



HOPEWELL
HEALTH CENTERS

Appalachian Psychology Internship

2026-2027

Handbook

Updated August 2025

Description and Training Model:

The Appalachian Psychology Internship is a 12-month full-time, 1920-2000 hour doctoral-level internship training program located in Gallipolis, OH and The Plains, OH. The mission of the program is to produce graduates who are prepared for the entry-level practice of professional psychology in rural areas.

The Appalachian Psychology Internship Program adheres to a practitioner-scholar model of training. We believe that the internship year should be devoted primarily to activities of professional psychology and that science should guide all clinical practice. The core of the internship training is in clinical activities consisting of assessment, therapy, consultation, supervision, and didactics. Practice and science are integrated through a focus on research-informed clinical work, didactic presentations of scientific information relevant to clinical practice, and supervision that emphasizes use of research, along with in-vivo observation and feedback. We also use empirically validated assessments and treatment practices. Graduates of the program are expected to integrate their clinical training with their knowledge and understanding of research findings in their practice. The overall goal for the internship is to produce graduates who are prepared for entry-level practice of professional psychology in rural areas.

Our model of training emphasizes three components: (1) the importance of combining practice with science (practitioner-scholar model), (2) sequential and comprehensive training over the course of the internship year, and (3) establishment of intern professional identity. The training staff view internship training as a developmental process, in which mentoring relationships with licensed professionals assists the intern in moving from a student role to increasing independence and identity in the field.

Accreditation Status

The Appalachian 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.

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

APPIC Membership Status:

The Appalachian Psychology Internship Program is a participating member of APPIC.

Program Administration:

Members of the Internship Training Committee include the Training Director and two licensed psychologists. Meeting monthly during the training year, the purpose of the committee is to ensure a valuable training experience for current and incoming interns. Specifically, the committee is responsible for governing all aspects of the training program, including but not limited to: intern selection and progress, didactics, evaluation review, along with policy and procedure development and implementation. The Training Director is responsible for leading the committee along with the oversight and day-to-day operations of the internship.

Internship Supervisors/Training Committee:

Jennifer Lackey, Ph.D., Training Director

Dr. Lackey received her doctorate in clinical psychology from Bowling Green State University in Bowling Green, Ohio in 2016. She has clinical and research interests in rural mental health, and believes that rural communities have unique strengths and characteristics that service providers need to understand and utilize in order to be most impactful in these rural areas. True to the rural generalist form, Dr. Lackey has experience and enjoys working clinically with the entire lifespan from young children to older adults, with a wide range of presenting problems. She has a specific interest in ACT, and in empowering parents and caregivers using evidence-based practices when working with children. Additionally, Dr. Lackey is an Early Childhood Mental Health Consultant. Dr. Lackey coordinates the overall psychology training program, and conducts individual and group supervision throughout the training year.

To contact Dr. Lackey email her at jennifer.lackey@hopewellhealth.org

Adrienne Fitzsimmons, Psy.D., Psychology Assessment Coordinator

Dr. Adrienne Fitzsimmons received her doctorate from Marshall University. Her research interests include understanding the impact of mental health stigma in rural areas, prejudice and discrimination, social constructs of poverty and wealth, and treatment endorsement in rural areas. Dr. Fitzsimmons has a specific interest in providing mental health services to individuals with chronic and severe mental illness, and is currently the Clinical Manager of the Crisis Stabilization Unit (CSU). Dr. Fitzsimmons also coordinates the agency's psychological assessment services. She provides supervision to interns on psychological assessment, and services provided on the CSU.

To contact Dr. Fitzsimmons email her at adrienne.fitzsimmons@hopewellhealth.org

Adjunct Supervisors

Esha Pell, Psy.D.

Dr. Pell received her doctorate in Clinical Psychology with a rural mental health concentration from Marshall University. Her doctoral research involved examining the impact of unequal sexual pleasure on the self-esteem of heterosexual women. Her clinical interests include treating trauma, severe mental illnesses, couples, and sexual dysfunctions. She is particularly passionate about providing services to rural populations in her Appalachian home. Dr. Pell provides individual and group supervision for outpatient services via umbrella supervision.

To contact Dr. Pell email her at esha.pell@hopewellhealth.org

Cynthia Henry, Psy.D.

Dr. Henry received her doctorate in Clinical Psychology from Marshall University. Her doctoral research examined cultural influences on the physiological and psychological well-being of individuals in the Appalachian region. Clinical interests include health psychology, parent-child interaction therapy, child and adolescent therapy, trauma treatment, severe mental illness, and psychological assessment. Dr. Henry also provides individual and group supervision for outpatient services via umbrella.

To contact Dr. Henry email her at cynthia.henry@hopewellhealth.org

Settings:

The Appalachian Psychology Internship is a program of Hopewell Health Centers, a community mental health agency serving Southeastern, Ohio. In this setting, interns will provide outpatient therapy and psychological assessment, while interacting with a multi-disciplinary treatment team. Treatment is provided for a variety of conditions across the lifespan. Interns can expect to gain a breadth of experience with chronic mental health conditions and children and adolescents with severe emotional disturbance.

Notably, there are three internship positions. Two of these positions home site is located at the Hopewell Gallia county clinic while the third position home site is located at the Hopewell Plains clinic. The training model and expectation is the same for all three positions including the CSU minor rotation. Interns gather and interact in-person at least one day a week on training days.

Also, interns will provide assessment, and group and individual therapy on Hopewell Health Centers' Crisis Stabilization Unit (CSU). Initially, services on the CSU will be provided by co-facilitating the Dialectical Behavioral Therapy skills group throughout the week. Interns will also have the opportunity for a more intensive experience on the CSU, by providing services and being a member of the treatment team throughout the training year during one day a week. Interns may travel to satellite clinics to provide assessment services. However, travel reimbursement will be provided.

Stipend & Benefits:

The stipend for the doctoral psychology internship is \$30,000. Major medical health care and dental health care is offered for the intern and their dependents. The intern receives a total of 20 days of paid time off (PTO), which includes holidays (8 days), personal time (10 days), and professional development (2 days). Personal time and professional development days can be used after the first 30 days of internship. Professional developmental days can include dissertation release time, interviews, licensing requirements, or university functions, but must be approved by the training committee. During the last 30 days of internship, interns may not use any prescheduled PTO, but may still be afforded time off for illness or emergency.

Time Commitment:

This is an intensive, full-time internship. The usual workday is 8:00 a.m. to 5:00 p.m. However, there may be times that the workday extends beyond these hours. Interns are discouraged from employment outside the internship. Outside employment must be approved by the Training Director.

Interns will spend approximately 50% of their time, or twenty hours, in clinical activities, including therapy and assessment, and 25% of their time in training activities, including didactics, individual, and group supervision. Interns will spend approximately 25% of their time completing documentation, report writing, researching clinical issues to implement into practice, and reading assigned literature.

The internship is a full-year (fifty-two week) program; scheduled to begin the last Monday in July or first Monday of August, determined by agency orientation schedules. The program continues through the end of July the following year. Interns may accumulate in excess of 2000 hours of supervised experience while on internship, with a minimum of 1920 hours required to successfully complete the internship program. Interns will spend a minimum of 500 hours in direct service related activities (e.g., individual therapy and assessment). If interns are unable to complete the minimum number of hours within the fifty-two week timeframe, it is unlikely that an extension will be granted.

Hour Breakdown

40 hours/week x 52 weeks = 2080 hours

2080 hours – 64 hours PTO for holidays = 2016 hours

2016 hours – 16 hours PTO for professional development = 2000 hours

2000 hours – 80 hours PTO for personal time = **1920 hours minimum requirement**

Description of training activities:

The primary training method of the internship is experiential. As such, interns provide clinical services to clients throughout the entire year under direct supervision. Clinical experiences are augmented by didactic training and supervisory experiences. The overall training curriculum is

comprised of three major areas of training emphasis that are identified: Individual Therapy, Psychological Assessment, and Group Therapy. Minor curriculum areas include Integrative Health/Consultation and Intern Selected Projects. Finally, interns participate in a minor rotation on the Crisis Stabilization Unit.

Individual Psychotherapy:

Individual Psychotherapy plays a significant role in the training experience. Under the supervision of licensed psychologists, interns will have the opportunity to work with clients presenting with a range of DSM-5 disorders. Interns will identify client needs and strengths to develop an individual service plan for each case.

Group Psychotherapy:

Interns will have the opportunity to shadow Dialectical Behavior Therapy (DBT) groups for adults in an inpatient setting one morning each week. Each intern will co-facilitate one round of DBT groups. Several hours of DBT Training is provided early in the year. Throughout the year, interns will have DBT group supervision and consultation. Additional opportunities may be present for interns to lead groups on various topics, such as stress management, grief, and coping skills.

Psychological Assessment:

Interns will be required to completed comprehensive psychological assessments for a variety of populations and presenting referral questions. Both child and adult assessment cases will be referred to interns for evaluation. Interns will receive supervision on each case in an effort to select the most appropriate assessment measure and procedures. A variety of psychometrically sound assessment instruments are available to interns. Assessments are comprehensive in nature. Interns are expected to reserve time each week to work on assessments and are given a 30 day window after the last testing session to complete the assessment report and deliver feedback. Interns are expected to complete a minimum of 15 comprehensive psychological assessments during the training year.

Consultation:

Interns will participate in the weekly multidisciplinary staff meeting at Hopewell Health Centers. During this meeting, they will have the opportunity to discuss professional issues, remain updated on agency procedures, and obtain a multidisciplinary perspective about select cases. Staff meetings are an opportunity for interns to work collaboratively and consult with nurses, counselors, psychiatric providers, chemical dependency counselors, and social workers on shared cases.

Intern Selected Project:

The Appalachian Psychology Internship believes in fostering life-long learning, growth, and service. As such, each year interns are required to conduct one intern-driven project within the clinic in an effort to improve practice and the overall quality of services provided in a rural setting. Intern projects should be intern-driven, but must be approved by the training committee prior to the start of the project. In past years, interns have conducted program evaluations or provided a clinic-wide training. Program evaluations have involved interns collecting and analyzing outcomes related to a program. These program evaluations have included analyzing outcomes related to a youth diversion program, reviewing client satisfaction with outpatient services, and conducting a focus group for parents of youth involved in intensive services. Clinic-wide trainings have involved interns identifying a training need among clinic staff, preparing an hour-long training aimed to address the need, conduct the training, and field any follow-up questions or consultations that may arise in the weeks and months following the trainings. These have included trainings on working with clients from LGBTQ+ populations, and diverse spiritual backgrounds.

Crisis Stabilization Unit Minor Rotation:

Each Appalachian Psychology intern also gains experiential training by completing the required minor rotation that is focused specifically on clients in crisis. Every intern completes a minor rotation that focuses on treatment and assessment of adults within an acute psychiatric population. During this rotation, interns are provided with the opportunity to complete suicide and violence risk assessments, substance abuse assessments, mental status exams, brief psychiatric intervention, group therapy, and case management. During the minor rotation, interns also participate in an interdisciplinary treatment planning team and group supervision specific to the crisis unit.

Supervision and Didactics:

All interns receive a minimum of two hours of individual supervision and two to three hours of group supervision each week. Two hours of group supervision each week are held with all members of the psychology training program (psychology trainee(s), psychology doctoral interns, and psychology postdoctoral fellow(s)). The remaining hour of group supervision is held during the days interns complete their weekly CSU rotation. Individual and group supervision involves clinical, scientific, ethical, and professional aspects. Members of the training committee and adjunct supervisors provide weekly individual and group supervision experiences. Individual supervision will be provided by a licensed psychologist. Whenever possible, training opportunities, including didactics and group supervision will occur on Wednesdays.

Individual Supervision:

Each intern will receive two hours of individual supervision per week. Clinical aspects of supervision include a review of client progress, discussion of client status, discussion of therapeutic techniques and interventions, review of case notes, consultation notes, and treatment

plans, clinical case reviews, and information for assessment (e.g., case conceptualization, selection of assessment measures, review of protocols). Additionally, discussions of therapeutic techniques and interventions are regularly held. Issues related to diversity, professional behavior and ethics will also be explored. For example, interns may need assistance with professional identity and ethical issues related to rural practice. When appropriate, interns will be assigned research articles to advance their knowledge of topics addressed in supervision.

Group Supervision & Case Conceptualizations:

Each intern will receive two hours of psychology team-specific group supervision per week. Group supervision sessions will be divided among internship training committee members, and shared with adjunct psychology staff. In addition, each intern will receive an additional hour of group supervision with an interdisciplinary treatment team most weeks during the day they complete their CSU rotation. Group supervision will include case discussions and professional issues. Each intern will present two formal case conceptualizations in group supervision throughout the year. The first case conceptualization must be completed no later than January 31st, and the second must be completed no later than May 31st. Once the intern has identified a case they would like to use for each case conceptualization, they must speak to their individual supervisor to get approval and schedule a date to present in group supervision. A format and example case conceptualization will be given to each intern at the beginning of the training year.

Didactics

Interns will receive, on average, two hours weekly of additional training in the form of didactics, guided readings, book club, or webinar participation each week. Topics vary and reflect the generalist nature of the training program. Examples of past didactics and guided reading topics include, but are not limited to: *Acceptance and Commitment Therapy (ACT)*, *Assessment and Management of Suicidal Risk (AMSR)*, *Intro to Digital Administration and Q-Interactive*, *Licensing and the EPPP*, and *When, Why, & How of Obtaining a Postdoctoral Fellowships*.

Videoconference Supervision Policy

The Appalachian Psychology Internship uses videoconferencing to provide some supervision. Telesupervision may not account for more than 50% of an Intern's individual supervision or more than 50% of an Intern's total supervision per week. Interns and supervisors meet in a virtual conference room or HIPPA compliant ZOOM room and interact via high-quality real-time transmission of simultaneous video and audio.

We believe that the use of technology in training serves as an opportunity to introduce and acquaint Interns with good video-conferencing practices that inform distance learning and telehealth, should they need to provide distance-delivered services in the course of their professional work after completing the Internship. Videoconference supervision will not commence until the intern has become acquainted with the supervisor through face-to-face

interaction. Also, prior to obtaining supervision via videoconference, interns will become familiar with the concept through assigned readings. The Appalachian Psychology Internship recognizes that distance technology is often an important component of rural practice, and in this way, telesupervision is consistent with the overall mission of the internship.

Clinical services being supervised via distance are provided under the supervisor's license and the supervisor maintains full clinical responsibility. Interns also have consistent access to other supervisory staff and are expected to utilize those staff in the event that non-scheduled consultation or crisis coverage is required when the primary supervisor for any case is off-site.

All Hopewell Health Centers videoconferencing occurs over a secure network. Supervision sessions using this technology are never recorded. Interns are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year. Technical difficulties that cannot be resolved on site are directed to Hopewell Health Centers IT team.

Required Didactics and Training Experiences:

Interns will receive an average of two hours of didactic training per week. Didactic topics include ethics and evidence based practice in both assessment and therapy. Didactics include a variety of topics, such as developmental trauma, Multicultural Issues in Assessment, ACT, and DBT. While diversity is embedded in all training activities, interns will be provided with didactics on Appalachian culture and diversity in clinical practice. Interns will also attend the Tri State Diversity and Inclusion Conference, a regional event which brings together subject matter experts and others who recognize the importance of achieving and embracing diversity throughout our local communities and beyond, thereby providing relevant and actionable guidance on matters related to diversity. In group supervision, interns will discuss what they learned during the conference and how they can apply this knowledge in their current setting.

Didactic Attendance Policy

Attendance at the weekly Didactic Seminar and other scheduled group training activities is mandatory for all interns and is required for successful completion of the internship. Attendance to these scheduled activities should take priority over other site obligations each week. Clinical supervisors are aware of these activities and their requirement for interns.

A schedule for the Didactic Seminar will be distributed at the beginning of each year, and is updated throughout the year. Revisions will be provided on a periodic basis throughout the year. Attendance at each seminar meeting is tracked. An intern is permitted no more than three unexcused absences during the academic year. Unexcused absences will be any absence not pre-approved by the primary supervisor. Typically, absences will only be "excused" if they are for pre-approved vacation or professional development activities. After the second unexcused

absence, interns will receive a written warning. After the third unexcused absence, the Training Director will initiate due process procedures.

Excused absences must be discussed and approved by the primary supervisor prior to the didactic. Again, pre-approved intern vacation and alternative training opportunities are considered excused absences. However, the intern may use only three of his or her allotted vacation and/or training days on didactic days. Interns who miss a meeting of the didactic seminar because of a serious emergency or for a serious illness should alert their supervisor as soon as possible. Whether these absences are counted towards the maximum of three excused absences will be decided on a case-by-case basis.

Diversity and Non-Discrimination Policy

Appalachian Psychology Internship has developed a cultural competence and diversity plan, which is supported by leadership and incorporated in all programs with clinical supervisors and interns. Diversity among interns and supervisors is valued as it enhances decision making, engenders creativity in service delivery, and improves self-awareness. Efforts are made to create and maintain a milieu, in which all staff and interns develop skills and provide services, in an environment of comfort, trust, and familiarity. The internship strives to eliminate discrimination and stigma, while valuing, learning from, and respecting diverse individuals. The training program includes a competency on diversity training, and multiple experiences are provided to be sure that interns are both personally supported and well-trained in this area.

Appalachian Psychology Internship welcomes applicants from diverse backgrounds. Believing that a diverse training environment contributes to the overall quality of the program, the Appalachian Psychology Internship provides equal opportunity to all prospective interns and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, 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.

Goals and Competencies:

From the broad internship goals, come a broad array of objectives and competencies expected of interns by the end of the year, including those related to the attainment of specific clinical skills, collaboration with other disciplines, along with professional and ethical behavior. Each competency has a congruent experiential training component, in which interns receive close supervision. Likewise, didactics are designed to augment clinical training and increase professionalism and ethical behavior. Through working with staff and clients, in a rural Appalachian community, while receiving close supervision, interns learn firsthand how to function as a generalist in an underserved area. Experiences are tailored in a manner, in which interns have the opportunity to develop or refine skills, in an effort to meet internship goals.

The Mission of the Appalachian Psychology Internship is:

To prepare interns to function as competent and ethical entry-level generalist practitioners with the requisite knowledge and skills for practice of professional psychology in rural multidisciplinary treatment setting.

The following is a list of the 9 specific goals used for the evaluation process:

GOAL 1: Interns are expected to apply research and evidenced based practice to clinical practice with all clients being served.

GOAL 2: Interns should function in an ethical manner throughout the course of their internship experience

GOAL 3: Interns will demonstrate sensitivity to diversity issues among clients, including developing competence in theories, methods, skills, and/or attributes specific to each individual client.

GOAL 4: Interns are expected to maintain appropriate professionalism in the workplace.

GOAL 5: Interns will display effective written and verbal communication skills with clients, staff, family members, and other necessary collaterals.

GOAL 6: Interns will complete competent and accurate psychological evaluations

GOAL 7: Interns should provide appropriate psychotherapeutic interventions in the work they complete with their clients.

GOAL 8: Interns are expected to engage in supervision and program evaluation.

GOAL 9: Interns will learn to consult appropriately with members of multi-disciplinary staff when appropriate.

Evaluating competencies for interns:

Intern Evaluation Procedures

The Appalachian Psychology Internship requires that interns demonstrate achievement across all training competencies. Interns' competency is rated on a 7-point scale. By the end-of-year evaluation, at a minimum, interns must receive a "5" rating in all domains indicating **"Competency: Knowledge and skill development expectations are met in all essential areas of practice. Minimum level of achievement (MLA) for successful completion of internship."** Outlined in the Competency Grid, and aligned with each goal, competencies are used to evaluate intern performance. While informal feedback is given throughout the program, formal evaluation will take place twice annually, at the midpoint and end of internship. Further, interns will receive a 90-day "Progress Report" to determine any initial struggles with adjustment to the internship. Each clinical supervisor completes the evaluation independently and the average rating is taken. If there are inconsistencies between raters greater than 1-point,

the training committee will review the item together, and come to a collective decision to best represent trainees competence at the time of evaluation. Assessment methods used for competencies include, but are not limited to, direct observation, case presentation, raw test data review, review of clinical documentation, and clinical interactions. The standard evaluation form includes information about the interns' performance regarding all of the Appalachian Psychology Internship's expected training competencies. Primary supervisors are expected to review these evaluations with the interns and provide an opportunity for discussion if the intern has questions or concerns about the feedback. Please see Appendices A-D of the program manual to review all program evaluation forms.

1 = Insufficient Competency: Unsatisfactory performance at the beginning stage of internship training. Knowledge and skill development is below expectations in most essential areas of practice.

2 = Emerging Competency: Improvement in performance is needed. Knowledge and skill development expectations are met in most essential areas of practice; but, improvement is needed in one or more important areas.

3 = Progressing Competency: Demonstrated knowledge and skills meet expectation for beginning stage of internship training. A foundation of skills is present and the intern is motivated to further develop knowledge and skills.

4 = Maturing Competency: Knowledge and skill expectations are met in some areas of practice. Growth is apparent in the development of knowledge and skills across all essential areas of practice. Common rating for midyear of internship.

5 = Competency: Knowledge and skill development expectations are met in all essential areas of practice. Minimum level of achievement (MLA) for successful completion of internship.

6 = Emerging Strength: Knowledge and skill development exceeds expectations in one or two areas of practice. Knowledge and skill development expectations are met in all essential areas of practice.

7 = Strength: Knowledge and skill development exceeds expectations in most areas of practice.

N/A--Not Applicable/Not Observed/Cannot Say

A minimum level of achievement on each evaluation is defined as a rating of "5" for each competency by the end-of-year evaluation. **If an intern receives a score less than "3" on any individual competency at the mid-point, the Appalachian Psychology Internship Due Process procedures will be initiated.** The Due Process guidelines can be found in the program manual. Interns must receive a rating of "5" or above on all individual competencies to successfully complete the program.

Additionally, all interns are expected to complete a minimum of 1920 hours of training during the internship year, with a minimum of 500 hours in direct service. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Feedback to the interns' home doctoral program is provided at midpoint, and the culmination of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program. If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a grievance by a supervisor or an inadequate rating on an evaluation, the home doctoral program will also be contacted within 30 days. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year.

In addition to the evaluations described above, interns will complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program. Additionally, an unstructured exit interview is conducted by the Training Director during the final week of internship. The exit interview provides trainees the opportunity to verbally provide feedback to the TD related to structure, sequence, and content of the training program. All evaluation forms can be located within the Appalachian Psychology Internship Manual. (Appendices A-D)

Due Process Procedures:

During the course of the internship situations may arise in which the intern's level of performance, attitude, and willingness to perform duties or inability to control personal behavior and/or reactions, which may interfere with the intern's professional functioning to a degree that rises to a level of a problem in the opinion of the intern's supervisor and/or training committee.

Such behaviors may include but are not limited to:

- Failure to address a problem when it is identified in supervision
- Behaviors which require an inordinate amount of attention from the supervisory staff
- A skill deficit that does not change with remediation over time
- Behavior that negatively impacts client care
- Behavior that negatively impacts the ability for the intern to work on a team
- Behavior that violates agency standards or violates local, state or federal law

Informal Review

When a supervisor believes that an intern's behavior is becoming problematic or if an intern receives below a '3' on any competency during formal mid-year evaluation, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This process should be documented in writing in supervision notes, but will not become part of the intern's professional file. Further, the deadline for expected adjustment will be documented in the supervision notes.

Formal Review

If the identified problem has not been resolved within the normal coaching and evaluation framework there is a stepwise system of intervention to follow:

1. The supervisor will meet with the Training Director and intern within 10 working days to discuss the problem and determine what action needs to be taken to address the issue. If the Training Director is the intern's direct supervisor, another member of the training committee and the Manager of Human Resources, will be included in the meeting.
2. The intern will have the opportunity to provide a written statement related to his/her response to the problem.
3. After discussing the problem and the intern's response, the supervisor and Training Director may:

A) Issue an "Acknowledgement Notice" which formally acknowledges a) that the training committee is aware of and concerned with the problem, b) that the problem has been brought to the attention of the intern, c) that the training committee will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating, and d) that the problem is not significant enough to warrant further remedial action at this time. This notice will be issued within 5 working days of the meeting.

B) Place the intern on "Probation" which defines a relationship such that the training committee, through the supervisors and Training Director, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisors and the Training Director. The probation is a written statement to the intern and the Director of Clinical Training at the trainee's graduate institution and includes:

- a) the actual behaviors or skills associated with the problem,
- b) the specific recommendations for rectifying the problem,

- c) the time frame for the probation during which the problem is expected to be ameliorated, and
- d) the procedures designed to ascertain whether the problem has been appropriately rectified.

This statement will be issued within 5 working days of the decision. At the end of this probation period, the Training Director will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will also be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.

C) Document the problem and take no further action.

4. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the Appalachian Psychology Internship may be terminated. The decision to terminate an intern's placement would be made by the entire Training Committee and would represent a discontinuation of participation by the intern within every aspect of the program. The Training Committee would make this determination during a meeting, attended by the Human Resources Manager, convened within 10 working days of the original meeting discussed in step 1, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The Training Director may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted.

5. If either the Acknowledgment Notice or the Probation action occurs, the Training Director will inform the intern's sponsoring university within 5 working days, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university.

6. Once the Acknowledgment Notice or Probation is issued by the Training Director it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

Hearing

If the intern wishes to challenge the decisions made, he or she may request a "Hearing" before the Training Committee. This request must be made in writing- an email will suffice- to the Training Director within 5 working days of notification regarding the decision made in step C or D above. If requested, the Hearing will be conducted by a review panel convened by the Training Director and consisting of him/herself (or appointed training committee supervisor, if appropriate) the intern's primary supervisor, the Manager of Human Resources, and at least one

other members of the Training Committee. The intern may request a specific member of the Training Committee to serve on the review panel. The Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome.

Grievances by Interns

These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or Training Director in an effort to informally resolve the problem.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the Training Director. If the Training Director is the object of the grievance, the grievance should be submitted to another member of the training committee. The individual being grieved will be asked to submit a response in writing. The Training Director will notify the agency Human Resources Manager of the grievance. The Human Resources Manager along with Training Director (or training committee member, if applicable) will meet with the intern and the individual being grieved within 10 working days. In some cases, the Training Director or training committee member) may wish to meet with the intern and the individual being grieved separately first. The goal of the joint meeting will be to develop a plan of action to resolve the matter. The plan of action will include a) the behavior associated with the grievance, b) the specific steps to rectify the problem, c) and procedures designed to ascertain whether the problem has been appropriately rectified. The Training Director (or training committee member) will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the Training Director in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the Training Director (or training committee member) will convene a review panel consisting of him or herself and at least two other members of the Training Committee and the Human Resources Manager within 10 working days. The intern may request a specific member of the Training Committee to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any

other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources, in order to initiate the due process procedures outlined in the employment contract. If the review panel determines that the grievance against the staff member can potentially be resolved internally, the review panel will develop a second action plan that includes the same components as above. The process and outcome of the panel meeting will be documented by the Training Director (or training committee member). The intern and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days. The panel will reconvene within 10 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be turned over to the employer agency in order to initiate the due process procedures outlined in the employment contract.

Authorization to Exchange Information

(To be completed by current interns during orientation)

The Committee on Accreditation and the Office of Program Consultation and Accreditation of the American Psychological Association (APA) encourage close working relationships between internship programs and graduate programs in professional psychology. Doctoral programs and internship centers share a responsibility to communicate about trainees. More specifically, communication is required regarding preparation for training experiences and progress and status in programs.

This form is intended to facilitate communication between the internship and doctoral program of the intern named below. Please provide the information in the spaces below. By signing this form you are providing permission for your doctoral program and this internship to communicate about your functioning in both programs.

Intern's Doctoral Program: _____

Director of Doctoral Program: _____

Address of Doctoral Program: _____

Academic Program's Director's
Telephone Number: _____

Academic Program's Director's e-mail: _____

I grant permission to the Appalachian Psychology Internship and the doctoral program listed above to exchange information pertinent to my internship, training, and professional development.

Intern Signature

Date

Please return this completed form to the Appalachian Psychology Training Director.

Appalachian Psychology Internship Acknowledgement of Handbook and Policies

(To be completed by current interns during orientation)

I acknowledge that I have received, reviewed, understand, and agree to abide by the Appalachian Internship handbook and listed policies, and professionally relevant ethical and specialty guidelines.

Appalachian Psychology Internship Handbook:

Mission

Training model and philosophy

Goals, objectives, and competencies

Appalachian Psychology Internship Policies

Due Process and Grievance Policy

Diversity and Nondiscrimination Policy

Intern Evaluation Policy

Didactic Attendance Policy

Videoconference Supervision Policy

Relevant Ethical and Specialty Guidelines:

APA Ethical Principles of Psychologists and Code of Conduct

Printed Name

Signature

Date

Please return this completed form to the Appalachian Psychology Training Director.

Appalachian Psychology Internship Application Requirements

The internship program currently offers 3 full-time training positions. The Appalachian Psychology Internship Program is a member of APPIC and participates in the APPIC match.

The program requires a minimum of 500 intervention hours in addition to 100 assessment hours in order to be considered for the program. Additionally, applicants are required to have completed at least 3 years of graduate training, passed their comprehensive exams, and have approval of their dissertation proposal at the time of application. A master's degree is also required at the time of application.

All applicants must complete the on-line APPIC AAPI to be considered for the internship program. A complete application will include:

1. A completed AAPI
2. A curriculum vitae
3. All graduate transcripts
4. A cover letter describing how you would be a good fit with the Appalachian Internship Program at Hopewell Health Centers. Please be specific about your goals for internship and how our particular program will help you meet these goals.
5. Three letters of reference, at least two of which are from licensed psychologists who have supervised your clinical work.
6. An integrated assessment report is required (uploaded as a supplemental document).

**** Students accepted for internship will complete a urine drug screen, TB test, and criminal background check, during orientation.****

The deadline for applications is November 14th, 2025. Virtual interviews will be held 1/6/2026 and 1/16/2026.

Contact information:

We truly appreciate your interest in the Appalachian Psychology Internship. For additional information, please contact:

Dr. Jennifer Lackey

Director of Clinical Training

3086 SR 160

Gallipolis Ohio 45631

jennifer.lackey@hopewellhealth.org

Appendix A
Appalachian Psychology Internship Competency Grid

Goal 1: Apply Research and Evidence Based Practice to Clinical Practice		
<u>Objective(s):</u>	1a	To expand knowledge and skills
	1b	To evaluate presenting problems and implement best practice
	1c	To utilize knowledge and skills to determine most effective interventions for client
	1d	To integrate Evidence Based Practice into conceptualization and treatment of client
<u>Competencies Expected:</u>	1a	<i>Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national level</i>
	1a	Independently seeks to expand upon knowledge through reading textbooks, scientific journals, and attending trainings
	1a	Actively engages in conversations with peers, supervisors, and colleagues related to the most recent scientific research on Evidence Based Practice
	1a	Participates in didactic training and shows interest in applying information to current cases
	1b, 1c	Learns and engages in steps of Evidence Based Practice: Ask, Acquire, Appraise, Apply, and Analyze & Adjust
	1d	Presents conceptualization of client based on steps of Evidence Based Practice
	1d	Demonstrates interventions matching with research on best practice for client based on demographic information and presenting issues
Goal 2: Function in an Ethical Manner		
<u>Objective(s):</u>	2a	To identify ethical and legal issues in practice
	2b	To consult with supervisor/colleagues regarding ethical issues appropriately
	2c	To report abuse or danger in appropriate manner following guidelines of the American Psychological Association and state law
	2d	To develop effective short-term crisis plan
	2e	To document risk and other ethical issues in a clear and thorough manner
<u>Competencies Expected:</u>	2a, 2c, 2e	<i>Is knowledgeable of and acts in accordance with each of the following: -the current version of APA Ethical Principles of Psychologists and Code of Conduct;</i>

		<i>-relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels;</i> <i>-relevant professional standards and guidelines</i>
	2a, 2b	<i>Recognizes ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas</i>
	2a	<i>Conducts self in ethical manner in all professional activities</i>
	2b	Informs supervisor of ethical issues in practice
	2b	Implements supervisory feedback into practice effectively
	2c	Follows ethical guidelines and state law related to reporting child and elder abuse, risk or harm to self, and risk of harm to others
	2d	Works with client to outline appropriate steps for crisis plan and assess clients willingness to follow plan
	2d	Reaches out to client and other collaterals involved as a follow up to short-term crisis plan
	2e	Includes written information about any ethical issues encountered in practice and steps taken to resolve issues in accordance with <i>Ethical Principles of Psychologists and Code of Conduct</i>
	2e	Thoroughly documents conversation with client, steps taken, and follow-up that occurs with client
	2e	Provides copy of short-term crisis plan for clients official record
Goal 3: Demonstrate Sensitivity to Diversity Issues		
<u>Objective(s):</u>	3a	To increase knowledge of types of diversity
	3b	To utilize knowledge of diversity related to client to develop effective therapeutic interventions
	3c	To engage in communication about diversity issues that prioritizes language sensitive to client's diverse background
	3d	To consider and reflect client's diversity appropriately and effectively in conceptualizing and working with client
<u>Competencies Expected:</u>	3a, 3b	<i>Demonstrates an understanding of how her/his own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from her/himself</i>

	3a, 3b	<i>Demonstrates 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</i>
	3b, 3d	<i>Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles</i>
	3c, 3d	<i>Applies a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of her/his career</i>
	3c, 3d	<i>Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with her/his own</i>
	3a	Learns about the multiple types of diversity through didactic trainings, assigned readings, and discussion
	3c	Utilizes language that is respectful to client's diversity and attempts to use the language of the client
	3c	Engages in meaningful conversations with client regarding diversity and his/her preference for language usage
	3c	Acknowledges differences between self and client and encourages exploration of the impact of difference on the therapeutic relationship
	3c	Encourages client to explore the impact that the various areas of diversity have had on his/her view of self, other, and world
	3d	Demonstrates knowledge of identity development models
	3d	Identifies ways that diversity impacts results of psychological assessment and effectively addresses these impacts in written report
Goal 4: Maintain Professionalism in the Workplace		
<u>Objective(s):</u>	4a	To manage personal and professional stressors
	4b	To display effective time management
	4c	To engage in effective interpersonal interaction with peers and colleagues
	4d	To comply with agency policies
<u>Competencies Expected:</u>	4a	<i>Behaves 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</i>

	4a	<i>Engages in self-reflection regarding one's personal and professional functioning</i>
	4a, 4b	<i>Engages in activities to maintain and improve performance, well-being, and professional effectiveness</i>
	4c	<i>Actively seeks and demonstrates openness and responsiveness to feedback and supervision</i>
	4a, 4d	<i>Responds professionally in increasingly complex situations with a greater degree of independence as she/he progresses across levels of training</i>
	4a	Utilizes coping skills for the management of personal and professional stressors and engages in self-care
	4b	Produces clear and concise treatment plans and notes within regulated time
	4b	Organizes tasks/schedules according to priority needs
	4b	Completes tasks within regulated time period without reminders
	4c	Maintains amicable relationship with peers, colleagues, supervisors, administrative staff
	4c	Manages differences openly and tactfully for resolution
	4c	Participates in meetings with professional behavior including being on time, respectfully listening to peers/colleagues, and using appropriate language
	4d	Complies with Agency policies with regard to scheduling vacations, conferences, etc.
Goal 5: Effectively Communicate with Clients, Staff, and Collaterals		
<u>Objectives:</u>	5a	Effectively communicates with others through verbal and non-verbal means
	5c	Recognizes the value of difference across disciplines and communicates respectfully
<u>Competencies Expected:</u>	5a	<i>Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services</i>
	5a	<i>Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts</i>

	5b	<i>Demonstrates effective interpersonal skills and the ability to manage difficult communication well</i>
	5b	Manages differences in perspectives from different disciplines to continue and promote a meaningful, comprehensive, and appropriate conversation about clients and clients' needs
Goal 6: Complete Competent and Accurate Psychological Evaluations		
<u>Objective(s):</u>	6a	To demonstrate the ability to conduct a clinical interview and mental status evaluation
	6b	To consider and select appropriate test instruments
	6c	To accurately score and interpret testing results
	6d	To integrate testing results and client history into concise, coherent, and reflective psychological report
	6e	To determine an appropriate diagnosis for client
	6f	To provide useful feedback to client in clear and appropriate manner
<u>Competencies Expected:</u>	6b	<i>Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics</i>
	6a, 6b, 6c, 6d	<i>Collects 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</i>
	6c, 6d	<i>Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective</i>
	6d, 6f	<i>Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences</i>
	6a	Observes and records relevant clinical observations and conduct mental status evaluation
	6a	Communicates to client the reason for testing and confirms clients consent to participation

	6b	Effectively communicates reason for test selection
	6b	Accurately and efficiently administers testing measures selected
	6c	Accurately scores testing measures and thoroughly integrate testing results
	6d	Consolidates relevant information from client's interview and testing results to provide an organized report reflecting client's struggles and needs
	6d, 6e	Utilizes psychological data to justify client's diagnosis
	6d, 6f	Provides appropriate and comprehensive recommendations for the client based on the results of the assessment
	6e	Determines appropriate and accurate DSM-5 diagnosis for client based on results of testing and client's symptoms
Goal 7: Provide Appropriate Psychotherapeutic Interventions		
<u>Objective(s):</u>	7a	To develop therapeutic rapport and engage client
	7b	To conceptualize client's presenting problems and determine the most effective method of treatment based on the presenting problems
	7c	To create a thorough and unique treatment plan to fit client's needs
	7d	To determine any outside collaterals, gain consent, and engage appropriately in the therapeutic process
	7e	To monitor the effectiveness of treatment methods and modify as necessary to fit the clients unique needs
	7f	To gain experience and competence in the area of group therapy
<u>Competencies Expected:</u>	7a	<i>Establishes and maintains effective relationships with the recipients of psychological services</i>
	7b	<i>Develops evidence-based intervention plans specific to the service delivery goals</i>
	7b	<i>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables</i>
	7b	<i>Demonstrates the ability to apply the relevant research literature to clinical decision making</i>

	7a, 7b, 7c	<i>Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking</i>
	7c, 7e	<i>Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation</i>
	7a	Provides empathic space for client to share about presenting problems and history
	7a	Informs the client of confidentiality and its limits
	7a	Explains in a manner appropriate for the client all treatment options and any referrals that would be beneficial
	7b, 7d	Determines appropriate and accurate DSM-5 diagnosis for client based on client's symptoms and information provided by client and any collaterals
	7c	Encourages client to express her/his goals and completes written treatment plan using the clients own language
	7d	Educates client on the process of informed consent and engages client in discussion about any outside collaterals they feel would benefit their treatment such as doctors, psychiatrists, teachers, and family members
	7d	Contacts consented individuals and engage in an appropriate manner consistent with conceptualization and treatment plan for client
	7f	Facilitates therapy group with co-therapist or independently and maintains effective communication on the structure and effectiveness of the group
	7f	Manages group dynamics effectively and allows space for all therapy members to have their perspectives shared and respected
	7f	Addresses problems within group effectively and makes appropriate interpretations of group behaviors
Goal 8: Engage in Supervision and Program Evaluation		
<u>Objectives:</u>	8a	Understand and utilize models of supervision
	8b	Effectively use supervision to grow during internship year
	8c	Demonstrates knowledge of models of program evaluation
	8d	Demonstrates effective program evaluation skill

<u>Competencies Expected:</u>	8a	<i>Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals</i>
	8a	Demonstrates knowledge of theories and models of supervision
	8a	Demonstrates an understanding of the supervision process
	8b	Respectfully communicates supervision needs and preferences
	8b	Seeks supervision to address challenges and barriers in clinical work
	8c	Demonstrates knowledge of models of program evaluation
	8d	Demonstrates effective program evaluation skills
Goal 9: Consult with Members of Multi-Disciplinary Staff		
<u>Objective(s):</u>	9a	To determine when consultation/collaboration is appropriate
	9b	To engage in effective conversation about clients' needs with members of a different discipline
	9c	To coordinate treatment plan for client with members of a different discipline
	9d	To display effective coordination of services for client with other disciplines and agencies
<u>Competencies Expected:</u>	9c, 9d	<i>Demonstrates knowledge and respect for the roles and perspectives of other professions</i>
	9d	<i>Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior</i>
	9a	Assesses clients' needs and determines any services that would benefit client outside of the therapeutic relationship
	9a,9d	Obtains necessary consents and makes appropriate referrals following agency guidelines
	9b	Organizes client information and reasons for seeking additional multi-disciplinary support for client
	9c	Communicates regularly with members of client's multi-disciplinary treatment team to develop treatment plan, update current plan, and evaluate the effectiveness of client treatment plan

	9d	Makes appropriate referrals to outside agencies as necessary including, but not limited to doctors' offices, school counseling, drug/alcohol treatment, or Job and Family Services
	9d	Maintains documentation of release of information and communication with outside agencies
	9d	Demonstrates appropriate and effective communication with outside agencies on the needs of client and client's current treatment plan/progress
	9d	Fields requests for services in an efficient manner and consult with referring clinician prior to contacting client

Appendix B
Appalachian Psychology Intern Evaluation Form

APPALACHIAN PSYCHOLOGY INTERN EVALUATION

To be completed by INTERNSHIP TRAINING COMMITTEE

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 = Unsatisfactory: Functions considerably below expectations.
2 = Development Required: Further training and supervision is required to meet expectations.
3 = Meets Expectations: Functions adequately for level of training.
4 = Exceeds Expectations: Functions above average for level of training.
5 = Exceptional: Superior functioning for level of training.

NOTE: As described in Appalachian Psychology Internship policies, any score below a "3" on an individual competency will trigger the Appalachian Psychology Internship Due Process Procedures. A score of 3 on all year-end individual competencies is required for the successful completion of the training program.

I. Research

Apply Research and Evidence Based Practice to Clinical Practice	
<i>Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national level</i>	
Independently seeks to expand upon knowledge through reading textbooks, scientific journals, and attending trainings	
Actively engages in conversations with peers, supervisors, and colleagues related to the most recent scientific research on Evidence Based Practice	
Participates in didactic training and shows interest in applying information to current cases	
Learns and engages in steps of Evidence Based Practice: Ask, Acquire, Appraise, Apply, and Analyze & Adjust	
Presents conceptualization of client based on steps of Evidence Based Practice	
Demonstrates interventions matching with research on best practice for client based on demographic information and presenting issues	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	

II. Ethical and Legal Standards

Function in an Ethical Manner	
<i>Is knowledgeable of and acts in accordance with each of the following:</i> -the current version of APA Ethical Principles of Psychologists and Code of Conduct; -relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; -relevant professional standards and guidelines	
<i>Recognizes ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas</i>	
<i>Conducts self in ethical manner in all professional activities</i>	
Informs supervisor of ethical issues in practice	
Implements supervisory feedback into practice effectively	
Follows ethical guidelines and state law related to reporting child and elder abuse, risk or harm to self, and risk of harm to others	
Works with clients to outline appropriate steps for crisis plan and assess clients willingness to follow plan	

Reaches out to clients and other collaterals involved as a follow up to short-term crisis plan	
Includes written information about any ethical issues encountered in practice and steps taken to resolve issues in accordance with <i>Ethical Principles of Psychologists and Code of Conduct</i>	
Thoroughly documents conversation with clients, steps taken, and follow-up that occurs with clients	
Provides copy of short-term crisis plan for clients official record	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	

III. Individual and Cultural Diversity

Demonstrate Sensitivity to Diversity Issues	
<i>Demonstrates an understanding of how her/his own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from her/himself</i>	
<i>Demonstrates 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</i>	
<i>Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles</i>	
<i>Applies a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of her/his career</i>	
<i>Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with her/his own</i>	
Learns about the multiple types of diversity through didactic trainings, assigned readings, and discussion	
Utilizes language that is respectful to client's diversity and attempts to use the language of the client	
Engages in meaningful conversations with clients regarding diversity and their preference for language usage	
Acknowledges differences between self and clients and encourages exploration of the impact of difference on the therapeutic relationship	
Encourages clients to explore the impact that the various areas of diversity have had on their view of self, other, and world	
Demonstrates knowledge of identity development models	
Identifies ways that diversity impacts results of psychological assessment and effectively addresses these impacts in written report	

AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	

IV. Professional Values and Attitudes

Maintain Professionalism in the Workplace	
<i>Behaves 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</i>	-----
<i>Engages in self-reflection regarding one's personal and professional functioning</i>	-----
<i>Engages in activities to maintain and improve performance, well-being, and professional effectiveness</i>	-----
<i>Actively seeks and demonstrates openness and responsiveness to feedback and supervision</i>	-----
<i>Responds professionally in increasingly complex situations with a greater degree of independence as she/he progresses across levels of training</i>	-----
Utilizes coping skills for the management of personal and professional stressors and engages in self-care	-----
Produces clear and concise treatment plans and notes within regulated time	-----
Organizes tasks/schedules according to priority needs	-----
Completes tasks within regulated time period without reminders	-----
Maintains amicable relationship with peers, colleagues, supervisors, administrative staff	-----
Manages differences openly and tactfully for resolution	-----
Participates in meetings with professional behavior including being on time, respectfully listening to peers/colleagues, and using appropriate language	-----
Complies with Agency policies with regard to scheduling vacations, conferences, etc.	-----
Seeks information about agency policy, when necessary	-----
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	

V. Communication and Interpersonal Skills

Effectively Communicate with Clients, Staff, and Collaterals	
<i>Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services</i>	-----
<i>Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts</i>	-----
<i>Demonstrates effective interpersonal skills and the ability to manage difficult communication well</i>	-----
Manages differences in perspectives from different disciplines to continue and promote a meaningful, comprehensive, and appropriate conversation about clients and clients' needs	-----
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	

VI. Assessment

Complete Competent and Accurate Psychological Evaluations	
<i>Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics</i>	-----
<i>Collects 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</i>	-----
<i>Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective</i>	-----
<i>Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences</i>	-----
Observes and records relevant clinical observations and conduct mental status evaluation	-----
Communicates to clients the reason for testing and confirms consent to participation	-----
Effectively communicates reason for test selection	-----
Accurately and efficiently administers testing measures selected	-----

Accurately scores testing measures and thoroughly integrates testing results	
Consolidates relevant information from clients' interviews and testing results to provide an organized report reflecting clients' struggles and needs	
Utilizes psychological data to justify clients' diagnosis	
Provides appropriate and comprehensive recommendations for clients based on the results of the assessment	
Determines appropriate and accurate DSM-5 diagnosis for clients based on results of testing and clients' symptoms	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	

VII. Intervention

Provide Appropriate Psychotherapeutic Interventions	
<i>Establishes and maintains effective relationships with the recipients of psychological services</i>	
<i>Develops evidence-based intervention plans specific to the service delivery goals</i>	
<i>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables</i>	
<i>Demonstrates the ability to apply the relevant research literature to clinical decision making</i>	
<i>Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking</i>	
<i>Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation</i>	
Provides empathic space for clients to share about presenting problems and history	
Informs clients of confidentiality and its limits	
Explains, in a manner appropriate for clients, all treatment options and any referrals that would be beneficial	
Determines appropriate and accurate DSM-5 diagnosis for clients based on clients' symptoms and information provided by clients, as well as any collateral information	
Encourages clients to express their goals and completes written treatment plan using the clients' own language	

Educates clients on the process of informed consent and engages clients in discussion about any outside collateral information they feel would benefit their treatment such as doctors, psychiatrists, teachers, and family members

Contacts consented individuals and engages in appropriate manner consistent with conceptualization and treatment plan for clients

Facilitates therapy group with co-therapist or independently and maintains effective communication on the structure and effectiveness of the group

Manages group dynamics effectively and allows space for all therapy members to have their perspectives shared and respected

Addresses problems within group effectively and makes appropriate interpretations of group behaviors

AVERAGE SCORE FOR BROAD COMPETENCY

Comments:

VIII. Supervision

Engage in Supervision and Program Evaluation

Applies supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals

Demonstrates knowledge of theories and models of supervision

Demonstrates an understanding of the supervision process

Respectfully communicates supervision needs and preferences

Seeks supervision to address challenges and barriers in clinical work

Demonstrates knowledge of models of program evaluation

Demonstrates effective program evaluation skills

AVERAGE SCORE FOR BROAD COMPETENCY

Comments:

IX. Consultation and Interprofessional/Interdisciplinary Skills

Consultation with Multidisciplinary Staff Members

Demonstrates knowledge and respect for the roles and perspectives of other professions

Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior

Assesses clients' needs and determines any services that would benefit clients outside of the therapeutic relationship

Obtains necessary consents and makes appropriate referrals following agency guidelines

Organizes client information and reasons for seeking additional multi-disciplinary support for clients

Communicates regularly with members of clients' multi-disciplinary treatment team to develop treatment plan, update current plan, and evaluate the effectiveness of treatment plans

Makes appropriate referrals to outside agencies as necessary including, but not limited to doctors' offices, school counseling, drug/alcohol treatment, or Job and Family Services

Maintains documentation of release of information and communication with outside agencies

Demonstrates appropriate and effective communication with outside agencies on the needs of client and client's current treatment plan/progress

Fields requests for services in an efficient manner and consults with referring clinician

AVERAGE SCORE FOR BROAD COMPETENCY

Comments:

OVERALL RATING (average of broad competency scores)	
Comments on Intern's overall performance:	

Supervisor:	Date:
Director of Clinical Training:	Date:
Intern:	Date:

Appendix C
Appalachian Psychology Supervisor Evaluation Form

APPALACHIAN PSYCHOLOGY SUPERVISOR EVALUATION

To be completed by INTERN

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 = Unsatisfactory: Functions considerably below expectations.
2 = Development Required: Improvement is needed to meet expectations
3 = Meets Expectations
4 = Exceeds Expectations: Above average experience.
5 = Exceptional: Exceptional experience.
N/A = Not Applicable/Not Observed/Cannot Say

NOTE: Any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience.

General Characteristics of Supervisor

Is accessible for discussion, questions, etc

Allotted sufficient time for supervision and scheduled supervision meetings appropriately

Kept sufficiently informed of case(s)

Was interested in and committed to supervision

Was accessible and available for supervision

Set clear objectives and responsibilities throughout supervised experience

Was up-to-date in understanding of clinical populations and issues

Presented a positive role model

Maintained appropriate interpersonal boundaries with patients and supervisees

Provided constructive and timely feedback on supervisee's performance

Encouraged appropriate degree of independence

Demonstrated concern for and interest in supervisee's progress, problems, and ideas

Communicated effectively with supervisee

Interacted respectfully with supervisee

Maintained clear and reasonable expectations for supervisee

Provided a level of case-based supervision appropriate to supervisee's training needs

Demonstrated sensitivity to diversity issues

Overall general characteristics

Comments:

Development of Clinical Skills

Assisted in coherent conceptualization of clinical work

Assisted in translation of conceptualization into techniques and procedures

Was effective in providing training in psychotherapeutic interventions

Was effective in providing training in assessment and diagnosis

Was effective in providing training in multidisciplinary consultation

Was effective in helping to develop short-term and long-range goals for patients

Promoted clinical practices in accordance with ethical and legal standards

Was effective in promoting the review of scientific literature and evidence-based practice

Was effective in promoting development of professionalism in the workplace

Overall development of clinical skills

Comments:

Summary

Overall rating of supervision with this supervisor

Describe how the supervisor contributed to your learning

Describe how supervision or the training experience could be enhanced

Any other suggestions/feedback for your supervisor?

Supervisor:	Date:
Intern:	Date:

Comments:

Function in an ethical manner

1

2

3

4

5

Comments:

Demonstrate sensitivity to diversity issues among clients, including developing competence in theories, methods, skills, and/or attributes

1

2

3

4

5

Comments:

Maintain appropriate professionalism in the workplace.

1

2

3

4

5

Comments:

Effectively communicate with clients, staff, and collaterals

1

2

3

4

5

Comments:

Complete competent and accurate psychological evaluations

1

2

3

4

5

Comments:

Provide appropriate psychotherapeutic interventions

1 2 3 4 5

Comments:

Engage in supervision and program evaluation

1 2 3 4 5

Comments:

Consult appropriately with members of multi-disciplinary staff

1 2 3 4 5

Comments:

INTERNSHIP:

Using above Likert scale, please provide ratings on the following:

Professional Atmosphere

___ Adherence to APA ethical guidelines

___ Commitment to serving the psychological needs of clients

___ Collaboration and cooperation between staff members

___ Respect for, and use of, professionals from other disciplines

___ Commitment to science and profession of psychology

___ Awareness of, and respect for, individual differences among clients and professionals

___ Respect for human rights of clients and professionals

___ Opportunity for professional development

Comments:

Training Atmosphere

- ___ Commitment to training
- ___ Responsiveness of program to personal and individual training needs
- ___ Accessibility of staff for supervision, consultation, and other training needs
- ___ Training not subordinate to service
- ___ Adequate role models
- ___ Atmosphere conducive to intellectual stimulation and professional growth
- ___ Breadth of experience
- ___ Depth of experience
- ___ Challenging program

Comments:

Training Received

- ___ Individual supervision (received)
- ___ Group supervision
- ___ Orientation
- ___ Treatment Team meetings
- ___ Didactic training

Comments:

4. What are the strengths of this program?

5. What are the limitations of this training program?

6. What recommendations do you have for the program?

BROAD GOAL/MISSION

To provide training to allow interns to function as competent and ethical entry-level generalist practitioners with the requisite knowledge and skills for practice of professional psychology in rural multidisciplinary treatment setting.

1

2

3

4

5

Comments: