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Overview

The University Counseling Center (UCC), at the University of North Dakota is committed to maintaining a psychology internship program that facilitates learning and professional development for interns. The training staff places a high premium on creating an environment that is professionally stimulating, open to change, and sufficiently flexible to accommodate individual needs and requirements. Fundamental to a successful training experience is feedback: to interns, and from interns, regarding their training experience. It is hoped that such feedback enables evaluation to become an ongoing, organic, genuinely valuable learning experience that facilitates professional and personal growth.

Introduction

The training begins with required participation in a 14-day orientation beginning July 16, 2015. The appointment consists of a 40-hour per week time commitment. Ten days of vacation and ten days sick leave will be earned. 5 of the vacation days are to be taken during final week of internship. Interns will have all state employee holidays off and are granted professional leave time for interviews and dissertation defense. The approximate breakdown of time is as follows:
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS/WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counseling Sessions</td>
<td>15</td>
</tr>
<tr>
<td>(Intake Interviews, Individual, Couple, or Group Counseling)</td>
<td></td>
</tr>
<tr>
<td>2. psychological assessments</td>
<td>2</td>
</tr>
<tr>
<td>3. Case Conference</td>
<td>1</td>
</tr>
<tr>
<td>4. On-Call Crisis Hours</td>
<td>3</td>
</tr>
<tr>
<td>5. Training Seminars</td>
<td>4.5</td>
</tr>
<tr>
<td>6. Professional Meetings</td>
<td>4</td>
</tr>
<tr>
<td>7. Individual Supervision</td>
<td>2</td>
</tr>
<tr>
<td>8. Supervision Given</td>
<td>2</td>
</tr>
<tr>
<td>9. Supervision of Supervision</td>
<td>1</td>
</tr>
<tr>
<td>10. Intern Meeting</td>
<td>1</td>
</tr>
<tr>
<td>11. UCC Outreach Programs</td>
<td>2</td>
</tr>
<tr>
<td>12. Paperwork/Professional Reading/Supervision Prep</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL INTERN TRAINING HOURS PER WEEK 40

Description of Activities

**Training Seminars**

*Clinical Seminar*

The Clinical Competency Seminar meets weekly for one hour throughout the year. Topics cover a variety of issues relevant for interns, including crisis management, differential diagnosis, treatment planning, documentation, clinical applications of theoretical orientation, intentionality, basic clinical skills, and training in specific clinical areas of interest. Content also includes multicultural competencies, case presentations, and didactic discussions of therapeutic interventions for a range of presenting concerns.

*Special Topics*

*Outreach,* interns receive initial training, oversight, and supervision by senior staff, with increasing opportunities for autonomy as the internship progresses.
Consultation training for interns begins with readings and discussion of consultation theory in orientation and progresses to incorporate experiential learning. Interns collaborate under supervision of a licensed psychologist in an intensive consultation experience with another office on campus. They are given the opportunity experience the application of the consultation procedures and theory they are simultaneously learning, in the Consultation Seminar, e.g. constructing and conducting a needs assessment, researching the issues of interest, and measuring outcomes. The consultation special topic culminates in a paper and a discussion of the intern’s learning process.

Diversity TBD

Ethics Rounds are an innovative and interactive forum for engaging with ethical, legal, and policy issues of particular salience to client care and professional issues within UCC. Nine Ethics Rounds seminars are presented each year. In the special topics series interns and staff are given the opportunity to examine topics and issues governed by the APA Ethical Principles of Psychologists and Code of Conduct.

Health Integration

Assessment and Professional Issues Seminar

Interns receive initial training, oversight, and supervision in the administration, scoring and interpretation of major and minor, projective and objective personality measures by a team of licensed psychologists. The expectation is that interns will carry out assessment batteries with sensitivity to clinical, legal and test validity issues.

The intern will also be expected to regularly participate in team staffing of assigned cases. Psychological assessments are expected to be completed within three-five weeks of initial contact. A variety of psychological instruments will be discussed, including aspects of the ethical use of assessment, test administration, scoring, interpretation, and report writing. Among the tests that may be discussed include MMPI-2, MMPI-2-RF, MCMI-III, Rorschach, TAT, projective drawings, STAXIE, and career testing. This training is designed for the specific environment of a university setting, but is expected to have carry-over applications to health service and general practice issues.

In orientation, interns are given a broad overview of the Assessment Seminar, the main didactic setting for this competency.

Case Conference

There is typically one case conference held each week (times will be announced during orientation). Each case conference consists of staff counselors, doctoral interns, and other trainees at various levels of experience. Case conference is group supervision for staff and trainees and is offered to enhance the learning experience by allowing each person a greater chance to participate. The case conferences are designed to be informal and supportive in
nature. The case conference format provides both staff and student counselors the opportunity to seek the ideas and support of peers for their work.

**Walk-in Hours**

During regular business hours, the UCC designates clinical staff as on-call counselors to provide services for clients who display an emergent mental health condition, students in the midst of a personal crisis, or those who state they have an immediate need to consult with a counselor. Other duties of the on-call counselor are to respond to inquiries by staff about the UCC services or serve as a consultant for students who may seek advice about helping friends with personal problems. Based on their schedules, interns sign up for a three-hour block of on-call time each semester when they will assume the duties of the on-call counselor. Because of the unpredictable nature of the on-call counselor’s duties, this often provides counselors with a time to prepare for counseling sessions, complete paperwork, or keep up with professional reading.

The interns will be on a crisis call rotation approximately every three weeks and will act as back up to the crisis response team at UND. This is a 24-hour/7 day responsibility during which it is required that the on-call counselor does not travel outside a 1-hour return time perimeter.

**Client Assignment**

A walk-in is a client’s first contact with a counselor at the UCC. The purpose is twofold: 1) to allow the walk-in counselor to gather additional information about the client’s current risk level and his or her concerns and 2) for the client to learn more about options available to address his or her concerns. Together the client and walk-in counselor determine a course of action, which may include counseling/therapy at the UCC or referral to another more appropriate agency. Training in triage assessment and the provision of a clinical intake interview begins during orientation and continues throughout the first four weeks of the semester. As an additional component of intake training.

After completing preliminary paperwork, clients are assigned a counselor, based on the client’s presenting concerns. Client files are reviewed daily by clinic coordinators who assigns clients to counselors based on a variety of considerations including the client’s willingness to work with an intern, complexity of client’s presenting concerns, and intern’s current caseload.

**Supervision Preparation**

The UCC training program recognizes the importance of supervision for the continued professional growth of interns. The training includes time for supervision preparation where interns are expected to review the videotapes of their clinical work and organize thoughts and questions to present in supervision. Utilizing cued videos can help interns make use of supervision time effectively. Issues that might be discussed include observations about oneself as the counselor, observations about the client,
demonstration of successful and challenging skills development, transference and counter transference issues, theoretical orientation and case conceptualization concerns, etc. At the beginning of each semester a Supervision Agreement will be developed and signed (see Appendix 2 for Supervision Agreement Form).

**Individual Supervision**

Each semester, interns will be assigned a primary supervisor for the duration of the semester. An effort is made to give intern diversity in the supervision experience. Two hours of one-to-one supervision are provided each week. The UCC requires interns to tape (audio or video) all client sessions. These tapes are reviewed and discussed during supervision. Supervisors at the UCC represent a variety of theoretical orientations. Interns are encouraged to learn from these perspectives, yet develop their own orientation.

Interns will also be giving two hours of supervision per week to a practicum trainee. The intern will then receive supervision on their supervision of the trainee.

**Intern Meeting**

Each week all interns at the UCC will meet with a Clinical staff member. The purpose of the meeting is to keep interns informed about center developments, to discuss concerns raised by practicum trainees, and to provide support in adjustment to the training activities.

**UCC Outreach Programs**

Outreach programs are an important component of the UCC services. Outreach programs are both preventive and educative in nature. Each year the interns develop an outreach program including a psycho educational presentation on a topic of concern in a university setting with accompanying educational materials, brochures, and references. Time is provided weekly throughout the year for interns to work on these projects, which culminates with a presentation in one of the final trainee meetings.

**Student Chemical Assessment and Review Program (SCARP)**

For the Chemical Abuse/Dependency competency, interns receive additional training, oversight, and supervision by licensed addictions counselor(s) and a licensed psychologist. The operational expectation is that interns will be able to competently complete Alcohol and Drug Assessments and develop appropriate recommendations and, when appropriate, provide low intensity intervention to the chemical abusing client. This training is conducted within a university setting, but often involves interactions and referrals with other agencies within the community. The training is based on a sequential exposure to and evaluation of learning/competency in diagnosis, motivational
interviewing, treatment planning, and related ethics and best practices as they are associated with chemical abuse and dependency. Interns will participate in a consultative relationship with a licensed addiction counselor to follow their clients with A & D issues through the various stages of counseling to resolution.

**UNDPIC/SHS Integration Experience**

An intern who trains in a university health center is learning to be a general practitioner who has skills in the psychological assessment of and intervention with common health problems of students. These interns will work collaboratively with other health care professionals to provide continuity of care and to help identify important care approaches using a biopsychosocial model. Thus the curriculum for education and training of generalist health service psychologists provides breadth and comprehensiveness, opportunities to work with health care professionals other than those in the mental health field, and explicit attention to experiences involving continuity of care within a systems perspective. The obligation to evaluate and understand the mechanisms by which systems operate to produce specified outcomes also is inherent in the psychologists' role.

**Extra Exposure Area**

Interns have the opportunity to redirect 8 hours per week for one semester toward training and direct clinical service in an area of their choice. Possible areas of exposure include (but are not limited to): addictions and the college population; eating disorders and the college population; SMI populations; training and supervision.

**Paperwork/Professional Reading**

Interns need an active reading program in issues relevant to their UCC experiences and time is provided for this purpose. The focus of the reading program is determined by the intern’s interests with input and guidance from the individual supervisor. Discussion of professional reading materials may be incorporated into the two hour weekly supervision meeting. Interns may also use this time to attend workshops or seminars on clinical issues. One hour daily will be set aside for progress notes, preparing for counseling sessions, or professional reading. Interns are expected to have all progress notes signed and co-signed by the Friday following the week that the client was seen.

**Clinical Services**

**Group Counseling**

Interns have the expectation to co-facilitate a process oriented therapy group in collaboration with a UCC staff member in the Fall semester and lead facilitation with a practicum student.
Spring semester. Assignments for groups must be approved by the UCC Training Director, your supervisor and the Group Counseling Coordinator.

**Individual/Couples Therapy**

Interns are expected to carry an average individual/couples caseload of 20-25 clients or an amount manageable at 12-15 sessions/week.

**General Guidelines for Intern and Training Program Responsibilities**

The Psychology Doctoral Internship is designed as a General Internship and is seen as a component of the doctoral training process in Clinical and Counseling Psychology. Broadly, the Internship aims to provide the intern with the opportunity (in terms of setting, experience, and supervision) to begin assuming the professional role of a psychologist consistent with the practitioner-scholar model.

The UNDPIC espouses a practitioner-scholar philosophy of training responsive to its multicultural setting within a university community. The UNDPIC is committed to providing generalist training that facilitates growth and competence and integrates the application of current scientific knowledge, principles and theories in the provision of professional services. Interns learn to apply their skills within an ethical and multicultural service delivery environment. Interns are expected to integrate science and professional practice sufficiently to demonstrate skill and ability in conceptualizing issues for assessment and intervention with diverse target individuals and groups. The goal of internship is to prepare broadly trained professionals to offer services that are preventive, developmental, and remedial.

The program views development, refinement, and integration of clinical skills in a variety of areas as one central task of internship. Interns start internship with a foundation of didactic information and clinical skills from their academic training. Internship provides an intensive opportunity to develop new skills and to apply familiar skills in increasingly sophisticated ways. At the end of internship, UNDPIC expects interns to demonstrate competencies in assessment, individual and group therapy, outreach, consultation, supervision, ethical issues, health service provision, chemical abuse/dependency, and multicultural awareness.

A second, closely related task is the development of a more mature, integrated professional identity. Internship represents an important transition from the role of graduate student to that of a professional psychologist, prepared for entry-level practice following internship. UNDPIC supports interns’ growth via mentoring, vertical learning, discussion of professional identity development, and practical support (e.g., funding and time for professional development activities.) Interns gain specific exposure to the many roles and responsibilities of a psychologist in a counseling center setting, which provides a strong foundation for future work in a university setting. This exposure occurs as interns serve with staff on internal administrative committees and participate in ongoing discussions about psychologists’ roles within the larger university community during staff meetings, seminars, and staff retreats. Thus, the UNDPIC also expects interns to demonstrate competency in professional behavior.
This role entails the integration of previous training and a further development of the scientific, professional, and ethical bases involved in professional functioning.

**Training Program's Expectation of Interns**

**Professional Standards**

Interns are expected to be cognizant of and abide by
- the guidelines as stated in the APA Ethical Principles of Psychologists and Code of Conduct,
- Standards for Providers of Psychological Services,
- Specialty Guidelines,
- legal and ethical rules governing the practice of psychology in the State of North Dakota,
- policies and procedures of the University Counseling Center, and
- other legal and ethical standards related to professional practice.

It is recognized by the training program that mere knowledge of and exposure to the above guidelines and standards are not sufficient. Interns need to demonstrate the ability to integrate relevant professional standards into their own repertoire of professional and personal behavior. Examples of such integration include a demonstrated awareness of ethical issues when they arise in work with clients, appropriate decision making in other ethical situations, and awareness of ethical considerations in their own and other's professional work.

**Professional Competencies**

**Goal I.** The internship promotes development, refinement, and integration of interns’ clinical competencies in multiple areas of professional practice: initial assessment, individual therapy, group therapy, outreach, consultation, jurisprudence, alcohol and drug use and abuse, and supervision of others.

**Goal I. Objective 1:** To develop knowledge and skills in the assessment of client needs, making appropriate diagnoses, and proposing appropriate recommendations for treatment.

a. Intern demonstrates intermediate to advanced skill in a broad range of clinical/counseling service delivery functions including assessment, diagnosis, case conceptualization, and intervention..
**Goal I. Objective 2: To develop and show competence in individual therapy.**

- a. develops therapy goals in collaboration with clients.
- b. develops therapeutic relationships with clients
- c. explores and addresses client thoughts, feelings, and behaviors.
- d. provides effective, theoretically-based interventions appropriate to a brief therapy model.
- e. uses and interprets personality measures appropriately.
- f. develops theoretically-grounded case conceptualizations as foundation for therapy.
- g. explores how the intern’s strengths, limitations, and emotional reactions affect therapy.
- h. addresses issues of diversity that affect therapeutic change in individual psychotherapy.
- i. seeks and integrates supervisory feedback.
- j. writes clear, informative case notes in a timely manner.

**Goal I. Objective 3: To develop and show competence in group psychotherapy.**

- a. demonstrates effective group screening skills.
- b. conceptualizes the developmental stages of groups and base interventions within a theoretical model.
- c. provides effective interventions at the individual level, between members, and at the group process level.
- d. addresses diversity issues as they affect group processes.
- explores the effect of their own presence on group interactions.

- writes clear and effective group case notes in a timely manner.

- seeks and integrates supervisory feedback

**Goal I. Objective 4: To develop and show competence in consultation and outreach programming.**

- Intern demonstrates understanding of theories and models of consultation and outreach

- Intern possesses skills in the design, implementation and evaluation of consultation and outreach programming for academic departments, student groups, and agencies of the University of North Dakota.

- intern displays an awareness of multicultural issues as they relate to outreach

- respond to phone or in-person requests for consultation appropriately and in a timely manner.

- demonstrate an understanding of basic models of clinical consultation.

- incorporate awareness of cultural diversity issues in consultation.

- seek and integrate supervisory feedback.

**Goal I. Objective 5: To develop and show competence in supervising master’s level trainees.**

- Intern espouses a philosophy of clinical supervision

- Intern possesses and applies a theoretical orientation for the supervision process

- Intern demonstrates supervisory skills including interventions to promote client welfare, to facilitate the professional development of counselors-in-training, and to give and receive constructive feedback.

- Intern demonstrates understanding of supervisory relationships and is able to develop and maintain an effective supervisory relationship
e. Intern possesses knowledge of current research, assessment instruments, ethical and legal considerations, multicultural perspectives, and administrative tasks as they relate to the provision of supervision.

f. Intern demonstrates the ability to address and negotiate multicultural issues that arise in supervision between supervisor and supervisee, as well as those between supervisee and client.

**Goal I. Objective 6: To develop and show competence in Behavioral Health Integration**

a. Demonstrates awareness and application of integrated care literature

b. Utilizes knowledge of the biological/cognitive/affective/behavioral components of health and illness

c. Demonstrates knowledge of Population health focus

d. Demonstrates understanding of the mission and organizational structure, position of psychology in the organization

e. Demonstrates and promotes effective communication in a range of leadership roles

f. Understands and applies organizational policies regarding health care professional employment, particularly for psychologists and other behavioral health clinicians

g. Demonstrates valuing the culture of the PC setting and conveys an attitude of flexibility

h. Identifies the relationship of social and cultural factors in the development of health problems

i. Identifies and addresses the distinctive ethical issues encountered in PC practice

j. Demonstrates understanding of importance of health professional self-care in PC actively

k. Demonstrates knowledge of the unique contributions that different health care professionals bring to the PC team
l. Operates at a variety of paces consistent with the needs and realities of PC

m. Can co-interview, co-assess, and co-intervene with other PC providers

n. Monitors patients longitudinally, as indicated, to identify changes in presenting problems and effectiveness of recommended interventions

o. Focuses patient recommendations and interventions on functional outcomes and symptom reduction in a targeted manner

p. Tailors recommendations to work pace and environment of PC

**Goal I. Objective 7: To develop and show competence in Chemical Abuse/Dependency counseling.**

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<tbody>
<tr>
<td>a.</td>
<td>Demonstrate proficient use and application of DSM-IV Chemical Dependency/Abuse criteria</td>
</tr>
<tr>
<td>b.</td>
<td>Effectively use motivational interviewing techniques within the Alcohol and Drug Assessment process</td>
</tr>
<tr>
<td>c.</td>
<td>Demonstrate a working understanding of the important role HIPPA and Federal Confidentiality Rules 42 CFR Part 2 play in providing addiction services to the client</td>
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<tr>
<td>d.</td>
<td>Develop appropriate and effective chemical addiction treatment plans</td>
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<tr>
<td>e.</td>
<td>Utilize ethics and best practices related to treating the chemical abusing client</td>
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<tr>
<td>f.</td>
<td>Develop competence through practice at presenting case reviews of chemical abusing clients within a multidisciplinary staffing setting</td>
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<tr>
<td>g.</td>
<td>Use Motivational Interviewing techniques when working with a restive chemical abusing client</td>
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<tr>
<td>h.</td>
<td>Appropriately utilize treatment planning and referral options within the community</td>
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<tr>
<td>i. Identify relapse triggers commonly found when treating the chemical abusing client</td>
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<tr>
<td>j. Know the various recovery programs available to the chemical abusing client, and understand how these work</td>
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<tr>
<td>k. Exhibit a working understanding of various recovery support group options within the community</td>
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<tr>
<td>l. Cultivate an awareness of multicultural issues as they relate to chemical abuse and addiction</td>
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</table>

**Goal II. To cultivate the self-knowledge, attitudes, and professional knowledge and skills needed for effective and ethical practice as a psychologist.**

**Goal II. Objective 1. To demonstrate knowledge and application of ethical principles and legal and professional standards.**

| a. demonstrate and apply knowledge of APA Ethics Code. |
| b. demonstrate and apply knowledge of APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations |
| c. recognize and address ethical dilemmas appropriately. |
| d. practice within levels of competence. |

**Goal II. Objective 2: To demonstrate awareness of one’s personal identities (e.g., race, ethnicity, social class, religion, sexual orientation, ability status, gender, etc.) and worldview and to demonstrate a commitment towards growth in multicultural competency.**

| a. explore own multiple identities, worldview, and biases in relation to social cultural issues and clinical work. |
| b. engage in self-assessment of cultural skills and competencies, with recognition of own strengths and areas of growth. |
c. demonstrate knowledge of different cultural dimensions and the potential influences of differences upon self and others.

d. demonstrate multicultural sensitivity and knowledge in communications with others.

e. demonstrate the professional/personal value of continued learning about multiculturalism by engaging in diversity-related training activities.

f. seek to integrate emerging theoretical and practical models for serving multicultural clientele.

**Goal II. Objective 3. To develop a self-awareness of personal qualities that influence professional functioning.**

<table>
<thead>
<tr>
<th>a. self-evaluate skills, including strengths and areas of growth, and seek to expand knowledge and maximize potential.</th>
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<tbody>
<tr>
<td>b. explore how he/she fits into context of collegial relationships and work environment of the UCC.</td>
</tr>
<tr>
<td>c. explore how the intern’s background, including personal and cultural values, influences collegial and therapeutic relationships.</td>
</tr>
<tr>
<td>d. manage conflicts within collegial and therapeutic relationships effectively</td>
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</tbody>
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**Goal II. Objective 4. To develop collegial, professional relationships within the UCC and the larger university.**

<table>
<thead>
<tr>
<th>a. develop open, positive professional working relationships with other professionals.</th>
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<tbody>
<tr>
<td>b. participate in the administrative activities of the UCC (e.g., staff meetings, professional development meetings, committees.)</td>
</tr>
<tr>
<td>c. be responsible and dependable in performing expected duties.</td>
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<tr>
<td>d. follow agency policies and procedures.</td>
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</table>
**Personal Functioning**

It is recognized by the training program that there is a relationship between level of personal functioning and effectiveness as a professional psychologist, most notably in one's role delivering direct services to clients. Physical, emotional and/or educational problems may interfere with the quality of an intern's professional work. Such problems include but are not limited to a) educational or academic deficiencies, b) psychological adjustment problems and/or inappropriate emotional responses, c) inappropriate management of personal stress, d) inadequate level of self-directed professional development, and e) inappropriate use of and/or response to supervision.

When such problems significantly interfere with an intern's professional functioning, such problems will be communicated in writing to the intern. The Training Committee, in conjunction with the intern, will formulate strategies for ameliorating such problems and will implement such strategies and procedures. If such attempts do not restore the intern to an acceptable level of professional functioning within a reasonable period of time, discontinuation in the program may result. The specific procedures employed for the acknowledgment and amelioration of intern deficiencies will be described later in this manual.

**Statement on Professionalism**

The University of North Dakota Psychology Internship Center recognizes that while knowledge and technical skills are crucial in psychology and counseling, the manner in which they are used is equally important. In addition to competence in their field, all mental health professionals must strive to utilize those humanistic qualities—integrity, respect, and compassion—that constitute the essence of professionalism. The core of professionalism includes the attributes of commitment to excellence, honesty, integrity, respect for others, compassion, professional and social responsibility, and altruism.

These qualities apply to all aspects of professional life including interactions with clients, their families, colleagues, and coworkers.

We have chosen to operationalize professional attributes by identifying examples of behaviors that can serve as indicators of professionalism. Although not exhaustive, the following list provides guidance for trainees and all those responsible for their education:

**Commitment to Excellence**

- utilizes critical thinking and logical analysis
- strives to exceed expectations at all times;
- commits to life-long learning by taking responsibility for one’s own learning and accurately reflecting on the adequacy of one’s knowledge, skill development and personal barriers to accomplishing learning and growth;
- takes responsibility for learning in group settings by being present, prepared and engaged;
- strives for mastery learning appropriate for one’s level of training;
- conceptualizes problems and issues from multiple perspectives (e.g., biological, pharmacological, intrapsychic, familial, organizational/systems, social, cultural)
Strives to be conversant with and utilize scientific inquiry and professional literature;

able to access, understand, integrate, and use resources (e.g., empirical evidence, statistical approaches, technology, collegial consultation).

reflects with colleagues on the success of shared work products

develops one’s own professional approaches and persona

Honesty and integrity

communicates appropriately in an honest and timely manner;

accurately represents actions and events;

does not cheat, plagiarize, or misrepresent the truth;

reflects on one’s personal reaction to encounters with others and accepts responsibility for personal actions;

recognizes, appropriately discloses and manages conflicts of interest;

is forthcoming with information; does not withhold and/or use information for power;

admits mistakes.

Respect for Others

respects confidentiality of clients;

recognizes and respects personal boundaries;

recognizes and avoids applying bias (e.g., gender, race, age, sexual orientation) in interactions with others;

shows sensitivity and respect for the needs, feelings, ideas and wishes of others in clinical and education settings;

demonstrates a commitment to resolving conflicts in a collegial manner;

conceptualizes a set of operations or skills for relating effectively with others

recognizes that appropriate dress and appearance demonstrate respect for others and for the profession.

Compassion

assists colleagues in dealing with the challenges of professional work.

Employ aspects of interpersonal functioning included in the therapeutic triad of empathy, positive regard, and genuineness (Rogers, 1957); warmth; and a nondefensive or reflective response to constructive feedback (Neufeldt, Karno, & Nelson, 1996).

Professional Responsibility

is present and punctual for scheduled activities;

takes responsibility to notify appropriate others for unavoidable absence or tardiness;

copes appropriately with the challenges, conflicts, and ambiguities inherent in professional work;

identifies and appropriately deals with problematic behaviors of oneself and colleagues;

appropriately displaces clinical responsibilities when personal needs demand it;

adheres to established professional codes of behavior;

practices therapy according to accepted standards of care;

identifies ethical issues in professional situations and acts in an ethical manner.

internalizes professional standards (Boyalzis, Goleman, & Rhee,
Social Responsibility

- Sees oneself as a cultural being and understands the impact of one’s culture on interactions with others
- Understands and addresses the multiple social factors that threaten the health of clients;
- Models healthy self-care.

General Responsibilities of the Training Program

A major focus of internship is to assist interns in integrating their personal values, attitudes and functioning as individuals with their professional functioning. The training program is committed to providing the type of learning environment in which an intern can meaningfully explore personal issues which relate to his/her professional functioning. In response to the above intern expectations, the training program assumes a number of general responsibilities. The responsibilities correspond to the three general expectation areas (Professional Standards, Professional Competency, Personal Functioning) and are described below:

The Training Program

- The training program will provide interns with information regarding relevant professional standards and guidelines as well as providing appropriate forums to discuss the implementations of such standards.

- The training program will provide interns with information regarding relevant legal regulations which govern the practice of psychology as well as providing appropriate forums to discuss the implementations of such guidelines.

- The training program will provide written evaluations of the intern's progress with the timing and content of such evaluations designed to facilitate interns' change and growth as professionals.

- Evaluations will address the interns' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services.

In accepting the above responsibilities, the internship program will maintain ongoing communications with the intern's graduate department regarding the trainee's progress during the internship year. The training program will provide appropriate mechanisms by which inappropriate intern behavior effecting professional functioning is brought to the attention of the intern. The training program will also maintain intern procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning.
**Stipend and Benefits**

Interns receive a stipend of at least $24,000. The internship includes ten days sick leave and ten days of paid vacation, 5 days of which will be taken in the last week of internship. A minimum forty-hour working week, Monday through Friday, is expected. Up to ten days professional development time can be negotiated for dissertation/CRP completion and/or employment pursuit. Doctoral interns are provided with an option for medical insurance. Like staff members, interns are eligible to obtain parking permits.

**Evaluation**

*Intern Evaluation*

The training staff of the UCC’s psychology internship program is committed to providing ongoing evaluation of the intern’s performance for the purpose of facilitating change and growth. Systematic feedback, which provides the intern with information regarding his/her progress, occurs through two scheduled evaluations, in February and July. Self-evaluation is encouraged as the training staff regard this ability as essential to the development of a competent and professional psychologist.

At the beginning of the internship year interns complete questionnaires regarding their prior experiences

- constructing brief and longer term psychotherapy,
- managing crisis situations,
- constructing group psychotherapy,
- participating in and providing supervision, and
- managing a diverse and complex caseload.

As well, interns describe their own goals and objectives for their internship year, and what they believe their competencies to be at this phase of their professional development. This information is then shared with the training staff so that careful attention may be paid in supervision and in seminars to strengths that each intern brings, as well as to gaps in experience and individual goals for the internship year.

Evaluations were developed in an effort to link the evaluation process to program goals and objectives in a clear and detailed manner, as required by the American Psychological Association’s Committee on Accreditation in Professional Psychology. Current literature on establishing goals, objectives, and thresholds for competencies were carefully reviewed by the Training Committee, which then formulated a Core Competencies document. From this document evaluation forms in specific training domains were created.

**Evaluation process**

- Criteria on which interns are to be evaluated will be provided at the beginning of the training experience

- Evaluation procedures are reciprocal. Interns will be asked to evaluate supervisors as well as the training program
• Evaluation is ongoing. Feedback is provided to interns on an informal basis continuously throughout the placement. Formal written evaluations will be conducted at specific times during the course of the training experience. The written evaluations should represent a summary of the feedback the intern/intern has been given in supervisory sessions.

Evaluation procedures

• UCC Supervisor Meetings. Members of the clinical staff who serve as supervisors will meet bimonthly. The purpose of the meetings is to discuss the adjustment and progress of each intern/practicum trainee. The supervisors will base their observations of interns on day-to-day interactions in the center, participation in case conference, SCARP team, and individual supervision.

• UCC - Department Supervisor Meetings. The training director from the UCC will communicate with the Director of Training from the Intern’s home academic department a minimum of twice yearly and on an "as needed" basis. If any such meetings occur, the intern will be notified.

• Intake Interview Feedback. As part of intake training, written feedback is provided by the supervisor each time an intern behaves an intake interview.

• Midterm and Final Evaluations. At the midpoint of the training year, evaluation forms will be used to assess the progress of each intern. Each intern will also be asked to use written evaluation forms to evaluate their supervisors as well as their over-all training experiences. Midterm evaluations serve the purpose of exchanging information between supervisors and interns as well as between the internship and the home academic program so adjustments can be made before the final evaluation at the close of the training year. Written progress reports summarizing the findings of the evaluations are sent to the home program semiannually. Appendix One

Attached are samples of the UCC’s evaluation forms. These forms are used to evaluate interns in February ("interim evaluation") and July ("final evaluation"). The Program Competency cover sheet will be attached to each form, and indicates levels at which interns are functioning at the time of evaluation. Areas of focus emerge in each competency domain and are worked on throughout the internship year. Interns understand they are not expected to achieve the highest scores on these forms, particularly on the interim evaluations. Indeed, it is important for us to be able to see progression in scores, to be able to demonstrate change.

The actual rating scales are specifically defined in each evaluation form.

Program Evaluation

Evaluation procedures are reciprocal, though we recognize inherent power differentials in supervisory relations such that evaluations are not symmetrical. Interns are asked to provide candid feedback to their supervisors in an ongoing fashion. Anonymous feedback about the internship program is completed by interns in February ("interim") and July ("final"). These evaluations are sent to an administrative assistant and compiled for training staff to review. For internal consistency, program evaluation forms to be completed by interns are anchored to
evaluation forms of interns. In this manner the Training Committee will be able to discern where exactly the program is not meeting interns’ professional needs.

During supervision feedback and discussion is continuous, so that if goals are not being met, feedback would be given to an intern prior to interim or final evaluation, enabling the intern to focus energy in the identified areas. Should the intern require additional support and/or resources to achieve competency thresholds, the following steps may be activated. **The intern understands that initiation of the following steps is for the express purpose of providing that additional support.**

*Due Process, Management of Concerns about Performance, and Problematic Behavior*

**DUE PROCESS: GENERAL GUIDELINES**

Due process is a written procedure that comes into use when an intern’s behavior is problematic. Due process ensures that problems are addressed in a systematic manner and that decisions about interns are not arbitrary or personally based. All steps must be appropriately documented and implemented. General due process guidelines include:

- During the orientation period, presenting to the interns, in writing, the program’s expectations related to professional functioning. These expectations are discussed in both individual and group settings.
- Providing the intern with information about procedures for evaluations, including when and how evaluations will be conducted.
- Articulating the various procedures and actions involved in making decisions regarding behaviors of concern or problematic behaviors.
- Communicating with academic programs about difficulties with interns as they arise and, when necessary, seeking input from programs about how to address such difficulties.
- Instituting, when necessary, remediation and sanction alternatives for identified problems, including a time frame for identifying the problems.
- Providing a written procedure (“Notice”) to the intern that describes how the intern may hear the concern (“Hearing”) and respond to the program’s actions (“Appeal’). These procedures are included in the intern handbook which is provided during orientation.
- Ensuring that the intern has sufficient time to respond to actions taken by the program.
- Using input from multiple sources (e.g., forming a Review Committee) when making decisions or recommendations regarding an intern’s performance.
- Providing written documentation to all relevant parties regarding the actions taken by the program and the rationale for those actions.

*Due process procedures for intern grievances*

Interns have the right to a professional learning environment. The staff of the UCC agrees to interact with interns in a manner that is consistent with ethical guidelines and free of discrimination or harassment of any form.
Any intern who experiences unethical behavior, discrimination or harassment perpetrated by any member of the UCC is encouraged to initiate a grievance. The first step in initiating a grievance is to notify the Department's Training Director. It is helpful to document grievances in writing, specifying what was said, what was done and when and where it occurred. Grievances may be filed according to procedures set forth in the Code of Student Life or by contacting the UND Affirmative Action Officer, Donna Smith, 701-777-4172. The intern has the right to seek legal advice or counsel at any time.

Conflicts/dissatisfactions

Interns may have dissatisfactions with policies or conflicts with members of the UCC staff. It is agreed that interns will be encouraged to pursue resolution of these conflicts or dissatisfactions in a positive and constructive manner. A student may wish to discuss the circumstances with his or her supervisor but it is the responsibility of the intern to work towards successful conflict resolution using the following protocol.

1. The intern should first discuss the concern with the person involved or the staff member responsible for the policy in question.
2. If satisfactory resolution is not found the intern has the right to appeal. Appeals should be in writing, and should be submitted to the Training Director of the Center. The Training Director will bring the appeal to the attention of the UCC Director and the intern will receive a written response to the appeal within ten working days.
3. Any further appeal should follow the procedures set forth in the Code for Student Life.

UNDPIC Supervisory Responsibility

UCC has an ethical and legal responsibility to provide services that meet or exceed professional standards of care. As an agency that provides training experiences, we have a responsibility to provide appropriate training and supervision to ensure that a service provided by interns meets or exceeds the professional standards. This includes monitoring the services provided by trainees and their behavior as it is related to professional and ethical standards. For this reason, recordings must be made of services provided by interns. In addition, all notes or records kept by interns while providing services at the UCC, are the property of the UCC. Interns are prohibited from removing any client notes or record from the UCC.

The internship program recognizes that developmental stressors are inherent both in the transition from graduate school to an internship setting and over the course of the internship. During the internship year, interns are exposed to full-time clinical practice demands, typically involving a challenging caseload and situations which inevitably involve crises and university consultations. Furthermore, intern supervision may be very intense and frequent, possibly increasing the intern’s sense of personal and professional vulnerability. Thus, while the internship year represents a critical professional opportunity during which interns can learn about and refine their awareness, gain an increased sense of professional competence, and solidify a professional self-representation, it is also a time of increased stress and vulnerability.

Since interns make significant developmental transitions during the internship and may need particular types of assistance during this time, the training program recognizes its responsibility to provide activities, procedures and opportunities that may facilitate growth under optimally demanding as well as supportive conditions. Such measures include but are not limited to:

- a two week orientation process when interns arrive;
- supervision that is tailored to individualized training needs;
clear and realistic programmatic expectations;
- timely evaluations, designed both to facilitate discussion about important areas for growth, as well as to receive anonymous feedback from interns about the internship curriculum;
- time set aside in seminars to discuss stressors and transitions throughout the internship year;
- timely meetings with the training director to hear feedback about interns’ experience; and
- staff’s attention to the gradual increase in the number of patients each intern is seeing, as well as the variability of the caseload.

**INTERN RIGHTS AND RESPONSIBILITIES**

*Intern Rights*

1. The right to a clear statement of general rights and responsibilities at the outset of the internship, contained herein

2. The right to be trained by professionals who behave in accordance with the APA ethical and professional guidelines

3. The right to be treated with professional respect, and with recognition of the professional background each intern brings to the internship process

4. The right to ongoing evaluation that is specific, respectful and relevant

5. The right to offer ongoing feedback about and evaluation of the training program

6. The right to initiate an informal resolution of problems that might arise during training (i.e., regarding supervision, case assignments, professional consideration) through a request to the individual concerned and/or to the internship Training Director (TD)

7. The right to Due Process and/or appeal to the Director of the UCC, to deal with problems if informal resolution has failed (either with a supervisor, staff or TD), or to determine when rights have been infringed upon

8. The right to respect for one’s personal privacy

*Intern Responsibilities*

1. The responsibility to read, understand and (if necessary) seek clarification of this statement of rights and responsibilities. It is assumed that these responsibilities will be exercised and their implementation is viewed as a function of competence
2. The responsibility to maintain behavior within the scope of the APA ethical and professional guidelines

3. The responsibility to behave within the principles set forth by the laws and regulations of the State of North Dakota

4. The responsibility to be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel

5. The responsibility to behave in a manner that promotes professional interactions and is in accordance with the standards and expectations of the University Counseling Center

6. The responsibility to give professionally appropriate feedback regarding the training program and/or UCC experience

7. The responsibility to participate actively in the training, service and overall activities of the Center

8. The responsibility to behavior oneself in a professionally-appropriate manner if Due Process is initiated

9. The responsibility to meet training expectations by developing basic competency in the following areas:
   - Effective use of supervisory and mentoring relationships to: a) develop uniquely relevant learning foci, and b) to develop an appreciation for life-long learning in the practice of professional psychology
   - Understanding and practicing theories and methods of diagnosis and assessment
   - Understanding and practicing theories and methods of individual (longer term and brief) psychotherapy
   - Understanding and practicing theories and methods of group psychotherapy
   - Understanding and practicing theories and methods of triage, on-call and crisis intervention
   - Understanding and practicing theories and methods of the provision of supervision to graduate students
   - Effective use of theories, and methods in the above domains to clarify and integrate theory and methodology into clinical practice

Identification and management of concerns regarding the performance
When there is a concern about the behavior or the performance of an intern, UNDPIC is committed to addressing the concern in a timely way and to working toward a positive outcome. This may include notification of and involvement of the intern’s academic department.

Corrective action may include:

- further training in a specific area;
- being suspended from meeting with clients or having the caseload limited by the type or number of clients;
- referral to personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the intern evaluation process;
- an agreement regarding specific steps to be implemented by the student and/or termination of the training.

Any plan of corrective action will be documented and will include a time frame for implementation and for re-evaluation. The plan must be signed by the intern, the supervisor, and an appropriate member of the UCC training committee. A copy will be put in the intern’s file and if deemed appropriate a copy will be provided to the home academic department.

**Problematic behavior defined**

Problematic behavior is defined as interference in professional functioning in one or more of the following areas: The intern is unable and/or unwilling to:

1. Meet professional standards in his/her professional behavior;
2. Demonstrate professional skills at an acceptable level of competency; or
3. Manage behaviors that are observed to directly affect professional conduct, such as inappropriate expressions of anger.

There is a distinction drawn between an intern whose behavior is “of concern” and an intern who is exhibiting “problematic behavior.” Although trainees may exhibit behaviors or attitudes that are of concern (e.g., issues with timeliness of paperwork, scheduling, attendance to nonclinical professional activities), these behaviors are not unexpected for professionals in training. The TD’s judgment that a specified behavior has become “problematic” rather than “of concern” is the final determination.

Negligence, incompetence, and violations of ethical principles (as defined by the American Psychological Association) for doctoral level interns and/or legal statutes for psychologists is problematic and any of the above are grounds for termination of an intern from the training. This includes one or more of the following conditions:

- The intern does not acknowledge, understand, or address a concern when identified by supervisors.
- Problematic intern behavior is **NOT** a matter of a skill deficit which could be rectified in a timely manner by training or supervision.
- The quality of services delivered by the intern is detrimental to the welfare of clients.
- Problematic behavior is pervasive in that it affects more than one area of professional functioning.
- A disproportionate amount of attention and supervision is required of supervisors to
monitor the concern and welfare of clients.

- The intern does not adequately change or remedy a concern as a result of feedback, direction, or evaluation in a specified period of time.

- The intern is unable or unwilling to acquire and integrate professional standards into his or her repertoire of professional behavior.

- The intern is unable to demonstrate professional skills and reach a level of competency consistent with his or her level of training in the expected time period.

- The intern is unable to demonstrate the ability to control stress and/or emotional reactions to an extent necessary so as not to impair professional functioning. Examples of impairment include (but are not limited to) the inability to maintain a recovery program in the instance of substance abuse; the inability to keep symptoms of a mental illness from interfering with the ability to provide effective therapy; or when personal issues/stresses result in inappropriate counseling/therapeutic responses.

- The intern is unable or unwilling to learn and follow the ethical principles defined by the American Psychological Association

- The intern is unable or unwilling to learn and follow legal statutes (federal and local) governing the behavior of psychologists.

- The problematic behavior has potential for ethical or legal ramifications if not addressed,

- The intern's behavior negatively impacts the public view of the agency,

- The problematic behavior negatively impacts the intern class

**Management of problematic behavior**

Any knowledge of problematic behavior on the part of an intern or any concern about problematic behavior should be reported to a member of the UCC Training Committee. The Committee is comprised of the UCC Director, UCC Training Director, and supervisor(s). When there is reason for concern the Committee will follow the steps outlined below:

When there is a concern about the problematic behavior of an intern, members of the UCC Training Committee will explore the concern and determine what action needs to be taken to protect client welfare and to prevent any reoccurrences. The exploration may include interviewing the intern, the primary supervisor, clients, and/or academic department faculty. The committee may also take possession of any client records and/or recordings of client sessions. Whenever an exploration takes place, the intern, will be notified in written form. The notification will include:

- a description of the concern(s)
- specific directives the committee expects the intern to follow while the exploration takes place.
*UNDPIC will notify the academic department about the exploration and the eventual outcome.

It is important to have meaningful ways to address problematic behavior when it arises. In implementing remediation or sanction alternatives, staff will take care to balance the needs of the intern, the clients involved, the members of the intern cohort, the training staff, and others affected by the behavior(s). These remediation or sanction alternatives include the following:

**Verbal Warning.** An observation of problematic behavior(s) will be communicated to the intern by the TD. No record of this action is kept beyond the internship year if the issue is resolved.

**Written Acknowledgement** to the intern formally acknowledges that the:
- TD is aware of and concerned about the problematic behavior;
- TD’s concern has been brought to the attention of the intern;
- TD and supervisors will work with the intern to rectify the problematic behavior;
- Behaviors are not significant enough to warrant more serious action at this time.

The written acknowledgment will be communicated to the intern’s academic program and kept in the intern’s file. The written acknowledgment will be removed from the intern’s file when the intern demonstrates competent response to the concerns and successfully completes the internship. However, should the identified problematic behavior(s) continue, action of a written acknowledgement may be followed by any one or several of the consequences below.

**Written Warning** to the intern indicates that inappropriate action(s) or behavior(s) must desist. This letter will contain:
- a description of the problematic behavior(s);
- actions to be taken by the intern to correct the problematic behavior(s);
- the time line (to be defined in context) for correcting the problematic behavior(s);
- the actions that will be taken if the problem is not corrected;
- notification that the intern has the right to request a review of this action within ten (10) days. (Note that request for a review is different from an intern appeal; see below, “Procedures for an Intern Appeal”).

A copy of the written warning will be kept in the intern’s file and will be sent to the intern’s academic program. Consideration may be given to removing this letter at the end of the internship by the TD, in consultation with the intern’s Primary Supervisor (PS) and the UCC Director. If the letter is to remain in the file, documentation should contain the position statements of the parties involved.

**Schedule Modification** is a time-limited, remediation-oriented, closely supervised period of training designed to rectify the problem behavior. Several possible and potentially concurrent courses of action to remediate identified problems include but are not limited to:
- increased supervision;
- change in format, emphasis and/or focus of supervision and training;
• recommendation of personal psychotherapy/psychiatric treatment for psychological difficulties;
• reduction of the intern’s duties;
• addition of special academic coursework or other activity.

The length of a schedule modification period will be determined by the TD in consultation with the intern’s PS and the UCC Director. If the schedule modification assists the student in correcting the problematic behavior(s), as determined by the TD in consultation with the intern’s PS and the UCC Director, then the intern may resume working with his/her original schedule.

If it is determined that an intern has engaged in problematic behavior that is serious and/or chronic in nature, harmful to the welfare of clients and/or has the potential to be repeated the student could be terminated from the training. The intern would receive written notification of the termination and a copy would be placed in the trainee’s file. The student’s academic department would be notified of the termination in written form. It is the responsibility of the academic department to determine if further action is warranted regarding the student's academic standing or progress.

Another determination could be that remedial action is warranted. In this case a document will be developed which would include:

• specific remedial actions;
• dates by which implementation must be completed;
• an on-going evaluation process shall be defined which will provide for monitoring progress;
• consequences if remedial actions are not complete by the specified dates will be established.

The intern will be asked to sign the document indicating agreement to abide by it.

_Probation_ (with pay) is a time-limited, remediation-oriented, more closely supervised period of training. Its purpose is to assess the ability of the intern to complete the internship and return to a fully functioning level, and is initiated by issuance of a written notice of “Probation.” This notice defines a process by which the Training Committee relevant staff (supervisors, seminar leaders and others as the situation requires) and the TD, actively and systematically monitor, for a specified length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior(s). The probation is a written statement to an intern and to the intern’s academic institution and includes the:

• fact of probationary status;
• specific factors associated with the problematic behavior(s), if applicable;
• specific recommendations for rectifying the problematic behavior(s);
• time frame for the probation during which adequate progress toward ameliorating the problem should be made and documented (to be determined);
• procedures designed to ascertain whether the problem has been appropriately ameliorated.

At this point, the intern has an opportunity to respond to the Internship Program concerns and to appeal the action (see below, “Procedures for an Intern Appeal”). If, after the previously...
specified period of time, the TD determines that there has not been sufficient improvement in the intern’s behavior to remove the probation and/or modified schedule, then the TD will discuss with the Training Committee possible courses of action to be taken. The TD will communicate, in writing, to the intern that the conditions for revoking the probation have not been met. This notice will include the course of action the TD has decided to implement, which may include continuation of the remediation efforts for a specified time period or implementation of an alternative. Additionally, the TD will communicate to the UCC Director and to the intern’s academic program that if the intern’s behavior does not change, the intern will not successfully complete the internship.

**Temporary Suspension.** The Training Committee may decide to issue a “Temporary Suspension.” If an intern is charged with violating the APA Code of Ethics, he or she may be temporarily suspended from engaging in any or all clinical services. Such suspensions can come from the TD, or the UCC Director. All temporary suspensions become effective immediately upon notifying the intern of the suspension (in writing and orally). The intern is given a written notification (including reasons) for the suspension within one work day. A date will be set for a special review meeting at which time the TD will review the special conditions imposed and progress made toward ameliorating the problematic behavior. With a temporary suspension:

- The TD will meet with the intern to review the temporary suspension status and conditions. The intern may choose to accept the status and conditions or may choose to appeal the action. The procedures for appeal are described in the next section of this document.

- The TD will inform the intern’s academic program, indicating the rationale for the Training Committee’s decision, and the action taken by the Training Committee. Feedback and suggestions from the training director of the intern’s academic program will be sought. The intern will receive a copy of the letter sent to the academic program. Another copy of the letter will be placed in the intern’s permanent file, maintained at the UCC by the TD.

- The status of a probation or temporary suspension rating will be reviewed no later than the limits identified in the probation or temporary suspension statement, usually within four to six weeks.

If the issue is resolved, no further action will be taken and the temporary suspension status will be removed. If the Training Committee determines that there has not been sufficient improvement in the intern’s behavior, the Training Committee will communicate, in writing, to the intern, that the conditions for revoking the temporary suspension have not been met. The Committee may then adopt any one of the following methods or take any other appropriate action:

- It may issue a continuation of the temporary suspension for a specified period of time, with subsequent re-evaluation by training staff;
- it may issue an administrative leave, or
- it will invoke a dismissal from the internship site.

At this stage, Human Resources will be consulted to confirm actions are in accordance with University policy and procedure.
Administrative Leave. Prior to consideration of Administrative Leave, the TD and Director will consult with Human Resources to ensure conformation with North Dakota State and University regulations. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges of the setting. In an administrative leave, the intern is not allowed to continue to engage in specific professional activities until there is evidence that adequate amelioration of the problem behavior has occurred. The intern’s academic program will be informed of the action. A copy of a letter outlining the administrative leave will be kept in the intern’s file and will be sent to the intern’s academic program. The TD will inform the intern of the effects the administrative leave will have on the intern’s stipend and accrual of benefits. Administrative leave will be invoked only in cases of severe violations of the APA Code of Ethics, when imminent physical or psychological harm to the client is a major factor, or when the intern’s problematic behavior is of sufficient significance to warrant consideration of leave.

Dismissal from the Internship involves the permanent withdrawal of all agency responsibility and privileges. When specific interventions do not, after a reasonable time period, rectify the problematic behavior, the TD will discuss with the UCC Director the possibility of termination from the internship program. As with administrative leave, dismissal would be invoked only in cases of severe violations of the APA Code of Ethics, when imminent physical or psychological harm to the client is a major factor, or when the intern is unable to complete the internship due to the significant problematic behavior under review. When an intern has been dismissed, the TD will communicate to the intern’s academic department that the intern has not successfully completed the internship.

Following a remediation process, it is possible that the internship program will respond to the intern by giving the intern a limited endorsement, specifying those settings in which it is probable that the intern could function adequately and/or recommending and assisting the intern in implementing a career shift. All of the above steps need to be adequately and appropriately documented in ways that are consistent with the due process procedures.

PROCEDURES FOR AN INTERN APPEAL

An intern must have an opportunity to appeal the actions taken by the program in regards to identified problem behavior. The following are guidelines for an intern to respond to remediation-oriented actions, including timeline for responses:

- An intern may, within ten (10) days of the communication of Probation, Temporary Suspension, Administrative Leave or Dismissal, submit a letter to the TD requesting an appeal. An appeal may be requested on the following grounds:
  - Denial of the described due process granted to the intern in any part of the evaluation procedure;
  - Denial of the opportunity to fairly present data to refute conclusions drawn in the evaluation.

- Within five (5) working days of the receipt of the appeal request, the TD will convene an Appeals Committee consisting of two UCC staff members selected by the TD and two UCC staff members selected by the intern. The composition of the Committee
should exclude the Director of the UCC, the TD, the Primary Supervisor or staff member in question, and other current interns.

The procedures invoked for a special fact-finding review by this committee are as follows:

- The intern and his or her supervisor or the staff member involved will be notified that a special review meeting will be held.

- The Appeals Committee may request the presence of or a written statement from individuals as it deems appropriate.

- The intern may submit to the Appeals Committee any written statements he or she believes to be appropriate, may request a personal interview, and/or may request that the Committee interview other individuals who might have relevant information. The supervisor or staff member involved will also be afforded the same opportunity.

- Following the fact-finding review, the Appeals Committee or designated member will communicate the summary of their findings and any recommendations to the TD, within two (2) working days of the end of their deliberation.

- Following the review by the Appeals Committee, the TD takes appropriate action. Such action is not limited to, but may take the form of any of the following:

  - Accept the supervisor’s or staff member’s report of problematic behavior(s) and recommend a program of remediation.

  - Request a new report to be written to include specific changes in the statement of problems or recommendations by the supervisor or staff member involved.

  - Request that the Appeals Committee re-write the evaluation, or request that the TD re-write the evaluation or add an addendum to the report of the supervisor or staff member.

  - Place the intern on probation for a specific time period, during which time changes in the intern’s professional functioning according to an identified remediation program are to be implemented.

  - Recommend to the UCC Director dismissal of the intern from the training program.

In the event that the TD is the supervisor or the staff member involved in the appeal, the review will go directly to the UCC Director.
If an intern is dissatisfied with the decision of the TD, he/she may request a second and final review. This request must be submitted in writing within five (5) work days after the intern has been notified of the TD’s decision. The review will be conducted by the UCC Director.

Your signatures below indicate that you have read, understand and agree to abide by the procedures outlined above:

____________________________________________     ____________________________
       Training Director                                        Supervisor

________________________________________
       Intern
Appendices
Appendix One

Supervisor's Evaluation of Intern
Supervisor's Evaluation of Intern

Supervisor: ____________________  Intern: ____________________

Training Setting: University of North Dakota Psychology Internship Center Date: __

Evaluation (circle):  Mid  Final

Please review the Exit Competencies in the attached document, all of which should be relevant in almost any training setting, and rate each according to the scale provided. In addition, you must complete your own site-specific competency rating form.

Please discuss all of these ratings with the intern, along with his or her feedback about your supervision. In the feedback, it is important to give specific examples if you have concerns about the intern's progress. It is also important to give clear examples of what you think the intern does well. Please use the feedback session to plan what you would like the intern to emphasize in his/her continued training. If there are significant concerns about the intern’s performance on any dimension, you need to generate a performance plan to indicate what changes need to be made in order for the intern to complete the rotation successfully and what additional training you will provide to help the intern make the needed changes. After you have reviewed all feedback with the intern, please sign at the end of this form and return all of the materials to me.

Please also indicate below what modalities you have used to obtain information for making your evaluations. Check off all that are applicable:

_____ Intern's self-report of interview/therapy sessions
_____ Audiotape review of interview/therapy sessions
_____ Videotape review of interview/therapy sessions
_____ Direct, live observation of interview/therapy sessions
_____ Individual supervision sessions
_____ Group supervision sessions
_____ Observation during team meetings/ case conferences
_____ Co-therapy conducted by intern and supervisor
_____ Review of written material
_____ Consultation with team members/other staff
_____ Role play or response to vignettes
_____ Other: ____________________________

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Revised 8/15
Goal I. The internship promotes development, refinement, and integration of interns’ clinical competencies in multiple areas of professional practice: initial assessment, individual therapy, group therapy, outreach, consultation, jurisprudence, alcohol and drug use and abuse, and supervision of others.

Goal I. Objective 1: To develop knowledge and skills in the assessment of client needs, making appropriate diagnoses, and proposing appropriate recommendations for treatment.

| I.1.a. Intern demonstrates intermediate to advanced skill in a broad range of clinical/counseling service delivery functions including assessment, diagnosis, case conceptualization, and intervention. |
|---|---|---|---|---|---|
| 1 Intern is not competent in this skill area |
| 2 Intern needs to work further in this area |
| 3 Intern is progressing well in this area |
| 4 Intern has developed expected level of competence |
| 5 Intern has exceptional level of competence |

I.1.b Intern demonstrates competence in providing clinical services to diverse clients representing a variety of presenting concerns, diagnostic categories, ethnicities, sexual orientations, religious preferences, and ages.

I.1.c. Intern demonstrates intermediate to advanced skills in clinical and psychometric assessment.

Goal I. Objective 2: To develop and show competence in individual therapy.

(a) develops therapy goals in collaboration with clients.

(b) develops therapeutic relationships with clients.
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<th>1 Intern is not competent in this skill area</th>
<th>2 Intern needs to work further in this area</th>
<th>3 Intern is progressing well in this area</th>
<th>4 Intern has developed expected level of competence</th>
<th>5 Intern has exceptional level of competence</th>
<th>Not applicable/ Cannot evaluate</th>
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<td>(c)</td>
<td>explores and addresses client thoughts, feelings, and behaviors.</td>
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<td>(d)</td>
<td>provides effective, theoretically-based interventions appropriate to a brief therapy model.</td>
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<td>(e)</td>
<td>uses and interprets personality measures appropriately.</td>
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<td>(f)</td>
<td>develops theoretically-grounded case conceptualizations as foundation for therapy.</td>
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<td>(g)</td>
<td>explores how the intern’s strengths, limitations, and emotional reactions affect therapy.</td>
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<td>(h)</td>
<td>addresses issues of diversity that affect therapeutic change in individual psychotherapy.</td>
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<td>(i)</td>
<td>seeks and integrates supervisory feedback.</td>
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<td>(j)</td>
<td>writes clear, informative case notes in a timely manner.</td>
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**Goal I: Objective 3: To develop and show competence in group psychotherapy.**

(a) demonstrates effective group screening skills.
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<tr>
<td>(b)</td>
<td>Intern is not competent in this skill area</td>
<td>Intern needs to work further in this area</td>
<td>Intern is progressing well in this area</td>
<td>Intern has developed expected level of competence</td>
<td>Intern has exceptional level of competence</td>
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<tr>
<td>(c)</td>
<td>(c) provides effective interventions at the individual level, between members, and at the group process level.</td>
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<td>(d)</td>
<td>(d) addresses diversity issues as they affect group processes.</td>
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<td>(e)</td>
<td>(e) explores the effect of their own presence on group interactions.</td>
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<td>(f)</td>
<td>(f) writes clear and effective group case notes in a timely manner.</td>
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<td>(g)</td>
<td>(g) seeks and integrates supervisory feedback</td>
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<td><strong>Goal I. Objective 4:</strong></td>
<td><strong>To develop and show competence in consultation and outreach programming.</strong></td>
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<td>a.</td>
<td>Intern demonstrates understanding of theories and models of consultation and outreach</td>
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<td>b.</td>
<td>Intern possesses skills in the design, implementation and evaluation of consultation and outreach programming for academic departments, student groups, and agencies of the University of North Dakota.</td>
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<td>c.</td>
<td>Intern displays an awareness of multicultural issues as they relate to outreach</td>
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<td>d.</td>
<td>Intern is not competent in this skill area</td>
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<td>e.</td>
<td>Intern needs to work further in this area</td>
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<tr>
<td>f.</td>
<td>Intern is progressing well in this area</td>
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<td>g.</td>
<td>Intern has developed expected level of competence</td>
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<td>h.</td>
<td>Intern has exceptional level of competence</td>
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<td>i.</td>
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### Goal I. Objective 5: To develop and show competence in supervising master’s level trainees.

- **a.** Intern espouses a philosophy of clinical supervision
- **b.** Intern possesses and applies a theoretical orientation for the supervision process
- **c.** Intern demonstrates supervisory skills including interventions to promote client welfare, to facilitate the professional development of counselors-in-training, and to give and receive constructive feedback.
- **d.** Intern demonstrates understanding of supervisory relationships and is able to develop and maintain an effective supervisory relationship
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<tr>
<td>e. Intern possesses knowledge of current research, assessment instruments, ethical and legal considerations, multicultural perspectives, and administrative tasks as they relate to the provision of supervision.</td>
<td>Intern is not competent in this skill area</td>
<td>Intern needs to work further in this area</td>
<td>Intern is progressing well in this area</td>
<td>Intern has developed expected level of competence</td>
<td>Intern has exceptional level of competence</td>
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<td>f. Intern demonstrates the ability to address and negotiate multicultural issues that arise in supervision between supervisor and supervisee, as well as those between supervisee and client.</td>
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**Goal I. Objective 6:** To develop and show competence in Behavioral Health Integration

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<tr>
<td>a. Demonstrates awareness and application of integrated care literature</td>
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<td>m. Can co-interview, co-assess, and co-intervene with other PC providers</td>
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<td>b. Utilizes knowledge of the biological/cognitive/affective/behavioral components of health and illness</td>
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<td>c. Demonstrates knowledge of Population health focus</td>
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<td>d.</td>
<td>Demonstrates understanding of the mission and organizational structure, position of psychology in the organization</td>
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<td>e.</td>
<td>Demonstrates and promotes effective communication in a range of leadership roles</td>
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<td>f.</td>
<td>Understands and applies organizational policies regarding health care professional employment, particularly for psychologists and other behavioral health clinicians</td>
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<td>g.</td>
<td>Demonstrates valuing the culture of the PC setting and conveys an attitude of flexibility</td>
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<td>h.</td>
<td>Identifies the relationship of social and cultural factors in the development of health problems</td>
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<td>i.</td>
<td>Identifies and addresses the distinctive ethical issues encountered in PC practice</td>
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<td>j.</td>
<td>Demonstrates understanding of importance of health professional self-care in PC actively</td>
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<td>k.</td>
<td>Demonstrates knowledge of the unique contributions that different health care professionals bring to the PC team</td>
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<td>l.</td>
<td>Operates at a variety of paces consistent with the needs and realities of PC</td>
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<td>m.</td>
<td>Can co-interview, co-assess, and co-intervene with other PC providers</td>
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<td>n.</td>
<td>Monitors patients longitudinally, as indicated, to identify changes in presenting problems and effectiveness of recommended interventions</td>
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<td>o.</td>
<td>Focuses patient recommendations and interventions on functional outcomes and symptom reduction in a targeted manner</td>
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<td>Intern is not competent in this skill area</td>
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<td>p. Tailors recommendations to work pace and environment of PC</td>
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**Goal I. Objective 7:** To develop and show competence in Chemical Abuse/Dependency counseling.

(a) Demonstrate proficient use and application of DSM-IV Chemical Dependency/Abuse criteria

(b) Effectively use motivational interviewing techniques within the Alcohol and Drug Assessment process

(c) Demonstrate a working understanding of the important role HIPPA and Federal Confidentiality Rules 42 CFR Part 2 play in providing addiction services to the client

(d) Develop appropriate and effective chemical addiction treatment plans

(e) Utilize ethics and best practices related to treating the chemical abusing client

(f) Develop competence through practice at presenting case reviews of chemical abusing clients within a multidisciplinary staffing setting
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<td>(g)</td>
<td>Intern is not competent in this skill area</td>
<td>Intern needs to work further in this area</td>
<td>Intern is progressing well in this area</td>
<td>Intern has developed expected level of competence</td>
<td>Intern has exceptional level of competence</td>
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<td>(h)</td>
<td>Use Motivational Interviewing techniques when working with a restive chemical abusing client</td>
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<td>(i)</td>
<td>Appropriate utilize treatment planning and referral options within the community</td>
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<td>(j)</td>
<td>Identify relapse triggers commonly found when treating the chemical abusing client</td>
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<td>(k)</td>
<td>Know the various recovery programs available to the chemical abusing client, and understand how these work</td>
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<td>(l)</td>
<td>Exhibit a working understanding of various recovery support group options within the community</td>
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<td>I.7.1</td>
<td>Cultivate an awareness of multicultural issues as they relate to chemical abuse and addiction</td>
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**Goal II.** To cultivate the self-knowledge, attitudes, and professional knowledge and skills needed for effective and ethical practice as a psychologist.

**Goal II. Objective 1.** To demonstrate knowledge and application of ethical principles and legal and professional standards.

(a) | demonstrate and apply knowledge of APA Ethics Code. |
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<td>Intern has exceptional level of competence</td>
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<tr>
<td>(c)</td>
<td>(b) demonstrate and apply knowledge of APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations</td>
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<td></td>
<td>(c) recognize and address ethical dilemmas appropriately.</td>
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<td></td>
<td>(d) practice within levels of competence.</td>
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**Goal II. Objective 2:** To demonstrate awareness of one’s personal identities (e.g., race, ethnicity, social class, religion, sexual orientation, ability status, gender, etc.) and worldview and to demonstrate a commitment towards growth in multicultural competency.

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<td>(c)</td>
<td>Intern has developed expected level of competence</td>
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<td>(d)</td>
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<td>(a)</td>
<td>explore own multiple identities, worldview, and biases in relation to social cultural issues and clinical work.</td>
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<td>(b)</td>
<td>engage in self-assessment of cultural skills and competencies, with recognition of own strengths and areas of growth.</td>
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<td>(c)</td>
<td>demonstrate knowledge of different cultural dimensions and the potential influences of differences upon self and others.</td>
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<td>d.</td>
<td>demonstrate multicultural sensitivity and knowledge in communications with others.</td>
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<td>e</td>
<td>demonstrate the professional/personal value of continued learning about multiculturalism by engaging in diversity-related training activities.</td>
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<td>f</td>
<td>seek to integrate emerging theoretical and practical models for serving multicultural clientele.</td>
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**Goal II. Objective 3.** To develop a self-awareness of personal qualities that influence professional functioning.

- a. self-evaluate skills, including strengths and areas of growth, and seek to expand knowledge and maximize potential.
- b. explore how he/she fits into context of collegial relationships and work environment of the UCC.
- c. explore how the intern’s background, including personal and cultural values, influences collegial and therapeutic relationships.
- d. manage conflicts within collegial and therapeutic relationships effectively.

**Goal II. Objective 4.** To develop collegial, professional relationships within the UCC and the larger university.

- (a) develop open, positive professional working relationships with other professionals.
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<td>(b)</td>
<td>participate in the administrative activities of the UCC (e.g., staff meetings, professional development meetings, committees.)</td>
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<td>(c)</td>
<td>be responsible and dependable in performing expected duties.</td>
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<td>(d)</td>
<td>follow agency policies and procedures.</td>
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Please sign and date below:
Comments about any of the above rating areas:
Evaluator ________________________________ - Date __________________
Evaluator ________________________________ - Date __________________
Comments about any of the above rating areas:
Intern ________________________________ - Date __________________
Appendix Two

Supervision Agreement
Supervision Agreement
University of North Dakota Psychology Internship Center

This document is intended to define the responsibilities of supervisors and Interns at the University of North Dakota Psychology Internship Center (UNDPIC). It also serves as a written record of expectations that have been agreed upon by supervisors and Internship Interns. The agreement should be completed and signed by both parties by the end of the first week of the supervision. A scanned copy of the signed and completed agreements should be submitted by the supervisor to the training director at that time.

Intern: ____________________________________________

Supervisor: _________________________________________

Term:  ☐ Summer  ☐ Spring  Year:____________________

A. Supervision Meetings

Supervisors and Interns need to establish two weekly supervision meetings at a mutually agreeable time. For all Interns, there should be a minimum of two hours of scheduled supervision time each week.

The supervision times agreed upon will be:______________________________

Both the supervisor and the Intern are expected to be conscientious about attending all scheduled supervision meetings. Both parties should be prompt for the meeting, and keep the supervision time free from interruptions. Should either party be unable to keep the supervision time, the meeting should be rescheduled. There should never be a time span greater than one week between supervision meetings. If necessary, arrangement should be made for the Intern to meet with another qualified staff member for supervision.

B. Consultation Outside of Regular Supervision Times

Supervisors are available for consultation outside of the regular supervision time. For crisis situations, supervisors should provide instructions for how Interns can contact them if they are engaged in counseling sessions, or if the crisis occurs after hours.

If the Intern is unable to contact the supervisor in a crisis situation, the Intern should contact another member of the clinical staff. If the Intern is also unable to reach a member of the counseling staff, he or she, if necessary, should contact the UND Crisis Team at 777-3491. This is the UND Police number and you should ask them to contact the Crisis Team member who is on call.

C. Audio/Video Sessions

The staff of the University Counseling Center believes recording (audio or video) sessions is a critical aspect of the supervision process. The policy of UNDPIC is that supervisors review a
minimum of eight audio or video recordings during the course of the semester. Supervisors and Interns may agree to have a higher minimum number of videos, if they wish.

The minimum number of videos to be reviewed will be:____________________________

Supervisors and Interns should also clarify when videos should be submitted and establish guidelines for how to choose videos for review. Some supervisors may prefer if Interns review the videos first and submit a critique or summary of the session along with the video. Use the space below to describe the procedures that will be used:____________________

D. Monitoring Caseloads

Each supervisor has the responsibility to monitor the case load of his or her supervisee. The following procedures are designed to ensure that supervisors are fully informed about the Internship Intern’s caseload.

1. Supervisor Control of Caseload – Interns are required to have supervisor’s approval to add clients to their caseload. Interns should begin with one client and add one at a time at the supervisor’s discretion. Supervisors have the responsibility to inform the case managers when the Intern has an opening.

2. Cumulative Case Records – The Intern needs to keep a cumulative record of his or her caseload. This is a cumulative list of all clients assigned to the Intern and it indicates the current status of each case. Supervisors should monitor when cases are closed and make sure the appropriate paperwork is processed. It is also important to monitor no-shows and frequent cancellations. The Intern should have the “Cumulative Case Record” available at each supervision session.

1. Case File Review –. The supervisor will review all the Intern’s notes that have been entered since the last supervision meeting. The supervisor will place his or her signature and the date below each entry to indicate that it has been reviewed.

E. Documentation of Supervision

Liability and due process concerns make it necessary for supervisors to document supervision.

1. That the Intern was present and indicate whether or not he or she is performing in a satisfactory manner.

2. Suggestions, recommendations and directives made by the supervisor to the Internship Intern.

3. Describe each case discussed during supervision and any actions to be taken by the Internship Intern.

F. Professional Reading and Development

It is important for counselors to continually expand their knowledge and improve their skills in working with clients and the different concerns they bring to therapy. Therefore, time has been
provided for Interns to read materials relevant to their caseload. This time should not be spent studying or reading materials required for courses. The UCC staff has compiled a short list of recommended readings and many articles on the list are available for loan. Supervisors may also recommend readings and Interns should research relevant articles at the library. Use the space below to describe expectations concerning reading and professional development:

________________________________________

________________________________________

G. Formal Evaluation

Evaluations occur twice during the course of each semester: at midterm (by the end of the first half of the calendar year) and at the end of the year. The evaluation procedures include: a) one form to be completed by the supervisor, which is an evaluation of the supervisee and b) a form to be completed by the supervisee, which is an evaluation of the supervisor. A copy of each should be given to the training director. A copy of the final evaluation will be given to the home department.

H. Informal Evaluations and Supervisor’s Meetings

Supervisors have the responsibility to monitor their supervisee’s performance and adjustment in a broad sense as well as in terms of clinical skills. Once each month, the training director will hold a meeting of supervisors. The purpose of the meetings is to share information about the progress of each Intern in an informal way. Interns will be informed that the meetings are taking place. Supervisors should discuss the information that was brought forth (positive as well as negative) with the supervisee.

I. Other Expectations

The supervisor and Intern may establish other expectations. Please specify these below:

________________________________________

________________________________________

________________________________________

________________________________________

J. Signatures

☐ I agree to fulfill the responsibilities and expectations included in this agreement

________________________________________

____________________

Signature of Intern Date

☐ I agree to fulfill the responsibilities and expectations included in this agreement

________________________________________

____________________

Signature of Supervisor Date
Appendix Three

Consent for Services and Recording
The University Counseling Center is a training site for doctoral interns. The interns are enrolled in a doctoral psychology program at other universities and are completing their final internship experience with us.

Each intern has successfully completed coursework and laboratories in therapy skills and techniques. They are qualified to provide therapy for individuals, couples and groups while being supervised. Supervision is provided for each intern by one of our licensed psychologists.

Whenever clients agree to receive therapy from an intern at our Center, it is our policy to digitally record the counseling sessions for supervisory and educational purposes. The recordings will not leave the University Counseling Center and they will be handled according to professional and ethical standards to ensure confidentiality and privacy. Once the recordings have been used for supervision, they will be erased.

CONSENT FOR SERVICES AND RECORDING

You are being offered the opportunity to receive services from an intern which will mean that your sessions will be recorded. If you decline, it will not affect your eligibility for services. You will be assigned to receive counseling from one of our staff counselors or psychologists and it will not be necessary to record your sessions.

Please indicate your decision below:

_____ Yes, I agree to receive services from an intern and consent to have the counseling sessions digitally recorded for educational purposes.

_____ No, I prefer not to receive services from an intern nor do I want my sessions digitally recorded.

Signature ______________________________ Date ____________________
Witness ______________________________ Date ____________________

Note: You may revoke your consent at any time and you will be reassigned to a staff counselor or psychologist.
Appendix Four

Supervision with intern - consent to record
The University Counseling Center is a training site for predoctoral interns. The interns are enrolled in a doctoral psychology program at other universities and are completing their final internship experience with us.

The interns are qualified to provide supervision to the master’s level practicum students under the supervision of our licensed psychologists.

Whenever master’s practicum students agree to receive supervision from an intern at the center, the intern has the opportunity to digitally record the supervision sessions for supervisory and educational purposes. The recordings will not leave the University Counseling Center and they will be handled according to professional and ethical standards to ensure confidentiality and privacy. Once the recordings have been used for supervision of supervision, they will be erased.

**PERMISSION FOR VIDEO RECORDING OF SUPERVISION SESSIONS**

I understand that my supervisor is currently working on an advanced degree in psychology and is under the supervision of a licensed psychologist. I give permission for videotaping of supervision sessions with the understanding that only those directly involved in the training of my supervisor will have access to any identifying information about me. All tapes will be erased by the supervisor by the end of the supervisory relationship.

I understand that information discussed in supervision will be kept confidential and will not be released to others outside of those directly involved in the training of my supervisor without my written consent unless by court order, if a clear and substantial risk of physical danger to myself or others exists, and in the case of legislatively mandated reporting such as abuse to children, abuse of vulnerable adults, or abuse by former therapists.

Please indicate your decision below:

_____ Yes, I consent to have supervision sessions with an intern digitally recorded for educational purposes.

_____ No, I prefer not to have supervision sessions digitally recorded.

Signature ___________________________ Date ____________________

Note: You may revoke your consent at any time.
Appendix Five

Supervisory Disclosure Form
The staff of University Counseling Center (UCC) includes licensed psychologists, post-doctoral residents, pre-doctoral interns, doctoral-level and masters-level practicum students with a range of training and experiences. If your therapist is not licensed, he or she will be supervised by a senior staff member.

These supervisors have full responsibility for the supervised work of their supervisees. In order to ensure the highest standard of care, supervisors meet with their supervised therapists weekly and review the progress of their work with you. The limits of confidentiality delineated in the Informed Consent Statement apply to supervision. The supervisor(s) working with your therapist are listed below and are available for consultation upon your request. If there is a potential conflict of interest with a supervisor, please discuss it with your counselor, who can work to correct the situation. If you have any questions about this supervisory relationship, we encourage you to talk to your counselor. This form will become part of your clinical record and a copy will be given to you. Signing this form acknowledges your informed consent for treatment by a therapist under clinical supervision.

Therapist:

Supervisor(s):

Contact number: 777-2127

Client Signature: ___________________________ Date: __________