

# The Faulk Center for Counseling

## Doctoral Psychology Internship

### PROGRAM BROCHURE 2024-2025

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Since 1973, the Faulk 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, outpatient, community-based mental health facility.



**Setting:** The interns spend most of their time at the Faulk Center which is located at 22455 Boca Rio Road, Boca Raton, Florida. It is a custom-designed two-story, 16-sided building, which symbolizes the circle of group therapy. Interns also travel once or twice per week to provide group counseling at a local school and/or support group services at a senior adult facility.

**Services:** Interns provide individual, couples, family, and group counseling as well as psychological testing services to children, adults, and seniors who otherwise could not afford private treatment. Psychological interventions are evidence-based and draw on multiple theories, such as Acceptance and Commitment Therapy, Dialectical Behavior Therapy, cognitive-behavioral therapy, client-centered counseling, and family systems counseling.

**Client Population:** Clients served at our Boca Rio location and in our outreach programs are diverse in terms of age, presenting problems, diagnoses, and ethnicity. Depressive disorders, bipolar disorders, anxiety disorders, personality disorders, obsessive-compulsive disorders, trauma and stress disorders, impulse-control and conduct disorders, and neurodevelopmental disorders are commonly a focus of treatment. The majority of clients at all locations are of low or middle socioeconomic status. The majority of clients at the Boca Rio location and senior facilities are White whereas the majority of children in the Schools Program are people of color.

**Training Philosophy:** The Faulk Center 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 internship training should be generalist in nature and include a variety of experiences with a variety of populations. Although some students may begin specializing during the internship year, they must do so while obtaining generalist training.

The need for training to be sequential, cumulative, and graded in complexity is viewed as vital to the overall professional development of the intern. The program is committed to the philosophy that training is best accomplished in a manner that respects trainees and their individual needs throughout the year. Our ability to develop a schedule specific to the needs of each intern and to revise that schedule as the needs of the intern change is an important value of this internship site. Interns are treated as junior colleagues, and mutual respect between interns and faculty is paramount so that interns can expect quality supervision, mentorship, and collegiality.

**Our Program Goals & Objectives:**

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| <b>Competency 1 - Intern will achieve competence in the area of: Research</b>  |
| <p>Interns will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications)</li> <li>2. Disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.</li> </ol> |

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| <b>Competency 2 - Intern will achieve competence in the area of: Ethical and Legal Standards.</b>   |
| <p>Interns will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of and acts in accordance with each of the following: <ul style="list-style-type: none"> <li>- The current version of the APA Ethical Principles and Code of Conduct;</li> <li>- Relevant laws, regulations, rules, and polices governing health service psychology at the organizational, local, state, regional and federal levels</li> <li>- Relevant professional standards and guidelines</li> </ul> </li> <li>2. Recognize ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas</li> <li>3. Conduct self in an ethical manner in all professional activities</li> </ol> |

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| <b>Competency 3 - Intern will achieve competence in the area of: Individual and Cultural Diversity</b>  |
| <p>Interns will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself</li> <li>2. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities</li> <li>3. Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles</li> <li>4. Apply a framework for working effectively with areas of individual and cultural diversity</li> <li>5. Work effectively with individuals whose group membership, demographic characteristics, or worldviews that differ from their own</li> </ol> |

**Competency 4 - Intern will achieve competence in the area of: Professional Values and Attitudes**

Interns will:

1. Behave in ways that reflect the values and attitudes of psychology
2. Engage in self-reflection regarding personal and professional functioning
3. Engage in activities to maintain and improve performance, well-being, and professional effectiveness
4. Behave in a dependable and responsible manner
5. Engage in effective time management skills and work completion
6. Actively seek and demonstrates openness and responsiveness to feedback and supervision
7. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

**Competency 5- Intern will achieve competence in the area of: Communication and Interpersonal Skills**

Interns will:

1. Develop and maintain effective relationships with a wide range of individuals
2. Demonstrate a thorough grasp of professional language and concepts
3. Produce, comprehend, and engage in communications (oral, nonverbal, and written) that are informative and well-integrated
4. Demonstrate effective interpersonal skills and the ability to manage difficult communication well

**Competency 6 - Intern will achieve competence in the area of: Assessment**

Interns will:

1. Demonstrate current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
2. Demonstrate understanding of human behavior within its context
3. Apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
4. Select and applies assessment methods that draw from the best available empirical literature
5. Collect relevant data using multiple sources and methods appropriate to the referral questions of the assessment as well as relevant diversity characteristics of the client
6. Evaluate suicidal concerns and potential for violence
7. Interpret assessment results to inform case conceptualization, classification, and recommendations while guarding against decision-making biases
8. Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**Competency 7 - Intern will achieve competence in the area of: Intervention**

Interns will:

1. Establish and maintains effective relationships with clients
2. Formulate a case conceptualization that integrates clinical information
3. Develop evidence-based intervention plans specific to the service delivery goals
4. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables

5. Demonstrate the ability to apply the relevant research literature to clinical decision making
6. Modify and adapts evidence-based approaches effectively
7. Evaluate intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation
8. Coordinate care with other providers and makes appropriate referrals
9. Identify and appropriately responds to client crises when needed

#### Competency 8 - Intern will achieve competence in the area of: Supervision

Interns will:

1. Apply overall knowledge of supervision in direct or practice with psychology trainees or other health professionals
2. Apply the supervisory skill of observing in direct or practice
3. Apply the supervisory skill of evaluating in direct or practice
4. Apply the supervisory skills of giving guidance and feedback in direct or practice
5. Provide a safe atmosphere for supervisees to address sensitive issues

#### Competency 9 - Intern will achieve competence in the area of: Consultation and Interprofessional/Interdisciplinary Skills

Interns will:

1. Demonstrate knowledge and respect for the roles and perspectives of other professions
2. Apply knowledge about consultation in direct or simulated (e.g. role playing) consultation

**Membership:** The Faulk Center doctoral psychology internship program was awarded initial APA accreditation effective August 2015. The accreditation extends for a full seven years. Our internship program is currently a member of APPIC, participates in the APPIC Match, and adheres to APPIC Match Policies. The APPIC Program Code Number for the Faulk Center is: 1199.

**Eligibility:** The Faulk Center offers four full-time positions to students from APA or CPA-accredited doctoral psychology programs whose interests match the Faulk Center's training opportunities. Prior to the APPIC match, the applicant must have passed all comprehensive exams. Prior to the beginning of the internship, the applicant must have completed all doctoral course work and required practicum placements. The program seeks applicants with a sound clinical knowledge base and the personal characteristics necessary to function well in our program setting. Applicants 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 experience with psychotherapy and psychological assessment under supervision is expected.

**Selection:** Our selection criteria are based on a "goodness-of-fit" with our practitioner-scholar model, and we look for interns whose training goals match the training that we offer. The program looks not only at the total number of practicum hours, but the quality of training in terms of the type of setting as well as experience with empirically-supported treatments. We prefer interns who have training and experience in working with both children and adults in an outpatient setting. However, we will consider

candidates with gaps in this training who show an eagerness to learn and particular promise based on letters of recommendation, compelling essays, and strong interviews. Applicants from programs in clinical and counseling are preferred, however, those from school psychology programs may be considered. Individuals from underrepresented groups are particularly encouraged to apply because we seek to recruit diverse interns.

### **Application Procedure:**

A complete application consists of the following materials:

- Completed APPIC Application for Psychology Internship (AAPI- [www.appic.org](http://www.appic.org))
- Cover letter
- Curriculum vita
- Letters of recommendation (3)
- Transcripts

All application materials must be submitted through the AAPI online portal by **DECEMBER 1** in order to be considered for our program. If applicants are invited to interview, they will typically be notified by December 15<sup>th</sup>. In person interviews are preferred and will be held during the month of January. Please note that matched applicants are required to undergo background checks.

**Stipend & Benefits:** The intern stipend is \$22,000 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.

**Program Resources:** The program has training supervisors who are licensed clinical psychologists (see list below). Each supervisor oversees intern work in the supervisor's areas of expertise. Psychologist supervisors are members of the intern training committee and participate in selection and recruitment, as well as the organization, implementation, and review of the program.

Interns share an office with individual desks, phones, and computers. The Faulk Center provides all necessary training materials and equipment such as software, Wi-Fi and assessment materials. Also, the Faulk Center library is in the intern office. It has a variety of psychology and health-related books and resources. Books, materials, and other resources are also available in staff offices to borrow.

**Requirements for Program Completion:** The following requirements must be met to the satisfaction of the Clinical/Training Director and other Training Supervisors to receive a certification of satisfactory internship completion:

- 1) The program requires interns to work 42 hours per week and accumulate a minimum of 2,000 hours of training and service during the training year. Interns are required to average 20 direct clinical contact hours per week by mid-year (psychotherapy, assessment, intakes, supervision of a Master's student[s], etc.). The internship may not be completed in less than 12 months or more than 14 months.
- 2) Interns are required to work at least one evening per week (Monday, Tuesday, or Wednesday) and flex-time is given during standard working hours.
- 3) Interns are required to have a minimum of two hours available each week for intakes.
- 4) At least three comprehensive psychological/psychoeducational evaluations with an integrated written report must be satisfactorily completed. Feedback on the results of the evaluations must be provided to the referral sources, individuals tested, and/or family members as appropriate.
- 5) Regular attendance at all didactic activities (i.e., Friday Didactic Seminars, case staffings, and individual/group supervision) is expected. Interns who are ill or using approved vacation time are excused from didactics but are responsible for reviewing the material presented.

- 6) Regular attendance at all Wednesday presentations is expected. Interns who are ill or using approved vacation time are excused from the presentations.
- 7) 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.
- 8) Interns are required to participate in and contribute to the annual Facilitator Training Course.
- 9) Interns are required to give a one-hour community presentation at the Faulk Center on a mental health topic of their choice.
- 10) All evaluation forms must be completed.
- 11) Passing mid-year supervisor evaluations (receiving a 3 ["Minimal supervision needed/Intern mid-placement level"]) is required.
- 12) Passing final supervisor evaluations (receiving a 4.0 ["Supervision rarely needed/ Independent practice entry level"]) is required.
- 13) Satisfactory termination of any due process and/or remediation plans must be completed.
- 14) All assigned clinical documentation and administrative record keeping must be completed.

**Diversity & Nondiscrimination Statement:** The Faulk Center recognizes and appreciates interns' individual and cultural diversity and treats interns with respect. The Faulk Center is committed to the principle of equal opportunity for all its interns as well as its practicum students, employees, volunteers, and applicants for admission and employment. For that reason, the Faulk Center does not discriminate on the basis of race, color, religion, gender, age, sexual orientation, national origin, socioeconomic status, disability, or veteran status in its programs, admission practices, and conditions of employment. The Faulk Center's policy is that all placements and employment decisions are to be based on job qualifications and performance. Further, the institution will make every effort to provide reasonable accommodation to otherwise qualified disabled applicants and employees

**Administrative Policies and Procedures:**

**Grievances:** Conflicts and grievances that may occur during the training year are typically resolved through informal mediation and discussion. If this does not resolve the conflict or grievance, a formal complaint may be initiated.

**Due Process:** Interns cannot be terminated from the Faulk Center without due process procedures. Any of the following will be considered specific indications of unsatisfactory intern progress or performance requiring the initiation of due process procedures. Difficulty with any area may result in termination of the intern from the Faulk Center's internship training program:

- Failure to achieve satisfactory competence in clinical responsibilities per the program's goals, objectives, competencies, and training requirements.
- Ethical violation(s) of the American Psychological Association's current Ethical Principles of Psychologists and Code of Conduct.
- Failure to meet basic workplace standards for Center personnel, including but not limited to: excessive absences, failure to keep appointments, excessive tardiness, and coming to work under the influence of substances.

Staff concerns about intern performance are typically resolved informally through mediation. If concerns cannot be resolved in this manner, a formal process of information gathering resulting in remediation or termination will ensue.

**Sexual Harassment:** The Faulk Center will not tolerate sexual harassment in the workplace. Interns who believe that they have been the victims of harassment may submit a complaint. Through informal or

formal investigation of the facts and circumstances, a determination will be made as to the appropriate steps to be taken.

**Drug-Free Workplace:** All interns are prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances. Any intern violating this policy is subject to discipline, up to and including termination.

Details of the grievance, due process, sexual harassment, and drug-free workplace policies are made available to incoming interns during orientation.

**Internship Training Supervisors:**

Holly Katz, Ph.D. Clinical and Training Director

Christina Elkind, Psy.D. Deputy Clinical Director, Adult Programs Manager and Clinical

Amanda Weiss, Psy.D. Child and Family Programs Manager and Clinical Supervisor

Dara Spey, Ph.D. Psychological Testing Supervisor and Program Manager

Erin Lawson, Psy.D. Psychological Testing Supervisor

**2023-2024 Interns**

Alexandria Schmidt (Psy.D. anticipated) Nova Southeastern University

Elisa Seoane (Psy.D. anticipated) Nova Southeastern University

Janna Appelstein (Psy.D. anticipated) Long Island University

Jessica Neustater (Psy.D. anticipated) Nova Southeastern University

**Internship Handbook:** Interns receive a Program Handbook during orientation which includes detailed information regarding the program, its training objectives/competencies/goals, performance evaluations, program requirements, policies/procedures, etc. A link to this Handbook can also be found on the Faulk Center's website at <http://faulkcenterforcounseling.org/internship-program-2/>

**To obtain further information, please contact:**

Martin Abugarade, Clinical Administrative Assistant – [M.abugarade@faulkcenterforcounseling.org](mailto:M.abugarade@faulkcenterforcounseling.org)