

Elizabeth H. Faulk Foundation, Inc.



Doctoral Internship Program 2015-2016

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I) INTRODUCTION

A) THE FAULK CENTER MISSION

The mission at The Faulk Center for Counseling (the Center) is to promote emotional well-being through a variety of free and low-cost programs. We provide a warm, accepting and confidential environment where people who are dealing with life's problems are helped to make changes or to cope more effectively with things that they cannot change.

Since 1973, the Center has provided counseling services to people of all ages at its facility on Boca Rio Road and at outreach locations throughout Palm Beach and Broward counties. The Faulk Center is a private, nonprofit, community-based mental health facility. In addition to supplying low and no-cost services to groups, couples, families, and individuals, the Center is actively involved in community education, assessment, and primary prevention programs. Every effort is made to create and model the principles of a therapeutic community in which all participants are encouraged to empower clients and each other in an atmosphere of mutual respect and creativity.

As articulated by its founder, Dr. Elizabeth H. Faulk, the mission of all programs is to provide services across the life continuum regardless of the client's financial circumstances. These services target general life issues for all age levels and ethnic groups and are offered for as long as they are needed.

B) THE FAULK CENTER HISTORY

Dr. Elizabeth H. Faulk, the first woman to receive a Ph.D. in psychology from the University of Florida, established a successful private practice in Boca Raton. In 1970 she founded the Elizabeth H. Faulk Foundation, a nonprofit charitable foundation, with this objective: "to provide free and low-cost psychological and mental health consultation services to the needy." In 1973 she established the Center for Group Counseling, the service arm of the Foundation, to ensure that no one would be denied services because of an inability to pay.

In 2013, to reflect its 40 years of growth and expansion of services beyond the group model, the "Center for Group Counseling" became known as the "Faulk Center for Counseling." In doing so, the Board of Trustees took the opportunity to honor its founder, Dr. Elizabeth Faulk.

The Center is located in Boca Raton, Florida, in a custom-designed two-story, 16-sided building, which symbolizes the circle of group therapy. The Center provides therapy, assessment, and support to more than 1,000 clients each year.

C) SERVICES PROVIDED AT THE CENTER

The Center provides a variety of community-oriented mental health services. Services are rendered in accordance with the Ethical Principles of Psychologists and Code of Conduct set forth by the American Psychological Association (APA; <http://www.apa.org/ethics/code/>) and are responsive to the needs of the people residing in our geographical area.

CHILDREN'S SERVICES:

The Center's services for children/teens include group, individual, and family counseling. The Center serves children both at the Center itself and through an extensive outreach program in Palm Beach schools. The school program, known as the Schools Preventive Counseling Program, serves children and adolescents from elementary and middle schools. Structured play therapy is provided for children in grades K through three. The format for grades four through eight is a modified talk and play group that offers creative activities to facilitate expression. Program goals include improvement of children's social skills, problem-solving skills, autonomy, and self-esteem.

The Center provides a short-term Child Play Group concurrent with a parent group. These are meetings in which parents learn to recognize and respond to their children's feelings and create a safe and supportive environment in the home. The children learn ways to manage their emotions and communicate through structured play activities.

Through our groups and work with families, we noticed a need for a group specific to middle school-aged children. We recently created a group for middle school children and their parents. These are separate groups, with parents learning skills to help middle schoolers handle their feelings and adjust their parenting style to be developmentally appropriate. The children learn ways to express and manage their emotions and build social skills in a safe environment.

Along with our services for children, we offer unique group services for parents and their teenagers through our Targeting Teens and Parents Program. This program is designed to improve communication between parents and their adolescent children and decrease the frequency and intensity of disruptive behavior problems in adolescents. In order to achieve these goals, parents and teenagers meet separately for the first half of the session and then meet together for a multi-family group session. We train parents and teenagers to negotiate contracts about specific behavioral concerns and promote compromises in areas of disagreement.

ADULT SERVICES:

The Center's Adult Program includes group, individual, couple, and family counseling with clients ranging in age from young adults (18+) through seniors. The therapeutic approach to group work is diverse. The Center has five ongoing client-centered groups which emphasize maximum respect for and empowerment of the individual. Additionally, the Center provides numerous directive skills-based groups, including Anger Management, Dialectical Behavior Therapy, Interpersonal Growth, and a Young Adults group. The therapeutic approach to individual counseling varies depending on the orientation of the intern and supervisor and the client's presenting problem. Interns conduct an intake interview and present the intake at a biweekly case staffing meeting, at which time the client's diagnosis and treatment recommendations are determined. Typical client presenting problems are depression, anxiety, marital adjustment difficulties, grief reactions, interpersonal problems, and family difficulties. Clients with chronic mental health problems whose symptoms are in remission or who can be managed in an outpatient setting are provided services at the Center, with additional structure and support coordinated through other agencies and professionals in the

community.

SENIOR SERVICES:

In recognition of the specialized needs of seniors, the Center has developed the Senior Adult Group Experiences program (SAGES). SAGES is designed to counter the debilitating effects of physical decline and psychosocial losses associated with advancing age, retirement, relocation, etc. Through support and increasing awareness of choices, clients and their families reduce the likelihood of hospitalization as well as the cost of more intensive therapy. A specialized area within SAGES is our “Beacon in the Mist” program. The program focuses on working with cognitively impaired Alzheimer’s clients utilizing Naomi Feil’s Validation Therapy. Trainees and volunteers work together with clients in a weekly group. In a respectful and genuine manner, they “walk beside” and validate clients as they express their feelings and thoughts. Studies show that these interactions help such persons to function at a higher level for a longer period of time.

ASSESSMENT SERVICES:

The Center conducts comprehensive psychological assessments of children, teenagers and adults. Batteries are tailored to the specific needs of the client but may include intellectual, achievement, processing, visual-motor, emotional/personality, behavioral, and social functioning assessments. During feedback sessions, clients are given information about their diagnoses and recommendations for treatment and/or accommodations, if appropriate. All information is also provided in a detailed written report. Individuals are referred by local agencies, including the Habilitation Center, the Adult Education Division of the Palm Beach County School District, the Palm Beach County Health District, and public and private schools throughout Palm Beach County.

CONSULTATION AND EDUCATIONAL SERVICES:

Through its Facilitator Training Course, the Center has trained more than 2,000 paraprofessionals to serve as aids to mental health service providers. The course helps participants develop empathic listening skills while increasing community awareness of mental health needs and services. Through seminars and workshops, the Center provides free or low-cost continuing education for area mental health professionals and interested laypeople.

D) SERVICE PROVIDERS

Mental health services at the Faulk Center are provided by graduate students pursuing Master’s degrees or doctoral degrees in psychology, social work, or mental health counseling, as well as clinical volunteers who hold advanced degrees in a mental health field. All graduate students and volunteers are trained and supervised by the Center’s staff of licensed psychologists.

E) TRAINING PROGRAMS

Graduate students from around the country apply to our doctoral psychology internship, social

work internship, and practicum programs. The Center offers graduate students a unique and dynamic learning experience in which trainees may develop their professional and personal identities. Students receive intensive training in humanistic client-centered therapy, but also learn and practice other psychological theories and techniques in a variety of settings with various populations.

The Facilitator Training Course (FTC), a key component in the Center's provision of free and low-cost counseling services, is the source from which we draw the volunteer group leaders and facilitators who are so critical to our mission. The FTC, offered annually, provides the opportunity for community residents, regardless of academic qualifications, to learn our counseling techniques.

The Faulk Center for Counseling has won local, state, national, and international recognition for its unique mental health delivery system, which is based on the community network of trainees, volunteer facilitators, and licensed clinical staff. The trainees and volunteers coordinate their efforts in such a way that each individual's education, background, and talents are optimally utilized.

F) CLINICAL PSYCHOLOGY INTERNSHIP

The Center has been training professional psychologists for more than twenty-five years. The internship provides an opportunity for doctoral candidates to work under close supervision in a professional setting alongside social workers, mental health counselors, marriage and family counselors, and Master's-level students. The program provides exposure to a broad range of clinical experiences, roles, and responsibilities, and encourages professional development through clinical experience, supervision, and didactic training.

With couples, families, groups, and individual clients, interns focus on empathic attunement to each client's phenomenological experience, drawing on the tradition of Carl Rogers. The training facilitates practical understanding of the skills that are a critical part of therapeutic relationships, regardless of theoretical orientation. In addition, interns are expected to study and gain extensive experience in modalities based on other intervention and theories, such as psychodynamic, cognitive-behavioral, and family systems therapy. These broad-based training experiences in various treatment approaches are valued and viewed as an important aspect of the internship.

G) OUR PHILOSOPHY

The Faulk Center for Counseling's psychology internship training program is committed to the philosophy that psychological practice should be based on the science of psychology which is influenced by the professional practice of psychology. We are grounded in the practitioner-scholar model and believe interns should receive training that integrates research and clinical experience. In particular, we are committed to the practice of empirically supported treatments.

The Program also holds the philosophy that the internship year is best served with generalist training, which includes a variety of experiences with a variety of populations. Although some students may begin specializing during the internship year, they must do so while completing

generalist experiences. The need for training to be graded in complexity, sequential, and cumulative, is viewed as vital to the overall professional development of the intern.

The Program is also committed to the philosophy that training is best accomplished in a manner that respects the trainee and their individual needs throughout the year. Our ability to construct a schedule specific to the needs of each intern and to revise that schedule as the needs of the intern change is vital to this internship site. Interns are treated as junior colleagues and mutual respect between interns and faculty is paramount, wherein interns can expect supervision, mentorship, and collegiality.

H) PROFESSIONAL STANDING

The internship is a member in good standing of the Association of Psychology Pre-Doctoral and Post-Doctoral Internship Centers (APPIC; <http://www.appic.org>).

Please note that the Faulk Center for Counseling has received a grant from the American Psychological Association (APA) to fund the process towards APA-approval of our doctoral psychology internship. We are currently in the midst of conducting our self-study and hope to submit it by the end of this training year.

II) APPLICATION PROCEDURES

A) ELIGIBILITY

The Center offers internship training to matriculated students from APA-accredited doctoral psychology programs whose interests match the Center's training opportunities.

Prior to beginning the internship, the applicant must have passed all comprehensive exams, completed a master's degree, and had at least three years of graduate training. The applicant also must have all comprehensive examinations, doctoral course work and required practicum placements completed. She/he should be familiar with pertinent areas of psychology, including theories of personality, processes of therapy, the different modalities of therapy, psychological assessment, physiology of behavior, and statistics. Prior direct experience with psychotherapy and psychological assessment under supervision is expected.

B) APPLICATION MATERIALS

A complete application includes the following:

- APPIC Application for Psychology Internship (AAPI) (available at the APPIC website: <http://www.appic.org/>) All applications are sent through APPIC online.
- Cover letter

- Curriculum vita
- Letters of recommendation (3)
- Transcripts

Materials should be submitted by December 1, 2014. The 2015/16 Internship Program begins September 8, 2015 and ends September 2, 2016.

C) INTERVIEWS

Completed applications will be forwarded to psychology staff for review. Each application is reviewed by two staff psychologists. Application reviews include verification of program requirements and evaluation of applicant quality. Please note that while a candidate's academic record, recommendations, and written materials are important determinants in the review process, the Faulk Center places an emphasis on amount of prior clinical experience and the "fit" between an applicant's stated training desires and the program's goals, objectives, and training experiences.

Candidates who are highly ranked on the basis of this review will be contacted to set up in-person interviews. We anticipate contacting everyone who will be invited to an interview by December 15th of each selection year. Based on prior years, we typically invite between 28-34 applicants for interviews. While an in-person interview is preferred, candidates who are unable to attend an in-person interview during one of the interview sessions may be interviewed by phone or Skype.

Applicants coming to the Center for in-person interviews are asked to either bring a photo or have their photograph taken at the Center. The photos are used to help Center staff correctly remember and identify each applicant. Photos are not used in any evaluative manner. Applicants may refuse to be photographed, and this decision will in no way be counted against them.

Interviews entail a half-day experience involving either a morning or afternoon session. The first part of the interview involves a 35-minute group interview with a total of four applicants. During the group interview, the selection committee (Center staff psychologists and the Clinical/Training Director) provide the candidates with a description of the important features of the internship training program. In addition, the group interview allows for the selection committee to evaluate all applicants through a series of structured and unstructured interview questions. Following the group interview, each applicant meets for two consecutive 30 minute individual interviews with two different members of the selection committee. During these individual interviews, applicants are questioned in more detail about their clinical experiences and skills. During these interviews, the applicants are able to also ask the interviewers questions about the program. After the individual interviews, the applicant has the opportunity to meet with current interns to ask questions and to learn about the internship in a more informal manner. Current interns also provide the candidates with a tour of the facility.

Candidates being interviewed by phone or Skype are interviewed for approximately 45

minutes by two or three psychologists. The interviewers provide the applicant with a description of the important features of the internship training program and also ask detailed questions about the applicant's clinical experiences and skills. Applicants participating in this alternative interview process do not have the opportunity to participate in the group interview format with other applicants.

After applicant interviews, the selection committee meets to discuss impressions and evaluations of the candidates based on both the group and individual interviews. Candidates are evaluated after each session and then again at the conclusion of all interviews. Final rankings are based on a combination of data provided in candidates' application materials and their interview performance. In accordance with state and federal law, and policy, the Center will not discriminate against an applicant because of age, color, disability, gender, national origin, marital status, race, religion, sexual orientation or veteran status.

D) MATCHING

Internship offers are made in accordance with the computer Matching System developed by the Association of Psychology Post-doctoral and Internship Centers (APPIC), and all APPIC guidelines are followed. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. You can find a copy of all the APPIC Match Policies by visiting their web site: www.appic.org.

The Program Code Number for the Psychology Internship at the Faulk Center for Counseling is: 1199.

When offers are made through the Matching System, they represent the Faulk Center's commitment of a training position.

E) STIPEND AND BENEFITS

The intern stipend is \$20,000 per year, payable semimonthly. Benefits include ten (10) vacation days, up to six (6) sick days, ten (10) holidays, and five (5) professional development days. Unused days of leave are not compensated. Interns who need more than the above-allowed leave are required to extend the internship period.

The Center requires that interns at the Faulk Center for Counseling be fingerprinted for background checks. Interns are fingerprinted at the start of the internship.

III) PROGRAM COMPONENTS AND STRUCTURE

A) TRAINING GOALS

Interns are formally evaluated at the midpoint and end of the year by their primary supervisor. These evaluations assess each intern's performance on the training program's goals, objectives, and competencies. The internship seeks to develop competencies in six areas of professional practice. The goals of the training program are outlined below (See Appendix II for a detailed list of the program's goal, objectives, and competencies):

- Goal #1:** Interns will develop competence in psychological assessment of clients with a variety of diagnoses, problems, and needs.
- Goal #2:** Interns will develop competence in the provision of psychological interventions.
- Goal #3:** Interns will develop competence in providing consultation and supervision.
- Goal #4:** Interns will demonstrate professional and ethical behavior and sensitivity to diversity issues.
- Goal #5:** Interns will develop mature professional identities and a sense of themselves as "psychologists."
- Goal #6:** Interns will be knowledgeable and skilled in the interface between science and practice.

B) OVERARCHING TRAINING VALUES

The Faulk Center for Counseling provides interns with a planned sequence of training experiences that develop and enhance their skills as future psychologists. Interns are introduced to and perform with increasing autonomy various progressively complex tasks during the training year. By the training year's end, it is expected that interns will independently and competently perform many of the roles and responsibilities of a professional psychologist with confidence. This is accomplished by:

- Individual clinical supervision following a developmental approach progressing from directive to more process-oriented.
- Individual clinical supervision that shifts from hierarchical to collaborative.
- Interns taking on progressively more difficult clients (including complex family cases) with need for less frequent and intensive supervision.
- Interns taking increased responsibility for the provision of psychological assessment, including battery selection, test interpretation, diagnosis, and recommendations.
- At case staffing meetings, interns showing increasing levels of participation and leadership, culminating in the ability to lead meetings.
- Interns showing increasing levels of participation and leadership during group supervision meetings, culminating in the ability to lead meetings.
- Interns being assigned to a Master's practicum student to supervise. (Formal seminars on supervision are provided to interns at the beginning of the training year, and interns are supervised on their supervision throughout the training year. Interns should demonstrate increasing ability to independently and competently provide both clinical and administrative supervision to the practicum student.)
- Interns receiving specialized training in client-centered group counseling and then assisting with the Facilitator Training Course for new volunteers.
- The program providing an integrated, flexible, and balanced set of learning experiences necessary for the emergence of a competent, professional clinician.

- Training providing exposure to, training in, and practice in a variety of theoretical treatment models.
- The program providing an opportunity to be involved in outcome research and program development.
- The program providing opportunities to develop an understanding of and direct experience with the many roles of a professional psychologist, including: administration; program planning and development; and community education. (On some occasions interns are offered the opportunity to assist with fund raising, grant writing, and initiatives to prevent mental illness.)
- Program providing training and experience in psychological testing and integrated report writing.

C) CONTENT OF INTERNSHIP PROGRAM

Clinical staff provide interns with one week of intensive orientation and training at the beginning of the training year to address clinical and administrative procedures as well as other key mental health topics. Interns receive information regarding the Center's policies and procedures, instruction on the clinical interview/intake process, and introduction to and training in the humanistic person-centered model. All interns receive, in writing, all relevant Center policies, including emergency procedures, grievance procedures, and procedures for due process.

Interns' duties include providing psychotherapy in group, individual, and family formats and conducting psychological testing, intake interviewing, outreach, and program development services. Each intern has the opportunity and freedom to pursue personal interests consistent with the Center's goals and programs. Interns are invited to contribute to the educational workshops presented by the Center in a manner that enhances their personal interests and goals. In addition, all interns receive training in person-centered therapy and participate as trainers in the annual Facilitator Training course for community volunteers.

Opportunities to experience the many different types of groups and individual clients the Center serves are available. Interns spend 25%-40% of their time providing psychotherapy as group leaders or individual therapists. In addition, interns have the opportunity to enhance their group therapy skills through a variety of weekly training and supervisory meetings. Interns spend one to two hours weekly in supervision and training focused on group work.

Formal psychological testing experience is provided and preparation of full battery reports is considered an important part of the internship program. Interns are encouraged to use the opportunity to hone skills and gain experience using a variety of instruments. Interns receive supervision on psychological testing from a testing and assessment supervisor, a licensed psychologist who specializes in this area. The amount of supervision per testing battery varies depending on the complexity of the case and the experience level of the trainee, but usually is between two and four hours.

Interns are offered opportunities to obtain administrative experience. They are encouraged to explore and assume such program responsibilities as program planning and development, grant-writing, fund-raising, community education, and consultation.

When time permits, interns are encouraged to work on their dissertations. Support is offered through the use of the Center library. The Center also provides computers and internet access.

For a more detailed list of services provided at the Center, see Appendix III.

D) EXPECTATIONS AND REQUIREMENTS FOR COMPLETION

Interns are required to work 42 hours per week and accumulate a minimum of 2,000 hours of training and service during the training year. The Center is open in the evenings on Monday through Wednesday. Interns work at least one evening per week and flex-time is given during standard working hours. Interns are expected to attend all Wednesday and Friday case staffings and psychology seminars unless they are excused by their supervisors for a legitimate reason.

Interns receive a Certificate of Completion at the end of the training year upon successful completion of the internship program. To successfully complete the internship, interns are expected to work the 2000 hours and meet the following requirements:

Supervision (2 hours/wk individual and 5+ hours/wk group):

Each intern participates in a minimum of two hours of face-to-face individual supervision each week with licensed psychologists who are full-time Center employees. One supervisor oversees their child/family cases, and a separate supervisor oversees their adult cases. Additional individual supervision may be provided, depending on the clinical responsibilities and needs of the intern (e.g., supervision on testing cases). One of the intern's supervisors is the primary supervisor, and this supervisor is in charge of administrative issues (e.g., time off, evaluations, etc.). In completing intern evaluations, the primary supervisor seeks feedback from other staff, including the secondary supervisor, assessment supervisor, etc., and incorporates this information into evaluations.

Interns meet as a group one hour each week with the Clinical/Training Director for supervision on clinical and administrative issues. Interns also receive three and a half hours of group supervision during case staffings weekly, one hour of weekly group supervision for school groups, and one hour of weekly group supervision for general group issues/practice/questions (with the volunteers). Additionally, interns receive extra supervision as needed on complex cases or issues from the Clinical/Training Director and/or other supervisors. For a list of all training supervisors see Appendix I.

Supervision of Master's practicum students (1+ hours per week):

The internship program allows interns to have direct experience providing clinical supervision. Each intern is assigned to one part-time Master's practicum student for supervision. The intern meets with the student for face-to-face supervision each week and spends additional time as needed to review the practicum student's charts, notes, intake reports, etc. Interns receive guidance and feedback during supervision with their primary supervisor regarding their supervision of practicum students.

Group Therapy (2-4 groups per week):

Group assignments reflect a deliberate effort to expose the intern to the many different types of group experiences offered at the Center and at offsite locations. Groups are available with adults, children, teens, preteens, seniors, and families. Groups are assigned based on a combination of Center needs and intern interest and readiness.

Individual Therapy (4-6 ongoing cases):

Each intern is assigned a balanced range of therapy cases based on his/her experience and need skill development. Clients range in age from young children to seniors.

Family Therapy (minimum of 2 cases per year):

Interns work with a minimum of two family therapy cases during the internship year (i.e., 1 couple + 1 family, 2 couples, or 2 families). Interns have opportunities to conduct family therapy with a range of different family configurations and issues.

Intakes and Case Staffings (2 per week, 2 hours each):

The intake process represents an important step in the coordination of psychological services. Experience with this procedure affords the intern opportunities to develop interviewing, diagnostic, and service planning skills. Following the intake interview each case is reviewed in a multi-disciplinary case staffing which allows for integration of various perspectives and supervision by licensed psychologists.

Psychological Assessment (3-6 full batteries):

The intern administers, scores, and interprets a variety of psychological assessment instruments during the course of the internship. During weekly seminars and individual testing supervision, issues such as integration of findings, report writing, and ethical approaches to assessment are emphasized.

Schools Programs (1-2 mornings per week):

Certain times of the year interns provide on-site, time-limited group counseling to students in Palm Beach County. Interns participate in weekly group supervision meetings focused on group interventions for children with behavioral and emotional challenges.

The Facilitator Training Course (held annually, 12 hours total):

Each intern is expected to participate in and contribute to the annual Facilitator Training Course. This intensive experience is designed to familiarize both laypeople and professionals with client-centered, empathic listening skills and provides the intern with exposure to community education and outreach.

Community Educational Workshops and Outreach (attend once per month, present once per year):

In-service workshops for the Center staff and outreach programs aimed at more general, community audiences are offered regularly. Interns are expected to participate in and contribute to such workshops and programs in a manner that is consistent with their personal goals and interests. The training program requires interns to give a one hour community presentation at the Center on a mental health topic of their choice.

Seminars and Case Conferences (attend 2 hours per week, present 2 per year):

Interns spend a minimum of two hours per week attending didactic seminars and/or workshops designed to expose the intern to a broad range of theories, techniques, and issues of relevance to the practice of professional psychology. The majority of seminars are provided onsite by professional staff and invited guests who are experts in a specialized area of psychology. Interns are required to give a one hour presentation on a therapy case and a one hour presentation on an assessment case in a formalized case conference setting to the trainees and clinical staff.

Program Development and Management (as needed, maximum of 1 hour per week):

Within the realm of program development and management, contributions and involvement may be arranged according to personal interest and skills. From time to time, interns have the opportunity to develop programs designed to meet the needs of specific groups in the community. The Center has numerous programs that involve grantsmanship and offers interns opportunities to hone skills in grant writing and program evaluation. Interns have the opportunity to participate in various aspects of management of a nonprofit agency.

Special Projects (as needed, maximum of 1-2 hour per week):

Each intern has the opportunity and freedom to pursue personal interests in relation to the Center's mission and goals. These special projects can be as varied as the intern's interests, including pursuit of research at the Center.

IV) POLICIES

Interns receive a full description of policies during orientation to the program. The Faulk Center and the internship program recognize the right of all employees/trainees to be treated with the utmost courtesy and respect at all times. All interactions between interns, practicum students, supervisors, and other staff are intended to be professional, collegial, and conducted in a manner that reflects the highest standards of the profession as described in the APA's *Ethical Principles of Psychologists and Code of Conduct*. Interns always have the right to question any aspect of their training or performance evaluations. The interns are subject to all Faulk Center human resources policies and procedures. Additionally, there are internship-specific policies and procedures related to intern grievances, sexual harassment, and failure to reach performance expectations. The Clinical/Training Director and other leadership are always available to meet with interns individually to discuss problems if and when they arise.

APPENDIX I) INTERNSHIP PROGRAM TRAINING SUPERVISORS

All training supervisors are licensed clinical psychologists in the state of Florida:

Holly Katz, Ph.D.	Clinical and Training Director (FT)
Alison Nemes, Psy.D.	Adult Programs Manager and Psychology Supervisor (FT)
Terri Mortensen, Psy.D.	Child and Schools Programs Manager and Psychology Supervisor (FT)
Judy Averbuch, Psy.D.	Senior and Support Group Programs Manager and Psychology Supervisor (PT)
Beth Katz, Ph.D.	Psychological Testing Programs Manager and Psychology Supervisor (PT)
Tina Jules, Psy.D.	Child Programs Manager and Psychology Supervisor (PT)

Note: FT = Full-time, PT = Part-time

APPENDIX II) GOALS, OBJECTIVES, AND COMPETENCIES FOR INTERNSHIP TRAINING PROGRAM

Goal #1: Competence in psychological assessment of clients with a variety of diagnoses, problems, and needs.

Objective(s) for Goal #1: Interns will develop competence in psychological assessment of clients with a variety of diagnoses, problems, and needs. Emphasis is placed on developing competence in diagnostic interviewing, administering psychometrically-validated instruments, scoring, writing reports, and communicating results.

Competencies Expected: Each intern will develop the following competencies.

- a) Demonstrate diagnostic clinical interview skills.
- b) Select appropriate assessment measures that respond to referral questions and consider cultural diversity.
- c) Administer, score and interpret psychological tests within the context of larger social, cultural, and environmental factors.
- d) Exhibit differential diagnostic skills and knowledge of DSM-5.
- e) Integrate behavioral observations, historical information, and test data to produce a clear and concise test report.
- f) Formulate well conceptualized recommendations and appropriately communicate to patients/family members.
- g) Appropriately evaluate suicidal concerns and potential for violence.

Goal #2: Interns will develop competence in the provision of psychological interventions.

Objective(s) for Goal #2: Interns will develop competence in the provision of psychological interventions for clients with a variety of diagnoses, problems, and needs. Interns are expected to be open to learning new psychotherapy skills and honing those already acquired.

Competencies Expected: Each intern will develop the following competencies.

- a) Formulate a useful case conceptualization that integrates clinical information.
- b) Establish and document therapy treatment goals.
- c) Establish and maintain an effective therapeutic alliance with sensitivity to diversity.
- d) Apply effective and flexible therapy skills.
- e) Coordinate care with other providers and make referrals as appropriate.
- f) Demonstrate awareness of and adherence to APA ethical guidelines and ethics in treatment.
- g) Recognize and respond appropriately to patient crises when needed.

Goal #3: Interns will develop competence in providing consultation and supervision.

Objective(s) for Goal #3: Interns will develop competence in providing consultation and supervision and in translating psychological principles to colleagues, trainees, and professionals from other disciplines.

Competencies Expected: Each intern will develop the following competencies.

- a) Effectively communicate psychological information about clients, assessment, and intervention to colleagues, trainees, and professionals from other disciplines.
- b) Show appropriate level of participation and leadership as part of the treatment team during group supervision and case staffings.
- c) Provide a safe atmosphere in supervision and effectively deal with sensitive issues (e.g., boundaries) that might interfere with the therapy process.
- d) Provide constructive feedback/guidance to supervisees on clinical and administrative issues.

Goal #4: Interns will demonstrate professional and ethical behavior and sensitivity to diversity issues.

Objective(s) for Goal #4: Interns will demonstrate professional behavior consistent with professional standards and ethical guidelines. They will have a mature understanding of professional ethics as well as issues of ethnicity, religion, culture, gender, sexuality, and other aspects of diversity.

Competencies Expected: Each intern will develop the following competencies.

- a) Show awareness of and adherence to APA ethical guidelines in assessments, treatment, consultation and supervision.
- b) Demonstrate sensitivity to issues of ethnicity, religion, culture, gender, sexuality, and other aspects of diversity in assessment, treatment, consultation and supervision.

Goal #5: Interns will develop mature professional identities and a sense of themselves as "psychologists."

Objective(s) for Goal #5: Interns will display an awareness of strengths, limitations, and areas of growth as developing psychologists. Interns will exhibit a developmentally-appropriate professional identity sufficient to function as a competent psychologist and will actively participate in the supervision process.

Competencies Expected: Each intern will develop the following competencies.

- a) Seek consultation/supervision as needed and use it productively.
- b) Respond to consultation/supervision with constructive action or changes.
- c) Recognize how personal characteristics impact clinical work.
- d) Show awareness of own competence and areas of growth as a clinician.
- e) Interact effectively with other staff.
- f) Be accountable, dependable, and responsible.
- g) Show good time management skills and be efficient at completing work.
- h) Exercise good judgment as a professional.
- i) Actively participate in seminars/didactics.

Goal #6: Interns will be knowledgeable and skilled in the interface between science and practice.

Objective(s) for Goal #6: Interns will be skilled in the interface between science and

practice by applying scientific knowledge to the clinical setting, being educated consumers of empirical research, participating in program development/evaluation, and having competence in one or more empirically-supported methods.

Competencies Expected: Each intern will develop the following competencies.

- a) Demonstrate an awareness of and ability to use current literature, research, and theory in assessments and interventions.
- b) Provide quality oral presentations in case staffings, seminars, etc.
- c) Use current literature, research, and theory to develop and evaluate Center programs.