



2023-2024

# Doctoral Psychology Handbook



*Please note:* The information contained in this handbook is for the 2023-2024 internship cohort. The content is subject to change based on feedback received from APA (American Psychological Association), APPIC (Association of Psychology Postdoctoral and Internship Centers), FAMU Office of Human Resources, and/or other entities as the result of program review and yearly analysis of the proximal and distal data that is collected on each cohort. Interns should refer to the APA Ethical Principles of Psychologists and Code of Conduct, which may be found at: <https://www.apa.org/ethics/code> .

## Handbook Acknowledgment Form

*Instructions:*

After you have read this Training Manual, please detach this page, fill it out, sign, and return to the Training Director.

I, \_\_\_\_\_, certify that I have received and read this training manual. I understand that the information contained in this training manual includes comprehensive information about the internship program, intern responsibilities, FAMU OCS policies, and other pertinent information.

I acknowledge that I have received a copy of the Doctoral Psychology Intern Handbook and that I have been provided the opportunity to ask for clarification and pose questions regarding these documents and the internship program in general.

By signing below, I agree to abide by the terms described herein.

Intern Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

***Received by:***

Training Director Name (printed): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# *Welcome!*

We extend a warm welcome as you become members of the Florida Agricultural and Mechanical University (FAMU) Office of Counseling Services (OCS) and the Rattler FAMUly. Each day of your internship experience will create a new opportunity for increased connectivity and sense of belonging to both the counseling center and the institution at large.

This is an exciting and dynamic program in which to train. It is our priority to foster and maintain a learning/training environment that is supportive, nurturing and challenging for our psychology interns. It is our hope that you will find the internship to be a rewarding experience. We anticipate that this experience will prepare you for entry level psychology practice.

We expect that your training year will significantly contribute to your attainment of a variety of goals. It is an honor to contribute to your personal and professional journey. We look forward to working with you!

Sincerely,

Anika C. Fields, Ph.D.,  
Director  
Licensed Psychologist - PY5119 (FL)

Teion L. Wells Harrison, Ph.D.,  
Senior/Administrative Psychologist & Director of Training  
Licensed Psychologist - PY6689 (FL) and PSY3630 (GA)

# Doctoral Psychology Handbook

This handbook will be a useful resource, providing important information related to the internship program. Please review it often and contact the Director of Training if you have questions.

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### **About FAMU**

Florida Agricultural and Mechanical University (FAMU) was founded October 3, 1887. The university upholds the values of accountability, inclusion, innovation, and integrity. It has a rich, sustained legacy of academic excellence with caring. The main campus is located in Tallahassee, FL and has satellite campuses across the state, including the College of Law in Orlando and the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health with sites in Crestview, Miami, Tampa, and Jacksonville. It is one of the State University System of Florida institutions and is accredited by the Southern Association of Colleges and Schools Commission on Colleges. In 2023, FAMU was ranked 103 in Top Public Schools by the U.S. News and World Report. It is the top public HBCU (Historically Black College and University) for the fourth consecutive year. FAMU enrolls nearly 10,000 students annually from the United States and abroad.

### **About FAMU OCS**

The Office of Counseling Services (OCS) has been accredited by the International Association of Counseling Services (IACS) since 1989. It is the only accredited HBCU counseling service in Florida. We offer services to support students, faculty, and staff throughout their time at Florida Agricultural and Mechanical University. All services offered by OCS are covered through student health fees. OCS is comprised of professionally-trained clinicians dedicated to assist students with a variety of academic and personal concerns in order to foster positive collegiate adjustment.

### **FAMU OCS Mission & Values**

To advance the University's mission, the mission of FAMU OCS is to increase students' academic success, self-awareness, and knowledge of growth and potential challenges of collegiate experiences through mental health counseling, crisis intervention, outreach, consultation, workshops and presentations. We exemplify, and seek to foster within those we serve, the values of courage, diversity, ethics, excellence, respect, scholarship, service and social justice. Being responsive to the needs of our students, we are charged to cultivate and nurture an environment that is safe, confidential and professional.

### **FAMU OCS Vision**

We envision FAMU OCS being recognized as a leading behavioral health provider in the college counseling center community, positively impacting student lives through provision of excellent service, promotion of mental health and addiction treatment parity, elimination of stigma and training masters and doctoral students. We will always be committed to providing a dynamic and engaging approach to counseling, prevention services, programming and consultation.

### **FAMU Non-discrimination Policy Statement**

It is the policy of Florida A&M University that each member of the University community is permitted to work or attend class in an environment that is free from any form of discrimination including race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by State and Federal Statutes. This commitment applies to all areas affecting students, employees, applicants for admission and applicants for employment. It is also relevant to the University's selection of contractors, suppliers of goods and services, and any employment conditions and practices. Questions concerning this policy and about procedures for filing complaints under the

policy should be directed to the university's Title IX Coordinator, located in the Office of Equal Opportunity Programs. Please also see University Regulation 10.103 Non-Discrimination Policy and Discrimination and Harassment Procedures and University 10.112 Consensual Relationships.

Affirmative Action Plan/Programs are available for review by anyone, upon request, during regular business hours (Monday through Friday, 8am-5pm) at the following locations:

### **Office of Human Resources**

Florida A&M University  
211 Foote-Hilyer Administration Center (FHAC)  
Tallahassee, FL 32307  
(850) 599-3611

### **Office of Equal Opportunity Programs**

Florida A&M University  
1700 Lee Hall Drive  
Tallahassee, Florida 32307  
Suite 308  
Phone: (850) 599-3076  
Fax: (850) 561-2862  
Email: titleix@famuedu

### **Accreditation**

The Office of Counseling Services has been accredited by the International Association of Counseling Services (IACS) since 1989. We are a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), and we abide by their application and matching regulations. The internship is not accredited by the American Psychological Association (APA).

### **Internship Overview**

FAMU OCS offers a doctoral internship program in Health Service Psychology that provides supervised training experiences in a university counseling center setting. We will have two doctoral level Psychology Intern positions for the 2023-2024 training year. FAMU OCS interns will have opportunities to provide individual and group psychotherapy, couples therapy (as available), assessments and screenings, outreach, consultation, emergency/crisis intervention, intakes, and supervision of practicum students.

### **Training Model and Philosophy**

The psychology internship at FAMU OCS subscribes to a developmental-practitioner model. This model is guided by the following principles:

- learning as a developmental process
- sequential learning
- learning acquired through professional activities that are experienced while receiving support, training, and feedback
- learning through observation of, and engagement with, professional role models
- progressively increased autonomy and responsibility related to professional development, over the course of the internship year



The training model will reflect:

- interns viewed and regarded as “colleagues in training”
- experiential and didactic learning
  - provided by external and internal professionals
  - provides access to resources internal and external to FAMU OCS and the university
- training experiences
  - progressively build on interns’ skills and competencies obtained during doctoral training
  - include new and unique clinical and service-delivery opportunities that the intern has not experienced
- mentorship and supervision
  - interns choose a mentor
  - interns are assigned an on-site clinical supervisor

### **Program Goals**

**Goal 1:** To train generalist practitioners in the profession of psychology.

**Goal 2:** To facilitate intern development, resulting in competent provision of interventions and services as entry level practicing psychologists.

### **Program Aims**

The primary aim of the internship training program is to adequately prepare doctoral interns to demonstrate competence in various areas of Health Service Psychology. This will be achieved through the provision of university counseling center services. At the end of the internship, interns are expected to be prepared to enter the workforce as a postdoctoral resident or entry-level professional.

Training activities include clinical supervision, group supervision, testing/assessment supervision, supervision of supervision, case consultation, training seminars, and meetings relevant to FAMU OCS and the Division of Student Affairs.

**Aim 1:** Interns will gain knowledge and skills necessary for entry-level, professional psychologist positions

**Aim 2:** To produce practitioners with strong professional identities, who can function effectively and ethically in a variety of agency settings

**Aim 3:** To produce practitioners of psychology who are prepared to provide culturally sensitive service to diverse communities

**Aim 4:** To produce practitioners with strong professional identities, who can function effectively and ethically in a variety of agency settings

### **Core Competencies**

1. **Assessment:** Interns will conduct assessments and use assessment data in case conceptualization, treatment planning, and treatment recommendations.
2. **Intervention:** Interns will establish and maintain a therapeutic relationship that facilitates effective client outcomes. Interns will implement multiple types of effective psychotherapy and psychological interventions, in different modalities, at a level consistent with beginning professional practice.

3. Communication and Interprofessional Skills: Interns will demonstrate effective oral, written and interpersonal communication skills with clients, members of the internship cohort, FAMU OCS Staff, and other stakeholders.
4. Consultation and Interpersonal/Interdisciplinary Skills: Interns will be familiar with, and demonstrate, basic tenets of consultation as related to clinical service delivery.
5. Research: Interns will demonstrate the ability to integrate science and scholarly work, as well as conduct empirical inquiry related to clinical practice and counseling center service delivery.
6. Supervision: Interns will be familiar with concepts of supervision and demonstrate beginning skills.
7. Professional Values, Attitudes & Behaviors: Interns will demonstrate professionalism in all aspects of their role and across all responsibilities.
8. Ethical and Legal Standards: Interns will demonstrate knowledge of ethical and legal standards across various levels, including discipline specific, university, state, and federal.
9. Individual and Cultural Diversity: Interns will demonstrate culturally sensitive knowledge and skills across all areas of practice.

### **Training Requirements & Experiences**

FAMU OCS requires psychology interns to complete a 2000-hour internship with a minimum of 500 hours of direct service. These hours will be acquired through a variety of activities, based on an intern's training goals, identified skills, in conjunction with the needs of the institution and counseling center. As the internship year progresses, interns will receive continued support, along with progressing levels of responsibility. The experiences will be sequential and cumulative, facilitating intern growth from trainee to entry-level professional.

### **Rotations**

- Interns will be required to complete rotations in the following areas: Center for Disability Access and Resources (CeDAR), Veterans Affairs and/or STEM (which may include the College of Engineering, School of Allied Health Sciences, School of Nursing, and College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health).
  - The order of the rotations may vary, given identified need and other factors influencing inter- and intra-departmental decisions.
  - An intern may add a focus element to a rotation (e.g., substance abuse issues experienced by student veterans, student conduct issues, international students, trauma), but this must be vetted and approved by the intern's primary supervisor, Director of Training, and Director of FAMU OCS. This element must be added within the first two weeks of the start of the rotation.
  - Interns may also seek permission to acquire time limited training within other areas of the university (e.g., Career Center, Athletic Department). The experience within

these areas may be on an as needed basis and may occur over the course of the internship year.

### **Clinical Service**

- Intakes and Initial Consultations:
  - Provide approximately three (3) intakes or initial consultations per week
  - Provide these services via telemental health or in person
- Individual and Couples Therapy:
  - Provide these services via telemental health or in person
  - Approximately ten (10) hours per week
- Group Therapy:
  - Co-facilitate at least one on-going group therapy with a senior staff member, fellow intern, and/or practicum student
  - Provided in the fall, spring, and summer semesters, as needed
  - Provide these services via telemental health or in person
- Crisis Intervention:
  - Provide approximately two hours per week of day-time crisis coverage throughout the academic year
  - Provide four (4) hours per week of day-time crisis coverage during the summer months
  - Licensed supervisors and licensed counseling center staff will provide interns with consultation and supervision of crisis related clinical work

### **Outreach & Consultation**

Interns are expected to participate in a minimum of 15 outreach programs or consultation projects over the course of the internship year. Outreach and consultation project(s) may involve up to four hours per week and may involve work during evenings and weekends. When weekend and evening outreach and consultation services are provided, the intern's work schedule will be accommodated to reflect a change in hours worked during the week.

#### Outreach programs:

Outreach programs include: didactic/interactive programs or presentations to classes, student organizations, campus departments, and tabling events. Interns are expected to co-facilitate a minimum of two (2) outreach programs during fall semester with FAMU OCS staff prior to conducting outreach programs or consultation projects independently. Interns are expected to facilitate a minimum of thirteen outreach (e.g., didactic, interactive) presentations over the training year. Outreach programs may be provided based on specific issues and/or needs that have been identified by a requestor. Interns may also develop unique outreach programming based on their interests and issues salient to the university community.

#### Consultation Projects:

Interns may have an opportunity to consult with departments on campus, divisions of the university, and/or student organizations. When consultation services are requested, a needs/program/organization assessment will be developed and conducted by the intern. The assessment must be approved by the intern's mentor, supervisor and the Director of Training. The intern will draft recommendations and suggestions based on the assessment. These results will be

reported to the consultee either in the form of a written report or a formal presentation. Consultation projects may capture data and information that FAMU OCS may utilize in future service to the university. It should be noted that interns may be involved in consultation projects that are at various states of development (e.g., project initiation, monitoring and auditing).

### **Supervision**

1. Individual Supervision: Interns will receive two (2) hours/week of clinical supervision for individual cases, intake evaluations, crisis walk-ins and consultation phone calls. Interns are responsible for contacting their supervisor to make arrangements for making up all missed supervision sessions.
2. Group supervision: Interns will receive two (2) hours/bi-weekly of group supervision with clinical staff. All FAMU OCS trainees, including doctoral interns, will discuss clinical work (e.g., client issues, treatment/intervention strategies, diagnostic conceptualizations) in a group context.
3. Supervision of Supervision: Doctoral psychology interns will conduct supervision of advanced practicum students and provide one (1) hour/bi-weekly of individual supervision for a doctoral level or masters level practicum student across the internship training year. Doctoral psychology interns will also receive one (1) hour/bi-weekly individual supervision regarding their experiences as a supervisor. Doctoral psychology interns will reflect on their supervision style, supervisory theoretical approach, areas of growth and development for themselves and supervisees. Interns will maintain documentation (e.g., supervision logs) of supervision sessions with logs to be co-signed by the intern's supervisor.
4. Group debriefing: Interns will meet with the group leadership team, as needed, for 30 minutes immediately following group. During debriefing, a staff psychologist will facilitate exploration of leader and process-observer reactions to the clients and group process and will help the team of group leaders formulate questions for supervision.
5. Participate in Case Presentation Seminar (supervision of individual work in a group setting): Interns may participate in case conference meetings every other week, or as necessary. They will present a total of four case presentations over the course of the internship year. Interns will receive feedback from the Director of Training, staff members who rotate through the case presentation seminar, and the other interns. Feedback will be provided to interns regarding their case presentations.
6. All staff case consultation/supervision meetings: Interns will consult with staff and other interns about crisis clients, as well as any other clinical service or operational issues that need to be addressed.

### **Mentorship Relationship**

Interns may have the opportunity to shadow FAMU OCS staff members who are liaisons, advisors to student organizations, or committee members. Interns may attend committee meetings or student organization meetings with the staff member, collaborate with the staff member on a project or assignment related to university committees or student organizations, or work with counseling center staff on special projects, which may be time-limited in nature.

Mentorship relationships must be decided upon by the intern and approved by the Director of Training within the first two (2) weeks of the internship year. Mentors and interns will develop a

mentorship plan addressing at least three (3) important personal and/or professional development growth areas.

### **Case presentations**

At a minimum, case presentations should include:

- Identifying Information
- Presenting concerns, including how problem developed and prior coping attempts
- Relevant History of Presenting Problem, Interpersonal History, Family History
- Testing Results, if any
- Diagnosis
- Client goals
- Case Conceptualization
- Summary of treatment, including your assessment of progress
- Theoretical understanding of the case and/or theory behind your treatment approach
- How your understanding of the case and your clinical work is being informed by science
- Impact of client's culture, age, gender, sexual orientation, social class, religion, language, country of origin, and ability status on all aspects of working on and presenting the case, including any cultural research conducted
- Questions (specific issues around which the intern needs support, guidance, or direction)
- References
- An audio clip, video clip or other visual should be included in the presentation

### **Research**

1. Interns may present research that is in progress or that has been recently conducted.
2. The research presentation will occur over the summer during a staff in-service meeting.
3. Interns should include current research in case presentations.
4. Interns should utilize current research to inform clinical work.
5. Interns should utilize current research to inform consultation project(s) and outreaches.

### **Capstone Project**

Interns must complete a capstone project. The project must reflect an innovative response to an identified critical need and/or social justice issue. The focus of the project must be on a micro (individual level), meso (community/university) level, or macro (social structures, ideologies, policies) level. The project must be vetted and approved within first two (2) months of internship. The capstone project will culminate in a formal presentation.

### **Supplemental Learning Experiences**

Interns will:

1. Attend and participate in all of the scheduled training seminars.
2. Participate and present during case conference meetings.
3. Participate in in-service training meetings.
4. Participate in weekly case consultation supervision meetings with all staff.
5. Attend and participate in staff meetings.
6. Participate in cultural conversations, accountability spaces, healing spaces.
7. Attend and participate in meetings with training director.

8. Attend some Division of Student Affairs meetings and events.
9. Attend and participate in assigned consultation meetings.
10. Record all counseling sessions with clients' signed permission. This form will become a part of the client's file.
11. Keep a record of clinical, outreach and supervision hours as well as total hours.

### **Didactics**

Interns will spend a minimum of 2 hours/week in didactic activities. A wide range of formal didactic training experiences will be provided over the course of the internship year. These experiences will complement the intern's comprehensive clinical experiences. Additionally, they will build on an intern's prior experience and training, but also provide new experiences. All didactics are designed to support an intern in obtaining competency toward attainment of goals and objectives, primarily focusing on professional development and service delivery. Input from interns is highly valued as related to the development of topics for didactic trainings for the current internship year, as well as for the next cohort. Interns will also be asked to evaluate the quality and benefit of didactic experiences.

### **Evaluation Activities**

1. Supervisor(s) Evaluations: Interns will receive evaluations from their supervisors three (3) times during the internship year (October, January, and July).
2. Intern evaluation of supervisors, seminars, and training program: All supervisors will be evaluated by the interns after each intern has been evaluated by the supervisor(s). Training seminars will be evaluated each semester and the entire program will be evaluated at the end of the internship.
3. Interns' evaluation of practicum student supervisee: At the end of each semester, interns will complete an evaluation form for the practicum student they are supervising.
4. Supervisee's evaluation of intern as supervisors: Practicum students will evaluate the intern on their role of supervisor.
5. Case Presentation Evaluation: Staff member in attendance during the interns' presentation during case conference meetings will complete the case presentation evaluation along with the training director and fellow interns. The Director of Training will combine all feedback and give to the intern.
6. Seminar Evaluations: Coordinator(s) of each seminar will complete the section of the intern evaluation form pertaining to the topic of her or his seminar. These evaluations will be integrated into the supervisor's evaluation of the intern. A separate evaluation of intern performance and participation seminars will also be completed each semester for each seminar.
7. Forms for Academic Programs: Interns are responsible for submitting all required forms to their doctoral program and making copies for the Training Coordinator at their home institution, FAMU OCS supervisors, and themselves.
8. The Director of Training will provide a letter documenting the completion or lack of completion of the internship to the Director of Clinical Training from the intern's home academic program.

### **Documentation/Record Keeping**

1. Clinical documentation: Interns will document contact with clients within 24 to 48 hours of service. Clients' files are to include all case notes of individual/group sessions and any other



contact the intern had with the client, including phone conversations and communication by email.

2. Documentation of Crisis Services: Crisis documentation must be in the client record by the end of the business day when the client service was provided.
3. Intake reports, consultations, and terminations: Intake reports and consultations should be completed within 48 hours of the service. Termination reports should be completed within 14 days of client's last therapeutic contact or after two (2) no-shows.
4. Releases of information: Confidential information may not be released or discussed with anyone other than OCS staff, without a signed release of information form (except as required by law). The release of information form must be signed and dated by the client and a witness for the form to be valid.
5. Send clinical documentation and documentation of outreach/consultation services to supervisor in Titanium for review. Upon supervisor approval, sign documentation and then forward back to your supervisor for final signature.
6. If any hard copy forms (e.g., walk-in emergency paperwork) are completed by clients, a senior FAMU OCS staff member should review the documentation for completion before it is scanned into the client's record.

### **Use of Titanium & Internship Logs**

Interns must use Titanium in order to maintain a work log of all direct services and activities. Client files are stored in the electronic database (Titanium). All paper copies of relevant client paperwork, such as releases, test data, etc. are scanned and entered within the client's file within Titanium. Files are maintained for seven (7) years as mandated by state law and APA guidelines. Interns should not make any updates or changes to Titanium. Any questions about Titanium, to include troubleshooting issues, must be first directed to the FAMU OCS Assistant Director. If the Assistant Director is not available, the issue should be directed to the FAMU OCS Director.

Interns are to maintain a training and supervision log that reflects hours of supervision received. This log should match information in Titanium.

Interns should ensure that Titanium reflects time away from the office. Interns should request vacation and professional development time in advance by sending an email to the Director of Training, copied to the intern's primary supervisor. The email should request the particular dates needing approval.

### **FAMU OCS Internship Structure**

Director of FAMU OCS  
Anika C. Fields, Ph.D.,  
Licensed Psychologist, PY5119

Director of Training  
Teion L. Wells Harrison, Ph.D.,  
Licensed Senior Psychologist, PY6689

The following staff are not licensed psychologists, but will provide program-specific supervision, consultation, and/or mentorship:

Quantina Washington, M.Ed., L.M.H.C.  
Assistant Director  
Licensed Mental Health Counselor, MH 10845

Alicia Jackson, Ph.D.  
Coordinator Clinical Programs  
Certified QPR Instructor

Dougl-Khan Stancil, M.Ed., L.M.H.C.  
Coordinator of Substance Abuse Services  
Mental Health Professional  
Licensed Mental Health Counselor, MH 11096

Training Committee Members:

Anika C. Fields, Ph.D.  
Alicia Jackson, Ph.D.  
Quantina Washington, M.Ed., L.M.H.C.  
Teion L. Wells Harrison, Ph.D.



**Appendix I:**  
Eligibility, Application Process, and Selection Process

### **Intern Eligibility and Selection**

FAMU OCS encourages all qualified applicants, regardless of sex, race, religion, or physical disability to apply. The FAMU OCS Internship Program is seeking APPIC membership. Applicants must submit the standardized application that may be downloaded from the APPIC website: <https://www.appic.org/>

FAMU OCS abides by all APPIC guidelines. FAMU OCS adheres to the APPIC policy that no individual at this site will solicit, accept, or use any ranking-related information from any internship applicant.

The FAMU OCS intern selection process is designed to identify and choose interns who are well suited to the training opportunities offered in this setting. Ideal candidates will be able to demonstrate interest in and/or potential for development in the areas emphasized by our program.

### **Eligibility of Applicants**

1. Applicants must be currently enrolled in an APA-accredited Ph.D. or Psy.D. program in clinical or counseling psychology (occasionally the program may consider applicants from programs with pending applications for accreditation).
2. Applicants must have completed adequate and appropriate supervised clinical practicum training which must include at least 500 direct clinical contact hours and a minimum of 1000 total clinical hours (as indicated on the AAPI).

NOTE: FAMU OCS is sensitive to the fact that due to the COVID-19 pandemic, applicants may have encountered significant and adverse challenges in accruing 500 direct contact hours at the practicum level. Applicants having experienced hardship resulting in acquiring only 400 direct contact hours will be given equal consideration as those who accrued 500. Applicants may wish to include in their supporting materials, a statement related to the impact of COVID-19 on their ability to accrue a minimum of 500 direct contact hours.

3. Applicants must be in good academic standing in their academic departments.
4. Applicants must have the AAPI readiness form completed by their academic program's director of training with no indications of deficiency and no indications of concern about professionalism or ethical behavior.
5. Applicants must have interests, aptitudes, and prior academic and practicum experiences that are appropriate for the internship's goals and objectives.
6. Applicants must have successfully completed all necessary coursework. Completion of dissertation proposal preferred by December 15 in the year prior to internship.

Eligible candidates are invited to participate in an interview. At this time, no telephone interviews are available. Interviews will be conducted virtually or in-person.

The interview process will include:

- ✦ Meet & Greet with FAMU OCS Director and Director of Training
- ✦ Meet & Greet with FAMU OCS Staff
- ✦ Meet & Greet with Postdoctoral Interns and Practicum Students (*if available*)
- ✦ Overview of the Internship Program

- ✦ Tour of Division of Student Affairs/Center for Access and Student Success (CASS) Building (*for applicants participating in on-site interviews*)
- ✦ Panel Interview/Q&A (1 hour)
- ✦ Interview with FAMU OCS Director and Director of Training/Q&A (1 hour)
- ✦ Meet & Greet with Division of Student Affairs Leadership (*if available*)

### **\*Application Materials**

1. Cover letter indicating the applicant's:
  - internship goals and how FAMU OCS may contribute to applicant meeting these goals,
  - professional goals,
  - specific interest in FAMU OCS as a training site,
  - reasons why applicant believes they would be a good fit for FAMU OCS,
  - strengths and growth areas
2. Curriculum vitae
3. Readiness Form and letter from Training Director verifying that applicant is currently enrolled in an APA-accredited doctoral program in either counseling or clinical psychology
4. Three letters of recommendation (at least two (2) should be from clinical supervisors)
5. Writing sample based on work within the past 24 months. The writing sample should be a psychological report or comprehensive treatment summary
6. Completed AAPI (APPIC Application for Psychology Internship); the APPIC Application for Psychology Internship is the only application that will be used in applicant review and evaluation
7. Graduate school transcripts
8. Undergraduate transcripts

### **\*NOTE:**

- This information should be submitted through the AAPI online portal. No application materials should be directly mailed to FAMU OCS.
- The deadline for submitting application materials follows the APPIC deadlines. Every effort will be made for applications to be reviewed and evaluated so that interns can be notified of their interview status according to dates set forth by APPIC.
- All supporting materials should be provided as a part of the APPIC application.
- All application materials must have appropriate/official signatures.
- Application information is subject to change. Please contact the FAMU OCS Director of Training for current updates prior to submitting your application.

**Appendix II:**  
Stipend, Benefits, Sample Schedule, and Attire

### **Stipend and Benefits**

The internship annual stipend is \$40,000 (this will include student health insurance, dental insurance, vision insurance and mental health counseling, if needed). The stipend is based on a minimum of 1500 hours of work completed in directed training activities. The hours must be completed in no less than 9 months and no more than 24 months. Interns are paid by direct deposit on a bi-weekly basis.

Interns will have:

- access to research databases and the university's library in order to complete or start dissertation while on internship
- an individual office that is fully furnished and equipped with computer, internet access, and voicemail
- professional development leave
- access to wellness and recreation center facilities

### **Breaks & Lunch**

Interns are encouraged to take two (2) 15-minute breaks daily. One (1) hour is allotted for lunch. A daily lunch break is required. All breaks should be indicated on the intern's daily Titanium schedule.

### **Leave**

Interns have the following vacation, sick, administrative leave, and holidays over the course of the internship year:

- 10 vacation days
- 5 sick days
- 5 professional development days
- All official university holidays
- All official university closure days (administrative)

Interns are expected to work on site for 40 hours per week. Interns must use leave time if they are away from campus for a nonwork related reason. Leave requests should be submitted first to the intern's primary supervisor, with final approval given by the Director of Training.

Interns may use informal flex time, which may occur when an intern has been approved to work beyond the 40-hour work week for a specific reason (e.g., after hours outreach programming; before hours event preparation). Use of flex time does not require use of leave time. Flex time must be planned ahead and approved by the intern's supervisor and the Director of Training. Informal flex time must be used during the same week of the before- or after- hours service.

Interns are not eligible for Family Medical Leave Act (FMLA). If the need for maternity/paternity leave arises, the training committee will proactively work with the intern, the intern's graduate program, and APPIC to arrange alternatives (e.g., extending the internship training period).

Interns are responsible for ensuring that leave time is accurately reflected in their daily Titanium schedule. Interns should also ensure that their Titanium schedule reflects time away from the office (e.g., lunch, breaks).

### **Estimated Weekly Service/Activity Hours (total 40)**

<b>Activity</b>	<b>Hours</b>
Individual Supervision	2
Group Supervision or Supervision of Supervision	2
Clinical Seminar/Didactic and Other Trainings	2-3
Staff Meeting	1
Meeting with Director of Training	.5
Meeting with Mentor	.5
Intakes	3
Individual therapy/Couples therapy	10
Crisis/Emergency Services	2
Group therapy/Workshops	2
Outreach activities	1-2
Assessment	2
Rotation Placement	7
Research	1
Clinical Preparation (e.g., record keeping, client planning)	3

NOTE: This is a sample schedule and may be used as a guide for estimating an intern's activity hours per week. Interns should work with their primary supervisor to developing a schedule that is based on their identified training needs and goals. As the internship year progresses, flexibility will be required, given that institution needs, counseling center operations, utilization rates, and the interns' individual training goals will guide decisions about clinical activities and assignments. All activities should be reflected on the intern's Titanium schedule.

### **Professional Attire**

FAMU OCS adheres to a business casual style of dress, whether a staff member is engaged in professional activities or not. Examples of appropriate and inappropriate attire are listed below.

#### Appropriate Attire

Button down shirts  
Blouses  
Polo-style shirts  
Sweaters/cardigans  
Blazers  
Skirts (when seated, undergarments not visible)  
Dresses  
Jeans (without holes)  
Khakis  
Slacks

#### Inappropriate Attire

Shirts that reveal one's midriff  
Tank tops or halter tops  
See through clothing  
Shorts  
Controversial slogans or graphics  
Swimsuits  
Unclean or malodorous attire  
Attire that is extremely wrinkled

If you have questions about attire, please consult with a trusted staff member. If concerns about intern attire arise, the training committee will discuss the matter privately and candidly with the intern. Repeated concerns about attire will result in due process procedures being followed.

**Appendix III:**  
Intern Rights, Intern Responsibilities, Grievance Procedures and  
Due Process Procedures

## **Intern Rights, Grievance Process, and Due Process Procedures**

### **INTERN RIGHTS & RESPONSIBILITIES:**

Over the course of the internship year, psychology interns are expected to further develop and strengthen skills related to the practice of psychology. At all stages of internship training, FAMU OCS assumes the responsibility for providing relevant and rewarding experiences that will contribute to an intern becoming prepared for entry level practice in the field of psychology. The interns have the right to receive clear statements of the standards and expectations by which they are evaluated and to be provided with clear statements about their performance.

Throughout the year, the interns receive two hours of weekly individual supervision. In addition, interns receive supervision for group therapy, supervision for the provision of supervision to the FAMU OCS trainees, supervision during case conferences, and secondary supervision as needed across rotations. During these experiences, interns will be given verbal and written feedback on their performance. Feedback will be formal and informal. Interns have the right to discuss their experiences and raise issues that they feel need to be addressed as related to their internship experience. These meetings will provide opportunities for interns to exercise that right.

### **Interns have the right to:**

- be treated in a fair and nondiscriminatory manner
- receive a clear statement of general rights and responsibilities during orientation
- receive a clear statement of goals, expectations, and requirements for the training experience
- be trained by professionals whose professional services are provided in accordance with the APA ethical guidelines
- be treated respectfully and professionally
- receive opportunities for ongoing evaluation of their performance
- receive verbal and written feedback in evaluation of their performance
- provide verbal and written feedback in evaluation of their training experience
- provide verbal and written feedback in evaluation of the internship supervisors and administrators
- initiate resolution (formally and informally) of problems or concerns related to the training experience
- have timely access to the Director of Training and Director of FAMU OCS, based on the situation
- privacy and respect of one's personal life

### **Interns have the responsibility to:**

- read, understand, and request clarification regarding policies, procedures, and regulations of the university and departments within the university
- read, understand, and request clarification of the statements of rights and responsibilities
- conduct themselves in a manner such that their behavior remains within the scope of the APA Ethical Principles and Code of Conduct, as well as the standards and expectations of: the profession of psychology, Florida A&M University, and FAMU OCS
- demonstrate behavior in accordance with the laws and regulations of the State of Florida



- be open to feedback regarding their performance as an intern and act in accordance with directives and supervisory guidance that is appropriate and relevant to the intern's performance and training needs
- meet training expectations by demonstrating proficiency in the Profession-Wide Competencies established by the Standards of Accreditation for APA

### **GRIEVANCE PROCESS:**

The FAMU Office of Counseling Services has established a grievance procedure that is designed to provide a format for interns to follow, which allows them to make a problem or complaint known, and then pursue a course of action toward resolution of that problem or complaint. These steps follow the FAMU Human Resources guidelines and are outlined in the FAMU OCS Psychology Internship Handbook, which will be given to interns in the first week of their training experience. The procedures involve increased levels of intervention as a problem continues or intensifies and/or contributes to disruption to the training program and operations of FAMU OCS.

Interns will have a monthly meeting with the Director of Training to discuss or air any grievances, offer suggestions, and reflect on their training experience. If interns have a grievance related to the Director of Training, they may request a meeting with the Director of Counseling Services.

The grievance procedure involves an attempt to effectively resolve a dispute or complaint between an intern and a member of the staff, other trainee or the program itself. That process is as follows:

1. The intern is encouraged to first address the problem directly with the person involved. If further discussion is needed, or if the complaint relates to the program, the intern should address the problem with the Director of Training and/or the Director of FAMU OCS.
2. If a resolution is not achieved, the intern should submit a written grievance using the Grievance Form and discuss the problem with the Training Director within seven (7) business days of the event. If the Director of Training is not available within that timeframe (e.g., on leave), the intern must submit the grievance to the Director of FAMU OCS and discuss the problem with the Director after the grievance has been submitted.
3. The intern should receive a written response from the Director of Training (or Director of FAMU OCS) within seven (7) business days of submitting the grievance. If a written response cannot be provided to the intern within seven (7) business days, the intern will be informed as to the reason and will be provided a timeframe within which to expect a written response.

NOTE: In some circumstances, the Director of Training may schedule a joint meeting with the intern and supervisor prior to submitting a written response in order to clarify issues and address the intern's concern. If a resolution is achieved during this meeting, it can be documented using the Grievance Form.

4. If a resolution is not achieved or the intern wishes to challenge the resolution of the Director of Training or other supervisors, the intern may present their grievance, in writing, to the Director of FAMU OCS, the Training Committee, or the Director's designee, within seven (7) business days of receiving the written response from the Director of Training. The intern shall receive a written response from the Director of FAMU OCS within seven (7) business days. If a written response cannot be provided to the intern within seven (7) business days, the intern will be informed as to the reason and will be provided a timeframe within which to expect a written response.

5. If the intern feels that a resolution is not achieved, the intern may present the problem to the Director of the FAMU Office of Human Resources or designee. The intern will then be informed by that office of the subsequent steps that will be taken in attempt to resolve the grievance.

### **DUE PROCESS PROCEDURES:**

The FAMU Office of Counseling Services has established a system for Due Process. This involves documented, progressive steps for the provision of evaluation notice, hearing, and appeal for doctoral psychology interns. These procedures are noted in the FAMU Office of Counseling Services Doctoral Psychology Handbook. More information on these and other policies and procedures for the FAMU Office of Counseling Services internship program may be obtained by contacting the Director of Training.

During the orientation period, interns will receive in writing, the doctoral psychology intern handbook which outlines expectations related to professional functioning. The Director of Training will review these expectations verbally and thoroughly discuss them with the interns.

The following guidelines address performance concerns that would be cause for formal review, informal action, and formal remediation. These processes may result in the intern being terminated from the program if corrective actions are not taken resulting in the concerns being remedied.

A formal review shall be conducted when an intern's performance is inadequate, insufficient, unethical, and/or contributes to potential or actual harm to clients, compromises counseling center operations, or violates policy, protocol, procedures, regulations, or laws. Problem behaviors may also warrant a formal review. Intern performance resulting in a formal review, warrant the development and implementation of formal or informal remediation plans. Remediation plans will be individually tailored in order to address an intern's performance deficits or other problem behaviors. These procedures are not intended to be punitive. An intern's graduate program will be notified that a formal review has taken place and the details of the informal or formal remediation plan will be made available to the graduate program Director of Clinical Training.

Insufficient, inadequate, or unethical performance includes, but is not limited to:

- Skills deficits that are not considered to be reflective of the intern's level of professional development or reflective of their expected level of competency
- An identified problem persists, that has been brought to the intern's attention
- Inability and/or unwillingness to learn and appropriately integrate professional ethical standards into all professional work
- Poor management of personal stress
- A disproportionate amount of training is required
- Evaluation ratings that are unsatisfactory

Problem behaviors include, but are not limited to:

- Sexual Harassment
- Violation of professional codes of conduct for ethical and professional practice
- Violation of professional laws and rules of the state
- Insubordinate behavior

- Exploitive or abusive behavior
- Behavior that is illegal
- Behavior that reflects poor and/or compromised judgment
- Misuse of equipment and/or resources
- Any behaviors not listed elsewhere in this document, but represent infringement on the rights, privileges, and responsibilities of interns, professionals, university volunteers and employees, other members of the community and/or clients of the agency

Due Process procedures are designed to protect and preserve intern rights and are implemented in order to afford the intern with a reasonable opportunity to remediate problems and to receive support and assistance that may contribute to an intern's successful completion of the program. Interns have the right to appeal remediation decisions, both formal and informal. Interns also have the right to file a complaint (grievance) at any time during the internship.

#### Intern Appeal:

An intern may initiate an appeal by contacting the FAMU OCS Assistant Director (or Director in the absence of the Assistant Director) to request an appeal form. The request for the form may be done in person or by email request. Once the completed form is returned to the Assistant Director, the intern will receive a written response indicating receipt of the completed form within seven (7) business days and provide a copy of the appeal to the Director of Training (or the Coordinator of Clinical Programs in the absence of the Director of Training).

Upon receipt of the appeal, the following process will be initiated:

1. Within 10 business days, the Director of Training will convene an Ad Hoc Review Panel consisting of a training committee member, FAMU OCS staff member selected by the intern, and a Student Affairs employee outside of the Office of Counseling Services.
2. The Ad Hoc Review Panel, chaired by the Director of Training, will hear the intern's appeal and any supporting evidence that the intern wishes to make available as a part of the appeal.
3. The intern has the right to hear all facts presented against them and has the opportunity to present a response to those facts. Within 10 business days, the Ad Hoc Review Panel will submit a report to the Director of Training, including recommendations for further action, if warranted. The intern will receive a copy of the report and will be informed of the recommendations. The intern will provide signature indicating that they have received a copy of the report and the recommendations.
4. The Director of Training may choose to: 1) accept the Ad Hoc Review Panel's recommended action(s), 2) reject the Ad Hoc Review Panel's recommended action(s), 3) provide an alternative to the Ad Hoc Review Panel's recommended action(s), or refer the matter back to the Ad Hoc Review Panel for further review, deliberation, and decision making. The intern will be informed of the Ad Hoc Review panel's recommended action(s) and the decision of the Director of Training (e.g., accept, reject, provide an alternative, or refer back) by receipt of a written copy of these actions. If the matter is referred back to the Ad Hoc Review Panel,

- the panel has two weeks to convene and then report back to the Director of Training. The Director of Training will make a final decision regarding action to be taken.
5. The Director of Training, FAMU OCS staff member, intern, and other appropriate stakeholders will be informed in writing of the action taken within five (5) business days. The intern may submit a written response.

University procedures as stated in the University Administrative Manual and/or the Student Code of Conduct may also be applied to the process of identifying performance deficits and/or problem behaviors. Additionally, these resources may be used to guide the formal review process, as well as remediations, appeals, and grievances. The University Administrative Manual will take precedence in the event there is a need for clarity regarding procedures.

### **INFORMAL REVIEW:**

An informal review is held when a supervisor or clinical staff member recognizes an intern's performance or behavior as potentially or actually problematic, it is recommended that the issue should be brought directly to the intern's immediate attention, if feasible and appropriate, consistent with APA Ethics Codes 1.04 and 1.05 (<https://www.apa.org/ethics/code>). The person who identifies the concern should raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. A decision will be made by the Director of Training and the Training Committee about the best course of action to monitor the outcome. This may include increased supervision, didactic training, and/or structured readings. The process will be documented in writing in supervision notes and will be discussed with the intern, but will not become part of the intern's professional file.

### **FORMAL REVIEW:**

If an intern's problem behavior persists following an attempt to informally resolve the issue, or if an intern receives an overall unsatisfactory (or lower) rating on any competency, the following process is initiated:

- 1) Notice of Formal Review: The Intern will be notified in writing that the issue has been raised to a formal level of review and that a Hearing will be held.
- 2) Hearing: The supervisor and the Training Committee will hold a Hearing with the Director of Training and Intern within 10 business days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the Director of Training is the supervisor who is raising the issue, another clinical staff member who is familiar with the intern's work, will be included at the Hearing. The Intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement in response to the identification of the problem.
- 3) The result of the Hearing could be any of the options listed below. This outcome will be communicated to the Intern in writing within 10 working days of the Hearing:

**Option 1:** Issue an "Acknowledgement Notice" which formally acknowledges:

- that the Training Committee is aware of and concerned with the problem;
- that the problem has been brought to the attention of the Intern;
- that the Training Committee will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,

- that the problem is not significant enough to warrant further remedial action at this time.

**Option 2:** Place the intern on a “Remediation Plan” which defines a relationship such that the supervisor(s) and Director of Training actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the Intern. The length of the probation period will depend upon the nature of the problem and will be determined by the Intern’s supervisor and the Director of Training. The written Remediation Plan is shared with the Intern and the Director of Clinical Training at the Intern’s graduate program and includes:

- the actual behaviors or skills associated with the problem;
- the specific recommendations for rectifying the problem;
- the time frame during which the problem is expected to be ameliorated; and,
- the procedures designed to ascertain whether the problem has been appropriately remediated.

This statement will be issued within 10 business days of the hearing and will be shared with the Director of Clinical Training at the intern’s graduate program. The length of the Remediation Plan may be extended if indicated and agreed to by all parties. At the end of the agreed upon remediation period, the Director of Training will provide a written statement indicating whether the problem has been remediated. This statement will become part of the intern’s permanent file and also will be shared with the intern and sent to the Director of Clinical Training at the intern’s graduate program.

**Option 3:** Place the Intern on suspension, which would include removing the Intern from all clinical service provision for a specified period of time, during which the program may support the Intern in obtaining additional didactic training, close mentorship, or engage in some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the Intern’s supervisor and the Director of Training. A written Suspension Plan will be shared with the Intern and the Intern’s Director of Clinical Training at the Intern’s graduate program. The plan will include:

- the actual behaviors or skills associated with the problem;
- the specific actions to be taken for rectifying the problem;
- the time frame during which the problem is expected to be ameliorated; and
- the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period, the Director of Training will provide to the Intern and the Intern’s graduate program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the Intern on a probationary status with a Remediation Plan. This statement will become a part of the intern’s permanent file.

**Option 4:** In the event it is determined by the Training Committee that there is no way to remedy the problem, the intern will be dismissed from the program.

## FAMU OCS Doctoral Internship Grievance Form

Intern Name: \_\_\_\_\_

Date: \_\_\_\_\_

Against whom is the grievance filed?

Briefly describe the event or events that form the basis of your grievance.

Provide date(s) of the alleged event(s) constituting the basis of your complaint:

What specific non-disciplinary remedies are you seeking?

Briefly describe any and all attempt(s) to achieve informal resolution of your complaint, as well as the outcomes of those attempts.

Provide a list of all potential witnesses. Explain their relevance to the situation being grieved:

If available, provide supporting documents attached with your complaint:

Any other relevant comments or information:

Intern Signature: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

## Intern Grievance Resolution Form

Date: \_\_\_\_\_

FAMU OCS personnel completing form: \_\_\_\_\_

Job Title: \_\_\_\_\_

Details of the complaint (or a report may be attached to this form):

Is there reason to investigate further? Yes  No

Outline the reasons why it is/is not necessary to investigate further:

Is the complaint founded? Yes  No

Recommendations to resolve the complaint:

Is the supervisor (or designee) satisfied that the complaint has been resolved? Yes  No

If the complaint has not been satisfactorily resolved, will further attempts be made to resolve the complaint? Yes  No

What further attempts will be made?

Does this matter give rise to a matter in another process (e.g., misconduct process)? Yes  No

If yes, confirm that the matter has been referred to HR or relevant area. Yes  No

Date referred to HR: \_\_\_\_\_ HR Contact person: \_\_\_\_\_

If the complaint has not been resolved and no further actions will be attempted to resolve the complaint, what remaining actions need to be taken?

- Close the complaint as it was unfounded
- Close the complaint as there is no reasonable resolution available
- Refer the matter to Human Resources
- Refer the matter to General Counsel
- Monitor the situation
- Implement an alternate solution

Training Director (or designee): \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix IV:**  
Clinical Seminar/Didactic Calendar  
and Seminar Schedule



## Doctoral Intern Clinical Seminar & Didactics Calendar

Interns are required to attend seminars over the course of the training year. There may be additional learning opportunities afforded to interns. Interns will be notified about these opportunities as they arise.

<b>Date</b>	<b>Time</b>	<b>Topic</b>	<b>Presenter(s)</b>
8/10/2023	10a – 12p 1p – 3p	Orientation to internship program	Internship Training Committee: Dr. Anika Fields (Director, FAMU OCS), Dr. Teion Wells Harrison (Director of Training, FAMU OCS), Quantina Washington (Asst. Director, FAMU OCS), Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS)
8/11/2023	10a – 12p	Orientation to internship program	Internship Training Committee: Dr. Anika Fields (Director, FAMU OCS), Dr. Teion Wells Harrison (Director of Training, FAMU OCS), Quantina Washington (Asst. Director, FAMU OCS), Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS)
8/17/2023	10a-12p	Title IX	Letitia McClellan (Title IX Coordinator, FAMU)
8/24/2023	10a-12p	Rotation Orientation and The Center for Disability Access and Resources (CeDAR)	Quantina Washington (Asst. Director, FAMU OCS) & Deborah Sullivan (Director of CeDAR at FAMU)
8/31/2023	10a-12p	Rotation Orientation and Veterans Affairs/Services to Student Veterans	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS), Louis Dilbert (Director of Military and Veteran Affairs, FAMU) and Shameka Rawls (Asst. Director of Military and Veteran Affairs, FAMU)
9/7/2023	10a – 12p	Rotation Orientation and College of Engineering/Services to STEM students	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS) & Maribel Amwake (Director of Student Engagement at the FAMU-FSU College of Engineering)
9/14/2023	10a – 12p	Office of Equal Opportunity Programs (EOP); Americans with Disabilities Act	Montell Holmes, (ADA Coordinator Equal Opportunity Programs, FAMU)

9/21/2023	10a – 12p	Victim Advocacy and Case Management Services	Shauntavia Clinton (Victim Advocate, FAMU) & Dee Evans (Case Manager, FAMU)
9/28/2023	10a – 12p	Risk Assessment; Law Enforcement and Mental Health Interfaces	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS), Dr. Teion Wells Harrison (Director of Training), & Terence M. Calloway (Chief of Police, FAMU)
10/5/2023	10a- 12p	Mental Health Issues, Access and Care Team, and Student Conduct Matters	Dr. Anika Fields (Director, FAMU OCS) & Antoneia L. Roe, Esq., (Director of Judicial Affairs and Associate Vice President for Student Affairs, FAMU)
10/12/2023	10a – 12p	Group Therapy Skills	Dr. Joshua Gross, PhD, ABPP (Retired)
10/19/2023	10a – 12p	Substance Abuse Assessment & Treatment	Dougl-Khan Stancil M.Ed., L.M.H.C. (Coordinator of Substance Abuse Services, FAMU OCS)
10/26/2023	10a – 12p	Assessment and Consultation Skills; Building a Private Practice around assessment services	Dr. Chika Hooper (Tallahassee Psychology Group)
10/31/2023	10a – 12p	Psychiatric consultations, assessment and psychotropic medication	Dr. Janelle Baker, Psychiatric Mental Health Nurse Practitioner (PMHNP)
11/9/2023	10a – 12p	Art therapy and mental health	Dr. Rachel Mock (Open Path Psychotherapy Collective)
11/16/2023	10a – 12p	Assessment and Treatment of Eating Disorders	Amanda Capece, LMHC and/or Director of Nutrition Services, Ashley Mooney, RD (Better Living Solutions, Inc.)
11/23/2023		Thanksgiving Holiday (no seminar)	
11/30/2023	10a – 12p	Mental Health Issues and African Americans	Dr. Daniel Hollar (Bethune-Cookman University (BCU) Assistant Dean for the College of Nursing and Health Sciences, Associate Professor of Psychology, and Psychology Department Chair)
12/4/2023	10a – 12p	Sponsored Research and Grant Funding	Gloria Spradley-Brown (Director, FAMU Office of Sponsored Programs)
12/7/2023	10a – 12p	Building and Maintaining a Private Practice	LaToya Boyd, M.S., LMHC, (Director & CEO of Learning Alternative Behaviors, Youth and Family Services, LLC)
12/12/2023	10a – 12p	Assessment and Treatment of Trauma	Dougl-Khan Stancil M.Ed., L.M.H.C. (Coordinator of Substance Abuse Services, FAMU OCS)
12/14/2023	10a – 12p	Intensive Treatment Programming	Kelli Mercer (Program Director for Behavioral Health at HCA Florida)

12/18/2023	10a-12p	Child Welfare	Brie Southall (Florida Department of Children and Families Office of Child Welfare)
12/21/2023	10a – 12p	Self-Reflection	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS) & Dr. Teion Wells Harrison (Director of Training, FAMU OCS)
1/4/2024	10a – 12p	Client Navigation	Wesley Thrower, M.S., Ed.S., LMHC (Navigate Team Lead, Apalachee Center)
1/11/2024	10a – 12p	Self-Care	Dr. Anika Fields (Director, FAMU OCS)
1/18/2024	10a-12p	Assessing skills for successful post-internship planning	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS) & Dr. Teion Wells Harrison (Director of Training, FAMU OCS)
1/25/2024	10a – 12p	“Becoming Brain Smart: Understanding brain states and executive skill development”	Kenedria Thurman, (Director of FAMU Educational Research Center for Child Development, Conscious Discipline Certified Instructor)
2/1/2024	10a-12p	Sexual Violence & Sexual Assault Nurse Examiner (SANE) Training	Deborah Lloyd, MSW (Sexual Violence Services Director, Refuge House)
2/8/2024	10a – 12p	Grief 101	Dr. Brenda Rabalais (President/Founder/Therapist - Lee’s Place, Inc.)
2/15/2024	10a-12p	Hypnotherapy	Dr. Russell Kawakami (Director of Clinical Training at Breakthrough Recovery)
2/22/2024	10a-12p	Human subject research oversight and Ethical Research Practices	Dr. Tanise L. Jackson, DVM, DACLAM, CPIA (Director, FAMU Office of Animal Welfare and Research Integrity)
2/29/2024	10a – 12p	“Becoming Career Ready”	Mia Zigler, (Employer Relations Coordinator, Office of Career and Professional Development, FAMU)
3/4/2024	10a – 12p	“In Our Own Voice” (Video Training & Process Discussion)	Jo Dee L. Nicosia, B.S., CRPS (Program Director, NAMI Florida)
3/7/2024	10a – 12p	Motivational Interviewing (MI)	Dougl-Khan Stancil, M.Ed., LMHC, MCAP (Coordinator of Substance Abuse Programming, FAMU OCS)
3/14/2024	10a – 12p	Couples Therapy	Dr. Eliza Belle (Founder of The Life Collective & Director of Psychological and Behavioral Services at the Alabama Department of Health)
3/21/2024	10a – 12p	“No one told me clients might be resistant and challenging”	Dr. Teion Wells Harrison (Director of Training, FAMU OCS)

3/28/2024	10a – 12p	Providing services to persons experiencing domestic violence	Kelly O’Rourke (Director, Domestic Violence Coordinating Council)
4/4/2024	10a – 12p	Question, Persuade, Refer (QPR) Suicide Prevention Training	Dr. Alicia Jackson (Coordinator of Clinical Programs) & Quantina Washington (Asst. Director, FAMU OCS)
4/11/2024	10a – 12p	Enhanced Crisis Intervention Skills	Quantina Washington (Asst. Director, FAMU OCS) & Dr. Teion Wells Harrison (Director of Training, FAMU OCS)
4/18/2024	10a – 12p	Healthy lifestyle behaviors and illness prevention: Influences on mental health	Dr. Lisa H. Gardner, DNP, MSN, APRN, FNP-C (FAMU School of Nursing)
4/25/2024	10a – 12p	Death by suicide in college students	Dr. Thomas Joiner (Robert O. Lawton Distinguished Professor of Psychology Director, Florida State University (FSU) Psychology Clinic)
5/2/2024	10a – 12p	Grief and Trauma	Dr. Brenda Rabalais (President/ Founder/ Therapist - Lee’s Place, Inc.)
5/2/2024	3p – 4p	Using Social Media in Psychotherapy	Dr. Janae Taylor (Minding My Own Black Business Podcast, Founder)
5/9/2024	10a – 12p	Administration and Management	Dr. William Hudson (Vice President for Student Affairs, FAMU)
5/16/2024	10a – 12p	Mental Health Awareness and Trauma Informed Care	Online Training and Webinar by Shayna Ginsburg, Psy.D. (Palm Beach County Youth Services)
5/23/2024	10a – 12p	Advocacy and Administration in University Counseling Centers	Dr. Anika Fields (Director, FAMU OCS)
6/6/2024	10a – 12p	“Imposter Syndrome: Faith over Fear”	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS)
6/13/2024	10a – 12p	“Things mental health providers don’t talk about, but should”	Quantina Washington (Asst. Director, FAMU OCS)
6/20/2024	10a – 12p	Men and Grief	Dr. Brenda Rabalais, (President/ Founder/Therapist - Lee’s Place, Inc.)
6/27/2024	10a – 12p	“The importance of physical and mental health”	Dr. Maria U. Okeke (Professor, FAMU Department of Health and Physical Education) & Dr. Kristine Fleming (Professor, FAMU Department of Health and Physical Education)
7/1/2024	10a – 12p	Forensic Assessment	Dr. Teion Wells Harrison (Director of Training, FAMU OCS)

7/11/2024	10a – 12p	Dialectical Behavior Therapy (online/pre-recorded training courtesy of Palm Beach County Youth Services and process discussion)	Dr. Paola Granados-Radlick (Owner & Founder of Frame of Mind Psychology, P.A.)
7/18/2024	10a – 12p	Serving members of the LGBTQIA+ community/ Victim Advocacy	Hannah Cronic, (Assistant Director, FSU Department of Student Support and Transitions)
7/25/2024	10a – 12p	Self-Care	Dr. Anika Fields (Director, FAMU OCS)
8/1/2024	10a – 12p	EMDR & Trauma	Lauren Walker, LCSW
8/5/2024	10a – 12p	Review and Wrap-Up	Dr. Anika Fields (Director, FAMU OCS) & Dr. Teion Wells Harrison (Director of Training, FAMU OCS)

### Doctoral Intern Didactic/Seminar Schedule

Activity	Fall Semester	Spring Semester	Summer Semester
Clinical Seminar	Weekly	Weekly	Weekly
Diversity/Multicultural Issues	Bi-weekly	Bi-weekly	Weekly
Professional Development	Weekly	Weekly	Bi-weekly
Group Supervision	Bi-weekly	Bi-weekly	Bi-weekly
Supervision of Supervision	Bi-weekly	Bi-weekly	Bi-weekly
Research	Bi-weekly	Bi-weekly	Bi-weekly

### Thursdays

Time	What	Frequency	Presenter(s)
10a – 12p	Clinical Seminar & Didactics	Weekly during fall, spring, and summer	Various Presenters (see clinical seminar and didactic calendar for details)
1p – 3p	Group Supervision	Bi-weekly during fall, spring, and summer (even weeks)	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS) & Dr. Teion Wells Harrison (Director of Training, FAMU OCS)
1p – 3p	Supervision of Supervision	Bi-weekly during fall, spring, and summer (odd weeks)	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS) & Dr. Teion Wells Harrison (Director of Training, FAMU OCS)
3p – 4p	Professional Development	Weekly during fall and spring; bi-weekly during summer	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS), Dr. Teion Wells Harrison (Director of Training, FAMU OCS), & Dr. Anika Fields (Director, FAMU OCS)

## Fridays

Time	What	Frequency	Presenter(s)
10a – 11a	Diversity/ Multicultural Issues	Bi-weekly during fall and spring; Weekly during summer	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS) & Dr. Teion Wells Harrison (Director of Training, FAMU OCS)
11a – 12p	Research Seminar and Writing Hour	Bi-weekly during fall, spring, and summer	Dr. Alicia Jackson (Coordinator of Clinical Programs, FAMU OCS)

### Overview of Seminar Topics

- **Clinical**
  - Psychological assessment
  - Clinical skills development and building
  - Group and Workshop development
  - Working with specialized populations
- **Diversity/Multicultural Issues** (e.g., cultural sharing and clinical implications of culture, enhancement of cultural knowledge and understanding, multicultural case conceptualization)
  - Requires a culminating rotation presentation (formal presentation to FAMU OCS and other invited guests)
  - Presentation should take into consideration Public Interest guidelines and standards put forth by the American Psychological Association, which provide rationale and guidance for advancing multiculturalism, diversity, and social justice in psychological education, research, practice
  - This must be different than the Capstone Project
- **Professional Development**
  - Ethics
  - Administrative
  - Self-care
  - Policy & Practice
  - Professional Transitions (e.g., student, to intern, to postdoc, to independent practitioner)
- **Group Supervision**
  - Peer Consultation
  - Discussion of clinical work (e.g., challenges, successes)
- **Supervision of Supervision**
  - Developing and reflecting a supervision framework
  - Discussion of experiences as supervisors
  - Review of supervisees clinical work (e.g., review video recordings)
- **Research**
  - Dissertation work
  - Research relevant to clinical work
  - Empirical/analytical exercises related to OCS services and operations
  - Research and Application

**Appendix V:**  
Self-Assessment and Evaluations

## Intern Self-Assessment

Provide comments related to your skills and abilities in each of the following areas. Your comments will help you and your supervisor collaboratively develop your training plan. The plan will be revisited over the course of the training year, allowing for it to be amended as needed.

### Assessment

Strengths in this area:

Growth areas:

Goals to improve competencies in this area:

Support needed:

### Intervention

Strengths in this area:

Growth areas:

Goals to improve competencies in this area:

Support needed:

### Consultation

Strengths in this area:

Growth areas:

Goals to improve competencies in this area:

Support needed:

### Outreach Presentations

Strengths in this area:

Growth areas:

Goals to improve competencies in this area:

Support needed:

### Supervision

Strengths in this area:

Growth areas:

Goals to improve competencies in this area:

Support needed:

### Crisis/Emergency Services

Strengths in this area:

Growth areas:

Goals to improve competencies in this area:

Support needed:

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_



## Evaluations

Internship supervisors and seminar leaders will meet at least twice per month to discuss supervision of interns and the intern progress. The intern evaluation system includes both informal and formal evaluation procedures. Formative evaluation of interns will include:

- Intensive daily and weekly evaluation by supervisors as part of the supervisory experience
- Weekly meetings
- To discuss the progress of each intern at a scheduled supervisors' meeting. Comments and feedback from individual supervisors, clinical staff, and administrative staff will be shared with primary supervisors. Primary supervisors will share feedback from these meetings with interns.

### **Written evaluation of interns**

Interns will receive written evaluations three (3) times during the internship year (October, January, and July). Interns will receive written feedback from supervisors and seminar leaders. Written feedback will be accompanied by verbal feedback and will reflect complete competency-based evaluation of interns. The intern's primary supervisory will incorporate single competency evaluations into the full evaluation. Following a review of the evaluation form by the primary supervisor, all parties must sign the full evaluation form, including the Director of Training and the Director of Counseling Services. Evaluation summaries reflecting the intern's progress will be sent to the interns' respective graduate program. The Director of Training will meet with each intern to review and discuss the evaluation summary before it is sent to the Training Director of their doctoral program.

**Minimal Level of Achievement:** In order to successfully complete the program, interns must have achieved an average of "3" across all competencies. No item should fall below a rating of 3. Ratings below 3 should not constitute a majority proportion of the elements within any one category. Ratings below 3 on any item will be discussed with the Training Committee for individualized remediation planning.

References for conceptualizing expected levels for entering doctoral level interns can be found in: Hatcher, R. L., Fouad, N. A., Grus, C. L., Campbell, L. F., McCutcheon, S. R., & Leahy, K. L. (2013). Competency benchmarks: Practical steps toward a culture of competence. *Training and Education in Professional Psychology*, 7(2), 84–91. <https://doi.org/10.1037/a0029401>

References for conceptualizing the Benchmarks Model and its application in professional psychology training programs can be found in: Kaslow, N.J., Grus, C.L., Campbell, L.F., Fouad, N.A., Hatcher, R.L., Rodolfa, E.R. (2009). Competency assessment toolkit for professional psychology. *Training and Education in Professional Psychology*. Vol 3(4, Suppl), Nov 2009, S27-S45. doi: 10.1037/a0015833

### **Written evaluation of supervisors**

Interns will independently provide written evaluations of their supervisors in October, January, and July. Interns should provide verbal feedback along with written feedback, to supervisors. Following the feedback session, both parties sign the form and submit it to the Director of Training.

### **Evaluation of Seminars**

Every week, interns will independently complete a seminar evaluation form for each seminar that occurred during that week. The evaluation should include feedback related to clinical relevance, professional benefit, preparedness/quality of the seminar leader(s), and suggestions for improvement/changes to future seminars.

### **Evaluation of the Internship Program**

At the end of the training year, interns will complete a formal, detailed Internship Evaluation, reflecting their overall internship experience. Synopses of numerical and narrative results are shared with the Training Committee after the conclusion of the internship year.

## Intern Evaluation

Please evaluate the intern using the rating scale below. Indicate the number that best reflects that intern's competence and performance at the time of the evaluation. Consider the intern's level of training when assigning ratings. Indicate N/A if not applicable.

**-1- Unacceptable/No demonstration of competence:** Intern presents with limited knowledge and understanding.

**-2- Needs improvement/Developing Competence:** Intern has situational, theoretical, and practical awareness. Intern is aware of skills that can be used but effective application of skills is limited. Support is needed to guide intern's effective performance.

**-3- Meets Expectations/Competence:** Intern is demonstrating mastery and the ability to effectively cope with and manage many contingencies.

**-4- Exceeds Expectations/Above Competence:** Proficiently understands and applies skills and knowledge. Consistently demonstrates ability to perform autonomously. Demonstrates readiness for transition to entry-level practice.

**-5- Outstanding/Advanced Competence:** Intern no longer relies on an analytic principle (rule, guideline, maxim) to understand the situation and engage in an appropriate action. Performs at the level of entry-level practice.

**-N/A-Not applicable:** The competency or skill set is not applicable to the intern; the internship does not provide the opportunity to evaluate the skill and/or the skill has not yet been observed.

Minimal Level of Achievement: In order to successfully complete the program, interns must have achieved an average of "3" across all competencies. No item should fall below a rating of 3. Ratings below a 3 should not constitute a majority proportion of the elements within any one category. Ratings below 3 on any item will be discussed with the Training Committee for individualized remediation planning.

### ASSESSMENT METHOD(S) FOR COMPETENCIES

(evaluator should check all that apply)

\_\_\_\_\_ Direct Observation

\_\_\_\_\_ Videotape

\_\_\_\_\_ Audiotape

\_\_\_\_\_ Case Presentation

\_\_\_\_\_ Other (describe): \_\_\_\_\_

\_\_\_\_\_ Review of Written Work

\_\_\_\_\_ Review of Raw Test Data

\_\_\_\_\_ Discussion of Clinical Interaction

\_\_\_\_\_ Comments from Other Staff

### I. Assessment

1. Constructs assessment battery based on client needs, using evidence-based practice \_\_\_\_\_

2. Administers and scores various structured psychological and educational tests \_\_\_\_\_

3. Integrated reports use clear, concise, accurate, and strength-based language \_\_\_\_\_

4. Interprets and elucidates data into fully integrated reports \_\_\_\_\_

5. Completes all written assignments and reports within required timeframes \_\_\_\_\_
6. Develops individualized and practical recommendations across systems \_\_\_\_\_
7. Provides assessment feedback in a clear, professional, and strength-based manner \_\_\_\_\_
8. Provides assessment feedback in a culturally competent manner \_\_\_\_\_
9. Completes all feedback sessions within required timeframes \_\_\_\_\_
10. Clinical interviews are comprehensive, culturally competent and trauma-informed \_\_\_\_\_
11. Diagnostic impressions are formed using various sources of data \_\_\_\_\_

## **II. Intervention**

1. Implements evidence-based psychological interventions \_\_\_\_\_
2. Executes trauma treatment protocol, crisis protocol, or emergency protocol \_\_\_\_\_
3. Executes basic cognitive treatment techniques \_\_\_\_\_
4. Executes basic behavioral treatment techniques \_\_\_\_\_
5. Stays abreast of research trends and incorporates this knowledge into practice \_\_\_\_\_
6. Serves as a consultant to other professionals providing care to an individual \_\_\_\_\_
7. Collaborates and serves in the role as a consultee with other professionals \_\_\_\_\_
8. Conceptualizes cases from at least two theoretical frameworks \_\_\_\_\_
9. Case conceptualizations and treatment planning reflect multicultural awareness \_\_\_\_\_
10. Establishes rapport with clients \_\_\_\_\_
11. Collaborates with clients in treatment planning \_\_\_\_\_
12. Collaborates with clients in determining the course of therapy \_\_\_\_\_
13. Therapeutically challenges the client when necessary \_\_\_\_\_
14. Makes internal referrals as appropriate \_\_\_\_\_
15. Makes external referrals as appropriate \_\_\_\_\_
16. Terminates treatment when appropriate \_\_\_\_\_

## **III. Professional Values, Attitudes, and Behavior**

17. Performs as an entry level psychologist \_\_\_\_\_
18. Advocates for the profession and client service delivery \_\_\_\_\_
19. Conducts effective and timely outreach programming \_\_\_\_\_
20. Mentors externs and provides constructive feedback regarding clinical activities \_\_\_\_\_
21. Identifies areas of growth and development \_\_\_\_\_
22. Engages in self-care \_\_\_\_\_
23. Responds professionally in increasingly complex situations \_\_\_\_\_
24. Demonstrates greater degree of independence as internship training progresses \_\_\_\_\_
25. Effectively consults with other professionals (internal and external) \_\_\_\_\_
26. Completes work tasks on time \_\_\_\_\_
27. Is prepared for meetings \_\_\_\_\_
28. Uses time effectively \_\_\_\_\_
29. Handles stressful situations tactfully \_\_\_\_\_
30. Accepts constructive feedback. \_\_\_\_\_
31. Develops and maintains positive relationships \_\_\_\_\_
32. Is able to adapt to changes \_\_\_\_\_

## **IV. Ethical and Legal Standards**

33. Identifies ethical issues in practice \_\_\_\_\_

34. Understands the implications of ethical dilemmas \_\_\_\_\_
35. Seeks supervision regarding ethical dilemmas and decision making \_\_\_\_\_
36. Implements ethical decision making \_\_\_\_\_
37. Practices ethically, based on APA, federal, state, and institutional requirements \_\_\_\_\_
38. Stays abreast of current ethics research \_\_\_\_\_

#### **V. Individual and Cultural Diversity**

39. Identifies, understands, and incorporates diversity and multicultural issues into treatment, interventions, conceptualizations, and therapeutic/professional relationships \_\_\_\_\_
40. Stays abreast of current research regarding diversity and multiculturalism \_\_\_\_\_
41. Self-reflects regarding impact of cultural diversity upon self \_\_\_\_\_
42. Self-reflects regarding diversity within the therapeutic relationship \_\_\_\_\_

#### **VI. Research**

43. Incorporates research into current practice \_\_\_\_\_
44. Incorporates research into presentations \_\_\_\_\_
45. Incorporates research into workshops and group therapy \_\_\_\_\_
46. Conducts research or inquiries related to scientific activities toward degree completion, clinical work, and/or counseling center service delivery \_\_\_\_\_
47. Critically evaluates research or other scholarly activities \_\_\_\_\_

#### **VII. Communication and Interprofessional Skills**

48. Verbal communication is effective \_\_\_\_\_
49. Verbal communication fits audience and matches purpose \_\_\_\_\_
50. Written communication is effective \_\_\_\_\_
51. Written communication fits audience and matches purpose \_\_\_\_\_
52. Demonstrates thorough grasp of professional language and concepts \_\_\_\_\_
53. Develops and maintains effective relationships with a wide range of individuals \_\_\_\_\_
54. Navigates difficult communication effectively and respectfully \_\_\_\_\_

#### **VIII. Supervision**

55. Understands at least two (2) supervision models \_\_\_\_\_
56. Utilizes supervision meetings effectively \_\_\_\_\_
57. Implements feedback from supervision \_\_\_\_\_
58. Applies supervisory skills in direct or simulated practice \_\_\_\_\_
59. Requests supervision when needed \_\_\_\_\_
60. Initiates discussion related to supervisory needs \_\_\_\_\_

#### **IX. Consultation and Interpersonal/Interdisciplinary Skills**

61. Demonstrates ability to understand effective consultation models and practices through research, and discussion in supervision \_\_\_\_\_
62. Demonstrates ability to implement effective consultation through interactions with other professionals \_\_\_\_\_
63. Establishes and maintains effective working relationships with stakeholders involved in student success \_\_\_\_\_

Comments regarding intern's participation in didactics/seminars:

Comments regarding any areas and/or skill sets not addressed by the above criteria:

Comments on intern's exceptional strengths relative to expected performance at this level of training:

Comments regarding any areas of significant deficit for the intern (for example, as indicated by ratings of 2 or lower in any area) with recommendations for how this will be remediated (e.g., enhanced supervision, additional didactic training, reduction in caseload, readings):

Intern's comments related to this evaluation and period of training:

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Training: \_\_\_\_\_ Date: \_\_\_\_\_

The above signatures indicate that the intern has read this feedback form and that the supervisors and intern have discussed it. The signatures do not necessarily imply total agreement on the intern's performance.

## Supervisor Evaluation

Intern: \_\_\_\_\_ Date: \_\_\_\_\_  
Supervisor Name: \_\_\_\_\_ Primary \_\_\_ Training \_\_\_ Rotation \_\_\_ Group \_\_\_

Use the scale below to provide responses to the following questions. Indicate N/A if not applicable.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1	2	3	4	5

### **Supervisory Relationship**

1. Is available \_\_\_\_\_
2. Is accessible \_\_\_\_\_
3. Provides the appropriate level of support \_\_\_\_\_
4. Creates a comfortable environment in which I can be vulnerable \_\_\_\_\_
5. Corrective feedback is provided \_\_\_\_\_
6. Provides appropriate challenges \_\_\_\_\_
7. Helps me feel self-affirmed \_\_\_\_\_
8. Identifies growth edges \_\_\_\_\_
9. Identifies mistakes I have made \_\_\_\_\_
10. Helps me use mistakes and growth edges to improve as a practitioner \_\_\_\_\_
11. Self-disclosure is appropriate \_\_\_\_\_
12. Assists me in understanding my approach to clinical practice within the role and scope of the counseling center \_\_\_\_\_
13. Helps me with intra-university cross-campus collaboration \_\_\_\_\_

### **Clinical Work/Service Delivery**

14. Helps me conceptualize cases \_\_\_\_\_
15. Helps me see case complexity \_\_\_\_\_
16. Helps me perform appropriate risk assessment \_\_\_\_\_
17. Encourages discussion of diagnostic classifications/systems, psychopathology, client strengths, and presenting symptoms \_\_\_\_\_

### **Multiculturality and Diversity**

18. Helps me address issues related to diversity and multiculturalism \_\_\_\_\_
19. Explores personal background and history, including socio-cultural factors, which may affect my work with clients \_\_\_\_\_

### **Research**

20. Stays current on research \_\_\_\_\_
21. Values relevant scholarship and research \_\_\_\_\_
22. Facilitates dialogue about application of research in clinical practice \_\_\_\_\_

**Ethics and Legal Standards**

- 23. Is aware of ethical and legal considerations and provides guidance around navigating these concerns as they become relevant \_\_\_\_\_
- 24. Helps me to cultivate an ethical decision-making process that is methodical and organized \_\_\_\_\_
- 25. Encourages me to consult about ethical/legal concerns \_\_\_\_\_
- 26. Promotes reflection on the impact of my personal values as relevant to ethical clinical practice \_\_\_\_\_
- 27. Normalizes my experiences as an intern \_\_\_\_\_
- 28. Supervision contributes to my effectiveness as a practitioner \_\_\_\_\_

**Communication & Interprofessional Skills**

- 29. Advances my ability to work effectively as a part of counseling center staff \_\_\_\_\_
- 30. Helps me develop multidisciplinary and interdepartmental relationships \_\_\_\_\_
- 31. Communicates clear expectations \_\_\_\_\_
- 32. Provides timely, clear, constructive, and direct feedback \_\_\_\_\_
- 33. Solicits feedback, is receptive to feedback, and uses it to enhance supervision \_\_\_\_\_

Comments:

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_



**FAMU OCS  
INTERNSHIP PROGRAM EVALUATION FORM**

Training Year \_\_\_\_\_ Mid-Year \_\_\_\_ End of Year \_\_\_\_ Date Evaluation Completed \_\_\_\_\_

Please use the Likert Scale to rate the quality of the training program. Indicate N/A if not applicable.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

1. The direct service experiences available were of high quality: \_\_\_\_\_
2. Quality and usefulness of special topic seminars: \_\_\_\_\_
3. Approachability and helpfulness of supervisor(s): \_\_\_\_\_
4. Use the same five-point scale to rate the following aspects of the internship program:  
\_\_\_\_ Acceptance by staff  
\_\_\_\_ Expertise of psychology staff  
\_\_\_\_ Expertise of supervision  
\_\_\_\_ Program evaluation opportunities  
\_\_\_\_ Assessment experience  
\_\_\_\_ Intervention experience  
\_\_\_\_ Training opportunities  
\_\_\_\_ Orientation to FAMU OCS Internship Program  
\_\_\_\_ Individual and cultural diversity  
\_\_\_\_ Experience in consultation  
\_\_\_\_ Opportunity for professional development  
\_\_\_\_ Overall quality of internship program

Comments:

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1. What did you identify as strengths of this internship?

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2. What did you identify as weaknesses of this internship?

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3. Please give any suggestions that could be used to help next year's interns and/or the internship program:

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(Optional) Intern Name: \_\_\_\_\_

(Optional) Intern Signature: \_\_\_\_\_

**NOTE:** Return this form to the Director of Training

## Case Presentation Evaluation

Intern: \_\_\_\_\_ Case Presentation Date: \_\_\_\_\_

Rate case presentation according to the following areas, using the following rating scale:

1= Inadequate    2= Fair    3= Satisfactory    4=Good    5=Excellent    N/A

	Area	Rating
1.	Identifying Information	
2.	Presenting concerns, including details about problem/issue and attempts to cope	
3.	Relevant History of Presenting Problem	
4.	Interpersonal History	
5.	Family History	
6.	Impact of client's culture, age, gender, sexual orientation, social class, religion, language, country of origin, and ability status	
7.	Assessment findings, if any	
8.	Diagnosis	
9.	Client Goals	
10.	Case Conceptualization and Theoretical Understanding of Case	
11.	Summary of Treatment/Assessment of Progress	
12.	How clinical work is informed by science	
13.	Questions (specific issues requiring support, guidance, or direction)	
14.	References/Resources	
15.	Inclusion of audio clip, video clip or other visual	

Comments:

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**FAMU Office of Counseling Services  
Doctoral Internship**

**Seminar Series/Didactic Experience Evaluation**

Seminar/Didactic Title: \_\_\_\_\_  
Presenter(s) Name: \_\_\_\_\_ Date of Seminar/Didactic: \_\_\_\_\_  
Intern: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

Please evaluate the seminar or didactic experience using the rating scale below. Your feedback will be helpful in planning future seminars and didactic trainings.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

1. The seminar/didactic topic was interesting and relevant to my training. \_\_\_\_
2. The seminar/didactic included information based on current literature, theory, recognized standards of practice, and/or research. \_\_\_\_
3. I now have a better understanding of the topic. \_\_\_\_
4. I understand how I might apply the topic to clinical work. \_\_\_\_
5. Supportive materials were useful and relevant. \_\_\_\_
6. The presenter(s) was/were organized and well prepared. \_\_\_\_
7. The presenter(s) was/were responsive to questions. \_\_\_\_

What was most helpful/useful about the experience?

Suggestions for improvement:

Would you recommend this seminar/didactic be offered to the next cohort of interns?  
\_\_\_yes \_\_\_no

Why or why not?

Please provide recommendations for future seminar/didactic trainings.

## Director of Training Evaluation

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please rate the following factors as you think they apply to the Director of Training. Use the Likert scale below. Indicate N/A if not applicable.

Strongly Disagree 1	Disagree 2	Neither Agree or Disagree 3	Agree 4	Strongly Agree 5
---------------------------	---------------	-----------------------------------	------------	------------------------

1. Is available \_\_\_\_\_
2. Is supportive/encouraging \_\_\_\_\_
3. Is approachable \_\_\_\_\_
4. Knowledgeable about clinical issues \_\_\_\_\_
5. Knowledgeable about training processes \_\_\_\_\_
6. Establishes a trusting environment \_\_\_\_\_
7. Is flexible to needs of trainees \_\_\_\_\_
8. Able to appropriately confront \_\_\_\_\_
9. Advocates for interns and their training needs \_\_\_\_\_
10. Demonstrates appropriate use of power \_\_\_\_\_
11. Is respectful of diversity/individual differences \_\_\_\_\_
12. Refers to appropriate resources \_\_\_\_\_
13. Is organized \_\_\_\_\_
14. Resolves issues/remedies problems effectively \_\_\_\_\_

Please describe the Director of Training's areas of strength.

Please provide feedback about areas in which the Director of Training needs to improve.

Intern Name: \_\_\_\_\_

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Training: \_\_\_\_\_

Director of Training Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## CAPSTONE Project Evaluation

Intern: \_\_\_\_\_ Date of Presentation: \_\_\_\_\_

Project Title: \_\_\_\_\_

### Introduction to problem/issue

Is the reason for this project adequately described?

Does the introduction provide a substantive discussion of the targets/areas of emphasis?

Does the introduction provide information on the benefit of the Capstone Project?

### Description of the Problem

What is the problem being addressed?

Is the problem appropriately and explicitly defined?

Is the problem operationally and contextually defined?

Level of problem being addressed?

What are the guiding principles of the project? Why were these guiding principles chosen?

Were challenges identified and addressed?

Are there goals and objectives selected to measure the impact of the project?

Is the design of the project adequate for achieving the stated objectives and/or addressing the problem?

Was relevant literature reviewed and critiqued?

Was the capstone project presented clearly and succinctly?

Were recommendations for future application were presented?

Does the presentation provide a complete overview of the implementation or proposed implementation of the project, to include describing the project's strengths and weaknesses?

Does the project contribute to the advancement of the profession?

Capstone project is considered:  acceptable  unacceptable

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

## Internship Completion Requirement Checklist

Intern: \_\_\_\_\_ Date: \_\_\_\_\_

- Received an average of satisfactory or better on all evaluations
- At least 25% of time was spent in direct service delivery
- Completed 2000 total hours

Total hours completed: \_\_\_\_\_ Direct service hours completed: \_\_\_\_\_

Activity	Total number of hours	Fall hours	Spring hours	Summer hours
Individual Therapy				
Group Therapy				
Couples Therapy				
Consultations				
Workshops				
Outreach activities/events				
Crisis/Emergency Sessions				
Assessments				

- Equipment and office left in good condition
- All clinical documentation completed
- Capstone project completed and presented
- Case presentations completed (4)
- Didactic presentations completed (2)
- Outreach programming (at least 15, unless a smaller number was previously approved)
- Presentation on multicultural/diversity
- Dissertation progress during internship year, if appropriate (e.g., data gathering, analysis, defense)

Signature of intern: \_\_\_\_\_ Date: \_\_\_\_\_

Verified by Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix VI:**  
Post-Internship Survey Consent and Post-Internship Contact Information



## Post-Internship Survey Consent & Intern's Post-Internship Contact Information

I, \_\_\_\_\_ (name of intern), provide permission for the FAMU Office of Counseling Services to send me follow-up surveys assessing the internship experience following completion of my internship year. To facilitate this process, I am providing my immediate post-internship contact information below.

Signature \_\_\_\_\_ Date \_\_\_\_\_

### POST-INTERNSHIP CONTACT INFORMATION

<b>Name</b>	
<b>Address</b>	
<b>Phone Number</b>	
<b>Email</b>	

**FAMU Office of Counseling Services**  
Post-internship Survey  
(1+ years follow-up)

Please email the completed survey to [teion.wellsharrison@famuedu](mailto:teion.wellsharrison@famuedu) (Teion Wells Harrison, Ph.D. – Director of Training).

Name: \_\_\_\_\_ (optional) Today's Date: \_\_\_\_\_

1. Year Internship completed at FAMU OCS \_\_\_\_\_
2. Initial Post-internship employment setting \_\_\_\_\_ (use setting code at the end of this form)  
2.a Initial Post-internship job title \_\_\_\_\_
3. Current employment setting \_\_\_\_\_ (use setting code at the end of this form)  
3.a. Current job title \_\_\_\_\_
4. Year doctoral degree completed \_\_\_\_\_
5. Professional achievements: Licensure obtained \_\_\_\_\_ (year)  
Fellow status \_\_\_\_\_ Diplomate \_\_\_\_\_ Other \_\_\_\_\_
6. Are you currently involved in any professional leadership roles? No \_\_\_ Yes \_\_\_
7. What types of roles? \_\_\_\_\_
8. In what national, state, or local professional organizations are you actively involved currently?  
\_\_\_\_\_  
\_\_\_\_\_

Questions 1 – 9 below address your experiences during your internship, as well as your current professional experiences.

Please indicate your agreement with the following statements, using the scale below:

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

1. The internship provided a broad-based professional training experience in the range of activities carried out by psychologists in a service-oriented university counseling center \_\_\_\_\_
2. The internship provided adequate training as a skilled generalist \_\_\_\_\_
3. The internship provided adequate didactic and experiential training for growth and development in the following professional competencies, as they apply to university counseling centers or comparable settings:  
Assessment \_\_\_\_\_

Intervention \_\_\_\_\_  
Communication and Interprofessional Skills \_\_\_\_\_  
Consultation and Interpersonal/Interdisciplinary Skills \_\_\_\_\_  
Research \_\_\_\_\_  
Supervision \_\_\_\_\_  
Professional Values, Attitudes & Behaviors \_\_\_\_\_  
Ethical and Legal Standards \_\_\_\_\_  
Individual and Cultural Diversity \_\_\_\_\_

4. Internship structure was developmental and sequential, facilitating increasing responsibility and expectations for independent functioning throughout the internship year \_\_\_\_\_
5. The internship adequately prepared me for a post-doctoral or professional employment position in psychology and mental health related fields \_\_\_\_\_
6. There were key areas of training that was significantly lacking in my internship program, which has hindered my professional development and ability to obtain post-internship placements \_\_\_\_\_
7. I would recommend this internship to other potential doctoral psychology interns \_\_\_\_\_
8. I am satisfied with my current professional position \_\_\_\_\_
9. I feel valued and respected by my colleagues in my current professional position \_\_\_\_\_
10. Are there areas of training that were significantly lacking in your preparation for post-doctoral or professional practice as a generalist in psychology? (please explain)
11. Any other feedback you would like to share?

### Employment Setting Codes

- |                                      |   |
|--------------------------------------|---|
| 001. Community mental health center  | 013. Academic Teaching Position               |
| 002. Health Maintenance Organization | a. Doctoral program                           |
| 003. Medical Center                  | b. Masters program                            |
| 004. Military Medical Center         | c. 4-year college                             |
| 005. Private General Hospital        | d. Community or 2-year college                |
| 006. General Hospital                | e. Adjunct Professor                          |
| 007. Veterans Affairs Medical Center | 014. Independent Practice                     |
| 008. Private Psychiatric Hospital    | 015. Academic non-teaching position           |
| 009. State/County Hospital           | 016. Medical school                           |
| 010. Correctional Facility           | 017. Other (e.g., consulting), please specify |
| 011. School District/System          |   |
| 012. University Counseling Center    |   |

**Appendix VII:**  
FAMU OCS Organizational Chart

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