



**Pre-Doctoral
Internship
Handbook
2010-2011**

Pre-Doctoral Internship Program

Contents

Criteria	Page
Organization of the program	
Goals & Objectives	2
Direct Services	3
Training Curriculum	3
Integration with ECC	4
Training Director	4
Biography	
Mission statement for interns	5
Primary Supervisors	5
Psychological Assessment Activities	6
Clinical Interventions	8
Specialties of therapists on staff	
Client population	
Didactic Activities	9
Pre-Requisites for Application	10
Due Process Procedures	11
Concerns: Intern Performance	12
Interns: Training Concerns	13
Evaluation Procedures	14
Additional Information	15
# Interns per year	
Projected hours	
Vacation/time of	
Title of position	
Certification of completion	
Delineation of Roles	16
Appendix	
1. Hierarchy of Student, Intern, & Resident Roles	19
2. Due Process: Supervisor	20
3. Due Process: Intern	21
4. Leave Request Form	22
5. Evaluation Criteria	23
6. Completion Certificate	24

Organization of the Program

Goals and Objectives

Eden Family Institute is committed to the training of pre-doctoral interns in a generalist orientation combining clinical skill building in testing, integrative report writing, and therapy with a variety of clients. Interns are trained in the practitioner-scholar model in which clinical skills are developed in the context of research on the efficacy of treatments as outlined by APA Division 12 standards. Interns are encouraged to stay current on practice issues and are provided with continuing education throughout the training year. The predominant treatment model is brief therapy within a cognitive & behavioral framework although other theoretical conceptualizations are explored and integrated as appropriate, such as psychodynamic and family systems approaches. In addition to general clinical training, specialized training is offered in crisis assessment and intervention, Dialectical Behavior Therapy, and Parent-Child Interaction Therapy.

The overarching goal of EFI's Pre-Doctoral Internship Training Program is to provide broad training in clinical psychology that incorporates treatment of clients across diverse diagnostic & lifespan issues. Interns will be prepared for entry-level positions or post-doctoral residency required for pursuit of state licensure. Objectives are to build their professional identity through team and collegial relationships with other professionals and peers in the community, to develop and refine existing skills, to build more advanced skills, and to foster an enthusiasm and high ethical standards for their work.

Interns will have exposure to diverse experiences and will be encouraged to develop groups, programs, and/or techniques that may be of individual interest. Past interns have incorporated child curriculums and group work with cancer patients derived from dissertation work as a part of their internship experience.

Specific training goals are as follows:

Testing: Interns will provide testing services as well as assist in the training and supervision of practica students who are completing pre-internship hours at EFI.

- Interns will demonstrate competency in planning, administering, scoring, and interpreting full batteries of psychological tests for clients ages 4 to senescence.

10-15 hours per week

Eden Family Institute: Intern will maintain a caseload of 8 to 15 individual, marital, and family clients. Group therapy is counted as one client. Clients will be seen in the main offices located in Norfolk, Portsmouth, and Hampton, Virginia.

- Interns will demonstrate competencies in general pediatric and adult assessment including traditional clinical issues, developmental assessment, and trauma assessment.
- Interns will be expected to co-lead or run one group each quarter based on interest, experience, and opportunity. New EFI groups must be approved by the training director and President of ECC prior to marketing or referring clients. ECC groups will be co-led under the supervision of a licensed clinical psychologist.

10-15 hours per week

Other: Administrative, research projects, support activities

10 hours per week

Direct Services

Interns will spend an average of 20 hours per week in direct service delivery. The maximum number of direct service hours per week can reach 30, and the minimum should not fall beneath 16. The intern will be responsible for working all scheduled hours and will be expected to communicate testing schedules with office staff as well as with other psychologists and students who are testing to avoid competing use of materials. The office staff will schedule testing and therapy in appointment books according to the hours available. It will be necessary for the intern to keep in contact with the office staff and to check their appointment book and voice message several times each day so that appointments will not be missed.

Training Curriculum

Training in administration and scoring of psychological tests that the intern is not familiar with will begin at the start of the internship year. Training will be provided by Post-Doctoral Residents and will be in the form of practice administration, review, and taped administration with a client.

Interns will attend didactic training in a variety of clinical topics and applications. Topics are presented by staff or outside professionals as appropriate to training and experience.

Interns will attend monthly colloquia at Regent University. Colloquia are held on Fridays from 2-4 p.m. in the library auditorium and host a diverse range of speakers. Continuing education credits are offered. Interns will also attend monthly CE sessions at Virginia Beach Psychiatric Center.

Training in the implementation of clinical interventions is provided through case consultation and live observation of sessions. Such experiences will be at the discretion of the therapist with regard given to client preference and issues of confidentiality.

Integration with Eden Counseling Center

Interns will function as members of the clinical staff and will interact with staff and therapists on a weekly basis. The intern will be given office space in which to conduct therapy, test clients, and score testing. Eden Family Institute is a seasoned training program for both MA residents and Psy.D. Practica students and interns. Staff members and therapists are open to questions, consultation, and guidance regarding procedural and clinical issues.

Interns will be expected to demonstrate teamwork, consideration, courtesy, and cooperation in negotiating daily responsibilities. When off-site assisting with workshops, service delivery, or attending training, interns are to maintain professional posture as appropriate representatives of the agency.

Clinical Training Director

Erica S.N. Tan, Psy.D.

Licensed Clinical Psychologist

Dr. Tan is on site for a minimum of 30 hours per week to oversee the integrity and quality of the training program. Dr. Tan and a selection committee including supervising psychologists are responsible for selecting interns. The training program's goals and activities will be monitored and evaluated as part of the practice's ongoing administrative and clinical review meetings. Interns will keep individual training records and are responsible for submitting documentation of hours and activities at designated evaluation times.

Mission Statement for Interns:

Eden Family Institute is committed to the training and mentoring of master's and doctoral level interns and residents. EFI intends to foster the professional, ethical, and character development of Interns and residents in a manner congruent with and surpassing minimal guidelines and standards for practice.

The clinical training staff at Eden Family Institute consists of four doctoral level licensed clinical psychologists who serve as primary supervisors for interns and residents. Both small group and individual supervision are offered weekly. Interns will be scheduled for a minimum of 1 face-to-face hours of individual supervision per week and 2 hours of group supervision per week. In addition to Dr. Tan, Dr. Van Valin and the clinical psychology faculty are significantly involved in the operation of the training program as consultants and clinical/testing supervisors.

Primary Supervisors:

Lee Anne Dickerson, PsyD

Erica Tan, PsyD

Paul Van Valin, PhD

Julie Campbell, PsyD

Additional Supervisors:

Erica Skidmore, PsyD

Jennifer Ripley, PhD

Deborah Gorton, PhD

Psychological Assessment

Psychological assessment and services at EFI cover a wide range of diagnostic, testing, and therapy modalities including:

- Diagnostic Intake Interviews
- Child Assessment Batteries for LD, AD/HD, ODD, Personality, Achievement, Intelligence, and Emotional referral questions.
- Adolescent Assessment Batteries (as above)
- Adult Assessment Batteries
- Individual Therapy
- Marital/Family Therapy
- Group Therapy

Testing materials available include:

- Bender Visual Motor Gestalt
- Beery Buktenica Test of Visual Motor Integration
- Booklet Category Test
- Conner's Continuous Performance Test-II
- Dementia Rating Scale
- Gordon Diagnostic System
- Kaufman ABC
- Millon Clinical Multiaxial Inventory-III
- Minnesota Multiphasic Personality Inventory-Adolescent and Adult
- Robert's Apperception Test
- Rorschach Inkblot Test
- Slosson Intelligence Test
- Stroop Color and Word Test
- Trail Making Test
- Thematic Apperception Test
- Visual Motor Integration Test
- Wechsler Abbreviated Scale of Intelligence
- Wechsler Intelligence Scale for Children-IV
- Wechsler Adult Intelligence Scale-IV
- Wechsler Individual Achievement Test-II
- Wechsler Memory Scale
- Wechsler Preschool and Primary Scale of Intelligence
- Woodcock Johnson Tests of Achievement

- Wide Range Achievement Test

In addition to the above tests, pencil and paper questionnaires and evaluation instruments are available.

Interns and Residents will be exposed to diversity in gender, age, ethnicity, religious, and socio-economic status of clients served by the practice. Tidewater, Virginia is home of the largest naval base in the U.S., and military families are part of the client demographic.

Psychological Assessment: Expected Competencies

Interns will demonstrate competency in planning, administering, scoring, and interpreting full batteries of psychological tests for clients ages 4 to senescence.

Testing batteries can consist of between four and six hours of administration time. In order to obtain a valid assessment, clients are often scheduled in two 2-3 hour testing blocks. It will be important to observe for signs of fatigue, waning attention, and lack of effort as these factors will invalidate your results. Some clients may be able to complete 3 hours of testing. Small breaks are acceptable, particularly for children and elderly clients.

Testing request forms and diagnostic interviews for testing are conducted by a psychologist or post-doctoral resident. A file folder with the client's name and tests to be given will be located in a locked file cabinet in Tiffany Penn's under each psychologist's name.

It is expected that all tests be scored within five days of administration, even if checklists or other tests still have to be administered or returned. Feedback sessions will be scheduled with the psychologist 7-10 days following the final testing session.

The psychologist must be able to access the scored data at any time as well as prior to the feedback session in order to analyze the data and write or edit the final report. Scoring may be done on or off-site provided that it is checked-out, signed for, and returned to the office by the close of business that day or by the opening of business the following day. If needed, copies of the testing protocols may be made and taken home to score provided the data is protected in a locked case and is de-identified. The original raw data must ALWAYS remain and be returned to the filing drawer from which it originated and must be checked in and out using the clipboard on top of the cabinet.

Psychological Assessment: Special Considerations

Testing protocols are kept in the filing cabinets in the EFI room. Regular inventory of these protocols and forms is needed in order to avoid running out of testing materials. A rotating schedule of who will complete inventory is advised.

Eric, the operations manager, is responsible for ordering tests when notified. Please notify him when 25 copies are left of any protocol.

It can take as many as two weeks to receive the protocols from the company, so timely notification is imperative. As part of professional courtesy and conduct, it is expected that interns will be ethical and responsible to care for materials and observe when they are low. Taking the last of a form will be considered poor teamwork and inappropriate professional conduct.

Testing packets containing questionnaires are compiled for each age group tested and are to be stocked with at least 25 in each age group at each of our locations. It is NEVER PERMITTED to take groups of packets that have been created for one site and remove them in bulk to another site. Creating packets for each site will alleviate this problem.

If you find we are running out of packets or protocols at any location too quickly, please let Eric know to increase the amount ordered to double or triple to account for the increase in testing volume.

Testing Kits are extremely expensive and are to be handled with care. **Scoring templates, manuals, and kits are to remain in the office at all times.**

There are specific materials designated for National Institute of Learning Development (NILD) testing that are not to be used without approval of Dr. Tan who oversees that function. Other kits are to remain in the office or, if transported to another location, to be returned that day. If testing is scheduled in the evening, kits that were taken off-site must be returned to the office either that evening or by 8:30 a.m. the following morning.

Please score tests needing templates and manuals in the office. Materials absolutely cannot be taken out of the office unless designated for a testing battery in Suffolk or Portsmouth.

Testing materials/kits cannot be taken home or otherwise off-site for practice, scoring, or review unless under the direct instruction of the Director of Testing, a supervisor, or the training director.

Psychological Assessment: Training and Remediation

Deborah Gorton, PhD, Director of Testing Administration for EFI and ECC, will assess competencies and readiness to test and will provide instruction on any unfamiliar tests. Scoring is a critical function and errors are to be avoided with careful and attention to manualized instructions and scoring subtleties. This is a training program and we do not anticipate a year without error; however client's futures, diagnoses, medication and treatment recommendations, and educational/occupational functioning depend on accurate scoring. Entering a birth year wrong, scoring a 1-point response as 2 points without a query, and failing to apply reverse rules are some of the errors that have occurred.

Your clinical supervisors will be double-checking scoring and will work with you on any training necessary to help you develop competency in assessment.

Due Process enables specific remediation procedures to be implemented and places responsibility on both the intern and training program to correct any difficulties. Due Process protects you in ensuring that additional training is provided and that you are not surprised later with poor evaluation on an error you were not given a chance to remediate.

Please feel free to speak with your supervisor and/or the training director at any time during the year about testing or other issues that you are unsure or uncomfortable with.

Clinical Interventions

The institute staff comprises a collective of specialty and interest areas in clinical and counseling interventions. Specializations include:

- Licensed Marital/Family Therapists
- AD/HD, Child, Adolescent, and Adult
- Dialectic Behavior Therapy (DBT)*
- Parent-Child Interaction Therapy (PCIT)*
- Cognitive Behavioral Therapy (CBT)*
- Floor-time
- Anger Management
- Stress Management
- Critical Incident Stress Debriefing
- Disaster Mental Health Debriefing
- Trauma and Loss counseling
- Family Services for MR Clients
- Women's Issues
- Gender and Sexual Development

(*=research-supported treatments)

Interns and Residents are encouraged to develop areas of clinical/counseling interest in addition to the above staff specialty areas.

Client Population

Eden Family Institute and Eden Counseling Center serve the Hampton Roads area with offices in Chesapeake, Suffolk, Portsmouth, and Norfolk, Virginia. Licensed therapists see a wide range of clients from the community who are able to pay for services through traditional means such as insurance. Eden Family Institute offers counseling at a reduced rate for those without insurance or with financial stressors. A sliding fee scale is used to determine payment for each

client. Interns will gain experience with clients from lower income brackets and with a range of difficulties. EFI's Community Assistance Program is the main source of clientele for interns and residents and provides psychological services for church members who come to Eden for biblically-based and faith-congruent counseling. Clients will be diverse in denomination and expression of faith.

FirstFruits Crisis Response serves leadership in church counseling and outreach programs by offering training in trauma services and interventions. The team also facilitates and leads activities and interventions with children, teens, adults, and families in communities affected by disaster. Interns will be exposed to diverse ethnic and cultural communities through occasional trips to underserved areas.

Didactic Activities

Interns and residents will attend group supervision consisting of clinical case studies and exposure to a variety of therapy techniques. In addition, interns and residents will attend monthly colloquia at Regent University through the APA accredited PsyD Program. Colloquia are held one Friday per month from 2-4 p.m. in the university's library auditorium. Interns will be expected to attend monthly CE sessions at Virginia Beach Psychiatric Center. Interns and residents will participate in additional didactic training when offered in-house. EFI training in therapy models or empirically supported treatments may include weekend attendance. The Christian Association for Psychological Studies hosts annual Eastern regional and international conferences in areas such as Richmond, Virginia, Chicago, Illinois, and Bethesda, Maryland. ECC, EFI, and FirstFruits also participate in presenting and attending American Psychological Association conferences. Tidewater Association for Clinical Psychologists offers monthly CEU credits with a variety of speakers and topics.

Other didactic activities will involve on-site training with testing materials and participation in empirically supported treatments. Interns and Residents will also teach a didactic session on a specialty area. FirstFruits Crisis Response prepares training seminars and sessions on a variety of crisis and trauma topics. The team also hosts local training workshops that students can attend.

Students are welcome to seek out therapists who practice in an interest area to receive didactic hours in specific interventions or styles of therapy.

Didactic activity will comprise at least 2 hours per week, on average.

Pre-Requisites for Application

Applicants should have completed an APPIC Application form and be candidates for a PsyD or PhD degree in clinical psychology from an accredited college or university. All core doctoral coursework should be completed prior to application.

Should an intern require 3 or less credit hours in dissertation course work, consideration will be given provided the intern complete the coursework without compromising their internship schedule and responsibilities.

Applicants are expected to work an average of 40 hours per week on-site. Some clients or groups will necessitate evening hours. Within the required work week, hours will be scheduled according to office space and supervision, and will involve at least two evenings a week. Saturday hours are available and can be rotated quarterly or designated as an ongoing schedule.

Applicants need to be proficient in basic testing and therapy procedures and be able to assimilate and implement unfamiliar tests following introduction and training. The ability to work well with others in the practice is essential. EFI offices house a support staff of at least five on a given day. Support staff is responsible for billing, scheduling, accounting, office management, and all other front desk and office procedures. In addition to the office staff, the organization employs as many as 19 therapists and may have 4 to 6 pre-doctoral and masters students completing practica or advanced testing hours.

At least three letters of reference and the required APPIC forms need to be submitted for consideration.

Due Process Procedure

Updated 09/01/2009

Section 1 Concerns About Intern Performance: Supervisors and Site Training Director

1. Supervisors with concerns about an intern's performance will first attempt to address the concern with the intern during regular supervision or a separately scheduled appointment. Supervisors will document the concern on the appropriate form and review specifics of the problem with the intern, including a plan for remediation. After reviewing the plan with the intern, the intern and supervisor will agree upon a plan for improvement and both parties will sign the form. Documentation of concerns and plan will be copied for the intern and agency's records as well as for the university clinical training director.
2. A follow-up meeting will be scheduled within a month to discuss the intern's progress. At this time, if improvements have not been made, the intern will be assigned materials or training sessions and will be placed on probation. A second form indicating the plan of action and the failure to make the agreed upon changes will be reviewed and signed by both parties. Interns will be given a six-week period in which to complete the training or remediation program recommended. Documentation of the second meeting and plan of action will be copied for the intern and agency's records and will be sent to the intern's clinical training director.
3. At the end of the six-week period, the supervisor and student will meet to review the plan and outcome. Interns may be given an examination in the form of oral, written, or demonstration of the technique, test, or skill that has been targeted.
4. Interns will be given the opportunity to appeal any portion of the procedure to the Board of Directors of Eden Family Institute. Final decisions will be reached through consultation with agency psychologists, staff, Board of Directors, and the intern's university clinical training director.

Concerns about an intern's performance may include but are not limited to:

- Therapy/relational skills
- Psychological Testing
- Attendance
- Policy Adherence
- Professional Conduct
- Ethical Issues

The following issues will be grounds for immediate dismissal:

Gross misconduct with staff or clients including:

- Sexual harassment or inappropriately intimate relationships in or out of session/office with clients or staff.
- Unethical conduct: lying, stealing, verbal or physical intimidation or abuse, misrepresentation of experience, performing unauthorized procedures, gossip, breaking confidentiality.
- Abrasive, obnoxious, or rude behavior with disregard for the feelings of others.
- Failure or refusal to comply with policies and procedures.
- Previous criminal record or current criminal investigation or charges relating to illegal activity or offenses.
- Inability to complete required duties of internship.

Section 2 Intern Concerns About Training Experience

1. Interns with concerns regarding the quality, content, or other aspects of the training experience have the right to voice those concerns without fear of reprisal.
2. Interns with concerns should first speak to one of the clinical supervisors during supervision or by scheduling a separate meeting. Interns are encouraged to document the concern including the date, time, or other factual information regarding the training experience.
3. The supervisor and intern will review the concern and decide together on an appropriate course of action. It may be necessary for the supervisor to take the concern to the training director. Should the nature of the complaint involve the training director, a third party may be included to bring balance to the situation. The third party may be the intern's university training director, a faculty member, an officer of ECC or EFI, or a Board Member of EFI.
4. If the concern is with a primary supervisor, interns are encouraged to bring the concern to the supervisor first so that clarification and understanding are facilitated. Should the issue go unresolved; interns can then take the concern to the training director.
5. Interns are welcome to take concerns, voiced or documented, to their PsyD or PhD program's clinical training director and to invite the clinical training director to be a part of problem-solving meetings via phone or e-mail, or personal contact with the training site.
6. If concerns are unsuccessfully handled and no resolution occurs, the intern should contact their university clinical training director for guidance. Again, documentation of the initial concern and attempts to correct the problem should be presented.
7. Interns are able to appeal any portion of the notice and hearing process to the firm's Board of Directors. Board members are not employees of the institute and are responsible for advising and overseeing all general operating functions. A list of current board member's and contact information will be provided to each intern.
8. Interns whose concerns remain unresolved after following these steps, and whose training experience is compromised by any means, can request to be released from the training contract and can seek another placement through their university.

Evaluation Procedures

Interns and Residents will be evaluated every quarter. Interns will also evaluate the training experience of the internship year according to their university's requirements. A copy of the student's report is requested after completion so that the site can evaluate the effectiveness and can make improvements in the program as needed.

Evaluation Criteria are separated into the following categories:

- Clinical Work and Therapeutic Skill
- Case Conceptualization and Diagnosis
- Psychological Testing and Report Writing
- Professional Conduct and Development

Evaluations are completed by the clinical supervisors and training director and are reviewed with the student.

Please see the appendix for a copy of the intern and resident evaluation form.

Additional Information

Number of Intern Slots

Eden Family Institute will employ between two and four pre-doctoral interns per year.

Projected Hours

Interns are contracted for a 40-hour workweek for the duration of the experience; however it is realistic to anticipate that more hours will be needed for report writing, accommodating evening or weekend clients, and workshops. A 50-hour workload is not atypical for internship and post-doctoral sites. At the completion of the internship year, interns and residents can expect to have logged a minimum of 1500 and a maximum of 2000 hours.

Vacation/Time Off

Interns and Residents are allotted one paid vacation week and one paid sick week per year and are paid for standard holidays during the calendar year such as Labor Day, Thanksgiving, Christmas, New Year's Day, Easter, Memorial Day, and Independence Day. The week between Christmas and New Year's is also given as a holiday. Any additional time off will be unpaid and at the discretion of the supervisor and training director. Interns and Residents may ask to compensate for hours/time off by assisting with staff workshops and seminars, working additional hours, or other such accommodations if approved first by a supervisor. Vacation weeks include working business day for a total of five days. Emergency leave or sick time needs to be documented after the fact on the Leave Request Form and reviewed with your supervisor. Emergency leave will count towards the total time off allotted for the year.

Leave Request Forms must be completed for all time off, including doctor's appointments, vacation, etc. A copy of the form is included in the appendix. Please fill out completely when requesting time off and review the completed form with your supervisor. **Once approved and signed, the Leave Request Form is to be placed in Lynette Blincoe's mailbox on the 6th floor. She will be computing and tracking all time off for administrative purposes and will record the time with your payroll.** Please request vacation or leave time several weeks in advance so that clients do not have to be rescheduled on short notice.

Emergency leave, sick days, car problems, etc. necessitate canceling clients, testing, and training. Interns must contact the reception staff as soon as possible in the event of an emergency or if running late. The staff will document the call; however interns are responsible for reaching their supervisor or the clinical

training director by phone within the hour so that they do not hear it from staff first.

Title of Position

Pre-doctoral candidates will have the title of Intern. Post-doctoral residents will have the title of Resident.

Upon completion of the training year, both interns and residents will receive a certificate of completion.

Delineation of Roles

Eden Family Institute trains pre-doctoral practica students, master's interns, pre-doctoral interns, and post-doctoral residents. In order to clarify the roles and responsibilities of each level of training, the following guidelines are provided.

Pre-Doctoral Practica Students

Students currently enrolled in a clinical psychology doctoral program can be placed with Eden Family Institute for their third year clinical experience. Practica students are attending courses either full or part time and are expected to complete 10-15 hours per week on site for the purposes of psychological testing and to carry a caseload of between 3-6 therapy clients through Eden Family Institute. Practica student positions are part of required doctoral coursework and are not paid.

Practica students assist clinical psychologists in test administration and behavioral observation write-up at the start of their year. By January of the year, practica students begin to write integrated psychological reports for review by their supervising psychologist. Practica students may also be assigned to complete testing batteries begun by interns or residents and are responsible for scoring tests left in the scoring box in the front office.

Practica students are expected to co-facilitate one support or therapy group during the year.

Master's Level Interns

Master's level interns work directly under the supervision of an LCSW or LPC on site. Master's interns do not participate in psychological testing or report writing. Interns work through Eden Family Institute to provide counseling services on a sliding fee scale to community residents and to complete hours for graduation and licensure. Interns primarily see clients at off-site locations and return to EFI for supervision.

Pre-Doctoral Interns

Pre-doctoral level interns will have completed doctoral course work with the exception of dissertation defense if applicable. Interns are matched to Eden Counseling Center and Eden Family Institute through the APPIC application process and National Match. There will be 2-4 interns per year as part of salaried staff who will be considered full time employees of the organization. Interns will work 40 hours per week under the supervision of the clinical training director.

Interns will complete full psychological testing batteries under the supervision of a licensed clinical psychologist and will assist with completion of batteries when needed. Interns are expected to begin writing integrated psychological reports at the start of the internship year. Proficiency will be built in special reports that the intern may have in his or her caseload including forensic reports for disability and other issues, and reports to schools and agencies advocating for educational accommodations or special services.

Interns work closely with the post-doctoral residents and training director in the training and monitoring of practica student testing and will provide additional supervision and case conceptualization hours for students. Interns may assist in the practice administration and observation of practica students as they gain experience with unfamiliar tests.

Please reference pages 2-3 of the handbook for specific training goals and objectives.

Post-Doctoral Residents

Residents have graduated from an APPIC or APA approved program in clinical or counseling psychology and have completed a pre-doctoral internship year. Residents are placed with Eden Counseling Center's APPIC Member Post Doctoral Residency after stating interest, completing an interview process, and as positions become available. Residents will be part of Eden's full-time salaried staff and will work 40 hours a week under the supervision of the post-doctoral Clinical Training Director, Paul Van Valin, Ph.D.

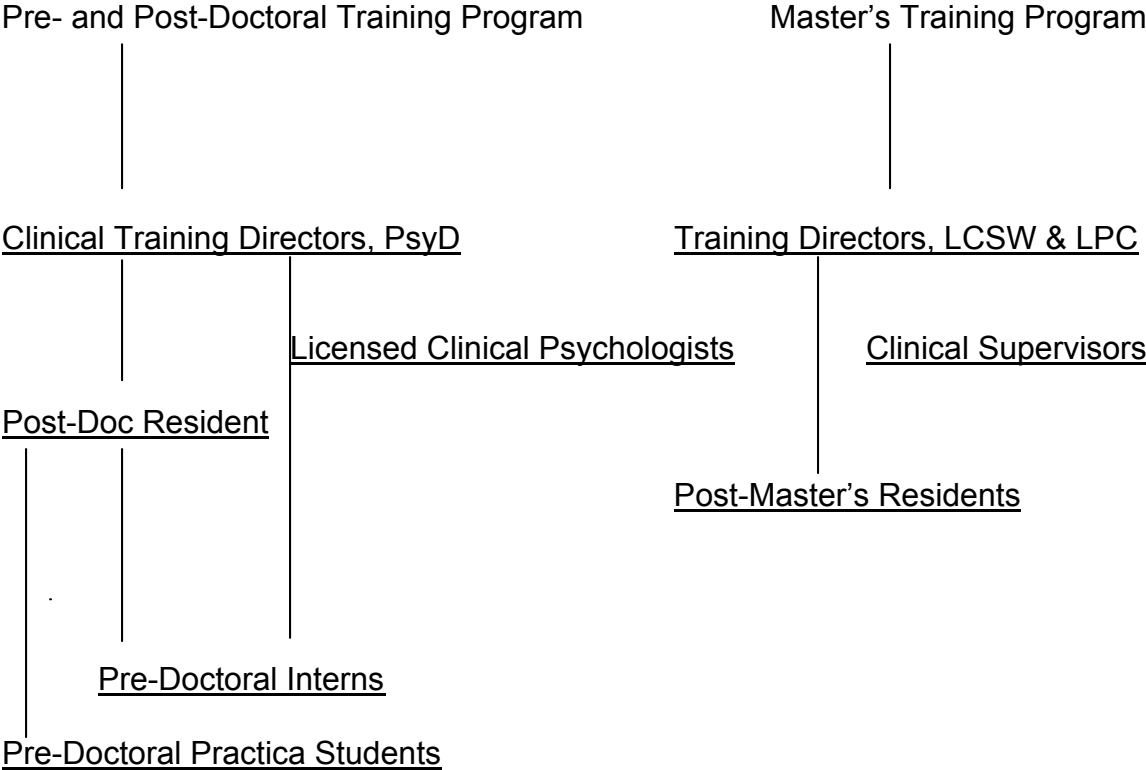
Residents will have the ability to schedule diagnostic interviews and to choose appropriate tests for clients in their caseload and will also carry out full batteries for the clinical training director. Residents will assist in the supervision of practica student testing and training. Residents will be expected to write integrated psychological reports for all testing cases.

Residents are encouraged and supported in the marketing and development of any areas of special training and to implement special groups and programs.

Residents will be called upon to present and teach on testing or other designated areas at staff CE sessions and at conferences as appropriate.

Appendix 1

Hierarchy of Student, Intern, and Resident Supervision



Appendix 2
Due Process: Supervisor

Date: _____
Supervisor: _____
Intern/Resident: _____
Training Director: _____

Nature of Concern:
Testing Client Staff Office Safety Therapy
Supervision Testing Policy Students Conduct Other
Type of Meeting: First Follow-Up Six-Week Review Final Appeal

Explanation of Problem:

Plan for Correction:

Follow-Up Meeting on: ____ / ____ / ____

Probationary Status: Issue Resolved-No further action required
Issue Unresolved-Probationary Status with Remediation

Six-week Review on: ____ / ____ / ____ (probationary status only)

Supervisor Signature: _____
Intern Signature: _____
Consulting Staff: _____
Other: _____
(University Clinical Training Director or other intern advocate)

Appendix 3
Due Process: Intern

Date: _____
Supervisor: _____
Intern/Resident: _____
Training Director: _____

Nature of Concern:
Testing Client Staff Office Safety Therapy
Supervision Testing Policy Students Conduct Other
Type of Meeting: First Follow-Up Six-Week Review Final Appeal

Explanation of Problem:

Plan for Resolution:

Follow-Up Meeting on: ____ / ____ / ____

Concern Status: Issue Resolved-No further action required
 Issue Unresolved-Plan in place for resolution

Six-week Review on: ____ / ____ / ____ (for unresolved concerns)

Supervisor Signature: _____
Intern Signature: _____
Consulting Staff: _____
Other: _____
(University Clinical Training Director or other intern advocate)

Appendix 5 **Evaluation Criteria**

Clinical Work and Therapeutic Skill

- | | |
|---|---|
| <input type="checkbox"/> Establishes rapport with clients | <input type="checkbox"/> Keeps accurate and detailed notes |
| <input type="checkbox"/> Employs appropriate techniques | <input type="checkbox"/> Moves therapy towards stated goals |
| <input type="checkbox"/> Appropriately confronts clients | <input type="checkbox"/> Maintains appropriate client load |
| <input type="checkbox"/> Completes intake and treatment paperwork | |
| <input type="checkbox"/> Seeks weekly supervision | <input type="checkbox"/> Demonstrates empathy in session |
| <input type="checkbox"/> Assesses risk competently | <input type="checkbox"/> Assimilates new therapeutic skills |

Case Conceptualization and Diagnosis

- | | |
|--|---|
| <input type="checkbox"/> Thorough intake conducted | <input type="checkbox"/> Background history gathered |
| <input type="checkbox"/> Etiology of disorder conceptualized | <input type="checkbox"/> Predisposing factors considered |
| <input type="checkbox"/> Diagnostic criteria examined | <input type="checkbox"/> Diagnosis formulated at intake |
| <input type="checkbox"/> Treatment goals match problem | <input type="checkbox"/> Treatment goals realistic for client |
| <input type="checkbox"/> Prognosis formulated | <input type="checkbox"/> Rule-outs explored if necessary |

Psychological Testing and Report Writing

- Familiar with basic intelligence and personality tests
- Learns unfamiliar tests under supervision
- Administers tests accurately
- Establishes rapport with client during testing
- Scores tests and questionnaires in a timely and accurate manner
- Keeps equipment and materials in good condition
- Coordinates scoring and report writing with client's psychologist
- Writes concise and accurate reports in timely manner (10 day turn-around)
- Uses clinical judgment in choosing order and timing of tests

Professional Conduct and Development

- Interacts with staff and therapists in congenial manner
- Maintains appropriate boundaries with staff and clients
- Dresses professionally (Business dress, business casual with slacks, blouse, or dress shirt, clothing neat, pressed, clean, and appropriate for office)
- Groomed, neat appearance
- Respectful of shared office space, computers, kitchen, break room, etc.
- Attends bi-monthly staff meetings
- Seeks opportunities to expand training through consultation, seminars, reading, research, or creating new services (groups, etc.)
- Accepts constructive criticism

Appendix 6
Completion Certificate