

UNIVERSIDAD  
ANA G. MÉNDEZ

**UAGM**  
Recinto de Gurabo

# **Psychology Internship Program**

**INTERNSHIP MANUAL**

**2021-2022**

Rev: 05-20-2021

**Accreditation Status**

The **Universidad Ana G. Méndez Psychology Internship Program** is accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation.

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**APPIC Membership Status:**

The **Universidad Ana G. Méndez Psychology Internship Program** is a participating member of APPIC.  
APPIC membership Number: 2283

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## **Introduction**

The Universidad Ana G. Méndez Psychology Internship Program (UAGM PIP) provides a minimum of 2000 hours of professional doctoral internship organized by the Universidad Ana G. Méndez Counseling Psychology Doctoral Program. It is a cooperative training program including various service department of the Institution. The Internship Program was established to provide organized, sequential learning experiences for Psychology Interns, ensuring an integrated training experience through shared standards, common procedures, and didactic learning consistent with the Standards on Accreditation of the American Psychological Association, bringing together a variety of training experience to provide broad exposure to different clinical populations and treatment modalities.

## **Philosophy of Training**

The UAGM PIP is based upon a practitioner-scholar model of clinical training approach. This internship was designed to provide a broad-based clinical training experience which prepares Interns to function ethically, competently and independently as health service psychologists as they refine clinical competencies and develop a sense of professional identity. Experiential and didactic experiences provide an enriching learning environment which encourages Interns to become analytical and critical consumers of current psychological theory, practice and research and develop a greater understanding of how diversity factors influence individuals. Interns receive extensive experiential training in core areas of psychology practice including diagnosis and assessment, therapeutic intervention, self-assessment, teaching, consultation and supervision, diversity and social awareness, and professional behavior and development.

## **Mission**

### **UT Institutional Mission**

Universidad Ana G. Méndez is an institution of higher education with broad academic offerings of the highest standards of quality. Committed to excellence in teaching, research, innovation, and internationalization, and social-humanistic values for a diverse academic population, Universidad Ana G. Méndez forms global citizens with critical thinking skills which contribute to the development and well-being of Puerto Rico and other countries.

### **School of Social Science & Communication Mission**

The School of Social Sciences and Communications at Universidad Ana G. Méndez promotes excellence in teaching, research and respect for human rights and diversity in its undergraduate and graduate professional programs. Through practical experience, students are educated in the use of technology, the media and the application of theoretical and methodological skills from an interdisciplinary perspective. We train ethical and responsible professionals, committed to critical analysis and intervention with social problems that contribute to the well-being and development of local and international societies.

### **Counseling Psychology Graduate Program Mission**

The mission of the Graduate Program in Counseling Psychology at the Universidad Ana G. Méndez is to provide quality education and training in applied professional psychology. Facilitate and promote the teaching of theoretical, methodological, scientific, practical and ethical based knowledge that will enable students to develop competencies for the effective practice in counseling psychology, thus, enhancing human well-being.

### **Internship Program Mission**

To provide all interns the opportunity to attain the competencies that will prepare them to become health service psychologists and to instill in them values of commitment and the highest standards of practice in the profession and science of Psychology.

### **Program's Aims and Competencies**

The fundamental aim of this training program is to provide all interns the opportunity to attain the competencies that will prepare them to become health service psychologists, and to instill in them values of commitment and the highest standards of practice in the profession and science of Psychology. The internship program strives to provides trainees the opportunity to practice and consolidate the skills and knowledge within the health service psychology competencies in the context of a supervised clinical and academic professional setting. Its core mission is to provide quality intensive supervised training by competent mentors.

As a program specific competency, all interns will have the opportunity to teach an undergraduate psychology course each semester. By performing this experience, the interns will be part of the academic community allowing them to develop interpersonal and professional's skills, and demonstrate professional values and communication skills proper of the profession of psychology.

## Internship Administrative Structure

### Training Committee

The Training Committee formulates and implements training policies and procedures, discusses training issues, reviews trainees progress, program evaluation, possible program changes, and other training program matters such as trainee selection, update to programs materials, planning of programs activities, etc. The Training Committee is composed by: Director of Clinical Training of the Counseling Psychology Graduate Program, Internship Director and the Track Coordinators. Specific tasks are described below:

### Director of Clinical Training;

- Oversees the general functioning of the psychology doctorate program, including the internship and the program's psychology clinic.
- Submits budget planning to the Dean of the School of Social Sciences and Communications
- Supervises the Internship Director

### Internship Director

- Oversees the functioning of the internship and report to the Associate Dean of Psychology & Social Work
- Receive and evaluate intern's AAPI Application
- Coordinate the interview process with the rotation coordinators
- Oversees the APPIC Membership
  - Prepare any report required by APPIC
  - Update the member's directory
- Oversees the APA Accreditation process
  - Coordinate with Associate Dean, Rotation Coordinators, Supervisor and Interns the accreditation processes
- Maintain the Intern's main record
- Complete the statistics associated with the Intern's Performance
- Meet regularly with the Internship's Clinical Supervisors
- Monitoring of Intern's performance and behaviors
- Coordinate the Didactic Session Calendar
- Coordinate the Internship Yearly Calendar
- Review, with the Advisory Board, the internship budget

### Track Coordinators:

- Oversee the administrative functioning of the internship rotation
- Establishes, in communication with the ID, the Intern's Work Schedule
- Monitors, with the rotation's primary supervisor, the case load of the intern
- Participates in the development and assessment of the internship program

### Primary Supervisors main tasks and responsibility are:

- Supervisor will follow the Supervision Guidelines published by ASPPB (2015)
- Maintain a supervision record
- At least four hours of supervision with a minimum of two-hour individual supervision per week

- Complete and discuss with the supervisee the Intern's Assessment of Competencies twice per semester
- Communicate to the Internship Director any issues regarding the behavior and/or performance of the intern
- Participate in the development and assessment of the internship program

### **Internship Tracks and Curriculum**

The internship is a full-time, 12-month experience that consists of three major tracks (general clinical program, quality of life, Center for Athletic Excellence). This program structure allows interns exposure to diverse clinical experiences and supervisory approaches and styles. The interns will be placed in one of the major tracks; Psychology Service Clinic (PSC) or Quality of Life Vice-Chancellorship of Student Affairs (QoL), according to their preference and interview process. Interns placed in in QoL will be required to do a minor rotation at PSC to perform psychological assessments and complement the achievement of competencies in this area. In addition, all interns are required to teach an undergraduate general psychology course every semester to give them exposure to a real-world higher education academic environment and to develop competencies in teaching.

The program follows a logical training sequence that builds on the knowledge and competencies acquired at the doctoral program. The training begins with cases of less complexity and progresses by increasing to more complex cases in which advanced intervention/assessment skills will be presented and modeled by their supervisors. Interns have the opportunity to consult cases and collaborate with other psychologists and healthcare professional that interact with the clientele served. Interns will also be involved in the supervision of master and doctoral level counseling psychology students. They will serve as mentors and, in conjunction with their supervisor, will be involved in monitoring the development of practicum student's competencies and skills in professional practice and in the evaluation of those skills.

The UAGM PIP offers weekly formal didactic activities designed to complement and enhance the intern's knowledge in the science and practice in Health Service Psychology. All Interns, regardless of the track in which they participate, are required to attend the scheduled didactic sessions. The sessions are divided into clusters throughout the internship year. Within each cluster, didactic sessions are schedule to enhance previous knowledge, introduction to advanced knowledge and to focus in the integration of science and practice throughout the journal club sessions.

Main cluster themes are



1. Introduction and required seminars
  - a. Internship Policies and Administrative processes
  - b. Ethics
  - c. Teaching strategies and course preparation
2. Psychological Interventions
3. Psychological Assessment
4. Psychopharmacology
5. Advanced Abnormal Behavior and Psychopathology
6. Other Psychological Areas

### Internship Tracks

#### *Psychology Service Clinic*

Track Coordinator: Jessica Velazquez, PsyD, *Clinic Director*

#### Description

The psychological services offered at the Clinic are for the surrounding community and university members. These services are offered by graduate students and interns of the Graduate Counseling Psychology Program. The interns are supervised by licensed doctoral level psychologists in Puerto Rico. The services are regulated by the academic agencies, state and federal laws. The Clinic receives referrals from physicians, teachers, social workers and concerned family members.

The people who request the services come with a wide variety of problems, e.g., parents and/or teachers concerned about children and teenagers' academic, emotional and social problems; couples, marriage and family challenges; assistance for grief, anxiety, psychosomatic, depression symptoms related situations, among others. In addition, also accepts referrals from governmental or business agencies. Additionally, faculty and staff offer formal and informal consultations to community agencies and professional organizations to expand our partnerships and community support. Some of these diverse groups include: therapists, private and public schools, educators, parents, students, ministers, churches, community leaders, among others. Services provided at the Clinic include individual, couple, family, group and play therapy. It also offers psychological, cognitive, psycho-educational and objective personality assessments and works closely with the university and community to educate and provide support related to mental health.

*Quality of Life and Wellness, Vice-Chancellorship of Students Affairs*

Track Coordinator: Samiris Collazo, PsyD, *Associate Vice Chancellor of Quality of Life and Wellness*

Description

The office of Quality of Life and Wellness has the main objective to provide ancillary services to students of the Universidad Ana G. Méndez that are interfering with their academic performances and personal and professional growth. Our goal is to promote a holistic development, and the quality of life of the individuals in an environment of respect and equity. The office offers diverse services to UT students: Counseling and Psychotherapy, Vocational/Occupational Counseling, psychoeducational training and seminars, health promotion and prevention fairs and serves as the liaison between the Students Association and the Vice Chancellorship of Students Affairs. Interns play an integral part of the services rendered: performing psychological interventions, consultation and offering seminars and training to the student community.

*Athletics Department*

Track Coordinator: Vidamaris Zayas, PsyD, *Internship Director*

Description

The Counseling psychology applied to Sports has been established to impact the Student Athlete program of the Universidad Ana G. Méndez. The service's main goal is the enhancement of athlete's performance using evidence-based intervention in a collaborative environment between the coaching staff, psychologist, psychology interns, academic counselor and student-athlete. Although the main goal is performance enhancement, interns work with athletes of diverse background to resolve issues regarding their personal, social, academic and family life.

**Intern Selection and Academic Preparation Requirement**

Application Process

UAGM PIP currently offers 5 full-time internship positions. Students interested in applying for the internship program need to:

1. Be enrolled in the APA-accredited, Universidad Ana G. Méndez Counseling Psychology Doctoral Program. **The UAGM PIP Internship is exclusively affiliated with UT Counseling Psychology Program.**

- a. have completed all the academic courses, including minimum elective courses required, before the beginning of the internship program
  - b. have the doctoral candidacy exam and doctoral project proposal approved before the beginning of the internship
2. Complete the AAPI online application at [www.appic.org](http://www.appic.org) and apply to the desired track
  3. Submit a cover letter
  4. Submit two Standardized Reference Forms (at least one from a professor and one from clinical supervisor)\*\*
  5. Submit a current Curriculum Vitae\*\*
  6. Submit official school transcript of all graduate courses\*\*
  7. Submit a de-identified case conceptualization report\*\*
  8. Submit a de-identified psychological assessment integrated report\*\*

\*\*Required documents must be uploaded to the AAPI online in pdf format following APPIC guidelines.

All applications materials must be received by December 10 in order to be considered. Applicants are welcomed to email the Internship Director (ID) regarding clarifications, or questions.

### Selection Procedures

The internship application process will be as follows:

- After all the documents listed above are received through AAPI, the UAGM PIP internship director and each track coordinator, independently, will review the application and complete a summary form created by the Program for this purpose. The summary form includes a rating for the applicants' essays, practicum experience hours, and review of the case conceptualization and psychological assessment report. The training committee will meet and evaluate each application. Applicants with the highest rating scores will be invited for an onsite interview. Applicants will be notified via email of their interview status by December 20
- The candidate will be interviewed by the clinical track's coordinators and a current intern of each area in the order of preference stated by the applicant. This interview will be rated using a standardized form.

- Most interviews are conducted during the month of January. On-site interviews are preferred. The interview is semi-structured, conducted mainly in Spanish, and seeks to obtain information about the candidate's professional development in the following areas:
  - vocation
  - clinical experience (psychotherapy and psychological assessments)
  - knowledge of theory and practice
  - attitude toward work or work ethic
  - correspondence between applicant's expectations and program goals
  - language proficiencies, spoken and written skills (Spanish & English)
  - self-awareness
- Once the process is completed, all ratings will be compiled, the ID will create the final ranking list, discuss it with the Training Committee and submit the results to APPIC for the match process.

### **Stipend, Benefits and Resources**

The annual stipend for all interns at UAGM PIP is \$15,600.00. Interns receive 18 days of Paid Time Off (PTO) and 15 paid state/federal holidays. Paid time off are established by the Universidad Ana G. Méndez every year. Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Sick leave must be communicated to the intern's primary supervisor and internship director as soon as the intern is physically able to do so. Mal practice insurance is covered by the internship program.

UAGM PIP interns have access to numerous resources as students of the Universidad Ana G. Méndez. All interns have access to individual office space, a desk, computer, office phone, printers, software, and basic office supplies. Intervention manuals, assessment materials, other training materials, and access to the DSM 5 is provided by the program. Additional materials that are needed may be purchased using internship funding with the approval of the Dean of Social Science & Communications. Attendance at professional conferences is encouraged and funded by UAGM PIP when opportunities are available. Interns also have access to administrative and IT support, as well as client scheduling support.

### **Record Keeping Policy**

The program will document and permanently maintain records of the interns' training experiences, evaluations, grievances/complaints, and certificates of internship completion for evidence of the interns' progress through and successful completion of the program, as well as for future reference and credentialing purposes. These records will be kept in a secure filing cabinet in the Internship Director Office where only the internship director has access. After five years, documents will be scanned and stored electronically (External Disk or CD/DVD Disk) in the Counseling Psychology Program main archive indefinitely. Only the Internship Director, Director of Psychology and the Department's administrative assistant will have access to these files.

### **Intern's Responsibilities**

The responsibilities of the interns are divided into three main areas: clinical, teaching and supervising.

#### **Clinical Area**

During the program, it is required that the interns manage different evidence-based interventions according to the client's main concern and past history. Interns will also receive additional training in several psychological batteries and how to administer these depending on the participant's needs.

#### **Teaching Area**

Interns will teach a psychology course to UT undergraduate students. During the first week of the internship program, interns will receive training in course planning, syllabus preparation, and courses evaluation. Interns will also conduct community service interventions/seminars according to the identified needs.

#### **Supervision Area**

As stated in the goals and objectives of the internship program, it is fundamental that interns be exposed to the supervision process. Interns will supervise practicum students at the master and doctoral level who are completing their practicum at the PSC, QoL, or CAE.

#### **Typical Working Week**

An intern's typical week is divided in four areas:

- Clinical: 15 to 20 hours
- Teaching: 6 hours
- Supervision: 4 to 6 hours
- Administrative: 10 to 15 hours

- Didactics: 2 to 3 hours

### **Evaluation of Intern's Competencies**

Interns receive a formal written performance evaluation from their primary supervisor twice per year. The evaluation provides a summary of performance in all profession wide competency and program specific training areas that are the focus of the internship training. Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns. Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training. The program has established a specific competency related to teaching an undergraduate general psychology course. To assess the intern's teaching skills, a program specific competency, the intern is evaluated by the students registered in their respective course once per semester. This process will provide to the primary supervisor enough information to assess the intern's program specific competency.

The interns will be assessed in the following competencies:

- I. Research
- II. Ethical and Legal Standards
- III. Cultural and Individual Diversity
- IV. Professional Attitudes, Values and Behavior
- V. Communications and Interpersonal Skills
- VI. Assessment
- VII. Intervention
- VIII. Supervision
- IX. Consultation and Interprofessional/Interdisciplinary skills
- X. Program Specific Competency: Teaching

The Assessment of Intern Competency form (Appendix C) will be used to perform evaluation process.

### **Requirements for Successful Completion of Internship**

- The intern must complete a minimum of 2000 supervised hours of full-time (one year) training, of which at least 500 hours are direct service face to face client/patient contact,

- Complete a minimum of 3 integrative psychological assessment reports. Reports must be based on data integrated from multiple sources and be rated by the supervisor.
- Complete a minimum of 4 case conceptualization reports. Case conceptualization reports must be supported with evidence-based intervention and at least three recent peer-review journal articles that support the use of the intervention. The report must be rated by the supervisor.
- Obtain a rating of 4 or higher in each competency measured and in the overall evaluation completed by the primary supervisor. An assessment of Proficient or Advanced in each required area of competency in the last evaluation period is an acknowledgement that the intern has reach the minimal level of achievement expected by the internship program.

## **Supervision**

Interns receive a minimum of four (4) hours of formal, scheduled supervision each week throughout the course of their internship. Two (2) of the scheduled hours are individual supervision and the other two (2) hours are provided in a group format. The Interns' Supervisors are doctoral level psychologists who are actively licensed as a psychologist by the Psychology Board of Examiners of Puerto Rico. During the internship year interns will receive supervision from at least two different supervisors. Interns primary clinical supervision and role modeling is provided by psychologists in the program who are officially designated as psychology intern supervisors. They are involved in the operation of the training program.

Intern supervisors are clearly designated by the track's coordinators as responsible for the clinical services delivered by the intern. Depending on the intern's needs, supervision hours may be increased at any point during the training year. The primary responsibilities of all clinical supervisors are to:

- provide guidance and advice to students throughout their training and serve as professional mentors;
- enable students to become familiar with the internship policies and procedures;
- be responsible for gradually developing interns' experiences that will prepare them to assume entry levels responsibilities within the field of Health Service Psychology;

- discuss, and sign with each assigned intern the Supervision Contract and provide the expected amount of weekly individual supervision, and review on a regular basis the cases assigned to each intern;
- Address through the supervision sessions scientific and evidence based practices in the health service psychology practice and any professional ethics issues that arise and provide guidance and encouragement to the student to progressively assume an independent clinical function and keep the students.

### **Due Process, Grievance Procedure and Dismissal from the Internship**

The internship program has documented due process procedures that describe separately how the programs deals 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.

The program has two written policies: (1) Due Process and (2) Grievance Process. The procedures must be specific for the internship training program since reliance on a more general Human Resources (HR) policy is insufficient. Both procedures are provided to and carefully reviewed with interns at the commencement of their training. Due Process is a written procedure that comes into use when an intern's behavior is problematic.

#### **Due Process:**

UAGM PIP guarantees the rights of students to challenge and appeal to any conflicting situation that may arise in the course of training. The UAGM Student Handbook includes the university's due process. The Counseling Psychology Graduate Program Handbook includes the graduate program due process. However, a more specific due process is in place to address particular situations pertaining to the internship program. The due process applicable to the UAGM PIP Internship includes three main elements:

1. Notice
  - a. The intern is notified in writing that problematic behavior has been identified and corrective action will be taken to address the problem.
2. Hearing



- a. The program has a formal process where the intern with the identified problematic behavior has an opportunity to listen and respond to the concerns.
3. Appeal
- a. The intern has the opportunity to appeal the actions taken by the program in regard to the identified problematic behavior. The appeal should extend at least one step beyond the Internship Director.

In the event that an intern receives a score of 3 or less on a formal evaluation or if the intern presents with problematic behaviors or if the successful completion of internship comes into question at any time, the following steps will be taken:

1. If the issue is detected by a staff member other than the primary supervisor, the staff member will meet with the intern's primary supervisor to discuss the issue within three business days of the event.
2. The primary supervisor will meet with the student in the next individual supervision session or in less than three business days of the notification by the staff.
3. If the issue is not solved, the supervisor will bring the situation to the attention of the Internship Director and discuss the matter with him/her within the next business day.
4. The Internship Director will meet with the intern, with the supervisor and/or staff person who raised the concern to discuss the issue. The result of this meeting will be documented and if applicable, a remedial plan will be drawn to address the situation. The meeting minute or remedial plan will be presented in writing to the intern by the internship director.
5. The intern will be allowed to respond to the proposed action and may request an appeal hearing to the Psychology and Social Work Associate Dean within five business days. The Associate Dean will appoint an appeal Committee.

#### Appeal Process

1. If the Intern is not satisfied with the process and a mutual agreeable decision cannot be reached, the student may request an appeal to the Psychology Director within five business days.
2. The Director will appoint a Committee, within three business days, with two full time faculty members and the Doctoral Program coordinator, who will chair the Committee. The committee must hold the meeting with the intern within five business days of the appointment.
3. The student may bring a witness or supporting documents to the appeal session.

4. The decision of the Committee will be formally provided to the intern in writing. The trainee will sign the document that validates the decision. The committee courses of action may include: return to the internship, written reprimand, referral to psychological assessment/intervention, leave of absence or dismissal.
  - a. If it is determined necessary to refer the intern for psychological assessment or intervention, the referral will be made to a qualified psychologist or mental health professional that has no personal or professional connection with the Internship program. A list of acceptable professionals will be made available to the student, who in turn will be allowed to make the final selection of a professional. The student is responsible for any costs incurred in the required assessment or intervention.

Depending on the result of the psychological assessment, the student may be asked to:

    - i. take a leave of absence (the length of time will be determined by the internship director and primary supervisor in order to attempt to improve/resolve the problem)
    - ii. resign from the Internship, or
    - iii. return to internship program
5. After the leave of absence has terminated and/or other specified progress evaluation has been made, the internship director and primary supervisor will meet again to evaluate the outcome of the intervention, and to decide on further actions, including allowing the student to continue in the internship program. To determine the student's fitness to remain in the program, internship director and supervisor may require the student to obtain a certificate from the treatment source authorizing a return to the internship program.
6. If at any point during the process the intern fails to comply with any of the evaluation requirements, rehabilitation, or remediation plan, the intern may be dismissed from the program.
7. The student may opt to resign from the internship program without submitting to the psychological assessment, the leave of absence, or the specified remediation/rehabilitation plan. In such a case, the intern would be informed in writing that future re-admittance to the internship is not an option. A copy of the letter would be placed in the intern's file. The intern would be identified as having resigned from the program in poor standing.
8. If the situation is not solved to the satisfaction of the intern at the appeal level, the due process presented in the Student Handbook will be used.

## Grievance Procedure

Grievance procedure is a process by which an intern files a complaint against the training program or one of its staff members. The grievance procedure includes specific steps / reasons for grievance that include:

1. violation of professional ethical or legal standard
2. incompetence to perform typical services in this setting and inability to attain competence during the internship and practicums, relative to the core competencies and training goals specified in this manual
3. failure to meet the minimum standards for clinical care, didactic training, or maintenance of appropriate professional records
4. unsuitable behavior that hampers the intern or practicum student's professional performance.

There may be occasions when an intern has a complaint against a supervisor, or a complaint about some other aspect of the training experience. In such a case, the following sequences of actions may be taken:

1. The student is encouraged to bring the issue to the attention of his/her supervisor or the other party involved, in an effort to solve the problem. A previous meeting with the rotation coordinator and/or the internship coordinator is not required. If the student requests a meeting, it would be planned to help the student think about how to articulate concerns and define possible goals, facilitate skillful handling of conflicts, etc.
2. In most cases, if discussion with the supervisor or other party does not lead to a satisfactory resolution of the problem, the student is encouraged to bring this concern to the rotation coordinator or internship director. They will work in various ways to help address the concern. Typically this would include meeting with the student and supervisor or the other party involved to resolve the problem, but as deemed necessary, other approaches might be selected. If the rotation coordinator is unable to solve the problem, will referred the issue to the internship director. If the internship director is unable to resolve the problem, the Psychology and Social Work Associate Dean will be notified of the problem and offered an opportunity to resolve it.
3. There may be problems when the student does not want to directly address the rotation coordinator or internship coordinator (if the grievance directly involves an action of the rotation coordinator or internship director). In such a case, the student is encouraged to select a staff

member whom he/she trusts that could provide consultation and direction. If the student chooses a staff member, that person will determine as quickly as possible whether the student's grievance may be potentially resolved without the intervention of the intern's supervisor or of the rotation coordinator or internship director. If such authority is required, the staff member will assist the student in presenting the grievance to the Psychology and Social Work Associate Dean, assuming that there is a reason for it not to be brought directly to the rotation coordinator or the internship director. Interns can also decide to follow this procedure without the assistance of a supervisor or staff member.

4. If the problem persists the next step will include the following: pursuing disciplinary action against the supervisor or other party, or informing the intern that the grievance does not have the proper support and that he/she needs to approach the situation differently. If the intern or other party is not satisfied with the decision, it may be appealed to the Psychology Director.
5. If the intern has sought guidance from another staff member, that person will act in lieu of the rotation coordinator or internship director by meeting conjointly with the student and party against whom the grievance has been brought to achieve a mutual agreement. If an agreement cannot be reached, the staff member will form a committee to help resolve the grievance. The committee should involve at least three members deemed potentially helpful. The committee will follow the actions described above in attempting to work an equitable resolution for the student's grievance. As stated previously, if the intern or other party is not satisfied with the decision, it may be appealed to the Psychology Director.
6. If the intern has sought guidance from the alternative dispute resolution process, and a mutually agreeable decision cannot be reached, the grievance will be brought directly to the Psychology and Social Work Associate Dean for resolution.
7. If the situation is not solved to the satisfaction of the intern at the associate dean level, the due process presented in the UAGM Student Handbook will be applied.

### **Diversity and Non-Discrimination Policy**

The Universidad Ana G. Méndez Psychology Internship Program (UAGM PIP) strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by UAGM PIP to create a climate in which all staff and interns feel respected, comfortable, and in which success is possible and obtainable. UAGM PIP strives to make every effort to increase awareness,

dispel ignorance, and increase comfort with diverse experiences. UAGM PIP's training program includes an expected competency in diversity training, and multiple experiences are provided throughout the year to ensure that interns are both personally supported and well-trained in this area.

UAGM PIP welcomes applicants from diverse backgrounds. The training program believes that a diverse training environment contributes to the overall quality of the program. UAGM PIP provides equal opportunity to all prospective interns and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, sexual orientation, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship. If an applicant or intern requires accommodations, he or she should contact the internship director to initiate this process.

The UAGM PIP's goal in diversity training is to ensure that interns develop the knowledge, skills, and awareness necessary to provide competent psychological services to all members of the public. To this end, the UAGM PIP's training program requires an expected competency in individual and cultural diversity. These competencies were developed to comply with the APA's statement on Preparing Professional Psychologists to Serve a Diverse Public: ". . . professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals." Diversity experiences and training are interwoven throughout the training program to ensure that interns are both personally supported and well-trained in this area.

**Appendix A: Supervision Contract**

**Universidad Ana G. Méndez**  
**School of Social Science & Communications**  
**Psychology 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 internship experience between the supervisee and the primary supervisor. A copy of this contract with the internship goals must be submitted to the Internship Director 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 competent professionals enters.
  - c. Promote development of Supervisee'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.
  - b. Structure of the supervision session: supervisor and supervisee preparation for supervision, in-session structure and processes, live or video observation \_\_\_\_\_ times per \_\_\_\_\_ semester (minimum of four times per semester; twice per evaluation period).
  - c. Limits of confidentiality exist for supervisee disclosures in supervision. (e.g., supervisor normative reporting to Internship Director, program directors, upholding legal and ethical standards).
  - d. Supervision records are available for licensing boards, training programs, and other organizations/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 case conceptualization and treatment planning, assessment, 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, strains to the supervisory relationship.
  - c. Ensures availability when the supervisee is providing client services. Be available to the supervisee in person or electronically 100% of the time when the supervisee is rendering professional services, or arrange the availability of a qualified supervisor
  - 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 that includes describing supervisor's theoretical orientations for supervision and therapy, and maintaining a distinction between supervision and psychotherapy.
  - g. Assists the supervisee in setting and attaining goals.
  - h. Provides feedback anchored in supervisee training goals, objectives and competencies.
  - i. Provides ongoing formative and end of supervisory relationship summative evaluation on forms available at the Internship Manual.
  - j. Informs supervisee when the supervisee is not meeting competence criteria for successful completion of the training experience, and implements remedial steps to assist the supervisee's development.
  - k. Discloses training, licensure including number and state(s), areas of specialty and special expertise, previous supervision training and experience, and areas in which he/she has previously supervised.
  - l. Reschedules sessions to adhere to the legal standard and the requirements of this contract if the supervisor must cancel or miss a supervision session.
  - m. Maintains documentation of the clinical supervision and services provided.
  - n. If the supervisor determines that a case is beyond the supervisee's competence, the supervisor may join the supervisee as co-therapist or may transfer a case to another therapist, as 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) obtaining client's informed consent to discuss all aspects of the clinical work with the supervisor.
  - d. Attends supervision prepared to discuss client cases with completed case notes and case conceptualization, client progress, clinical and ethics questions, and literature on relevant evidence-based practices.
  - e. Informs supervisor of clinically relevant information from client including client progress, risk situations, self-exploration, supervisee emotional reactivity or countertransference to client(s).
  - f. Integrates supervisor feedback into practice and provides feedback weekly to supervisor on client and supervision process.
  - g. Seeks out and receives immediate supervision on emergent situations.
  - h. If the supervisee must cancel or miss a supervision session, the supervisee will reschedule the session to ensure adherence to the legal standard and this contract.



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, 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 internship 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 \_\_\_\_\_:

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Task for Supervisee:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Task for Supervisor

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Goal \_\_\_\_\_:

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Task for Supervisee:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Task for Supervisor

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Appendix B: Supervision Log**

**Universidad Ana G. Méndez, Gurabo Campus  
School of Social Science & Communications  
Psychology Internship Program  
Supervision Log**

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

Primary Supervisor: \_\_\_\_\_

Degree: \_\_\_\_\_ Specialty: \_\_\_\_\_ License # \_\_\_\_\_

Primary Supervisor Phone: \_\_\_\_\_ Supervisor Email: \_\_\_\_\_

Date	Duration	Supervision Format Individual (I) or Group (G)	Issues Addressed	Supervisee Initials	Supervisor Initials



**Appendix C: Assessment of Intern Competencies**

**Universidad Ana G. Méndez, Gurabo Campus  
School of Social Science & Communications  
Psychology Internship Program**

**Assessment of Intern's Competencies**

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

Supervisor: \_\_\_\_\_ Internship Agency: \_\_\_\_\_

Period of Supervision: \_\_\_\_\_ 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 sub-competency 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. 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, establish a remedial plan on the competencies or sub-competencies that needs attention and 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 competencies sufficiently based on his or her training to date.

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

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

**4 (Proficient)** Functions independently in this capacity all times

**5(Advanced)** Intern functions fully independently and excel in this area

<b>I. Research</b>		
	Sub-Competency	Score
1	Use empirically supported psychotherapeutic techniques.	
2	Describe theoretical basis and goals of chosen treatment approach	
3	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	
4	Demonstrates the substantially independent ability to critically evaluate research	

<b>II. Ethical and Legal Standards</b>		
	Sub-Competency	Score
1	Work in an ethical manner in accordance with the ethics code and all relevant laws.	
2	Recognize ethical dilemmas as they arise	
3	Apply ethical decision-making processes in order to resolve the dilemmas	
4	Maintain appropriate professionalism and boundaries.	
5	Recognize limits of own expertise and seek appropriate consultation.	
6	Assess people at- risk and intervene appropriately.	
7	Maintain the person’s confidentiality.	

<b>III. Cultural and Individual Diversity</b>		
	Sub-Competency	Score
1	Present an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	
2	Poses Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service	
3	Support the inclusion of all persons	
4	Cultivate awareness of one's own biases and limitations; seek consultation as needed.	
5	Assess cultural factors to ensure formulation of relevant treatment.	
6	Conduct treatment in preferred communication style and language of the person.	
7	Remove institutional barriers to participation by all persons.	
8	Teach persons the necessary skills to overcome cultural barriers.	
9	Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship	

<b>IV. Professional values, attitudes, and behaviors</b>		
	Sub-Competency	Score
1	Actively seek and demonstrate openness and responsiveness to feedback and supervision	
2	Behave in ways that reflect the values and attitudes of psychology (including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others)	
3	Engage in self-reflection regarding one's personal and professional functioning	
4	Engage in activities to maintain and improve performance, well-being, and professional effectiveness	
5	Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	

<b>V. Communications and interpersonal skills</b>		
	Sub-Competency	Score
1	Interact effectively with administrative staff and manage conflict	
2	Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated;	
3	Demonstrate effective interpersonal skills and the ability to manage difficult communication well	
4	Use time management skills to prioritize.	
5	Write timely, complete progress notes and reports	
6	Demonstrate a thorough grasp of professional language and concepts	

<b>VI. Assessment</b>		
	Sub-Competency	Score
1	Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics	
2	Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient	
3	Interpret and integrate test result.	
4	Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audience	
5	Demonstrates knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology	
6	Applies the knowledge of client strengths and weakness to assessment process with sensitivity to cultural and individual differences	

<b>VII. Intervention</b>		
	Sub-Competency	Score
1	Understand differential diagnosis and case conceptualization	
2	Develop adequate conceptualizations.	
3	Facilitate development of specific achievable therapeutic goals.	
4	Develop action steps for the achievement of goals.	
5	Develop and maintain a positive working alliance	

6	Formulate goals/problems consistent with treatment approach	
7	Structure therapy sessions consistent with treatment approach	
8	Modify treatment plan based on ongoing evaluation.	
9	Conduct appropriate therapy termination.	
10	Demonstrate the ability to apply the relevant research literature to clinical decision making	
11	Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking	
12	Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation	

<b>VIII. Supervision</b>		
	Sub-Competency	Score
1	Is aware of self-limitations;	
2	Possess sufficient knowledge to provide guidance and legal/ethical issues to supervisee or other providers.	
3	Maintain an effective, professional supervisory relationship.	
4	Is well prepared for supervision (e.g. prepares video, etc.).	
5	Seek consultation or suggest alternative supervision plans as appropriate.	

<b>IX. Consultation and interprofessional/interdisciplinary skills</b>		
	Sub-Competency	Score
1	Demonstrate knowledge and respect for the roles and perspectives of other professions	
2	Is aware of self-limitations; seek consultation or suggest alternative supervision plans as appropriate.	
3	Shows knowledge of the unique client care roles of other professionals	
4	Is able to effectively communicate with other professionals in accordance with their unique client care roles	
5	Is able to effectively communicate with individuals and their families related to the services offered.	

<b>X. Program Specific Competency Undergraduate Teaching</b>		
	Sub-Competency	Score
	Exhibits domain of the discipline	
	Uses examples that clarifies the material been taught.)	
	Syllabus planning was adequate for the fulfillment of the objectives or competencies	
	Course content is related with the objectives and/or competencies of the class syllabus	
	Uses materials that contributes to the intellectual development of the students	
	Assess and discuss student's work within the period established by the Institution	
	Explain clearly the themes related to the course.	
	Use his/her knowledge in the discipline to clarify effectively the student's doubts	

<b>Overall Rating</b> (Calculate the average of each competency and write it in the specific area)		
I.	Research	
II.	Ethical and Legal Standards	
III.	Cultural and Individual Diversity	
IV.	Professional Attitudes, Values and Behavior	
V.	Communications and Interpersonal Skills	
VI.	Assessment	
VII.	Intervention	
VIII.	Supervision	
IX.	Consultation and Interprofessional/Interdisciplinary skills	
X.	Program Specific Competency: Teaching	
<b>Global Rating Score</b> (Average Score)		

Successful completion of the Internship requires, a rating of 4.00 or more in each sub-competency and in the average of the overall evaluation performed by the supervisor. An assessment of **Proficient** or **Advanced (score of 4 or more)** in each required area of competency and sub-competency is an acknowledgement that the intern has reach the minimum level expected by the program.

I \_\_\_\_\_ (Supervisor) recommend that the intern has \_\_\_\_\_ (Approved/Not Approved) the internship at UAGM PIP  
**Only answer if this assessment is the Final Assessment of the internship.**

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Supervisor Signature and license number

\_\_\_\_\_  
Date

Received and filed by

\_\_\_\_\_  
Internship Director

\_\_\_\_\_  
Date

**Appendix D: Supervisor Evaluation Form**

**Universidad Ana G. Méndez, Gurabo Campus  
School of Social Science & Communications  
Psychology Internship Program**

**Supervisor Evaluation Form**

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

Intern: \_\_\_\_\_

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 five categories: aspect of the supervisory relationship, facilitation of training experience, mentoring, treatment team interaction and functioning 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 Intern and Supervisor
- Reviewed of written material
- Other \_\_\_\_\_

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



<b>Aspect of the Supervisory Relationship</b>	<b>Rating</b>
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. 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. 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 different backgrounds.	
f. is aware of his/her own cultural identity, world view, and value system brought	

Comments

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Signatures:

Intern \_\_\_\_\_

Date \_\_\_\_\_

Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Internship Director: \_\_\_\_\_

Date \_\_\_\_\_

**Appendix E: Evaluation of Internship Program**

**Universidad Ana G. Méndez, Gurabo Campus  
School of Social Science & Communication  
Psychology Internship Program**

**Evaluation of Internship Program**

Intern \_\_\_\_\_ Date \_\_\_\_\_

Primary Supervisor: \_\_\_\_\_ Training Year \_\_\_\_\_

Please discuss all of these ratings with your supervisor and the Clinic Director. 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

<b>Aspect</b>	<b>Rating</b>
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 about intern's performance and work are clear.	
5. Reactions, concerns, and problems are addresses adequately.	
6. Adequate feedback regarding performance and progress.	
7. Adequate opportunity for competency development.	
8. Sufficient opportunity to provide input into training needs.	
9. Environment is conducive to learning and competency development.	
10. Environment is conducive to interrelationships among interns.	
11. Resources are adequate (e.g., space, computers, and supplies).	
12. Treated in a professional manner.	

13. Effective working relationships with support staff.	
14. Amount of supervision support and availability.	
15. Didactic experiences and literature resources.	
16. Opportunities training and support for clinical work.	
17. Opportunities, training and support for teaching/supervision.	
18. Opportunities training and support for research.	
19. Incorporating and applying knowledge of culture and other diversity issues in training.	
20. Training in professional, ethical and legal issues.	
21. Overall satisfaction with program structure.	

Comments

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Signatures

Intern \_\_\_\_\_ Date \_\_\_\_\_

Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Internship Coordinator \_\_\_\_\_ Date \_\_\_\_\_

**Appendix F: Remedial Plan Form**

**Universidad Ana G. Méndez, Gurabo Campus  
School of Social Science & Communications  
Psychology Internship Program**

Intern's Remedial Plan

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

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

Student Id.: \_\_\_\_\_

Supervisor/Advisor: \_\_\_\_\_

Area of Concern (attach evidence):

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Proposed Remedial Plan (with due dates):

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\_\_\_\_\_  
Intern's Signature  
Date

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

Remedial Plan Resolution (attach evidence)

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

\_\_\_\_\_  
Supervisor/Advisor Signature  
Date \_\_\_\_\_

Cc: Internship file