

UNIVERSIDAD
ANA G. MÉNDEZ

UAGM
Recinto de Gurabo

Internship Manual

Counseling Psychology Training Program

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COUNSELING PSYCHOLOGY INTERNSHIP PROGRAM

Introduction

A major objective of the Universidad Ana G. Mendez (UAGM) Counseling Psychology Training Program is to enable the student to acquire those competencies necessary for the practice of counseling psychology, including: assessment, diagnosis, psychotherapeutic and intervention. In addition, the program strives to enhance the student's professional development through identification with counseling psychology as a professional specialty and incorporation of American Psychological Association (APA) ethical principles and standards for practice. A component of the program necessary for meeting these objectives includes a minimum 2000 hours internship experience. The Internship provides the student a systemic increase in knowledge and clinical competencies necessary for the practice of the profession.

Internship Description

The Doctoral Internship is a well-organized supervised training experience that includes a supervised clinical experience and a didactic program. The psychology internship is composed of minimum of 2000 hours in a full year for a full time student and in two full years for a part time student. It is required that the intern should complete at least 25% of the time will be in direct clinical contact.

Full Time vs. Part Time Internship

Interns can choose between a full time and a part time internship. The selection and placement is based in the availability of positions at the internship site. Internship programs determine the type of position that will be available. If an intern applies for a full time position, it will be required that the student will be present at the site for at least 40 hours per week during the year of the internship. If an intern applies for a part time program, it will be required that the intern will be present for no less than 20 hours per week for a period of two full years. **An intern who has been accepted to a full time position CANNOT change to a part time internship or vice versa.**

ACADEMIC REQUIREMENT

Prior to the beginning of the internship, the student needs to provide certification of the following requirement:

1. Satisfactory completion of all academic courses and clinical practica (including elective courses)
2. Proof of a minimum of 1,000 hours of clinical experiences from the practica (this can include practicum hours from the terminal master)
3. Successful completion of the Doctoral Candidacy Examination,
4. Approval of Doctoral Project Proposal

APPLICATION PROCEDURE

All students will apply thru the APPIC match systems, using AAPI online (www.appic.org). All candidates need to complete the required documentation prior November 15 of the year prior to the beginning of the internship (or by the date stated by the internship site if it is before November 15) by uploading the information into AAPI application. Candidates must be aware of

the specific documentation that a particular internship program requires (e.g. letters of recommendation, CV, reports, etc.). APPIC is requiring the use of the Standardize Reference Form to be uploaded to AAPI Application. An example of the form is in Appendix L. The Internship Coordinator will review the application and will be discussed in a faculty meeting to assure that the candidate complies with all the minimum academic requirements and, personal and professional competencies to begin the internship. Once the faculty acknowledges that the student is able to begin internship, the Internship Coordinator will certify the application.

If the candidate is applying for a Non-APPIC Internship Site or requesting a new internship site, the student needs to notify the Internship Coordinator for evaluation and approval of the center before February 15 of the year prior to the beginning of the internship. New and Non-APPIC internship sites had to comply with the requirements to assure a minimum quality of training standard established by the Counseling Psychology Graduate Program. (See Appendix E for requirements and Appendix F for quality process assurance)

IMPORTANT DATES FOR INTERNS

3 rd Wednesday of April	Internship Orientation for the next academic year
November 15	Due Date AAPI Online
February 15	Due Date to submit the Internship Site Certification for new program
February 28	Notification of Internship Site Compliance to Students and Agencies
April 30	Due date for an Intern to be accepted for the next academic year. Notification to the Internship Coordinator of admittance to an Internship Program by the student

** Note** If a date is Saturday, Sunday or Holiday, the due date will be the next working day.

Interns applying through APPIC have to be aware of the application due date of the programs solicited and of the match dates. Match important dates can be found at APPIC web page: www.appic.org

REGISTRATION AND GRADING

All students have to be enrolled in the proper internship courses. This has to be done with the Student Service Official at the Graduate Program. Students who were admitted to a full time internship will register for CPSY 962 (Internship Full Time). Students that who were admitted to a part time internship will register in CPSY 961 (Internship Part Time). Students enrolled in the internship have a full time status regardless of being registered in CPSY 962 or CPSY 961 **Internship can only begin in July, August or September (corresponding generally with the fall semester of an academic year), depending of the beginning date of the internship. The final grade will be given at the end of the internship experience. A grade of “in progress” (IP) will be given while the student is in the process of completing the internship. The grade is submitted by the Internship Coordinator to the register, following the recommendation of approval by the Director of Clinical Training of the internship agency.**

ADMISSION TO AN INTERNSHIP PROGRAM

All students must notify the Internship Coordinator upon the acceptance to an internship before April 30th. **Students who have not been admitted to an internship will have to wait until the next application cycle, which is for the next academic year.** The Internship Coordinator will contact the internships that rejected a student to learn the causes of rejection and will forward the information to the Academic Counselor of the student for recommendation for the next year process.

Once the student is admitted to an internship, the internship agency has to contact, during the first two weeks of April, the student for the signature of a binding agreement. The agreement must contain at least the following information:

- Beginning and ending date of the internship
- Stipend and fringe benefits, if any
- Primary clinical supervisor's name, primary supervisor's CV, psychology license number, and contact information (email, telephone)

Also the internship agency (or consortium of agencies) will sign an agreement with the Universidad Ana G. Mendez indicating the obligation and responsibilities of the agency and the graduate program. Once the student began in the internship, the intern will abide to the policies and regulations of the Agency that contracted the student and to the manuals of the Counseling Psychology Doctoral Program and Universidad Ana G. Mendez.

EVALUATION OF PROGRESS & REQUIRED DOCUMENTATION

Students on internship are responsible for obtaining and submitting all the required evaluations on time to the office of the Internship Coordinator.

Supervision Contract and Supervision Log

During the first week of the internship, the interns and the supervisor will fill out the Supervision Contract (Appendix A). This instrument will serve as a self-evaluation of the Intern's Competencies and as an agreement between the intern and the supervisor about the competencies to be demonstrated by the intern during the internship. The supervision process must be documented using the Log form provided in Appendix B. A copy of the Contract and Log must be submitted by the intern to the graduate program at the end of each semester.

Intern's Evaluation

Interns receive two evaluations of performance from their Internship supervisor each semester. The first evaluation is conducted during the middle of the semester and the second at the end of the semester. The form to be utilized by the supervisor is included in Appendix C.

Case Conceptualization and Psychological Assessment

The supervisor will also evaluate the intern's competence in psychological assessment and case conceptualization. The intern must submit at least 2 assessment evaluations and at

least 2 conceptualization evaluations per semester (Appendix D). If the internship does not perform psychological assessment, then the intern must submit at least 4 case conceptualization evaluations.

Site and Supervisor Evaluation

At the end of the internship, the student will evaluate the internship site and the supervision conducted by the clinical supervisor. The form to be used to conduct this evaluation is found in Appendix E.

Required Documentation

The intern is responsible for obtaining and submitting on time all the evaluations and other requirements of the internship to the Internship Coordinator. The intern will schedule a meeting with the Internship Coordinator to verify that all required documentation had been submitted. This meeting must be scheduled during the first week of the academic semester immediately after the internship is completed. No grade will be posted on the student transcript until all evaluation forms are turned in.

Required Documentation

- Copy of Letter of Acceptance from the Internship Agency
 - For APPIC Internship, copy of the email or communication submitted by the Agency
- Supervision Contract with all amended goals
- Supervision Log- final
- First Semester Competency Evaluation (2: mid-semester and final)
- Second Semester Competency Evaluation (2: mid-semester and final)
- Case conceptualization and psychological assessment evaluation form (4)
- Evaluation of Supervisor and Internship Agency
- Internship Hours Report
- Copy of Internship Completion Certificate

ETHICAL STANDARDS

Students will abide by the ethical standards of the American Psychological Association and the Puerto Rico Psychology Board (or of the jurisdiction if the internship is outside of Puerto Rico). Interns will also follow all rules and regulations of Universidad Ana G. Mendez (UAGM) and will conduct themselves professionally. Any concern about the intern's professional behavior in the clinical setting will be addressed according to UAGM policies and due process.

The safety of clients and issues related to dual-role relationships are considered among the most important aspects of ethical behavior to be observed by all students and supervisor. It is the student's responsibility in consultation with the supervisor to evaluate the potential for danger to him/her or others in the clients served. Awareness of specific cases of child or elder abuse need to be reported according to the applicable law. Issues regarding gender violence and child abuse in any form must be reported and will be handled with utmost care in consultation with the supervisor.

DIVERSITY

Diversity refers to an affirmation of the richness of human differences, ideas, and beliefs. An inclusive definition of diversity includes but is not limited to age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and social economic status, as well as the intersection of these multiple identities and statuses. Exploration of power differentials, power dynamics, and privilege is at the core of understanding diversity issues and their impact on individuals, social structures, and institutionalized forms of discrimination.

SUPERVISION

Full-time interns must receive a minimum of four hours of supervision per week. Half-time interns must receive a minimum of two hours of supervision per week. **Each intern will have at least one hour of individual supervision every 20 hours of internship work per week.** The rest of the supervision can be in a group format or may also be in an individual format. The intern may cancel a supervision appointment only when the circumstances that prompted such cancellation justifies such action. Any supervisor may require objective prove of such justification. During the internship experience, the intern should receive supervision from at least two different supervisors. **At least twice per semester, the intern's clinical work must be directly observed by the supervisor. This observation may be done live (e.g. live video streaming, one way mirror, or observing in the same room) and/or by recorded observation (e.g. video and audio recording of a session). All supervisory sessions and direct observations will be documented in the Supervision Log, which will be countersigned by the supervisor (Appendix B).** See Appendix I for further details on direct observation.

DOCUMENTATION OF TIME IN CLINICAL TRAINING

Students will register their clinical hours using the website required by the Graduate Program at the time of the internship. Each month the Intern will submit the information entered at the website to the clinical supervisor for the proper verification. At the end of the internship, the student must submit a summary report of the verified hours to the Internship Coordinator for final verification and file.

The clinical hours registered on the website must accurately reflect actual hours worked at the internship. **No more than six hours per week may be reported for dissertation/project work.**

DUE PROCESS

Due process insures that the decisions made during internship on intern performance are fair and objective. Due process requires the tracking of the internal evaluation process and includes a procedure for appeal of evaluations. All internship program must have a process in place and must inform and discuss the processes. General due and grievance process are as follow:

- Inform interns about the expectations of the internship and expectations of the intern's professional performance.

- Define assessment procedures. This should include when and how the assessments are carried out
- Explain the procedures involved in making decisions about an intern's performance problem.
- Implement a remedial plan for any identified difficulties. This plan will include a period of reasonable time for such difficulties to be remediated and clarity about the consequences of not remediating them.
- Establish and publish a procedure for appealing decisions of the internship.
- Document actions taken by the internship and report to the parties concerned.
- Encourage early and frequent communication with the administration of the graduate psychology program about any difficulties observed or suspected with interns, with the purpose of receiving input on how overcome them.

Graduate Program Expectations

- Knowledge and acceptance of professional standards:
 - Interns must know and comply with:
 - the rules and principles of the Code of Ethics of the Board Examiners of Psychologists of Puerto Rico and the American Psychological Association (APA)
 - Laws and regulations that govern the practice of psychology and its specialties in Puerto Rico or in the jurisdiction where the internship is located
- Professional competence
 - Interns demonstrate knowledge and skill in:
 - diagnosis of mental disorders related to development, and social, psychological and physiological problems
 - the use of diagnostic methods, including clinical interviews and psychological assessment tools, with all kinds of clients
 - interventions of different forms, including traditional psychotherapy, crisis interventions, and consultation with clients from diverse populations
- Professional functioning
 - Interns function effectively, free of significant interference from emotional, personal, or academic problems. Sources of interference include, but are not limited to
 - academic deficiencies
 - psychological adjustment problems
 - inappropriate or inadequate methods of coping with stress
 - inadequate professional development
 - inappropriate responses to supervision

When such problems significantly interfere with the professional performance of the intern, the internship shall notify the intern and the graduate program. The internship, in conjunction with the intern will design and implement strategies to remedy problems that are interfering with

effective performance. If these strategies do not produce an improvement in the intern's professional performance to acceptable levels within a reasonable period of time, the intern will be dismissed from the internship.

How a problem is defined

For purposes of this manual, a problem that interferes with the intern's professional functioning can be manifested in one or more of the following ways:

- Unprofessional conduct or inconsistently professional conduct
- Failure to demonstrate acceptable levels of required professional competencies
- Failure to manage personal stressors, exhibition of psychological dysfunction, and/or failure to regulate emotional reactions consistently

Evaluation and Review Process

- I. Evaluation Process
 - a. The intern will be evaluated two (2) times during the internship, at mid-semester and at the end of each academic semester (see Appendix C). These evaluations will be completed by the supervisor.
 - b. The results of each evaluation will be discussed with the intern.
 - c. A report of the results will be submitted by the intern to the Internship Coordinator.
 - d. The Internship Coordinator will receive reports of supervisors. It will integrate the information received and meet with the intern to discuss the recommendations and relevant information.
- II. Procedure to respond to any improper execution of an intern
 - a. If an intern receives an unsatisfactory grade in any of the areas in which it was evaluated the following procedure will be followed:
 - i. The supervisors of the intern will meet with the Internship Coordinator (IC) to discuss the evaluation and determine what actions will be taken to improve
 - ii. The intern will be notified in writing that this meeting is taking place. The intern may respond to this evaluation in writing before the meeting
 - iii. After the meeting, the Internship Coordinator will seek the student's input. Based on the meeting and the student's input, the Internship Coordinator may take one of the following actions:
 1. Issue a formal Notice of Recognition, which
 - a. Recognizing that the situation is being dealt by the internship program
 - b. that intern has been informed of the grade
 - c. the behaviors associated with performance are not significant enough to warrant a more serious action
 2. May be issued a "probation" in which the internship program, in conjunction with the Internship Coordinator monitored systematically, for a specific time, the extent to which the intern

recognizes changes and improves the behavior associated with the inadequate qualification.

- a. Probation is a written notification to intern that includes:
 - i. The precise conduct associated with the grade.
 - ii. specific recommendations that the internship will put in place to rectify the problem
 - iii. the time of probation during which it is expected the problem to improve
 - iv. the designated procedure to ensure that the problem was rectified
3. May be issued a notification that "will not be more action".
- iv. The Internship Coordinator will meet with the intern to review the action taken. If it is on "probation", the intern could choose to accept conditions or requests to meet to discuss the action taken.
- v. If the actions of "notification of recognition" or "probation" occur, the Internship Coordinator will notify to Doctoral Program Coordinator, indicating the nature of the qualification, the reasons for the action, and the recommendations made. The intern will receive a copy of this letter.
- vi. Once the "notification of recognition" or "probation" is issued by the Internship Coordinator is expected that the status will be reviewed no later than the next evaluation period, or in the case of "probation", no later than the time limit identified therein. If the rating has been rectified to the satisfaction of the internship program, the intern and the Graduate Psychology Program will be informed and not take any further action.

The above does not preclude that there is involvement of other committees at the University level. This guide tries to provide to the intern means to resolve the conflicts that cannot be resolved by informal means. The intern, who complains in good faith, shall not be subject to personal or professional consequences.

**APPENDIX A
SUPERVISION CONTRACT**

Universidad Ana G. Mendez
Counseling Psychology Training Program
Internship Program
Supervision Contract

Name of Supervisee: _____

Supervisor: _____

Degree: _____ Specialty: _____ License # _____

Instructions:

This contract must be filled and signed within the first week of the practicum experience between the supervisee and the primary supervisor each semester. A copy of this contract with the practicum goals must be submitted to the Internship Coordinator within the first two weeks of the internship.

1. Goals of Supervision

- a. Monitor and ensure welfare and protection of clients of the Supervisee.
- b. Gatekeeper for the profession to ensure that only competent professionals enters.
- c. Promote development of the intern's professional identity and competence.
- d. Provide evaluative feedback to the Supervisee.

2. Structure of Supervision

- a. The primary supervisor during this training period will be _____, who will provide _____ hours of supervision per week. The delegated supervisor(s) during this training period will be _____, who will provide _____ hours of supervision per week. The intern will engage in _____ hours of face-to-face, _____ hours of individual supervision and _____ hours of group supervision per week.
- b. Live or video observation will occur _____ times per semester (minimum of eight times during the internship and must occurs twice per evaluation period).
- c. Limits of confidentiality exist for supervisee disclosures in supervision (e.g., supervisor normative reporting to graduate programs, licensing boards, and training teams, program directors, upholding legal and ethical standards).
- d. Supervision records are available for licensing boards, training programs, and other organizations or individuals mutually agreed upon in writing by the supervisor and supervisee.

3. Duties and Responsibilities of Supervisor

- a. Assumes legal responsibility for services offered by the supervisee.
- b. Oversees and monitors all aspects of client assessment, case conceptualization, treatment planning, and intervention, including but not limited to emergent circumstances, duty to warn and protect, legal, ethical, and regulatory standards, diversity factors, management of supervisee reactivity or countertransference to client, and strains to the supervisory relationship.
- c. Is available or ensures availability of an appropriate alternate supervisor in person or electronically 100% of the time when the supervisee is rendering professional services for the internship.
- d. Reviews and signs off on all reports, case notes, and communications (either in paper or electronically).
- e. Develops and maintains a respectful and collaborative supervisory relationship within the power differential.
- f. Practices effective supervision, which includes describing the supervisor's theoretical orientations for supervision and therapy, and maintaining a distinction between supervision and psychotherapy.
- g. Assists the supervisee in setting and attaining internship-related professional goals.
- h. Provides feedback anchored in supervisee training goals, objectives and required competencies.
- i. Provides ongoing formative and end of supervisory relationship summative evaluation on forms available in the Practicum Manual.
- j. Informs supervisee right away if the supervisee is not meeting competence criteria for successful completion of the internship, and implements remedial steps to assist the supervisee's development.
- k. Discloses training, licensure [including profession, license number and state(s) where licensed], areas of specialization and special expertise, previous supervision training and experience, and training areas in which he/she has previously supervised.
- l. Reschedules sessions to adhere to the legal standard and the requirements of this contract, in the event that the supervisor or supervisee cancels or misses a supervision session.
- m. Maintains documentation of the clinical supervision of and services provided by the intern.

- n. Determines whether any given psychotherapy case is too advanced for the intern's current level of competence. If the supervisor determines that a case is too advanced, the supervisor may join the supervisee as co-therapist or may transfer the case to another therapist, whichever is determined by the supervisor to be in the best interest of the client.
4. Duties and Responsibilities of the Supervisee
- a. Understands the responsibility of the supervisor for all supervisee professional practice and behavior.
 - b. Implements supervisor directives, and discloses clinical issues, concerns, and errors as they arise.
 - c. Identifies to clients his/her status as supervisee, the name of the clinical supervisor, and describes the supervisory structure (including supervisor access to all aspects of case documentation and records).
 - d. Attends supervision prepared to discuss client cases, with completed case notes and case conceptualization, client progress notes, clinical and ethics questions, and appropriate psychological literature on relevant, evidence-based practices.
 - e. Informs supervisor of clinically relevant information from client, including client progress, changing in the client's status, potential risks with the clients (such as suicide risk or substance abuse risk), as well as relevant information about the supervisee, such as treatment-relevant self-exploration, supervisee emotional reactivity, and countertransference to a client or clients.
 - f. Appropriately incorporates supervisor feedback into practice and provides feedback weekly to supervisor on client and supervision process.
 - g. Seeks out and receives immediate supervision on emergency and potential emergency situations with clients.
 - h. Reschedules sessions to adhere to the legal standard and the requirements of this contract, in the event that the supervisor or supervisee cancels or misses a supervision session.

A formal evaluation of the student competencies will be conducted on: _____ for the mid semester evaluation, when a review of the specific goals (described below) will be made and a final evaluation of the student competencies will be held on _____.

We, _____ (supervisee) and _____ (supervisor) agree to follow the parameters described in this supervision contract and to conduct ourselves in keeping with the Puerto Rico Psychology Licensing Board Code of Ethics and Regulations or of those in the jurisdiction of the internship agency, American Psychological Association Ethical Principles and Code of Conduct and all applicable federal and/or state law.

Dates Contract is in effect: Start date: _____ End date: _____

Mutually determined goals and tasks by Supervisor and Supervisee to accomplish (and updated upon completion).

Primary Supervisor Signature

Date

Supervisee Signature

Date

Internship Supervision Goals

Within the first week of the internship experience, the supervisee and the supervisor must establish the specific goals to be addressed during this period. These goals should take into account supervisee previous experiences, strengths and areas to improve, and supervisor's areas of competence. The goals should be revised periodically in supervision.

The following goals are established by the Counseling Psychology Program to ensure a proper supervision relationship. These goals are not negotiable.

Goal 1:

Establish a scheduled supervision. A supervisee must receive a minimum of four (4) hour of supervision per week which, at least two will be individually with the primary supervisor.

Task for Supervisee:

1. Establish with the supervisor a specific time during the week when the individual supervision will take place.
2. Is the responsibility of the supervisee to assist prepared for supervision and to record the issues addressed during the supervision in the form provided in Appendix B of this manual.
3. If a supervision cannot be held, the supervisee must coordinate a new appointment for the individual supervision during the same week

Task for Supervisor

1. Establish with the supervisee a specific time during the week when the individual supervision will take place.
2. If a supervision cannot be held, the supervisee must coordinate a new appointment for the individual supervision during the same week

Goal 2:

At least twice per semester, the supervisor will participate in a live session (e.g. in the same room, thru video monitor, or two way mirror) with the supervisee. The supervisor will observe thru direct observation (e.g. one-way mirror, live video or video recording) one session of, at least, three different cases per semester. These activities must be logged in the supervision log on Appendix C.

Task for Supervisee:

1. A proper consent must be signed by the client to inform that these activities will take place.
2. _____
3. _____

Task for Supervisor

1. Review the consent informing the client of these activities.
2. _____
3. _____

Specific goals established by the primary supervisor with the supervisee. These goals can be periodically reviewed. Add as many pages as needed.

Goal _____:

Task for Supervisee:

1. _____
2. _____
3. _____

Task for Supervisor

1. _____
2. _____
3. _____

Goal _____:

Task for Supervisee:

1. _____
2. _____
3. _____

Task for Supervisor

1. _____
2. _____
3. _____

APPENDIX B
SUPERVISION LOG

APPENDIX C
ASSESSMENT OF INTERN COMPETENCIES

**Universidad Ana G. Mendez
School of Social Science & Communications
Graduate Psychology Program
Internship Program**

ASSESSMENT OF INTERN'S COMPETENCIES

Intern's Name: _____

Supervisor: _____ Internship Agency: _____

Period of Supervision: 1st Semester _____ Mid Term _____ Final _____

2nd Semester _____ Mid Term _____ Final _____

**A link with the Assessment of Intern's Competencies will be sent via email to the supervisor to be completed and submitted online. The link will be sent during the assessment period each semester. **

Instructions

Please rate each item according to the scale provided and sign in the appropriate signature block and return this form to the Internship Director. Please discuss all of these ratings with the intern, and compare the intern's self-assessment on these dimensions to your ratings. In your feedback, it is important to give specific examples if you have concerns about progress; it is also important to give clear examples of what you think the intern does well. Please use the feedback sessions to plan what you and the intern would like to emphasize in his/her continued training. If there are significant concerns about performance on any dimensions, you need to decide whether the intern is passing at this point in the training (see target goals in each signature block). If not, please contact the Internship Director as soon as possible.

Please indicate below what modalities/work samples you have used to obtain information for making your evaluations.

- Observation during team meetings
- Review of written work samples
- Consultation with other clinical supervisors
- Consultation with other clinical staff
- Consultation non clinical staff
- Role Play
- Intern's self-report
- Audio record
- Video record
- One way mirror
- Direct, live observation
- Other: _____

Supervisor:

Use the scale below to make ratings from 1 to 5. Track-specific competencies may be added. To obtain that rating, within the past evaluation period, the intern should consistently display the specific competency in every clinical area and/or know when he/she needs to consult.

Scale

1 (Unacceptable) The intern regularly does not demonstrate skills sufficiently based on his or her training to date.

2 (Novice) Inexperienced in this capacity and still developing basic skills; cannot identify problems but open to discussion in supervision

3 (Intermediate) Developing some skills to function independently; can identify problems to discuss in supervision.

4 (Proficient) Functions independently most of the time, requires supervision for difficult situations

5(Advanced) Intern functions fully independently in this capacity at almost all times

Competencies

		Psychological Assessment, Diagnosis and Intervention					
		5	4	3	2	1	N/A
#	AREAS	Advanced	Proficient	Intermediate	Novice	Unacceptable	
1	Understand differential diagnosis and case conceptualization.						
2	Select and administer appropriate test.						
3	Interpret and integrate test result.						
4	Write clear, organized reports.						
5	Develop adequate conceptualizations.						
6	Facilitate development of specific achievable therapeutic goals.						
7	Develop action steps for the achievement of goals.						
8	Match the person's with resources as needed.						
9	Recognize unique and shared skills and roles of other professions.						
	Comments						

Evidence Based Interventions							
		5	4	3	2	1	N/A
#	AREAS	Advanced	Proficient	Intermediate	Novice	Unacceptable	
10	Develop and maintain a positive working alliance:						
11	Actively listen to enhance understanding						
12	Instill hope						
13	Provide support						
14	Directive, give advice and set limits when appropriate						
15	Is collaborative in goal setting and treatment planning.						
16	Facilitate appropriate expression of emotions.						
17	Enhance a person's understanding / emotional instability:						
18	Provide appropriate psycho-education						
19	Normalize emotional reactions when appropriate.						
20	Use empirically supported psychotherapeutic techniques:						
21	Describe theoretical basis and goals of chosen treatment approach						
22	Formulate goals/problems consistent with treatment approach						
23	Structure therapy sessions consistent with treatment approach						
24	Modify treatment plan based on ongoing evaluation.						
25	Conduct appropriate therapy termination.						
26	Applies current theoretical and research knowledge (e.g., process and outcome research) relevant to the practice of psychology in the clinical setting including accessing and applying scientific knowledge bases						

27	Understands current theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.						
28	Understands current issues around evidenced-based practice/empirically supported treatments						
29	Demonstrates knowledge and ability to apply specific empirically supported treatment methods						
	Comments						

Law and Ethics							
		5	4	3	2	1	N/A
#	AREAS	Advanced	Proficient	Intermediate	Novice	Unacceptable	
30	Work in an ethical manner in accordance with the ethics code and all relevant laws.						
31	Maintain appropriate professionalism and boundaries.						
32	Recognize limits of own expertise and seek appropriate consultation.						
33	Assess people at- risk and intervene appropriately.						
34	Maintain the person's confidentiality.						
	Comments						

Diversity							
		5	4	3	2	1	N/A
#	AREAS	Advanced	Proficient	Intermediate	Novice	Unacceptable	
35	Support the inclusion of all persons						
36	Cultivate awareness of one's own biases and limitations; seek consultation as needed.						
37	Assess cultural factors to ensure formulation of relevant treatment.						
38	Conduct treatment in preferred communication style and language of the person.						
39	Remove institutional barriers to participation by all persons.						
40	Teach persons the necessary skills to overcome cultural barriers.						
	Comments						

Supervision and Consultation							
		5	4	3	2	1	N/A
#	AREAS	Advanced	Proficient	Intermediate	Novice	Unacceptable	
41	Is aware of self-limitations; seek consultation or suggest alternative supervision plans as appropriate.						
42	Possess sufficient knowledge to provide guidance and legal/ethical issues to supervise or other providers.						
43	Maintain an effective, professional supervisory relationship.						
44	Is well prepared for supervision (e.g. prepares video, etc.).						

45	Integrate and implement supervisor feedback.						
46	Is willing to discuss problem areas and accept constructive criticism.						
47	Recognizes and is willing to address how personal feelings/issues may affect work with client						
48	Shows knowledge of the unique client care roles of other professionals						
49	Is able to effectively communicate with other professionals in accordance with their unique client care roles						
	Comments						

Organization Management and Administration							
		5	4	3	2	1	N/A
#	AREAS	Advanced	Proficient	Intermediate	Novice	Unacceptable	
50	Write timely, complete progress notes and reports.						
51	Complete administrative tasks on time.						
52	Use time management skills to prioritize.						
53	Attend required meetings regularly.						
54	Interact effectively with administrative staff and manage conflict.						
55	Maintain caseload with appropriate number of attended persons and weekly visits.						
	Comments						

Global Assessment of Intern's Competencies

Competencies	5 Advanced	4 Proficient	3 Intermediate	2 Novice	1 Unacceptable
Psychological Assessment, Diagnosis and Intervention					
Evidence Based Interventions					
Law and Ethics					
Diversity					
Supervision & Consultation					
Organization Management and Administration					

Approval of the Internship requires, a score of 4 or more in each competency and in the overall evaluation performed by the supervisor. An assessment of **Proficient** or **Advanced** in each required area of competency is an acknowledgement that the intern has reach the minimum level expected by the program.

I _____ (Supervisor or Director of Clinical Training of the internship) recommend that the intern has _____ (Approved/Not Approved) the internship.
Only answer is this assessment is the Final Assessment of the internship.

 Intern's Name: _____
Date

 Intern Signature: _____
Date

 Supervisor Name: _____
Date

 Supervisor Signature : _____
Date

Received and filed by:

 Internship Coordinator _____
Date

APPENDIX D

CASE CONCEPTUALIZATION AND ASSESSMENT PROCESS EVALUATION FORM

Universidad Ana G. Mendez
 Psychology Graduate Program
 Evaluation of Case Conceptualization Process

Student: _____ Case Record Number: _____

Date: _____ Supervisor: _____

Instruction: Rate the student's competence in the Case Conceptualization Process.

	Need Improvement										Reg	Good	Exc.
Report Writing													
Demographics	0	1	2	3	4	5	6	7	8	9	10		
Present Illnes & History of the Present Illness	0	1	2	3	4	5	6	7	8	9	10		
Relevant History	0	1	2	3	4	5	6	7	8	9	10		
Mental Status	0	1	2	3	4	5	6	7	8	9	10		
Conceptualization Process													
Selected Theory/Model (Evidence Based Model)	0	1	2	3	4	5	6	7	8	9	10		
Integration (Integration of Model with Client's HPI and History)	0	1	2	3	4	5	6	7	8	9	10		
Main Concern Analysis (Identify and analyze in a clinical perspective the main concern of the client)	0	1	2	3	4	5	6	7	8	9	10		
Diagnostic Impression													
Diagnostic Impression (DSM-IV TR)	0	1	2	3	4	5	6	7	8	9	10		
Strengths, Weakness & Prognosis (relative to the client)	0	1	2	3	4	5	6	7	8	9	10		
Treatment Plan													
Goals (Long and Short Term)	0	1	2	3	4	5	6	7	8	9	10		
Techniques (Relative to the model and client's needs)	0	1	2	3	4	5	6	7	8	9	10		
Treatment Sessions (relative to client's need, diagnosis and treatment model)	0	1	2	3	4	5	6	7	8	9	10		
Style, Grammar, Communication (professional, well written and organized)	0	1	2	3	4	5	6	7	8	9	10		
Score	_____ / 130												

Comments:

Universidad Ana G. Mendez
Psychology Graduate Program
Evaluation of Psychological Assessment Process

Case Record Number: _____

Student: _____
Date: _____
Supervisor: _____

Instruction: Rate the student's competence in the Psychological Assessment Process.

	Need Improvement					Reg		Good		Exc.	
I. Instrument Selection (the student selected the instruments relevant to the referral and with adequate standardization)	0	1	2	3	4	5	6	7	8	9	10
II. Administration of the Instruments (the student performed the assessment according to the standardization procedures)	0	1	2	3	4	5	6	7	8	9	10
III. Report Writing											
Demographic Data (name, DOB, chronological age, etc.)	0	1	2	3	4	5	6	7	8	9	10
Referral Motive (it is clearly stated who, for what and why is referred)	0	1	2	3	4	5	6	7	8	9	10
Relevant History (relevant data of the examinee; developmental, health, academic, familiar/social, occupational; presented in chronological order in past tense)	0	1	2	3	4	5	6	7	8	9	10
Clinical Observations (mental status, observation of the examinee during the assessment process, in past tense)	0	1	2	3	4	5	6	7	8	9	10
Test Results (test's results are presented in relevance order presenting a brief description of the test, areas measured and level. Table can be used with proper explanation)	0	1	2	3	4	5	6	7	8	9	10
Summary/Conclusion (begin stating the referral motive and presenting a brief summary of important data of the examinee history; assessment result integration with diagnostic impression. It should answer the referral motive.)	0	1	2	3	4	5	6	7	8	9	10
Recommendations (relevant and organized)	0	1	2	3	4	5	6	7	8	9	10
IV. Clinical Impressions (assess the integration between the referral, the examinee history and the diagnostic impression)	0	1	2	3	4	5	6	7	8	9	10
V. Grammar, Style, Communication (professional style, consistency, presented in an organized manner and without grammar errors)	0	1	2	3	4	5	6	7	8	9	10
Total Score	_____ / 110										

Comments:

APPENDIX E
SUPERVISOR EVALUATION FORM

Universidad Ana G. Mendez
School of Social Science & Communications
Counseling Psychology Training Program

Supervisor Evaluation Form

Supervisor: _____ Date: _____

Internship Site: _____ Training Year: _____

Please review each category and specific item on the following pages and rate according to the scale following each item. There are several examples under each item; these are provided to help you focus your assessment of skill level. However, they are not meant to be comprehensive list of skills or to imply that supervisors need to be effective in all areas at the same level. The final rating should represent an aggregate across several skills represented by the main statement of each item. Not every item will be relevant to your settings; you can check "not applicable" as needed. There are three categories: aspect of the supervisory relationship, facilitation of training experience, and cultural and individual diversity. After you rate the specific items for each category, there is space for general comments on that category. Please enter enough narrative to anchor your ratings. Attach the appropriate signature page.

Please discuss your feedback with your supervisor(s), along with his or her feedback about you. In the feedback, it is helpful to give specific examples if you have concerns or suggestions for change. It is also helpful to give clear examples of what you think the supervisor does well.

Modalities: Please indicate below what modalities you have experienced in your work with this supervisor. Check of all that are applicable:

- Supervisor listened to your reports of services
- Supervisor reviewed audio recordings of service
- Supervisor reviewed videotape of service
- Supervisor did direct, live (one way mirror) observation of service
- Direct observation of supervisor in services
- Experience during group supervision sessions
- Joint participation during team meetings
- Co-intervention conducted by Supervisee and Supervisor
- Reviewed of written material
- Other _____

Instructions: Rate in a scale from 1 (poor) to 5 (excellent)

Aspect of the Supervisory Relationship	Rating					
	1	2	3	4	5	NA
1. Supervisor facilitates establishment and maintenance of collaborative supervisory relationship:						
a. clearly discusses expectations regarding the supervisory relationship.						
b. invites comments about the quality of the supervisory relationship on an ongoing basis.						
c. responds to your feedback in a non- defensive manner.						
2. Supervisor demonstrates empathy, respect, and understanding of supervisees experience:						
a. understands your stated needs in an open manner, despite the limitations of the settings.						
b. respects your boundaries/privacy.						
c. demonstrates emphatic understanding of personal and interpersonal struggles related to the demands of the training program.						
d. demonstrates sensitivity and respect of supervisees' cultural/individual background.						
3. Supervisor is physically and emotionally available for supervision:						
a. collaborates to schedule and adequate amount of time for supervision.						
b. is available and accessible when needed including impromptu consultations and crisis.						
c. helps you establish alternative source of consultation when unavailable or when specialty consultation is indicated.						
d. participates actively during supervision sessions.						
e. communicates enthusiasm about and commitment to supervision.						
4. Supervisor is amenable to working through conflicts, disagreements, or differences in opinions with supervisee:						
a. supervisor openly addresses conflicts or problems in a constructive manner.						
b. when conceptual disagreements arise, supervisor negotiates them in a nonjudgmental.						
c. if an impasse occurs, supervisor arranges for mediation to facilitate conflict resolution.						

Facilitation of Training Experience	Rating					
	1	2	3	4	5	NA
1. Works with you to reach the training goals in your clinical setting:						
a. provides clear expectations for your role and performance.						
b. helps you to identify your own training needs and goals for rotation.						
c. assists in meeting your training goals.						
d. helps you to understand intern exit competencies and training goals.						
2. Provide Feedback on your performance that helps you to develop your clinical skills:						
a. helps you identify your specific strengths and competencies.						
b. provides feedback on your performance and written work is constructive and specific.						
c. provides opportunities for direct supervision of your clinical work (e.g., through live observation, review of audio recordings, co-treatment).						
d. facilitates your accurate self-assessment (e.g., skill level, limits of competence, and need for consultation, interpersonal interactions, diversity issues, and other blind spots).						
3. Provide supervision and guidance in all stages of the treatment process:						
a. helps prepare you for various types of persons, problems, and staff relationship.						
b. helps with case conceptualizations, treatment planning, and working through impasses in treatment.						
c. helps you to recognize your emotional responses to the clinical process and address personal issues that may interfere with effectiveness.						
d. helps you to understand and address termination issues.						
e. discusses legal and ethical standards in clinical work and helps you to apply this knowledge in clinical situations.						

Cultural and Individual Diversity	Rating					
	1	2	3	4	5	NA
1. The supervisor exhibits knowledge of and respect for cultural and individual diversity in clinical intervention and research:						
a. has respect for diversity and at least basic awareness of providing culturally competent services.						
b. is aware of his/her limitations of knowledge of cultural and individual diversity.						
c. is helpful in seeking out additional information about diverse groups and effective therapeutic interventions with persons of different backgrounds.						
d. models the process of consultations with colleagues about diversity issues when needed.						
e. is aware of his/her own struggles with persons of diverse backgrounds and beliefs.						
f. is aware of his/her own cultural identity, world view, and value system brought						

Comments

Signatures:

Intern Signature: _____
Date

Supervisor Signature : _____
Date

Received and filed by:

Internship Coordinator

Date

APPENDIX F
EVALUATION OF INTERNSHIP SITE

Universidad Ana G. Mendez
School of Social Science & Communications
Counseling Psychology Training Program

Evaluation of Internship Site

Intern: _____ Date _____

Primary Supervisor: _____ Training Year _____

Internship Site: _____

Please discuss all of these ratings with your Supervisor. If you have concerns about any aspect of the program, please give examples.

Scale

- 1 - Training needs not met
- 2 - Training needs somewhat met
- 3 - Training needs adequately met
- 4 - Training needs exceeded
- NA – Not Applicable

Aspect	Rating
1. Overall organization of training program.	
2. Workload is challenging but not excessive.	
3. Training plan is meeting goals, expectations, and training needs.	
4. Expectations are clear.	
5. Reactions, concerns, and problems are addressed adequately.	
6. Adequate feedback regarding performance and progress	
7. Adequate opportunity for skills development.	
8. Sufficient opportunity for input into training needs.	
9. Environment is conducive to learning.	
10. Environment is conducive to interrelationships among peers.	
11. Resources are adequate (e.g., space, computers, and supplies).	

12. Treated in a professional manner.	
13. Effective working relationships with support staff.	
14. Grievance Procedure were in place and followed by the Agency.	
15. Amount of supervision support and availability.	
16. Didactic experience and literature resources.	
17. Opportunities training and support for clinical work.	
18. Opportunities, training and support for teaching/supervision.	
19. Opportunities training and support for research.	
20. Incorporating and applying knowledge of culture and other diversity issues in training.	
21. Training in professional, ethical and legal issues.	
22. Overall satisfaction with program structure.	

Comments

Signatures:

Intern Signature: _____ Date

Supervisor Signature : _____ Date

Received and filed by:

Internship Coordinator _____ Date

APPENDIX G
NON APPIC/APA INTERNSHIP SITE REQUIREMENT

**Universidad Ana G. Mendez
Counseling Psychology Program**

Non APPIC/APA Internship Site Requirement

All Internship sites must be approved by the Internship Coordination and/or Program Director if the center is not a member of APPIC and/or accredited by APA. For a facility to be considered as an Internship center is required that the site must comply with the following requirements:

1. A psychology internship is an organized training program that is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.
2. The internship agency has a clearly designated doctoral level staff (Clinical or Counseling) psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed in Puerto Rico, and is present at the training facility for a minimum of 20 hours a week.
3. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. **Regularly scheduled individual supervision is provided by one or more doctoral level licensed counseling or clinical psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. The intern must receive a minimum of 4 hours of supervision per week, which a minimum of 2 hours must be individual supervision.** Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. **At least twice per semester, the intern's clinical work must be directly observed by the supervisor. This observation may be done live (e.g. live video streaming, one way mirror, or observing in the same room) and/or by recorded observation (e.g. video and audio recording of a session). All supervisory sessions and direct observations will be documented in the Supervision Log, which will be countersigned by the supervisor.**
4. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.
5. **At least 25% of trainees' time is in face-to-face psychological services to patients/clients.**
6. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds. If the internship site doesn't provide the didactic activities, the intern must assist every week to the didactic activities scheduled at the UAGM Psychology Internship Program.
7. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.
8. The internship agency has a minimum of two interns at the pre-doctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week).
9. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

10. Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period. If no procedure has been developed, the internship center can use the Due Process/Grievance Process developed by the Graduate Program and adjusted to the internship needs.
11. The internship experience (minimum 2000 hours) is 12 months in length for full time and 24 months for part time.
12. Internship programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.
13. UAGM requires that internship programs conduct formal written evaluation twice per semester of each trainee's performance. All internship sites are required to use the forms provided in this Manual.
14. The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable.

APPENDIX H

INTERNSHIP QUALITY ASSURANCE PROCESS FOR INTERNSHIP PROGRAMS NOT APA ACCREDITED

Internship Quality Assurance Process for Internship Programs not listed in APPIC or APA Accredited

To assure that interns are receiving adequate training and supervision, the graduate program has established the following process

1. Prior to the approval, the site must comply with the minimum requirements stated in appendix E of the Internship Manual and fill the proper form (Appendix G). To satisfy Puerto Rico Psychology Examination Board regulations, each site must have a Doctoral Level Counseling or Clinical Licensed Psychologist as a primary supervisor.
2. A site visit is conducted to verify that the site complies with the requirements
3. Once the site is approved, an agreement between the UAGM and the internship program agency must be signed
 - a. Only then an intern can begin their internship program

To assure proper supervision, and broad training experience during the internship period,

1. The Internship Coordinator will review the hours submitted and revised by the supervisor thru mypsychtrack.com twice per semester (October and January; April and July) to assure compliance with the minimal supervision required and track the hours reported.
 - a. If anomalies are detected, a contact is made with the primary supervisor to discuss and resolve the particular issue.
2. The intern must submit the Assessment of Intern's Competencies Form (Internship Manual, Appendix B) twice per semester
3. The Internship Coordinator and Associate Dean will visit the agency site at least once per year to meet with the Supervisor and discuss issues pertaining quality of internship

APPENDIX I
INTERNSHIP SITE CERTIFICATION FORM

UNIVERSIDAD ANA G. MENDEZ
COUNSELING PSYCHOLOGY DOCTORAL PROGRAM
INTERNSHIP SITE CERTIFICATION FORM

SUMMARY SHEET

Agency Name: _____

Department or Division: _____

Other Title (if needed) _____

Mailing Address _____

City, State _____ Zip Code _____

Phone: _____

Fax: _____

Training Director's Name: _____

Training Director's E-mail: _____

Facility Director's Name: _____

Facility Director's E-mail: _____

Application Deadline (mm/dd/yy): _____

Program start date (mm/dd/yy): _____

Number of intern slots next academic year:

No. Full time: _____ No. Part time: _____

Funded: _____ Unfunded
Full Time: _____ Half time: _____ Full Time: _____ Half time: _____

Stipends:
Full time: _____ Half time: _____

Fringe Benefits:

What is the preferred method of contacting the program when the intern applicant has questions?

PART II
APPLICATION FORM

Agency Name: _____

Name of internship program: _____

Name and degree of person completing form: _____

Phone number: _____

E-mail address: _____

Date of application: _____

Applicant for UAGM Internship site must meet all of the criteria below. Programs are reviewed for adherence to the criteria every three years.

The Internship Requirements and guidelines criteria are listed below. Following each criterion is a series of questions that will provide evidence as to how your program fulfills these criteria. Please provide complete answers and/or cite the page number(s) of supporting documents that you have provided (e.g., brochure, training handbook). If space on this form is insufficient please use additional pages.

1. A psychology internship is an organized training program that is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus and purpose is assuring breadth and quality of training.

a. Please describe the overall goals of the training program.

b. Please describe how the training curriculum is designed to achieve these goals.

- c. Please describe the location in which training occurs. (If your program has multiple training sites, each of these should be described separately).

2. The internship agency has a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed in Puerto Rico, and is present at the training facility for a minimum of 20 hours a week.

- a. Name of Psychologist: _____
- b. PR Psychology License # _____
Please provide a copy of the license and the CV with your material.
- c. Hours present at training agency per week: _____

3. Intern supervision is provided by staff members of the internship agency or by qualified affiliates of that agency who carry clinical responsibility for the cases being supervised. Regularly scheduled individual supervision is provided by one or more doctoral level licensed psychologists, at a ratio of no less than one hour of supervision for every 20 internship hours. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern.

- a. How many hours of regularly scheduled, individual supervision will be provided to each intern?

- b. Please include the name, title and license number of all clinical supervisors that will interact with the interns. Please attach a CV of each supervisor

4. The internship provides training in a range of psychological assessment and intervention activities conducted directly with recipients of psychological services.

- a. Please describe how the program provides breadth of training in psychological assessment.

- b. Please describe how the program provides breadth of training in psychological intervention.

- c. Please describe the patient/client population(s) served.

5. At least 25% of trainees' time is in face-to-face psychological services to patients/clients.

- a. How many hours per week do full-time interns spend in face-to-face direct service delivery?

- b. How many hours per week do part-time interns spend in face-to-face direct service delivery (if applicable)?

6. The internship must provide at least two hours per week in didactic activities such as case conferences, seminars, in-service training, or grand rounds.

- a. How many hours per week do interns will spend in didactic activities?

- b. _____The Interns will assist the didactic session at the Psychology Service Clinic at Universidad Ana G. Mendez

7. Internship training is at post-clerkship, post-practicum, and post-externship level, and precedes the granting of the doctoral degree.

- a. Is the completion of formal coursework and practicum training required prior to the beginning of internship? _____Yes _____No

- b. Is your internship a pre-doctoral psychology training experience? _____Yes _____No

8. The internship agency has a minimum of two interns at the pre-doctoral level of training during any training year. These interns must be at least half-time (i.e., 20 hours per week).

- a. How many pre-doctoral psychology interns do you plan to have on-site and in training?

9. The internship level psychology trainees have a title such as "intern," "resident," "fellow," or other designation of trainee status.

- a. What title do your psychology internship trainees use in the work setting?

10. Internship programs have documented due process procedures that describe separately how programs deal with (1) concerns about intern performance, and (2) interns' concerns about training. These procedures include the steps of notice, hearing, and appeal, and are given to the interns at the beginning of the training period.

- a. Please indicate the page number(s) of the public document (internship brochure, training manual or web site) on which the program's due process procedures are described (including separate procedures for handling intern performance problems and intern grievances against the program).

b. When and how interns are informed about these due process procedures?

c. _____The internship site will use the example provided by the Counseling Psychology Graduate Program of the Universidad Ana G. Mendez.

11. The internship experience (minimum 2000 hours) is 12 months in length for full time and 24 months for part time.

a. How many full time positions will be available? _____

1. How many positions will be funded? _____

1. What will be the stipend? _____

2. What will be the fringe benefits? (list in the space below)

b. How many part time positions will be available?

1. What will be the stipend? _____

2. What will be the fringe benefits? (list in the space below)

c. State the date that the internship will begin? _____

12. Internship programs are required to issue a certificate of internship completion, which includes the word "Psychology," to all interns who have successfully completed the program.

- a. Please attach a sample of the certificate awarded to interns at the successful completion of the internship. If the program chooses to designate a practice area or special emphasis area on the certificate (e.g., child clinical psychology, health psychology, forensic psychology), this designation should be entirely consistent with the type of training provided during internship

13. UAGM required that internship programs conducts formal written evaluation twice per semester of each trainee's performance.

- a. Please submit a copy of the program's evaluation forms. Evaluation forms provided by UAGM Counseling Psychology Doctoral Program are sufficient, if the agency hasn't one.

14. The program has the necessary financial resources to achieve its training goals and objectives. Intern stipends shall be reasonable, fair, and stated clearly in advance. Unfunded internship positions are allowable.

- a. Describe the resources and the commitment of the agency to the internship program

**This document is valid for three years. If the internship program suffered substantial changes, these changes must be notify in writing to the UAGM Internship Coordinator

CERTIFICATION:

I hereby certify that this psychology program is in conformity with all Universidad Ana G. Mendez Graduate Psychology Program guidelines.

Signature of Training Director

Date form completed

APPENDIX J
APA's COMISSION ON ACCREDITATION INTERNSHIP PLACEMENT IMPLEMENTING
REGULATION

C-17 D. Expected Internship Placements for Students in Accredited Doctoral Programs

(formerly C-31(c); Commission on Accreditation, July 2012; revised November 2015)

The CoA conducts reviews in accordance with its *Standards of Accreditation* (SoA) and as required by the US Department of Education (USDE) and Higher Education Accreditation (CHEA) regulations (see relevant USDE and CHEA regulations below). Several pieces of the SoA are relevant to this review. Standard I.C.2 states that eligibility for accreditation by the CoA requires completion "...of an *internship prior to receiving the doctoral degree*." Standard I.A.1.b requires that training for practice is sequential, cumulative and graded in complexity and designed to prepare students for further organized training. Standard II.B.4 states that "...*the program must demonstrate that all students complete a one year full-time or two year part-time internship*." Therefore, it is clear that placement of students in an organized internship is both an important step in the doctoral training sequence and an important outcome of the graduate doctoral training.

Accredited doctoral programs, or doctoral programs seeking accreditation, must provide to the CoA appropriate data to demonstrate outcomes consistent with the SoA and the program's stated educational aim(s). Because completion of an internship is a required component of training for all accredited doctoral programs, the CoA requires that the doctoral program provide evidence of students' successful completion of an internship program of appropriate quality.

For all other internship placements (including APPIC member, CAPIC member, CDSPP compliant site, etc.), the doctoral program must demonstrate how it ensures the quality of the internship training experience. To that end, an accredited program that sends students to sites that are not accredited must provide information to the CoA regarding its process for monitoring the quality of internship training, including the quality of student achievement and development of competencies at these sites. Information regarding the nature of the training provided must be of sufficient detail to demonstrate the adequacy and quality of these training experiences.

CoA is required to follow these US Department of Education (USDE) and Council of Higher Education Accreditation (CHEA) regulations in its reviews:

USDE - §602. 16 Accreditation and preaccreditation standards.

a. The agency must demonstrate that it has standards "for accreditation, and preaccreditation, if offered, that are sufficiently rigorous to ensure that the agency is a reliable authority regarding the quality of the education or training provided by the institutions or programs it accredits.

b. The agency meets this requirement if-

(1) The agency's accreditation standards effectively address the quality of the institution or program in the following areas:

(i) Success with respect to student achievement in relation to the institution's mission, which may include different standards for different institutions or programs, as established by the institution, including, as appropriate, consideration of course completion, State licensing examination, and job placement rates.

CHEA -12A 3. 12A. Advances Academic Quality. Advancing academic quality is at the core of voluntary accreditation. "Academic quality" refers to results associated with teaching, learning, research, and service within the framework of institutional mission. To be recognized, the accrediting organization provides evidence that it has:

3. standards or policies that include expectations of institutional or program quality, including student achievement, consistent with its mission.

APPENDIX K
DIRECT OBSERVATION DEFINITION AND GUIDELINES

DIRECT OBSERVATION DEFINITION AND GUIDELINES

American Psychology Association's Standards of Accreditation (2015)
Standard II.B.3.d

Required practicum training elements

a. Practicum must include supervised experience working with individuals who are diverse with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. The doctoral program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for internship, the student has attained the requisite level of competency.

b. Programs must place students in settings that are committed to training, provide experiences consistent with health service psychology and the program's aims, and enable students to attain and demonstrate appropriate competencies.

c. Supervision must be provided by appropriately trained and credentialed individuals.

d. As part of a program's ongoing commitment to ensure the quality of its graduates, each practicum evaluation must be based in part on direct observation of the practicum student and her/his developing skills (either live or electronically).

APA SOA, Implementing Regulation C-14 Direct Observation (2015)

Definitions and Guidelines:

Direct observation provides essential information regarding trainees' development of competencies, as well as the quality of the services provided, that cannot be obtained through other methods. This allows supervisors to provide a more accurate assessment and evaluation of observable aspects of trainees' competency development regarding one or more profession-wide and program-specific competencies associated with that training experience.

Direct observation includes in-person observation (e.g., in room or one-way mirror observation of client contact an intake or test feedback session), live video streaming, or video recording. Programs may utilize audio recording, but audio recording alone is not sufficient to meet the requirements of direct observation. In the rare event or special circumstances where audio recording is the only feasible method of meeting this requirement, the program must explain any the unique circumstances (e.g., supervisor with visual impairment) and why direct observation as defined above is not possible, as well as how the observation being performed is consistent with the spirit of this IR.

To these ends, all accredited programs must verify that direct observation is conducted by the immediate supervisor responsible for the activity or experience being evaluated.

As indicated in the SoA (Standard II.B.3.d), a doctoral program must utilize direct observation as part of practicum evaluation. Each separately evaluated practicum is considered a unique or separate training experience and thus requires direct observation as part of the evaluation process.

APPENDIX L
STANDARDIZE REFERENCE FORM

**Council of Chairs of Training Councils/Association of Psychology Postdoctoral and
Internship Centers
APPIC Standardized Reference Form – Revised**

Please note the expectation that the completed form be no longer than 2 pages

Date:

Name of student:

Name/contact information for referee:

Briefly describe the nature of your involvement with student and how long you have known him/her:

Briefly describe the activities performed by student under your guidance:

Briefly describe the student's focus/career aspirations/developmental trajectory:

Briefly describe the student's strengths and growth areas. Since both APA and CPA accreditation are now focusing on the assessment of competency, please include any of the following competencies with which you are familiar: Research, Ethical and legal standards, Individual and cultural diversity, Professional values and attitudes, Communication and interpersonal skills, Assessment, Intervention, Supervision, Consultation and interprofessional/interdisciplinary skills:

Summary recommendation: