



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

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

2021 - 2022

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Website: 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 therapy within the office to clients referred through ChildNet; performs patient evaluation and management for those patients requiring partial hospitalization; 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

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 Florida, a region known for its year-round mild climate, beaches, resorts, and outdoor recreational activities. The main office located in Ft. Lauderdale serves Miami-Dade, Broward, and Palm Beach counties. With easy accessibility from the main office 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.

The sites served by the Orange City Office span a large area of central Florida. While the majority of our sites are in Volusia and Orange counties, the other counties served by our Central Florida Region include: Flagler, Marion, Brevard, Osceola, and Polk. The Central Florida Region is located on the east coast of Florida and is part of a large metro area encompassing over 8 million inhabitants. It is the most visited destination in the entire United States with over 75 million visitors in 2019; and is home to such attractions as Walt Disney World, Universal Orlando Resort, Sea World, the Kennedy Space Center, Daytona International Speedway, and the oldest city in America: St. Augustine, founded in 1565. There are a myriad of recreational outlets from surfing to rodeo, art, music, entertainment venues, and college and professional sports. In addition, Flagler, Volusia and Brevard counties offer some of the most beautiful beaches on the east coast, with many parks, preserves and wildlife sanctuaries including the Everglades and over 700 fresh water, aquifer-fed springs. This region offers access to 35 colleges and universities, and a rich and colorful range of cultural and ethnic diversity.

The St. Petersburg office primarily serves Pinellas County but services are also provided in nearby Hillsborough, Pasco, Hernando, and Sarasota counties. Pinellas County is a county located on the west central coast of the state of Florida. The county is part of the Tampa–St. Petersburg–Clearwater Metropolitan Statistical Area. Similar to Miami-Dade, Broward, and Palm Beach County area Beaches, Pinellas and Hillsborough counties have a plethora of state and public beaches, and natural preserves. Moreover, there are numerous cultural resources including various universities, libraries, museums, and theatrical companies, as well as concerts and events, professional sports, and nightlife. West Central Florida is a culturally and ethnically diverse population, welcoming all lifestyles. All of this makes for three excellent environments within which to spend a year of training.

One of our newer offices in Jacksonville, Florida is also home to our newest internship placement opportunities. The Jacksonville office primarily serves Duval County, Clay County, and St. Johns County. Jacksonville is the most populous city in Florida, and is the largest city by area in the contiguous United States. Jacksonville is about 25 miles south of the Georgia state line. St. Johns County boasts the oldest city in America--St. Augustine, founded in 1565. As a melting pot of cultures and races, Jacksonville is proud of its vast heritage and culture. On land, Jacksonville proudly boasts the largest urban park system in the nation with more than 80,000 acres across 10 state and national parks. On water, Jacksonville boasts more than 20 miles of wide and uncrowded beaches, close to 40 miles of the tranquil Intracoastal Waterway canal, and the longest stretch of the beautiful St. Johns River.

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

Mental Health Center of Florida Internship Program
1848 SE 1st Ave
Fort Lauderdale, Florida 33316
(954) 885-9500
<http://www.MHCFlorida.com>
info@MHCFlorida.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 staff who supervise pre-doctoral interns are Licensed Psychologists who meet all state licensure requirements. Many MHC Florida psychologists have specializations in the fields of geriatrics, forensics and working with the chronically mentally ill. The MHC Florida CEO 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 1st of each year. The start date for the 2021-2022 cohort is September 7, 2021 and the internship will end on September 9, 2022. The MHC Florida Internship Program staff includes the Director of Training, Clinical Director, Chief Psychologist, Testing Director, Supervising Psychologists, Adjunct Faculty, and support staff who provide group supervision and didactics, and five 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 Supervising Psychologists are responsible for clinical supervision, intern evaluation, and didactic activities facilitation. The licensed psychologists comprising the Adjunct Faculty are responsible for on-site supervision, didactic presentations, and overseeing and mentoring interns during their clinical work within the nursing home and ILF/ALF setting. There are currently ten (10) psychologists providing direct, individual supervision to interns and several additional psychologists available for supervision and consultation.

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., Chief Executive Officer

Ricardo Buitrago, Psy.D., Clinical Director

Andrea Gockley, Psy.D., Training Director

Edward Kornuszko, Psy.D., Chief Psychologist

Stephanie Akl, Psy.D., Testing Director

Sharon Phillips, Psy.D., Supervising Psychologist

Sandra Castillo, Psy.D., Supervising Psychologist

Andrea Gockley, Psy.D., Supervising Psychologist

Craig Kramer, Psy.D., Adjunct Faculty

Maxie Harris, Ph.D., Adjunct Faculty

Eric Lopez, Psy.D., Adjunct Faculty

Jennifer Cardenas-Trowers, Psy.D., Supervising Psychologist

Peri Blum, Psy.D., Supervising Psychologist

Johnathan Robbins, Psy.D., Adjunct Faculty

Brittany Love, Psy.D., Adjunct Faculty

Shannon Rose, Psy.D. Adjunct Faculty

Victoria Schmidt, M.S., Contributor

Brian Deutsch, D.C., Director of Operations

Adam Hertzman, Executive Vice President

John Tar, Chief Financial Officer

Tera McIntyre, Director of People & Culture

Chasity Reyes, Office Manager

Stipend

The stipend for full-time MHC Florida Internship Program interns is \$19,500.00 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 \$0.445 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 Orange City office location and for travel outside of Pinellas, Hillsborough, Pasco, Hernando, and Sarasota counties for interns based out of the St. Petersburg 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 only be used for dissertation defense and/or pre-approved conferences. Health insurance is available.

PTO must be requested and approved in advance except in cases of unforeseen illness. PTO requests must be submitted into our HRIS platform, "Paycor". Pre-planned PTO must be approved by both primary supervisors and the Director of Training no less than two (2) weeks in advance. PTO forms for unexpected leave must be completed and submitted via email to all parties prior to return to work. Any intern who requests unplanned PTO due to illness lasting more than three (3) days must submit a doctor's note releasing them to return to work prior to return along with the PTO form. Interns are not permitted to take the ten (10) available PTO days consecutively. No more than five (5) consecutive PTO days per month will be approved. In order to ensure proper termination procedures and documentation completion, all time off must have been used prior to August 1st of the training year. Any unused benefit time left to be used as of August 1st will be lost.

Office and Resources

All three main offices have multiple treatment rooms, an interns' work space which is a large conference-style room fitted with computers and several large tables, where interns may do paperwork, write reports, and other internship specific tasks (i.e., reviewing research articles). Interns also have access to copier/scanner/ fax machines at each office. 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).

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 completed;
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 in Phase I will be notified by email and/or phone on or before the APPIC deadline 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 one or more supervising psychologists. Interviews will be conducted using a standard set of interview questions. All applicants will be subject to a Level II background check, pre-employment drug screening and the offer for intern placement is contingent upon passing these screenings. Once an intern has been formally accepted, a written agreement will be signed by both the intern and the supervisors (Appendix D).

Participation in the Match

The Training Committee will hold a meeting within one (1) 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

PROGRAM DESCRIPTION

Interns are expected to complete a minimum of 2000 hours over 12 months by working approximately 40 to 50 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 work closely licensed psychologists as they treat patients in the office, nursing home, and assisted/independent living settings.

Nursing Home and Assisted/Independent Living Settings

Throughout the year depending on at which of the three sites interns are placed, interns will be traveling to adult living facilities in the South Florida tri-county area, or in Osceola and Volusia counties, or Pinellas, Hillsborough, Pasco, Hernando, and Sarasota 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 psychotic 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 (4) hours of face-to-face supervision weekly, of which two (2) are individual and two (2) are in a group format, and are exposed to at least two (2) licensed psychologists during the training year. Interns are responsible for attesting to and signing the Intern Supervisory Conference Record (Appendix M), obtaining their supervisor's

signature on this form, and submitting it to their supervisor each week within 24 hours of supervision for inclusion in their intern file.

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 (2) 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.

Group Supervision and Didactics generally take place on Mondays from 2pm to 6pm. In the event of a Holiday, these will be cancelled. 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. Interns may be excused from not more than one (1) seminar per quarter with prior approval by the Training Director for an acceptable reason such as preapproved PTO, testing case conflict, unexpected illness, or similar circumstance. Further absences will result in the intern being required to make up the time by researching and presenting an additional didactic seminar. 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. Seminars must be of an academic nature and reflect research within the field related to a clinical issue. Interns are expected to participate and attend fully to the presentation and contribute to the discussion. Interns should not be working on other work, looking at laptops, or engaging on other distracting behaviors during the seminars. Eating during the meetings is acceptable. All seminars are conducted at the MHC Florida Internship Program/MHC Florida offices located at 1848 S.E. 1st Avenue, Fort Lauderdale, Florida 33316. The phone number there is (954) 885-9500. For each group supervision unless otherwise directed by the supervisor facilitating the discussion, each intern is expected to contribute in the following three ways, at a minimum:

1. Bring one clinical question for the group discussion
2. Discuss something they learned in Individual Supervision that the group may benefit from hearing about
3. Outline at least one case that is challenging, interesting, successful, or otherwise novel for the group to discuss. This outline should including length of treatment, diagnosis, symptoms, behavior problems, and clinical issues, treatment plan, specific case related questions for group members to assist in answering, and any other salient factors

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 E) 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 F) and supervisor performance (Appendix G). 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 "Psynote" online system at 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 A), 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 B) to be completed and turned into the Chief Psychologist and Testing Director on a weekly basis. Finally, interns are expected to complete a ChildNet Monthly Tickler form (Appendix C) 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 H) 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 J) 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 I), 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 six (6)-month period, then they will be re-evaluated at the nine (9)-month period. The standard formal review period for a PIP is 90 days. Further, as stated in the Due Process policy below, 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 as it relates to clinical issues, 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. As employees, interns are also subject to the progressive discipline policy which governs all Mental Health Center of Florida employees and outlines corrective action, disciplinary action, and guidelines for continued employment. This policy can be found in the Employee Handbook and is available to interested parties upon request.

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 or in his/her absence, the Clinical Director, 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:
Intern Activity Log

MHC Florida Internship Program Intern Activity Log

Name: _____ Dates: _____

Supervisor Name: _____ Signature: _____

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

APPENDIX B:
Documentation of Weekly Activities

Documentation of Weekly Activities
Weekly Direct Service Hours Report

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

Total # active patients:

Date/Week of:

<u>Practice Location</u>	<u>Hours</u>	<u># Patients Seen</u>	<u>#Not Seen</u>	<u># Notes</u>
<i>Facility Individual:</i>	0	0	0	0
<i>Facility Group:</i>	0	0	0	0
<i>ChildNet Therapy:</i>	0	0	0	0
<i>Face to Face Testing:</i>	0	0	0	0
<i>Cenpatio/Beacon Initial:</i>	0	0	0	0
<i>Medicare/ALF Initial:</i>	0	0	0	0
<i>Court</i>	0			
<i>Supervisors Only</i>	0			
<i>PTO USED:</i>	0			
Total # Hours:	0		Total Notes:	0

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 C:
CHILDNET MONTHLY TICKLER

Childnet Patient Tracking Log

[illegible]

APPENDIX D:
Intern Training Agreement

**MHC Florida Internship Program
Intern Training Agreement**

Intern's Name: _____ **Date of Agreement:** _____

Direct Client Contact

The intern is required, expected, and agrees to complete at least twenty (20) hours per week of direct client contact, to include the following: individual, group, and family psychotherapy; consultation, and (specify if applicable): _____.

Additionally, the intern is required, expected, and agrees to complete at least one (1) assessment per month to include the following: Psychological Evaluation, Neuropsychological Evaluation, Ability to Parent Evaluation, Substance Abuse Evaluation, Psychoeducational Assessment, or combination evaluation, other(specify if applicable): _____.

The intern is further required, expected, and agrees to complete a first draft of the report within seven (7) days and to complete necessary revisions within 48 hours of receipt from supervisor.

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).

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 and to abide by both, the Intern and MHC Florida Employment Handbooks. 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 supervisors and me. I understand that the supervisors are legally responsible for all clinical work and will follow the Due Process Procedure in all disputes.

Intern Printed Name_____ **Intern Signature:** _____

Therapy Supervisor Name_____ **Therapy Supervisor Signature:** _____

Testing Supervisor Name_____ **Testing Supervisor Signature:** _____

Training Director Name_____ **Training Director Signature:** _____

APPENDIX E:
Seminar Evaluation Survey

Seminar Evaluation Survey

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

Objectives

1 2 3 4 5 N/A

Knowledgeable in content areas

1 2 3 4 5 N/A

1	2	3	4	5	N/A
---	---	---	---	---	-----

1	2	3	4	5	N/A
---	---	---	---	---	-----

1	2	3	4	5	N/A
---	---	---	---	---	-----

1	2	3	4	5	N/A
---	---	---	---	---	-----

Appropriate for intended audience

1 2 3 4 5 N/A

1	2	3	4	5	N/A
---	---	---	---	---	-----

Visual aids, handouts, and oral presentations clarified content

1 2 3 4 5 N/A

1	2	3	4	5	N/A
---	---	---	---	---	-----

Information could be applied to practice

1 2 3 4 5 N/A

1	2	3	4	5	N/A
---	---	---	---	---	-----

1 2 3 4 5 N/A

1	2	3	4	5	N/A
---	---	---	---	---	-----

APPENDIX F:
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.

RATINGS:	1-Deficient	2-Weak	3-Adequate	4-Strong	5-Outstanding
----------	-------------	--------	------------	----------	---------------

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 G:
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:

1 Unsatisfactory	2 Below Average	3 Satisfactory	4 Above Average	5 Excellent	N/A Not a focus of supervision
-----------------------------------	--------------------------------------	---------------------------------	--------------------------------------	------------------------------	---

____ **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:

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

Comments:

_____ My supervisor served as a role model

Comments:

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

Comments:

Supervisor Strengths:

Supervisor Weaknesses:

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

(Optional) Intern Name: _____ **Date:** _____

(Optional) Intern Signature: _____

Supervisor Name: _____

APPENDIX H:
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.

Clinical Skills	Evaluation
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

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

Comments regarding clinical skills:

Mentor/Supervisor Signature

Date

Intern Signature

Date

APPENDIX I
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 J:
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 K:
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.

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

Intern Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Training Director Signature: _____

Date: _____

Appendix L:
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.

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

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

Additional Comments: _____

Intern Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Training Director Signature: _____

Date: _____

Appendix M:
Intern Supervisory Conference Form

INTERN SUPERVISORY CONFERENCE FORM

NAME OF INTERN: _____

DATE: _____

NAME OF SUPERVISOR: _____

DATE: _____

AGENDA:

<u>1.</u>	<u>4.</u>	<u>7.</u>
<u>2.</u>	<u>5.</u>	<u>8.</u>
<u>3.</u>	<u>6.</u>	<u>9.</u>

DISCUSSION OF AGENDA ITEMS:

[illegible]

FOLLOW UP:

Intern's Signature: _____

Supervisor's Signature: _____

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

Internship Admissions, Support, and Initial Placement Data

Date Program Tables are updated: 5/12/2021

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). 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

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

Total Direct Contact Intervention Hours	Yes	Amount: 500	
Total Direct Contact Assessment Hours	Yes	Amount: 100	

Describe any other required minimum criteria used to screen applicants:
None.

Financial and Other Benefit Support for Upcoming Training Year	
Annual Stipend for Full-Time Interns	\$19,500.00
Annual Stipend for Half-Time Interns	N/A
Program provides access to medical insurance for intern?	
	YES
If access to medical insurance is provided	
Trainee contribution to cost required?	YES
Coverage of family member(s) available?	YES
Coverage of legally married partner available?	YES
Coverage of domestic partner available?	YES
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	
	80
Hours of Annual Paid Sick Leave	
	N/A
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?	
	YES
Other Benefits (please describe)	
<p>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 \$0.445 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.</p>	

Initial Post-Internship Positions (Aggregated Tally for the Preceding 3 Cohorts)		2016-2019
Total # of interns who were in the 3 cohorts	17	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degrees	2	
	PD	EP
Community mental health center	3	
Federally qualified health center		
Independent primary care facility/clinic	1	
University counseling center		
Veterans Affairs medical center	2	
Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		
Academic university/department	1	
Community college or other teaching setting		
Independent research institution		
Correctional facility	1	
School district/system		
Independent practice setting	6	
Not currently employed	1	2
Changed to another field		
Other		
Unknown		
Date Program Tables are updated: 5/12/2021		
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). 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

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Total Direct Contact Assessment Hours	Yes	Amount: 100	

Describe any other required minimum criteria used to screen applicants:

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Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend for Full-Time Interns	\$19,500.00
---	-------------

Annual Stipend for Half-Time Interns	N/A
---	-----

Program provides access to medical insurance for intern?	YES
---	-----

If access to medical insurance is provided	
Trainee contribution to cost required?	YES
Coverage of family member(s) available?	YES
Coverage of legally married partner available?	YES
Coverage of domestic partner available?	YES
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	80
Hours of Annual Paid Sick Leave	N/A
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?	
	YES
Other Benefits (please describe)	
<p>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 \$0.445 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.</p>	

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