- e. Notification that the intern has the right to request a review of this action.

Copies of the written warning will be kept in the intern's file and the due process procedures file and will remain there with further documentation of progress in remediating the identified problem or other further steps in the process.

- 4. **Schedule Modification** is a time-limited, remediation-oriented closely supervised period of training to help facilitate the intern's return to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship program. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Director of Health and Wellness and the Coordinator of Clinical Training. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

- a. Increasing the amount of supervision, either with the same or other supervisors
- b. Change in the format, emphasis, and/or focus of supervision
- c. Recommending personal therapy
- d. Reducing the intern's clinical or other workload

The length of a schedule modification period will be determined by the Director of Health and Wellness and the Coordinator of Clinical Training in consultation with the Training Committee. Termination of the schedule modification period will be determined, after discussions with the intern, by the Director, and in consultation with the Training Committee.

- 5. **Probation** is also a time-limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the Director of Health and Wellness and Coordinator of Clinical Training systematically monitor for a specific length of time, the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement which includes:

- a. The specific behaviors associated with the unacceptable rating
- b. The recommendations for rectifying the problem
- c. The time frame for the probation during which the problem is expected to be ameliorated

- d. The procedures to ascertain whether the problem has been appropriately rectified.

If the Director of Health and Wellness and Coordinator of Clinical Training determine that there has not been sufficient improvement in the intern's behavior to remove the probation or schedule modification, then the Director of Health and Wellness and Coordinator of Clinical Training will discuss with the Training Committee possible courses of action to be taken. The Director of Health and Wellness and Coordinator of Clinical Training will communicate in writing to the intern that the conditions for revoking the probation or schedule modification have not been met. This notice will include the course of action the Director of Health and Wellness and Coordinator of Clinical Training have decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Director of Health and Wellness and Coordinator of Clinical Training will communicate to the Training Committee if the intern's behavior does not change, the intern will not successfully complete the internship program. The intern may choose to accept the conditions or may challenge the decisions (see **Procedures for Appeal by an intern** on p.37)

6. **Suspension of Direct Service Activities** requires a determination that the welfare of the intern's clients or consultee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Director of Health and Wellness and the Coordinator of Clinical Training. At the end of the suspension period, the supervisor in consultation with the Director of Health and Wellness and Coordinator of Clinical Training will assess the intern's capacity for effective functioning and determine when direct service can be resumed. The intern may choose to accept the conditions or challenge the decision (see **Procedures for Appeal by an intern** below).
7. **Administrative Leave** involves the temporary withdrawal of all responsibilities and privileges in the agency. If the probation period, suspension of direct service activities, or administrative leave interferes with the successful completion of the training hours needed for completion of the internship program, this will be noted in the intern's file and the intern's academic program will be informed. The intern may choose to accept the conditions or challenge the decision (see **Procedures for Appeal by an Intern**).
18. **Dismissal from the internship program** involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period specified earlier in the process, rectify the Problematic Behavior and the intern seems unable or unwilling to alter his/her behavior, the Director of Health and Wellness and Coordinator of Clinical Training will consider the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Ethical Principles of Psychologists and Code of Conduct or when imminent physical or psychological harm to a client is a major factor. When an intern has been dismissed, the Director of Health and Wellness and the Coordinator of Clinical Training will communicate to the intern's academic department that the intern has not successfully completed the internship program. APPIC will also be notified of this decision. The intern may choose to accept the conditions or challenge the decision (see **Procedures for**

Appeal by an Intern below).

Due Process Procedures

The basic meaning of due process is to inform and to provide a framework for approaching a dispute. When a matter cannot be resolved between the Director of Health and Wellness, Coordinator of Clinical Training, or staff member and the interns or staff, the steps to be taken are listed below.

Situations in which these procedures are initiated:

There are three situations in which grievance procedures related to intern performance or behavior can be initiated: (1) when the intern challenges the action taken by the Training Committee (Appeal by an Intern); (2) when the Training Committee is not satisfied with the intern's action in response to the Training Committee's action (Continuation of Unacceptable Rating), or (3) when a member of the HWC staff initiates action against an intern (Intern Violation).

Each of these situations, and the course of action accompanying it, is described below:

Procedures for Appeal by an Intern

In the event that an intern does not agree with any of the aforementioned notifications, remediation or sanctions or with the handling of a grievance – the following appeal procedures should be followed:

1. The intern should file a formal appeal in writing with all supporting documents (if relevant) to the Director of Health and Wellness and Coordinator of Clinical Training. The intern must submit this appeal within 10 working days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).
2. The Director of Health and Wellness will then convene a Review Panel within 5 working days of receipt of the appeal, consisting of the Coordinator of Clinical Training, one Student Affairs staff member selected by the Director of Health and Wellness, and one staff member selected by the intern. A representative from the intern's doctoral training program will be invited to attend. In lieu of a staff member, the intern may select another intern to be on the panel.
3. A Review Hearing will be conducted, chaired by a Student Affairs staff member, in which the appeal is heard and the evidence is presented. The chair will be chosen via a collaborative discussion between the Director of Health and Wellness and the intern. In the event of a disagreement between the Director of Health and Wellness and the intern, the Director of Health and Wellness will assume the responsibility of choosing the chair. Within five days of completion of the review, the Review Panel will submit a report to the Director of Health and Wellness and Coordinator of Clinical Training including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote. The intern will be informed in writing of the recommendations, at the same time that the Director of Health and Wellness and Coordinator of Clinical Training are informed.
4. The Training Program may appeal the decision made by the Review Panel. Please see

Procedures for Appeal by the Training Program on p.40.

5. Once a decision has been made, the intern, the training institution of the intern, and other appropriate individuals are informed in writing of the action taken within 3 working days.
6. If an intern is filing a formal appeal in writing to disagree with a decision that has already been made by the Review Panel and supported by the Director of Health and Wellness and the Coordinator of Clinical Training, then that appeal is reviewed in consultation with the Training Committee (and as appropriate, with the intern's home institution). The Director of Health and Wellness will determine if a new Review Panel should be formed to reexamine the case, or if the decision of the original Review Panel is upheld.

Continuation of an Unacceptable Rating

If the Training Committee concludes that there has been insufficient improvement in the intern's behavior within the time frame specified for remediation, the following procedure is followed:

1. The Training Committee will communicate, in writing within 3 working days of the decision, to the intern that the conditions for revoking the probation have not been met. The Committee may then adopt any one of the following methods or take any other appropriate action. It may recommend:
 - a. Continuation of the probation for a specified period of time,
 - b. Suspension whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved
 - c. Communication which informs the intern that the Training Committee is recommending to the Director of Health and Wellness that the intern will not, if the behavior does not change, successfully complete the internship program
 - d. Communication which informs the intern that the Training Committee is recommending to the Director of Health and Wellness that the intern be terminated immediately from the internship program.
2. Within 5 working days of receipt of the Training Committee's determination, the intern may respond to the Training Committee's action by:
 - a. Accepting the action
 - b. Appealing the action
3. If the intern challenges the Training Committee's action, a Review Panel will be formed consisting of the Coordinator of Clinical Training, a Student Affairs staff member selected by the Director of Health and Wellness, and one staff member selected by the intern. A representative from the intern's doctoral training program will be invited to attend. Again, the intern may select an intern to serve on the panel. The Review Panel will proceed in the same manner as described in the section for **Procedures for Appeal by an Intern** on p.37.
4. The Training Program may appeal the decision made by the Review Panel. Please see **Procedures for Appeal by the Training Program** on p. 40.

Intern Violations

Any staff member of CS may file, in writing, a grievance against an intern for any of the

following reasons: ethical or legal violations of professional standards or laws; professional incompetence; infringement on the rights, privileges, or responsibilities of others.

1. The Director of Health and Wellness and Coordinator of Clinical Training will review the grievance with members of 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.
2. If this group determines that the alleged behavior, if proven, does not constitute a serious violation, the Director of Health and Wellness shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
3. If the group determines that there is probable cause for deliberation by a Review Panel, the Director of Health and Wellness will notify the staff person and obtain permission to inform the intern. The staff member will have five working days to respond to the request and will 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 Director, Coordinator of Clinical Training, and the Training Committee shall decide whether to proceed with the matter.
4. If the intern is informed, a Review Panel is convened consisting of the Director of Health and Wellness, the Coordinator of Clinical Training, a Student Affairs staff member selected by the Director of Health and Wellness, and one member selected by the intern (this member may be another intern). The Review Panel will receive any relevant information from both the intern and/or staff member as relevant to deliberations. The Review Panel will proceed in the same manner as outlined in the section for **Procedures for Appeal by an Intern**.
5. The Training Program may appeal the decision made by the Review Panel. Please see **Procedures for Appeal by the Training Program** on p. 40.

Grievance Procedures

Situations where intern raises a formal complaint or grievance

There may be situations in which the intern has a complaint or grievance against a supervisor, staff member, other interns, or the program itself and wishes to file a formal grievance. The intern should:

1. Raise the issue with the supervisor, staff member, other interns, Coordinator of Clinical Training, or the Director of Health and Wellness in an effort to resolve the problem.
2. If the matter cannot be resolved, or it is inappropriate to raise with the other individual, the issue should be raised with the Director. If the Director of Health and Wellness is the object of the grievance, or unavailable, the issue should be raised with the Coordinator of Clinical Training.
3. If the Coordinator of Clinical Training cannot resolve the matter, the Director of Health and Wellness will choose an agreeable staff member acceptable to the intern who will attempt to mediate the matter. This staff member will be chosen via a collaborative discussion between the Director of Health and Wellness and the intern. In the event of a disagreement between the Director of Health and Wellness and the intern about which staff member to choose, the Director of Health and Wellness will assume the responsibility of choosing the staff member. Written material will be sought from both parties.

4. If mediation fails, the intern can file a formal grievance in writing with all supporting documents (if relevant) with the Director of Health and Wellness within 10 working days of the failed mediation.
5. When the Director of Health and Wellness has received a formal grievance, within five working days of receipt, the Director will implement Review Procedures as described below and inform the intern of any action taken

Review Procedures/Hearing

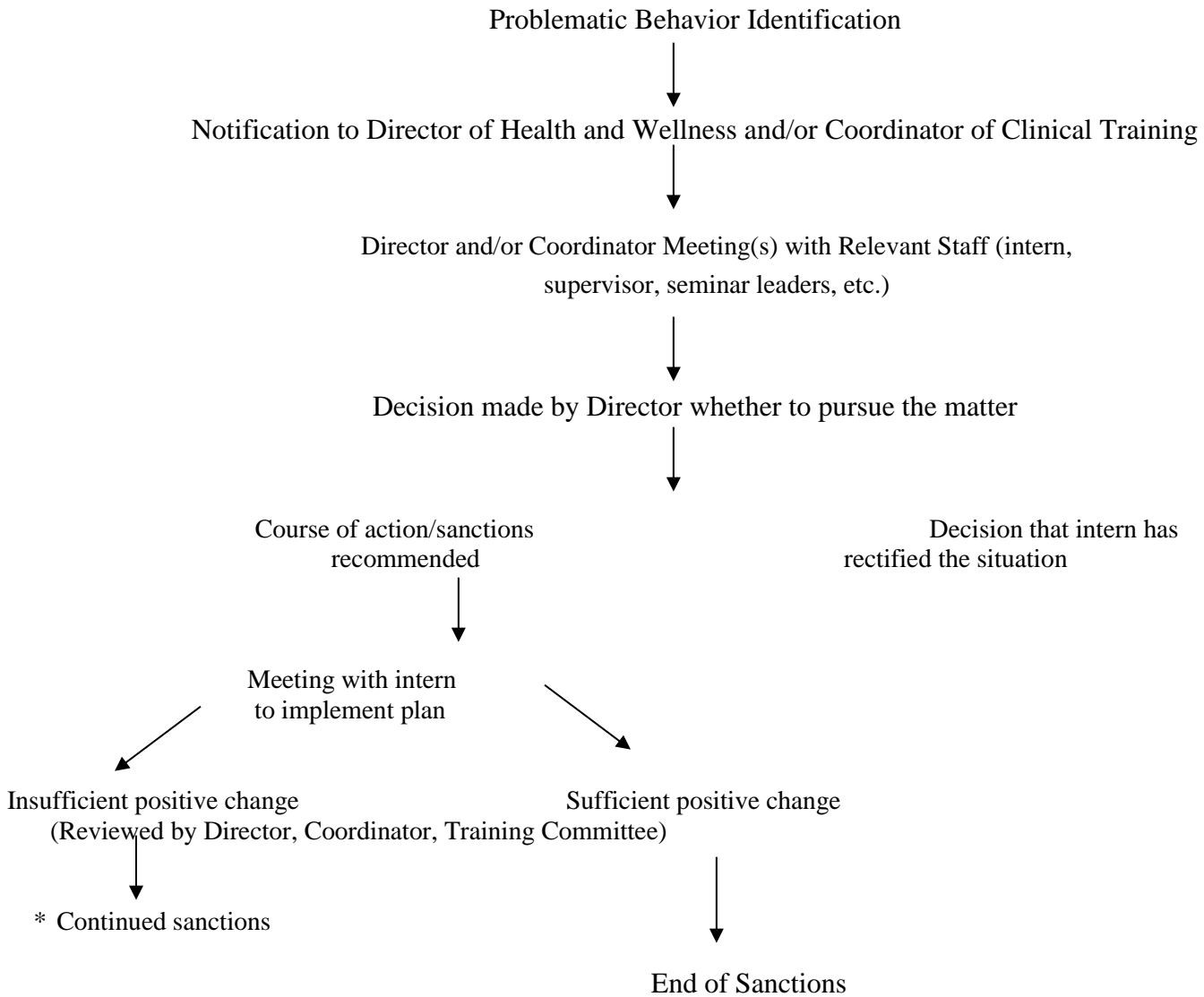
1. The Director of Health and Wellness will convene a review panel consisting of the Coordinator of Clinical Training, a Student Affairs staff member chosen by the Director of Health and Wellness, and two people of the interns' choosing. These may include a fellow intern and/or a representative from the interns' academic program. Any party involved in the dispute may not serve on the panel. The Review Panel will review all written materials (from the interns, other party, mediation) and have an opportunity at its discretion to interview the parties or other individuals with relevant information. The Review Panel has final discretion regarding outcome and will submit a report to the Director of Health and Wellness within 10 working days of the hearing. The Director of Health and Wellness and the Coordinator of Clinical Training will communicate the decision and recommendations of the panel to the intern and other parties involved in the dispute upon receipt of the report.
2. Nothing here precludes attempted resolution of difficulties by adjudication at the college level. These guidelines are intended to provide the intern with a means to resolve perceived conflicts that cannot be resolved by informal means. Interns who pursue grievances in good faith will not experience any adverse personal or professional consequences.
3. If the intern's grievance cannot be resolved within the agency, the intern may use standard Lake Forest College procedures to assist them in resolution of their concern. Interns are referred to the Dean of Students/Vice President of Student Affairs and the Human Resources Department for further information about how to file a grievance against a Health and Wellness Center, or other College, staff member.

Procedures for Appeal by the Training Program

In cases where the training program does not agree with the decision made by the Review Panel for appeals or grievances filed by interns, the Training Program may take the following steps:

1. Within five days of receipt of the recommendation, the Director of Health and Wellness will either accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will then report back to the Director of Health and Wellness and Coordinator of Clinical Training within 10 days of the receipt of the request for further deliberation. The Director of Health and Wellness will then make a final decision regarding what action is to be taken.
2. The Director of Health & Wellness and Coordinator of Clinical Training will notify the intern of the decision upon receipt of the report from the Review Panel.

Due Process In Action Flow Chart



- * Generate new plan
- * Dismissal from internship program

- * Intern may challenge at this time
- * As appropriate, inform graduate program

Appendix A: Training Program Competencies and Elements

Competency VII: Intervention	
<i>Psychotherapy</i>	
1	Demonstrates the ability to establish and maintain effective therapeutic relationships with clients presenting with different types of concerns.
2	Effectively helps clients identify reasonable and attainable clinical goals, with awareness of the distinction between short-term and long-term treatment
3	Develops evidence-based intervention plans specific to the client’s goals and the goals of the service provided.
4	Flexibly and effectively identifies and implements interventions informed by client and agency goals, current, scientific literature, theoretical framework, therapeutic common factors, assessment findings, cultural identities, contextual variables, and evidence-based practices.
5	Demonstrates appropriate balance between information gathering, facilitating exploration, building therapeutic alliance, and specific interventions.
6	Demonstrates an adequate awareness and responsiveness to cognitive material.
7	Demonstrates an adequate awareness and responsiveness to affective material.
8	Demonstrates an adequate awareness and responsiveness to affective material.
9	Recognizes and is responsive to client nonverbal behavior.
10	Demonstrate an effective level of empathic understanding with clients.
11	Uses silence effectively
12	Demonstrates ability to use the self as a therapeutic tool.
13	Demonstrates self-awareness and an ability to monitor and respond to one’s reactions appropriately in the therapy room.
14	Demonstrates critical self-reflection, and a willingness to discuss and analyze own behavior as a therapist.
15	Demonstrates sensitivity, awareness, and skills regarding diversity issues in clinical work.
16	Demonstrates skill in the analysis, investigation, and conceptualization of human development and functioning.
17	Conceptualizes client concerns in a way that usefully guides and is consistent with the therapy process, goals and intervention.
18	Adjusts conceptualization to integrate new clinical information throughout the course of treatment.
19	Exhibits sensitivity to and appropriately manages termination issues of both client and counselor.
20	Demonstrates the ability to apply relevant research literature to clinical decision making.

21	Demonstrates flexibility in therapeutic technique and theoretical approach, including the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
22	Evaluates intervention effectiveness and adapts intervention goals and methods based on this ongoing evaluation.
23	Maintains accurate, comprehensive culturally sensitive and concise documentation records, clearly conveying conceptualization, intervention and client progress.
<i>Group Therapy</i>	
1	Utilizes theory and evidence-based intervention in group psychotherapy.
2	Prepares group members appropriately for what to expect in group and clarifies goals for group.
3	Facilitates establishment of group norms, boundaries, and safety.
4	Effectively recognizes and responds to dynamics within the group process
5	Provides descriptive and nonjudgmental feedback to group members.
6	Uses effective interventions at the group level.
7	Uses individual interventions in a manner sensitive to group context.
8	Is aware of the impact of one's own cultural identity on work with others (e.g. demonstrates accepting attitudes, recognizes biases inherent in own worldview).
9	Is sensitive to cultural identities of others (e.g. considers values, worldview, biases, group membership) and encourages the exploration of individual and group dynamics from a multicultural perspective, adjusting interventions as needed.
10	Exhibits awareness of how intern and supervisor's cultural backgrounds and social identities affect co-leadership of group.
11	Understands and is able to articulate group process and stages of group development.
12	Interacts with group co-leader/supervisor in a collaborative manner, including openness to discussion of the co-leader working relationship.
13	Effectively navigates group termination, providing space for expression of termination-related affect, highlighting client gains/continued growth areas, and future treatment planning as needed.
<i>Crisis Intervention</i>	
1	Demonstrates effective use of crisis intervention theory in assessing client crises and risk of harm to self and others.
2	Demonstrates the ability to use appropriate interventions in crisis situations, informed by current scientific literature and assessed level of risk. Effectively implements safety planning when needed
3	Demonstrates sensitivity to the cultural identities of clients and contextual factors influencing clients when engaging in crisis intervention.
4	Demonstrates increased capacity to manage high-risk clinical situations throughout the course of the training year.
5	Appropriately seeks consultation in crisis situations.
6	Appropriately documents steps taken during crisis intervention.
7	Demonstrates ability to manage and respond to intern's own reactions to client's affect or the nature of crisis presented, seeking supervision/consultation as necessary

<i>Community Psychology and Outreach Programming</i>	
1	Effectively applies models and practices of community based intervention theory and evidence-based intervention across a range of outreach programming efforts.
2	Demonstrates the ability to plan and implement outreach programs tailored to the needs of the community.
3	Demonstrates effective presentation skills and the ability to engage appropriately with the audience of outreach programming
4	Demonstrates understanding of the impact of one's own cultural identities when engaging in outreach and community based intervention.
5	Demonstrates cultural awareness and sensitivity when providing outreach or engaging in community-based intervention, including the ability to adapt as necessary.
6	Develops confidence in utilizing strengths and expertise to conduct community-based intervention.

Competency VI: Assessment	
1	Demonstrates ability to conduct comprehensive initial intake assessments, assessing client presenting concerns, strengths, environmental stressors, mental status, and relevant history (biological, behavioral, emotional, developmental, interpersonal, and cultural)
2	Effectively utilizes the initial intake assessment to clarify the client's goals and motivation, determining appropriateness of/readiness for counseling
3	Demonstrates an understanding of human behavior within its context (e.g. family, social, societal, and cultural)
4	Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context, integrating clinical information and relevant cultural and context factors, to the assessment and/or diagnostic process (including intake assessment, crisis assessment, diagnosis over the course of treatment, and diagnostic screenings).
5	Assesses appropriate level of care and considers treatment options during intake and other forms of assessment
6	Demonstrates current knowledge of diagnostic classification systems and functional/dysfunctional behaviors through the ability to provide appropriate DSM-5 diagnosis, taking into account multicultural/diversity factors, client strengths, client psychopathology and differential diagnoses.
7	Completes assessment/test administration and documentation in a concise, cohesive, and timely manner.
8	Demonstrates the ability to select and utilize culturally and clinically appropriate assessment methods, based on empirical literature and the science of measurement and psychometrics.
9	Demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment and considering relevant cultural factors.
10	Demonstrates the ability to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification and recommendations, while guarding against decision-making biases, distinguishing the aspects of the assessment that are subjective from those that are objective.

11	Communicates the findings and implications and of assessments in an accurate and effective manner sensitive to a range of audiences (e.g. client, parents, faculty/staff, other medical and/or mental health professionals, referral source).
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Competency III: Individual and Cultural Diversity	
1	Demonstrates an understanding of the intern's own personal/cultural history, attitudes, and biases and how these may affect their understanding and interaction with people different from themselves, including the impact on the therapeutic process.
2	Considers interactions between the client's and the intern's own identities and potential impacts on the therapeutic relationship. These identities include but are not limited to race, ethnicity, nationality, gender, sexual identity, physical ability, religion, age, size and other aspects of human diversity.
3	Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and clinical work.
4	Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in a variety of professional roles (e.g. intervention, outreach, consultation, research).
5	Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews are different from or create conflict with the intern's own.
6	Demonstrates the ability to independently apply self-reflection and knowledge in working effectively with the range of diverse individuals and groups encountered in a variety of capacities during internship.
7	Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity
8	Understands and articulates in conceptualization how contextual factors of culture, ethnicity, race, sexual identity, gender and other identity variables impact client functioning.
9	Demonstrates cultural humility and behavior consistent with an appreciation of and respect for all aspects of human diversity.

Competency IX: Consultation and Interprofessional/Interdisciplinary Skills	
1	Applies knowledge of consultation models and practices in consultation with individuals and their families, other health care professionals, interprofessional groups, and/or systems related to health and behavior.
2	Demonstrates knowledge and respect for the roles and perspectives of other professions.
3	Communicates with on-campus and off-campus referrers/referrals and other resources efficiently and effectively in advocating for clients' needs.
4	Limits communication with other to information consistent with client consent and necessary for supporting client.
5	Demonstrates the ability to work collaboratively with professionals from other areas of the college (e.g. Office of Student Affairs colleagues, Department of Athletics, faculty).
6	Consults with other Health and Wellness Center staff to provide integrated care appropriate to client need.
7	Demonstrates skills in ability to serve as an consultant to medical professionals in both formal and informal consultation as a member of the integrated HWC staff.
8	Exhibits knowledge about the multiple roles/functions a counseling center psychologist may have within the college/university community.

<i>Community Psychology and Outreach Programming</i>	
9	Evaluates and assesses the needs (i.e. needs assessment) of the community that relate to areas of interest and expertise utilizing critical thinking, observation, and consultation.
10	Actively seeks out opportunities to engage in outreach programming

Competency II: Ethical and Legal Standards	
1	Demonstrates knowledge of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.
2	Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules and polices governing health service psychology at the institutional, local, state, regional, and federal levels.
3	Demonstrates knowledge of and acts in accordance with relevant professional standards and guidelines (e.g. boundaries, dual relationships).
4	Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve dilemmas.
5	Seeks consultation as needed on ethical and legal matters.
6	Demonstrates increased independence in applying ethical decision-making process to complex situations as training year progresses
7	Conducts self in an ethical manner in all professional activities

Competency I: Research	
1	Demonstrates knowledge of evidence-based theory, and an understanding of research regarding human development and behavior, scientific methods, procedures, and practices.
2	Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g. case conference, presentation, publications)
3	Disseminates research or other scholarly activities (e.g. case conference, presentations, publications) at local/institutional, regional, or national level
4	Integrates relevant theory, research, and scholarly knowledge in case conceptualization, treatment, clinical decisions, and evaluation of treatment efficacy. Demonstrates the ability to use existing scientific knowledge in clinical practice and other professional activities such as consultation and outreach presentations, taking into consideration cultural factors and contextual variables.
<i>Community Psychology and Outreach Programming</i>	
5	Demonstrates the ability to disseminate research and provide psychoeducation in the context of outreach programming and community-based intervention.
6	Evaluates efficacy of outreach programs and other community-based interventions.

Competency V: Communication and Interpersonal Skills	
1	Develops and maintains effective, collaborative relationships with a wide range of individuals, including colleagues, peers, supervisors, other campus professionals, communities, and clients.
2	Consistently produces, comprehends, and engages in communications that are informative and well integrated.
3	Demonstrates a thorough grasp of professional language and concepts in various forms of communications.

4	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
5	Demonstrates interpersonal effectiveness and flexibility across a range of professional activities and with a diverse range of people
6	Communicates needs in supervision. Prioritizes topics in supervision to be efficient in addressing clinical issues while maximizing opportunities for learning and growth.
7	Demonstrates confidence in utilizing strengths to contribute to the goals and objectives of the Health and Wellness Center and Office of Student Affairs.
8	Demonstrates an understanding of how cultural factors may be impacting professional relationships and interpersonal communication.

Competency IV: Professional Values and Attitudes

1	Behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2	Engages in self-reflection regarding one's personal functioning. Engages in activities to maintain and improve personal functioning and well-being to the extent that it impacts professional performance and effectiveness
3	Engages in self-reflection regarding one's professional functioning. Engages in activities to maintain and improve performance, well-being, and professional effectiveness throughout the training year.
4	Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
5	Responds professionally in increasingly complex situations with a greater degree of independence as the training year progresses
6	Maintains expected client caseload and manages as necessary to accommodate new intakes and crisis clients.
7	Meets deadline and completes all required paperwork in a professional and timely manner
8	Maintains scheduled hours and regularly/punctually attends seminars, supervision, clinical appointments, and staff meetings.

Competency VIII: Supervision

1	Participates actively in offering feedback to supervisees, peers, and supervisors in group supervision/case consultation.
2	Demonstrates openness to different theoretical frameworks and clinical perspectives of supervisees, peers, and supervisors.
3	Demonstrates growth in providing critical feedback to supervisees, peers, supervisors, and other health professionals.
4	Initiates development of own philosophy and approach to clinical supervision.
5	Applies knowledge of supervision models and practice in providing supervision to an advanced practicum therapist.
6	Creates a safe atmosphere by building a supportive supervisory relationship with supervisee.

7	Demonstrates understanding of the influence of cultural identity on the supervisory relationship. Discusses issues of diversity with supervisee in relation to both the supervisee's work with clients and the supervisory relationship.
8	Provides guidance and feedback to supervisee with the goal of helping supervisee grow in their clinical skill
9	Role models professional responsibility in the supervisory relationship (i.e. timeliness of feedback, clear communication of expectations, modeling of self-awareness, openness to feedback, maintaining agreed upon supervision schedule).
10	Regularly observes recordings of supervisee clinical work during supervision with supervisee and outside of supervision when needed
11	Accurately evaluates supervisee's progress and skill through scheduled formal evaluation and informal, ongoing evaluation. Effectively communicates feedback about supervisee progress and results of evaluation to supervisee.