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INTRODUCTION

The Nova Southeastern University Psychology Services Center (PSC) is a University-based, outpatient mental health facility that provides affordable services to the community and excellent clinical training to future psychologists, while contributing to the knowledge base through applied research in multiple facets of evidence based assessment and intervention. The PSC exemplifies the tripartite mission of the Center for Psychological Studies (CPS); where education, training, and research come together in the form of services offered to the community. Since 1984, the doctoral psychology internship program has been an integral component of the PSC. Interns provide psychological services to clients from the richly diverse South Florida area, under the supervision of expert faculty and psychologists, many of whom are nationally recognized for their groundbreaking research and development of state-of-the-art treatment programs.

ORGANIZATION AND STRUCTURE

The Internship program is sponsored by Nova Southeastern University, an independent, not-for-profit, fully accredited, institution of higher education. The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone number: 404-679-4501) to award associate’s, bachelor’s, master’s, specialist, and doctoral degrees. NSU was first accredited by the Southern Association of Colleges and Schools as Nova University in 1971.

The Psychology Services Center (PSC) Internship program is housed within the Center for Psychological Studies (CPS), a graduate center with programs in clinical psychology, school psychology, general psychology, mental health counseling, and school counseling. The Ph.D. and Psy.D. Programs in Clinical Psychology are accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the programs’ accredited status should be directed to the: Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, D.C. 20002, Phone: (202) 336-5979, Email apaaccred@apa.org, Web: www.apa.org/ed/accreditation.

The CPS is housed within the Division of Applied Interdisciplinary Studies (DAIS) which encompasses programs across multiple disciplines. These programs prepare students to seek solutions to contemporary and emerging challenges in the global community through research, training and practice.

The CPS maintains a tripartite mission of education and training in psychology, service to the community, and clinical research. The PSC carries out the CPS mission by allowing for learning rooted in real problems and research activities that attempt to find answers to current issues and concerns. The center seeks to offer programs of excellence in educating future mental health practitioners, in advancing knowledge about psychological problems and their treatment, and in providing high-quality services that address society’s mental health needs.
PSYCHOLOGY SERVICES CENTER (PSC)

Nova Southeastern University (NSU) Psychology Services Center (PSC) provides psychological services to over 1,500 clients per year. The PSC provides a broad array of outpatient services, including screening, referrals, an extensive biopsychosocial evaluation, and various modalities of psychotherapy in general and specialized programs. The PSC also offers psychological evaluations, as well as psychoeducational evaluations for school related issues. The resulting confluence of training opportunities is unique in its offering:

1. NSU PSC treatment programs that are directed by licensed psychologists, most of whom are CPS faculty members.
2. An outpatient clinical service facility that serves a large, diverse, and clinically rich population of child, adult, and older adult clients.

Interns, postdoctoral residents, and practicum students complement the professional staff and become fully integrated into the staff of the center. Such integration enhances training through exposure to an array of professional viewpoints and provides opportunities for ongoing collaboration with Faculty psychologists. Interns become part of the treatment team in their program rotations and they regularly interact with other interns during the time they spend together attending seminars and group supervision. Interns have the opportunity to supervise practicum students under the supervision of licensed psychologists, and receive supervision from a postdoctoral resident under the supervision of the directors of the postdoctoral residency and internship programs both licensed psychologists.

INTERNSHIP PROGRAM DESCRIPTION

The PSC internship training program is full-time for 12 months (2,000 hours). It has three major components: (1) supervised clinical experience in general adult and child service programs, (2) supervised clinical experience in faculty directed specialty clinics, and (3) training seminars, case staffing, and other structured training activities. Interns will receive experience in these areas based on a practitioner informed by science model, a principle component of which is using the psychology research knowledge base as a guide to inform direct service delivery. Interns will work within a training clinic in an academic center where opportunities to become involved in on-going research or to collaborate on original research is available to interested interns. A list of CPS faculty and their areas of interest are available on the CPS website http://www.cps.nova.edu

The PSC internship program was awarded full APA accreditation in 1987. The PSC Internship Program is currently 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
Email: apaaccred@apa.org
INTERNERSHIP PHILOSOPHY AND GOALS

The internship training program provides generalist clinical training based on a practitioner informed by science model, which adheres to the philosophy that good clinical practice is based on an empirical foundation coupled with an understanding of the individual and his/her broader context (i.e., culture, socioeconomic status, etc.). The internship training program provides generalist clinical training by exposing interns to an array of clinically and culturally diverse clients of all ages and a variety of therapeutic approaches, all scientifically-informed and tailored to meet the individual needs of clients. Each intern simultaneously provides services to clients within three separate programs throughout the year. Interns have the opportunity to work with clients across the lifespan including children, adolescents, adults, and older adults. Additionally, the members of the training faculty represent a broad spectrum of theoretical orientations including cognitive-behavioral, psychodynamic, and systems approaches.

The program’s faculty believe that clinical practice should be informed by science, and thus require students and interns to use the psychology research knowledge base as a guide to assessment and treatment. Internship training includes supervised practice experience, supervision in evidence based assessment and intervention methods, and opportunity for involvement in applied clinical research when available.

Given the center’s mission combining education and training in psychology, service to the community, and clinical research, the administrators, supervisors and staff are highly invested in training future psychologists. Thus, the internship program emphasizes training and supervision over revenue generating activities.

The goal of the internship program is to prepare psychology interns to develop the foundational and clinical competencies expected of a doctoral level psychologist at the entry level. To this end, interns are expected to develop professionally, enhance their ability to utilize the scientific literature to inform practice, develop proficiency in psychological assessment and psychotherapeutic intervention, and to acquire basic competence in the provision of supervision and consultation. The goals and objectives of the PSC internship program are as follows:

**Goal I: Achieve General Professional Competence**
Objective 1: The intern demonstrates good knowledge of APA ethical principles and appropriately applies them.
Objective 2: The intern seeks consultation or supervision as needed and uses it productively.
Objective 3: The intern interacts professionally and appropriately with treatment teams, peers and supervisors at all times.
Objective 4: The intern meets his or her direct service goals and completes documentation as required.

**Goal II: Display Competence in Knowledge of Scholarly Research**
Objective: The intern seeks out professional writings regarding treatment cases as needed to enhance knowledge about the patient's psychological status.
Goal III: Develop Competence in Psychological Assessment
Objective: The intern proficiently chooses, administers, and interprets commonly used tests in his/her area of practice and writes a well-organized psychological report, answering the referral question clearly and providing the referral source with specific recommendations for patient care.

Goal IV: Demonstrate Competence in Psychotherapeutic Interventions
Objective 1: The intern consistently achieves a good rapport with patients.
Objective 2: The intern maintains sensitivity to cultural and other individual differences.
Objective 3: The intern gathers relevant interview data, evaluates immediate safety issues and generates appropriate contingency plans. The intern discusses all confidentiality issues openly with patients.
Objective 4: The intern formulates a useful case conceptualization that draws on theoretical and research knowledge.
Objective 5: The intern establishes appropriate therapeutic goals and implements effective interventions.

Goal V: Acquire Basic Competence in supervision, consultation, and program evaluation
Objective 1: The intern provides the appropriate level of guidance when supervising or providing consultation to other mental health professionals.
Objective 2: Intern will participate in program evaluation activities.

The internship training curriculum is carried out using a developmental approach that expects interns will require more direct guidance from supervisors at the beginning of the internship year, and gradually move towards greater professional autonomy as the year progresses. Upon completion of the internship, interns will have acquired the knowledge, skills and professionalism to move to the postdoctoral resident level.

SUPERVISED CLINICAL EXPERIENCE

Interns devote at least 40 percent of their time to direct clinical service. Fourteen hours per week of direct service is required for the first half of the year, increasing to 16 hours per week of direct service for the second half. Interns are responsible for documenting their direct and indirect services monthly by completing the Intern Activity Log (Appendix A), obtaining supervisor’s signature, and submitting the log to the Internship Director of Training monthly. Provision of supervision to practicum students can be counted as direct service up to three hours per week, with no more than one and a half hours from any one clinic program.

In order to provide exposure to a broad range of clinical experiences and modalities, all interns are required to gain experience in the following areas:

1. **Psychotherapy**: Interns are required to work in a variety of modalities, which may include individual, marital, family, and group. Patient populations will include diverse socioeconomic backgrounds, ethnic groups, ages and ranges of pathology.
2. **Clinical Evaluations**: Interns generally complete at least one BPS evaluation per week to provide a means of refining diagnostic and treatment planning skills.
3. **Psychological Testing:** Interns perform psychological tests based on each intern's interests and negotiation with supervisors. Interns complete a minimum of six batteries during the training year (a minimum of 10 are required for SPACI interns).

4. **Consultation/Education/Program Evaluation:** Interns participate in supervised consultation/education projects based on center needs and trainee interest. Interns will teach a doctoral-level pre-practicum course during the Winter semester. Interns participate in a Program Evaluation group project to enhance their knowledge and skills in this area (see Appendix B).

5. **Clinical Supervision:** Interns may have the opportunity to provide individual and group supervision to practicum students, which is in turn supervised by a licensed psychologist.

Each intern receives three hours of individual clinical supervision per week from their licensed psychologist supervisors. Supervision may include the use of audio and videotapes, case notes, and other supporting materials. Additionally, interns receive one hour per week of group supervision with the internship Director of Training, who is a licensed psychologist and one hour of biweekly group supervision with a postdoctoral resident under the supervision of a licensed psychologist. The interns also participate in weekly case conferences within the various service programs. Interns are responsible for completing the Monthly Supervision Attendance Record (Appendix C), obtaining their primary supervisor’s signature on this form, and submitting it to the Internship Director of Training each month. Supervisors are responsible for providing interns with written feedback quarterly regarding their clinical functioning and progress (see Appendices D & E). Informal verbal feedback is provided on an ongoing basis.

### Rotations

Interns match to one of four specialty service programs, and simultaneously complete both the specialty service rotation and two general services rotations throughout the course of the year. Approximately 50% of an intern’s case load will come from the specialty service program and the remaining 50% will come from the general services programs (approximately 25% from CAFS and 25% from ASP).

**General Programs (required; 25% of case assignments from each of the following):**

1. **Child, Adolescent and Family Services (CAFS) Program** providers are committed to working together with children, adolescents, and their families toward the goal of improving their quality of life. Services include individual, group, and play therapy, as well as psychological assessment and parenting skills training. A comprehensive diagnostic and treatment approach is used to assist families with children ages 4 through 17 with varying emotional, cognitive, and/or behavioral difficulties such as attention deficit/hyperactivity disorder, school and behavioral problems, childhood bedwetting and incontinence, and other mental health issues facing children and adolescents

   Coordinator and Supervisor:
   Yukari Tomozawa, Psy.D.
Typically a systemic approach to conceptualization is most common for the issues seen in CAFS, therefore, multiple services are offered for families (e.g. individual and family therapy) with a team approach to treatment. Interns will typically have a caseload of 5-6 clients for this rotation. Each intern will be assigned two testing batteries that can involve psychoeducational and/or social-emotional testing. Biweekly case conferences are held (every other Friday, 1-3pm) for the purpose of didactic presentation or case discussion. Interns provide clinical or conceptualization feedback for the practicum students as part of the case conference. Weekly one hour supervision is held with the CAFS coordinator.

2. **Adult Services Program (ASP)** works with individuals motivated to improve their level of functioning and mental health well being. Services available include individual and group psychotherapy as well as psychological assessments as they relate to treatment recommendations. A comprehensive biopsychosocial diagnostic and treatment approach is used to help adults 18 and older with a wide variety of psychological problems/difficulties including: anxiety, social skills problems, depression, stress, severe and persistent mental illness, and other mental health issues.

Coordinator and Supervisor:
Leonard Schnur, Psy. D., ABPP

Additional training opportunities with ASP include participation in a Group Psychotherapy Training Module where each intern may observe and potentially co-lead a 90 minute group which is process oriented. The group meets each Monday evening from 7-8:30pm with discussion prior to and following group. The group is observed weekly by the ASP training supervisor along with several ASP practicum trainees. The group is also videotaped for ongoing supervision and instructional purposes.

Interns, as part of their ASP rotation, also facilitate a small group supervision comprised of 3-4 ASP practicum trainees. The supervision group is required to meet weekly for a 90-minute period where both intern and trainees discuss ongoing psychotherapy cases and are invited to schedule clients for observation. Throughout the year, interns become more familiar with their developing role as a supervisor and become more comfortable with the guidance offered to their trainees. The small group supervision process also assists trainees in professional development and serves as a mentoring program for our ASP trainees.

**Specialty Program Options** (50% of case assignments from one of the following):

1. **Child and Adolescent Traumatic Stress Program (CATSP) & Psychological Services for the Emotionally Distressed (PSED)** CATSP serves children to age 17 years with somatic and/or psychological problems in reaction to trauma. PSED provides assessment and psychodynamic psychotherapy to children, adolescents and adults with psychotic disorders.

Director and Supervisor:
Jan Faust, Ph.D.
Interns provide individual therapy, family therapy, parent-training, parent-coordination, and reunification therapy. A variety of theoretical orientations are utilized. Interns will also have the opportunity to conduct forensic psychological evaluations as well as other evaluations. The intern may have opportunity to provide testimony in court. Interns and other trainees will work with a number of professionals on his or her cases including attorneys, physicians, guardian ad litems, and child protective services case workers as examples. There is also the opportunity to provide group supervision to the current CATSP or PSED doctoral practicum. Finally, interns are encouraged to work on a myriad of research projects within the CATSP and PSED programs and other research projects conducted under the supervision of Jan Faust, Ph.D.

2. **Trauma Resolution Integration Program (TRIP)** is dedicated to helping adults (18 or older) who have experienced trauma—such as childhood abuse (physical, emotional, or sexual), criminal assault, rape, life threatening accidents, or natural disasters (hurricanes, floods), or political torture—to overcome the variety of difficulties that often occur as the result of the trauma.

Director and Supervisor:
Steven Gold, Ph.D.

The Trauma Resolution & Integration Program (TRIP) trains interns in the assessment and treatment of trauma-related psychological difficulties. TRIP treats clients age 18 and up with all forms of traumatic exposure (e.g. child abuse, domestic violence, criminal assaults, life-threatening accidents, combat/military trauma) and with dissociative difficulties. Interns carry an individual therapy caseload of 8 to 10 clients a week and co-lead a dialectical behavior therapy group. TRIP provides interns with 3 hours per week of group supervision and 1 hour per week individual supervision. Group supervision includes staffing of cases, didactic coverage of the knowledge and skills needed to effectively treat survivors of psychological trauma and to conduct dialectical behavior therapy groups, and case presentations. Individual supervision consists primarily of coverage of the intern's individual therapy caseload. Interns also provide weekly group supervision to 5 TRIP practicum students.

3. **NSU Counseling Center for Older Adults (NCCOA)** serves adults ages 55 years and older who are interested in developing more effective ways of managing the difficult situations and challenges that can occur in life. The overarching goal of the NCCOA program is to help the clients age as well as possible, which includes maximizing their quality of life and level of functioning.

Director and Supervisor:
Michelle Gagnon Blodgett, Psy.D.

The overarching goal of NCCOA rotation is to prepare the intern to work as a competent member of the health care team. The Director holds joint clinical faculty appointments in the NSU College of Osteopathic Medicine’s Geriatric Medicine Department and NSU Psychology Services Center/Center for Psychological Studies, and has developed many
enriching clinical activities for an intern to build proficiency in geropsychology. In July 2012, the NSU Doctoral Clinical Psychology Program in the Center for Psychological Studies (CPS) was granted membership in the Council of Professional Geropsychology Training Programs (CoPGTP). This membership is formal recognition that the NSU Program meets the gold standard Pikes Peak training model in geropsychology (see the CoPGTP website for more detail: http://www.copgtp.org/). Interns will have opportunities to work with older adults in individual and group therapy, to conduct psychological and targeted cognitive assessment, to consult with geriatricians in the geriatric medicine clinic, and to work as a member of several interdisciplinary healthcare teams (e.g., Fall Prevention Team Clinic, Aphasia Caregiver Support Group, Parkinsons Support Group). Also, interns will be given opportunities to develop supervision skills by leading a monthly case conference and peer-supervising the clinical work of doctoral practicum students. NSU also has a Geriatric Education Center (GREAT GEC; http://nova.edu/gec/), of which the NCCOA Director is a member. The GEC has ongoing educational and intraprofessional collaborative activities throughout the year in which the intern may participate, including the annual GEC Symposium and weekly Intraprofessional Geriatric Journal Club.

4. **School-related Psychological Assessments and Clinical Interventions (SPACI) clinic** offers comprehensive psychological/psychoeducational evaluations and evidence-based as well as innovative interventions for school-related academic, developmental, behavioral, emotional, and learning problems. These evaluations and interventions include, but are not limited to, adult, parent, and child interviews; behavioral observations; formal test administration; psychological/psychoeducational reports; personal feedback to clients and parents of minors; school consultation as appropriate; and counseling/psychotherapy as well as academic assistance as needed.

Director and Supervisor: Ralph E. Cash, Ph.D.

Supervisors:
Kristen Jones, Psy.D.
Timothy Scala, Psy.D.

Interns completing the SPACI rotation will receive training in both school-related and clinical service delivery. Interns will be required to demonstrate their assessment, problem-solving, and intervention skills by conducting thorough developmental and psychosocial histories with parents or adult clients; accessing available school and community records to determine appropriate assessment measures and strategies to be used with a particular case; conducting observations in schools or other locations as appropriate; administering, scoring, and interpreting traditional assessment measures; utilizing functional and curriculum-based assessment techniques as appropriate; and designing innovative data collection methods as needed to address both referral questions and difficulties discovered during the evaluation process. Interns are also required to integrate assessment data by collaborating with and receiving assistance from the carefully selected supervisory aides and to generate comprehensive written reports. Interns will provide targeted, intervention services guided by assessment results and ongoing data-based decision making. In addition to school-based referrals, interns will also provide individual, family, and group psychotherapy for U.S.
Veterans and their families, as well as for survivors and victims of torture referred through Gulf Coast Jewish Community Services, Florida Center for Survivors of Torture. SPACI also offers interns participation in supervision, using the Collaborative Hierarchical Intensive Programmatic Supervision (CHIPS) model, wherein specialist students, doctoral students, interns, and post-doctoral psychology residents provide direct supervision to trainees commensurate with their levels of training and experience. Additionally, SPACI interns will attend the regularly-scheduled, program-specific didactics, Enhancement of Intensive Evaluation, Interviewing, and Observation Skills (EIEIOS), offered to all trainees in the program.

PROGRAM-WIDE TRAINING AND SEMINARS

In addition to weekly individual supervision, interns are given the opportunity to continue to develop a theoretical framework to support their direct clinical experience through the following additional training activities:

♦ **Group Supervision (1 hour weekly)**
   Interns meet with the internship Director of Training, a licensed psychologist, weekly for group supervision focused on case discussions and supervision of supervision provided to practicum students. The interns also utilize this time to discuss their experience of the program, monitor their progress, and evaluate how successfully the program is addressing their needs.

♦ **Program Meetings (3-5 hours/week)**
   Interns attend program meetings in each of their rotations. Activities include case staffing, clinical discussion, specialized didactics, and group supervision.

Training in a breadth of clinical issues and ethical and legal professional standards is incorporated into supervision and seminars to further prepare interns for generalist practice and the highest standards of professional conduct. Interns spend 2-3 hours per week in one of three types of weekly seminar training activities that all interns are required to participate in (see Appendix F for schedule):

♦ **Professional Development Seminars/Continuing Education Workshops (3 hours)**
   Interns attend a series of formal didactic seminars at Nova Southeastern University (NSU) conducted by NSU faculty, community clinical psychologists, psychiatrists, or other guest presenters. The Professional Development series covers broad areas including: ethics and professional behavior, assessment approaches, psychopathology and treatment interventions for adults and youth, cultural & individual differences, psychopharmacology, and professional development. A number of these seminars include workshops sponsored by NSU CPS’s Continuing Education program, exposing interns to a broad base of psychology knowledge and skills from nationally and internationally renowned presenters.

♦ **Grand Rounds (2 hours)**
   Interns attend presentations and case discussions at local hospitals, agencies, and other community organizations affiliated with NSU approximately once a month.
Intern Presentations (2 hours)

Interns facilitate didactic presentations on a variety of topics of clinical interest developed from reviews of the research literature. Interns are provided with feedback about their presentation skills and ability to critically discuss the literature supporting their presentation using the Intern Presentation Ratings form (see Appendix G) and a summary of their fellow intern’s ratings of their presentation using the Professional Development Evaluation Survey (see Appendix H). These ratings are also shared with the intern’s supervisors.

Attendance at all weekly training activities is mandatory. Each intern is responsible for signing the attendance sheet for these trainings as records of attendance/absence are kept on file. Interns may be excused from two seminars per quarter for illness or with advanced approval from the internship Director of Training. If more than 2 training activities are missed in any quarter, the intern must make up the absence by one of the following means: (a) presenting an additional didactic to fellow interns or (b) providing proper documentation of attendance at an outside workshop relevant to professional psychology during the same quarter. If four (4) or more training activities within the same quarter are missed, the intern must present an additional didactic to make up for the excessive absence and the intern’s poor attendance will be reflected on that quarter’s performance evaluation. No more than eight (8) missed training activities per year will be acceptable unless under very serious circumstances.

Intern feedback is crucial to ensuring the quality of training activities. Interns are asked to complete Professional Development Evaluation Survey (see Appendix H) forms after each Professional and intern didactic presentation. This information is used to make improvements to training activities yearly. It is also used to provide formative feedback to follow interns regarding their professional presentation skills as detailed in the section above. At mid-year and again at the end of the training year, interns are asked to provide feedback about the training program (see Appendix I) and supervisor performance (see Appendix J). The Internship Director of Training summarizes this information as group data and presents it to the supervisors during training committee meetings. Care is taken to protect the anonymity of the interns providing the feedback. The aim of sharing this information with supervisors is twofold: first, to increase awareness of program strengths and areas in need of improvement and second, to inform the development of plans to improve the quality of the training program.

RESOURCES

Interns share offices equipped with a desk, computer, and phone for each intern. Clients are seen in the PSC clinic rooms. Interns receive administrative support from the PSC front office staff and the internship program Graduate Assistant, as well as technical support from the center and university Help Desk (954) 262-HELP (4357) 1-800-541-6682, ext. 24357 help@nova.edu. Interns also have access to all of the CPS and University resources which include a fully stocked psychological testing library on the second floor of the Maltz Psychology Building, additional specialized psychological tests within various PSC clinic programs, campus-wide computer labs, and state-of-the art University libraries: http://www.nova.edu/community/libraries.html, including the extensive full-text electronic journal holdings at the Alvin Sherman Library http://www.nova.edu/library/main/.
INTERNSHİP EXPECTATIONS

Throughout the internship year, interns are expected to:

♦ Demonstrate knowledge and application of ethical principles
♦ Seek and utilize appropriate consultation and supervision
♦ Interact professionally with peers, staff, team members, and supervisors
♦ Provide 14-16 hours per week of direct service and complete required documentation
♦ Utilize research literature to guide their clinical practice
♦ Choose, administer, interpret and write a minimum total of six (a minimum total of 10 for interns completing the SPACI rotation) psychological assessment reports (see Appendix K)
♦ Establish and maintain rapport with clients
♦ Maintain sensitivity to diversity issues and complete at minimum 4 diversity projects per year (see Appendix L)
♦ Complete Program Evaluation Training (see Appendix B)
♦ Conduct biopsychosocial (BPS) interviews, evaluate safety issues, and complete all clinical documentation in accordance with PSC policies, including providing verification of completed clinical paperwork and charting requirements the last week of internship (see Appendix O)
♦ Formulate case conceptualization
♦ Generate appropriate treatment plans and implement interventions
♦ Provide supervision and consultation to other mental health professionals
♦ Teach a pre-practicum course during the Winter semester

Upon completion of the training year, interns are expected to be capable of maintaining a degree of independence and demonstrating good judgment in the performance of the duties of a psychology postdoctoral resident.

INTERN EVALUATION

Interns are evaluated four times per year by their primary supervisor within each rotation. Interns are evaluated using a brief evaluation form (see Appendix D) at the three month and nine month point in the training year and the comprehensive evaluation form (see Appendix E) is utilized at the six month point and the end of the training year. The brief form provides a global rating of the intern’s overall performance whereas the comprehensive form lists all of the internship goals and operationally defines each of the objectives, including delineated behavioral benchmark indicators.

On the brief evaluation form: At the three month evaluation, each intern must receive a rating of “needs regular supervision”, “meets expectations”, or “exceeds expectations”. A rating of “needs remedial work” triggers the formation of a performance improvement plan (see Appendix M). The standards are raised as the intern progresses toward completion of the internship year in that at the nine month evaluation, each intern must receive a rating of “meets expectations” or “exceeds expectations”. Any rating of “needs regular supervision” or “needs remedial work” will be addressed via a performance improvement plan.
On the comprehensive evaluation form: At the six month evaluation, each intern must receive a rating of “needs regular supervision”, “meets expectations”, or “exceeds expectations” in all goals areas and objectives assessed. Any rating of “needs remedial work” requires the generation of a performance improvement plan to assist the intern in improving the particular issue. Again, the standards are raised as the intern nears the completion of the intern year in that for the end of the year evaluation, each intern is required to receive ratings of “meets expectations” or “exceeds expectations” in all areas assessed in order to successfully complete the training program. At the end of the training year, all interns who display full competency (e.g., ratings of “meets” or “exceeds” expectations) in all of the specified goal areas will be deemed ready to move on to post-doctoral level training.

Due Process and Grievance

It is the policy of the PSC Internship that interns are assured due process regarding concerns which might arise over their performance and functioning. The policy is guided by principles to ensure that interns receive ongoing constructive feedback about their performance, opportunities and support for remediation if needed, as well as advisement of intern rights and responsibilities and processes to address concerns or grievances. This policy is enacted with respect for intern diversity in areas of professional functioning; therefore, PSC supervisors are expected to adapt the supervisory style, focus, and expectations for each intern based on the intern’s professional developmental level, theoretical orientation, personality and cultural background. The PSC Intern Performance Agreement (see Appendix N) is developed with the interns at the outset of training, establishing the expectations for the intern, as well as the methods by which the internship goals and objectives will be met. The agreement forms the basis for evaluation of the intern’s performance throughout the year.

Intern Performance

Interns are evaluated and provided with both formative and summative feedback on an ongoing basis through weekly individual supervision and formal quarterly performance evaluations.

If at any time there are deficiencies in an intern’s performance or professionalism, the intern’s supervisor will provide constructive verbal feedback to the intern and document in writing any discussions related to the problem area(s). While it is difficult to operationally define all characteristics associated with quality professionalism, broad areas include: (a) adherence to the APA Ethical Code of Conduct for Psychologists, institution policies and procedures, and applicable state of Florida laws, clinical competence (as defined above under performance evaluations); (b) professional comportment, including: dependability; accepting responsibility for own work; professional grooming, attire, and demeanor; and demonstrating maturity, discretion, sound professional judgment and a respectful/non-hostile attitude, developing self assessment skills; and (c) a positive attitude toward others, including: cooperating and respecting others, giving, accepting, and utilizing constructive feedback, and developing and maintaining positive working relationships with peers, supervisors, and others.

Step 1: If the intern continues to struggle with the problem areas and or the intern’s performance competencies are rated below satisfactory levels during quarterly evaluations, a performance
improvement plan will be developed to remediate any deficient areas. The performance improvement plan must be signed by the intern and primary supervisor, and a copy forwarded to the internship Director of Training. The performance improvement plan will focus on improving minimum competencies and or professionalism within a clearly defined timeframe. Remediation strategies may include increased supervision, additional readings, increased opportunities to practice, additional coursework, etc.

**Step 2:** If the supervisor and intern cannot reach an agreement about the performance improvement plan, the internship Director of Training would mediate the situation.

**Step 3:** If the internship Director of Training was unable to resolve the situation, consultation would be requested from the intern’s graduate program Director of Clinical Training to aid with the resolution of the problem, and development of performance improvement plan. Decisions regarding problem resolution are individual and specific to the facts related to each intern.

**Step 4:** If minimum competencies are not attained within the established timeframe of the performance improvement plan, disciplinary action (including dismissal from the internship program) in keeping with rules and regulations covering disciplinary actions outlined by NSU’s Office of Human Resources may be warranted. NSU’s Office of Human Resources will be contacted for approval prior to administering disciplinary action beyond a verbal warning.

The internship Director of Training investigates any behaviors that may warrant disciplinary action and is consulted prior to the recommendation of any disciplinary action. The intern would meet with the internship Director of Training, including a representative from the university community of his/her choosing if desired. The internship Director of Training would present the results of the investigation and make a recommendation to the Dean of the CPS, with whom the intern could also meet, and a decision would be made regarding any further action. The Director of Clinical Training for the intern’s doctoral program would be kept apprised of the progress. The PSC supervisor(s) would be informed about any decisions or actions taken by the university. The intern could appeal any disciplinary action affecting employment to the NSU Office of Human Resources. If the intern is also an NSU doctoral student, the intern could appeal to the Dean of CPS regarding disciplinary actions affecting academic standing.

**Appeals**

Interns wishing to contest disciplinary decisions with the NSU Office of Human Resources must follow NSU’s Formal Grievance Hearing Policy: [http://www.nova.edu/cwis/hrd/emphanbk/hearing.html](http://www.nova.edu/cwis/hrd/emphanbk/hearing.html).

If the intern is also an NSU doctoral student and wishes to contest disciplinary decisions affecting academic standing, he/she must submit a written appeal with the Dean of CPS within 30 working days of the decision. Additional steps to be taken by the Dean are outlined in the respective CPS Ph.D or Psy.D. Policy and Procedure Handbooks.
Intern Grievances

The CPS and PSC internship program faculty and supervisors value professionalism, honesty, and ethical conduct in the handling of intern concerns. At all times, matters are handled in the spirit of education and development. The purpose of the intern grievance and appeals process is to allow for the orderly resolution of intern grievances. At all times, the respect and protection of interns is of utmost concern. In keeping with the policy of NSU’s Office of Human Resources, interns who file a grievance will not be retaliated against through any adverse action by their supervisor or any NSU representative. If an intern has a grievance about his/her training, the following steps should be taken:

**Step 1:** The intern should work with his/her supervisor to resolve the issue.

**Step 2:** If a resolution is not achieved, the intern should advise the internship Director of Training, who would attempt to mediate or resolve the concern. Should the issue involve the internship Director of Training, the intern would advise the PSC Chief Psychologist who would attempt to mediate or resolve the situation.

**Step 3:** If the intern believes that the informal process above is unsuccessful in resolving the issue, the intern may file a written grievance with the internship Director of Training (or Chief Psychologist, if grievance involves the internship Director of Training), including a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.

a) The internship Director of Training (or Chief Psychologist, if grievance involves the internship Director of Training) will review the written document to determine if the complaint warrants further review. If the no further review is warranted, the formal grievance will be terminated and the intern will be provided with a brief written explanation. If further review is warranted, the grievance will be forwarded to the PSC Internship training committee, comprised of all internship supervisors except the person or persons involved in the grievance.

b) The training committee will conduct a substantive review of all facts it deems pertinent to the grievance and, at its discretion, may interview the intern or any other pertinent person that it judges has the information relevant to the review.

c) The training committee will file a written recommendation, with justification, to the Dean of the CPS, who will render a final decision.

It is the responsibility of the internship Director of Training (or Chief Psychologist if the Internship Director of Training is involved) to follow-up on the response to these recommendations by ensuring that supervisors or others implicated in the intern grievance submit responses to the training committee and that all decisions are implemented by the program.

**APPLICATION PROCESS**

Applicants considered for an internship at Nova Southeastern University Psychology Services Center must be enrolled in APA accredited program in clinical or counseling psychology. In addition, they must have completed a minimum of three years of doctoral-level training, including at least 1000 hours of supervised clinical practicum experience. At least 100 direct hours with
children/adolescents and 100 direct contact hours with adults are required in either supervised practicum or other clinical experience. Approval of a dissertation proposal or final research paper by the time of acceptance of an internship is also preferred.

The quality of each applicant is assessed on the basis of review of the completed application materials and a personal interview. A number of applicants will be selected for an interview after the application deadline date. Interviews are typically scheduled for the second Thursday and Friday in January. The application materials required of each applicant consist of:

1. The APPIC Application for Psychology Internship (AAPI).
2. A curriculum vitae.
3. Official transcripts of all graduate work.
4. Three letters of recommendation from faculty and supervisors.
5. For the matching program, applicants can either rank order as many or as few of the specialty service program rotations as they like. Within the cover letter, Applicants must indicate the specialty program(s) for which they would like to be considered.
6. Applicants interested in the SPACI rotation must submit a (de-identified) sample Psychological/Psychoeducational evaluation report

Any questions about the internship program should be directed to the Internship Director of Training, Barbara Garcia-Lavin, Ph.D. by email at garciala@nova.edu or telephone 954-262-7917. Alternatively, the Chief Psychologist, Ana Martinez, Psy.D. may also be contacted by email at anamarti@nova.edu or telephone 954-262-5831.

The deadline for receipt of all application materials is November 1. All application materials including transcripts and letters of recommendation should be submitted electronically via the AAPI Online which can be accessed at www.appic.org, click on “APPI Online.” Internship offers are made in compliance with APPIC guidelines.

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.

Following the Match, interns will be required to complete a background screening prior to beginning internship. Prior to starting, interns will also be required to attend a two-day PSC Orientation, usually scheduled for consecutive Fridays in August.

STIPEND/BENEFITS

The stipend is $19,000 for a 12-month period. Three weeks paid vacation, 11 sick days, 3 personal days, and paid university holidays. During the internship year, the trainee is offered health insurance coverage, liability insurance and other fringe benefits as determined by University policy. Interns have access to all university facilities, including the libraries and recreational facilities.
THE REGION

Nova Southeastern University and the Psychology Services Center are located in Fort Lauderdale, Florida. The area is noted for its year-round mild climate, beaches, resorts, and outdoor recreational activities. With easy accessibility to downtown Fort Lauderdale and Miami, there are many cultural resources including libraries, and philharmonics, ballet and theatrical companies. There are several universities and colleges in the Dade, Broward, and Palm Beach County area. Lectures and workshops by visiting scholars are frequent.

NOTICE OF NON-DISCRIMINATION

Nova Southeastern University accepts applicants of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.
Appendix A  
Psychology Services Center Internship  
INTERN ACTIVITY LOG  

<table>
<thead>
<tr>
<th>NAME:</th>
<th>SUPERVISOR SIG.</th>
<th>MONTH/YEAR:</th>
</tr>
</thead>
</table>

### Direct Services

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Therapy</td>
<td></td>
<td>Family Therapy</td>
<td></td>
</tr>
<tr>
<td>Group Therapy</td>
<td></td>
<td>Marital Therapy</td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td>Intakes</td>
<td></td>
</tr>
<tr>
<td>Case Consultation (face to face)</td>
<td></td>
<td>Supervision of others (2 hrs./week max)</td>
<td></td>
</tr>
<tr>
<td>Other (e.g., shadowing, work in therapeutic milieu, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Direct Service Hours:**

### Indirect Services

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charting (clinical documenting; chart reviews, etc.)</td>
<td></td>
<td>Case Consultation (non-face to face)</td>
<td></td>
</tr>
<tr>
<td>Assessment Scoring</td>
<td></td>
<td>Report Writing</td>
<td></td>
</tr>
<tr>
<td>Treatment Planning</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Total Indirect Service Hours:**

### Training Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Seminars</td>
<td></td>
<td>Grand Rounds</td>
<td></td>
</tr>
<tr>
<td>Supervision Received</td>
<td></td>
<td>Supervision of others (total time)</td>
<td></td>
</tr>
<tr>
<td>Multidisciplinary Teams</td>
<td></td>
<td>In-service Trainings (non-NSU)</td>
<td></td>
</tr>
<tr>
<td>Literature Review/Research</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Total Training Activity Hours:**

**Total Monthly Hours:**

### Number of Clients

<table>
<thead>
<tr>
<th>African American:</th>
<th>Infant:</th>
<th>Heterosexual:</th>
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<tbody>
<tr>
<td>Hispanic:</td>
<td>Child:</td>
<td>Homosexual:</td>
</tr>
<tr>
<td>White:</td>
<td>Adolescent:</td>
<td>Bisexual:</td>
</tr>
<tr>
<td>Asian:</td>
<td>Adult:</td>
<td>Transsexual:</td>
</tr>
<tr>
<td>Caribbean:</td>
<td>Older Adult:</td>
<td>Unknown:</td>
</tr>
<tr>
<td>Biracial:</td>
<td>Other:</td>
<td>Other:</td>
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<tr>
<td>Other:</td>
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</table>

**Total # of Clients**

<table>
<thead>
<tr>
<th>Male:</th>
<th>Female:</th>
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Rev. 8/14
Appendix B
PROGRAM EVALUATION
Curriculum

Description:
This three-part training activity involves: 1) assessment of Intern knowledge of Program Evaluation both prior to (pre-test) and following (post-test) didactic instruction, 2) Two didactic training sessions focused on theories and methods of Program Evaluation, and 3) a Logic Model group activity carried by the interns. Interns will gain knowledge of theories and methods of Program Evaluation during two didactic sessions. After the first didactic, they will collaborate with their site supervisors on carrying out a program evaluation, applying the Logic Model method. During the second didactic, interns’ group project will be reviewed and they will be trained on delivering program evaluation feedback to stakeholders.

Rationale:
It is important that Psychology interns understand and are able to apply Program Evaluation theories and methods in their future work as Psychologists. Given that psychologists should demonstrate clear evidence of effectiveness in achieving desired goals, conducting formal program evaluations is one way to be rigorous in this endeavor. This three-part training activity will expose interns to various theories and methods of program evaluation and gauge learning with pre-and post-tests. In addition, interns will have the opportunity to apply these new skills through a small-group Logic Model exercise.

Learning Objectives and Outcomes:
Interns will demonstrate intermediate to advanced levels of competency in program evaluation knowledge and skills. **Interns who successfully complete this training will be able to:**

1. Demonstrate knowledge of the theories and methods of Program Evaluation.
2. Demonstrate the ability to develop a logic model that is relevant to their current work.
3. List 1-2 ways in which a logic model may be helpful.

Activities:
- Interns will complete the Program Evaluation Pre-test
- Interns will attend two Program Evaluation didactic presentations
- Interns will complete the Program Evaluation Post-test.
- Interns will plan and execute a small-group program evaluation, using a Logic Model.

Outcome Measures:
- Pre and Post tests
- Evaluation of Intern competencies in program evaluation using the Program Evaluation Knowledge and Skills Rating Form
- Evaluation by the Intern’s supervisors of Intern competencies in program evaluation using the Intern Quarterly Evaluation based on feedback from the Program Evaluation Knowledge and Skills Rating Form as well as any other available evidence from site-based program evaluation activities.

Resources:
Webinar on LOGIC model at: [http://www.uwex.edu/ces/lmcourse/interface/coop_M1_Overview.htm](http://www.uwex.edu/ces/lmcourse/interface/coop_M1_Overview.htm)
Helpful Worksheets: [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html)
Templates and Examples: [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)
Appendix C
PSC Internship Program
Monthly Supervision Attendance Record

Supervisee Name _____________________________________________
Month ______________________________________________________
Primary Supervisor Name _______________________________________
Primary Supervisor Signature ___________________________________

**Instructions:** You may submit a copy of the PSC Weekly Activity Sheet(s) instead of completing the table below. However, you must submit this form with a tally of the total hours of individual and group supervision you received and provided listed within the table at the bottom. This form must also be signed by your Primary (specialty program) supervisor each month.

<table>
<thead>
<tr>
<th>Supervisor's Name</th>
<th>Date of Supervision</th>
<th>Format</th>
<th>Duration</th>
</tr>
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<tbody>
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</table>

**Monthly totals:**

TOTAL hours INDIVIDUAL SUPERVISION (licensed psychologist only) = __________

TOTAL hours of GROUP SUPERVISION (licensed psychologist only) = __________

TOTAL hours of SUPERVISION PROVIDED* to students/others = __________

* Remember you may count up to three hours per week of the amount of supervision provided to others as Direct service on your Intern Activity Log (no more than 1.5 hours from any one program)
Appendix D
Intern Brief Evaluation Form

Intern_______________________ Date___________ ___

Rotation ____________________ Supervisor______________________

Please rate the intern’s overall level of internship performance and competence in meeting the various training goals and objectives.

____Exceeds expectations
____Meets expectations
____Needs regular supervision
____Needs remedial work

Additional Comments:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

______________________    _______________
Supervisor Signature     Date

______________________    _______________
Intern Signature      Date
Appendix E
PSYCHOLOGY SERVICES CENTER
Intern Competency Evaluation Form

Intern: ___________________ Date: ___________________
Rotation: ________________ Supervisor: ___________________

Select one: Mid-year End of year

I. Goal: Achieve General Professional Competence

1.) Objective: The intern demonstrates good knowledge of ethical principles and appropriately applies them.

____ No Basis for judgment
____ Exceeds Expectations / Ready for autonomous practice
  Spontaneously and consistently identifies ethical issues, effectively resolves issues with minimal input.
____ Meets Expectations / Needs occasional supervision
  Consistently recognizes ethical issues and requires supervision to resolve issues.
____ Needs regular supervision
  Generally recognizes situations where ethical issues might be pertinent.
____ Needs remedial work
  Often unaware of important ethical issues.

2.) Objective: The intern seeks consultation or supervision as needed and uses it productively.

____ No Basis for judgment
____ Exceeds Expectations / Ready for autonomous practice
  Actively seeks out professional consultation as needed when treating complex cases. Makes generally accurate self-appraisal, recognizes tendencies to misjudge abilities and shows particular care in those areas.
____ Meets Expectations / Needs occasional supervision
  Open to feedback when offered, tries new ideas and behavior with varying degrees of comfort and success. Shows awareness of strengths and weaknesses, uses supervision well for clarification of areas of uncertainty.
____ Needs regular supervision
  Accepts supervision in many areas, but occasionally shows defensiveness. Needs supervisory input for determination of readiness to try new skills.
____ Needs remedial work
  Frequently defensive or confused by feedback, resists use of important and necessary feedback, overly dependent on habitual ideas and behavior. Seriously misjudges strengths and/or important limitations.

3.) Objective: The intern interacts professionally and appropriately with treatment teams, peers and supervisors at all times.

____ No Basis for judgment
____ Exceeds Expectations / Ready for autonomous practice
  Develops smooth working relationships, effectively relates to team members in accordance with their unique roles, effectively uses team format in the service of treatment needs. Develops positive alliances with other interns and colleagues, handles differences openly.
____ Meets Expectations / Needs occasional supervision
  Actively participates in team meetings, but input is circumscribed. Seeks input from supervisors to cope with rare interpersonal concerns.
____ Needs regular supervision
  Progressing well on providing input in a team setting. Effectively seeks assistance to cope with interpersonal concerns with colleagues.
____ Needs remedial work
  Personal characteristics or dysfunctional behaviors significantly limit the intern's ability to participate in team model, e.g. withdrawn, overly confrontational, insensitive. Has hostile interactions with colleagues.
4.) Objective: The intern meets his or her direct service goals and completes documentation as required.

- **No Basis for judgment**
- **Exceeds Expectations / Ready for autonomous practice**
  Takes initiative in meeting direct service goal without need for input from training faculty. Completes all reports and progress notes correctly and promptly.
- **Meets Expectations / Needs occasional supervision**
  Close to meeting direct service goal but requires some input from training faculty. Receives a reasonable amount of deficiencies and attends to correcting them with few prompts.
- **Needs regular supervision**
  Unable to meet direct service goal without significant input form training faculty. Receives many deficiencies and corrects them once given prompts.
- **Needs remedial work**
  Does not meet direct service goal despite input from training faculty. Receives many deficiencies and fails to remedy documentation problems in a timely manner.

II. Goal: Display Competence in Knowledge of Scholarly Research

1.) Objective: The intern seeks out professional writings regarding treatment cases as needed to enhance knowledge about the patient's psychological status.

- **No Basis for judgment**
- **Exceeds Expectations / Ready for autonomous practice**
  Demonstrates motivation to increase knowledge and expand range of interventions through reading and consultation. Intern independently seeks out and reads professional writings pertaining to cases at hand.
- **Meets Expectations / Needs occasional supervision**
  Intern identifies areas of knowledge that need enhancement with a particular client and asks for suggestions regarding readings.
- **Needs regular supervision**
  Intern readily accepts and reads professional writings as assigned by the supervisor.
- **Needs remedial work**
  Intern procrastinates regarding professional readings assigned by supervisor to learn essential treatment-oriented competencies.

III. Goal: Develop Competence in Psychological Assessment

1.) Objective: The intern proficiently chooses, administers, and interprets commonly used tests in his/her area of practice and writes a well-organized psychological report, answering the referral question clearly and providing the referral source with specific recommendations for patient care.

- **No Basis for judgment**
- **Exceeds Expectations / Ready for autonomous practice**
  Chooses appropriate tests to answer referral question. Proficiently administers all tests and skillfully administers all tests autonomously. Report is clear and through, follows a coherent outline, is an effective summary of relevant issues. Relevant test results are woven into the report as supportive evidence. Recommendations are related to referral questions.
- **Meets Expectations / Needs occasional supervision**
  Occasionally needs reassurance that selected tests are appropriate. Occasional input needed regarding fine points of test administration and interpretation. Report covers essential points without serious error, may need polish in cohesiveness and organization. Readily completes assessments with minimal supervisory input, makes useful and relevant recommendations.
- **Needs regular supervision**
  Needs continued supervision on frequently administered tests. Needs occasional consultation regarding appropriate tests to administer. Understands basic use of tests may occasionally reach inaccurate conclusions or take computer interpretation packages too literally. Intern uses supervision effectively for assistance in determining important points to highlight.
- **Needs remedial work**
  Test administration is slow. Often needs to recall patient to further testing sessions due to poor choice of tests administered. Over-reliance on computer interpretation packages for interpretation. Repeatedly omits significant
issues from assessments, reaches inaccurate or insupportable conclusions. Poor grammar interferes with communication. Reports are poorly organized and require major rewrites.

IV. Goal: Demonstrate Competence in Psychotherapeutic Interventions

1.) Objective: The intern consistently achieves a good rapport with patients.

<table>
<thead>
<tr>
<th>Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Basis for judgment</td>
</tr>
<tr>
<td>Exceeds Expectations / Ready for autonomous practice</td>
</tr>
<tr>
<td>Establishes quality relationships with almost all patients, reliably identifies potentially challenging patients and spontaneously makes adjustments.</td>
</tr>
<tr>
<td>Meets Expectations / Needs occasional supervision</td>
</tr>
<tr>
<td>Generally comfortable and relaxed with patients, handles anxiety-provoking or awkward situations adequately so that they do not undermine therapeutic success.</td>
</tr>
<tr>
<td>Needs regular supervision</td>
</tr>
<tr>
<td>Actively developing skills with new patient populations. Relates well when has prior experience with the population.</td>
</tr>
<tr>
<td>Needs remedial work</td>
</tr>
<tr>
<td>Has difficulty establishing rapport and tends to alienate patients.</td>
</tr>
</tbody>
</table>

2.) Objective: The intern maintains sensitivity to cultural and other individual differences.

<table>
<thead>
<tr>
<th>Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Basis for judgment</td>
</tr>
<tr>
<td>Exceeds Expectations / Ready for autonomous practice</td>
</tr>
<tr>
<td>Spontaneously raises issues relating to individual differences with patients as appropriate, conveys ease in working with a range of backgrounds, aware and sensitive to individual differences, accurately self-monitors own responses to differences.</td>
</tr>
<tr>
<td>Meets Expectations / Needs occasional supervision</td>
</tr>
<tr>
<td>Initiates supervisory discussion regarding areas of inexperience in personal differences when needed.</td>
</tr>
<tr>
<td>Needs regular supervision</td>
</tr>
<tr>
<td>Has discomfort with some patients, resolves such issues effectively through supervision.</td>
</tr>
<tr>
<td>Needs remedial work</td>
</tr>
<tr>
<td>Has difficulty recognizing or working around prejudices, holds some beliefs which limit effectiveness with certain patients, unable to surmount these problems to date in supervision.</td>
</tr>
</tbody>
</table>

3.) Objective: The intern gathers relevant interview data, evaluates immediate safety issues and generates appropriate contingency plans. The intern discusses all confidentiality issues openly with patients.

<table>
<thead>
<tr>
<th>Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Basis for judgment</td>
</tr>
<tr>
<td>Exceeds Expectations / Ready for autonomous practice</td>
</tr>
<tr>
<td>Intern autonomously demonstrates above professional competencies.</td>
</tr>
<tr>
<td>Meets Expectations / Needs occasional supervision</td>
</tr>
<tr>
<td>Intern needs guidance regarding interview of complex cases. Intern is aware of how to cope with safety issues, but continues to need reassurance in supervision. May occasionally forget to discuss confidentiality issues promptly.</td>
</tr>
<tr>
<td>Needs regular supervision</td>
</tr>
<tr>
<td>Intern needs guidance regarding detailed evaluation. Discussions are needed to cope with safety issues; intern handles them well. Occasionally needs prompting to discuss confidentiality issues with patient.</td>
</tr>
<tr>
<td>Needs remedial work</td>
</tr>
<tr>
<td>Intern delays in questioning patient about immediate concerns. Intern forgets to ask about important safety issues or makes inadequate plan. Intern does not regularly address confidentiality issues.</td>
</tr>
</tbody>
</table>
4.) Objective: The intern formulates a useful case conceptualization that draws on theoretical and research knowledge.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Basis for judgment</td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations / Ready for autonomous practice</td>
<td>The intern independently develops appropriate case conceptualizations using relevant literature, and within their own preferred theoretical orientation. Looks at cases from a multiple theoretical or empirical models by drawing on insights into case from other orientations.</td>
</tr>
<tr>
<td>Meets Expectations / Needs occasional supervision</td>
<td>Adequately conceptualizes cases but tends to overly rely on one conceptual model and/or inconsistently considers the relevant literature for all presenting problems.</td>
</tr>
<tr>
<td>Needs regular supervision</td>
<td>Exhibits difficulty conceptualizing cases.</td>
</tr>
<tr>
<td>Needs remedial work</td>
<td>Treats without a theoretical/empirical framework to guide the work.</td>
</tr>
</tbody>
</table>

5.) Objective: The intern establishes appropriate therapeutic goals and implements effective interventions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Basis for judgment</td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations / Ready for autonomous practice</td>
<td>Collaborates with the client in setting appropriate and attainable therapeutic goals. Interventions are accepted by patients and facilitate change.</td>
</tr>
<tr>
<td>Meets Expectations / Needs occasional supervision</td>
<td>Sets appropriate goals. Most interventions are accepted by patients and facilitate change. However, intern requires supervisory assistance with the timing and delivery of more difficult interventions.</td>
</tr>
<tr>
<td>Needs regular supervision</td>
<td>Requires ongoing supervision to set therapeutic goals. Many interventions are delivered and timed well. Needs supervision to plan interventions.</td>
</tr>
<tr>
<td>Needs remedial work</td>
<td>Fails to set goals. Has frequent difficulty targeting interventions to patients’ level of understanding and motivation.</td>
</tr>
</tbody>
</table>

V. Goal: Acquire Basic Competence in Supervision, Consultation & Program Evaluation

1.) Objective: The intern provides the appropriate level of guidance when supervising or providing consultation to other mental health professionals.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Basis for judgment</td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations / Ready for autonomous practice</td>
<td>The intern relates well to those seeking input, is able to understand the developmental level of the supervisee or consultee, and provides appropriate input regarding cases.</td>
</tr>
<tr>
<td>Meets Expectations / Needs occasional supervision</td>
<td>The intern requires occasional input regarding the manner of delivery or type of feedback given to supervisees and consultees.</td>
</tr>
<tr>
<td>Needs regular supervision</td>
<td>Needs continued guidance in order to carry out supervisory and consultation work. Difficulty relating to those seeking input or providing developmentally appropriate feedback to supervisees or consultees.</td>
</tr>
<tr>
<td>Needs remedial work</td>
<td>Unable to establish rapport with supervisees or consultees. Fails to take developmental level into account in providing supervision and consultation.</td>
</tr>
</tbody>
</table>

2.) Objective: Intern will participate in program evaluation activities.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Basis for judgment</td>
<td></td>
</tr>
<tr>
<td>Exceeds Expectations / Ready for autonomous practice</td>
<td>The intern critically assesses own performance and independently and proactively takes steps to improve personal training outcomes. Recognizes and engages in opportunities to work collaboratively with training faculty to enhance internship program training outcomes. Provides constructive suggestions to improve program outcomes and assists with monitoring and tracking outcomes by promptly submitting all relevant documentation.</td>
</tr>
<tr>
<td>Meets Expectations / Needs occasional supervision</td>
<td></td>
</tr>
</tbody>
</table>
The intern regularly assesses and documents personal progress toward meeting training goals, provides objective feedback about training program, and promptly submits all relevant documentation to training faculty.

____ Needs regular supervision
Requires feedback from training faculty to assess personal or program outcomes in a timely and/or efficient manner.

____ Needs remedial work
The intern does not readily engage in program evaluation activities even with prompting from supervisors. Frequently fails to submit outcome tracking documentation in an accurate or timely manner. When feedback about personal or program outcomes is elicited, the intern responds with hostility or in overly negativistic manner.

Additional comments: (optional)
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

___________________  _____________
Supervisor Signature   Date

I have reviewed and discussed this evaluation with my supervisor.

___________________  _____________
Intern Signature       Date
### SCHEDULE OF DIDACTIC TRAININGS

<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2/14 Room 2052 9:00 am – 10:30 am</td>
<td>PSC Internship Orientation</td>
<td>Barbara Garcia-Lavin, Ph.D.</td>
</tr>
<tr>
<td>9/5/14 Room 2055/57 10:30 am – 12:00 pm</td>
<td>Intern Presentations: why we do them, what we’ve learned, and strategies to get better</td>
<td>Barbara Garcia-Lavin, Ph.D.</td>
</tr>
<tr>
<td>9/5/14 Room 2055/57 12:00 pm – 2:00 pm</td>
<td>Welcome Luncheon – All Programs</td>
<td>Barbara Garcia-Lavin, Ph.D.</td>
</tr>
<tr>
<td>9/12/14 Room 2050 9:00 – 11:00 am</td>
<td>Supervision of Supervision</td>
<td>Barbara Garcia-Lavin, Ph.D.</td>
</tr>
<tr>
<td>9/19/14 Room 2055 9:00 am – 12:00 pm</td>
<td>Understanding Substance Use</td>
<td>Deborah Lynskey-Lake, LCSW</td>
</tr>
<tr>
<td>9/26/14 Room TBA 10:00 am – 12:00 pm</td>
<td>Grand Rounds</td>
<td>Broward Health Medical Center</td>
</tr>
<tr>
<td>10/3/14 Carl DeSantis Building Knight Auditorium – Room 1124 9:00 am – 12:00 pm</td>
<td>Motivational Interviewing</td>
<td>Linda Sobell, Ph.D.</td>
</tr>
<tr>
<td>10/10/14 Room 2045 9:00 am – 12:00 pm</td>
<td>Program Evaluation Part 1</td>
<td>Angela Yehl, Psy.D.</td>
</tr>
<tr>
<td>10/17/14 Room 2050 9:00 am – 12:00 pm</td>
<td>Dissociation, Mindfulness and Interpersonal Connection in Therapeutic Outcome</td>
<td>Steve Gold, Ph.D.</td>
</tr>
<tr>
<td>10/24/14 Room TBA 10:00 am – 12:00 pm</td>
<td>Grand Rounds</td>
<td>Henderson</td>
</tr>
<tr>
<td>10/31/14 Room TBA 9:00 am – 12:00 pm</td>
<td>The Wechsler Intelligence Scales for Children, Fifth Edition (WISC-V): An Overview of the Revised Test and Q-Interactive</td>
<td>Maggie Kerr, Ph.D.</td>
</tr>
<tr>
<td>11/7/14 Room 2045 9:00 am – 12:00 pm</td>
<td>Topic TBD</td>
<td>Barry Nierenberg, Ph.D., ABPP</td>
</tr>
<tr>
<td>11/14/14 Room 2050 9:00 am – 12:00 pm</td>
<td>Youth Suicide: Contemporary Issues in Prevention/Intervention and Post-</td>
<td>Scott Poland, Ed.D.</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>11/21/14</td>
<td>9:00 am – 12:00 pm</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>11/28/14</td>
<td></td>
<td><strong>THANKSGIVING WEEKEND</strong></td>
</tr>
<tr>
<td>12/5/14</td>
<td>9:00 am – 5:00 pm</td>
<td>Ethics and Boundary Issues, Domestic Violence and Medical Errors</td>
</tr>
<tr>
<td>12/12/14</td>
<td>9:00 am – 12:00 pm</td>
<td>Parenting with Diverse Families: Adaptations to Evidence-based practices.</td>
</tr>
<tr>
<td>12/19/14</td>
<td>9:00 am – 12:00 pm</td>
<td><em>Topic TBD</em></td>
</tr>
<tr>
<td>12/26/14</td>
<td></td>
<td><strong>WINTER BREAK</strong></td>
</tr>
<tr>
<td>1/2/15</td>
<td></td>
<td><strong>WINTER BREAK</strong></td>
</tr>
<tr>
<td>1/9/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Baker Act: An Update for Mental Health Professionals</td>
</tr>
<tr>
<td>1/16/15</td>
<td></td>
<td>SFCIP Interview Day</td>
</tr>
<tr>
<td>1/22/15</td>
<td></td>
<td>PSC Interview Day</td>
</tr>
<tr>
<td>1/23/15</td>
<td></td>
<td>PSC Interview Day</td>
</tr>
<tr>
<td>1/30/15</td>
<td>9:00 am – 4:30 pm</td>
<td>Foundations for Psychological Practice with Transgender &amp; Gender Nonconforming (TGNC) Clients</td>
</tr>
<tr>
<td>2/6/15</td>
<td>8:00 am – 5:00 pm</td>
<td>The Practice of Psychopharmacology: Evidence and Uncertainty.</td>
</tr>
<tr>
<td>2/13/15</td>
<td>10:00 am – 11:00 pm</td>
<td>Psychology in End-of-Life Decisions and Quality of Care</td>
</tr>
<tr>
<td>2/13/15</td>
<td>11:00 am – 12:00 pm</td>
<td>The Ethical Dilemmas of Criminal and Rehabilitative Psychology</td>
</tr>
<tr>
<td>2/20/15</td>
<td>10:00 am – 12:00 pm</td>
<td>Grand Rounds</td>
</tr>
<tr>
<td>2/27/15</td>
<td>10:00 am – 12:00 pm</td>
<td>Grand Rounds</td>
</tr>
<tr>
<td>3/6/15</td>
<td>10:00 am – 12:00 pm</td>
<td>Grand Rounds</td>
</tr>
<tr>
<td>3/13/15</td>
<td>9:00 am – 10:00 am</td>
<td>Psychosexual Evaluations of Children and Adolescents</td>
</tr>
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</table>

Rev. 8/14
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Title</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/13/15</td>
<td>10:00 am – 11:00 am</td>
<td>Cognitive Assessment of Heart Transplant Patients in a Multicultural Medical Setting</td>
<td>Christina Bermudez</td>
</tr>
<tr>
<td>3/13/15</td>
<td>11:00 am – 12:00 pm</td>
<td>Psychological Evaluations performed in the hospital setting for cardiac patients</td>
<td>Claudia Martinez</td>
</tr>
<tr>
<td>3/20/15</td>
<td>9:00 am – 10:00 am</td>
<td>Psychosis and Symbolism: Regression to the (assignment of) Mean(ing)</td>
<td>Jonathan Cleveland</td>
</tr>
<tr>
<td>3/20/15</td>
<td>10:00 am – 11:00 am</td>
<td>Understanding Disrupted Attachments and Building Secure Attachments: A Training Program for Foster Parents</td>
<td>Deanna Ferrentino</td>
</tr>
<tr>
<td>3/20/15</td>
<td>11:00 am – 12:00 pm</td>
<td>Memories of Music: Increasing Caregivers’ and Loved Ones’ Quality of Life</td>
<td>Gabrielle Wolk</td>
</tr>
<tr>
<td>3/27/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Autism Spectrum Disorders: From Evaluation to Treatment Using the Autism Spectrum Rating Scales (ASRS) &amp; Assessment of Executive Function using the CEFI: From Assessment to Intervention</td>
<td>Jack Naglieri, Ph.D.</td>
</tr>
<tr>
<td>4/3/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Topic TBD</td>
<td>Bady Quintar, Ph.D., ABPP</td>
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<tr>
<td>4/10/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Contextual Interventions for Ethnic Minority Youth: Stress, Coping, and Social Support</td>
<td>Diana Formoso, Ph.D.</td>
</tr>
<tr>
<td>4/17/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Program Evaluation Part 2</td>
<td>Angela Yehl, Ph.D.</td>
</tr>
<tr>
<td>4/24/15</td>
<td>9:00 am – 4:30 pm</td>
<td>Play Therapy, Basics and Beyond: Working with Challenging Issues</td>
<td>Lawrence C. Rubin, Ph.D., ABPP, LMHC, RPT-S</td>
</tr>
<tr>
<td>5/1/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Insurance Billing Basics for the Mental Health Practitioner</td>
<td>Micah Price, Psy.D</td>
</tr>
<tr>
<td>5/8/15</td>
<td>9:00 am – 12:00 pm</td>
<td>The Business of Psychology</td>
<td>Micah Price, Psy.D.</td>
</tr>
<tr>
<td>5/15/15</td>
<td>10:00 am – 11:00 am</td>
<td>Psychodynamic Therapies: Evidence Based?</td>
<td>Jessica Gurrea</td>
</tr>
<tr>
<td>5/15/15</td>
<td>11:00 am – 12:00 pm</td>
<td>Ethical Issues Related to the Integration of Spirituality and Psychotherapy</td>
<td>Arlene Lopez</td>
</tr>
<tr>
<td>5/22/15</td>
<td>9:00 am - 12:00 pm</td>
<td>Modern Group Psychoanalysis: Ormont, Spotnitz, and Group Therapy</td>
<td>Jeffery Mandelkorn, Psy.D.</td>
</tr>
<tr>
<td>5/29/15</td>
<td></td>
<td>Grand Rounds</td>
<td>Renfrew Center</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
<td>Speaker</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------------</td>
</tr>
<tr>
<td>6/5/15</td>
<td>10:00 am – 12:00 pm</td>
<td>Sexual Orientation and Eating Disorders</td>
<td>Cassandra Almodovar</td>
</tr>
<tr>
<td>6/5/15</td>
<td>10:00 am – 11:00 am</td>
<td>When Religion and Psychotherapy Collide</td>
<td>Becca Wallace</td>
</tr>
<tr>
<td>6/5/15</td>
<td>11:00 am – 12:00 pm</td>
<td>Cultural Considerations for the Treatment of Eating Disorders in Hispanic Women</td>
<td>Lissette Cortes</td>
</tr>
<tr>
<td>6/12/15</td>
<td>GRADUATION WEEKEND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6/19/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Psychopharmacology</td>
<td>Jose Rey, M.S., Pharm.D., BCPP</td>
</tr>
<tr>
<td>6/26/15</td>
<td>10:00 am – 12:00 pm</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>7/3/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Dialectical Behavioral Therapy</td>
<td>Jennifer Davidtz, Ph.D.</td>
</tr>
<tr>
<td>7/10/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Psychological Assessment in the Medical Setting</td>
<td>Nicole Winter</td>
</tr>
<tr>
<td>7/10/15</td>
<td>10:00 am – 11:00 am</td>
<td>Incorporating Positive Psychology into Treatment Approaches When Working with Acute Mental Illness</td>
<td>Amy Solderich</td>
</tr>
<tr>
<td>7/10/15</td>
<td>11:00 am – 12:00 pm</td>
<td>Construct, Strengths, and Limitations of the MMPI-2-RF</td>
<td>Jessica Tsou</td>
</tr>
<tr>
<td>7/17/15</td>
<td>9:00 am – 10:00 am</td>
<td>Trauma Focused Cognitive Behavioral Therapy (TF-CBT) for Child and Adolescent Victims of Sexual Abuse</td>
<td>Oren Schwartz</td>
</tr>
<tr>
<td>7/17/15</td>
<td>10:00 am – 11:00 am</td>
<td>Psychodynamic Approaches to the Treatment of Anxiety</td>
<td>Brian Becraft</td>
</tr>
<tr>
<td>7/17/15</td>
<td>11:00 am – 12:00 pm</td>
<td>Mindfulness-Based Interventions for Children, Adolescents, and Their Parents</td>
<td>Stacey McCaffrey</td>
</tr>
<tr>
<td>7/24/15</td>
<td>9:00 am – 10:00 am</td>
<td>Working with Male Survivors of Sexual Abuse</td>
<td>Lyndsey Karns</td>
</tr>
<tr>
<td>7/24/15</td>
<td>10:00 am – 11:00 am</td>
<td>Sexual Abuse Evaluations with Haitian-American Adolescents</td>
<td>Calandre Davis</td>
</tr>
<tr>
<td>7/24/15</td>
<td>11:00 am – 12:00 pm</td>
<td>Eating Disorders Among Jewish Women: Cultural and Ethical Factors</td>
<td>Amy Strunin</td>
</tr>
<tr>
<td>7/31/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Grand Rounds</td>
<td>Memorial Regional Hospital</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
<td>Speaker</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>8/7/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Room TBA</td>
<td>Gender and Orientation</td>
</tr>
<tr>
<td>8/14/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Room TBA</td>
<td>Exploring Telehealth in Clinical Psychology</td>
</tr>
<tr>
<td>8/21/15</td>
<td>9:00 am – 12:00 pm</td>
<td>Room TBA</td>
<td><em>Intern Presentations- make ups</em></td>
</tr>
<tr>
<td>8/28/15</td>
<td></td>
<td></td>
<td>Last Day!</td>
</tr>
</tbody>
</table>
**Appendix G**

**Intern Presentation Ratings**

<table>
<thead>
<tr>
<th>Element</th>
<th>Criterion for “target” rating</th>
<th>Not Met</th>
<th>Met</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressive Skills</td>
<td>Communicates clearly using verbal skills (goes well beyond merely reading directly from slides); holds the attention of the audience (actively engaging the audience would be exceeding expectation); integrates verbal skills with other teaching methods (e.g., PowerPoint presentation, videos, role-plays, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive Skills</td>
<td>Responds to the audience by accurately and completely responding to questions <em>and/or</em> modifying presentation style to meet the needs of the participants, <em>and/or</em> introduces innovation/creativity into application of teaching method.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly Inquiry</td>
<td>Clearly articulates support for presentation point(s) from the literature (referencing at least 2 peer-reviewed journal articles during presentation).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly Inquiry</td>
<td>Demonstrates being a critical consumer of the research (e.g., presents both strengths and shortcoming of the literature reviewed for the presentation; discusses study design; describes how outcomes were measured, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarly Inquiry</td>
<td>Provides a thorough enumeration of all relevant points regarding the research literature base for presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual and Cultural Diversity (ICD) - Awareness</td>
<td>Includes a discussion of the effects of diversity in whatever form</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual and Cultural Diversity (ICD) - Awareness</td>
<td>Integrates knowledge of APA guidelines regarding working with culturally and linguistically diverse individuals, including recognition of cultural bias, into presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td>Evaluates the ethical dimensions of the topic(s) discussed, and exhibits a well-developed ability to reason about ethical issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handouts</td>
<td>Provides any relevant materials (including Power Point handouts) which will help the participants understand and benefit from the presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix H
NOVA SOUTHEASTERN UNIVERSITY
PROFESSIONAL DEVELOPMENT
Evaluation Survey

Topic Title: ____________________________________________________________

Date: _____________   Presenter(s): _____________________________

We appreciate your help in evaluating this program. Please indicate your rating of the presentation in the categories below by circling the appropriate number, using the following scale:

1 – Deficient   2 – Weak   3 – Adequate   4 – Strong   5 - Outstanding

OBJECTIVES
This program met the stated objectives described: 1  2  3  4  5

SPEAKERS (generally)
1. Knowledgeable in content areas 1  2  3  4  5
2. Content consistent with objectives 1  2  3  4  5
3. Clarified content in response to questions 1  2  3  4  5
4. Prepared to present on topic 1  2  3  4  5
5. Able to answer questions 1  2  3  4  5

CONTENT
1. Appropriate for intended audience 1  2  3  4  5
2. Consistent with stated objectives 1  2  3  4  5

TEACHING METHODS
1. Visual aids, handouts, and oral presentations clarified content 1  2  3  4  5
2. Teaching methods were appropriate for subject matter 1  2  3  4  5

RELEVANCY
1. Information could be applied to practice 1  2  3  4  5
2. Information could contribute to achieving personal, professional goals 1  2  3  4  5
3. Your interest in the topic being presented 1  2  3  4  5

What is your overall rating of the presentation? 1  2  3  4  5

COMMENTS/PROGRAM IMPROVEMENTS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please return to Dr. Garcia-Lavin’s Graduate Assistant (PSC Mailbox # 83)
Thank you!
Appendix I  
Nova Southeastern University Psychology Services Center  
Doctoral Internship Program  
Evaluation of Training Program 

Training Year __________________   ____Mid Year _____End of Year 

Use the five point scale below to rate the quality of each of the components of the training program listed, providing comments where relevant. Return the form to the Director of Training.

Rating:

<table>
<thead>
<tr>
<th>1 – Deficient</th>
<th>2 – Weak</th>
<th>3 – Adequate</th>
<th>4 – Strong</th>
<th>5 - Outstanding</th>
</tr>
</thead>
</table>

1) Quality and variety of direct service experiences available:

1  2  3  4  5
Comments:_______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

2) Quality and usefulness of special topics seminars (e.g., PD and Grand Rounds):

1  2  3  4  5
Comments:_______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

3) Quality and usefulness of other training experiences (e.g., program meetings, continuing education workshops, etc.):

1  2  3  4  5
Comments:_______________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

4) Use the same 5-point scale to rate the following aspects of the internship program:

________ Acceptance by institutional staff

_____ Expertise of Psychology Staff

_______ Expertise of Supervision
________ Program evaluation/research opportunities
________ Assessment Experience
________ Intervention Experience
________ Training Opportunities
________ Orientation to PSC
________ Orientation to the Institution
________ Individual and Cultural Diversity
________ Experience in Consultation/Supervision
________ Overall quality of internship training program

Comments:_______________________________________________________________________
________________________________________________________________________________
_______________________________________________________

Please use the section below to provide the training staff with feedback regarding the strengths and weaknesses of the training programs and describe any suggestions you have for modifying and/or improving the program.

Strengths:________________________________________________________________________
________________________________________________________________________________
_______________________________________________________

Weaknesses:______________________________________________________________________
________________________________________________________________________________
_______________________________________________________

Suggestions:______________________________________________________________________________
________________________________________________________________________________
_______________________________________________________
Appendix J
Psychology Services Center (PSC) Internship Program
Supervisor Evaluation Form

Circle One:  Mid-year  End of Year

Please rate your Supervisor on the following areas using the scale below:

1-  Unsatisfactory
2-  Below Average
3-  Satisfactory
4-  Above Average
5-  Excellent

_____  1. Ability to create a supportive supervisory atmosphere.
Comments:_____________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

_____  2. Ability to increase your ability to conceptualize causative and maintaining factors in a
person’s adaptive and maladaptive pattern of functioning
Comments:________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

_____  3. Ability to expose you to a variety of assessment strategies.
Comments:________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

_____  4. Level of sensitivity displayed in reference to diversity issues.
Comments:________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

_____  5. Ability to expose you to different intervention strategies.
Comments:________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

_____  6. Ability to increase your knowledge of legal and ethical issues.
7. My supervisor was available for scheduled supervision.
Comments: ____________________________________________________________
__________________________________________________________

8. The manner in which my supervisor gave me feedback was respectful and collegial.
Comments: ____________________________________________________________
__________________________________________________________

Any additional comments regarding any other areas of supervision not covered above:
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Intern Name: __________________________________________ Date: _____________
Intern Signature: __________________________________________________________
Supervisor Name: _________________________________________________________
Rotation: ___________________________________________________________________

(Please, complete one form for each supervisor)
Appendix K
Psychology Services Center Internship Program
INTERNSHIP TESTING SUMMARY

NAME: __________________ TRAINING YEAR: __________________

Each intern is required to complete a minimum of six full battery evaluations (a min. of 10 evaluations for interns completing the SPACI rotation). One report must be completed in each rotation. It is recommended that 2 are completed in each of the required rotations and two (4-6 are required in SPACI) in the specialty rotation. However, interns may tailor the testing to their interests. Please, list the name of rotation wherein batteries were completed and obtain supervisor signature to indicate report completion.

1. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

2. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

3. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

4. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

5. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

6. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

7. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

8. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

9. __________________________
   Name of testing supervisor: __________________________ Signature: __________________________

10. __________________________
    Name of testing supervisor: __________________________ Signature: __________________________
Appendix L
Psychological Services Center Internship Program
2013-2014
Diversity Project log

Intern: _______________________________

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Diversity Issue</th>
<th>Supervisor (name &amp; signature)</th>
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Appendix M

Performance Planning Worksheet

Employee’s Name: ________________________________  Title: ________________________________

Department: ________________________________  Date: ________________________________

Supervisor’s Name: ________________________________

1. Review employee’s job description. Identify any changes in duties and responsibilities. Update job description as necessary.

2. Discuss how the employee’s position relates to university, center and department mission and goals. How can the employee’s performance enhance these missions/goals? Make mission statements available to the employee.

5. Establish employee goals and objectives for the year and competencies to be developed. (Refer to the most recent performance evaluation form for stated goals)

6. Set a timeline for employee completion of major projects as appropriate. Discuss methods of measurement.

<table>
<thead>
<tr>
<th>WORK TO BE ACCOMPLISHED OR COMPETENCY TO BE DEVELOPED</th>
<th>GOAL 1</th>
<th>GOAL 2</th>
<th>GOAL 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time-line</td>
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<tr>
<td>Action Plan</td>
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<td>Resources needed</td>
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<tr>
<td>Measures to be used</td>
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</tbody>
</table>

Signature of Employee: ________________________________  Date: ________________________________

Signature of Supervisor: ________________________________  Date: ________________________________

*PERF*

PERF - Per Rev

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Appendix N
Nova Southeastern University
Psychology Services Center
Psychology Intern Performance Agreement

Name __________________________________________________________

Graduate Program ________________________________________________

Specialty Program: _______________________________________________

General Rotation(s) Child, Adolescent, and Family Services (CAFS) and Adult Services Program (ASP)

Primary Clinical Supervisor ________________________________

Date Performance Agreement Established ____________________

AGREEMENT

At the beginning of the internship experience, discuss and establish with the intern the major activities in which s/he is expected to engage and list them below. These constitute contract and should be considered to form part of the basis for evaluation of internship performance.

MAJOR ACTIVITIES

1. Direct Clinical Contact (Specify # hours, types of contact, etc.)

7 hours (50%) of direct service in the specialty program for the first six months.
3-4 hours (25%) of direct service in ASP
3-4 hours (25%) of direct services in CAFS
14 total direct service hours for first six months; 16 total direct service hours for second six months (extra 2 hours may be chosen from any of the programs)
Six (6) psychological evaluations for the year (ideally, 2 from each program); SPACI interns must complete 10 psychological evaluations (6 from SPACI and the remaining from CAFS and ASP (ideally, 2 from each program)

Additional contacts:____________________________________________________________________________________

____________________________________________________________________________________

2. Supervision (Specify # hours and with whom, type of supervision, i.e., group, individual, case conference, etc.)
1 hour of individual supervision per week with specialty (Primary) supervisor
1 hour of individual supervision per week with CAFS supervisor
1 hour of individual supervision per week with ASP supervisor
1 hour of group supervision per week with DOT
1 hour of group supervision every-other-week with postdoctoral resident supervisor
1.5 hour of case conference in ASP biweekly
1.5 hour of case conference in CAFS biweekly

Additional Supervision: ___________________________________________________________

3. **Training, lecture seminar, education activities, etc. (refer to 2014-2015 training calendar in Handbook, Appendix F)**

3 hours of Professional Development seminars on Fridays 9am-12pm (typically twice a month); there will also be optional full day trainings offered throughout the year.
2 hours of Grand Rounds at local agencies and NSU clinics (Typically once a month)
2 hours of Intern Presentations (typically once a month)
1 hour of Orientation with DOT once per year
2 days of PSC Orientation per year

Additional Training: ___________________________________________________________

4. **Other required activities (Specify # hours, nature)**

Present an hour long didactic to fellow interns once a year including empirical support for the information provided (see Handbook, Appendix G).

Complete four (4) diversity projects; one from each rotation and the fourth from a rotation of intern’s choosing (see Handbook, Appendix L).

Teach the Pre-Practicum course to Doctoral Psychology student during the Winter term.

Complete Program Evaluation Training Curriculum activities, including logic model group project (see Handbook, Appendix B)

Complete all required documentation

Additional activities: __________________________________________________________________________

________________________________________________________________________________________
TRAINING GOALS
Within each PSC training goal/objective area, indicate specific training methods that will be used within the clinic programs (e.g., experiential learning, observation, supervision of others, in-service trainings, etc.) and the general internship training activities (e.g., attendance/presenting at PD, Grand Rounds and other didactics on campus, group supervision, library research, etc.) for achieving goals/objectives.

I. Goal: Achieve General Professional Competence

Objective 1: The intern demonstrates good knowledge of APA ethical principles and appropriately applies them.

Objective 2: The intern seeks consultation or supervision as needed and uses it productively.

Objective 3: The intern interacts professionally and appropriately with treatment teams, peers and supervisors at all times.

Objective 4: The intern meets his or her direct service goals and completes documentation as required.

Methods of Achieving goal: Ethical issues will be discussed regularly during individual and group supervision with an emphasis on developing greater autonomy in appropriate management of ethical/legal matters as the year progresses. Interns will attend didactics focused on ethical and legal issues. Interns will be provided with orientations to the PSC and internship programs including review of expectations for professional comportment and attire, and clinical and internship documentation and service delivery goals. Additional methods include:

II. Goal: Display Competence in Knowledge of Scholarly Research

Objective: The intern seeks out professional writings regarding treatment cases as needed to enhance knowledge about the patient's psychological status.

Methods: Individual and group supervision will regularly include discussions about the empirical support for an array of assessment and intervention approaches used with clients, as well as the current scientific knowledge about specific psychiatric diagnoses encountered. Interns will attend internship training activities (e.g., PD, Grand Rounds and intern presentations) exposing them to a broad array of clinical/scientific knowledge from NSU faculty and other experts. Program meetings will provide additional training in more specialized areas. During the training year, interns will present one 1-hour workshop, on a topic of interest, to fellow interns based on a review of the relevant empirical literature in the chosen area. Additional methods include:

III. Goal: Develop Competence in Psychological Assessment
Objective: The intern proficiently chooses, administers, and interprets commonly used tests in his/her area of practice and writes a well-organized psychological report, answering the referral question clearly and providing the referral source with specific recommendations for patient care. **Methods:** Individual supervision will cover assessment instrument selection, administration and interpretation, as well as reviews of written integrated psychological reports. Interns will attend seminars focused on increasing assessment knowledge and competencies, and Grand Rounds at community agencies where they will learn about possible community referral resources to inform recommendations. Opportunities to consult with other CPS faculty regarding assessment issues will be made available throughout the year. Assessment instruments will be available from the academic program and from other clinic programs as needed. Additional methods include:

---

**IV. Goal: Demonstrate Competence in Psychotherapeutic Interventions**

**Objective 1:** The intern consistently achieves a good rapport with patients.

**Objective 2:** The intern maintains sensitivity to cultural and other individual differences.

**Objective 3:** The intern gathers relevant interview data, evaluates immediate safety issues and generates appropriate contingency plans. The intern discusses all confidentiality issues openly with patients.

**Objective 4:** The intern formulates a useful case conceptualization that draws on theoretical and research knowledge.

**Objective 5:** The intern establishes appropriate therapeutic goals and implements effective interventions.

**Methods:** Interns will be assigned a diverse case load including children, adolescents, and adults with a range of presenting problems. Individual and group supervision will regularly include discussions about rapport and relationships with clients and others, cultural and individual factors, reviews of biopsychosocial histories, case conceptualization, current scientific knowledge relevant to cases, treatment planning and client progress, and termination/transfer issues. In addition, interns will attend didactic trainings focused on cultural and individual differences, and psychopathology and treatment interventions for adults and youth. Additional methods include:

---

**V. Goal: Acquire Basic Competence in supervision, consultation, and program evaluation**

**Objective 1:** The intern provides the appropriate level of guidance when supervising or providing consultation to other mental health professionals.

**Objective 2:** Intern will participate in program evaluation activities.

**Methods:** Interns will receive supervision of any supervision provided to practicum students or others by their licensed supervisors. Interns are considered PSC staff and will regularly consult with
other PSC staff, coordinators, postdoctoral residents, and administrators, as well as with families, community agencies, and other professionals. Consultation activities will be discussed during individual and group supervision with a focus on developing greater intern autonomy in this area as the year progresses. Interns will receive training on completing all required PSC and internship documentation and given opportunities to provide objective feedback about training program and/or serve as an intern representative to the training committee to assist with program evaluation efforts. Interns will complete a program evaluation group project before the end of the training year to promote competence in program evaluation. Additional methods include:

I have read and understood all of the above.

_________________________________________  Date
Signature of Intern

_________________________________________  Date
Signature of Primary Clinical Supervisor

_________________________________________  Date
Signature of CAFS Clinical Supervisor

_________________________________________  Date
Signature of ASP Clinical Supervisor

_________________________________________  Date
Signature of Chief Psychologist

_________________________________________  Date
Signature of Director of Training
Appendix O
Psychology Services Center Internship Program
Verification of Completed Clinic Paperwork and Charting Requirements

Sign Off Sheet

Name: ____________________________      Date Completed: ____________

Charts reviewed for (please complete one form per program; circle one):
CATSP/PSED TRIP    NCCOA    SPACC    ASP    CAFS

Have all assigned cases to the intern in the past year been accounted for through a transfer or discharge? (circle one): Yes  No; Please explain below as needed:

______________________________________________________________

______________________________________________________________

Transfer documentation for active clients (make sure each active chart contains each of the following):

___ Consultation/transfer request form

___ Treatment summary with signatures

Discharge documentation (make sure each chart being closed contains each of the following):

___ Termination form

___ Discharge summary with signatures

Have all documents been signed? (circle one): Yes  No; Please explain below as needed:

Intern Signature: ____________________________  Date: ____________

Supervisor Signature: ____________________________  Date: ____________