



Mental Health Center of Florida  
We Help You Be You. *Improved.*

**The Mental Health Center of Florida**  
**Internship Program**  
**Handbook**

2017 – 2018

**Elizabeth Hooper, Psy.D., Training Director**

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Website: [www.mhcflorida.com](http://www.mhcflorida.com)

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## **WELCOME**

Welcome to the Mental Health Center of Florida Internship Program! The MHC Florida Internship Program mission is to train interns within the scholar-practitioner model to become competent and ethical professional psychologists who will work with children, adolescents, and adults across multiple settings, including office, jails, homes, child residential facilities (i.e., group home), and adult living facilities. The internship program is housed within Mental Health Center of Florida, a private psychotherapy firm that conducts individual and group psychotherapy in skilled nursing (SNF) and assisted/independent living facilities (ALFs/ILFs); provides individual, couples, and family psychotherapy within the office to clients referred through ChildNet; performs patient evaluation and management for those patients requiring partial hospitalization; offers after-care counseling programs; completes psychological and neuropsychological assessments in the office and jails; and provides in-service trainings to long-term care facilities.

## **Accreditation**

MHC Florida Internship Program is currently accredited by the American Psychological Association. The self-study for APA accreditation was completed and submitted to the Commission on Accreditation in October of 2015. The site visit for APA accreditation occurred in May 2016. Accreditation occurred effective May 18, 2016. Questions related to the program's accreditation 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](mailto:apaaccred@apa.org)

## **Association of Psychology Postdoctoral Internship Centers (APPIC) Membership Status**

MHC Florida Internship Program is a participating member of APPIC.

## **Area**

The MHC Florida Internship Program is located in sunny South Florida, a region known for its year-round mild climate, beaches, resorts, and outdoor recreational activities. With easy accessibility to downtown Fort Lauderdale, Miami, and the Palm Beaches, there are many cultural resources including libraries, museums, philharmonics, ballet, and theatrical companies, as well as popular entertainment such as concerts and events, professional sports, and nightlife. South Florida is a

culturally and ethnically diverse place with people from all over the world living, working, and visiting.

There are several universities and colleges in the Miami-Dade, Broward, and Palm Beach County areas. Lectures and workshops by visiting scholars from a wide range of fields are frequent. Living expenses are relatively reasonable, and one can choose from living situations ranging from rural to suburban to beachfront. All of this makes for an excellent environment within which to spend a year of training.

The MHC Florida Internship Program's contact information is as follows:

Mental Health Center of Florida Internship Program  
1848 SE 1<sup>st</sup> Ave  
Fort Lauderdale, Florida 33316  
(954) 885-9500  
<http://www.MHC Florida.com>  
[info@MHC Florida.com.com](mailto:info@MHC Florida.com.com)

## **ORGANIZATIONAL INFORMATION**

### **Mental Health Center of Florida**

The MHC Florida mission is to provide compassionate, yet clinically sound, mental health services to our clients so that they may develop into the persons they wish to be. MHC Florida staff service patients in multiple counties throughout the state of Florida.

All MHC Florida therapists are Licensed Psychologists who meet all state licensure requirements. Many MHC Florida psychologists have specializations in the fields of geriatrics, forensics and the chronically mentally ill. The MHC Florida President is responsible for supervision, control, direction over property, business and affairs of MHC Florida.

### **Mental Health Center of Florida Internship Program Structure**

The MHC Florida Internship Program offers a 2000-hour, 12-month internship that begins just after September 1<sup>st</sup> of each year. The start date for the 2017-2018 cohort is September 5, 2017 and the internship will end on September 5, 2018. The MHC Florida Internship Program staff includes the Director of Training, Clinical Director, Chief Psychologist, Supervising Psychologists, adjunct faculty who provide group supervision and didactics, and two administrative staff who are shared with MHC Florida. The Director of Training is responsible for compliance, intern selection, intern orientation/training, clinical supervision, intern evaluation, and didactic development and facilitation, as well as program monitoring, evaluation, and improvement. The Clinical Director is responsible for didactic development and facilitation, intern orientation/training, clinical

supervision, and intern evaluation. The Supervising Psychologists are responsible for clinical supervision, intern evaluation, and didactic activities facilitation. The licensed psychologists comprising the adjunct faculty are responsible for group supervision, didactic presentations, and mentoring interns during their introduction to clinical work within the nursing home and ILF/ALF setting. There are currently four psychologists providing direct, individual supervision to interns and three additional psychologists providing group supervision.

The MHC Florida Internship Program is committed to providing the highest quality educational experience to current psychology students. This training experience provides students with a sophisticated understanding of the delivery of superior mental health care, which will prepare them for real-world implementation of their therapeutic skills with a wide variety of populations and diagnoses.

#### **MHC Florida Internship Program Staff**

Ann Monis, Psy.D., CEO

Ricardo Buitrago, Psy.D., Clinical Director

Elizabeth Hooper, Psy.D., Training Director

Edward Kornuszko, Psy.D., Chief Psychologist

Paris Gandy-Walker, Psy.D., Adjunct Faculty

Jerrod Johnson, Psy.D., Adjunct Faculty

Brigitte Matthies, Psy.D., Adjunct Faculty

Jeanette Jacobs, Psy.D., Adjunct Faculty

Bryan Conrad, Psy.D., Adjunct Faculty

Maria Karilshtadt-Byk, Psy.D., Adjunct Faculty

Maxie Harris, Ph.D., Adjunct Faculty

#### **Stipend**

The stipend for full-time MHC Florida Internship Program interns is \$19,435.00 for a 12-month period. Interns who match with MHC Florida Internship Program are employees of Mental Health Center of Florida. Reimbursement for personal vehicle mileage will be provided at \$0.54 per mile for all travel outside of Broward, Dade and West Palm Beach counties for interns based out of the Fort Lauderdale office, as well as travel outside of Osceola and Volusia counties for interns based out of the Daytona office location.

## **Holidays & Benefits**

MHC Florida and therefore, the MHC Florida Internship Program honors the following holidays during which time interns are not expected or required to report to the program and/or visit patients:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

In addition to six (6) holidays, the MHC Florida Internship Program interns receive 10 days of paid leave, and three (3) professional days, which can be used for dissertation defense and/or conferences. Health insurance is available.

In order to ensure proper termination procedures and documentation completion, all time off must have been used prior to July 1<sup>st</sup> of the training year. Any unused benefit time left to be used as of July 1<sup>st</sup> will be lost.

## **Office and Resources**

At the Fort Lauderdale main office location, there are five (5) therapy rooms where interns may see patients; each room is equipped with a telephone, and two of the rooms have two-way mirrors installed. In addition, a separate, large room is dedicated to the intern's work space and is equipped with four (4) computers which interns use for note and report writing. There is internet connection and a number of software programs installed including Microsoft Office and Adobe Reader. Further, there is a wide range of psychological assessment instruments, with accompanying manuals, neatly organized and accessible. The list of testing materials is updated regularly and is given to the interns during the initial orientation. Additionally, a central printer, fax, scanner, and copying machine are within easy access for all interns. A projector and multi-media state of the art equipment are installed in a large conference room, which is available to interns when making professional presentations. In addition, a collection of books, kept in supervisors' offices, on empirically validated treatment interventions are available to all interns, as are evidence based treatment manuals written specifically for the MHC Florida population.

## **Malpractice Insurance**

All interns are required to carry malpractice insurance. While most interns are covered through their graduate program, for those who are not, MHC Florida Internship Program requires that interns purchase professional liability insurance for graduate students in psychology through The Trust. The cost of this insurance is \$35 for the year and membership in the American Psychological Association is not required.

### **Intern Selection and Academic Preparation Policy**

#### *Application Process*

Students interested in applying for the internship program should submit an online application through the APPIC website ([www.appic.org](http://www.appic.org)).

A complete application consists of the following materials:

1. A completed Online AAPI (APPIC's standard application)
2. Cover letter (as part of AAPI)
3. A current Curriculum Vitae (as part of AAPI)
4. Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work (as part of AAPI). **Please submit no more than three letters**
5. Official transcripts of **all** graduate coursework
6. **Two** redacted psychological reports. It is preferred that one be on an adult and the other on a child/adolescent.

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

#### *Application Screening and Interview Processes*

The Mental Health Center of Florida Internship Program will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 500 intervention hours;
2. A minimum of 100 assessment hours;
3. Dissertation proposal defended;
4. Some experience or special interest in working with severe and persistent mental illness;
5. Practicum experience in psychological assessment of adults and children/adolescents
6. Current enrollment and good standing in an APA-accredited doctoral program.



All applications will be screened by MHC Florida Internship Program's Training Committee, using a standard Intern Application Review Form, and evaluated for potential goodness of fit with the internship program. The Training Committee will hold a selection meeting to determine which applicants to invite for interviews based upon the results of this screening process. All internship applicants will be notified by email and/or phone on or before January 4 whether or not they have been invited for an interview. Interviews will be scheduled for the last two (2) weeks of January and will occur in person with a panel of supervising psychologists, including the Training Director. Interviews will be conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate. All applicants will be subject to a criminal background check and the offer for intern placement is contingent upon passing this screening. Once an intern has been formally accepted, a written agreement will be signed by both the intern and the supervisor (Appendix E).

#### *Participation in the Match*

The Training Committee will hold a meeting within one week of the final interviews being completed, in order to determine applicant rankings. The full application package and information gleaned from the interview process will be utilized in determining applicant rankings. As a member of APPIC, MHC Florida Internship Program will participate in the national internship matching process by submitting its applicant rankings to the National Matching Service.

Questions regarding any part of the selection process or MHC Florida Internship Program's academic preparation requirements may be directed to the Training Director.

#### *Post-Match Requirements*

After matching with the program and prior to the internship start date, all interns are required to successfully pass a Level II background check. Specific information regarding what will cause an applicant to fail this requirement can be found here: [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0400-0499/0435/0435.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0435/0435.html)

#### **PROGRAM DESCRIPTION**

Interns are expected to complete a minimum of 2000 hours over 12 months by working approximately 40 to 50 hours per week. The part-time intern will complete a minimum of 2000 hours over 24 months by working approximately 20 to 25 hours per week. Interns begin with a small caseload of 15 to 20 clinical hours and finish their training with approximately 30 clinical hours.

Interns are expected to schedule and conduct sessions, perform assessments, develop treatment plans, and evaluate for results of treatment. Following an initial three (3)-day-long orientation into the program, interns will shadow licensed psychologists as they treat patients in the office, nursing home, and assisted/independent living settings. Interns will gradually progress from shadowing to providing direct psychotherapy services and will have patients of their own.

### **Nursing Home and Assisted/Independent Living Settings**

Throughout the year, interns will be traveling to adult living facilities in the South Florida tri-county area, or in Osceola and Volusia counties, to provide individual and group therapy services to mostly older adults presenting with a variety of diagnoses ranging from adjustment disorder to schizophrenia. The majority of patients carry diagnoses of schizophrenic and affective disorders. In addition to providing psychotherapy, interns will also gain skills in consultation, often needing to speak with facility staff and/or family members to improve the quality of care. Interns will be responsible for completing intakes and treatment plans for each new patient and complying with specified standards for documentation. Interns will become familiar with leading groups, which are mostly psychoeducational in nature.

### **Patients Referred Through ChildNet**

ChildNet is a local Community-Based Care (CBC) lead agency for Broward and Palm Beach Counties, that manages a network of child welfare services that provide foster care, adoption and family preservation services for the more than 4,400 children in care and their caregivers. Interns will provide individual, couples, and family psychotherapy in the office and in-home to children, adolescents, and adults referred through ChildNet. Patients referred through ChildNet have an open dependency case in the court system and many of them are working towards the goal of reunification. Interns also conduct biopsychosocial, general psychological, psychosexual, psychoeducational, personality, attachment, substance abuse, ability to parent, cognitive, and neuropsychological evaluations with ChildNet clients in the office, at jails, and at residential facilities (i.e., group home). In addition to the provision of services, interns will complete treatment plans, consult with various professionals also involved in the patient's care and/or case plan (i.e., psychiatrist, psychologist, therapist, case manager, guardian ad litem), and provide regular treatment updates to the patient's case worker regarding their progress.

### **Program Goals**

Within MHC Florida Internship Program's Practitioner-Scholar training model, the primary training method is experiential, with the overarching goal of training and educating interns to competently practice professional psychology and integrate science with practice. Interns spend between 40 and

50 hours per week in training of which a minimum of 20 hours to a maximum of 30 hours of the intern's time is dedicated to direct clinical services. By pairing interns with qualified mentors/supervisors who will promote professional, meaningful, first-hand experience and knowledge in the field of psychological services with an array of populations, interns will become competent in providing psychotherapy services independently. Interns will be able to provide compassionate practice with people of all ages, races, ethnicities, faiths, genders, sexual orientations, socioeconomic backgrounds, and physical abilities with diagnoses ranging from anxiety and depression to schizophrenia and bipolar disorder. Interns will gain experience and competence in a variety of psychological intervention models and will develop proficiency in the execution of a broad range of skills including clinical assessment and ongoing evaluation of treatment plans, psychotherapy, consultation with supervisors and multidisciplinary professionals, psychological testing, and program evaluation.

### **Supervision**

The MHC Florida Internship Program seeks to develop strong mentoring relationships between supervisors and interns. These relationships enhance the intern's personal and professional growth by fostering the development of competencies in scientific thinking, ethical decision making, and professional practice. With mentor guidance along the way, interns will be able to develop and foster relationships across disciplines through consultation with multi-disciplinary professionals who also act as service providers to the interns' clients.

All MHC Florida Internship Program interns receive at least four hours of face-to-face supervision weekly, of which two are individual and two are in a group format, and are exposed to at least two licensed psychologists during the training year. Interns are responsible for completing the Monthly Supervision Attendance Record (Appendix D), obtaining their supervisor's signature on this form, and submitting it to the Training Director each month.

Individual supervision is provided to MHC Florida Internship Program interns by licensed psychologists who assume responsibility for the psychological services rendered by interns. Hence, individual supervision is focused on reviews of case assessment, conceptualization, treatment planning and interventions, client progress, recommendations, collaborations with other professionals in serving clients, and general professional development issues. Individual supervision is provided on a face-to-face basis, and in addition, the supervisor may employ the following supplemental methods of guidance to an intern: reviews of audio or video tapes, documentation reviews, intensive electronic reviews of redacted psychological evaluations, and assigned readings.

Weekly group supervision focuses on case discussions and other professional development issues. Interns also utilize this time to discuss their experience of the program and their individual progress, and evaluate how successfully the program is addressing their needs. In addition, it provides interns with access to the Training Director and additional time to interact with other interns.

MHC Florida Internship Program supervisors follow a developmental approach to supervision and training. This approach is based on the philosophy that interns will require more guidance and direction in the beginning of the internship year while progressing towards more professional autonomy as the year progresses. While the plan allows for individual customization of intern clinical experiences and supervision, it is structured around the MHC Florida Internship Program training goals and core competencies that each intern will be expected to meet by the end of internship year, providing the intern and supervisor with clear benchmarks for basing subsequent, semi-annual intern performance evaluations. It also establishes the methods by which the MHC Florida Internship Program training goals and objectives will be met for the intern, highlighting the importance of prioritizing attendance at all training activities and establishing clear expectations for interns and supervisors as partners in training.

### **Weekly Seminars**

All MHC Florida Internship Program interns are provided with at minimum two hours of formal instruction weekly to supplement their “on-the-job” experiential and supervision training experiences. In addition, these seminars provide interns with an opportunity for weekly peer interaction. Intern attendance is mandatory to all weekly seminars. 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 one (1) seminar per quarter for illness or with advanced approval from the Training Director. If more than one (1) seminar is missed in any quarter, the intern must make up the absence by one of the following means: (A) presenting a didactic activity (i.e., seminar) to fellow interns, or (B) providing proper documentation of attendance at an outside workshop relevant to professional psychology during the same quarter. If an intern’s absences were due to a reason other than illness or the intern failed to obtain advanced approval, then the interns’ poor attendance will be noted in their next evaluation.

During the internship year, trainees are expected to present once at seminar on a topic either related to their own professional research (i.e., dissertation, directed study) or a topic of cultural diversity.

The topic that is not presented at seminar is covered during the year at group supervision, as it relates to the intern's case that is being presented.

All seminars are conducted at the MHC Florida Internship Program/MHC Florida offices located at 1848 S.E. 1<sup>st</sup> Avenue, Fort Lauderdale, Florida 33316. The phone number there is (954) 885-9500. A list of didactic topics may be found in Appendix A.

### **Intern Feedback**

Intern feedback is crucial to ensuring the quality of MHC Florida Internship Program training activities. Interns are asked to complete a Seminar Evaluation Survey (Appendix F) after each seminar. The information is used to make improvements to trainings each year. For instance, intern feedback about the quality of presentations is taken into account when considering which guest presenters to invite back for the next training year's seminars. After 90 days, at mid-year, and again at the end of the training year, interns are asked to provide feedback about the training program (Appendix G) and supervisor performance (Appendix H). The Training Director summarizes this information as group data and presents it to the supervisors during monthly meetings. Care is taken to protect the anonymity of the interns providing the feedback. The aim of sharing this information with the supervisors is twofold: (1) to increase awareness of program strengths and areas in need of improvement; and (2) to inform the development of plans to improve the quality of the training program. Lastly, in order to better meet intern's training needs, interns are asked to complete self-assessments (which are identical to the evaluations that supervisors complete regarding interns' progress) following the initial three (3) days of internship and again at the end of the year.

### **Documentation**

The MHC Florida staff and MHC Florida Internship Program interns are responsible for submitting their patient documentation (i.e., Assessments, Progress Notes, Treatment Plans, Treatment Plan Reviews, etc.) via the "Psynotes" online system at [www.phybill.com](http://www.phybill.com). This system is convenient, promotes efficiency, and proactively complies with upcoming federal regulations for electronic patient records. Notes are entered easily and quickly onto template forms, and the system remembers patient information, so only updates are required after the initial entry by the clinician.

Interns are responsible for documenting their direct and indirect services by completing the Intern Activity Log (Appendix B), obtaining their supervisor's signature, and submitting the log to the Training Director monthly. Interns are also required to complete a Documentation of Weekly Activities form (Appendix C) to be completed and turned into the Chief Psychologist on a weekly

basis. Finally, interns are expected to complete a ChildNet Monthly Tickler form (Appendix D) to document the frequency that they have seen their ChildNet referred clients; this document is to be completed and turned in to the Office Manager on a monthly basis.

### **Notice of Non-Discrimination**

The MHC Florida Internship Program accepts interns of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, non-disqualifying disability, age, ancestry, marital status, sexual orientation, status as a disabled veteran, or political beliefs.

### **Intern Evaluation, Retention, and Termination Policy**

The interns at the Mental Health Center of Florida Internship Program are evaluated and provided with feedback regarding their clinical functioning and progress towards meeting training goals on an ongoing basis through weekly individual supervision and through a 90-day and semi-annual standard written performance evaluations. For each of the three written performance evaluations, a meeting is set up with the intern, the intern's intervention and assessment supervisors, the Chief Psychologist (if different from assessment supervisor), and the Director of Training to discuss the evaluation, review strengths and areas for growth, and answer questions the intern may have. All interns are evaluated after 90 days (Appendix I) to ensure their performance is on track. At the 90-day evaluation, each intern must receive a rating of "2-meets expectations" or "3-exceeds expectations" in all competency areas assessed, to demonstrate satisfactory competency achievement at this point in the training year. Any rating of "1-needs improvement" triggers the due process procedures and the formulation of a Performance Improvement Plan (PIP) (Appendix K) to assist the intern in improving the particular issue(s). At the 6-month and 12-month marks, interns are evaluated on the nine (9) core competencies of the program (Appendix J), including relationship with client/interpersonal skills, evidence based practice in intervention, evidence based practice in assessment, interprofessional collaboration/consultation skills, cultural and individual diversity, ethical and legal standards, supervision, professional values and attitudes, and research. For each of the competencies, any skill rated 1 ("far below expectations") or 2 ("below expectations") will be addressed in the narrative section and a Performance Improvement Plan will be generated at the 6-month mark. Students who receive a 1 or 2 on any item at the end of the internship will not successfully pass the internship, be required to follow their educational institution's protocol and possibly, repeat the internship year.

Performance Improvement Plans (PIPs) are meant to support a student through challenges rather than serve as a punitive measure. The program strives to assist interns in resolving problems they

have encountered. PIPs state tasks that must be completed, the timeline in which they must be completed, and resources that have been identified to promote completion of the tasks. The supervisor and/or the Training Director will ensure the intern has a clear understanding of the PIP, the tasks it lists, and the support available to them to achieve ultimate success in the program. If an intern is placed on a work plan at the 6-month period, then they will be re-evaluated at the 9-month period. The standard formal review period for a PIP is 90 days. Further, as stated in the Due Process policy (Appendix X, page xx) in cases involving severe violations of the APA Code of Ethics, where imminent harm to a client is a salient concern, where there is a preponderance of unprofessional behavior, or lack of change in behaviors for which an intern has been placed on probation, termination from the internship program may be a recommended consequence.

In addition to obtaining sufficient ratings on all evaluations, all MHC Florida Internship Program interns are expected to complete 2000 hours of training during the internship year, which together demonstrates that the intern has progressed satisfactorily through and completed the internship program. Feedback to the interns' home doctoral program occurs throughout the internship year, beginning when the intern is first matched to MHC Florida Internship Program. Further, at the culmination of the internship year, the home doctoral program receives a copy of the intern's certificate of completion within two (2) weeks of the end of internship. If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review steps of the Due Process procedures due to a grievance by a supervisor or an inadequate rating on an evaluation, the home doctoral program will also be contacted within 72 hours. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by MHC Florida Internship Program as a result of the Due Process procedures, up to and including termination from the program.

In addition to the evaluations described above that supervisors complete, interns must complete a self-evaluation form at the beginning of the internship and again at the end. Additionally, interns complete an evaluation of their supervisors and a program evaluation after the first 90-days, at the mid-point and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. Interns also rate the quality of didactics following each weekly seminar, which helps plan for the next year's didactics schedule. All evaluation forms are available in the MHC Florida Internship Program Handbook which can be accessed through MHC Florida Internship Program's website.

## **DUE PROCESS & GRIEVANCE PROCEDURES POLICY**

Interns experience significant developmental transitions during the training period. One aspect of the training process involves the identification of growth and/or problem areas of the intern. A problem is defined as a behavior, attitude, or other characteristic, which, while of concern and requiring remediation, is not excessive, or outside the domain of behaviors for professionals in training (Lamb, D. H., Baker, J. M., Jennings, M.I. & Yarris, E., 1983). Problems are typically amenable to management procedures or amelioration. While professional judgment is involved in deciding the difference between deficient and problem behavior, deficiency can be broadly defined as interference in professional functioning which is reflected in one or more of the following ways: 1) an inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behaviors; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunction, and/or strong emotional reactions which interfere with professional functioning. Specific evaluative criteria, which link this definition of deficiency to particular professional behaviors, are incorporated in the evaluation forms completed by supervisors.

More specifically, problems will typically become identified as deficiencies if they include one or more of the following characteristics (Lamb et al., 1983):

- The intern does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- The quality of services is sufficiently negatively affected.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training staff is required, and/or;
- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

At any time during the year a site staff member or seminar leader may designate some aspect of an intern's performance as inadequate or problematic.

### **Levels of Remedial Consequences**

Once a problem has been identified in the intern's functioning and/or behavior, it is important to have meaningful ways to remediate the particular difficulty. The following represents several



possible levels of consequences in order of the severity of the problem or deficiency under consideration.

**A. Verbal Warning**

A verbal warning to "cease and desist" the inappropriate behavior represents the lowest level of possible remedial action. This consequence is designed to be primarily educative in nature and typically will occur in the context of the intern's supervision. Depending on the nature of the problem, supervision time might be increased and/or changed in format or focus and case responsibilities may be changed. The supervisor reviews the issue with the intern during supervision weekly, until it is resolved. If the issue is not resolved within one month's time, the supervisor will move to the next step of the due process. The verbal warning is documented in supervision notes, which remains a part of the intern's permanent personnel file. However, the intern's home doctoral program is not notified of the verbal warning.

**B. Performance Improvement Plan (PIP)**

If a problem behavior does not resolve after a verbal warning is issued, or if an intern receives a rating below a "2" on any competency on the 90-day supervisory evaluation or a rating below a "3" on any competency on the six-month supervisory evaluation, a Performance Improvement Plan (PIP) is initiated within one working day. This written remedial plan, kept in the intern's file, includes a list of the competencies under consideration, the date(s) the problem(s) was/were brought to the intern's attention and by whom, the steps already taken by the intern to rectify the problem(s), the steps already taken by staff to rectify the problem(s), the expectations required, the intern's responsibilities, the staff responsibilities, the timeframe for acceptable performance, the assessment methods, the dates of evaluation, and the consequences of unsuccessful remediation. The PIP is initially created and discussed by the intern and their supervisor, who sign off on it, and it is then sent to the Director of Training for signature. A copy of the PIP is sent to the intern's home doctoral program within 72 hours of it being created. During this step of the due process, the intern's behavior as it relates to the PIP is closely monitored and feedback regarding the intern's progress of remediating the problematic behavior is discussed weekly in supervision. A formal review of the PIP, including the student, the supervisor, and the Director of Training, occurs after 90 days, at which time the PIP may be considered successfully completed or the next step of the due process may be initiated.

**C. Probation Plan**

If the intern fails to remediate a performance improvement plan (PIP), or if the performance

problem is too severe for a PIP, a probation plan, to be kept in the intern's file, will be written. The probation plan is initially created, discussed and signed off on by the intern, the supervisor, and the Director of Training and includes a list of the competencies under consideration, the date(s) the problem(s) was/were brought to the intern's attention and by whom, the steps already taken by the intern to rectify the problem(s), the steps already taken by staff to rectify the problem(s), the expectations required, the intern's responsibilities, the staff responsibilities, the timeframe for acceptable performance, the assessment methods, the dates of evaluation, and the consequences of unsuccessful remediation, which may lead to the extension of the internship or dismissal from the program. The probation plan is formally reviewed by the intern, supervisor, and Director of Training after 30 days, at which time the plan may be considered successfully completed, an extension of the internship may be recommended, or dismissal from the program may be recommended. A copy of the probation plan is sent to the intern's home doctoral program within 72 hours of being created.

**1. Extension of the Internship and/or Recommendations for a Second Internship**

In situations where the intern has made some but insufficient progress prior to the end of the internship, the intern may be required to extend his/her stay at the internship in order to complete the requirements. In some cases, the intern may be recommended to complete part or all of a second internship. In both cases, the intern must demonstrate a capacity and willingness for full remediation. The intern's home doctoral program is notified within two (2) working days when an extension or a second internship are recommended.

**2. Suspension and Dismissal**

In cases involving severe violations of the APA Code of Ethics, where imminent harm to a client is a salient concern, where there is a preponderance of unprofessional behavior, or lack of change in behaviors for which an intern has been placed on probation, suspension of agency privileges may be a recommended consequence. The intern will be notified immediately, and will be provided with a copy of the documentation and reminded of grievance and appeal procedures. If the decision is made to suspend the intern, the Director of Training will send written notification of this action to the student's academic program within two (2) working days of the

decision. Suspension may take the form of either a required leave of absence from the agency or recommendation that the intern be terminated from the training program. In the latter case, the Director of Training will make recommendations to the academic program regarding further remediation and/or a career shift.

### **3. Temporary Reduction or Removal of Case Privileges**

At any point during the due process procedures, if it is determined that the welfare of the intern and/or the client has been jeopardized, the intern's case privileges will either be significantly reduced or removed for a specified period of time. At the end of this time, the intern's primary supervisor, in consultation with the Chief Psychologist and Director of Training, will assess the intern's capacity for effective functioning and determine whether or not the intern's case privileges are to be reinstated. The student's academic program will be notified within two (2) working days if such action is taken.

### **Appeals Process**

If the intern wishes to challenge the decisions made as part of the due process, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing- an email will suffice- to the Director of Training within five (5) working days of notification regarding the decision made in step C above. If requested, the Appeals Hearing will be conducted by a review panel convened by the Director of Training and consisting of him/herself, the Chief Psychologist, the intern's primary supervisor(s), and at least two (2) other supervising psychologists. The intern may request a specific member of the Training Committee to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

### **Rights & Responsibilities**

Expectations of MHC Florida Internship Program interns include the following:

- To behave according to the APA Ethics Code and other APA practice guidelines.
- To behave in accordance with the laws and regulations of the State of Florida and with HIPAA.
- To act in a professionally appropriate manner that is congruent with the standards and expectations of internship (including a reasonable dress code), and to integrate these

standards as a professional psychologist into a repertoire of behaviors, and to be aware of the impact of behaviors upon other colleagues.

- To responsibly meet training expectations by fulfilling goals and exit criteria.
- To make appropriate use of supervision and other training formats (e.g., seminars) through such behaviors as arriving on time and being prepared, taking full advantage of the learning opportunities, as well as maintaining an openness to learning and being able to effectively accept and use constructive feedback.
- To be able to manage personal stress, including tending to personal needs, recognizing the possible need for professional help, accepting feedback regarding this, and seeking that help if necessary.
- To give professionally appropriate feedback to peers and training staff regarding the impact of their behaviors, and to the training program regarding the impact of the training experience.
- To actively participate in the training, service, and overall activities of MHC Florida Internship Program, with the end goal of being able to provide services across a range of clinical activities.

In general, MHC Florida Internship Program will provide interns with the opportunity to work in a setting conducive to the acquisition of skills and knowledge required for a beginning professional. More specifically, the rights of interns include:

- The right to a clear statement of general rights and responsibilities upon entry into the internship program, including a clear statement of goals of the training experience.
- The right to clear statements of standards upon which the intern is to be evaluated two times/year.
- The right to be trained by professionals who behave in accordance with the APA Ethics Code and other APA practice guidelines.
- The right and privilege of being treated with professional respect as well as being recognized for the training and experience attained prior to participation in the internship program.
- The right to ongoing evaluation that is specific, respectful, and pertinent.
- The right to engage in ongoing evaluation of the training experience.
- The right to initiate an informal resolution of problems that might arise in the training experience through request(s) to the individual concerned, the Internship Director of Training, and/or the training staff as a whole.

- The right to due process to deal with problem behavior after informal resolution has failed (see Due Process and Remediation Procedures)
- The right to file a grievance and appeal, if necessary, when rights have been infringed upon (see Grievance & Appeals Procedures section in this handbook).
- The right to request assistance in job search and application (for interns).
- The right to privacy and respect of personal life.
- The right to expect that the training staff will try to make accommodations to meet any special training needs.

## **GRIEVANCE & APPEAL PROCEDURES**

This section of the MHC Florida Internship Program Handbook sets forth guidelines for grievance procedures which are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or the internship training program. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. Interns are considered agency staff, thus these policies mirror those of Mental Health Center of Florida. Any MHC Florida Internship Program agent charged with reviewing a formal grievance may, at his or her discretion, gather additional relevant facts if necessary and/or meet with involved parties. Each reviewer will base her/his decision on documented evidence.

Please note that Grievance & Appeals Procedures are internal to the agency, and, therefore, attorneys will not be allowed to participate as representative(s) of neither the complainant(s) nor MHC Florida/MHC Florida Internship Program. Please also note that non-compliance with Grievance & Appeals Procedures constitutes forfeiture of the right to formally pursue a grievance and, if applicable, termination from the internship program. Compliance will include following each step of the process per the procedure provided in this handbook, timely submission of written complaint, and/or attendance at a Grievance Appeal Committee meeting.

### **First Level: Informal Resolution**

Interns are expected to attempt to resolve complaints informally with the staff member and/or supervisor in question and/or Training Director. If all reasonable informal efforts to resolve a complaint fail, the intern may file a formal grievance.

### **Second Level: Submission of the Formal Grievance to Director of Training**

If an intern elects to file a formal grievance, he/she must do so within 30 calendar days of the occurrence. All grievances must be filed in writing, be signed and dated by the grievant, and include supporting documentation at the time it is filed. The grievant must minimally provide the following information:

- a clear description of the event being grieved
- the identity of the party or parties involved
- the remedy or remedies requested; and
- a description of all informal resolutions attempted.

The Director of Training meets with the Chief Psychologist and at least one (1) other supervising psychologist not involved with the grievance, to discuss the grievance and issue a decision in writing within five (5) calendar days of receiving the grievance to include all of the following:

- a copy of the intern's formal grievance
- relevant findings of the decision and the reasons for the decision reached; and
- the remedy which is either granted or denied and/or any alternative remedies suggested.

If the Director of Training is the subject of the grievance, the Chief Psychologist reviews and discusses the grievance with at least one (1) other supervising psychologist not involved with the grievance and issues a written decision within five (5) calendar days.

### **Third Level: Submission to the Grievance Appeal Committee**

The party who finds the resolution unsatisfactory may appeal the decision in writing to the Grievance Appeal Committee within five (5) calendar days of receiving the Training Director's (or Chief Psychologist's) written decision. The Grievance Appeal Committee, comprised of either the Director of Training or Chief Psychologist, and at least two (2) other supervising psychologists not involved with the grievance hear the matter and render a decision. When the committee is established, the intern who lodges the appeal may designate one of the members who will serve on this committee. This member must be a clinical supervisor other than the one to whom they are assigned. The committee may, at its discretion, receive from the intern, relevant staff members, or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance. The appeals committee begins deliberations within five (5) business days and provides all affected parties a written recommendation no later than 15 calendar days after the date that the Director of Training (or Chief Psychologist) received the written, dated request for appeal at this level. The Grievance Appeal Committee is the final authority in the matter.

### **Grievance Record Documentation**

Grievance Record Documentation in support of a grievance will be held by the person responsible for considering the grievance at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance record as well. The complete grievance record consists of the original grievance, all documentary evidence, and all formal decisions made at each step of the process and is kept in a folder clearly marked "Grievances" in a secure cabinet in the front office.

### **Failure to Meet Deadlines**

If, after a formal grievance is filed, the MHC Florida Internship Program agent charged with review of the grievance fails to meet any deadline at any stage of the process, the grievant may proceed directly to appeal to the next level in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any MHC Florida Internship Program agent to meet any deadline shall not entitle the grievant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

### **References**

Lamb, D.H., Baker, J.M., Jennings, M.I. & Yarris, E. (1983). Passages of an internship in professional psychology. Professional Psychology: Research and Practice, 18(6), 597-603.

**APPENDIX A:**  
**CALENDAR OF DIDACTICS**





MONTH	DAY/TIME	DIDACTIC	PRESENTER(S)
<b>September 2017</b>	5, 6, 7 9am-5pm	Internship Program Orientation Breakfast and Lunch will be provided each day	Dr. Rick Buitrago, Dr. Edward Kornuszko, Dr. Paris Gandy-Walker, Dr. Betsi Hooper, Dr. Stephanie Akl
	11	Clinical Documentation Development: Meeting and Navigating Medicare Compliance After the 1 <sup>st</sup> Week	Dr. Betsi Hooper
	18	Overview of Important Testing Measures – Part I	Dr. Paris Gandy-Walker
	25	Overview of Important Testing Measures – Part II	Dr. Stephanie Akl Group Supervision: Dr. Rick Buitrago
<b>October 2017</b>	2	CPR	Ray Hooper, Dr. Betsi Hooper
	9	Clinical Supervision: Approaches, Styles, Function, and the Many Roles I	Dr. Edward Kornuszko
	16	Clinical Interventions and Exercises with the Chronically Mentally Ill and Geriatric populations	Dr. Rick Buitrago
	23	Pre-Therapy	Dr. Jeanette Jacobs
	30	Issues in Ethics	Dr. Jerrod Johnson
<b>November 2017</b>	6	TBD (research or cultural diversity topic)	Olivia Hilchey Group Supervision: Dr. Betsi Hooper
	13	Allied Professionals in Psychology	Dr. Brigitte Matthies
	20	Psychodynamic Psychotherapy	Dr. Maxie Harris
	27	TBD (research or cultural diversity topic)	Dr. Moshe Winograd Group Supervision: Dr. Edward Kornuszko
<b>December 2017</b>	4	CBT Anxiety Management group therapy	Dr. Bryan Conrad
	11	TBD (research or cultural diversity topic)	Dr. Jose Fragosa Group Supervision: Dr. Paris Gandy-Walker
	18	TBD (research or cultural diversity topic)	Vicky McGrady Group Supervision: Dr. Jeanette Jacobs
	25	HOLIDAY (Winter Break)	
<b>January 2018</b>	1	HOLIDAY (Winter Break)	
	8	TBD (research or cultural diversity topic)	Shannon Rose Group Supervision: Dr. Bryan Conrad
	15	Childhood Sexual Abuse	Dr. Lauren Jeffers Group Supervision: Dr. Brigitte Matthies

	22	Mandated Abuse Reporting: Assessing and Making the Call	Dr. Edward Kornuszko
	29	TBD	Dr. Rick Buitrago
<b>February 2018</b>	5	Psychopharmacology I	Dr. Betsi Hooper
	12	Reduction of Social Network and Social Interactions in Older Adulthood	Dr. Jennifer Cardenas-Trowers Group Supervision: Dr. Jerrod Johnson
	29	TBD	Dr. Paris Gandy-Walker
	26	ACT for Individual and Group Therapy	Dr. Bryan Conrad
<b>March 2018</b>	5	TBD	Dr. Brigitte Matthies
	12	TBD (research or cultural diversity topic)	Ghian Pieraldi Group Supervision: Dr. Maxie Harris
	19	Psychopharmacology II	Dr. Betsi Hooper
	26	TBD (research or cultural diversity topic)	Dr. Yuliria Figueroa-Colon Group Supervision: Dr. Rick Buitrago
<b>April 2018</b>	2	Forensic Hospitalization, Assessing for Malingering and Competency Evaluations	Dr. Betsi Hooper
	9	Preparing for the EPPP and licensure	Dr. Jerrod Johnson
	16	The Business of Psychology	Dr. Edward Kornuszko
	23	TBD (research or cultural diversity topic)	Dr. Andrea Gockley Group Supervision: Dr. Betsi Hooper
	30	TBD (research or cultural diversity topic)	Ashley Neace Group Supervision: Dr. Edward Kornuszko
<b>May 2018</b>	7	Cognitive Restructuring	Dr. Bryan Conrad
	14	TBD (research or cultural diversity topic)	Arthur Chen Group Supervision: Dr. Brigitte Matthies
	21	Current empirically supported trends in substance abuse treatment	Dr. Jerrod Johnson
	28	HOLIDAY	
<b>June 2018</b>	4	TBD	Dr. Paris Gandy-Walker
	11	Psychotherapy and the Brain	Dr. Maxie Harris
	18	Clinical Supervision: Approaches, Styles, Function, and the Many Roles II	Dr. Edward Kornuszko
	25	TBD (research or cultural diversity topic)	Dr. David Ferreira Group Supervision: Dr. Bryan Conrad
<b>July 2018</b>	2	TBD	Dr. Brigitte Matthies
	9	TBD (research or cultural diversity topic)	Brittany Love Group Supervision: Dr. Paris Gandy-Walker

	16	Cognitive and Functional Impairments in Long Term Substance Abusers and Implications for Treatment	Dr. Betsi Hooper
	23	TBD	Dr. Edward Kornuszko
	30	TBD	Dr. Jeanette Jacobs
<b>August 2018</b>	6	Guidelines for working with sexual minority youth in forensic/state care settings	Dr. Jerrod Johnson
	13	End of Year Wrap Up	Dr. Betsi Hooper
	20	TBD	Dr. Rick Buitrago
	27	Free time to see patients for termination session, finalize notes, reports, etc.	
<b>September 2018</b>	3	HOLIDAY	

\* Didactics are each week from 4pm to 6pm unless stated otherwise

- All meetings are held at the Mental Health Center of Florida dba Mental Health Center of Florida Main office at 1848 S.E. 1<sup>st</sup> Avenue, Fort Lauderdale, FL 33316.
- The Orientation Didactic sessions are 8 hours each day
- Weekly Didactic sessions are 2 hours
- Weekly Group Supervision sessions are 2 hours and will take place either prior or after each didactic session.
- Interns are expected to attend each didactic and group supervision session in its entirety.
- Co-therapy sessions with supervisors and/or other interns will be scheduled on an individual basis and are not included herein.

Didactic activities are facilitated by a variety of presenters, including MHC Florida supervisors, faculty from local universities, and a variety of other seasoned mental health professionals who can provide a wealth of knowledge for our students.

**APPENDIX B:**  
**Intern Activity Log**

### MHC Florida Internship Program Intern Activity Log

Name: \_\_\_\_\_ Month/Year: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Signature: \_\_\_\_\_

ACTIVITY	DETAILS	HOURS
<b>Direct Services:</b>		
Therapy	Individual	
	Group	
	Family	
	Marital	
	Other:	
Intakes		
Assessments/Reports (Attach documentation)		
<b>TOTAL DIRECT SERVICES HOURS:</b>		
<b>Indirect Services:</b>	Charting	
	Treatment Planning	
	Case Consultation with other professionals	
	Other:	
<b>TOTAL INDIRECT SERVICES HOURS:</b>		
<b>Training Activities:</b>	<b>Explanation (if necessary)</b>	<b>Hours</b>
Seminars		
Multidisciplinary Teams		
In-service trainings		
Other:		
<b>TOTAL MONTHLY TRAINING HOURS:</b>		
<b>Numbers of Clients:</b>		
African American:	Infant:	LGBT:
Hispanic:	Child:	Disabled:
White:	Adolescent:	
Biracial:	Adult:	
Asian:	Older Adult:	

**APPENDIX C:**  
**Documentation of Weekly Activities**

# Weekly Direct Service Hours Report

Please indicate how many direct service hours were provided for the following below:

**Total Number of active patients on roster:** \_\_\_\_\_

Week of (month/Date) \_\_\_\_\_ to \_\_\_\_\_

Individual Therapy Hours: \_\_\_\_\_ Number of Notes: \_\_\_\_\_

Family Therapy Hours: \_\_\_\_\_ Number of Notes: \_\_\_\_\_

Group Therapy Hours: \_\_\_\_\_ Number of Notes: \_\_\_\_\_

Couples Therapy Hours: \_\_\_\_\_ Number of Notes: \_\_\_\_\_

Parenting Sessions Hours: \_\_\_\_\_ Number of Notes: \_\_\_\_\_

Substance Abuse Tx Hours: \_\_\_\_\_ Number of Notes: \_\_\_\_\_

Face to Face Testing Hours: \_\_\_\_\_

Cenpatico Initial: \_\_\_\_\_

Medicare/ALF Initial: \_\_\_\_\_

Total Number of Hours: \_\_\_\_\_ Total # of Notes: \_\_\_\_\_

Please note all hours should be reported as follows:

- 1 hour time frame: 1
- 30 minutes time frame: .5
- 45 minute time frame: .75

Example:

- 3- 1 hour sessions =3 hours
- 5- 30 min sessions= 2.5 hours
- 2- 45 min sessions= 1.5 hours
- Total= 7 hours

**Submitted By:** \_\_\_\_\_



**APPENDIX D:**  
**CHILDNET MONTHLY TICKLER**

Childnet Patient Tracking Log

Intern Name	Month of Service	Day of Service	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Patient Name/Service Type																																			
Patient Name/Service Type																																			
Patient Name/Service Type																																			
ETC																																			

**APPENDIX E:**  
**Intern Training Agreement**

**MHC Florida Internship Program  
Intern Training Agreement**

**Intern's Name:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_

**Internship Year:** \_\_\_\_\_ **Date of Agreement:** \_\_\_\_\_

**Major Activities**

**Direct Client Contact**

The intern is required, expected, and agrees to complete at least ten (10) hours per week of direct client contact, to include the following: individual, group, and family psychotherapy; psychological testing, consultation, and (specify if applicable): \_\_\_\_\_.

**Supervision**

The intern is required, expected, and agrees to complete at least four (4) hours per week with a licensed psychologist (two (2) hours individual per week/two(2) hours group per week). Supervision will be provided by \_\_\_\_\_(insert name).

**Didactic Activities: Trainings, Seminars, & Professional Development**

The intern is required, expected, and agrees to complete at least two (2) hours per week of didactic activities, to include: Trainings, Seminars, Professional Development, Case Conferences, and/or (specify if applicable): \_\_\_\_\_.

**Training Goals**

The intern is required, expected, and agrees to complete all MHC Florida Internship Program training goals. The intern is required and expected to receive satisfactory ratings upon each Performance Evaluation and progress toward independent practice by the end of the training year.

**I have read and understand the above statements and agree that they accurately represent the agreement between the supervisor and me. I understand that the supervisor is legally responsible for all clinical work.**

**Intern Signature:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

**Training Director Signature:** \_\_\_\_\_

**APPENDIX F:**  
**Seminar Evaluation Survey**

## MHC Florida Internship Program

### Seminar Evaluation Survey

<b>Topic/Title:</b>		<b>Start Time:</b>	
<b>Date:</b>		<b>End Time:</b>	
<b>Presenter(s):</b>			

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 a scale of 1 (low) through 5 (high).

#### Objectives

This seminar met the stated objectives. 1   2   3   4   5   N/A

#### Speakers

Knowledgeable in content areas 1   2   3   4   5   N/A

Content consistent with objectives 1   2   3   4   5   N/A

Clarified content in response to questions 1   2   3   4   5   N/A

Prepared to present on topic 1   2   3   4   5   N/A

Able to answer questions 1   2   3   4   5   N/A

#### Content

Appropriate for intended audience 1   2   3   4   5   N/A

Consistent with stated objectives 1   2   3   4   5   N/A

#### Teaching Methods

Visual aids, handouts, and oral presentations clarified content 1   2   3   4   5   N/A

Teaching methods were appropriate for subject matter 1   2   3   4   5   N/A

#### Relevancy

Information could be applied to practice 1   2   3   4   5   N/A

Information could contribute to achieving personal, professional goals 1   2   3   4   5   N/A

Your interest in topic being presented 1   2   3   4   5   N/A

1   2   3   4   5   N/A

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

#### Comments/Suggestions:

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**APPENDIX G:**

**Internship Program Evaluation Form**

**MHC Florida Internship Program**

**INTERNSHIP PROGRAM EVALUATION FORM**

**Training Year** \_\_\_\_\_ **Mid-Year** \_\_\_\_\_ **End of Year** \_\_\_\_\_

**Date Evaluation Completed** \_\_\_\_\_

Please use the five-point scale below to rate the quality of each component of the training program.  
Please provide comments where relevant and return the form to the Training Director.

<b>RATINGS:</b>	<b>1-Deficient</b>	<b>2-Weak</b>	<b>3-Adequate</b>	<b>4-Strong</b>	<b>5-Outstanding</b>
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1. Quality and variety of direct service experiences available:

**1**                      **2**                      **3**                      **4**                      **5**

2. Quality and usefulness of special topic seminars:

**1**                      **2**                      **3**                      **4**                      **5**

3. Approachability and helpfulness of supervisor(s):

**1**                      **2**                      **3**                      **4**                      **5**

4. Use the same five-point scale to rate the following aspects of the internship program:

\_\_\_ Acceptance by staff

\_\_\_ Expertise of psychology staff

\_\_\_ Expertise of supervision

\_\_\_ Program evaluation opportunities

\_\_\_ Assessment experience

\_\_\_ Intervention experience

\_\_\_ Training opportunities

\_\_\_ Orientation to MHC Florida Internship Program

\_\_\_ Individual and cultural diversity



\_\_\_ Experience in consultation

\_\_\_ Opportunity for professional development

\_\_\_ Overall quality of internship program

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. What did you identify as strengths of this internship?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. What did you identify as weaknesses of this internship?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

3. Please give any suggestions that could be used to help next year's interns and/or the internship program:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

(Optional) Intern Name: \_\_\_\_\_

(Optional) Intern Signature: \_\_\_\_\_

**APPENDIX H:**  
**Supervisor Evaluation Form**

**MHC Florida Internship Program**

**SUPERVISOR EVALUATION FORM**

Circle one:    **Mid-Year**                      **End-of-Year**                      **Other (specify date):** \_\_\_\_\_

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

<b>1</b> Unsatisfactory	<b>2</b> Below Average	<b>3</b> Satisfactory	<b>4</b> Above Average	<b>5</b> Excellent	N/A Not a focus of supervision
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\_\_\_ **Creates a supervisory atmosphere, where I feel supported in my completion of the program**  
Comments: \_\_\_\_\_

\_\_\_ **Increases my ability to conceptualize causative and maintaining factors in a person's (or system's) adaptive and maladaptive pattern of functioning**  
Comments: \_\_\_\_\_

\_\_\_ **Exposes me to a variety of assessment strategies**  
Comments: \_\_\_\_\_

\_\_\_ **Exposes me to different intervention strategies**  
Comments: \_\_\_\_\_

\_\_\_ **Level of sensitivity displayed in reference to diversity issues**  
Comments: \_\_\_\_\_

\_\_\_ **Increases my knowledge of legal and ethical issues**  
Comments: \_\_\_\_\_

**My supervisor was accessible and available for scheduled supervision**

Comments:

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**The manner in which my supervisor gave me feedback was respectful and collegial**

Comments:

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**My supervisor served as a role model**

Comments:

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**My supervisor promoted acquisition of knowledge, skills, and competencies**

Comments:

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**Supervisor Strengths:**

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**Supervisor Weaknesses:**

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**Additional comments regarding any other areas of supervision not covered above:**

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**(Optional) Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**(Optional) Intern Signature:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**APPENDIX I:**

**Intern Performance Evaluation Form-90 day**

**MHC Florida Internship Program--INTERN PERFORMANCE EVALUATION**

MHC Florida Internship Program requires 90 day period documentation ensuring intern competency. The Performance Evaluation is based on skills observed in three potential ways: (1) Review of skills exhibited throughout the 90 day period, (2) Observation of intern demonstrating direct clinical psychology skills via one or more ride along visits with a mentor/supervisor, and/or (3) Review of intern’s documentation. If “Improvement Required” is identified below, there must be timely follow up documented. Follow up must be completed *prior to the intern having to perform the skill independently* and documented by the mentor/supervisor. Performance Evaluations are kept in intern personnel records.

<b>Clinical Skills</b>	<b>Evaluation</b>
Demonstrates appropriate assessment, including risk assessment, and use of defense or coping mechanisms	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Delivers interventions effectively and appropriately and demonstrates clinical competence in delivery of psychotherapy	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Utilizes appropriate care planning resources and involves the patient by documenting expectations and negotiating goals	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Evaluates effectiveness of interventions and adapts the plan of care accordingly	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Demonstrates ability to compassionately establish rapport with the patient, family (if applicable), and others (i.e., facility staff)	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Communicates effectively with patient, mentor/supervisor, fellow interns, office staff, and facility staff as needed	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Receives and follows assignment(s) and special instructions	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Takes initiative in providing educational resources to coworkers regarding clinical and/or psychosocial issues	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Thoroughly and accurately documents the delivery of care	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required
Demonstrates ability to implement psychological testing instruments and interpret results	<input type="radio"/> Exceeds requirements <input type="radio"/> Meets requirements <input type="radio"/> Improvement required

<b>Improvement Plan completed:</b>	<input type="radio"/> Yes <input type="radio"/> No
------------------------------------	---

<b>Comments regarding clinical skills:</b>

\_\_\_\_\_  
Mentor/Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

**APPENDIX J**

**Internship Performance Evaluation of Student**

**Mental Health Center of Florida  
Internship Performance Evaluation of Student**

Name of Supervisee: \_\_\_\_\_  
Name of Supervisor: \_\_\_\_\_  
Evaluation Period: \_\_\_\_\_ - \_\_\_\_\_ **Circle One: Mid-Year Eval *or* End-of-Year Eval**  
Date of Evaluation: \_\_\_\_\_

**\*\*Any skill rated 1 or 2 should be addressed in the narrative section along with a plan for intervention or remediation where appropriate. Students who receive a 1 or 2 on any item during the End-of-Year evaluation will not successfully pass the internship, be required to follow their educational institution's protocol and possibly, repeat the internship year. \*\***

- 1= Far below expectations-needs much improvement, a concern
- 2= Below Expectations- needs some improvement to meet standards
- 3= Acceptable-meets standards at average level for internship student
- 4= Above expectations-performs above average level for internship student
- 5= Far above expectations- a definite strength, performs well beyond average levels
- N/A= Not applicable or not enough information to form a judgment

**1. RELATIONSHIP WITH CLIENT AND INTERPERSONAL SKILLS: ability to build rapport, ability to show effective interpersonal skills**

- \_\_\_\_\_ Establishes an effective working relationship with client
- \_\_\_\_\_ Uses language and terms appropriate for client and client's concerns
- \_\_\_\_\_ Takes a respectful, helpful, professional approach to patients/clients/families
- \_\_\_\_\_ Demonstrates awareness of and sensitivity to clients' verbal and nonverbal behavior
- \_\_\_\_\_ Communicates effectively and professionally with all audiences

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. EVIDENCE BASED PRACTICE IN INTERVENTION: case conceptualization, treatment planning, intervention skills, crisis management**

- \_\_\_\_\_ Appropriately synthesizes and integrates client information and generates hypotheses concerning client behavior and dynamics
- \_\_\_\_\_ Writes conceptualizations which are clear and concise
- \_\_\_\_\_ Formulates appropriate interventions and treatment plans based on conceptualization
- \_\_\_\_\_ Attends to the assessment and monitoring of treatment progress and outcome
- \_\_\_\_\_ Establishes and delineates short-term and long-term goals
- \_\_\_\_\_ Implements intervention skills appropriate to client needs and focus and scope of



internship site

- Utilizes skills building and problem solving approaches in treatment
- Effectively facilitates the client's exploration, expression, and regulation of emotions in treatment
- Seeks consultation/supervision as appropriate when faced with novel and/or challenging situations
- Assesses and documents all risk situations fully prior to leaving the worksite for the day
- Takes appropriate actions to manage client risk

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. EVIDENCE BASED PRACTICE IN ASSESSMENT: diagnostic skill, instrument selection, administration and scoring, test interpretation, report writing, communication of results, providing recommendations**

- Completes a diagnostic interview, including all relevant historical information and comprehensive mental status
- Integrates assessment data from different sources for diagnostic purposes
- Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and DSM classification
- Effectively selects and implement psychological assessment tools
- Effectively scores and report assessment findings
- Appropriately interprets results of assessment instruments
- Writes clear, concise and integrated assessment reports in a timely manner
- Provides clear, concise and informative feedback about assessment results
- Provides useful and relevant recommendations

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. INTERPROFESSIONAL COLLABORATION/CONSULTATION SKILLS: multidisciplinary collaboration, consultation assessment**

- Demonstrates knowledge and awareness of the unique patient care roles of other professionals
- Understands and observes agency functioning and procedures
- Effectively relates with other agency personnel in accordance with their unique patient care roles (a "team player")
- Understands the consultant's role as a provider of information
- Chooses an appropriate means of assessment to answer referral question(s)
- Implements a systematic approach to data collection as part of a consultative process

\_\_\_\_\_ Consultation reports are well organized, succinct and provide useful and relevant recommendations to other professionals

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. CULTURAL AND INDIVIDUAL DIVERSITY: cultural awareness, effects of cultural considerations on clinical activities**

- \_\_\_\_\_ Aware of impact of own feelings, behavior and cultural values on client behavior
- \_\_\_\_\_ Demonstrates knowledge about the nature and impact of diversity in different clinical situations
- \_\_\_\_\_ Works effectively with diverse others in assessment, treatment and consultation
- \_\_\_\_\_ Understands cultural background in client's presentation and incorporates this understanding in conceptualization and treatment plan

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. ETHICAL AND LEGAL STANDARDS: knowledge of legal, ethical, and professional standards, adherence to ethical principles and guidelines**

- \_\_\_\_\_ Demonstrates knowledge of ethical/professional codes, standards and guidelines
- \_\_\_\_\_ Recognizes and understands the ethical and legal issues across range of professional activities at the internship site
- \_\_\_\_\_ Seeks appropriate information and consultation when faced with ethical issues
- \_\_\_\_\_ Keeps client information (written and verbal) confidential and secure
- \_\_\_\_\_ Understands and maintains appropriate professional boundaries

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. SUPERVISION: theories and methods of supervision, effective use of supervision**

- \_\_\_\_\_ Demonstrates knowledge of literature on supervision
- \_\_\_\_\_ Demonstrates knowledge of how supervision responds appropriately to individual and cultural differences
- \_\_\_\_\_ Comes to supervision and other meetings prepared and with necessary materials
- \_\_\_\_\_ Works collaboratively with supervisor
- \_\_\_\_\_ Self-reflects and self-evaluates regarding clinical skills and role within internship site, and willing to admit mistakes
- \_\_\_\_\_ Accept supervisory input and shows evidence of incorporating feedback and new ideas

\_\_\_\_\_ Exhibits appropriately increased autonomy over the course of the year

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**8. PROFESSIONAL VALUES AND ATTITUDES: professional awareness, interpersonal relationships, self-awareness, clinical documentation**

\_\_\_\_\_ Keeps scheduled appointments and is on time for appointments and meetings, including didactics and supervision

\_\_\_\_\_ Actively participates in scheduled didactics and group supervision

\_\_\_\_\_ Demonstrates effective time management skills

\_\_\_\_\_ Seeks out and uses resources to promote effective practice

\_\_\_\_\_ Behaves and presents him or herself in a professional and respectful manner by maintaining appropriate boundaries and communication

\_\_\_\_\_ Able to self-identify personal distress and to seek and use resources that support healthy functioning

\_\_\_\_\_ Writes notes, evaluations, and reports for case files in a timely manner

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**9. RESEARCH: application of scientific knowledge to practice, program evaluation**

\_\_\_\_\_ Provides rationale for conceptualization based on available research and best practices

\_\_\_\_\_ Applies specific, evidence-based treatment methods and activities

\_\_\_\_\_ Compares and contrasts evidence-based theories/treatments

\_\_\_\_\_ Reviews scholarly literature related to clinical work and independently applies knowledge to case conceptualization

\_\_\_\_\_ Demonstrates knowledge of theories and methods of program evaluation

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Narrative:**

Main strengths and assets:

Areas for continued focus and improvement:

Specific recommendations for future training:

Intern feedback:

Supervisor Name: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX K**

**Internship Self Performance Evaluation**

# Mental Health Center of Florida

## Internship Self Performance Evaluation

(This form is identical to the one your supervisor will fill out for you.)

Name of Supervisee: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ - \_\_\_\_\_ **Circle One: Mid-Year Eval *or* End-of-Year Eval**

Date of Evaluation: \_\_\_\_\_

**\*\*Any skill rated 1 or 2 should be addressed in the narrative section along with a plan for intervention or remediation where appropriate. Students who receive a 1 or 2 on any item during the End-of-Year evaluation will not successfully pass the internship, be required to follow their educational institution's protocol and possibly, repeat the internship year. \*\***

**1= Far below expectations-needs much improvement, a concern**

**2= Below Expectations- needs some improvement to meet standards**

**3= Acceptable-meets standards at average level for internship student**

**4= Above expectations-performs above average level for internship student**

**5= Far above expectations- a definite strength, performs well beyond average levels**

**N/A= Not applicable or not enough information to form a judgment**

**1. RELATIONSHIP WITH CLIENT AND INTERPERSONAL SKILLS: ability to build rapport, ability to show effective interpersonal skills**

\_\_\_\_\_ Establishes an effective working relationship with client

\_\_\_\_\_ Uses language and terms appropriate for client and client's concerns

\_\_\_\_\_ Takes a respectful, helpful, professional approach to patients/clients/families

\_\_\_\_\_ Demonstrates awareness of and sensitivity to clients' verbal and nonverbal behavior

\_\_\_\_\_ Communicates effectively and professionally with all audiences

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. EVIDENCE BASED PRACTICE IN INTERVENTION: case conceptualization, treatment planning, intervention skills, crisis management**

\_\_\_\_\_ Appropriately synthesizes and integrates client information and generates hypotheses concerning client behavior and dynamics

\_\_\_\_\_ Writes conceptualizations which are clear and concise

\_\_\_\_\_ Formulates appropriate interventions and treatment plans based on conceptualization

\_\_\_\_\_ Attends to the assessment and monitoring of treatment progress and outcome

\_\_\_\_\_ Establishes and delineates short-term and long-term goals

\_\_\_\_\_ Implements intervention skills appropriate to client needs and focus and scope of internship site

\_\_\_\_\_ Utilizes skills building and problem solving approaches in treatment

- \_\_\_\_\_ Effectively facilitates the client’s exploration, expression, and regulation of emotions in treatment
- \_\_\_\_\_ Seeks consultation/supervision as appropriate when faced with novel and/or challenging situations
- \_\_\_\_\_ Assesses and documents all risk situations fully prior to leaving the worksite for the day
- \_\_\_\_\_ Takes appropriate actions to manage client risk

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**3. EVIDENCE BASED PRACTICE IN ASSESSMENT: diagnostic skill, instrument selection, administration and scoring, test interpretation, report writing, communication of results, providing recommendations**

- \_\_\_\_\_ Completes a diagnostic interview, including all relevant historical information and comprehensive mental status
- \_\_\_\_\_ Integrates assessment data from different sources for diagnostic purposes
- \_\_\_\_\_ Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and DSM classification
- \_\_\_\_\_ Effectively selects and implement psychological assessment tools
- \_\_\_\_\_ Effectively scores and report assessment findings
- \_\_\_\_\_ Appropriately interprets results of assessment instruments
- \_\_\_\_\_ Writes clear, concise and integrated assessment reports in a timely manner
- \_\_\_\_\_ Provides clear, concise and informative feedback about assessment results
- \_\_\_\_\_ Provides useful and relevant recommendations

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4. INTERPROFESSIONAL COLLABORATION/CONSULTATION SKILLS: multidisciplinary collaboration, consultation assessment**

- \_\_\_\_\_ Demonstrates knowledge and awareness of the unique patient care roles of other professionals
- \_\_\_\_\_ Understands and observes agency functioning and procedures
- \_\_\_\_\_ Effectively relates with other agency personnel in accordance with their unique patient care roles (a “team player”)
- \_\_\_\_\_ Understands the consultant’s role as a provider of information
- \_\_\_\_\_ Chooses an appropriate means of assessment to answer referral question(s)

- \_\_\_\_\_ Implements a systematic approach to data collection as part of a consultative process
- \_\_\_\_\_ Consultation reports are well organized, succinct and provide useful and relevant recommendations to other professionals

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. CULTURAL AND INDIVIDUAL DIVERSITY: cultural awareness, effects of cultural considerations on clinical activities**

- \_\_\_\_\_ Aware of impact of own feelings, behavior and cultural values on client behavior
- \_\_\_\_\_ Demonstrates knowledge about the nature and impact of diversity in different clinical situations
- \_\_\_\_\_ Works effectively with diverse others in assessment, treatment and consultation
- \_\_\_\_\_ Understands cultural background in client's presentation and incorporates this understanding in conceptualization and treatment plan

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**6. ETHICAL AND LEGAL STANDARDS: knowledge of legal, ethical, and professional standards, adherence to ethical principles and guidelines**

- \_\_\_\_\_ Demonstrates knowledge of ethical/professional codes, standards and guidelines
- \_\_\_\_\_ Recognizes and understands the ethical and legal issues across range of professional activities at the internship site
- \_\_\_\_\_ Seeks appropriate information and consultation when faced with ethical issues
- \_\_\_\_\_ Keeps client information (written and verbal) confidential and secure
- \_\_\_\_\_ Understands and maintains appropriate professional boundaries

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. SUPERVISION: theories and methods of supervision, effective use of supervision**

- \_\_\_\_\_ Demonstrates knowledge of literature on supervision
- \_\_\_\_\_ Demonstrates knowledge of how supervision responds appropriately to individual and cultural differences
- \_\_\_\_\_ Comes to supervision and other meetings prepared and with necessary materials



- \_\_\_\_\_ Works collaboratively with supervisor
- \_\_\_\_\_ Self-reflects and self-evaluates regarding clinical skills and role within internship site, and willing to admit mistakes
- \_\_\_\_\_ Accept supervisory input and shows evidence of incorporating feedback and new ideas
- \_\_\_\_\_ Exhibits appropriately increased autonomy over the course of the year

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**8. PROFESSIONAL VALUES AND ATTITUDES: professional awareness, interpersonal relationships, self-awareness, clinical documentation**

- \_\_\_\_\_ Keeps scheduled appointments and is on time for appointments and meetings, including didactics and supervision
- \_\_\_\_\_ Actively participates in scheduled didactics and group supervision
- \_\_\_\_\_ Demonstrates effective time management skills
- \_\_\_\_\_ Seeks out and uses resources to promote effective practice
- \_\_\_\_\_ Behaves and presents him or herself in a professional and respectful manner by maintaining appropriate boundaries and communication
- \_\_\_\_\_ Able to self-identify personal distress and to seek and use resources that support healthy functioning
- \_\_\_\_\_ Writes notes, evaluations, and reports for case files in a timely manner

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**9. RESEARCH: application of scientific knowledge to practice, program evaluation**

- \_\_\_\_\_ Provides rationale for conceptualization based on available research and best practices
- \_\_\_\_\_ Applies specific, evidence-based treatment methods and activities
- \_\_\_\_\_ Compares and contrasts evidence-based theories/treatments
- \_\_\_\_\_ Reviews scholarly literature related to clinical work and independently applies knowledge to case conceptualization
- \_\_\_\_\_ Demonstrates knowledge of theories and methods of program evaluation

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Narrative:**

Main strengths and assets:

Areas for continued focus and improvement:

Specific recommendations for future training:

Intern feedback:

Supervisor Name: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX L:**  
**Performance Improvement Plan (PIP)**

**MHC Florida Internship Program**

**INTERN PERFORMANCE IMPROVEMENT PLAN (PIP)**

**Intern Name:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**Target Date:** \_\_\_\_\_

This form is to be completed when an intern has received a less than satisfactory rating on a Performance Evaluation.

	<b>GOAL 1</b>	<b>GOAL 2</b>	<b>GOAL 3</b>
<b>Work to be completed</b>			
<b>Timeline for completion</b>			
<b>Action plan</b>			
<b>Resources needed</b>			
<b>Measures to be used</b>			

**Intern Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Training Director Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix M:**  
**Intern Probation Plan**

**MHC Florida Internship Program**

**INTERN PROBATION PLAN**

**Intern Name:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**Target Date:** \_\_\_\_\_

This form is to be completed when an intern has not successfully completed a Performance Improvement Plan (PIP) or if the performance problem is too severe for a PIP. If the Probation Plan is not successfully completed, extension of the internship or dismissal from the program may result. Intern's signature below indicates an understanding of the potential consequences of a failure to remediate.

	<b>GOAL 1</b>	<b>GOAL 2</b>	<b>GOAL 3</b>
<b>Work to be completed</b>			
<b>Timeline for completion</b>			
<b>Action plan</b>			
<b>Resources needed</b>			
<b>Measures to be used</b>			

**Resources and/or support provided by supervisor and/or Training Director to assist intern in successfully achieving the above goals:** \_\_\_\_\_

---

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---

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**Additional Comments:** \_\_\_\_\_

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---

**Intern Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Training Director Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Appendix N:**  
**Internship Admissions, Support, and Initial Placement Data**



## Internship Admissions, Support, and Initial Placement Data

**Date Program Tables are updated: 8/24/2017**

**Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic presentation requirements:**

Students interested in applying for the internship program should submit an online application through the APPIC website ([www.appic.org](http://www.appic.org)). A complete application consists of a completed Online AAPI (APPIC's standard application), a cover letter, a current Curriculum Vitae, three letters of recommendation, two of which must be from persons who have directly supervised the student's clinical work, official transcripts of all graduate coursework, and two redacted psychological reports. It is preferred that one be on an adult and the other on a child/adolescent. All application materials must be received by the date noted in the current APPIC directory listing in order to be considered. Applicants who have a minimum of 500 intervention hours, a minimum of 100 assessment hours, dissertation proposal defended, some experience or special interest in working with severe and persistent mental illness, practicum experience in psychological assessment of adults and children/adolescents, and current enrollment and good standing in an APA-accredited doctoral program will be considered preferred. All applications will be screened by MHC Florida Internship Program's Training Committee, using a standard Intern Application Review Form, and evaluated for potential goodness of fit with the internship program. The Training Committee will hold a selection meeting to determine which applicants to invite for interviews based upon the results of this screening process. All internship applicants will be notified by email and/or phone on or before January 4 whether or not they have been invited for an interview. Interviews will be scheduled for the last two (2) weeks of January and will occur in person. Interviews will be conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate. All applicants will be subject to a criminal background check and the offer for intern placement is contingent upon passing this screening. The Training Committee will hold a meeting within one week of the final interviews being completed, in order to determine applicant rankings. The full application package and information gleaned from the interview process will be utilized in determining applicant rankings. As a member of APPIC, MHC Florida Internship Program will participate in the national internship matching process by submitting its applicant rankings to the National Matching Service. After matching with the program and prior to the internship start date, all interns are required to successfully pass a Level II background check. Specific information regarding what will cause an applicant to fail this requirement can be found here: [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0400-0499/0435/0435.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0435/0435.html)

**Does the program require that applicants have received a minimum number of hours of the following time of application? If yes, indicate how many:**

<b>Total Direct Contact Intervention Hours</b>	<b>Yes</b>	Amount: 500
<b>Total Direct Contact Assessment Hours</b>	<b>Yes</b>	Amount: 100

**Describe any other required minimum criteria used to screen applicants:**

None.

**Financial and Other Benefit Support for Upcoming Training Year**

<b>Annual Stipend for Full-Time Interns</b>	\$19,435.00
<b>Annual Stipend for Half-Time Interns</b>	N/A

<b>Program provides access to medical insurance for intern?</b>	YES
---	-----

**If access to medical insurance is provided**

<b>Trainee contribution to cost required?</b>	YES
<b>Coverage of family member(s) available?</b>	YES
<b>Coverage of legally married partner available?</b>	YES
<b>Coverage of domestic partner available?</b>	YES

<b>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</b>	80
<b>Hours of Annual Paid Sick Leave</b>	N/A

<b>In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?</b>	YES
---	-----

**Other Benefits (please describe)**

MHC Florida and therefore, the MHC Florida Internship Program honors the following holidays during which time interns are not expected or required to report to the program and/or visit patients: New Year's Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. In addition to these holidays and the PTO listed above, interns are eligible for three (3) professional days, which can be used for dissertation defense and/or conferences. Reimbursement for personal vehicle mileage will be provided at \$0.54 per mile for all travel outside of Broward, Dade and West Palm Beach counties for interns based out of the Fort Lauderdale office, as well as travel outside of Osceola and Volusia counties for interns based out of the Daytona office location. Finally, interns are given a \$100 per month cell phone and gas stipend to offset costs.

**Initial Post-Internship Positions (Aggregated Tally for the Preceding 3 Cohorts)  
2014-2017**

<b>Total # of interns who were in the 3 cohorts</b>	21
<b>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degrees</b>	2

	<b>PD</b>	<b>EP</b>
<b>Community mental health center</b>		1
<b>Federally qualified health center</b>		
<b>Independent primary care facility/clinic</b>		
<b>University counseling center</b>		
<b>Veterans Affairs medical center</b>		
<b>Military health center</b>		
<b>Academic health center</b>		
<b>Other medical center or hospital</b>	1	2
<b>Psychiatric hospital</b>		2
<b>Academic university/department</b>		
<b>Community college or other teaching setting</b>		
<b>Independent research institution</b>		
<b>Correctional facility</b>	1	
<b>School district/system</b>		
<b>Independent practice setting</b>	7	2
<b>Not currently employed</b>	1	
<b>Changed to another field</b>		
<b>Other</b>	2	
<b>Unknown</b>		2

Note: “PD”= Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

**Mental Health Center of Florida**

**Internship Program Handbook Receipt Acknowledgement**

By signing this, I \_\_\_\_\_ acknowledge that I have received and understand the MHC Florida Internship Program Handbook. I understand that these are the policies and procedures implemented and utilized by the Mental Health Center of Florida Internship Program and I agree to adhere to and be bound by them.

\_\_\_\_\_  
**Intern Printed Name**

\_\_\_\_\_  
**Intern Signature**

\_\_\_\_\_  
**Date**