

# Northwood Health Systems

## Clinical Psychology Intern Training Program Handbook

Northwood Health Systems' mission is to be a world-class organization, dedicated to providing cost-effective, quality care for children, adolescents, adults, and senior citizens with emotional problems, intellectual developmental disorders, mental illness and drug and alcohol addictions. We are committed to helping people achieve their highest possible quality of life.

### *Training Philosophy*

As Northwood Health Systems is committed to providing the highest quality clinical services to our clients, both now and in the future, we are also committed to providing high quality training to the next generation of clinicians, who will carry this work into the future.

In the context of this work, our clinical internship program strives to develop well trained and effective practitioners to address the mental health needs of our socio-culturally diverse population. This is accomplished through gradually increasing clinical exposure and responsibility, combined with close supervision and training experiences.

Training activities build on the previous education and experience of interns, and include assessing the strengths, training needs, and areas of particular interest of each of the interns, in order to design the most effective program for that intern.

The climate of reimbursement requirements is ever-changing within the context of managed care, as a result, interns will be exposed to the business aspects of psychology to build upon their hard earned experience in training programs. Northwood Health Systems is a premiere mental health service provider with an outstanding business model. Interns will gain experience in negotiating the complexities of being "audit proof" when it comes to the documentation and billing of services.

## **Organization Overview**

Northwood Health Systems is a non-profit, comprehensive behavioral health center serving Ohio, Marshall, and Wetzel counties in the Northern Panhandle of West Virginia. Northwood was founded in 1967 as one of West Virginia's originally chartered comprehensive community mental health centers.

Northwood Health Systems is licensed by the West Virginia Department of Health and Human Resources and is a member of the West Virginia Behavioral Healthcare Providers Association.

Serving approximately 3,000 clients annually, including children and adults with intellectual/developmental disability, mental illness, and/or substance abuse issues, Northwood has nearly 600 employees, including psychologists, psychiatrist, physician assistants, nurse practitioners, registered and licensed practical nurses, social workers, therapists, case managers, care coordinators, addiction counselors, crisis intervention specialists, and direct care workers. Northwood operates in more than 20 locations, including 3 outpatient clinics, 8 crisis stabilization units, 15 group homes, and a homeless shelter. Northwood also operates two apartment complexes for low income residents.

With 4 primary clinic sites, Northwood's primary and largest clinic site is located in Ohio County at 1819 Wood Street, Wheeling, WV. Northwood also operates smaller clinics in Marshall, Brooke, and Wetzel Counties, located at 10 Ash Avenue, Moundsville, WV, 353 American Way, Weirton, WV, and 307 Main Street, New Martinsville, WV respectively. While the Marshall, Brooke, and Wetzel County clinics are somewhat more rural than the Wood Street clinic, each serves a similar clientele. Most of Northwood's full-time clinicians work one or more days per week at the Marshall, Brooke, or Wetzel County clinics. All interns work most, if not all, days at the Wood Street clinic. All interns may assume that they will work one or more days weekly at the Marshall, Brooke, or Wetzel County sites.

Northwood Health Systems provides a comprehensive continuum of care, including a broad range of high quality standard and specialized behavioral health programs and services. The Psychiatric Services department provides psychiatric evaluation, pharmacological management, and conducts special clinics to administer and manage certain medications, such as Clozaril and Suboxone. Our psychiatric services also conduct daily reviews for all clients being treated in our crisis stabilization units. Northwood employs a team of 7 psychologists who lead interdisciplinary teams to develop treatment plans and strategies for clients. Northwood psychologists also conduct psychological evaluations for a broad range of clients, train and supervise other clinical

staff, and provide outpatient therapy to individuals, groups, and families. Psychologists work collaboratively with psychiatry personnel, assessing and planning treatment for those clients who are receiving stabilization services. Intake assessments for those seeking outpatient services as well as specialized services, including emergency room services at Wheeling Hospital and mental hygiene examinations for those thought to be a danger to themselves or others, are included in the daily duties of a psychologist at Northwood.

A more thorough description of Northwood and its services may be found by accessing our website at [www.northwoodhealth.com](http://www.northwoodhealth.com).

### **Diversity Statement**

Northwood Health Systems serves a diverse population in our three locations within the Northern Panhandle of West Virginia. In this largely Appalachian setting we serve clients with a rural as well as a more urban identity, from various walks of life and family backgrounds, with various life experiences, ethnicities, nationalities, physical and mental abilities, sexual orientations, religious beliefs and practices, and political views. Our training program addresses the need for psychologists to be sensitive to differences among us, that do not need to divide us, but can serve to enlarge our horizons.

### **Goals and Objectives of the Training Program**

A primary goal of the training program is the preparation of public service psychologists who will practice as generalists in a variety of health care settings, including interdisciplinary community settings that serve poor and marginalized populations with multiple health and developmental needs. Interns will gain experience working with a diverse population and a wide range of conditions, problems, and diagnoses. Northwood Health Systems strives to provide a planned, sequential training program that contributes to the field of psychology. Based on a scientist-practitioner model Northwood's training program aims to further develop the student's appreciation for and skillful utilization of research-based theory guided intervention and evidence-based practices. Interns become knowledgeable and increase their proficiency in the use of standardized, accepted assessment tools.

This internship provides training and supervised experience in the following nine major competency areas of professional psychology: ethics, legal and professional issues; individual differences, diversity and social justice issues; the development of a theoretical orientation and the conceptualization process; sensitivity to client issues; sensitivity to self as therapist issues; the counseling process and clinical intervention skills; assessment

and diagnostic skills; intake and crisis intervention; (and) a contribution to current knowledge/practices along with a commitment to continuing education.

The psychology intern will develop the knowledge and skills necessary for entry level positions in the professional practice of psychology. The psychology intern will develop competency in the assessment and diagnosis of clinical issues and conditions. She/he will develop skills and competency in providing individual and group therapy. The psychology intern will develop crisis intervention skills.

The psychology intern will develop the knowledge and skills necessary for effective interdisciplinary collaboration on psychoeducational issues. She/he will develop the ability to work with and among individuals in Northwood Health Systems and other professional systems. The psychology intern will develop competency in treatment planning. The psychology intern will develop skills in leading interdisciplinary team meetings.

The psychology intern will develop the self-awareness, interpersonal skills, and attitudes to effectively function in an agency setting. The psychology intern will demonstrate professional and ethical behavior. The psychology intern will develop self-awareness of personal characteristics that impact professional functioning.

A minimum of 2,000 hours of on-site activities, including a minimum of 1,000 hours of clinical direct service, is required for the successful completion of the Northwood Health Systems 12 month psychology internship. Though there is some flexibility in the starting and ending dates of the internship, the recommended program start date is August 1<sup>st</sup>.

Psychology interns meet with the Training Director prior to each semester to discuss an individualized training program and develop training goals for the upcoming semester. In addition to identifying training goals, the Training Director assists psychology interns in monitoring their progress toward meeting the requirement of 2,000 hours of on-site activities, including 1,000 hours of clinical direct services, for successful completion of the internship.

### **Program Overview**

The primary purpose of the internship program is the training of interns for the practice of professional psychology in a variety of health care settings including but not limited to public service settings. Northwood strives to provide a balanced apprenticeship experience where supervised direct clinical practice, formal training events, and science

and practice are integrated through instruction and reflection. Clinical assignments are determined by primary supervisors in collaboration with the training director and matched to individual student's training needs and interests through ongoing discussion of developing competencies and internship requirements. All interns will have supervised experience with a range of case and activity assignments across the training year. Interns will have the opportunity to do both brief and longer-term therapy with individuals, groups, and/or families throughout their internship. Approximately 50% of an intern's time is in face-to-face psychological services to clients. In addition, interns will also participate in a weekend group therapy rotation for the Wood Street Crisis unit; the expectation is that the intern will come in for approximately three hours on Saturday and three hours on Sunday and provide one group therapy service per day. Interns will work a modified schedule the week prior and the week following the assigned weekend to account for time spent providing group therapy. Given the opportunity to increase their direct service experience each week, the intern will provide at least 8 hours of face-to-face individual and/or family therapy, 3 hours of group therapy, 8 hours of intake assessment/crisis stabilization assessment, and 1 hour of case management/clinical consultation/assessment or observation experience totaling 20 hours per week of direct service provision. Psychology interns join psychologists in leading interdisciplinary teams to develop treatment plans and strategies for clients. Each intern will be provided 2 hours of individual supervision and 2 hours of didactic training weekly. There is also 1 hour of group supervision provided bi-weekly. Providing clinical support/professional development opportunities, Northwood provides interns with time for documentation/administration of service and opportunities to attend company workshops/trainings. Additional time may include: supervision, program development, and outcome study opportunities. Interns participate in providing assessment services by both interview and standardized testing instruments. Emphasis is on risk assessment, diagnostic clarification, and determination of medically necessary services.

Interns will learn and conduct intake assessments for all services provided by Northwood Health Systems. Clients often present with complex diagnostic pictures in terms of psychotic conditions, mood disorders, substance abuse issues, personality disorders, and behavioral issues. Interns will also assess for exacerbating factors, such as medical conditions and trauma history. An important part of the internship is the assessment of individuals to determine appropriate admissions to the crisis stabilization units, and ongoing need for continuing stay in crisis stabilization.

Interns will be responsible for learning to administer, score, and interpret a number of standardized measures. These measures include the more global measures, such as the Wechsler Intelligence Scales or the MMPI-2, as well as more targeted or screening instruments related to mood, intelligence, achievement, behavior, and outcome. Interns

are required to demonstrate competency in the selection, administration, and interpretation of results in a well-written report. Consultation with clients and treatment team regarding test results, diagnosis, and impact on treatment planning is an important part of the process. Supervision is provided for all assessment services.

The internship will provide an array of intervention experiences. Interns will be assigned a caseload of psychotherapy clients. Each intern will be advised to develop a strong foundation in a specific theoretical orientation, but will also be exposed to other theories and techniques in the supervision process. Interns will be encouraged to develop areas of competency in terms of individual, group, or family therapies to match their interests.

Interns will be supervised in the process of integrating information from interview, assessment, and from all available resources, such as chart review and family interviews, into a case formulation. This process will lead to development of an empirically based treatment plan with interventions appropriate for the identified problem areas and for client functional capacities. Interns are expected to become a part of the clinical leadership in treatment planning, and an integral part of the treatment team. The internship process will also focus on enabling the intern to develop skills and techniques to assess alliance building and outcomes of therapeutic endeavors. The intern will also consult with supervisors and peers regarding measuring and improving these areas in the agency as a whole.

In working in a community setting, the intern will have opportunities to experience working with a number of clients who present unique issues with regard to cultural sensitivity and application of ethical principles. The process of supervision will emphasize these areas as needed.

Northwood Health Systems provides services to a diverse population residing in the local catchment area and the regional area. This population includes individuals with severe and persistent mental illnesses, individuals experiencing a crisis in their lives, individuals with developmental disabilities and cognitive impairments, and individual with substance abuse issues. A significant percentage of individuals are members of more than one diagnostic or functional classification.

The ages of those served range from age three through the end of life. Services are provided individually, as well as to a couple or family, and in a variety of group settings.

Interns will be encouraged to develop knowledge and skills in working with these populations, but will also be encouraged to develop specialties in their areas of interest.

Interns are given a total of 3 paid days off in addition to company vacation days. The intern's paid days off do not begin until January of the training year.

### **Direct Service Experiences**

#### **Individual and Family Therapy**

Psychology interns have an expectation to conduct a minimum of 20 direct service hours per week. A majority of these hours include individual and/or family therapy with diverse individuals who are experiencing a wide range of presenting problems.

#### **Group Therapy**

Northwood Health Systems offers a variety of groups including groups for those receiving stabilization services at one of our two 16 bed stabilization units, community focused treatment groups for individuals with severe and persistent mental illnesses, intensive outpatient groups for those with substance abuse problems, and intensive outpatient groups for those with chronic emotional and mental health issues. Psychology interns may begin their group therapy experience observing and assisting a more experienced clinician before they assume primary responsibility for leading a group. Interns provide a minimum of 3 hours of group therapy per week.

#### **Intake Assessment**

Northwood Health Systems maintains a practice of offering assessment, treatment planning and referral service for any individual who walks into the clinic and wishes to begin receiving mental health or substance abuse services. These daily walk-in assessments provide an opportunity to conduct triage assessments with clients, to form and document clinical impressions, and then to route clients to the appropriate service (e.g. individual/family therapy, psychiatric consultation, stabilization services, substance abuse assessment/treatment, intensive outpatient services, community focused treatment, care coordination). Psychology interns are provided interdisciplinary training and opportunity to observe a more experienced clinician before assuming responsibility for conducting intake assessments.

#### **Crisis Stabilization Assessment Services**

All clients admitted to a crisis stabilization unit are assessed by a psychologist as well as psychiatry personnel within 24 hours of admission. A detailed admission assessment by a psychologist includes the identification of the presenting problem(s) and any triggers to the crisis, current symptoms and behavioral changes necessitating crisis stabilization level of care, date or onset of crisis level symptoms, mental status examination including a thorough risk assessment, assessment for psychotic symptoms, assessment of mood, and a thorough substance abuse assessment including current use pattern, drug(s) of

choice, date, frequency, amount, duration, method, and history of use, as well as previous treatment history. The psychologist admission assessment further includes an assessment of functional impairment and recidivism as well as diagnostic assessment, assessment of admission criteria, initial CSU plan of care, and the development of the initial discharge treatment plan. In addition to the admission assessment, psychologists do follow-up examinations and continuing stay assessments. Continuing stay assessments include mental status examination, current GAF, clinical information impacting daily functional status, assessment for risk, assessment for recidivism, and continued discharge planning. An important part of the internship is the assessment of individuals to determine appropriate admissions to the crisis stabilization units, and ongoing continuing stay assessments. Psychology interns are provided extensive orientation and training, including shadowing a senior psychologist for an extended period of time, before they are expected to assume primary responsibility for crisis stabilization admission and continuing stay assessments. Psychology interns do not make discharge decisions for those clients admitted to stabilization services.

### **Standardized Testing**

Northwood psychologists also conduct psychological evaluations for a broad range of clients. Interns will be responsible for learning to administer, score, and interpret a number of standardized measures. Northwood Health Systems does not present opportunities to interns for participation in forensic evaluations.

### **Treatment Planning**

Northwood employs a team of psychologists who lead interdisciplinary teams to develop treatment plans and strategies for clients. Chairing these interdisciplinary team meetings, psychologists serve as the clinical leaders at Northwood. Interns will be supervised in the process of integrating information from interview, assessment, and from all available resources, such as chart review and family interviews, into a case formulation. This process will lead to development of an empirically based treatment plan with interventions appropriate for the identified problem areas and for client functional capacities. Interns are expected to become a part of the clinical leadership in treatment planning, and an integral part of the treatment team.



## **Training Activities**

### **Individual Supervision**

Each psychology intern receives 2 hours of regularly scheduled individual supervision weekly. Northwood's clinical level supervising psychologists possess a range, depth, and breadth of clinical experience and expertise. The three supervising psychologists bring expertise in assessment by formalized testing instruments, assessment by clinical interview, crisis intervention and risk assessment, assessment and treatment of personality disorders, family assessment, individual therapy, group therapy, family therapy, cognitive-behavioral therapy, solution-focused therapy, the treatment of serious and chronic mental illness, trauma-focused therapy, child development, residential treatment, research, clinical supervision, and ethical and professional issues. Each intern receives supervision from at least two different supervisors throughout the year.

The supervising psychologist is clinically responsible for each client served by the psychology intern. The primary supervising psychologist discusses each case, maintains a record of supervision and consultation on each case, and reviews and cosigns all documentation (i.e. therapy progress notes, testing, crisis assessments, etc.) completed by the psychology intern. Crisis cases require a greater level of supervision. In addition to the supervising psychologists, psychology interns are encouraged to consult with the training director and/or other staff psychologists telephonically or face-to-face at any time. Psychology interns do not make discharge decisions for those clients admitted to stabilization services.

### **Group Supervision**

Psychology interns join Northwood therapists and psychologists in 1 hour of group supervision bi-weekly. Individual clinicians present cases to supervising psychologists and peers. Generally focused on the more challenging cases, group supervision is also used to discuss cases where significant progress has occurred, share new ideas, or present ethical dilemmas. Psychology interns are expected to be active participants in group supervision, to ask questions and provide feedback, and to present cases to the group.

### **Didactic Training**

Psychology interns are provided 2 hours of didactic training weekly, which may include case conferences, seminars, in-service training, or grand rounds. Training is provided by Northwood supervising psychologists serving as core faculty and adjunct faculty comprised of an interdisciplinary group of Northwood staff with representation from psychiatry, social work, counseling, nursing, and administration, as well as psychology. Topics may include suicide assessment, professional development, group therapy skill development, individual therapy skill development, treatment of trauma, treatment of

long term persistent mental illness, psychological assessment, treatment of substance abuse, and development of case conceptualization skills. Throughout each training, interns will examine issues with respect to potential ethical dilemmas as well as cultural diversity issues.

### **Continuing Education and Specialization**

In addition to preparation to function as generalists, each psychology intern is encouraged to work toward the development of expertise in a clinical, or non-clinical, specialty area of their choice. Those psychology interns interested in developing a specialization are encouraged to discuss their interest with the training director as well as their primary supervisor.

## **The Training Staff**

### **Intern Training Core Faculty**

#### **Lisa Meyer, Ph.D.**

*Staff Psychologist*

**Education:** Ph.D. in Counseling Psychology, West Virginia University

**Licensure and Certification Status:** Licensed Psychologist in WV; Certification in Traumatic Stress Studies at The Trauma Center at JRI

**Orientation:** Acceptance and Commitment Therapy

**Emphasis:** Trauma, grief and loss, spirituality, health

#### **Michael Morreale, Psy.D.**

*Staff Psychologist*

**Education:** Psy.D. in Clinical Psychology, Nova Southeastern University

**Licensure and Certification Status:** Licensed Psychologist in WV; Certification for CBT for Substance Use

**Orientation:** Psychodynamic

**Emphasis:** Trauma, Self-development

#### **Andrea Lefebvre, Psy.D.**

*Staff Psychologist*

**Education:** Psy.D. in Clinical Psychology, Union Institute and University

**Licensure and Certification Status:** Licensed Psychologist and LPC-ALPS in West Virginia

**Orientation:** CBT, CBTp, Bowen Family Systems

**Emphasis:** Trauma, psychosis spectrum disorders, spirituality, art therapy, and LGBTQIA related issues

### **Intern Training Adjunct Faculty:**

#### **Steve Corder, M.D.**

*Medical Director/Staff Psychiatrist*

**Education:** WVU School of Medicine (1985), Residency in Internal Medicine and Psychiatry, WVU at CAMC, 1985-1990

**Licensure and Certification Status:** Board Certified in psychiatry.

**Orientation:** Psychopharmacology.

**Emphasis:** Psychopharmacology.

## **Mark Games, MBA**

*President & CEO*

**Education:** Masters of Business Administration from West Virginia University (2000), Bachelors in Psychology from West Liberty State College (1991)

**Licensure and Certification Status:** None.

**Orientation:** Effective, efficient, responsive community mental health services.

**Emphasis:** Balancing a responsibility to adhere to the practice of sound business principles with a responsibility to provide the community with quality services.

### **Statement on Trainee Self-Disclosure**

Northwood Health Systems adheres to Standard 7.04 of the APA Ethical Principles of Psychologists and Code of Conduct by identifying our expectations of trainees with respect to self-disclosure of personal information during training. We seek to create a safe environment in which trainees can explore the impact of their own life experiences and personal views on their clinical work and their experience of themselves as clinicians, without requiring any specific disclosure of personal information. We believe that this type of self-reflection is a critical feature of training as a clinician. As noted in the Ethical Principles, we may require self-disclosure of personal information if the information is necessary to evaluate or to obtain assistance for students whose personal problems could reasonably be judged to prevent them from performing their training or professionally related activities in a competent manner.

### **Intern Benefits**

The salary for full time psychology interns is \$28,000. Full time psychology interns are eligible for health insurance coverage, including medical, dental and vision. They are also eligible for short and long term disability insurance, life insurance at two times their annual salary, and paid days off. Half time psychology interns are not eligible for benefits.

### **Internship Due Process Guidelines**

#### **I. Purpose**

This guideline is intended to provide an overview of due process definitions and procedures for student interns.

#### **II. Definitions**

Due process. A series of steps that provides a framework in which issues may be acted upon, corrected or contested. Problematic behavior. An interference in professional functioning which is reflected in one or more of the following ways: 1. an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2. an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3. an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning. It is a professional judgment as to when an intern's behavior becomes problematic; however, problems are typically identified when they include one or more of the following characteristics: 1. A behavior is in violation of the company's corporate compliance plan or APA ethical standards; 2. The quality of services delivered by the intern is sufficiently negatively affected; 3. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training; 4. A disproportionate amount of attention by training personnel is required; 5. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time; 6. The intern does not acknowledge, understand, or address the problem when it is identified;

### **III. Guideline Statement**

Due process is intended to ensure that decisions about interns are not arbitrary or personality based. It also establishes a framework within which interns can respond to allegations of problematic behavior and outlines a grievance procedure for addressing disagreements over intern performance, quality or other problems which negatively impact the internship learning experience.

### **IV. Operational Procedure Steps**

#### **General**

During orientation, interns are presented with the information below, in writing, and will sign to acknowledge receipt and discussion of these guidelines.

1. The program's expectations related to professional functioning
2. Procedures for evaluation, including when and how evaluations will be conducted
3. That recommendations or decisions regarding the intern's performance are made using input from multiple professional sources
4. Procedures and actions involved in responding to intern performance problems or concerns

5. The importance of communicating with graduate programs about any suspected difficulties with interns and, when necessary, seeking input from these academic programs about how to address such difficulties
6. That a remediation plan, when appropriate, will include a time frame for expected remediation and consequences for not rectifying problems
7. That actions taken by the program and rationale are documented in writing
8. Intern grievance / conflict resolution procedures

## **Handling Intern Performance Problems**

The following steps are intended to address problematic behavior once it has been identified:

**Verbal Warning** - A verbal warning can be given to the intern to communicate that a problem behavior exists, to explain the nature of the problematic behavior, to explain why it is problematic and/or inappropriate, and to emphasize the importance of discontinuing the behavior. While this is not a formal written acknowledgement, it serves as documentation that the issues were discussed and that a verbal warning was given. The intern reviews and signs the verbal warning.

**Written Warning** - This is a formal, written directive to the intern to improve performance or discontinue a problematic and/or inappropriate behavior. The intern reviews and signs the written warning and a copy of this documentation will be kept in the intern's file. The documentation will contain:

- a) A description of the intern's unsatisfactory performance
- b) Actions needed by the intern to correct the unsatisfactory behavior
- c) The time frame for correcting the problem
- d) Actions to be taken if the problem is not corrected, and
- e) Notification that the intern has the right to request a review of this action when identified problems are not corrected.

After a written warning is given and the intern does not correct the unsatisfactory behavior within the identified time frame, one or more of the following steps may be implemented.

**Schedule Modification** - This is a time limited, remediation-oriented, closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in correcting unsatisfactory behaviors, with the full expectation that the intern will complete

the internship. This period will involve more closely scrutinized supervision conducted by the regular supervisor in conjunction with the Training Director. Several possible, and perhaps concurrent courses of action, are possible. These include:

- a) Increasing the amount of supervision, either with the same or another supervisor
- b) Changing the format and focus of supervision to accommodate for the current intern needs
- c) Recommending personal psychotherapy (a list of community practitioners will be provided to the intern)
- d) Reducing the intern's work load
- e) Requiring specific academic coursework

The length of the schedule modification will be determined by the Training Director in consultation with the Supervising Psychologist. After discussion with the intern, the termination of the schedule modification will be determined by the Training Director in consultation with the Supervising Psychologist. At this time a letter will be sent to the intern's Training Director at their graduate school to notify the university of the intern's status and issuance of a written warning. A copy of the written warning will also be sent.

**Probation** - This is also a time limited, remediation oriented, more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship in which the Training Director systematically monitors for a specified length of time the degree to which the intern addresses and improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement that includes:

- a) The specific behaviors associated with the unacceptable rating
- b) The recommendation for rectifying the problem
- c) The time frame of the probation, during which the problem is expected to be resolved and/or performance to be at an acceptable level
- d) The procedures to determine whether the problem has been appropriately rectified

If the Training Director determines that there has not been sufficient improvement or resolution of the problematic behavior to remove the intern from probation or a modified schedule, then the Training Director will discuss with the Supervising Psychologist possible courses of action to be taken. The Training Director will communicate in writing to the intern that the conditions for revoking the probation or schedule modification have not been satisfied, along with communicating the next course of action that will be implemented. These may include continuation of remediation efforts for a specified time

period or implementing another alternative. Additionally, the Training Director will communicate to the Supervising Psychologist and the Training Director of the intern's university graduate program that if the intern's behavior does not change, or performance does not improve, the intern will not successfully complete the internship.

**Suspension of Direct Services** - Direct service activities may be suspended for a specified period as determined by the Training Director in consultation with the Supervising Psychologist and Human Resources Director. At the end of the suspension, the Training Director in consultation with the Supervising Psychologist will assess the intern's capacity for effective functioning and determine when direct services can resume.

**Administrative leave** - This involves the temporary withdrawal of all of the intern's responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Services or administrative leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the Training Director of the intern's university graduate program will be notified. The Training Director and Human Resource Director will also inform the intern of the effects of the administrative leave on the intern's stipend and accrual of benefits.

**Dismissal from the internship** - Dismissal involves the permanent withdrawal of the intern's responsibilities and privileges. When specific interventions do not, after a reasonable period of time, rectify the problem behavior or concerns and the intern seems unable or unwilling to alter his/her behavior, the Training Director will discuss with the Supervising Psychologist and Human Resources Director the possibility of termination from the internship training program or dismissal from the agency. Either administrative leave or dismissal from the program would be invoked in cases of serious violations of the company's corporate compliance plan, the APA Ethical Code, when imminent physical or psychological harm to a client is a major factor, or when the intern is not able to complete the internship due to physical, cognitive/mental or emotional issues/illness. When an intern is dismissed from the program, the Training Director will notify the Training Director of the intern's university graduate program of the intern's dismissal and failure to complete the internship program successfully.

**Intern Appeal Process** - If the intern wishes to appeal any of the above remediation steps, the Training Director must be notified in writing immediately. The written request for appeal should clearly identify elements of the remediation plan with which the intern disagrees, any facts the intern believes have been omitted or misrepresented, and additional or alternative remediation elements the intern believes are fitting. A hearing will be scheduled within 10 working days from the date the written appeal request is



received by the Training Director and will include the intern, the Training Director, the supervisor and the Human Resource Director. A final decision will be made by the appeal panel and shall take one of the following courses of action:

1. Remediation as amended by the intern shall be accepted and instituted.
2. Remediation shall be amended as seen appropriate by the appeal panel, accepted for final approval, and instituted.
3. Remediation as originally determined will be sustained.

The final remediation determination shall be provided in writing and signed by the Training Director and intern. The original copy should be placed in the intern's file and a second copy provided to the intern. If however, the intern still rejects the committee's decisions, he or she will be offered release from the internship program. If accepted, the intern's sponsoring academic program will be promptly and officially notified.

**Intern Grievance / Conflict Resolution Procedure Notice** - If an intern experiences problems with their supervision, training, or other aspects of their internship, they may follow the procedures outlined below:

1. The intern may discuss the issue informally with the staff member(s) involved.
2. If the issue cannot be resolved at this level, the intern should discuss the issue and seek resolution with the Training Director.
3. If discussion with the Training Director does not resolve the problem, the intern should formalize the grievance by submitting it in writing to the Training Director. The written grievance should identify the parties involved, the basic facts on which the grievance is based, and the intern's expectations regarding how the complaint might be resolved. If the Training Director is the focus of the complaint, the written grievance should be submitted to the intern's supervisor.

**Hearing** - A review panel comprised of the Training Director, supervisor and one other psychologist staff member requested by the intern will meet to review the grievance within 10 working days. The review panel will endorse a remediation plan which will then be presented to the intern by the Training Director. If the intern accepts the panel's remediation plan, the plan will be implemented as recommended. If the intern does not accept the panel's decision, the intern may file an appeal.

**Appeal** - If the intern wishes to appeal the decision of the review panel, the Training Director must be notified in writing immediately. The written request for appeal should clearly identify elements of the remediation plan with which the intern disagrees, any facts the intern believes have been omitted or misrepresented, and additional or alternative remediation elements the intern believes are fitting. A second hearing will be

scheduled within 10 working days from the date the written appeal request is received by the Training Director and will include members of the original review panel in addition to the intern. A final decision will be made by the appeal panel and shall take one of the following courses of action:

1. Remediation as amended by the intern shall be accepted and instituted.
2. Remediation shall be amended as seen appropriate by the committee, accepted for final approval, and instituted.
3. Remediation as decided upon at the first hearing will be sustained.

The final remediation determination shall be provided in writing and signed by the Training Director and intern. The original copy should be placed in the intern's file and a second copy provided to the intern. If however, the intern still rejects the committee's decisions, he or she will be offered release from the internship program. If accepted, the intern's sponsoring academic program will be promptly and officially notified.

### **Application Requirements**

Completion of formal coursework and practicum training is required prior to the beginning of internship. Applicants must have 400 hours of direct clinical intervention (therapy) hours. 100 hours of these 400 hours must include individual therapy with adults (18 and over). Applicants must also have a minimum of 25 hours of assessment experience.

### **Application Procedures**

Northwood Health Systems will utilize the AAPI Online application developed by The Association of Postdoctoral and Psychology Internship Centers. Northwood Health Systems will participate in the online matching process for the selection of Psychology Interns.

Northwood Health Systems is an Equal Opportunity/Affirmative Action Employer. Qualified Women, Minorities, Veterans, and Individuals with Disabilities are encouraged to apply.

### **Accreditation Status of the Internship Program**

The Clinical Psychology Internship offered by Northwood Health Systems is not accredited by Commission on Accreditation of the American Psychological Association (APA).

Northwood Health Systems is a member of The Association of Postdoctoral and Psychology Internship Centers (APPIC).

### **Northwood and Greater Wheeling**

Wheeling, with a population of 28,000 people, is approximately 60 miles from Pittsburgh, Pennsylvania, 128 miles from Columbus, Ohio. Located in the Northern Panhandle of West Virginia, almost half of the employment in the United States is within a 500 mile radius of Wheeling. Rated one of the safest cities in the United States, Money Magazine has rated Wheeling one of the three best places to live.

Health care costs in Wheeling are 25% lower than the national average. High quality medical care is close to home with two major hospitals located in Wheeling, both of which are designated trauma centers, innovative, and have state-of-the-art equipment and technology.

Education is highly valued in the Wheeling area, with a teacher/student ratio of 1:18. The public schools have earned the “National Schools of Excellence” award. The Ohio County Public School System was rated one of America’s 25 premier public school systems by Women’s World magazine. There are also many private and Catholic schools, including the well recognized Linsly School. Several good quality, affordable, higher-education opportunities exist in the Wheeling area including Belmont College, Bethany College, Ohio University Eastern, West Liberty University, and West Virginia Northern Community College.

Within a one and two hour drive to Pittsburgh and Columbus respectively, Wheeling offers its own array of cultural, sports, and recreational activities.

Wheeling is the nation’s smallest city to support a metropolitan class Symphony Orchestra. The Capitol Music Hall, home of Jamboree USA, is located in downtown Wheeling and hosts various music acts and Broadway shows, as well as the Wheeling Symphony.

Oglebay Park, a 1,640 acre city park and family resort, is one of the largest city parks in the United States and is frequently cited as being a model city park. Founded in 1930, Oglebay Institute is the nation’s oldest arts council. Oglebay Institute’s Towngate Theatre, a church-turned-theatre located in Wheeling’s historic Centre Market district, offers a yearly season of plays for adults and children, critically acclaimed films, as well as performances by favorite musicians and bands. Wheeling and Oglebay Park is home to the Festival of Lights. With one million visitors, the Festival of Lights is rated among the

## Top 22 Internationally Known Events in North America by the American Bus Association.

Wheeling is a sports oriented town. It is home to the Wheeling Nailers, an ECHL hockey team affiliated with the Pittsburgh Penguins of the National Hockey League. Wheeling is the site of the West Virginia (WVSSAC) Super Six Football Championships as well as the Beast of the East Baseball Tournament. In addition to the availability of several golf courses within an easy driving distance, there are four golf courses in the local park system, including two championship level courses. Once serving as the site of the TAC US Championship 20k and rated by Runners World magazine as one of the top 25 distance races in the United States, the Elby's Distance Race, now the Ogden Newspaper Half Marathon Classic, remains a popular annual event. The Wheeling Heritage Trail System is an important part of Wheeling's vitality and represents the evolution of our city. Once filled with railroad tracks, the City of Wheeling is now home to more than 18 miles of paved walking/bicycle trails that run along the Ohio River and throughout the city. The Annual Wheeling Heritage Trail Bicycle Tour, celebrated by riders from surrounding states, offers flat to hilly distances ranging from 10 to 62 miles, music and food.

Other Wheeling events include the Upper Ohio Valley Italian Heritage Festival, Wheeling Heritage Port Sternwheel Festival, Heritage Blues Fest, Celtic Festival, Oglebay Park's Octoberfest, and Waterfront Wednesdays.

### **Program Contact Information**

Those wanting additional information about Northwood Health Systems' Clinical Psychology internship program are encouraged to contact Lisa Meyer, Ph.D. at [trainingdirector@northwoodhealth.com](mailto:trainingdirector@northwoodhealth.com).

# APPENDICES

# APPENDIX 1

Copy of Training Director's License

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**WEST VIRGINIA BOARD OF E**

The duly licensed individual be  
the law and is entitled to practice

**PSYCH**

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## APPENDIX 2

### Copies of Supervisors' Licenses

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**WEST VIRGINIA BOARD OF EXAMINERS**

The duly licensed individual below  
the law and is entitled to practice in

**PSYCHOLOGICAL**

**Michael Morreale**

**WEST VIRGINIA BOARD OF EXAMINERS**

The duly licensed individual below  
the law and is entitled to practice

**PSYCHOLOGICAL**

**Andrea Lefebvre,**

# ATTACHMENT 3

Table A  
for  
Three of Northwood's Sites

## Listing of Clinical Supervisors and Credentials (include only licensed Psychologists)

**Table A-1 SITE: Wood Street Clinic**

Name of Supervisor	Highest Degree and Field	License (State & #)	Licensed to Practice Independently ?	Hours present on site/week (#)	Hours/week in direct supervision
Lisa Meyer	Ph.D. Counseling Psychology	WV #1175	Yes	45	2
Michael Morreale	Psy.D. Clinical Psychology	WV #1114	Yes	36	2
Andrea Lefebvre	Psy.D. Clinical Counseling	WV # 1197	Yes	18	2

**Table A-2 SITE: Brooke County Clinic**

Name of Supervisor	Highest Degree and Field	License (State & #)	Licensed to Practice Independently?	Hours present on site/week (#)	Hrs/week in direct supervision	Hrs/week in other training activities (#)
Andrea Lefebvre	Psy.D. Clinical Counseling	WV # 1197	Yes	27	2	varies

**Table A-3 SITE: Wetzel County Clinic**



<b>Name of Supervisor</b>	<b>Highest Degree and Field</b>	<b>License (State &amp; #)</b>	<b>Licensed to Practice Independently?</b>	<b>Hours present on site/week (#)</b>	<b>Hrs/week in direct supervision</b>	<b>Hrs/week in other training activities (#)</b>
Michael Morreale	Psy.D. Clinical Psychology	WV #1114	Yes	9	2	varies

# ATTACHMENT 4

## Table B for Three of Northwood's Sites

**Listing of Agencies in Multi-Site Settings**

**Table B-1 Site: Wood Street Clinic**

<b>Name of Agency</b>	<b>#of FT Interns on-site for the entire training year</b>	<b># of PT Interns on-site for the entire training year</b>	<b># of FT Interns on-site for only part of the training year (please specify the number of weeks/months)</b>	<b># of PT Interns on-site for only part of the training year (please specify the number of weeks/months)</b>
Northwood Wood Street Clinic	2	0	0	0

**Table B-2 Site: Brooke County Clinic**

<b>Name of Agency</b>	<b>#of FT Interns on-site for the entire training year</b>	<b># of PT Interns on-site for the entire training year</b>	<b># of FT Interns on-site for only part of the training year (please specify the number of weeks/months)</b>	<b># of PT Interns on-site for only part of the training year (please specify the number of weeks/months)</b>
Northwood Brooke County Clinic	0	0	0	0

**Table B-3 Site: Wetzel County Clinic**

<b>Name of Agency</b>	<b>#of FT Interns on-site for the entire training year</b>	<b># of PT Interns on-site for the entire training year</b>	<b># of FT Interns on-site for only part of the training year (please specify the number of weeks/months)</b>	<b># of PT Interns on-site for only part of the training year (please specify the number of weeks/months)</b>
Northwood Wetzel County Clinic	0	0	0	0

# ATTACHMENT 5

## Annual Calendar of Didactic Training

<b>Date(s)</b>	<b>Topic</b>	<b>Presenter</b>
8/4/2022	Overview of Internship/NHS Services	Michael Morreale, Psy.D.
8/11/2022	Psychological Assessment	Michael Morreale, Psy.D.
8/18/2022	Psychological Assessment	Michael Morreale, Psy.D.
8/25/2022	Psychological Assessment	Michael Morreale, Psy.D.
9/1/2022	Evolve NX/Documentation	Michael Morreale, Psy.D.
9/8/2022	Evolve NX/Documentation	Michael Morreale, Psy.D.
9/15/2022	Suicide Assessment	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
9/22/2022	Suicide Assessment	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
9/29/2022	Suicide Assessment	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
10/6/2022	Suicide Assessment	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
10/13/2022	Suicide Assessment	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
10/20/2022	Suicide Assessment	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
10/27/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
11/3/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
11/10/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
11/17/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
11/24/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
12/1/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
12/8/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
12/15/2022	Family Systems	Andrea Lefebvre, LPC-S, Psy.D.
12/22/2022	Treatment of Addictions	Michael Morreale, Psy.D.
12/29/2022	Treatment of Addictions	Michael Morreale, Psy.D.
1/5/2023	Treatment of Addictions	Carla Rose Bencie, LPC

1/12/2022	Vicarious Trauma/Self-Care	Lisa Meyer, Ph.D.
1/19/2023	Vicarious Trauma/Self-Care	Lisa Meyer, Ph.D.
1/26/2023	Vicarious Trauma/Self-Care	Lisa Meyer, Ph.D.
2/2/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
2/9/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
2/16/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
2/23/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
3/2/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
3/9/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
3/16/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
3/23/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
3/30/2023	Treatment of Trauma	Lisa Meyer, Ph.D., Michael Morreale, Psy.D.
4/6/2023	Treatment of Psychosis	Andrea Lefebvre, LPC-S, Psy.D.
4/13/2023	Treatment of Psychosis	Andrea Lefebvre, LPC-S, Psy.D.
4/20/2023	Treatment of Psychosis	Andrea Lefebvre, LPC-S, Psy.D.
4/27/2023	Treatment of Psychosis	Andrea Lefebvre, LPC-S, Psy.D.
5/4/2023	Neuropsychological Assessment	Ryan Kalakewich, Psy.D.
5/11/2023	Involuntary Hospitalization	Michael Morreale, Psy.D.
5/18/2023	Involuntary Hospitalization	Lisa Meyer, Ph.D.
5/25/2023	Special Populations: LGBTQ+	Andrea Lefebvre, LPC-S, Psy.D.
6/1/2023	Special Populations: Post Incarceration Syndrome	Michael Morreale, Psy.D.
6/8/2023	Special Populations: Autism Spectrum Disorder	Ryan Kalakewich, Psy.D.
6/15/2023	Business in Psychology	Michael Morreale, Psy.D.
6/22/2023	Supervision	Michael Morreale, Psy.D.
6/29/2023	Supervision	Lisa Meyer, Ph.D.
7/7/2023	Self-as-Instrument	Lisa Meyer, Ph.D.
7/14/2023	Self-as-Instrument	Lisa Meyer, Ph.D.
7/21/2023	Continuing Professional Development	Michael Morreale, Psy.D.
7/28/2023	Continuing Professional Development	Lisa Meyer, Ph.D.

# ATTACHMENT 6

## Certificate of Completion



Certificate of Internship Completion  
awarded to

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In recognition of successful completion  
of the internship program in

**Psychology**

**August 2021 –July 2022**

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**Training Director**

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**Chief Psychologist**

# ATTACHMENT 7

## Program Evaluation Form



**Northwood Health Systems**

**Psychology Intern  
Evaluation Form**

**Psychology Intern:** \_\_\_\_\_

**Supervising Psychologist:** \_\_\_\_\_

**Supervisor's Highest Degree:** \_\_\_\_\_

**Supervisor's Licensure Status** (Please list license and state): \_\_\_\_\_

\_\_\_\_\_

**Evaluation Period:** \_\_\_\_\_

Please check the appropriate category that best reflects your status as the evaluator:

\_\_\_\_\_ Primary Clinical Supervisor

\_\_\_\_\_ Secondary Clinical Supervisor (group supervision, consults, case conferences, etc.)

\_\_\_\_\_ Other (please specify): \_\_\_\_\_

\_\_\_\_\_

Evaluation based on (please check all that are relevant):

\_\_\_\_\_ Individual Supervision

\_\_\_\_\_ Group Supervision

\_\_\_\_\_ Case Discussion (team or unit meetings, case conferences, etc.)

\_\_\_\_\_ Training Sessions

\_\_\_\_\_ Review of Tapes (Audio or Video)

\_\_\_\_\_ Observation of Sessions

\_\_\_\_\_ Co-Therapy of Cases

\_\_\_\_\_ Other (please specify): \_\_\_\_\_

For each item, evaluate the psychology intern to students at the same level of training. For any question that is not applicable or appropriate please indicate: **NA**. For any item in which there is not enough information to adequately evaluate the psychology intern, mark **NI**.

Significantly Below Average 1	2	3	On Par with Level of Training 4	5	6	Significantly Above Average 7
<b>I. Professional Responsibilities:</b>						
A. <u>Ethics and Social Justice Issues</u>						
1. Demonstrates knowledge of APA Ethical Principles, Guidelines for Providers of Psych. Services to Ethnic, Linguistic, and Culturally Diverse Populations, and APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change.						
2. Shows application of these principles and guidelines.						
3. Manifests knowledge of other statutes regulating professional practice.						
4. Shows application of other statutes regulating professional practice.						
5. Exhibits concern for client welfare.						
6. Recognizes and demonstrates concern for issues of social justice, discrimination, and oppression.						
Comments/Training Recommendations:						
B. <u>Professional Demeanor</u>						
1. Manifests professional identity, attire, behavior, etc.						
2. Shows involvement in professional development activities.						
Comments/Training Recommendations:						

Significantly Below Average		On Par with Level of Training			Significantly Above Average	
1	2	3	4	5	6	7

**II. The Conceptualization Process:**

1. Focuses on specific behaviors and their consequences and implications.	
2. Recognizes and pursues discrepancies and meaning of inconsistent information.	
3. Includes a cultural analysis in case conceptualizations.	
4. Uses relevant case data in planning both immediate and long-range goals.	
5. Uses relevant case data in considering various strategies and their implications.	
6. Bases decisions on a theoretically sound and consistent rationale of human behavior.	
7. Is perceptive in evaluating the effects of own therapy techniques.	

Comments/Training Recommendations:

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**III. Sensitivity to Client Issues—deal effectively with clients:**

1. Dependency	
2. Resistance	
3. Transference	
4. Cultural differences	
5. Cultural and sex-role stereotypes	
6. Conflicts between value systems of Client/therapist	
7. Sexual attraction	
8. Intense affect (e.g. anger, pain, depression/hurt)	

Comments/Training Recommendations:

--

Significantly Below Average		On Par with Level of Training			Significantly Above Average	
1	2	3	4	5	6	7
<b>IV. Sensitivity to Self as Therapist</b>						
1. Shows awareness of impact on Self on client						
2. Shows awareness of one's own ethnic culture and of one's racial and cultural biases						
3. Tolerant of ambiguity						
4. Has ability to reflect upon and analyze the activities of the therapy hour.						
5. Is willing to explore personal issues which impact the counseling process.						
6. Is willing to look at one's strengths.						
7. Is willing to look at one's weaknesses.						
8. Can process experiences of discrimination, bias, and miscommunication in cross-cultural situations						
Comments/Training Recommendations:						
<b>V. The Therapeutic Process</b>						
<b>A. <u>Clinical Intervention Skills</u></b>						
1. Researches the referral prior to the first interview.						
2. Keeps appointments on time.						
3. Begins the interview smoothly.						
4. Explains the nature and objectives of counseling when appropriate.						
5. Explains the concepts of confidentiality and privacy to clients.						
6. Is relaxed and comfortable in the interview.						
7. Communicates interest in and acceptance of the client.						
8. Facilitates client expression of concerns and feelings.						
9. Recognizes and resists manipulation by the client.						
10. Recognizes and addresses positive affect of the client.						
11. Recognizes and addresses negative affect of the client.						
12. Is spontaneous in the interview						
13. Uses silence effectively in the interview.						
14. Is aware of own feelings in the counseling session.						
15. Communicates own feelings in the counseling session when useful.						
16. Recognizes and skillfully interprets the client's covert messages.						
17. Facilitates realistic goal-setting with client.						
18. Encourages appropriate action-step planning with the client.						
19. Employs judgment in the timing and use of different techniques and strategies.						
20. Employs evidence-based practices and interventions which are consistent with client problems and diagnoses.						

21. Initiates periodic evaluation of goals and action-steps during counseling.	
22. Terminates the interview smoothly.	
23. Is able to demonstrate these skills across a broad range of client problems and in various cross cultural situations.	
Comments/Training Recommendations:	

Significantly Below Average 1	2	3	On Par with Level of Training 4	5	6	Significantly Above Average 7
B. <u>Diagnostic Skill/Use of Assessment</u>						
1. Is knowledgeable about and skilled in use of assessment procedures:						
a. career						
b. psychodiagnostic						
c. intake						
2. Integrates assessment data with other knowledge of client.						
3. Shows written and verbal organizational skills in reporting assessment findings.						
4. Shows knowledge of formal diagnostic categories (DSM-IV-TR/DSM-V)						
5. Is able to apply DSM-IV-TR/DSM-V schematic to specific clients.						
6. Is able to use DSM-IV-TR/DSM-V schematic in culturally appropriate and sensitive ways.						
Comments/Training Recommendations:						

Significantly Below Average	1	2	3	4	5	6	7	Significantly Above Average
<b>VI. General Supervision Comments: Trainee's Contributions to Current Knowledge and Practices</b>								
1. Demonstrates a personal commit to develop professional competencies further.								
2. Invests time and energy in becoming a psychologist.								
3. Accepts and uses constructive criticism to enhance self-development and counseling skills.								
4. Engages in open, comfortable and clear communication with peers and supervisors.								
5. Recognizes own competencies and skills and shares these with peers and supervisors.								
6. Recognizes own deficiencies and skills and shares these with peers and supervisors.								
7. Completes case reports and records conscientiously and in a timely way.								
8. Keeps abreast of new literature and development in the field.								
9. Actively contributes knowledge and expertise in team meetings and case conferences.								

Comments/Training Recommendations:

I have reviewed this evaluation with my supervisor.

Comments:

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Psychology Intern's Signature

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Signature of Supervising Psychologist

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Date

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Date