

Westchester Institute for Human Development

*University Center for Excellence
in Developmental Disabilities*



Internship Training Manual

Updated 10/23

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Preface

Welcome to what we hope will be a challenging and stimulating year! This document includes a mix of information related to your work as a WIHD psychology intern. We will go over this information with you at the start of your training, and *encourage you to keep this Manual handy and to refer to it throughout the year*. We are available to address questions and concerns and invite you to bring them to our attention.

SECTION 1: WHO WE ARE

OVERVIEW and SETTING

The Westchester Institute for Human Development (WIHD) is based on the campus of Westchester Medical Center (WMC), a large tertiary care teaching hospital, and New York Medical College (NYMC) in Valhalla, NY. Valhalla is located in central Westchester County, NY, approximately 25 miles north of Manhattan. WIHD is located in the lower Hudson Valley Region, a seven-county region between New York City and Albany with a population of over 2.3 million.

WIHD is an independent, non-profit organization, affiliated through a formal teaching affiliation agreement with NYMC since 1950. WIHD has a history dating to the early 1950s when it was established as a specialty clinic of NYMC in New York City. The Institute moved to the Valhalla location in 1972 when NYMC re-located its administration, research, and undergraduate medical education activities to new facilities on the campus. Over the years, WIHD was an organizational unit of the NYMC and WMC, but in 2005, WIHD became an independent entity. WIHD has continued to occupy the same space (Cedarwood Hall) since 1972.

WIHD is one of 67 University Centers for Excellence in Developmental Disabilities in the nation, and has served as a unique resource in the areas of disability and human development since it was founded in 1972. The agency serves individuals throughout the lifespan, from infancy to adulthood, with a broad range of disabilities, needs, and backgrounds.

Agency Mission

The mission of WIHD is to support individuals with disabilities and vulnerable children, along with their families and caregivers. WIHD accomplishes its mission through a focus in four key areas: 1) professional education and training, 2) comprehensive services and supports, 3) community training and technical assistance, and 4) research and information dissemination. These key areas are addressed through the various clinical and community training programs offered at WIHD and through the Leadership Education in Neurodevelopmental and related Disabilities (LEND) program, which is a two-semester interdisciplinary leadership training program designed to provide the knowledge and skills needed for trainees to become leaders working with and on behalf of children with disabilities and other special health care needs, and their families, to improve health outcomes, and decrease disparities.

Description of Services

WIHD consists of a number of programs and services:

- *Behavioral Psychology Program:* Provides evidence-based behavioral treatment (Applied Behavior Analysis, CBT, Behavior Therapy, DBT techniques) to adults and children with autism and developmental disabilities, with challenging behavior and/or mental health needs on an outpatient basis. Opportunities may also arise to provide services to group homes and collaborate on behavior plans.
- *Community Support Networks:* WIHD provides one of 13 Special Education Parent Centers across New York State funded through the NYS Education Dept. which provides parents of children with disabilities with information, resources, and strategies. Also provides referral and training center for parents of children from birth to age five with special needs, as well as for professionals.
- *Early Childhood Services:* Diagnostic evaluation services are provided for children with developmental concerns, neurodevelopmental disabilities, and intellectual disabilities.
- *Family Connection Service Coordination:* Parents of children with special needs provide service coordination for families of infants/toddlers with disabilities.
- *Child Welfare Services:* Comprehensive evaluations and services are provided to children and families involved with Social Services.
- *Children's Advocacy Center:* Provides forensic medical and psychosocial assessments of children who may have experienced physical abuse and/or sexual exploitation.
- *Adult Health Services:* Primary health care and behavioral consultation is provided to individuals with severe disabilities or multiple complex health problems.
- *Dental Services:* Comprehensive general dental services are provided for children and adults with disabilities in the facility-based dental clinic and on a mobile dental van.
- *Speech and Hearing Center:* Evaluation and treatment of speech-language, voice, feeding, swallowing and hearing disorders.
- *Assistive Technology Services:* Works to identify devices or adaptations to improve mobility and communication. Has a demonstration center and offers a loan program of equipment.

- *LEND*: Intensive leadership training for those serving children with special healthcare needs and their families. Includes distance learning training with trainees from Puerto Rico and the US Virgin Islands.

INTERNSHIP PROGRAM OVERVIEW

WIHD offers full-time, 12-month Doctoral Internships in clinical psychology/developmental disabilities. There is one main rotation track offered in *Child Welfare/Developmental Disabilities/Early Childhood*.

The internship program has been an APPIC member since the Summer of 2020. The internship program is not accredited by the Commission on Accreditation of the American Psychological Association. 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 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

Psychology interns develop specialized skills that are essential for future independent practice, including interdisciplinary evaluation and intervention, consultation to education, health, and social service agencies, forming partnerships with families, and team leadership, in a multi-disciplinary, culturally diverse setting.

Training Program Mission

The aim of the Psychology Internship Program at WIHD is to build upon foundational training by providing intensive, supervised clinical and assessment experiences, along with research opportunities, towards the purpose of preparing interns to be ethical and competent early career psychologists in health service psychology settings. This is done by offering the trainees a range of therapeutic and assessment experiences, with children and families being served in the child welfare system, as well as by having trainees participate in the Leadership Education in Neurodevelopmental and related Disabilities (LEND) program and minor rotation activities involving individuals with developmental disabilities.

Training Program Model

The model for the program is based on the Scientist Practitioner Model of training. Within this framework, we envision a professional psychologist who is a competent researcher and a knowledgeable practitioner. The program also emphasizes evidence-

based practice, which promotes effective practice by applying empirically supported principles of assessment and intervention.

Training Program Goals & Objectives

In keeping with the agency's mission and model, the following goals and objectives have been created to help interns attain specific experience and competence:

Goals

- Goal 1: To provide interns with an intensive, practice-oriented year that will further prepare them to function effectively.
- Goal 2: To introduce interns to a wide variety of settings in which psychologists may practice.
- Goal 3: To help promote early-career professionals who are critical thinkers, with a quality improvement mindset, who can deliver psychological services in a flexible, self-aware, ethical, culturally sensitive, and time-effective manner.

Objectives

- Objective 1: To prepare interns to perform competent, comprehensive, client-centered clinical and behavioral assessments of children and families with complex developmental needs and multi-systemic challenges.
- Objective 2: To further support an intern's skills in conceptualization, treatment planning, psychotherapy and behavioral intervention
- Objective 3: To help interns consider local community services and psychological literature in planning and recommending treatment interventions.
- Objective 4: To help interns further enhance the process of self-assessment and sensitivity to individual and cultural differences.
- Objective 5: To prepare interns to function as leaders within their professional settings, and to practice within ethical and legal guidelines.
- Objective 6: To assist in the nurturing of the ongoing development of professional identity.

Cultural & Individual Differences

The psychology training program is committed to diversity in regards to recruitment and retention of trainees and staff of diverse backgrounds and clinical and training experiences that highlight and increase understanding of individual and cultural differences. Westchester County is a diverse community, so interns have the opportunity to work with a population that is varied in regards to ethnicity, religion, culture, sexual orientation, age, socioeconomic status, medical status, developmental status, and psychiatric needs.

Interns are expected to explore and discuss individual and cultural differences that arise in both their clinical work and research, through both ongoing supervision and conversations that arise from didactics. Interns are also encouraged to gather information about clients' backgrounds and experiences in discussion with clients and incorporate learned information into client conceptualizations. Through their clinical activities in the Child Welfare Program, interns come to understand the disproportionate representation of families of color in the child welfare system and become more familiar with the systemic inequities that contribute to this disproportionality. Interns are also encouraged to participate in agency-wide programs/discussions in order to expand their exposure to the perspective of others. Trainees are encouraged to use individual supervision to share, explore, and problem solve insights/conflicts/tensions that may arise from differences.

INTERNSHIP PROGRAM STRUCTURE

Clinical & Professional Activities

(1) *Child Welfare Service Activities*: Interns will have a year-long rotation in the CWS program and will participate in a variety of assessment and intervention activities, which support gaining increased experience in various clinical skills, while also providing opportunities to learn how to negotiate the complex system of child welfare and social services.

- *Assessment* activities can include: (a) completing child psychological and psychoeducational evaluations of children age 3+ in foster care or at risk of foster care placement, (b) clinical Intakes with biological parents, and (c) brief cognitive screenings for biological parents, (d) trauma screeners through the Children's Advocacy Center
- *Intervention* activities can include: (a) providing trauma-informed individual therapy to children seen at the agency's Children Advocacy Center (b) participating/presenting in case discussions through the Children's Advocacy Center Multidisciplinary Team, which provides

opportunities to learn both about case planning and about professional group dynamics

(2) *Leadership Education in Neurodevelopmental & Related Disabilities (LEND) Training:* All day Thursdays from September to April, interns participate in this Institute-wide leadership education program, with other advanced interns from a range of disciplines, which places professional activities within the larger context of health care systems and public policy. An interdisciplinary training perspective provides a systematic background in developmental disabilities, emphasizing family partnerships, cultural and linguistic competence, and populations with limited access to health care. Activities include weekly leadership seminars and ongoing participation in an evidence-based treatment project.

(3) *Early Childhood Activities:* Interns can have a rotation in the following assessment activities, which is designed to increase knowledge of developmental disabilities in young children.

- *Early Intervention Assessments:* Interns can become involved in conducting evaluations of infants and toddlers with developmental delays or disabilities. Interns focus on partnerships with families, current approaches to early diagnostic assessment, and are exposed to a broad variety of assessment tools and strategies. They learn to consult with and interact with the wide variety of professionals that are involved with Early Intervention, and gain experience with home-based, team-based assessment. Interfaces with programs in the community and conferences within the Department of Health Early Intervention program provide valuable perspectives on this system of care.
- *Committee on Preschool Special Education (CPSE) Assessments:* Interns can become involved in conducting evaluations to determine eligibility for special education services as a child is entering the preschool system or aging out of the preschool system. Assessments allow for opportunities to engage with school districts and learn about assessments within the context of a school based assessment model.

(4) *Behavioral Psychology Activities:* The Behavioral Psychology Program provides evidence-based behavioral treatment (Applied Behavior Analysis, CBT, Behavior Therapy, DBT techniques) to adults and children with autism and developmental disabilities, with challenging behavior and/or mental health needs on an

outpatient basis. Interns can participate in observing and/or facilitating sessions based on experience level. Opportunities may also arise to provide services to group homes and collaborate on behavior plans.

Interns may also participate in additional activities such as:

- *Presentations & Community Training:* Faculty often present to parents, schools, at local agencies, and at local and national conferences. At times, an intern may be asked to assist in preparing such a presentation and/or asked to create a virtual based training or webinar.
- *Research-related activities:* At times, faculty is requested to assist in evaluation activities related to pediatric research studies. Examples of past and present activities include conducting developmental screenings of preterm infants and conducting retrospective chart reviews of young children in the child welfare system.
- *Extern Support:* In addition to training and opportunities to practice supervisory skills, interns may have opportunities to provide supervisory support to an extern.

Activities & Rotation Schedule

Based on a process that takes into account each intern's interests and experience, as well as the needs of the various agency programs, a schedule is created for each intern which identifies the various activities that interns will engage in. Additional activities may be added once LEND ends at the end of April.

Time Allocation

Interns in the Child Welfare Program spend approximately 2 ½ days a week completing and writing various assessments and seeing clients. Face to face contact involves approximately 1-2 assessments per week and approximately 10 therapy clients per week. An additional ½ day a week is spent in minor rotation activities, which may include additional face-to-face client contact. The fourth day consists of supervision and participation in didactic seminars. The final day is spent in LEND.

APPLICATION PROCEDURE

Eligibility for Application

- Applicants who have met the following qualifications prior to beginning internship will be considered preferred:
 - A minimum of 400 intervention hours
 - A minimum of 100 assessment hours, particularly with children
 - Experience or special interest in working with diverse and underserved (i.e. child welfare and disability) populations
 - Practicum experience in intervention with children and psychological assessment of children and experience with administering cognitive measures to children (such as the *WISC* and *WPPSI*)

Application Process

- (1) Interested individuals should submit their application via the AAPIC Online Selection Portal.
- (2) Upon review of a completed application packet, face-to-face interviews will then be scheduled. Candidates will be contacted via email with some possible interview dates (either morning or afternoon slots) and requested to identify a date of most convenience. The interview process typically lasts 2 ½ -3 hours. It involves several meetings with Psychology Supervisory Staff and Program Directors, the LEND Director, as well as an opportunity to meet and speak with a current trainee regarding their “first-hand” experiences with the training program.
- (3) Offers to applicants will be made in accordance with the National Matching Services Notification process. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

The most successful applicants are those who are felt to demonstrate a strong “fit” between the candidates’ stated training goals and WIHD training activities, and who exhibit an ability to manage multiple placements and priorities during the training year.

Questions regarding the internship can be directed to Trupti Rao, PsyD (Director of Psychology Training) at trao@wihd.org.

SECTION 2: BEING HERE...OR NOT

The training year commences mid July of each year and concludes mid July of the following year. Clinical services are provided at WIHD Monday through Friday (from 8-6 pm). Assessment appointments are typically held in morning time slots (9-12 AM), while clinical appointments are typically offered from 2-6 pm. 2000 hours are required in total for an intern to successfully complete the internship program. The training program is designed to allow interns to function with increasing independence as the training year progresses, while providing supervision throughout.

Work Schedule and Reporting Responsibilities

- Normal working hours when you are expected to be here are 9-5 pm, plus additional time for lunch if needed. You are expected to work 40 hours/week. *LEND days start slightly earlier.* Approximately once a week, an after hour session (5 pm) may also be offered. *When on-site, you are expected to be here for the whole day.*
- Psychology interns report to work on Thursdays even when LEND is cancelled, delayed, or ends early with the exception of regular holidays. *If you choose not to come to work it will be charged as vacation time or unpaid time.* Any exception must be discussed in advance with your direct supervisor or the training director.
- You are expected to be on-site, with the exception of LEND virtual days and Thursdays in the summer (*with prior approval* from the Director of Psychology Training). Morning off requests to work remotely are not permissible without a specific reason for the request.
- If you are unexpectedly late or cannot report to work, you need to call your primary supervisor(s) directly (leave a voice message if your supervisor is unavailable) in addition to notifying relevant reception or administrative support staff.
- In case of inclement weather, check the WIHD web site (www.wihd.org) for details about delays or closures or call **914-493-3040 after 6:30 AM**. You can also check the WIHD Facebook page for updated information.
- Keep WIHD phone numbers and client telephone numbers available out of the building (at home, in your appointment book) so that you may notify people of changes in your schedule. You are responsible for notifying clients of cancellations.
- When you are out in the field for a meeting, assessment, etc. during your normal working hours you should inform a receptionist, administrative assistant, or office manager when you are leaving the building.

- Be sure that your clinical supervisor and all appropriate administrative staff have your home (and cell) telephone numbers for cancellations, schedule changes or emergencies. We rarely call people at home and will avoid doing so if at all possible.

Words to the Wise

You are a professional and are expected to maintain your work responsibilities with autonomy; we do not keep close track of your comings and goings provided that your work is done. Sometimes that will mean putting in some extra hours and sometimes it will mean we can be flexible about your hours. If your hours become a problem and/or there are difficulties with productivity we will work with you to address the problem.

Time Sheets

- You will complete an electronic time sheet every two weeks through the SyncHR system.
- Please remember to complete your timesheet every two weeks by no later than Thursday morning. We will keep a separate internal list for professional time.

Time off

As temporary full-time employees of WIHD, interns have access to health benefits, as well as 14 days of Paid Time Off (PTO), nine paid holidays, and one floating holiday. Interns are also eligible for up to 5 days of professional time off.

Holidays

The WIHD holidays for 2023 are as follows (2024 holiday schedule will be released at a later date):

Labor Day	Monday, September 4th
Thanksgiving	Thursday, November 23rd
Day after Thanksgiving	Friday, November 24th
Christmas Day	Monday, December 26th (Observed)

Floating Holiday *Observed Federal or Religious Holiday not listed above.

On Wednesday, November 23rd and Friday December 22nd, WIHD will close at 3:00 pm. Early closing time should be recorded on the time sheet as "Excused with Pay". If taking a vacation or personal day on those days, you must record the full day off and not the shortened day/hours.

*List of eligible floating holidays available.

Vacation Days

Interns receive 14 Vacation Days. Vacation days are accrued on a monthly basis and may be taken after 3 months of employment (unless you are given permission by your supervisor to take it earlier). Vacation time should be taken before the end of the year and **will not be paid out** upon the end of the training year. Dr. Rao will enter time off in the Shared Outlook calendar as well.

Vacation Time: Program Specific.

Psychological assessments are scheduled until the last two weeks of internship. The last two weeks of the internship are for completing any outstanding reports, finishing with therapy clients, writing treatment summaries, and packing up evaluation folders.

For interns, while a few days of vacation/personal time here or there can certainly be requested during the month of June/July, *interns are expected to be present till the last training date*, in order to complete all clinical responsibilities. The majority of time off *should be taken prior to June/July. **Unless there are extenuating circumstances, no more than 4 days total can be taken off in June/July.***

If there is a situation where a new job or fellowship will require a slightly earlier end date, please speak with your primary supervisor as those requests can usually be accommodated; however, for those days, vacation time cannot be used and those days will have to be taken unpaid.

Vacation time can be used for vacation, personal, or sick purposes.

Examples of activities included under Vacation Time include:

- Personal appointments
- Bereavement Leave
- Meetings related to your child's school
- Sick time
- Jury duty

Procedure:

- At least one month prior to the day(s) you wish to take off, please inform your primary supervisor face-to face, as well as complete a **Time Off Request through SyncHR**.
- Arrange for coverage for any clinical obligations you have. You are still responsible for completing your slated number of evaluations per month.
- A few days prior to your time off, **email everybody** who will be affected in the programs you are associated with, letting them know the dates you will be away.
- Indicate your absence on your outgoing voicemail message and via "out of office" message on email.

Professional Days

These are days taken off from being onsite at WIHD but are germane to your professional work or development as an emerging psychologist. They are granted *with prior permission from your primary supervisor* and are not counted as vacation or personal days (as such they are listed as Regular on your timesheet). Interns are granted **5 days of professional time**. Please note that professional time can also be taken in hours as opposed to full days (e.g., 3 hours in the am for an interview). Examples of activities included under professional time are:

- Dissertation activities—proposal/defense dates, scheduled committee meetings
- Professional research/continuing education activities: Workshops, conferences, etc.
- Fellowship/Job Interviews (if away less than 3.5 hours that day); If more than 3.5 hours, must be taken as Vacation/Personal Day. **Up to ½ of Total Professional Time can be taken for Job Interviews.**

Procedure:

- Discuss with supervisor
- Complete Psychology Intern Request for Professional Time Off and submit to supervisor. Then submit signed off form to Dr. Rao.
- Arrange for coverage for any clinical obligations you have. **You are still responsible for completing your slated number of evaluations per month.**
- Email everybody who will be affected, giving date(s) you will be away.
- Indicate your absence on your outgoing voicemail message and via “out of office” message on email.

Sick Days

There are no sick days granted. If illness issues occur, you must take a vacation day. A sick call must be made within one hour of your usual reporting time and as early as possible. Call or email your supervisor(s), program administrative staff, and anyone affected by your absence.

If you have clinical appointments, you should call and reschedule (this is the reason for putting client contact numbers in your calendar). Change your outgoing voicemail message to indicate your absence.

Comp Time

On very rare occasions, you may be eligible for comp time, such as if you participate in a scheduled training/group on a weekday evening or a weekend. Comp time must be approved by your supervisor and used within a week.

Travel

Reimbursement for local travel. Most interns conduct clinical work at the Institute and in the community. Training positions require you to possess a car for this reason. You will be eligible to request mileage reimbursement at the federally-approved rate.

Employees and interns submit for local travel reimbursement by completing an online monthly travel voucher through Certify. It will then go to a program supervisor for authorization and will be submitted for payment. You will be given an introduction to completing this online voucher early in the training year. If you need help completing it, ask.

Travel expenses need to be submitted by the 10th of the following month (e.g., January travel vouchers must arrive at the WIHD Business office by February 10th). This means you need to get your travel logs submitted ASAP at the end of the month.

Conference Attendance

Occasionally we may offer attendance at local or regional workshops and professional meetings. You will be provided with a list of potential conferences/trainings. There are some funds available to cover travel and registration costs. If you are interested in attending a specific conference, please complete a Conference Request Form (obtainable from Dr. Rao) in order to determine whether the request will be approved, as well as how much reimbursement will be provided. Please note that, depending on the costs and the amount of funding already used, only partial reimbursement may be provided for a request. Reimbursement for travel outside the local area requires preauthorization and careful documentation, so ask for guidance. Meals will not be reimbursed for day travel. Also please note that comp time/professional time cannot be used for weekend conferences/trainings.

SECTION 3: DOING THE JOB

Workload, Job duties, etc.

- You will receive an outline of your program assignments, job duties, and a tentative schedule. While this is your general guideline for activities/time allotments, please recognize that if there are occasional cancellations/changes, we may ask you to complete another activity or take on an unexpected opportunity (such as presenting at a workshop).
- Please maintain your own appointment/address book and update it as needed. Be sure to coordinate your book with program schedules. If you are assigned a regular evaluation/therapy slot, do not schedule something else there; write in the name (initials of the child to be evaluated, for example), and the contact number for the client/family.

Work logs and timeliness

- Written reports are due within 20 days to one month (other evaluations) of completion of an assessment, unless there are extenuating circumstances. It is your responsibility to meet these timelines, and to communicate with your supervisor the status of your reports.
- We ask fellows to keep an evaluation log, which should be readily available for clinical supervisors and/or program directors and clerical staff to consult as part of regular supervision and even in your absence (i.e., hung above/beside your desk). Frequently we receive phone calls and need to update DSS, DOH, families, etc. regarding the status of an evaluation or report. Use the child's first name/last initial or initials only to maintain confidentiality. *Interns are expected to bring the log to supervision at the start of every month.*

Words to the Wise. WIHD's programmatic diversity lends itself to varied job duties and you will never be bored. On the other hand, this will require you to shift sets and "multi-task" quite a bit, as well as figuring out how to prioritize your activities and manage administrative duties.

*** If you need help organizing yourself please ask for help! If you are overwhelmed, please talk to your clinical supervisor. We are here to help and no one will fault you for seeking assistance. *** If you are falling behind, tell someone. We will examine your workload, discuss with you how to maximize efficiency, and help clear your schedule so that you can catch up, as appropriate.

Documentation

- A progress note must be written for every clinical contact, for evaluation, feedback, and therapy. Notes are created electronically in Welligent. Notes should include the following footer:

Your Name

Psychology Intern

Phone #

Your Supervisor's Name

NYS Licensed Psychologist

Phone #

- Notes should also be written for significant telephone conversations, such as with issues arising from the child's case worker, parent, or foster parent, as well as for feedback provided via telephone. Notes should also be written after attending case planning review sessions at DSS (in the progress notes section) and after attending EI/CPSE meetings.
- Notes should be written on the day of each contact and provided to your clinical supervisor for countersignature. Notify your supervisor via email that the note is ready for countersignature (for evaluations).
- You must document the discussion of your role as an intern in your progress note(s). The first time you see a child/family (for assessment or intervention) you must discuss your status as intern, indicate that you will discuss clinical work with your supervisor, and record this discussion in the chart notes (see below).
- **No written product should leave the building without review and co-signature by a licensed psychologist.** This refers to evaluation reports, summaries, letters, notes, and other correspondence. Any time you submit such materials for review, the materials should be enclosed in a folder along with any other pertinent information. For an evaluation, this means the test protocols, notes, prior evals, and so forth are all submitted along with your draft report. If your supervisor makes comments and/or corrections on one draft, please accept track changes, track any additional edits, and respond to all comments.

Communicating your role as intern to consumers

As an intern you work under the license(s) of your supervisors. This requires you to inform supervisors about all of your work and technically involves an exception to client confidentiality. Any time you begin working with someone, you need to inform them of your training status. Your supervisor will help you formulate how this is stated to the clients you contact. The elements of the message include:

- Stating your credentials (with confidence)

- That you work under the supervision of a senior psychologist who reviews all of your work.
- Letting the family know that they can discuss it further, you can refer them to the supervisor, and they can decline to work with you if they have a concern.

Sometimes the family will know in advance that you are an intern but you need to review it anyway.

Quality of work

- WIHD maintains very high practice standards. Your written work, especially evaluation reports, reflects you, the Institute, your supervisor and the program in which you work. We will orient you to our practice standards and provide you with support. Written work you submit for review should be proofread carefully. Please review feedback carefully so as to avoid making the same mistake in future reports.
- Your report reflects an individual, and since we place great value on treating our consumers with dignity and respect, your reports will be of high caliber. Our job is to ensure that your work gradually requires less oversight and you will be prepared to function autonomously. If your supervisor notices that you make similar errors over time, (s)he will discuss this with you.

Professional Presentation

- Please dress professionally. Since you represent the Institute and your colleagues, your manner and dress need to reflect this. Please do not flip flops or other similarly casual attire to work, even on days that you do not expect to have contact with consumers. However, your attire can accommodate certain demands such as playing on the floor with young children. WIHD does offer “Wear Jeans” Fridays.
- While we do not expect formality (e.g., suit, jacket, tie, dress, etc.) at all times, there are occasions when this is indicated (giving a presentation, for example).

TRAINING RESOURCES

Benefits

As noted above, interns are eligible for health benefits and time off.

Physical Resources

The first floor of the agency consists of the main entrance, an auditorium, a large Boardroom, the agency cafeteria, and the physical space for the Child Welfare Program and Children’s Advocacy Center. As part of the Child Welfare Program space, there are

staff and trainee offices, eight playrooms, a waiting room, and a program conference room (the Wendy Breitner room).

The interns' office space is in the same hallway as all clinical supervisors. All interns are provided with their own workstation in a shared intern office, which includes a desk, laptop computer, computer software, an office phone, and voicemail. Please be mindful that the office is shared space and thus should be kept tidy. Interns also have access to shared copiers/printers/fax machines, ID badges, and basic office supplies, and an electronic health record keeping system (Welligent) as well as a HIPAA compliant telehealth platform and video cameras for recording sessions. Interns also have access to play therapy rooms, which are stocked with a variety of play materials (dollhouses, play kitchen sets, figurines) as well as games and arts and crafts supplies. Trainees and staff "sign out" therapy rooms as needed for sessions. Trainees also have access to a shared kitchenette space.

Intervention manuals, assessment materials, online scoring systems (e.g., Q Global), and access to the DSM 5 are provided. Intervention materials include cognitive measure kits, achievement testing kits, executive functioning kits, developmental screening questionnaires, self-report measures, and projective measures. Additional materials may be purchased using program funding with approval from the Director of Psychology Training.

In addition, all interns are given access to the on-site and online library services department of New York Medical College, which provides on-line access to a number of databases that feature professional papers and journals in psychology and the behavioral health sciences.

Clerical Support

Each intern has access to dedicated administrative/clerical support through the Child Welfare, LEND, and Behavioral Psychology programs. The Child Welfare Program has one administrative support staff, who is responsible for assisting with appointment scheduling and client transportation, as well as clerical and office supply tasks. LEND has one administrative staff support person, who assists with all LEND related activities, as well as recruitment and onboarding tasks. Behavioral psychology also has one administrative support person to assist with scheduling and billing.

SECTION 4: LEARNING AND GETTING SUPPORT

SUPERVISION

Supervisors

The Child Welfare Program houses two supervising psychologists. Two psychologists provide service delivery and supervision in the Early Childhood Program and one psychologist provides service delivery and supervision in the Behavioral Psychology program. There are four psychology faculty in the LEND program. All supervisors involved in the training program are NYS licensed psychologists in good standing. All supervisors play integral roles within the agency and hold multiple roles with varied responsibilities. Supervisors have their own clinical cases and maintain responsibility for all intern cases. In addition, supervisors have administrative responsibilities. Consistent with the training program aim of engaging in multi-disciplinary activities to provide support to underserved populations, supervisors serve as role models in doing the same. Supervisors are engaged in multiple activities across clinical, supervisory, and leadership/managerial lines. Interns are invited and encouraged to observe supervisors engaging in various activities, including service delivery, trainings/presentations, and research presentations.

Supervision is a core component of the program and is provided in several forms:

- (1) *Individual Supervision*: Each intern receives a minimum of 1 hour of individual supervision weekly from their therapeutic supervisor and 1 hour of individual supervision weekly from their assessment supervisor. Supervision meetings with additional supervisors may also be required depending on the particular training activities an intern may be involved with. Interns will “shadow” supervisors initially on various clinical activities and supervisors may complete certain activities in conjunction with interns, until an intern feels comfortable and is ready to work more independently. Supervisors maintain full responsibility for each intern’s work for the entirety of the training year.

- (2) *Group Supervision*: Each intern participates in 2-3 hours of weekly group supervision. The facilitator of the group supervision can vary, but will always consist of licensed staff. Topics can include case conceptualization, video feedback, a check-in with the Director of Psychology Training, Book Club discussions, and discussions centered on equity and diversity topics.

(3) *Informal Support*: Supervisors are available throughout the week to provide informal supervision on an as needed basis.

Addressing problems

As noted above, you should address any concerns or problems with supervision first to the particular individual supervisor; if your concerns are not addressed, bring them to your primary supervisor or training directors.

Using supervision optimally

Supervision is an important part of your training at WIHD. You should have a regular supervision meeting scheduled with anyone who is supervising your work (i.e., primary duties as well as rotation in another program); please inform the training director if this does not occur. Frequency of this type of meeting will depend on the level of commitment or the amount of time you are devoting to the activity. Arrange a weekly supervision appointment with your clinical and assessment supervisors; these can easily be rescheduled based upon schedule changes and occasional conflicts, but you are expected to keep this appointment and arrive on time.

Come to supervision prepared, with any files for upcoming evaluations/treatment cases for planning, with newly evaluated cases to go over testing and plan for report writing, with report drafts for questions, and with updates on therapy cases for planning. It is your responsibility to keep your supervisors updated on your activities and work collaboratively with them on the best ways to utilize your supervision time.

Keep close track of when reports/products are due and plan accordingly. Inform your supervisor about when you will have draft(s) ready for review and when you need them back. If your supervisor is not in the building every day you need to negotiate a schedule of submission and review that will work for both of you

Supervision coverage

Sometimes your regular supervisor will be unavailable when you need a report or other document signed. When this is the case, you should anticipate it (unless there are extenuating circumstances) and plan for it. If you have a report that needs to be signed by another psychologist, make sure they know to expect it and when. If you are simply making small changes from a previous draft, include the prior draft so the supervisor can verify that the changes were made. If a report is "ready" to sign (does not require any changes), the covering supervisor must be informed of this by the regular supervisor. This is designed to ensure the integrity of the supervision process and to ensure that the

covering supervisor is not forced to engage in unnecessary or redundant work, or make comments that sometimes might contradict those of the primary supervisor.

DIDACTICS

Formal professional didactic supervision consists of the following seminars:

- 1) The *Psychology Seminar* runs the entire year and meets weekly. The seminar is led by Psychology Supervisors, as well as occasional outside guest speakers (who are also Psychologists). This seminar covers a range of topics including early childhood development and assessment, various assessment tools, the behavioral needs of children with disabilities, an introduction to the Child Welfare system, trauma-informed interventions, and professional development and roles. Interns are also expected to present one time each on a topic of interest.
- 2) As noted above, interns also participate in multiple (one-three sessions on a given day) didactic sessions on a weekly basis as part of *LEND*, from September to April. Sessions are led by a diverse, multi-disciplinary group of leaders, including both WIHD staff and professionals from outside agencies.
- 3) From July to August, and then again from May to July, Interns participate in a supervisor facilitated weekly Journal Club, focused on a variety of topics including diversity, ethics, and intervention.

Additional Training: Interns are strongly encouraged to attend training presentations, conferences, & Grand Rounds offered by WIHD, New York Medical College, Westchester Medical Center's Psychiatry and Pediatrics Departments, local conferences, outside agency and national conferences occurring locally.

SECTION 5: FEEDBACK IS A 2 TWO WAY STREET

Feedback

Informal verbal feedback is provided regularly throughout supervision. Formal written feedback is provided twice a year (at the mid-point of the internship and at the end of the year). The evaluation is completed by both the intern's assessment supervisor and clinical supervisor. The form uses a 5 point Likert rating scale to assess the 9 competency areas. After the form is completed by both supervisors, a meeting is held with the intern and one or both supervisors to review and discuss all feedback. At both the mid-year and end of internship year, doctoral program training directors are sent a copy of the evaluation form completed by WIHD.

All those involved in the training program are provided with information about WIHD's Internship Due Process and Grievance Policies and reminded throughout the year of referring back to the policy as needed. A copy of the internship Due Process and Grievance Policies can be found in Appendix F. Interns are encouraged to provide feedback on this area through completion of the Supervisor Evaluation and Program Evaluation.

Informal vs. formal evaluations. Supervision is the anchor of learning your profession, so feedback about performance and addressing areas in need of growth are given throughout the time you are working with a supervisor. In addition, we conduct more formal evaluations twice a year. There are also monthly supervisor meetings that the Psychology staff use to coordinate all the many training issues and activities; supervisors do confer on interns regularly.

Feedback goes both directions! If you have questions, concerns, or suggestions, feel free to discuss these with your clinical and/or primary supervisors, as appropriate. You will also be given surveys regarding the seminars and the overall training year. Please provide feedback-they are helpful to us in making adaptations to the training program.

Formal evaluations. We conduct written feedback and feedback sessions twice a year—midyear and end-of-year. Each supervisor is asked to respond to a form that describes your duties, your general performance, areas of strengths and areas for growth (see evaluation template at end of this manual). This may be the form provided by your university or an internal WIHD form. You then meet with your supervisor(s) and review the written feedback together, with each of you signing the form to indicate that it has been shared. This is meant to be interactive, supportive, and for your growth as a professional; it is not meant to be judgmental or punitive.

The signed evaluation forms are then kept in your training file and a copy is submitted to your home university.

Communication with Home University. A training affiliation agreement will be generated with your home university prior to your start date. If your home university requires a separate evaluation form, we will also complete those and submit them to your home university. You will be provided with a copy of this evaluation form and will also be given verbal feedback regarding the completed form. If a concern arises regarding an intern's performance, the Director of Psychology Training will contact the home university. The home university will be encouraged to provide input to assist in addressing any noted concerns.

All Psychology Staff and Trainees are expected to follow the Ethical Principles of Psychologists & Code of Conduct at all times, as well as the standards of conduct set forth in the WIHD Employee Handbook and all WIHD policies and procedures. Interns are given time to review the APA Ethical Principles of Psychologists and Code of Conduct during Orientation and encouraged to reference the Principles as needed throughout the year. The Ethical Principles can be found at: <https://www.apa.org/ethics/code>.

Requirements for Completion of Training Year

The following requirements must be met to the satisfaction of the Director of Training to receive certification of internship completion:

- Completion of a minimum of 2000 hours of supervised work.
- Satisfactory completion of all training activities.
- Completion of all assigned clinical documentation & record keeping.
- Regular attendance at the following meetings: (a) CW Staff Meeting, (b) Psychology Seminar, (3) Group Supervision
- Attainment of knowledge and skills at a level commensurate with that of a doctoral student, as based on evaluation forms.
- Completion of the LEND training experience.

SECTION 6: NUTS AND BOLTS

CONTACTS:

	Internal	External	Training Role
Trupti Rao, Psy.D.	1134	493-8141	Director, Child Welfare Services & Psychology Training
Varsha Bhatnagar	1133	493-8197	Supervising Psychologist-Child Welfare
Pavithra Mandappa, Psy.D.	1132	849-0519	Director, Children's Advocacy Center
Patricia Towle, Ph.D.	1235	493-8212	Supervisor-Early Childhood
Jenean Castillo, Ph.D.	1035	493-7471	Director, LEND
Nicole Turygin, Ph.D.	1261	493-6869	Supervisor-Beh Psych
Joan Malara	1139	493-1022	Admin Support-Child Welfare
Louise LaFleur	1271	493-7070	Admin Support-Beh Psych
Karla Diaz	1236	493-8175	Admin Support-LEND
Darlene Beattie	1233	493-5246	Admin Support-Early Childhood
Danielle McFadden	1274	493-5961	Human Resources

Parking

You will all get a parking card for the Cedarwood South Parking Lot. You should park in this lot. If for some reason there are no spots available when you come in, you need to call the parking office (493-7932) to let them know. Parking is \$20 a month or \$6 daily.

Security

Security is important for clients and staff and we take it seriously. There are security codes for the doors on the first floor leading to the Child Welfare staff/intern offices, bathrooms, and the main hallway/waiting room. You will be given a security code upon your arrival. **Security codes are not to be shared with anyone outside the Child Welfare Program.** Please do not share codes with clients and use the buzzer to get into the main hallway/waiting room if your client is watching you.

Please be mindful of your belongings. The intern room is a room that may be accessed by various people. Please make sure all personal belongings- bags, phones, etc. are kept either in a drawer or cubby above your desk and out of site when you are not in the room.

TELEPHONE/EMAIL/FAX RESOURCES

Computer/Email

- Your computer login will be your first initial and last name (e.g., trao). Your password will initially be Password1 and then should be changed to something you will remember. Your email address will be your first initial last name@wihd.org (e.g., trao@wihd.org).
- To access your email from home via the web, go to <https://wihdit.wihd.org/>. Alternatively, you can go to wihd's home page and access staff resources from there.
- It is IMPERATIVE that at the end of each day you log off "your" computer. There are times when other people need to use the computers when you are not in and if you are not logged out, they lock and are not easily accessible.
- You will print to the printer in the office next to yours, WIHD18, or at WIHD23, the main office. Copy paper is located in the main office near the mailboxes. If there is no paper there, please let Joan or Karla know.
- To create your email signature, please follow these WIHD guidelines:
 - Creating a consistent and professional email signature format is one of the best practices for any organization to follow. Please use the following signature template for future emails and please note that WIHD uses Calibri Font in black, size 11 or 12. Colored backgrounds or wall paper is not acceptable.

Firstname Lastname

Psychology Intern

T (914) 493-XXXX | Ext. XXXX (Internal)

F (914) 493-XXXX

email@wihd.org

wihd.org



Westchester Institute
for Human Development



Cedarwood Hall
Valhalla, NY 10595-1681



- All outgoing external emails automatically add on a confidentiality statement. No confidentiality statement is needed for internal emails.
- Please use the MS Office Outlook Assistant “out of office autoreply” option when you are out of the office for more than one day. In web outlook:
 - Go to “tools”
 - “out of office assistant”
 - click on “I am out of the office”
 - enter a text message that essentially mirrors your voicemail, including when you will be out/back, and who to contact if assistance is needed in your absence.

Phone

- All the phones have been reset unless there is a password posted near the phone. If your phone has been reset, the password is 1111. You can follow the prompts to set up your mailbox. If the phone already has a password, you can get into your phone using the existing password. Please ask for help if you need it.
- You will have 2 numbers, an internal and external extension. When you give out your number to someone outside the agency, you will give the external- 493 number. For anyone inside, give your internal extension.
- At WIHD we ask everyone to use similar telephone greetings. When you answer your phone please state:
 - Good morning/afternoon and give your name (Good Afternoon...Trupti Rao) or
 - This is (your name), how can I help you?
- To check your voicemail:
 - The red light in the upper right hand corner of your phone as well as the red light next to the *envelope* button will indicate you have a message
 - If you have a voicemail, press the *envelope* button, When prompted, enter your password (which will initially be 1111 but you can change once you begin work).

- Hit “1” to listen to messages
- Please also refer to the Telephone/Voice Mail User Guide at your desk.

- ***Your outgoing voice message should always indicate when you are out of the office, even if just for one day.*** If you work part-time this should be on your message as well (“I am in the office on Tues, Wed and Friday”). To change your voicemail message:
 - Press the Voice Mail Button
 - Enter Your Security Code & Press #
 - Press MGMT
 - Press GRT
 - Select Greeting 1
 - Select REC

- Your voice message should include the following information:

Regular message:
 You’ve reached the office of {name} at the Westchester Institute for Human Development. I am not available to take your call. If someone else can assist you with {Program name; Early Childhood Services, for example}, please call {alternative number, usually program assistant, Joan Malara 493-1022 for Child Welfare Services, Darlene Beattie 493-5246 for Early Childhood Services, Louise LaFleur for Behavioral Psychology Services, 493-7070}. Otherwise, leave a message after the tone and I will return your call. Thank you.

Out of office:
 Please note this new outgoing message. You’ve reached the office of {name} at the Westchester Institute for Human Development. I will be out of the office from/to {dates}. In my absence, please refer urgent matters to {names and telephone numbers of primary supervisor}.

- To change your signature on your voice mail:
 - Press the Voice Mail Button
 - Enter Your Security Code & Press #
 - Press MGMT
 - Press OPTN
 - Press NAME

- To check your voice mail messages from outside of WIHD, call 493-8150 and then press *. You will be prompted to enter your mailbox number (internal number) and your password.

Cell phones

If seeing clients in person, cell phones should not be brought into therapy sessions or used during meetings unless there is an emergency and therefore a need to have it with you. If you have children or someone you are caring for and feel that you need to have your phone with you at all times, it is important that it is not used during sessions unless there is an emergency. Checking your emails or texts during sessions or in meetings is disrespectful to clients and also distracting for others.

Misc

- We have fax cover sheets in the business office and the CWS Main Office with confidentiality statements and contact information; please use these. You can also fax through our electronic system. Send your document to XXXXXXXXXX@fax.tc where XXXXXXXXXXXX = fax number you want to send to
- Please return phone calls and e-mails on the same day when possible and with 1-2 days under most circumstances. You should keep a phone log or develop a similar method for ensuring that you are responding to messages and requests.
- You will have a mailbox in the front reception area.

FOOD

There are a few places on campus where you can purchase food.

- There are vending machines in Cedarwood Hall which accepts only credit cards.
- There is a Panera across the way in the Main Hospital. There is a limited selection in the Children's Hospital.

There is a large refrigerator, sink, microwave and toaster in the "kitchen" which is down an alcove to the right- past the main office. There is also a water cooler. There is also a mini fridge and microwave in the student room. Feel free to use these but also be mindful and clean up after yourself.

**We do have "pests" in the building so please be mindful about food left in your office. If you need to leave any food, it should be left in sealed containers.

CONFIDENTIALITY

It is important to remember that the confidentiality of our clients is one of our greatest priorities. Do not talk about clients in open spaces such as the waiting room and hallways. Do not have "private" conversations with clients in the waiting area.

Pictures

We are not permitted to TAKE PICTURES of clients. In the past there have been times when pictures of therapist and client are taken at the end of the year for the client. Please discuss with your supervisor if this is something you would like to do. Under no circumstances should this be done with your own personal phone.

Social Media

Do not post anything regarding your work at WIHD on social media.

Shared Space

It is also important to be mindful of your surroundings if you have virtual meetings. If more than one person is in the office for the day and one person has remote sessions/meetings/supervision, please speak with the supervisor on site to find another office where you can do your remote appointment. Please make sure you conduct remote work from a private location and one that is free from distractions.

CHILD WELFARE SPECIFIC INFORMATION

Meetings

Staff meetings are held Mondays biweekly at 9:15 in the Child Welfare Conference Room.

Making SCR Reports

If you are with a child and they present information that leads you to question whether there may be some sort of maltreatment, it is **IMPERATIVE** that you find your supervisor **IMMEDIATELY** to decide how to handle the situation **before the child leaves**. If your supervisor is not available, find a different supervisor. When you start with a child, you will explain confidentiality and discuss times when you may need to share something a child tells you with someone else even if the child doesn't want you to. If you find yourself in this situation, you can remind the child of this conversation and that this is a time you need to tell someone and that you are going to get your supervisor.

Try to call your supervisor from the therapy room and if you are not able to reach them, call the front desk at 1139 and explain that you have an emergency and need supervisory assistance. If that still doesn't work, you can take the child with you to the reception area while you look for a supervisor.

Progress Notes

All progress notes and intake reports are entered into our medical record- Welligent. You will receive training on how to use Welligent and your supervisor will be able to answer questions as well.

Progress notes are different than process recordings and should be a brief summary of the session focusing on the mood and affect of child and themes of session. Please keep in mind when writing progress notes that our records are frequently subpoenaed for family court. Your writing should be professional, free of jargon and acronyms and fact-based (i.e. "the mother was drunk when she came to the office for her session should be re-stated as the mother smelled of alcohol, was slurring her words and stumbled as she walked down the hallway".) Also, in progress notes we refer to the foster parent as FP and not by their name.

It is expected that notes will be completed within the same week of the session. Notes need to be saved as a draft until your supervisor has approved and signed the note or the report. You will sign the note once your supervisor signs it. Speak with your supervisor to see how they prefer you notify them of your notes being completed.

It is your responsibility to make sure that all notes are signed off on prior to leaving WIHD at the end of your placement. You will be given a Closing Checklist to help you in ensuring that all notes are signed off on. Please make sure that your supervisor is reading the notes and giving you permission to sign in a timely manner.

Scheduling Appointments

Appointments are scheduled on an hourly basis, e.g. 9:00, 10:00.

Please closely follow the Welligent User Guide when scheduling cases in Welligent. A few important notes about scheduling:

- If the child is coming in person, transportation details need to be entered into Welligent **at least two weeks in advance in order to obtain Medicaid approval for transportation.** Transportation details will be obtained from the foster parent. Again, it is important that this be done at least two weeks in advance of the session.
- You will need the exact pickup (p/u) and return (r/t) information. If it is school- you will need the name and address of school and the name and telephone number of a school contact. If it is home, you will need the

address of home as well as foster parent's name and phone number. (You will get this information from the foster parent).

It is important to let the front desk know if you are starting with a new client ASAP as they have to get permission for the transportation.

If you need to make changes to the schedule, it is important that you email (cc your supervisor) and call Joan. Don't hesitate to ask for help with this from your supervisor, another supervisor, or Joan.

Basic Therapy Session Information

Sessions are scheduled on the hour and are held for a complete hour. It is important that you are on time picking up your client from the waiting room and also that you bring them back to the waiting room on time. In addition, it is important that you wait with your client in the waiting room until transportation comes to take them. In the event that you are unable to wait with your client, it is your responsibility to talk with another clinician in the waiting room to see if they can keep an eye on your client. It is important that it is another clinician and not office staff that are responsible for supervising clients. Clients are not to be left in the waiting room unattended.

There are used books in the waiting room. It is okay for your client to take a few books from the waiting room when they come. Just take a look and make sure they are appropriate.

Taking care of the therapy rooms:

It is important that the rooms are straightened up at the end of the session which means that everything that has been taken out needs to be put away in the proper place. It is often easiest to have children put things away when they are finished before taking something new out.

Please do not take things out of the therapy rooms to use in a different room. Children get used to certain toys in certain rooms and may have a reaction to something that is missing. This is a reason why it is important that things be returned to their proper places.

If there are any spills- either water or snacks please do your best to clean up the space.

If children put toys in their mouths it is important that you clean that immediately. If there is a toy that is dirty but not necessary to clean immediately there will be a bin to put those toys in and the cleaning company will clean at the end of the day. If you

are the first person to use the room during the day, please put away toys left out by the cleaning company.

Treatment Plans

Treatment plans need to be completed for each of your clients within four weeks of starting with your clients and then again six months after.

Treatment Summaries

Whenever you end a case you will need to write a treatment summary. This summary includes reason for referral, work that was done during treatment, reason for ending and recommendations for the future.

PLEASE ASK FOR HELP IF YOU NEED IT. If your supervisor is not available, feel free to go to one of the other supervisors. We are all here to help you.

Appendix A: Intern Evaluation, Retention, and Termination Policy

WIHD requires that psychology interns demonstrate *minimum levels of achievement* across all competencies and training elements.

Evaluation Timeline, Form, and Process:

Interns are formally evaluated by their supervisors twice a year (once in January and once in July). Specific written feedback regarding progress and performance as it relates to 9 competencies is provided using a standard form (see Intern Manual). In addition to written feedback, supervisors hold an evaluation meeting with the intern at the same time points in order to provide verbal feedback and an opportunity for discussion.

The form includes both a 5 point Likert rating scale and spaces for comments on each competency. The evaluation consists of the following rating values:

1	2	3	4	5
<i>Remedial:</i> Significant Support Required	<i>Beginning:</i> Expected Pre- Internship; Close Supervision Required	<i>Intermediate:</i> Expected at Internship Mid- Point; Routine Supervision Required	<i>Proficient:</i> Expected at Internship Completion; Ready for Entry Level Practice	<i>Advanced:</i> Rare rating; Ready for independent practice

A *minimum level of achievement* is defined as (by the end of the year) an average rating of "4" for each competency, with no individual item rated less than "3." If an intern receives a score less than "3" on any training item at the mid-year evaluation or if supervisors have reason to be concerned about the student's performance or progress, the training program's Due Process procedures will be initiated. Due Process procedures can be found in the WIHD Intern Handbook. Interns must receive an average rating of "4" or above on all competencies and no ratings below a "3" on all training elements to successfully complete the program.

Retention and Termination:

All WIHD psychology interns are expected to complete 2000 hours of training during the internship year. Meeting this requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Signed intern mid-point and end-of-year evaluations and certificates of completion are maintained indefinitely in a secure digital file located on the Training Director's WIHD computer drive.

Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum at the mid-point and end of the internship year, in addition to any contact initiated by the home doctoral program. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if Due Process procedures are initiated due to a concern, the home doctoral program is contacted. This is to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by WIHD as a result of the Due Process procedures, up to and including termination from the program.

Program Evaluation:

In addition to the evaluations described above, interns complete evaluations of their supervisors and a program evaluation in January and July (available in the WIHD Intern Manual). Feedback from these evaluations is reviewed by the Training Director and all Psychology Faculty and used to inform changes or improvements made to the training program.

Appendix B: Diversity and Non-Discrimination Policy

The Psychology Internship Program at WIHD is strongly committed to promoting an internship training year which demonstrates diversity, equity, and inclusion. Promotion of *diversity* enhances the training opportunities offered and helps interns and supervisors to engage in their own personal growth. In supervision and didactics, conversations around diversity are encouraged in order to bring awareness to both the needs of clients and the impact of trainee life experiences on clinical work. Trainees have experiences with clients of diverse racial, cultural, disability, and socio-economic backgrounds through both the Child Welfare Program and Early Childhood Services Program, as well as opportunities to become familiar with diverse communities through both home based and school based visits. Both at the training level and the agency level, it is believed that the needs of diverse individuals are best served by a diverse and culturally competent workforce. WIHD welcomes applicants from diverse backgrounds and hires based on skill level and performance, as well as fit with the training program. WIHD is committed to Equal Employment Opportunity/Affirmative Action, and compliance with all laws and regulations pertaining to both.

The commitment to *equity* results in recognition that while training components may be similar across interns, the training itself must be individualized to meet each intern at their particular skill and comfort level. Support and accommodations are offered as needed to further encourage interns to feel successful in their day to day work and their overall internship experience.

Inclusion in the training program is reflected in practices that support interns as members of the clinical team at WIHD. Interns are encouraged to participate in various program level and agency level committees, as well as program and agency community building events. Interns are also encouraged to share their voices in regards to program protocols and workplace discussions.

Across the constructs of diversity, equity, and inclusion, efforts are made to foster a climate in which interns feel respected and comfortable. Interns are encouraged to provide feedback both informally and through formal evaluation methods. Feedback is then reviewed at a monthly supervisory meeting and used to make changes to training and/or program activities/policies. They are also routinely reminded that all supervisory staff have an “open-door” policy in which they can raise concerns or seek support.

Appendix C: Intern Selection and Academic Preparation Requirements Policy

Application Process

The Internship Program at the Westchester Institute for Human Development (WIHD) currently offers 2 full-time internship positions. Applications are accepted through the online APPIC Application for Psychology Internships (AAPI).

The application process consists of a completed AAPI, which includes:

- a) A cover letter highlighting both your interest/experience in working with underserved populations and developmental disabilities.
- b) A current CV
- c) Three Reference Forms
- d) Official transcripts of all graduate coursework

All application materials must be received by the deadline date noted in the current APPIC directory listing in order to be considered.

Application Screening

WIHD bases its selection process on the entire application that is submitted. All applications are reviewed by the Director of Psychology Training and the LEND Director using a standard Application Rating Scale in order to evaluate the “fit” between applicant and the training experiences offered at WIHD. The Training Committee meets to determine which applicants to invite for interviews based upon the results of this review process.

Applicants who have met the following qualifications prior to beginning internship will be considered *preferred*:

1. A minimum of 400 intervention hours
2. A minimum of 100 assessment hours, particularly with children
3. Experience or special interest in working with diverse and underserved (i.e., child welfare and disability) populations
4. Practicum experience in psychological assessment of children and experience with administering cognitive measures to children
5. Dissertation proposal defended

Interview Process

Applicants are notified whether they have received an interview by email on or before December 15. Interviews are scheduled in January on a first come, first served basis. Group interviews take place via Zoom with the Director of Psychology Training, the LEND Director, and various program managers and supervisors. The interview begins as a group with the Training Director so that applicants can be given an introduction to the internship. Individual interviews are then conducted with various Faculty using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate. The interview ends with an opportunity for the applicants as a group to meet with a current intern. Following the interview, Faculty complete a brief survey to document impressions of each candidate.

Participation in the APPIC Match

The Training Committee meets within two weeks of the final interviews being completed and before APPIC's Rank Order Deadline to determine applicant rankings. The Committee once again reviews the fully application as well as interview feedback in order to rank candidates. Rankings are then submitted by the Director of Psychology Training to the National Matching Service. WIHD abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

All interns who match to WIHD must provide proof of citizenship or legal residency to Human Resources and must successfully complete a State Central Registry (SCR) report before beginning employment. The history of a felony or misdemeanor may result in a fail in this review process and prevent the intern from working at WIHD. Additionally, WIHD is a drug- and tobacco-free workplace. Interns must show documented proof of having a physical examination within the past year at the time they begin training. An immunization record needs to be included to show immunity to Mumps, Measles, Rubella, and Hepatitis B. Interns can sign a waiver to the Hepatitis B vaccine if they are not immune. Additionally, interns are required to be tested for tuberculosis within three months of their start date or provide documentation of a negative chest X-ray or blood tests, showing no signs and/or symptoms of active disease. Instructions for providing this information or completing the background check and pre-employment health requirements will be sent out to all who match after the match process is complete.

Questions regarding any part of the selection process or WIHD's academic preparation requirements may be directed to the Psychology Training Director.

Appendix D: Internship Stipend, Benefits, and Resources Policy

The annual stipend for all interns at the Westchester Institute for Human Development (WIHD) Internship is \$26,000. As temporary full-time employees of WIHD, interns have access to health benefits, as well as 14 days of Paid Time Off (PTO), nine paid holidays, and one floating holiday. Interns are also eligible for up to 5 days of professional time off. This can be used for such activities as dissertation meetings and dissertation defense, conference presentations, and interviews for post-doctoral fellowships. Questions regarding specific benefits packages can be directed to WIHD's Human Resources department at

Interns should submit requests for time off to their primary supervisor at least two weeks in advance of any anticipated leave date(s). Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Sick leave must be communicated to the intern's primary supervisor as soon as the intern is physically able to do so. Supervisors are available for any questions related to time off or release time.

WIHD interns have access to numerous resources. All interns are provided with a workstation in a shared intern office, which includes a desk, laptop computer, computer software, an office phone, and voicemail. Interns also have access to shared copiers/printers/fax machines, ID badges, and basic office supplies, and an electronic health record keeping system (Welligent) as well as a HIPAA compliant telehealth platform and video cameras for recording sessions. Trainees also have access to a shared kitchenette space. Intervention manuals, assessment materials, online scoring systems (e.g., Q Global), and access to the DSM 5 are provided. Additional materials that may be needed may be purchased using program funding with approval from the Director of Psychology Training. Interns also have access to play therapy rooms, which are stocked with a variety of play materials (dollhouses, play kitchen sets, figurines) as well as games and arts and crafts supplies.

Interns are given access to the on-site and online library services department at New York Medical College, which provides on-line access to a number of databases that feature professional papers and journals in psychology and the behavioral health sciences. Attendance at professional conferences is encouraged and can be partially funded by WIHD when opportunities are available. Each intern additionally has access to administrative/clerical (through both the Child Welfare and LEND programs) and agency IT support, as well as client scheduling support. At the start of the training year, interns are instructed on how to access

the IT ticketing system as well as how to schedule appointments and client transportation using the electronic record system.

Appendix E: Telesupervision Policy

The Internship Program at WIHD recognizes and values the importance of face to face, in person supervisory relationships. In response to the COVID-19 pandemic, WIHD began to utilize a HIPAA compliant version of Zoom videoconferencing for supervision when personnel were discouraged from physically being in the building. Currently, the majority of ongoing supervision has returned to in-person and face to face. However, supervisors have continued access to Zoom videoconferencing on an *as-needed basis* to provide individual or group supervision to interns. Such situations may include one individual (supervisor or supervisee) having to quarantine, the agency requesting limited personnel in the building at any given time to encourage social distancing, and/or the ability to schedule supervision even if an intern or faculty member is working remotely on a particular day. Telesupervision is continuing to be offered on an as-needed-basis in order to ensure that the training program is consistently meeting its aims and training outcomes of providing supervised experience with continuity.

In order to assure confidentiality, individual telesupervision sessions are expected to occur in private spaces with all participants using headphones. Supervision sessions are not recorded, in order to protect the privacy and confidentiality of trainees. Individual telesupervision is not offered at the start of the year in order to ensure that relationships between supervisors and trainees are established in person prior to engagement in telesupervision.

Group supervision in a virtual format can occur in either of two ways. Trainees may be physically together in the agency Boardroom, while a faculty member is presenting virtually from an "off-site" location. Alternatively, all participants (both faculty and trainees) are participating from off-site locations. In both cases, all participants are asked to participate from a private space without distractions. Group supervision is led by various Psychology Supervisors, in order to provide interns with an opportunity to experience a variety of supervisory relationships, modalities, and models. Interns will have had an opportunity to meet with supervisors in person prior to any telesupervision meetings. For all clinical cases discussed during group supervision, full professional responsibility remains with the intern's clinical supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all WIHD supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

Technical difficulties that require support are directed towards the agency's Information Technology Department (Help Desk) via their ticketing system.

Appendix F: Due Process and Grievance Policy

DUE PROCESS

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. It is expected that supervisors will share feedback regarding a concern as it arises, rather than wait for a mid-year or end-of-year evaluation.

WIHD's Internship Due Process procedures occur in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having his/her viewpoint heard at each step in the process. The intern has the right to appeal decisions with which he/she disagrees, within the limits of this policy. The responsibilities of the intern include engaging with the training program and WIHD in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

WIHD: WIHD has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

For purposes of this document, a problem 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; and/or
- 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation 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 the scheduled sequence of clinical 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;
- 6) the trainee's behavior does not change as a function of feedback, and/or time;
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 8) the intern's behavior negatively impacts the public view of the agency;
- 9) the problematic behavior negatively impacts other trainees;
- 10) the problematic behavior potentially causes harm to a client; and/or,
- 11) the problematic behavior violates appropriate interpersonal communication with agency staff.

Steps

A. Informal Review

When a supervisor or other faculty/staff member believes that an intern's behavior is becoming problematic or that an intern is having difficulty

consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the intern directly to discuss the nature of the problem or the violation of agency policies and procedures, as well as clearly describing the expectations and steps you must take to improve performance or resolve the concern. This may include increased supervision, didactic training, and/or structured readings. The supervisor who raises the concern is responsible for monitoring the outcome.

B. Formal Review

If an intern's concerning behavior persists following an attempt to informally resolve the problem, or if an intern receives a rating below a "3" on any competency on the Intern Evaluation, the following process is initiated:

a) Verbal Notice

The intern will be provided with verbal notice that the Formal Review process has been initiated. In addition to providing verbal notice, the supervisor will complete a WIHD Disciplinary Action Notice which will outline the concerns and the intern's response. The intern will be provided with a copy of the completed form.

b) Written Notice

If the concern identified in the verbal notice is not sufficiently addressed within a specified time period (*3 weeks*), a written notification that identifies the concern and the corrective action to be taken will be developed, and a 2nd WIHD Disciplinary Action Notice will be completed.

c) Formal Review Hearing

If the concern identified on the 2nd WIHD Disciplinary Action Notice is not sufficiently addressed within 2 weeks, a formal review hearing will be initiated.

- 1) *Notice*: The intern will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held. The intern has the right to hear the identified concerns and respond to the concerns made of them.
- 2) *Hearing*: A meeting will be convened by the Director of Psychology Training to make a recommendation about the appropriateness of a Performance Improvement Plan for a Trainee's Problematic Behavior. Within *ten working days of the written notice of a formal hearing*, the Training Faculty will meet to

review the grievance and to examine the relevant material presented. Recommendations made by the Training Faculty will be made by majority vote if a consensus cannot be reached.

- a. The meeting will consist of the Psychology Training Faculty.
- b. The intern has the right to respond to the issue in writing.

3) Acknowledgement Notice: The Director of Psychology Training will then inform the intern and staff members involved of the decision and any action taken or to be taken in writing. The intern will receive an "Acknowledgement Notice" which formally acknowledges:

- a. that the faculty is aware of and concerned with the problem;
- b. that the problem has been brought to the attention of the intern;
- c. that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating

4) Possible Outcomes:

- a. *Performance Improvement Plan*-A Performance Improvement Plan may be developed. This involves completing a written document that identifies:
 - i. concerns that need to be corrected,
 - ii. performance expectations and timeframes that need be achieved to address the concerns,
 - iii. record of follow-up meetings and progress towards meeting the expectations, and
 - iv. an acknowledgement section for both the intern and supervisor to sign to demonstrate understanding of the concerns and expectations.

Action plans can include schedule modifications, and/or increase in supervision time or change in supervision format. The implementation of a Performance Improvement Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the Director of Psychology Training. The length of the

probation period will be specified in the Performance Improvement Plan. The written document should be developed by supervisor with feedback from the intern and then be forwarded to Director of Psychology Training within two weeks of the Hearing. The home university will also be informed at this time. At the end of this remediation period the Director of Psychology Training will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the intern's home doctoral program. If the problem has not been remediated, the Training Director may choose to move to Step b below or may choose to extend the Performance Improvement Plan. The extended Performance Improvement Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

- b. *Suspension*- Suspension would include removing the intern from all clinical service provision for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the intern's supervisor and the Director of Psychology Training. A written Suspension Plan will be shared with the intern and the intern's home doctoral program and will include:
 - i. the actual behaviors or skills associated with the problem;
 - ii. the specific actions to be taken for rectifying the problem;
 - iii. the time frame during which the problem is expected to be ameliorated; and,
 - iv. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period, the Director of Psychology Training will provide to the intern and the intern's home doctoral program a written statement

indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation place the intern on a probationary status with a Performance Improvement Plan. In this case, the process in (a) above would be followed. This statement will become part of the intern's permanent file.

- c. *Termination*- If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within *10 working days* of the previous step completed in this process, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The Director of Psychology Training may decide to suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. The internship program will notify APPIC and the intern's home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Appeal Procedures

In the event that an intern does not agree with the decisions of the Training Faculty, the following appeal procedures should be followed:

1. The intern should file a formal written appeal with all supporting documents to the Director of Psychology Training and Human Resources Generalist within *5 working days* from when the intern is notified of the Training Faculty's decision.

2. The Appeals Hearing will be conducted by the Director of Psychology Training (or another supervisor, if appropriate) and at least two other faculty who work directly with the intern. The intern may request a specific member to serve on the panel. The Appeals Hearing will be held within *10 working days* of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program.
3. If the intern is dissatisfied with the decision of the Appeal Hearing, he/she may appeal the decision, in writing, to the agency's Human Resources Generalist within *5 working days* of the Hearing. The Human Resources Generalist has final discretion regarding outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

GRIEVANCES

The Grievance Policy is implemented should a situation arise where an intern has a complaint or grievance about a supervisor, staff member, fellow trainee, or the training program (e.g., poor supervision, unavailability of supervisor, workload challenges, personality clashes, staff conflicts). Please note that interns who pursue grievances in good faith will not experience any adverse professional consequences.

Steps

A. Informal Review

Interns are encouraged to first raise a concern with the supervisor, staff member, other trainee, or Director of Psychology Training in an effort to resolve the problem.

B. Formal Review

1. If a satisfactory resolution is not achieved within *20 business days* of the initial conversation or the intern feels either uncomfortable or deems it is inappropriate to address with the other individual, the grievance should be submitted in writing to the Director of Psychology Training, who can then facilitate resolution between the two parties. If the grievance is against the Director of Psychology Training, the written grievance should be submitted to WIHD's Human Resources Generalist. Grievances should include: (a) the identification of the nature and duration of the problem, (b) the steps already taken to address the problem, and (c) the intern's thoughts about what would solve the problem at this point. Any other supporting documentation pertinent to the issue should be included. The completed form should be submitted to the Director of Psychology Training (or Human Resources if the grievance is against the Director of Psychology Training) within *10 business days*.
2. The individual being grieved will be asked to submit a response in writing. The Director of Psychology Training (or the Human Resources Generalist as necessary) will meet with the intern and the individual being grieved within *10 working days* of receiving the initial grievance documentation from the intern. In some cases, the Director of Psychology Training or Human Resources Generalist may wish to meet with the intern and the individual being grieved separately first. In cases

where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the Director of Psychology Training and Human Resources Generalist will meet with the intern jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include: a) the behavior/issue associated with the grievance; b) the specific steps to rectify the problem; and, c) procedures designed to ascertain whether the problem has been appropriately rectified. The Director of Psychology Training or Human Resources Generalist will document the process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the Director of Psychology Training or other Human Resources Generalist in writing within *10 working days* regarding whether the issue has been adequately resolved.

3. If the plan of action fails, the Director of Psychology Training or Human Resources Generalist will convene a review panel consisting of him/herself and at least two other members of the training faculty within *10 working days*. If the grievance involves one of the training faculty members, this member will be asked to abstain from participation in the hearing process. In the event of a grievance against the Director of Training, the Director of Psychology Training will be asked to abstain from participation in the hearing process. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome. A summary of the content of the meeting including the outcome and the rationale for the outcome shall be maintained by the Training Director (or Human Resources).
4. If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources in order to initiate WIHD's employee Disciplinary Action procedures.

Appeal Procedures

In the event that the intern does not agree with the decisions regarding a grievance complaint, the following appeal procedures should be followed:

1. The intern should file a formal written appeal with all supporting documents to the Human Resources Generalist within *5 working days* from when the intern is notified of the Training Faculty's decision.
2. Within *3 working days of receipt* of this formal appeal, the Human Resources Generalist will decide whether to uphold the decision or convene a new meeting.

Appendix G: Acknowledgement of Policies Form

I acknowledge that I have received and reviewed the following listed documents. I agree to abide by the procedures outlined in these documents. I have been provided with a copy of the document to keep in my files.

- Intern Manual
- Intern Evaluation, Retention, and Termination Policy
- Diversity and Non-Discrimination Policy
- Intern Stipend, Benefits, and Resources Policy
- Telesupervision Policy
- Due Process and Grievance Policy

Print Name

Signature

Date

Upon signature, please return to the Director of Psychology Training.

Appendix H: Intern Evaluations

Westchester Institute for Human Development Psychology Training Program INTERN EVALUATION FORM

Date:

Type of Evaluation: *Mid-Point or End of Year*

Name of Intern:

Name of Clinical Supervisor:

Name of Assessment Supervisor:

Name of Additional Rotation Supervisors:

List of training activities:

(a) child psychological evaluations of children of children in foster care (b) psychological screening assessments of biological parents involved in child welfare (c) in-home assessments of foster homes – includes assessment of quality of home environment, child adaptive behavior, child behavior problems, and ratings of foster parent interaction with child, (d) psychotherapy with children in foster care, (e) provision of parent training services, (f) clinical support to foster family, (g) parent-child assessment observation, (h) preschool summer social skills group

Methods used in evaluating competency (Check all that apply):

Direct Observation		Review of Video		Case Presentation	
Documentation Review		Supervision		Feedback from Other Staff/Faculty	

Scoring Criteria:

1	2	3	4	5
<i>Remedial:</i> Significant Support Required	<i>Beginning:</i> Expected Pre-Internship; Close Supervision Required	<i>Intermediate:</i> Expected at Internship Mid-Point; Routine Supervision Required	<i>Proficient:</i> Expected at Internship Completion; Ready for Entry Level Practice	<i>Advanced:</i> Rare rating; Ready for independent practice

Competencies & Ratings:

Rating:	RESEARCH COMPETENCY
	Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., Journal Club, presentations, publications)
	Disseminates research or other scholarly activities (e.g., case conferences, LEND presentations, publications, conferences) at WIHD, and the local, regional, and national levels
	<i>Average Score for Research Competency</i>
COMMENTS:	

Rating:	ETHICAL & LEGAL STANDARDS COMPETENCY
	Demonstrates knowledge of and acts in accordance with the current version of the APA Ethical Principles and Code of Conduct.
	Demonstrates knowledge of and acts in accordance with the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
	Demonstrates knowledge of and acts in accordance with relevant professional standards and guidelines
	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas
	Conducts self in an ethical manner in all professional activities
	<i>Average Score for Ethical & Legal Competency</i>
COMMENTS:	
Rating:	INDIVIDUAL & CULTURAL DIVERSITY COMPETENCY
	Demonstrates an understanding of how intern's personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself
	Has 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 service.
	Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.
	Applies a framework for working effectively with areas of individual and cultural diversity.
	Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
	<i>Average Score for Individual & Cultural Diversity Competency</i>
COMMENTS:	
Rating:	PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS COMPETENCY
	Behaves in ways that reflect the values and attitudes of psychology
	Engages in self-reflection regarding one's personal and professional functioning
	Engages in activities to maintain and improve performance, well-being, and professional effectiveness
	Actively seeks and demonstrates openness and responsiveness to feedback and supervision
	Responds professionally in increasingly complex situations with a greater degree of independence as the intern progresses in the program
	<i>Average Score for Professional Values, Attitudes, & Behaviors Competency</i>

COMMENTS:	
Rating:	COMMUNICATIONS AND INTERPERSONAL SKILLS COMPETENCY
	Develops and maintains effective relationships with a wide range of individuals, including colleagues, clients, supervisors, and DSS
	Demonstrates a thorough grasp of professional language and concepts
	Produces, comprehends and engages in verbal and written communications that are informative and well-integrated
	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
	<i>Average Score for Communications and Interpersonal Skills Competency</i>
COMMENTS:	
Rating:	ASSESSMENT COMPETENCY
	Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
	Demonstrates understanding of human behavior within its context
	Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment process
	Selects and apply assessment methods that draw from the best available empirical literature
	Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client
	Interprets assessment results to inform case conceptualization and recommendations, while guarding against decision-making biases
	Communicates the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences (e.g., caseworkers, providers, and families)
	<i>Average Score for Assessment Competency</i>
COMMENTS:	
Rating:	INTERVENTION COMPETENCY
	Establishes and maintain effective relationships with the recipients of psychological services
	Develops evidence-based intervention plans specific to the service delivery goals
	Implements interventions informed by the current scientific literature

	Demonstrates the ability to apply the relevant research literature to clinical decision making and case formulation
	Modifies and adapts evidenced-based approaches effectively, particularly given specialized population (i.e., child welfare) and in unexpected situations
	Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation
	<i>Average Score for Intervention Competency</i>
COMMENTS:	
Rating:	SUPERVISION COMPETENCY
	Applies overall knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals (including social work trainees)
	Applies the supervisory skill of observing in direct or simulated practice
	Applies the supervisory skill of evaluating in direct or simulated practice
	Applies the supervisory skill of giving guidance and feedback in direct or simulated practice
	<i>Average Score for Supervision Competency</i>
COMMENTS:	
Rating:	CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS COMPETENCY
	Demonstrates knowledge and respect for the roles and perspectives of other professions
	Applies knowledge about consultation in direct or simulated consultation
	<i>Average Score for Consultation/Interprofessional/Interdisciplinary Competency</i>
COMMENTS:	
	<i>Overall Rating (Average of all Competency Scores)</i>
OVERALL COMMENTS:	

I acknowledge that my supervisors have reviewed this evaluation with me.

Supervisor's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Trainee's Signature _____ Date _____