

Elizabeth H. Faulk Foundation, Inc.



Addison Hines Psychology Internship Program Handbook 2022-2023

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Contents

<u>I) INTRODUCTION</u>	
<u>A) THE FAULK CENTER MISSION</u>	3
<u>B) THE FAULK CENTER HISTORY</u>	3
<u>C) SERVICE PROVIDERS</u>	3
<u>D) TRAINING PROGRAMS</u>	4
<u>E) CLINICAL PSYCHOLOGY INTERNSHIP</u>	4
<u>F) TRAINING PHILOSOPHY</u>	5
<u>G) PROFESSIONAL STANDING</u>	5
<u>II) APPLICATION PROCEDURES</u>	6
<u>A) ELIGIBILITY</u>	6
<u>B) SELECTION</u>	6
<u>C) APPLICATION MATERIALS</u>	6
<u>D) INTERVIEWS</u>	7
<u>E) MATCHING</u>	7
<u>F) STIPEND AND BENEFITS</u>	8
<u>III) PROGRAM COMPONENTS AND STRUCTURE</u>	9
<u>A) TRAINING GOALS</u>	9
<u>B) SEQUENCE OF TRAINING</u>	9
<u>C) CONTENT OF INTERNSHIP PROGRAM</u>	10
<u>D) EXPECTATIONS AND REQUIREMENTS FOR COMPLETION</u>	11-14
<u>IV) EVALUATIONS, POLICIES & PROCEDURES</u>	15
<u>A) EVALUATION OF THE INTERNS</u>	15
<u>B) MAINTENANCE OF RECORDS POLICY</u>	16
<u>C) PROGRAM EVALUATION</u>	15
<u>D) NONDISCRIMINATION STATEMENT</u>	16
<u>E) INTERN-STAFF RELATIONS & UNSATISFACTORY INTERN PERFORMANCE</u>	16
<u>F) DRUG-FREE WORKPLACE</u>	16
<u>APPENDIX I) INTERNSHIP PROGRAM TRAINING SUPERVISORS</u>	18-19
<u>APPENDIX II) GOALS, OBJECTIVES, AND COMPETENCIES FOR INTERNSHIP TRAINING PROGRAM</u>	21-22
<u>APPENDIX III) SERVICES PROVIDED AT THE FAULK CENTER</u>	23-24
<u>APPENDIX IV) INTERN GRIEVANCE POLICY AND PROCEDURES</u>	25-26
<u>APPENDIX V) INTERN PERFORMANCE POLICY AND DUE PROCESS</u>	27-29
<u>ACKNOWLEDGMENT OF RECEIPT AND INTENT TO COMPLY</u>	30

I) INTRODUCTION

A) THE FAULK CENTER MISSION

The mission of The Faulk Center for Counseling (the Faulk Center) is to promote emotional well-being through a variety of free and low-cost mental health programs. We provide a warm, accepting, and confidential environment where people who are dealing with life's problems are helped to make changes or cope more effectively with that which they cannot change. A critical component of the Faulk Center is our Doctoral Internship Program. The aim of the program is to develop generalist psychologists who are competent to provide a range of clinical services to diverse clientele across the life span.

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 center. In addition to supplying free and low-cost services to groups, couples, families, and individuals, the Faulk 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 the 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 Faulk Center is located in Boca Raton, Florida, in a custom-designed two-story, 16-sided building, which symbolizes the circle of group therapy. The Faulk Center provides therapy, assessment, and support to more than 1,000 clients each year.

C) SERVICE PROVIDERS

Mental health services at the Faulk Center are provided by graduate students pursuing Master's and Doctoral degrees in psychology, social work, or mental health counseling, as

well as volunteer group leaders who hold advanced degrees in a mental health field. Additionally, the Faulk Center uses community volunteers who have successfully completed the Faulk Center's facilitator training course to serve as mental health assistants to group leaders in some counseling and support groups. All interns, practicum students, and volunteers are continually trained and supervised by the Faulk Center's staff of licensed psychologists and other mental health professionals.

D) TRAINING PROGRAMS

Graduate students from around the country apply to social work internship, practicum programs, and our Addison Hines Internship Program for doctoral psychology students. The Faulk Center offers graduate students a unique and dynamic learning experience in which trainees may develop their professional and personal identities. Students receive specialized training in 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 Faulk 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.

E) CLINICAL PSYCHOLOGY INTERNSHIP

The Faulk Center has been training professional psychologists for more than thirty-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 Acceptance and Commitment Therapy, Dialectical Behavior Therapy, cognitive-behavioral therapy, and family systems counseling. These broad-based training experiences in various treatment approaches are valued and viewed as an important aspect of the internship.

F) 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.

G) PROFESSIONAL STANDING

The Faulk Center doctoral psychology internship program is currently APA accredited and was awarded initial APA accreditation effective August 26, 2015. The accreditation extends for a full seven years.

**Questions related to the program's accredited 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 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation*

The internship is a member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC; <http://www.appic.org>), participates in the APPIC Match, and adheres to APPIC Match Policies. The APPIC Program Code Number for the Faulk Center is: 1199.

II) APPLICATION PROCEDURES

A) 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.

B) 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 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.

C) 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

Application materials should be submitted by **December 1st**.

D) INTERVIEWS

Completed applications will be reviewed by a staff psychologist. 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 or Telehealth 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 approximately 40 applicants for interviews. 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 approximately four applicants. During the group interview, the selection committee (Center staff psychologists and the Clinical/Training Director and other clinical supervisors at Faulk) 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 also able to 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. Although, in person interviews are preferred we will make every attempt to provide candidates who interview virtually with an equivalent experience.

Applicants coming to the Faulk Center for in-person interviews are asked to either bring a photo or have their photograph taken at the Faulk 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. 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 Faulk Center will not discriminate against an applicant because of race, color, religion, gender, age, sexual orientation, national origin, socioeconomic status, disability, or veteran status.

E) MATCHING

Internship offers are made in accordance with the computer Matching System developed by the Association of Psychology Postdoctoral 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.

F) STIPEND AND 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. Unused days of leave are not compensated. Interns who need more than the above-allowed leave are required to extend the internship period.

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

III) PROGRAM COMPONENTS AND STRUCTURE

A) TRAINING Competency

The internship seeks to develop competencies in the 9 Profession Wide Competencies (PWCs) of professional practice. The competencies of the training program are outlined below (See Appendix II for a detailed list of the program's goal, objectives, and competencies):

Competency 1 - Intern will achieve competence in the area of Research.

Competency 2 - Intern will achieve competence in the area of Ethical and Legal Standards

Competency 3 - Intern will achieve competence in the area of Individual and Cultural Diversity

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

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

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

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

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

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

B) SEQUENCE OF TRAINING

The Faulk Center 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.
- Providing exposure, training, and practice that enables interns the ability to use more varied theoretical treatment models as the year progresses.
- 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 demonstrating increasing ability to independently and competently provide both clinical and administrative supervision to a Master's practicum student.
- Interns assisting with the Facilitator Training Course for new volunteers.
- Beginning in January, the interns help train the new group of practicum students who join the Faulk Center.

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 Faulk Center's policies and procedures, instruction on the clinical interview/intake process, and introduction to and training in the client-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/couples 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 Faulk Center's goals and objectives. Interns are invited to contribute to the educational workshops presented by the Faulk Center in a manner that enhances their personal interests and goals.

Opportunities are available to experience the many different types of groups and individual clients the Faulk Center serves. Interns spend 30-50% of their time providing psychotherapy as group leaders or individual or family 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 responsibilities as program planning and development, grant-writing, fund-raising, community education, and consultation.

The Faulk Center provides all necessary training materials and equipment such as computers, software, 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. Interns are informed during orientation that they can make requests for any new materials or equipment that would enhance their ability to perform their duties. Throughout the year, interns have the opportunity to discuss requests for these purchases during their weekly meeting with the Clinical/Training Director. The

Clinical/Training Director evaluates the needs, benefits, and costs of the items and approves the purchase of such when warranted.

The Faulk Center also provides each intern his/her own desk, telephone, and voicemail. The interns share a large group office which fosters frequent interaction and peer support. Interns frequently consult with each other on clinical cases, professional issues, and administrative requirements of the Faulk Center and the training program. Interns also interact and provide mutual support in group supervision. In addition, they routinely socialize outside of the formal internship program.

There is one full-time clerical staff and four part-time clerical staff who work at the Faulk Center and support the interns, practicum students, and staff. Additional clerical support is available from volunteer clerical staff who assist at the front desk at busier times of the week and year. The Faulk Center provides clerical support for scheduling intake appointments, collecting client fees, managing files, and various other administrative tasks. The Faulk Center employs a computer consultant who is available as needed for trouble shooting with computer software or hardware issues. Additionally, the Faulk Center employs a part-time maintenance/technical support manager who assists with AV equipment set-up for presentations and workshops.

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

D) EXPECTATIONS AND REQUIREMENTS FOR COMPLETION

The following requirements must be met to the satisfaction of the Clinical/Training Director and Training Committee to receive a satisfactory certification of 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) Meeting the Minimum Level of Achievement of a 3 on all learning elements at the Mid-Year Evaluation
- 12) Meeting the Minimum Level of Achievement of a 4 on all learning elements at the Final Evaluation.
- 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.

Monitoring achievement levels of intern performance, productivity, and activity (e.g., hours, number of intakes, attendance at didactics, etc.) is the responsibility of the intern's primary training supervisor. The intern's productivity and performance in psychological assessment are further monitored by the testing supervisor, who communicates this to the primary supervisor, thus ensuring each intern completes the minimum number of test batteries. The intern's Wednesday presentation is assigned and evaluated by the Clinical/Training Director, who then discusses her impressions with the primary supervisor.

Interns are expected to meet the Minimum Level of Achievement (MLA) of a 3 on all learning elements at the mid-year evaluation and the MLA of a 4 on all learning elements at the final evaluation. If minimal levels of achievement are not being met by an intern, this is discussed informally during individual supervision and then documented at the midpoint and end of the year on the formal evaluation, if needed. If minimal levels of achievement are not met at mid-year, a remediation plan is implemented. If they are not met at the end of the year, interns will be terminated or may be recommended for another appropriate action (e.g., an extension of the program) to meet minimum expectations. If offered an extension, the intern is put on an intensive remediation plan. If interns fail to meet minimal expectations after the extension they would fail the program.

After all evaluations are received and all necessary forms completed, returned, and reviewed, and after the intern has been deemed as completing all requirements for the internship, the intern will receive a certificate of satisfactory completion. Following are detailed descriptions of the various responsibilities of an intern at the Faulk Center:

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

Individual

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 verbal feedback from the secondary supervisor, assessment supervisor, intern supervisee, other staff, etc., and incorporates this information into evaluations.

Group

Interns receive one hour of Testing Supervision with the testing program manager every other week. On alternating weeks, they receive one hour of Administration and

Professional Development Supervision with the Clinical/Training Director. Every other week, interns receive an additional hour of supervision focused on Child Group Supervision with the Child Program Manager. On alternating weeks, interns receive one hour of Adult Group Therapy supervision facilitated by the Adult Program Manager.

Other Training Meetings

Interns who lead support groups and those who lead older adult groups receive an additional one hour of group training per month per program with the Senior Support Group Program Manager. Interns further receive an additional hour of weekly group instruction with the Schools Program Manager. Interns also participate in two to four hours of weekly case staffing (with the practicum students) on their initial evaluations. 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. For Telesupervision Policy 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 at least 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 the practicum student(s).

Therapy or Support Group (2+ groups per week):

Group assignments reflect a deliberate effort to expose the intern to the many different types of group experiences offered at the Faulk 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 (5+ ongoing cases):

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

Family Therapy (2-5 ongoing cases, 3 cases minimum 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.

Intake Assessments (2+ hours per week):

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.

Psychological Assessment (3+ 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 morning per week):

Certain times of the year interns provide on-site, time-limited group therapy 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 Wednesday Presentations and Outreach (attend once per month, present once per year):

In-service workshops/ presentations for the Faulk 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 monthly presentations in a manner that is consistent with their personal goals and interests. The training program requires interns to give a one hour Wednesday community presentation at the Faulk 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 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 Faulk 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 Faulk Center's mission and goals. These special projects can be as varied as the intern's interests, including pursuit of research at the Faulk Center.

IV) EVALUATIONS, POLICIES & PROCEDURES

A) EVALUATION OF THE INTERNS

Interns receive ongoing formal and informal feedback throughout the training year. Feedback is provided by the Clinical/Training Director and supervisors. Informal feedback in supervision is

an important and continuous component of the internship program, and psychology department faculty are committed to identifying and addressing any problem areas as soon as possible with the intern.

Supervisor-report measures are used throughout the year to provide objective feedback to interns. These include:

INTERN EVALUATION: 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.

All of the intern's supervisors provide the intern's primary supervisor with feedback about their performance. Additionally, staff working directly with the interns are asked to give verbal feedback on their experiences working with the intern to the primary supervisor. The primary supervisor integrates and synthesizes this feedback and prepares one master composite evaluation, which is presented to the intern at the midpoint and end of the year. Interns sign and receive a copy of their evaluations which is sent to their graduate program.

To successfully complete the Faulk Center's internship program, each intern must meet the minimum level of achievement in all competency areas (see Appendix II). On the mid-year evaluation, interns are expected to receive a 3 rating ("Intermediate Competence" – Expected level of competence for intern by mid-point of training program; routine or minimal supervision required in most cases) on all learning elements associated with each competency. If competencies are not met at the minimum rating level of 3 on the mid-year evaluation, the Due Process policy will be initiated and a remediation plan may be implemented. On the end-year evaluation, interns are expected to receive a 4 rating ("Proficient" – Expected level of competence for intern at completion of training program; ready for entry-level practice) on all learning elements associated with each competency. If competencies are not met at the minimal rating level of 4 at the end of the year, the Due Process policy will be initiated and interns may be terminated or may be recommended for another appropriate action (e.g., an extension of the program) to meet minimum expectations. If offered an extension, they would be put on an intensive remediation plan. If interns fail to meet minimal expectations after the extension they would fail the program.

Please note that the acceptance of the Faulk Center's internship program assumes that the intern releases the internship program to communicate regularly with their home doctoral program about matters of evaluation and internship accreditation.

B) MAINTENANCE OF RECORDS POLICY

Intern evaluations, certificates of completion, and each intern's individual training experience are maintained indefinitely by the Training Director in a secure digital file. Records related to Due Process procedures are maintained in the same file, as described in the Due Process Procedures. Records related to grievances or complaints are kept in a separate secure digital file, as described in the Grievance Procedures. Intern evaluations and the certificates of completion are shared with the Director of Clinical Training at the intern's home doctoral program at the mid-point and end of internship year. Remediation plans and notices of termination are shared

with the home doctoral program's Director of Clinical Training as described in the Due Process Procedures.

C) PROGRAM EVALUATION

Interns complete an anonymous evaluation after each didactic seminar and presentation. These evaluations are formal and intended to help assess the quality of the presentation/presenters. Interns also complete anonymous formal evaluations of the supervision they receive. This takes place at the midpoint and end of the year. Upon completion of the program and one year after completion, interns complete an evaluation of the overall training program. Suggestions for change and improvement are encouraged to assist with enhancement of the internship program.

D) NONDISCRIMINATION STATEMENT

The Faulk Center is committed to the principle of equal opportunity for all its interns, 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.

E) INTERN-STAFF RELATIONS & UNSATISFACTORY INTERN PERFORMANCE

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 policies and procedures related to intern grievances, performance/due process, and sexual harassment. These policies and procedures are summarized in Appendices IV, V, and IV respectively. The Clinical/Training Director and other leadership are always available to meet with interns individually to discuss problems if and when they arise.

F) DRUG-FREE WORKPLACE

The Faulk Center is a drug-free workplace as determined by the Federal Drug-Free Workplace Act.

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)
Christina Elkind, Psy.D. Adult Programs Manager and Clinical Supervisor (FT)
Amanda Weiss, Psy.D. Child and Family Programs Manager and Clinical Supervisor (FT)
Lara Weissblatt, Psy.D. Testing Programs Manager (PT)

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

Telesupervision Policy

Faulk Center for Counseling Internship Program uses videoconferencing to provide weekly individual and group supervision to all interns. This format is utilized in order to provide frequent and intensive supervision to accommodate interns' clinical experiences in multiple offsite settings. Group telesupervision is an important aspect of the training program in that interaction and socialization among interns is highly valued. Interns and a Clinical Staff Supervisor(s) meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio.

Group supervision often utilizes telesupervision to ensure all interns can attend. Faulk Center for Counseling places high value on cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings or when in-person meetings would be unsafe (e.g. due to the pandemic). The use of videoconference technology for supervisory experiences is consistent with Faulk Center's training aim as we place a strong training emphasis on access to behavioral healthcare in underserved areas, which often includes the use of telehealth services.

Faulk Center for Counseling recognizes the importance of supervisory relationships. Interns participate in-group supervision sessions led by members of the Training Committee. Specifically, interns meet in group supervision with the Adult Programs Manager, Child and Family Programs Manager, Testing Program Manager, and the Clinical and Training Director. Additionally, interns meet weekly for instruction and guidance from the Schools Program Manager and Senior and Support Group Program Manager. Exposure and interaction with a variety of mental health professionals provides interns with an opportunity to experience a breadth of supervisory relationships and supervision modalities from mental health professionals who specializes in treating a particular population. For all clinical cases discussed during group supervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all of the Faulk Center's supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

All Faulk Center for Counseling videoconferencing occurs over a secure network using site-administered videoconferencing technology. Supervision sessions using this technology are not recorded, thus protecting the privacy and confidentiality of all trainees. All interns are provided with instructions 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 our Executive Administrative Assistant for attention.

**APPENDIX II) COMPETENCIES AND LEARNING ELEMENTS FOR INTERNSHIP
TRAINING PROGRAM**

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

Competency 2 - Intern will achieve competence in the area of: Ethical and Legal Standards.
Competencies Expected: Interns will: <ol style="list-style-type: none">1. Demonstrate knowledge of and acts in accordance with each of the following:<ul style="list-style-type: none">- The current version of the APA Ethical Principles and Code of Conduct;- Relevant laws, regulations, rules, and polices governing health service psychology at the organizational, local, state, regional and federal levels- Relevant professional standards and guidelines2. Recognize ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas3. Conduct self in an ethical manner in all professional activities

Competency 3 - Intern will achieve competence in the area of: Individual and Cultural Diversity
Competencies Expected: Interns will: <ol style="list-style-type: none">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 oneself2. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities3. Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles4. Apply a framework for working effectively with areas of individual and cultural diversity5. Work effectively with individuals whose group membership, demographic characteristics, or worldviews that differ from their own

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

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**Competencies Expected:**

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**Competencies Expected:**

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

Competencies Expected:

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

Competencies Expected:

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

Competencies Expected:

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

APPENDIX III) SERVICES PROVIDED AT THE FAULK CENTER

The Faulk 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 Faulk Center's services for children/teens include group, individual, and family counseling. The Faulk Center serves children both at the Faulk Center itself and through an extensive outreach program in Palm Beach County 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 Faulk Center offers a variety of counseling groups for children through adolescence. We provide a weekly semi-structured, skills-based social-emotional-behavioral psychotherapy group for older elementary-aged children with social challenges, behavior problems, school-related issues, mood and anxiety disorders, ADHD, Autism, ACES and/or difficult home environments who struggle to make and maintain friends, regulate emotions, sustain attention, and manage impulsive behaviors. We also provide a weekly process- and skills-based group for younger (middle school) and older (high school) adolescents presenting with clinically significant levels of anxiety/panic, depression, isolation, trauma, grief, substance use, suicidality, self-harm and other risk-taking behaviors,

Lastly, the Faulk Center offers a weekly semi-structured social skills group for adolescents with significant social deficits and challenges, such as Autism Spectrum Disorder, to collaboratively work on effectively creating and navigating relationships. This group focuses on skill building to enhance social competencies in many areas such as: developing empathy and perspective-taking, expanding flexibility, boosting self-esteem and confidence, problem-solving and conflict resolution strategies, improving communication and conversational skills, and building and maintaining interpersonal relationships, and attending to self-care and hygiene. All groups use a range of creative interventions such as play, art, media, music, and mindfulness to accomplish goals.

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 Faulk Center has several ongoing client-centered support groups which emphasize maximum respect for and empowerment of the individual and multiple process groups which focus on interpersonal dynamics within and outside of the group setting. Additionally, the Faulk Center provides numerous directive skills-based groups, including

Anger Management, Dialectical Behavior Therapy, Interpersonal Growth, and Emotion Regulation. 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, trauma, 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 Faulk 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 Faulk 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 group for clients diagnosed with Alzheimer's Disease and other dementias. 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. A new support program developed during the isolation of COVID is called our Senior Outreach Support Program (SOS) Senior Outreach Support (SOS) The SOS program provides weekly supportive telephone calls to older adults. The SOS program provides older adults the opportunity to build connections, address isolation, create conversation, receive support, and decrease loneliness.

ASSESSMENT SERVICES

The Faulk 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 Faulk 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 Faulk Center provides free or low-cost continuing education for area mental health professionals and interested laypeople.

APPENDIX IV) INTERN GRIEVANCE POLICY AND PROCEDURES POLICY

Interns have the right to file grievances according to the following procedures:

The Faulk Center for Counseling gives serious attention and consideration to all intern grievances and attempts to establish appropriate resolutions. All intern grievances are subject to a period of hearing and fact-finding. Wherever possible, a resolution at the agency level will be sought, but in the event the grievance cannot be resolved at this level, consultation will be sought by the Clinical/Training Director with the Training Director at the intern's doctoral program, again with the intent of establishing an acceptable and appropriate resolution. Interns will not be discriminated against, harassed, intimidated, or suffer any reprisal as a result of filing a grievance or participating in the investigation of a grievance.

PROCEDURES

If possible, interns should attempt to resolve the problem promptly and informally with their supervisor. If an informal solution cannot be reached, interns may present a formal grievance in the following manner:

Step 1: Initiation of the grievance procedure

An intern with a grievance shall first bring this grievance to the attention of either the Clinical/Training Director or relevant department head to alert them to the need to address a grievance. The Clinical/Training Director should always be notified in writing by the intern that a grievance exists and needs to be addressed.

In the event that the intern's grievance directly involves the Clinical/Training Director, the intern should bring the grievance to the Faulk Center CEO. In such cases, the CEO serves in the capacity of the Clinical/Training Director in this process.

Step 2: Hearing Process

A face-to-face meeting between the intern and the Clinical/Training Director shall be held within three (3) working days of the intern's report of a grievance.

If the intern believes the grievance has been resolved after this meeting, then the intern should inform the Clinical/Training Director and Training Committee members of this fact in writing.

If, after the meeting between the intern and the Clinical/Training Director, the intern believes the grievance issue has not been resolved, the below procedure should be pursued.

Step 3: Next Level of Review

The intern must report the fact of an unresolved grievance to the Clinical/Training Director who shall then report to the Training Committee. The Committee consists of all members of the supervisory staff (with the exception of any parties to the grievance, who are excluded from the proceeding). The Clinical/Training Director and the Training Committee shall then meet within five (5) working days to propose a resolution to the grievance. Once such a resolution has been developed, it will be presented to the intern in a meeting with the Clinical/Training Director, which will occur within three (3) working days after the meeting with the Training Committee.

If the intern finds the proposed resolution to the issue is acceptable, this fact shall be signified by the intern in writing and filed with the Clinical/Training Director. If the proposed resolution to the issue is NOT acceptable to the intern, this fact shall be signified by the intern in writing. The Clinical/Training Director shall immediately contact the Training Director at the intern's doctoral program for consultation and assistance in resolving the grievance.

This policy gives interns certain rights. It also obliges them to follow the grievance procedure when a problem arises. Interns are encouraged to avail themselves of this policy if problems arise and avoid malicious discussions or conversations with coworkers, trainees, and volunteers to prevent the spreading of rumors.

APPENDIX V) INTERN PERFORMANCE POLICY AND DUE PROCESS

POLICY

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:

- If an intern falls below a "3" on any learning element at the mid-year evaluation or a "4" on any learning element at the final evaluation, the Due Process will be initiated.
- Ethical violation(s) of the American Psychological Association's current Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/>). Multiple relationships are considered an especially sensitive area of ethical concern.
- 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.

PROCESS

1. Intern performance will be monitored continuously via supervision with the Faulk Center's clinical staff. Supervisors will maintain communication with the Faulk Center's Clinical/Training Director regarding interns' progress and performance. Performance will be formally evaluated twice during the internship year: at midterm and at the end of the year. A written evaluation will be provided by the primary supervisor to the intern and to the Training Director at the intern's doctoral program.
2. Through the supervisory process, supervisors identify growth areas for interns and implement informal supports to ensure they meet the expected competencies at each evaluation period.
3. If at any time a supervisor observes poor performance or lack of progress with informal supports in place, he/she shall share the concern with the intern and alert them that these concerns will be shared with the Clinical/Training Director. The supervisor will report the serious concern to the Clinical/Training Director. If the Clinical/Training Director feels that the concern constitutes conduct unacceptable for an intern, the Clinical/Training Director shall notify the intern in writing that due process procedures are being initiated.
4. Once due process procedures have been initiated, the Clinical/Training Director will schedule a formal hearing within 10 business days regarding the identified problem(s). The Clinical/Training Director will use the time period to solicit additional information as necessary to determine the extent of impairment, lack of progress, or poor performance. The Clinical/Training Director will call a meeting with the intern to obtain their perception of the facts. This period of fact-finding may include, but is not limited to: interviewing other supervisory staff familiar with the intern's work; reviewing chart documents which might be relevant to assessment of conduct, progress, or performance; interviewing non-supervisory

staff; and, if necessary, interviewing any Center clients who may have information pertinent to the intern's conduct.

5. Upon completion of this fact-finding process, the Clinical/Training Director and the intern's primary supervisor shall meet again for consultation. A decision will be made during this hearing meeting as to the course of action moving forward. The intern will be made aware of the decision of the hearing within 3 business days. Three (3) possible decisions may result from the hearing:
 - a) Continue to monitor the intern's work closely in supervision and increase level of supervision as needed.
 - b) Institute a period of probation for the intern, which will include:
 1. a remediation plan,
 2. modification of the intern's duties, if appropriate, and
 3. stipulation of length of probation and development of a schedule to review intern progress on the remediation plan.
 - c) Terminate the intern, with a proposed date of termination.
6. In the case of either probation or termination, the intern, his/her doctoral program Training Director, and APPIC will be informed in writing as soon as possible concerning the decision.
7. In the event of a recommendation to terminate the intern, all efforts will be made to ensure quality and continuity of care to the intern's clients. Until the effective date and time of termination, the intern is still considered a Center trainee and is expected to behave according to the Faulk Center's training requirements and policies and the APA Code of Conduct.
8. In the event of a recommendation for probation, the Clinical/Training Director and the primary supervisor shall meet to review the intern's progress according to the established schedule. If at the end of the probationary period the intern is performing satisfactorily, he/she shall be informed that the period of probation is concluded. If at the end of the probationary period the terms of probation have not been met the Clinical/Training Director with input from the primary supervisor may recommend termination or another appropriate action, e.g., an extension of the program (see the Evaluation of the Interns section of this Handbook). The intern's doctoral program Training Director shall also be informed in writing of the outcome of the probationary period.
9. If the intern wishes to formally appeal any action taken by the Clinical/Training Director, the intern must, within five (5) business days of receipt of the Clinical/Training Director's decision, inform the Chief Executive Officer (CEO) and the Clinical/Training Director, in writing, of such an appeal. When an appeal is made, the intern must provide in writing information supporting the intern's position or concern. Within five (5) business days of receipt of this notification, the CEO will convene a hearing in which the appeal is heard and relevant material is presented. The intern has the right to hear all facts and to dispute or explain the performance concerns. The following attendees will be asked to attend the hearing: the intern complainant, Clinical/Training Director, and members of the Training Committee, which consists of at least two clinical supervisors at the Faulk Center. The CEO in consultation with the Clinical/Training

Director will review all material presented and has the authority to render a final decision regarding the intern's status/recommendations. The CEO must notify the Clinical/Training Director of their final decision in writing within three (3) days of the hearing. The Clinical/Training Director will then notify the intern and the intern's doctoral program regarding what action is to be taken.

Acknowledgment of Receipt and Intent to Comply:

This is to certify that I have received and reviewed all of Faulk’s Policies and Procedures outlined in the Internship Program Handbook. I understand that the Internship Program Handbook’s Policies and Procedures are also available on the Faulk Telehealth Drive. I have been given the opportunity to ask any questions for clarification. My signature and initials below indicate that I intend to comply to the best of my abilities with Faulk’s policies and procedures.

Name

Title:

Signature:
