



Doctoral in Clinical Psychology Internship Program 2020-2021

Training Manual/ Policies & Procedures

Location:

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OVERVIEW

The **Goodman Psychological Services Center (herein referred to as GPSC or the Goodman Center)** is a private, nonprofit community mental health agency, whose sponsoring agency is Albizu University. **The doctoral clinical psychology Internship program, located at GPSC, is accredited by the American Psychological Association.** Since its inception in 1980, GPSC has provided mental health services to children, adolescents, and adults in the greater South Florida region and has been committed to providing quality services. These services are provided in a sliding fee schedule because of the financial support donated by Albizu University. The GPSC has provided services to over 15,000 members of our multicultural community. The population the Center serves is typically underserved for reasons such as financial limitations, limited insurance coverage, stigma related to obtaining mental health services, and limited English language proficiency. Historically, GPSC has provided culturally sensitive services and provided numerous psychotherapeutic interventions to our clients in their native language.

The Goodman Center provides an array of services which include individual psychotherapy (ages 5 and up), marital/couple and family therapy, and psychoeducational groups in specialized topic areas (i.e., Parenting Skills Training). The Doctoral Internship program requires the completion of 2,000 hours and grants Doctoral Interns with a greater level of autonomy and responsibility by fostering independent functioning as a practicing professional. The Internship program offers advanced graduate students in clinical psychology a range of experiences upon which to build their theoretical and applied clinical skills. These include opportunities to work with culturally diverse clients and provide interventions to improve the overall psychological well-being of a variety of mental conditions, which include but are not limited to the following: depression, anxiety, trauma-related disorders, adjustment disorders, behavioral disorders, relationship and communication problems, parent-child issues, personality disorders, bereavement/grief issues, and others. Interns also have opportunities to conduct diagnostic evaluations and learn a variety of treatment approaches. Doctoral Interns typically engage in various forms of psychotherapy, psycho-diagnostic evaluations and consultations. Seminars and didactic trainings enhance developing skills while Interns simultaneously serve as mentors/supervisors to practicum students. Interns also provide consultation and demonstrate their ability to critically evaluate research and relevant literature in the field of psychology as they apply them to presentations and to treatment options.

Currently the Goodman Center is contracted with Miami-Dade County Public Schools to conduct psychoeducational evaluations. Most referrals for assessments, are either self-referred or parent-referred, but also come from a variety of other sources and community agencies, such as Miami Dade College, Florida International University, Chrysalis Health Center, Citrus Health Network, and other professionals (psychiatrist, neurologist, and pediatricians). These services are provided in both English and Spanish.

The Goodman Center is located in a thriving and modern 18-acre university campus in the heart of Doral, Florida. Doral, incorporated in 2003, is one of thirty-four municipalities in Miami-Dade County, Florida. It is conveniently located just one mile from Miami International Airport and twelve miles from Downtown Miami, our City is home to approximately 45,000 residents and regularly hosts in excess of 150,000 people who work within the City. The City of Doral occupies a land area of 15 square miles bordered on the west by the Ronald Reagan Turnpike, to the north by the Town of Medley, to the east by the Palmetto Expressway and to the South by the City of Sweetwater.

Miami-Dade County has become a multicultural and International center in which immigrants from Latin America and the Caribbean have made South Florida their permanent residence. Miami has one of the highest percentages of people of Hispanic origins in the U.S. The city's cultural mix offers a unique opportunity for our Interns to better understand the various ethnic groups that make up our community.

The Miami Campus of Albizu University is a newly developed facility of 70,000 square feet within 18.353 acres of land, allowing expansion of the physical facilities up to 250,000 square feet. The physical facilities include classrooms, faculty and administrative offices, library, training clinic, computer laboratory, and research area. Housing is readily available in close proximity to campus. The Goodman Center, housed on the University's campus, is a little over 5,000 square feet with a large reception room, an administrative suite, medical records room, 16 therapy/assessment rooms, and three areas to house our trainees (practicum students and psychology Interns).

The Goodman Center's Internship program has 4 full-time internship slots available each year. Full-time is defined as (40 to 44 hours per week) generating a total of 2,000 hours over a 12-month period. Goodman Center Interns complete their entire internship at the Goodman Center Clinic. Interns participate weekly in 1-hour group supervision and 2-hour didactic seminars at the Goodman center. The didactics and group supervision are led by a licensed psychologist. Additionally, Albizu University also provides didactic trainings for interns on a variety of topics of interest in the field of psychology. Please refer to the rest of the manual for more detailed explanations of our training program.

CULTURAL & INDIVIDUAL DIVERSITY IN THE TRAINING PROGRAM

We embrace diversity in our training program, and thus, we welcome qualified applicants regardless of age, race, ethnicity, color, disability, religion, gender, gender identity, sexual orientation, language, national origin, culture or socioeconomic status.

The current physical plant of the University fully complies with the American with Disabilities Act (ADA), which prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities. The Goodman Center's main and only entrance complies with ADA as it has an automatic button to enable wheelchair access. The Goodman Center's facilities, which includes bathrooms, hallways,

therapy rooms, supervisor rooms, record room, computer room, and interns' office are ADA compliant. The Goodman Center also provides ample parking for all clients, staff and interns, and handicapped parking are available throughout.

Since the Goodman Center is located within the Albizu University-Miami Campus, and the university is our sponsoring institution, Interns are allowed equal access to the many student services provided by the university. There are a number of services specifically designed to ensure a supportive and encouraging learning environment for all Interns, including those from diverse backgrounds.

Interns who are registered to complete internship at the Goodman Center's Internship Program will have access to student support services for students with disabilities. The Student Support Services (SSS) Center, within Albizu University, is staffed by a full-time director and doctoral student assistants, who provide a variety of services to enhance student learning. Available services that Interns can access include: correction of grammar, content, and APA format for presentations and doctoral projects. For Interns whose secondary language is English, tutors within the SSS Department can provide Interns with a learning environment using modules with direct instruction and practice interactions to assist in the improvement of their skills in writing, grammar, and English.

Interns with documented disabilities are accorded accommodation commensurate with their condition. Types of accommodations offered are located in the Accommodations Manual found on the institutional website www.albizu.edu (Manual of Regulations & Procedures of Reasonable Accommodations). In addition, through the Office of Dean, the University sponsors several student organizations which allow students, as well as Interns, of similar backgrounds and/or interests to interact with each other and take advantage of various social activities. Students have been supported in the formation of such groups as the LGBT Student Organization, APA Division 36: Society for the Psychology of Religion & Spirituality Club, Albizu University's Catholic Club, and the Military Psychology Student Chapter, Neuropsychology student organization, and Florida APA Student Organizations.

For those interns who may be at a financial disadvantage and require additional income, the program allows flexibility in their work schedule to accommodate to outside employment (on a part-time basis).

Respect for cultural, including religious diversity is also conveyed by allowing time off to those Interns who request to celebrate, commemorate or set aside a tradition based on their own cultural or religious beliefs. Interns, for example, of Jewish faith have been allowed to be exempt from working on the Sabbath in order to observe their day of worship.

Our respect and the high value we place on individual differences and diversity is seen throughout the Goodman Center clinic in the multi-culturally diverse clients that we serve, and in our staff and clinic supervisors who all are minorities, including all members of the Internship Training Team, and the Director of Internship.

HOURS OF OPERATION

GOODMAN PSYCHOLOGICAL SERVICES CENTER

MONDAY – THURSDAY	11 – 9 PM
FRIDAY –	CLOSED
SATURDAY	9-3 PM

TRAINING OVERVIEW

START AND END DATES FOR THE INTERNSHIP YEAR 2020-2021:

August 31, 2020 – August 31, 2021

Full-time Interns = 40-44 hours per week

The Goodman Center houses two training programs, a clinical practicum program (one of the largest practicum sites in South Florida) and the Doctoral Psychology Internship. The Center serves as a training site for the Doctoral Program in psychology of Carlos Albizu University, APA accredited program, and is also committed to training mental health professionals who are sensitive and responsive to cultural and ethnic issues. Graduate students working toward the Doctor of Psychology (Psy.D.) degree provide all services under the supervision of Florida licensed psychologists at the Center. All psychology doctoral-level students are required to spend their first two semesters of clinical practica at the Goodman Center, and then may be eligible to seek external practicum. Effective in the Fall 2016, the Goodman Center, also became the in-house training clinic for Carlos Albizu University's Mental Health & Marriage & Family, and Speech & Language Pathology Program practicum students.

PLEASE NOTE IMPORTANT INFORMATION REGARDING THE PROGRAM & ACCREDITATION STATUS:

The GPSC Doctoral Internship program was not affiliated with any doctoral program and was an open site between 2017-2019, accepting applicants nationally. However, effective for the 2020-2021 cohort, the program will be fully affiliated with the doctoral program from Albizu University. We are only accepting applicants exclusively from Albizu University, whose Psy.D. program is APA accredited. GPSC's internship program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

The Doctoral Internship Program is fully accredited by the American Psychological Association. Next site visit is scheduled for the year 2028.

The Doctoral Internship program requires the completion of 2,000 hours and grants Doctoral Interns with a greater level of autonomy and responsibility by fostering independent functioning as a practicing professional. The Internship program offers advanced graduate students in clinical psychology a range of experiences upon which to build their theoretical and applied clinical skills. These include opportunities to work with patients representing a broad spectrum of psychopathology, conduct diagnostic evaluations and learn a variety of treatment approaches. Doctoral Interns typically engage in various forms of psychotherapy, psycho-diagnostic evaluations and consultations. Seminars and didactic trainings enhance developing skills while Interns simultaneously serve as mentors/supervisors to practicum students. Interns also provide consultation and demonstrate their ability to critically evaluate research and relevant literature in the field of psychology as they apply them to presentations and to treatment options.

PROGRAM PHILOSOPHY & TRAINING MODEL

The aim of the internship program is to prepare Interns for general practice in clinical psychology as informed by scholarly inquiry with a thorough grounding in psychological theory, assessment, diagnosis, intervention, supervision, consultation, professional values & attitudes, communication & interpersonal skills, and research. The Internship program seeks to prepare Interns in the theories and concepts of cultural and individual diversity and in their application to the practice of professional psychology.

The GPSC Doctoral Internship program is based on the practitioner-scholar model, a method of professional practice and scholarly inquiry, which is based on the science of psychology. The training model of the Doctoral Internship program is consistent with the mission of the Psy.D. Program in Clinical Psychology at CAU, which emphasizes the importance of both utilizing best practices and scholarly inquiry. It is expected that upon completion of the program, Interns will have satisfied all of the Internship requirements for state licensure as a psychologist and will be prepared to enter postdoctoral residency program in clinical psychology.

INTERNSHIP PROGRAM STRUCTURE

This is a one-year Doctoral Internship program. Approximately half of the Intern's week is spent in health service psychology delivery, including psychotherapy, assessment, and consultation. The remaining time will be spent in supervision and in a variety of didactic training experiences.

ORIENTATION

The training year for the Goodman Center Interns begins with a two-day group orientation with the Director of Internship and Director of the Goodman Center. This group orientation will include the history of the GPSC, structure, and personnel; familiarization with the Center's functioning; a review of expectations, grievances and due process procedures; review of all relevant paper work of the Center, introduction to all clinical supervisors, and general discussion. Additionally, an orientation program unfolds during the first several weeks of the Internship, consisting of a gradual acclimation to the Intern's assigned site and responsibilities.

SELF APPRAISAL

At the beginning of the Internship year, Interns complete a Self-Appraisal of their perceived strengths and weaknesses as well as their training priorities. Specific objectives also emerge from the training needs identified by the Intern and relate to past experience and career goals. This Self-Appraisal is discussed with the supervisor, and the subsequent nature of supervision is developed according to the Intern's skill level and developing confidence over the course of the year. At the beginning, the emphasis on supervision is likely to highlight the nature of the population and their clinical issues as well as procedural details and requisite documentation. Co-therapy, co-assessment, live supervision, and video-recording of sessions may be provided based upon the Intern's training needs. As the year progresses, based on mutual agreement between the supervisor and Intern, the Intern will become more independent in their clinical work wherein the Intern may operate with a greater degree of autonomy. Finally, as clinical skills are further strengthened, there would be a shift toward professional role definition, greater autonomy, the honing of clinical skills, and opportunities for pursuit of individual professional opportunities.

PROGRAM ORGANIZATION

The internship program provides Interns with more structure early in the training year. This structure is reduced as the Intern demonstrates increasing proficiency in the areas of interviewing, psychotherapy, assessment, and mentoring/supervision. As skills are demonstrated, more decision-making autonomy falls to the intern. By the end of the year, interns are expected to function nearly independently as specified below regards to Internship Competencies.

As previously mentioned, the training year begins with an orientation to the program. During the first week of the training year, time is devoted to providing all relevant organizational demands and exposure to the different areas of functioning in the Center and the University. The second week Interns are expected to assume clinical services.

The basic structure for the training year, based on hours per week, at the Goodman Center includes the following activities:

Activity	Hours
Outpatient Psychotherapy (in-person direct client contact)	20
Assessment (administration/interpretation/report writing)	6
Individual Supervision	3
Group Supervision	1
Educational Seminars	2
Intakes, Case Presentations/Staffing, Mentoring/Supervision, Consultation, Presentations, Research, Clinical Notes	8

INTERNSHIP PROGRAM AIMS AND COMPETENCIES

Criteria for successful completion of the psychology internship program include a demonstrated competence within the Advance to High Intermediate level on the following Program Aims and Competencies:

- 1) AIM #1: Interns will demonstrate professional behaviors in scholarly inquiry and application of current scientific knowledge for effective practice.**

RESEARCH Competencies (Scholarly Inquiry and Application of Current Scientific Knowledge to Practice):

- 1a. Interns are expected to display necessary self-direction in gathering clinical and research information practice independently and competently. Intern will seek out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas.
- 1b. Interns are expected to develop and implement a plan for research or other professional writing or presentation.
- 1c. Interns will seek out and understand scientific literature regarding their cases and have knowledge of the implications of research for practice.
- 1d. Interns will apply evidenced-based research for interventions and assessments with individuals, families, and groups. Cultural characteristics and environmental variables will be taken into account.

AIM #2: Interns will be able to demonstrate professional, ethical conduct and knowledge of legal matters that is reflective of the values and attitudes in the field of psychology.

ETHICAL AND LEGAL STANDARDS competencies:

- 2a. Interns are expected to know and understand the APA Ethical Principles and Code of Conduct, Florida Board of Psychological Ethical Principles, and other relevant standards and guidelines, laws, statutes, and regulations.
- 2b. Interns are expected to use professional and appropriate interactions in didactics, seminars, and treatment team meetings, with peers and supervisors, and seek peer support as needed.
- 2c. Interns are expected to seek consultation or supervision as needed and use it productively when presented with ethical dilemmas.
- 2d. Interns will demonstrate positive coping strategies with personal and professional stressors and challenges, and maintains professional functioning and quality patient care.
- 2e. Interns will be responsible for key patient care tasks (i.e., phone calls, letters, psychological reports), and complete tasks promptly. All patient contacts, including

scheduled and unscheduled appointments, and phone contacts are well documented. Records include crucial information.

- 2f. Interns will be efficient and use effective time management. They will keep scheduled appointments and meetings on time. Keep supervisors aware of whereabouts as needed. They will minimize unplanned leave, whenever possible.
- 2g. Interns will demonstrate good knowledge of ethical principles and state law. They will consistently apply these appropriately, seeking consultation as needed.

AIM #3: Interns will be able to work professionally with diverse individuals, groups, and communities who represent various cultural backgrounds.

INDIVIDUAL AND CULTURAL DIVERSITY competencies:

- 3a. Interns are expected to consistently achieve a good rapport with patients.
- 3b. Interns are expected to be aware of their own background and its impact on clients. They will be committed to continue to explore own cultural identity issues and relationship to clinical work.
- 3c. Interns are expected to be sensitive to the cultural and individual diversity of patients and be committed to providing culturally competent services.
- 3d. Interns are expected to integrate and apply theory, research, and professional guidelines when working with diverse individuals, families, groups, and members of community-based organizations.

AIM #4: Interns will be able to demonstrate professional values, attitudes, and behaviors that are reflective of what's expected in the field of psychology.

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS competencies:

- 4a. Interns will demonstrate values and behaviors commensurate with a psychologist's standards of practice, which include integrity and accountability for one's own actions.
- 4b. Interns will demonstrate their identity as a psychologist, which will include self-awareness of both their personal and professional functioning.
- 4c. Interns are expected to be open and responsive to constructive feedback and supervision in order to maintain and improve their personal well-being and professional effectiveness.
- 4d. Interns will demonstrate positive coping strategies with personal and professional stressors and challenges, and maintain professional functioning and quality patient care.
- 4e. Interns will demonstrate a concern for and the importance of the welfare of others.
- 4f. Interns will use previously learned information (from supervision, training, and consultation) and apply this knowledge with an increasing degree of independence.

AIM #5: Interns will demonstrate professional communication and interpersonal skills that are reflective of what is expected in the field of psychology.

COMMUNICATIONS AND INTERPERSONAL SKILLS competencies:

- 5a. Interns will demonstrate ability to develop working relationships with clients, colleagues, staff, supervisors, supervisees, and other professionals in the community.
- 5b. Interns will demonstrate appropriate professional boundaries throughout the training year with clients, peers, supervisees, supervisors, and staff.
- 5c. Interns will demonstrate collaboration abilities with their peers and staff, and show conflict management skills when challenges arise. .
- 5d. Interns are expected to be respectful towards supervisors, supervisees, peers, support staff, and other professionals in the community.
- 5e. Interns are expected to be active participants in supervision and work in a collaborative manner.
- 5f. Interns will demonstrate their ability to listen to supervisory recommendations and provide feedback.
- 5g. Interns will demonstrate an effective ability to produce and comprehend oral, nonverbal, and written communication.

AIM #6: Interns will demonstrate professional behaviors in the area of assessment and diagnosis with the population served.

ASSESSMENT competencies:

- 6a. Interns are expected to apply empirical literature and utilize best practices approach in assessment by collecting relevant data (i.e., family, social, societal, and cultural) from multiple sources and a variety of methods that include a thorough clinical interview and collateral information.
- 6b. Interns are expected to promptly administer commonly used tests in his/her area of practice. They will appropriately choose the tests to be administered and demonstrate competence in administering a variety of assessment measures including but not limited to intelligence and achievement tests, as well as personality/social and behavioral measures.
- 6c. Interns will accurately interpret test results and integrate these results with background history, collateral information and behavioral observations into a well-written and meaningful psychological/psychoeducational report in a manner that is timely.
- 6d. Interns will interpret results after considering current research, and professional standards and guidelines in order to accurately classify and conceptualize the case. They will demonstrate this by considering diversity characteristics and avoiding any decision-making biases.
- 6e. Interns will plan and carry out a feedback interview. They will explain the test results in terms that patient and/or caregiver can understand, provide suitable recommendations and respond sensitively to issues raised by patient or caregiver.

AIM #7: Interns will demonstrate professional behaviors in the area of diagnosis and effective psychotherapeutic interventions needed for the population served.

INTERVENTION Competencies:

- 7a. Interns are expected to effectively evaluate, manage and document patient risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. They will collaborate with patients in crisis to make appropriate short-term safety plans and intensify treatment as needed. They will discuss all applicable confidentiality issues openly with patients.
- 7b. Interns are expected to develop evidence-based intervention plans that are specific to the client's needs, the referral question, and diversity characteristics that draws on theoretical and scientific literature. They will collaborate with patient to form appropriate treatment goals.
- 7c. Interns are expected to use interventions that are well-timed, effective and consistent with empirically supported treatments.
- 7d. Interns will demonstrate an ability to establish and maintain rapport with their clients.
- 7e. Interns will show an ability to evaluate the effectiveness of their intervention and adapt intervention goals on a timely basis.

AIM #8: Interns will be able to monitor the professional functioning of others through effective mentoring and supervision of practicum students and didactic trainings.

SUPERVISION competencies:

- 8a. Interns are expected to demonstrate good knowledge of mentoring techniques and employ these skills in a consistent and effective manner, seeking consultation as needed. They also build good rapport with mentee.
- 8b. Interns will learn evidence based theories and models of supervision.
- 8c. Interns will apply their knowledge of mentoring and supervision with practicum students.

AIM #9: Interns will demonstrate professional consultation with community members/agencies that are responsive to the needs of the individuals served.

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS competencies:

- 9a. Interns are expected to perform an assessment of the patient referred for consultation, incorporating mental status exam, structured interview techniques or psychological assessment, as needed, to answer the referral question.

- 9b. Interns are expected to give the appropriate level of guidance when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles.

The Attainment of the Internship Program's Competencies mentioned above will be further illustrated below:

I. RESEARCH COMPETENCIES:

- Intern Didactic Presentations:** Interns are expected to be abreast of current literature by providing quality oral presentations in case conferences and seminars. Interns rotate each semester in presenting a Topic of Choice to their fellow interns, and also to practicum students (2 presentations per semester or a total of 6 presentations). Interns will prepare adequately for their presentations by researching the current literature that is relevant to their particular topic and providing presentations and topics that are based on empirical and validated research. Presentations need to be provided in a power point format to the Director of Internship for review prior to approving the presentation. Interns are also encouraged throughout the year to seek core faculty within the Psychology Doctoral Program at Carlos Albizu University who are involved in any research study or groups. Interns are also allowed time during their internship year to complete their Doctoral Project.

- Current Scientific Knowledge in Clinical Practice** Interns will be expected to independently seek out current literature to enhance their clinical practice. They will be able to identify areas of needed knowledge with specific clients and utilize available databases, professional literature, and other resources to augment their current treatment goals and assessment skills. They will show a willingness to incorporate new information learned through current literature into practice.

II. ETHICAL AND LEGAL STANDARDS COMPETENCIES

- The interns will show an ability to function effectively as a member of a treatment team; an ability to work independently appropriate to one's current level of training; an ability to present material professionally at seminars and case conferences; an ability to utilize supervision effectively; understand and employ standards of ethical behavior and professional rules and guidelines; and an ability to interact appropriately with staff and patients in a variety of contexts and settings. Interns will also show competency in utilizing effective coping strategies with personal and professional stressors, in professional responsibility and proper documentation, in completing any administrative tasks assigned to them, as well as effectively managing their time, keeping scheduled appointments, and in maintaining professional and ethical behavior at all times with their clients, staff, and practicum students. Interns will also maintain confidentiality and security of all their patient records, and gain knowledge of and adhere to HIPAA guidelines (Health Insurance Portability & Accountability Act).

- ☑ Interns will become adept in the application of Ethical Principles consistent with APA Ethics Code, statutes regarding the practice of psychology, our mission and values, and the application of these within clinical practice.

III. INDIVIDUAL & CULTURAL DIVERSITY COMPETENCIES:

- ☑ Interns will gain understanding and sensitivity with clients of multi-ethnic backgrounds, and different religious belief systems. They do so by attending the various seminars that are available throughout the year that cover these various topics. These didactics enhance their current understanding of how individual, cultural, and religious differences may impact the course of mental health treatment. In addition to these didactics, Interns have the opportunity at the Goodman Center to work with a very culturally diverse population. Through the various training seminars and in their clinical practice, they acquire knowledge of the histories, cultures, norms and values of diverse groups and adjust their clinical practice to provide respectful, effective, empathic services to diverse groups, and ultimately to all clients.
- ☑ Effective for the 2017-18 cohort the Internship program has added the **Psychology of Religion and Spirituality Journal Club** to further augment competency in the area of cultural and individual diversity:

The Journal Club will be a requirement for all interns, which will create an opportunity for the interns to expand their awareness, knowledge, and skills regarding religion and spirituality issues that may occur in psychotherapy and assessments. The Journal Club will meet several times during the training year (a minimum of 3 times to allow each intern an opportunity to co-facilitate the group) and for interns to explore and discuss this topic in a safe and open manner. The supervisor of the Journal Club will be Dr. Evangelina Alonso, who will facilitate the discussion to allow the Interns to express their differing viewpoints in a respectful and thoughtful manner.

During our Psychology of Religion and Spirituality Journal Club meetings, the Interns will attempt to better understand how this topic in the context of psychological issues and treatment may affect their interactions with clients, colleagues, and the community at large.

Psychology of Religion and Spirituality Journal Club Guidelines:

1. Psychology of Religion and Spirituality Journal Club will meet during the scheduled didactic time slots which lasts two hours.
2. Each Intern will be assigned to sign up to co-facilitate the group.
3. Interns must select a recent article no more than three years old from APA's Division 36 Journal *The Psychology of Religion and Spirituality* or another peer reviewed journal.
4. Interns will submit the article (either hard copy or electronic) to each intern and Dr. Alonso at least one week prior to their scheduled day to present.

Interns will prepare a presentation to discuss the article. This does not have to be a power point and should include some experiential activity to generate discussion.

IV. PROFESSIONAL VALUES, ATTITUDES & BEHAVIORS COMPETENCIES

- ☑ Interns will demonstrate values & behaviors commensurate with psychologist's standards of practice, which will include awareness of their competence in clinical and assessment practices. Interns are expected to demonstrate professional approach that is respectful and helpful. Interns will demonstrate positive coping strategies with personal and professional stressors and challenges and maintain professional functioning & quality patient care. Interns will also demonstrate the importance for the welfare of others and use professional resources (such as supervision, training, and consultation) to improve clinical skills.

V. PROFESSIONAL COMMUNICATION & INTERPERSONAL SKILLS COMPETENCIES

- ☑ Interns will demonstrate ability to develop working relationships with clients and show conflict management skills when challenges arise. They will demonstrate appropriate professional boundaries throughout the training with peers, supervisors, staff, and community based organizations. Interns will demonstrate collaboration abilities with their peers and staff, and respectful towards supervisors, peers, support staff, and others in community based organizations. Interns are also expected to be active participants in supervision and work collaboratively; demonstrate ability to listen to supervisory recommendations and provide feedback; and communicate their needs effectively and gradually become more independent of supervisory needs.

VI. ASSESSMENT COMPETENCIES:

- ☑ **Psychological Assessments:** The interns will show an ability to select, administer, and interpret psychological tests; ability to write testing reports which summarize test results; ability to respond to requests for psychological tests and to clarify referral questions when appropriate; ability to discuss testing results at meetings with other professionals and with clients. These competencies are evaluated by testing supervisors in weekly supervision meetings, assessment presentations, Testing Seminar, and reviews of written testing reports and consults. The Goodman Center has a large number of referrals to conduct psycho-educational testing to assess for learning disorders and attention-deficit/hyperactivity disorder. At a minimum, interns are expected to complete 10 integrated psychological or psycho-educational evaluations.

Full Battery Requirements and Expected Intern Competency with the following tests:

1. **Intellectual Assessment** with a comprehensive measure such as the WAIS-IV, WISC-V, WPPSI-IV, WJ-IV Cognitive Battery.

2. **Achievement Measures:** Must include comprehensive measures such as the Woodcock-Johnson-IV, WIAT-III, K-TEA-3, etc.
3. **Selective Tests to measure Personality/Emotional/Behavioral/Social/Attentional Capacity/Adaptive Functioning/Neuropsychological screeners/and Autism Spectrum disorders:** Depending on the referral question, Interns will have an opportunity to gain proficiency in the following tests (but not limited to): BASC, Conner's Performance Continuance Test, ADOS-2, Childhood Autism Rating Scale, Beck Youth Inventories, State-Trait Anxiety Scale, Piers Harris Self-Concept scale, Vineland Adaptive Behavior Scales, MMPI, MCMI, MPACI, MACI, TAT, Sentence Completion Series, Wisconsin Card Sorting, Stroop Color Test, Wechsler Memory Scales, Social Responsiveness Index, Parenting Stress Inventory, BSI, Rorschach, Projective Drawings, PPVT and EVT, VIP, and Nelson-Denny Reading Test.

VII. INTERVENTION COMPETENCIES:

- Individual Psychotherapy:** The intern's ability to establish rapport with the patient, create a strong working alliance and provide efficacious interventions, as well as the ability to conceptualize patients' problems within a theoretical framework will be assessed for competence. Theoretical conceptualizations that are based on empirically based/supported treatments will be required for every client undergoing psychotherapy, and the conceptualization of their individual cases will be reflected in the client's treatment plan. At a minimum, each intern should have at least 20 ongoing therapy cases per week. Each intern's clinical caseload provides an opportunity to work with ethnically and culturally diverse clients. Interns are given the opportunity to select cases that they are particularly interested in working with, and if the case is unique with respect to symptomatology, they will be matched with a supervisor who has additional training and expertise in that particular area. Interns are expected to provide weekly individual psychotherapy and maintain weekly progress notes and review treatment plans. Interns meet weekly, or more often if needed, with their assigned supervisor.
- Couples and Family Psychotherapy:** Interns at the Goodman Center have the opportunity to work with couples and families who are experiencing difficulties in their relationship. Interns are prepared for couples and family therapy through the academic training that they have received and in addition to the supervision that they will receive weekly with their respective supervisor.
- Group Psychotherapy and Psycho-educational Groups:** Goodman Center Interns will also have the opportunity to provide group psychotherapy or psycho-educational groups. This can occur by actively participating in an ongoing group at the Goodman Center, or if there is no group at the time, then the interns will take the initiative to implement a group based on the current needs of the clients that are being served. Prior to conducting any groups, interns will have researched the available evidence based treatments for group psychotherapy or psycho-educational groups and will conduct the group by adhering to the guided philosophy and instructions of the selected treatment approach. Examples of

group that have been led by interns include Mindfulness Stress Reduction Groups and Psycho-educational groups for effective parenting (Parenting Skills Workshop Series).

☑ **Individual psychotherapy/social skills groups/parenting skills and family sessions with adolescents and their families utilizing the “Teaching Responsible Behaviors to Adolescents at Risk for Internalizing or Externalizing Problems (TRBA)” model.**

This is an evidence-based prevention program to help adolescents (ages 12-18) to decrease behavioral and emotional responses that interfere with academic or family functioning, and to examine in detail the variables that determine the success of the treatment. The Principal Investigator is Irene M. Bravo, Ph.D. who will be the primary supervisor of these cases. This is a 10-weeks treatment program with a 3-months follow up and a booster session to maintain treatment gains. Outcome measures will be collected pre-and-post treatment. All interns will attend a 2-hour orientation at the beginning of their training year to familiarize them with TRBA followed by attending a 5-hour on-line course entitled The Collaborative Institute Training Initiative (CITI) and the Institutional Review Board (IRB) training workshop. After successful completion of these courses, evidenced by certificates of completion, Dr. Irene Bravo will then train each intern in all aspects of the treatment program prior to treating any adolescent utilizing the TRBA model.

☑ **Crisis Intervention:** Interns provide crisis intervention and assessment on an as-needed basis at the Goodman Center. Interns rotate in their crisis intervention by being available to the practicum students when a crisis presents itself. The number of crisis clients per week varies. All interns are trained in their first month of internship in suicide risk assessment and intervention; they are familiarized with the typical crisis situations that may occur at the Goodman Center; and learn about providing appropriate referrals as needed. There is a designated supervisor and licensed psychologist at all times to provide consultation and assistance during all crisis situations.

VIII. COMPETENCE IN SUPERVISION:

☑ **Mentorship/Supervision:** Each intern provides mentoring during their internship year to practicum students who are beginning their practicum experience (Block 2 and Block 3 students). The practicum students are doctoral-level psychology students from Carlos Albizu University. Interns meet regularly (at a minimum two times per month) with their assigned mentees to provide both structured and unstructured trainings in various topics of interest (i.e., clinical interviewing techniques, progress note writing, intake assessment, suicide assessment, establishing rapport, discussion of their internship experience, internship interviewing techniques, etc.). Interns will gain competence by acting as consultants to the practicum students regarding clinical cases. Interns will also assume a very active role in their consultative role during the first three weeks of each semester. During this time, all beginning practicum students at the Goodman Center will shadow an intern and observe them while they conduct an intake assessment. Interns act as consultants to practicum students to assist in questions that they may have regarding the intake assessment. All Interns also provide a clinic orientation and a presentation on how to conduct an intake to all beginning practicum students. Interns will show competency in

supervision by applying knowledge gained in Models of Supervision didactic seminars. Interns will have an opportunity to supervise at least one time their assigned mentee during an intake assessment. The supervision of this mentee will be video recorded and then there will be a peer supervision of the supervision.

IX. COMPETENCE IN PROFESSIONAL CONSULTATION & INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS:

- ☑ **Consultation:** At the Goodman Center, this area of competence will be assessed through various means such as intake assessments, staffings & case presentations, peer consultation, provision of consultation to other trainees, and through their direct service with their clinical cases by providing consultation with individuals and their families, as well as with other health care professionals. During intake assessments, Interns will need to perform an initial assessment of the patient referred, incorporate the mental status exam, structured interview techniques or psychological assessment, as needed, to answer the referral question. Interns will conduct a minimum of 3 full diagnostic intake interviews every semester. Also, during weekly staffings, all Interns convene to discuss and review all cases referred to the clinic. Staffing is led by a Licensed Psychologist who is a member of the Internship Training Team. In these staffings, Interns present each case and then engage in discussions regarding differential diagnosis, effective treatment recommendations and case disposition (if client is deemed appropriate for the clinic). Staffings will offer opportunities for peer consultation regarding the cases being reviewed. If client not considered appropriate for the Clinic, then Interns will provide the necessary steps to refer the client to other services in the community. They will contact either the referral source or the individual and/or their families to act as consultants and to dispose properly of the case. Interns also will have opportunities to engage in consultative roles with practicum students during their mentoring and supervision of these trainees. Additionally, Interns have frequent opportunities to seek and share knowledge of their therapy and testing cases with other health care professionals. Interns can consult with other professionals who have knowledge about the case, such as teachers, mental health counselors, social workers, psychiatrist, neurologist, speech therapist, etc.

INTERN DIDACTIC SEMINARS & GROUP SUPERVISION

The didactic trainings and group supervision occur weekly. All interns will attend a scheduled didactic training for 2 hours per week and group supervision for 1 hour per week at the Goodman Center Clinic. The didactics cover 6 areas of training which are divided into educational seminars:

1. Intervention Seminar
2. Assessment Seminar
3. Ethics & Legal Seminar
4. Professional Development Seminar
5. Individual & Cultural Diversity Seminar
6. Models of Supervision Seminar

These Seminars rotate weekly and throughout each semester, with more emphasis on the Intervention, Assessment, Diversity and Models of Supervision Seminars in the first semester, and the other Seminars (Ethics & Professional Development Seminars) in the 2nd and 3rd semesters (Spring and Summer terms)

The educational training seminars objectives and descriptions are as follows:

Intervention Seminar

This seminar will meet for 2 hours and schedules are provided at the beginning of each semester. These seminars are intended to expose Interns to different theoretical orientations, evidence-based practices, case conceptualization skills, and increase their knowledge of cultural issues involved in the psychotherapy process. This seminar also aims to enhance the Interns' appreciation of the role his/her own ethnicity and value system plays as he/she engages in that process.

Assessment Seminar

This is a 2-hour seminar which has three principal objectives:

1. To present evidenced-based concepts and practice related to psychological/psycho-educational testing and clinical case formulation.
2. To increase the breadth of their current knowledge in test selection, test administration, test interpretation, report writing, and feedback.

3. To increase the depth of their current knowledge in all aspects of psychological assessments, and particularly in the depth of their knowledge in test interpretation of intelligence, achievement, and objective/projective tests.
4. To discuss under supervision, construction and implementation of testing batteries as well as clinical cases.

The seminar will focus on presenting different assessment instruments as well as address the different areas of functioning including cognitive, academic achievement, learning problems/learning disabilities, developmental functioning, and personality functioning. Multicultural interpretations and conceptualizations will be discussed.

Guest lecturers in the past have been invited and have provided trainings in the administration, interpretation, and scoring of newly revised tests (such as a representative of Pearson Assessments who provided training on the new WISC-V).

Ethics & Legal Seminar

Ethics Seminar will meet for two hours. These rounds are intended to discuss the ethical, moral, and legal implications with issues that arise in the context of a psychological treatment, consultation, and other professional contexts. Case examples and vignettes with legal and ethical implications will be presented and reviewed. This is a highly interactive and collegial training with Interns providing their input and understanding of the ethical and legal implications, as well as strategizing in a group format the most ethical responsible resolution of each case.

Professional Development Seminar

This is a 2-hour seminar where Interns will gain knowledge in the area of professional development. Topics that will be discussed include: licensure requirements, preparation for post doc applications and interviews, issues related to building a private practice, marketing your practice and increasing referrals, insurance billing, etc. These seminars are interactive and help the Interns gain a better understanding of what to expect once they graduate. As their internship year ends, former interns who have graduated are invited to speak to the current Interns and share their experiences in the “real world.” This is a panel discussion where Interns can ask the graduates many questions. Graduates are invited from the last five years so the current Interns can see the difference in career success from a graduate who may already be established in the field to a more recent graduate.

Individual & Cultural Diversity Seminar

Interns will participate in a 2-hour didactic seminar which involves presentations regarding the unique mental health needs of various cultures, as well as the importance of religion, faith and spirituality in various populations. Guest speakers are regularly invited to provide this training, which have included religious community leaders from various denominations. The purpose of this seminar is to help Interns better understand their clients' worldview and values, and integrate multicultural factors into case conceptualization, treatment and diagnosis. Interns are also expected to demonstrate awareness of their own attitudes and beliefs (through self-reflection) that can influence interactions with and treatment of individuals whose identity is different from the intern therapist and to familiarize themselves with the relevant literature regarding diversity and multicultural competencies. The Psychology of Religion & Spirituality Journal club is part of this seminar.

Models of Supervision Seminar

These are 2-hour seminars where Interns will learn and gain knowledge of the various models of supervision and how they are grounded in clinical theory; the types of learning and leadership styles; the supervisory process and supervisory relationship; types of supervisory roles; and the dangers of supervision. The seminar will also review in-depth the "Guidelines for Clinical Supervision in Health Service Psychology" as approved by APA Council of Representatives, 2014. The objective is for the interns to gain specific knowledge in the 7 domains identified in the new guidelines for clinical supervision as recognized by APA to achieve competence in supervision. This seminar is both educational and experiential as each intern will apply the knowledge gained in this didactic by supervising their mentee after the mentee has completed an intake assessment. Through video recording of this supervision, all interns in a group format will review the video recording and then provide peer supervision of the supervision under the leadership of a license psychologist. All interns must video record at least one supervision of their assigned mentee and produce it for review.

Adjunctive Experiential Trainings (Additional Areas of Training)

Mentoring & Supervision of Practicum Students

In addition to training Interns from doctoral psychology programs, the Goodman Center is a training site for practicum students from Carlos Albizu University Psychology Doctoral program. Each Intern is provided the opportunity to gain supervisory experience supervising a graduate-level practicum student's case through the process of mentoring. During peer supervision, Interns will be supervised on their supervisory skills of these practicum students. The focus of supervision of Intern supervision is on exploring the supervisory model that was applied, the supervisory relationship, as well as, defining and enhancing the Interns' supervisory competence.

Group Supervision

The Interns will alternate presenting 1 psychotherapy case one week, and 1 testing case the other week. This group is led by a licensed, full-time psychologist and provides Interns with an opportunity to discuss and review their cases by exchanging ideas, providing feedback to one another, and integrating theory and research with clinical practice. When presenting a case in group supervision, Interns will need to prepare the following information, but will vary if presenting a therapy or testing case:

- Purpose of Presentation
- Reason for Referral
- History of Present Illness
- Mental Status Examination
- Psychological Test Results
- Background Information
- Formulation
- Diagnostic Impression
- Recommendations
- Course of Treatment

Weekly Team Pre-Staffing & Staffing

In addition to the above trainings, Goodman Center Interns participate on an ongoing basis, once a week in 1-hour staffings in which all new cases admitted to Goodman Center for psychological services will be reviewed and discussed. After each case presentation, the Interns, in conjunction with a licensed psychologist, who leads this training, will discuss issues such as differential diagnosis, treatment recommendations and case disposition. If the client is inappropriate for the Center, the Intern will be responsible for arranging appropriate referral for the client. During these meetings, the Director of Internship or the Director of the Goodman Center will conduct case assignment to the appropriate clinician who will provide follow-up services. Intern will be responsible for reporting on the following:

- Patient identifying info (which should include the reason for referral & chief complaint), history of present illness, psychiatric history, substance use history, medical history, legal history, psychosocial history, mental status, diagnostic impression.

Trainings Outside of the Goodman Center

Interns are allowed compensation time to attend trainings for which they may have special interests in order to augment their current level of training. As long as they coordinate their clinic schedule as to not interfere with clinic responsibilities, face-to-face contact hours, and make arrangements in advance with the approval of the Director of Internship, they can attend workshops, symposiums, conferences, and/or seminars available in the community. Interns will show proof of attendance by providing their certificate, and then may be asked to provide a

presentation of the training that they attended to either their fellow Interns or practicum students depending on the topic.

Internship Program Activities

AIMS AND COMPETENCIES WILL BE MEASURED BY THE FOLLOWING PROGRAM ACTIVITIES:

The above stated expected competencies for successful completion of the Internship are discussed with the Interns during the initial orientation period by the Director of Internship of the GPSC. These criteria are provided in writing and reiterated throughout the training year in seminars and supervisory sessions. In addition, expectations as to the number of patients seen, number of test reports completed, etc. are also communicated during orientation and through the training year.

INTERVIEWING: Interns will conduct a minimum 9 full diagnostic intake interviews throughout the Internship year.

PSYCHOTHERAPY/INTERVENTION: Interns are expected to conduct individual, couples, group, and family therapy during the course of their internship year. In order to be in good standing within the program, each Intern should maintain a minimum of 20-25 ongoing therapy cases.

NOTE: A minimum of 50% of intern's health service delivery should be in providing direct, face-to-face contact, however, this may fluctuate and will depend on availability of clients, number of referrals, no shows, cancellations, clinic closures due to holidays or inclement weather or semester breaks, etc.

ASSESSMENTS: Interns are expected to complete a minimum of **10** integrated psychological or psychoeducational assessments with children, adolescents, or adults.

PRESENTATIONS: Interns are required to complete a variety of formal case presentations in the designated group supervision and staffings. In addition, each intern will conduct a total of 6 didactic presentations throughout the year. Interns will provide 3 presentations (1 presentation per semester) on 3 different topics to other Interns, and on a separate day, to Practicum Students. The 3 presentations given to the interns can also be of the same topic given to the practicum students (but tailored more to their current academic & practicum training level). Topics for didactic trainings must be approved by the Internship Training Director and need to reflect a relevant review of the literature and empirical research. Recommended topics include: an overview of the Intern's doctoral project, an evidence based practice or empirically based psychotherapeutic intervention, and an assessment measure. The 3 other didactic presentations can be fulfilled during the first 3 weeks of each semester when Interns provide various didactic presentations to the entry-level practicum students. These presentations include Biopsychosocial & Clinic Orientation, Brief Symptom Inventory, Progress Notes, and Crisis Intervention. These presentations count as 3 total didactics.

SUPERVISION: All Interns will be required to attend weekly individual and group supervision.

PERFORMANCE EVALUATIONS: All interns will be provided with written and verbal evaluations of their competencies at 3, 6, 9, and 12-month intervals. The Director of Internship, as well as the Intern's secondary supervisors, will schedule a meeting with the Intern at each 3-month interval to evaluate the progress of all competency areas, as well as the completion of each requirement. If an intern's progress in achieving the criteria are observed to be markedly deficient, special rehabilitation and training experiences are designed and evaluated as needed.

DIDACTIC SEMINARS: Interns will be required to attend a minimum of two hours of weekly seminars/didactic training.

SUPERVISION

The GPSC recognizes that supervision is the foundation of the Internship program and is dedicated to providing quality supervision experiences. All clinical activities of Interns are supervised by Florida licensed psychologists. Each Intern receives a minimum of three hours of formal individual supervision per week. Supervision occurs through individual and group formats and may involve one-way mirror supervision, as well as, video recordings of client sessions. At a minimum, Interns need to video record one session conducting therapy, and one session conducting assessment per semester, or more as needed or requested by their supervisor. Supervisor needs to provide verbal and written feedback to the Intern each time that they supervise the video recorded session. Styles of supervision may vary from supervisor to supervisor. Interns will also meet monthly with the Director of Internship of GPSC to discuss Internship program issues, or any other aspects of training Interns may wish to discuss.

Formally Scheduled Supervision:

INDIVIDUAL SUPERVISION: Each Goodman Center Intern during the first week of the Internship program is assigned, at a minimum, two supervisors for the Internship year (Director of Internship and Adjunct Clinical Supervisor); these supervisors are licensed Florida psychologists. The Director of Internship will meet individually with the Intern a minimum of one hour per week each. The Director of Internship, who is a primary supervisor and member of the Internship Training Team, will be responsible for overseeing at a minimum one (1) assessment case per semester and for fostering professional development. Furthermore, professional and ethical issues, as well as cultural issues related to the case conceptualization will be discussed in supervision. The Director of Internship will be responsible for reviewing the Intern's progress each semester.

The adjunct clinical supervisor(s) who serves as a secondary supervisor, also located on the GPSC campus, will supervise the majority of the clinical cases assigned to each intern (both therapy and testing cases). The secondary supervisor may rotate each semester allowing the Intern to experience different styles of supervision, as well as different theoretical orientations. Total hours of individual, face-to-face supervision with primary and secondary supervisors equals at a minimum 3 hours per week.

In addition to individual supervision sessions, supervisors are available to meet with Interns on an immediate basis to discuss urgent clinical matters as they occur. Supervisors will co-sign all progress notes, treatment plans, assessment reports, patient related correspondence and any other Intern entries into the medical record.

GROUP SUPERVISION: Group Supervision is conducted on a weekly basis for one hour and is comprised of the Interns and a licensed psychologist (group supervisor). During group supervision, Interns may present cases and review video recordings of psychotherapy or testing sessions. This time will also be utilized for administrative communication and to supervise Interns' mentoring/supervision skills.

INTERNSHIP ADMINISTRATIVE POLICIES

BACKGROUND CHECK

In compliance with the State of Florida Department of Children and Families (DCF) licensing requirements, Interns must complete the following prior to engaging in clinical activity at the Goodman Center:

- HIV Training (3 hours)
- Fingerprint Screening Process (Level 2 Background screening)
- Affidavit of Good Moral Character (notarized)
- Ethical Commitment Form
- Confidentiality Agreement
- HIPAA on-line training
- Review of Goodman Center Manual
- Signed Form Acknowledging Receipt & Review of Training Manual (including the Due Process & Grievance Procedure) and Goodman Center Manual

PROFESSIONAL LIABILITY INSURANCE

All GPSC students on internship must be covered by professional liability insurance. This coverage is mandatory and must be (a minimum of 1 million/3 millions). APA student membership is required. Interns may wish to purchase coverage through the American Psychological Association Insurance Trust.

FAIR SELECTION PRACTICES & NONDISCRIMINATORY POLICIES

The Goodman Center's Internship Program adheres, supports, and endorses the same policies of its sponsoring institution (Albizu University), of providing equal access opportunity in employment and services which reflects respect for and understanding of "cultural and individual diversity." Nondiscriminatory policies and operating conditions are in force to avoid restriction of program access, and unfair practices of selection of Intern/Staff/or Supervisor. The selection process of Interns is based on Equal Opportunity for all applicants, meaning that it is based on the qualifications of the applicant, regardless of personal background, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, and social economic status.

Additionally, the program also adheres to Albizu University's well-established procedures to address discrimination grievances, to the Americans with Disabilities Act (ADA), to Section 504 of the Rehabilitation Act of 1973, and to Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence. The program provides reasonable accommodations to any members of its community challenged by a disability. These policies are referenced in Albizu University's website www.albizu.edu (under Policies, Procedures, and Consumer Information section and specifically in the Notice of Non Discrimination disclaimer & Manual of Regulations & Procedures of Reasonable Accommodations)

STIPEND & LEAVE TIME

The doctoral internship at Goodman Psychological Services Center is a full-time, 40-hour per week program (not to exceed 45 hours) and completed in a 12-month period (no less than 51 weeks). All Interns are considered Temporary Employees of Albizu University. The Internship stipend for Goodman Center is currently set at \$20,000. In addition to the stipend, as of March 2018, interns are eligible to enroll in Albizu University's health insurance plan. Interns are also eligible to take the following leave time: all recognized University holidays, 10 days of University recess (during last week in December and first week in January), and are allowed 5 days of sick time and 5 days of vacation (if not taken by end of the year will be forfeited). All vacation leave must be pre-approved by the Director of Internship at a minimum 3 weeks in advance for coverage arrangements. Interns will not be allowed to take vacation leave at the same time.

ADMINISTRATIVE AND FINANCIAL ASSISTANCE

The Goodman Center has 2 full-time psychologists who serve as the administrators of the program and of the Clinic, and are dedicated to clinical training and supervisory needs of all the interns. Both psychologists work full-time, (40) hours a week. In addition to these 2 full-time licensed psychologists, Interns are also supervised by adjunct faculty who are also licensed psychologists, contracted as clinical supervisors and meet weekly with the Interns to oversee their cases.

The Goodman Center currently also has 5 full-time clinic support staff who provide clerical support to the clinic, and to the internship program. There is one Clinic Coordinator, one Medical Records Clerk, one Front Desk Receptionist, one Administrative Assistant, and one part-time Intake Coordinator. The clerical support staff assists with client appointments, coordination of supervisors, record keeping, scheduling, telephone calls, etc. Additionally, the Goodman Center is also supported by Albizu University's Information Technology Department (IT) that offers assistance to the clinic and the internship program in technical areas such as internet & Wi-Fi

service, telephone and extension lines, computers, software programs, printers and fax machines, photocopies, scanners, and computer repairs and maintenance.

The Goodman Center and the Internship program is financially supported and sustained by Albizu University's operating budget, which includes the interns' stipend of 20K per intern. The operating budget of Albizu University also provides the financial support needed for various training materials and clinic expenses such as resource books, psychological tests and software scoring programs, test protocols, support staff and supervisor salaries, fringe benefits, office supplies and equipment, and other operating expenses.

All Goodman Center interns share a spacious office and have their own workstations which includes personal desktop computers which are password protected. All interns are provided with a pictured identification card recognizing them as employees of Albizu University, all necessary office & paper supplies, telephone extensions, printers, fax machines, voice mails, emails, information technology support, various software programs, keys to access secured entrance to the clinic, copy and scan machines, paper shredder, resource books, and access to the university's library.

RECORD KEEPING



All interns must adhere to Goodman Center's legal and ethical responsibility and obligation to maintain patient privacy, including obligations to protect the confidentiality of patient/client information and to safeguard the privacy of patient information. As such, all interns must acknowledge and sign the Confidentiality Agreement form at the beginning of their internship. All patient/client records are securely maintained and kept in the Records Room which is constantly monitored by a staff member who is designated to safeguard these files during clinic operations.

The Goodman Center's Record Room also keeps secured the Intern and Practicum student records. Interns have two separate folders designated by color. The Blue folder is used daily by each intern and contains the following forms: daily sign-in and sign-out forms, supervisor log-in forms, intern absent reports, didactic training attendance and presentation log-in, and group supervision signatures. The Red folder of each intern contains: administrative forms required at beginning of internship such as Student Liability policy, Background Screening Results, Affidavit of Good Moral Character, Registrar Forms, Ethical Commitment Form, Confidentiality Form, as well as Intern Performance Evaluations, APPIC applications, and any Prescriptive (or Remediation) Plans and Grievances. Both the Blue and Red folders are securely kept in the Records Room under the supervision of an assigned clinic staff.

RESOURCES

The GPSC provides ample resources to our Doctoral Interns. Each Goodman Center Intern will share an office space, with an assigned desk and computer. The Center employs advanced psychological assessment tools, including computer administered and scored measurement instruments. The Center is also equipped with state of the art video recording for the purpose of supervision and didactic training.

Interns also have access to an extensive library and data search tools which includes over 18,000 printed collections, 1,400 audiovisual collections, and 82,000 e-books:

ALBIZU LIBRARY

Each Goodman Center Intern will have access to the Albizu Library so that participants can have access to a place where they can retreat to read, to work on presentations, to research literature, or to browse through the most current books or journals. The Albizu Library's vision is to provide the Carlos Albizu University's community with timely access to the universal knowledge in the psychology, behavioral and mental health sciences.

The Library's mission is to support the quality of teaching and research at Carlos Albizu University, by providing access to recorded knowledge through the acquisition, organization, preservation, and interpretation of information appropriate to the current and future needs of the students, faculty, staff, and the immediate community served by the Library.

Online Databases

The library provides remote access to its resources through a virtual library *COBIMET* as well as the library's online computer catalog *ATHENA*. Our virtual library *COBIMET* offers access 24/7 to more than seventy electronic databases in a variety of disciplines, thousands of full-text electronic journals, hundreds of e-books, and local and international newspapers via *EBSCO's Discovery Service*. Live streaming videos with access to educational films are offered through the *Films on Demand*, *Psychotherapy.net*, and *Academic Video Online (VAST)*. The *PROQUEST Thesis and Dissertations* database provides full-text thesis from all over the world.

The following are some examples of databases accessible to Interns:

ACADEMIC SEARCH PREMIER - the world's largest academic multi-disciplinary database, *Academic Search Premier* provides full text for nearly 4,650 serials, including full text for more than 3,600 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles. This database is updated on a daily basis via *EBSCOhost*.

PSYINFO - from the American Psychological Association (APA), contains nearly 2.3 million citations and summaries of scholarly journal articles, book chapters, books, and dissertations, all in psychology and related disciplines, dating as far back as the 1800s. 97 percent of the covered material is peer-reviewed. Journal coverage, which spans 1887 to present, includes International material selected from more than 2,100 periodicals in more than 25 languages.

PSYARTICLES® - from the American Psychological Association (APA), is a definitive source of full-text, peer-reviewed scholarly and scientific articles in psychology. The database contains more than 45,000 articles from 57 journals - 46 published by the American Psychological Association (APA) and 11 from allied organizations. It includes all journal articles, letters to the editor and errata from each journal. Coverage spans 1985 to present.

PSYCHOLOGY AND BEHAVIORAL SCIENCES COLLECTION - this database provides nearly 575 full text publications, including nearly 550 peer-reviewed titles. *Psychology & Behavioral Sciences Collection* covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. Nearly every full text title included in this database is indexed in *PsycINFO*. This database is updated daily via *EBSCOhost*.

MENTAL MEASUREMENTS YEARBOOK - produced by the Buros Institute at the University of Nebraska, provides users with a comprehensive guide to over 2,000 contemporary testing instruments. Designed for an audience ranging from novice test consumers to experienced professionals, the MMY series contains information essential for a complete evaluation of test products within such diverse areas as psychology, education, business, and leadership. First published by Oscar K. Buros, the MMY series allows users to make knowledgeable judgments and informed selection decisions about the increasingly complex world of testing. MMY provides coverage from Volume 9 to the present.

PSYBOOKS - from the American Psychological Association (APA), is a database of more than 16,000 chapters in PDF from over 1,000 books published by APA and other distinguished publishers. The database includes most scholarly titles published by APA from copyright years 1953 - 2005. It also includes 100 out-of-print books and a total of more than 400 classic books of landmark historical impact in psychology.

PROQUEST - provides powerful, convenient search and retrieval, to one of the world's largest collection of information, including summaries of articles from over 8,000 publications, with many in full text, full image format. Databases on Psychology Journals (full text), Sciences, Arts, Health, Children, Education (full text), Humanities, Law, Multicultural, Social Sciences, Women's Interest and more, are provided by Proquest

SEFLIN Card

The SEFLIN Library Card allows borrowing privileges at other campus libraries. SEFLIN Library Cards will be made available to all Carlos Albizu University full-time faculty, professional staff and students upon request. Individuals must have no outstanding library obligations (fines, overdue materials, etc.), and have a favorable borrowing record with the Albizu Library. Individuals must be either currently employed or enrolled at Carlos Albizu University. Cards will be issued for one academic year to faculty members, professional staff, and for one academic session to students. Upon notification of delinquency from the lending library, the patron will be notified. Borrowing privileges will be suspended until all obligations to the library have been met.

Lists of all campuses that are SEFLIN members are located at the Circulation Desk. SEFLIN Library Card application requests are located at the Circulation Desk. For more information regarding this service please refer to the Juan Zaragoza, Director of Albizu Library, or Carlos Albizu University's library web page: www.albizu.edu

Grievances and Due Process Procedures

Concerns about Goodman Center Intern development can be raised by a faculty member/staff at any time. Concerns are typically handled as a routine aspect of clinical supervision. In the event that concerns remain after a reasonable period of supervision, the matter may be referred to the Director of Internship Training. The program has a due process procedure for such situations. Similarly, there is a grievance procedure that Interns can use if there are concerns regarding their training experience or supervisor. Below is the document that specifically addresses Interns Due Process & Grievance Guidelines:



DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY DUE PROCESS GUIDELINES

This document provides interns and staff an overview of the identification and management of intern problems and concerns, a listing of possible sanctions and an explicit discussion of the due process procedures. Also included are important considerations in the remediation of problems.

Definition of the Problem

For purposes of this document intern problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, 2) an inability to acquire professional skills in order to reach an acceptable level of competency, and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

While it is a professional judgment as to when an intern's behavior becomes more serious (i.e., problematic) rather than just of concern, for purposes of this document a concern refers to a trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be not unexpected or excessive for professionals in training. Problems typically become identified as problems when they include one or more of the following characteristics:

- 1) the intern does not acknowledge, understand, or address the problem when it is identified,
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
- 3) the quality of services delivered by the intern is sufficiently negatively

- affected,
- 4) the problem is not restricted to one area of professional functioning,
 - 5) a disproportionate amount of attention by training personnel is required,
 - 6) the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time,
 - 7) the problematic behavior has potential for ethical or legal ramifications if not addressed,
 - 8) the intern's behavior negatively impacts the public view of the clinic,
 - 9) the problematic behavior negatively impacts the intern class

General Guidelines for Intern and Training Program Responsibilities

The Goodman Psychological Services Center Doctoral Internship is designed as a health service psychology internship and is seen as a component of the doctoral training process in Clinical Psychology. Broadly, the Internship aims to provide the intern with the opportunity (in terms of setting, experience, and supervision) to begin assuming the professional role of a psychologist consistent with the practitioner/scholar model. This role entails the integration of previous training and a further development of the scholar, professional, and ethical bases involved in professional functioning.

I. Training Program's Expectation of Interns

The expectations of interns are divided into three areas:

- 1) knowledge of and conformity to relevant professional standards,
- 2) acquisition of appropriate professional skills, and
- 3) appropriate management of personal concerns and issues as they relate to professional functioning.

A. Professional Standards

Interns are expected to:

1. Be cognizant of and abide by the guidelines as stated in the APA Ethical Principles of Psychologists and Code of Conduct, Standards for Providers of Psychological Services, Specialty Guidelines, and any other relevant, professional documents or standards which address psychologists' ethical, personal and/or legal responsibilities.
2. Be cognizant of and abide by the laws and regulations governing the practice of psychology as included in appropriate legal documents. Such documents include but are not necessarily limited to the Florida State Board of Psychology.

It is recognized by the training program that mere knowledge of and exposure to the above guidelines and standards are not sufficient. Interns need to demonstrate the ability to integrate relevant professional standards into their own repertoire of professional and personal behavior. Examples of such integration include a demonstrated awareness of ethical issues when they arise in work with clients, appropriate decision making in other ethical situations, and awareness of ethical considerations in their own and other's professional work.

B. Professional Competency

By the time the internship is complete, interns are expected to:

1. Demonstrate knowledge of psychopathology and of developmental, psychosocial and psychological problems.
2. Demonstrate knowledge of the special issues involved in working with a minority and disadvantaged population.
3. Demonstrate diagnostic skills and methods of diagnosis including psychological assessment, interview assessment, and consultation; with children, adolescents, and adults who are clinic patients with various psychological problems.
4. Demonstrate knowledge and skills in treatment, including psychotherapy (various modalities), case management, individual therapy, couples therapy, family therapy, group psychotherapy, crisis intervention, and consultation with children, adolescents, and adults.

The above competency expectations imply that interns will be making adequate progress in the above areas (as assessed by periodic evaluations) and that interns will achieve a level of competency by the completion of the internship which will enable them to successfully complete the internship and at least approaches the ability to function independently as a psychologist.

C. Personal Functioning

It is recognized by the training program that there is a relationship between level of personal functioning and effectiveness as a professional psychologist, most notably in one's role delivering direct services to clients. Physical, emotional and/or educational problems may interfere with the quality of an intern's professional work. Such problems include but are not limited to a) educational or academic deficiencies, b) psychological adjustment problems and/or inappropriate emotional responses, c) inappropriate management of personal stress, d) inadequate level of self-directed professional development, and e) inappropriate use of and/or response to supervision.

When such problems significantly interfere with an intern's professional functioning, such problems will be communicated in writing to the intern. The training program, in conjunction with the intern, will formulate strategies for ameliorating such problems and will implement such strategies and procedures. If such attempts do not restore the intern to an acceptable level of professional functioning within a reasonable period of time, discontinuation in the program may result. The specific procedures employed for the acknowledgment and amelioration of intern deficiencies will be described later in this paper.

General Responsibilities of the Intern Program

A major focus of internship is to assist interns in integrating their personal values, attitudes and functioning as individuals with their professional functioning. The training program is committed to providing the type of learning environment in which an intern can meaningfully explore personal issues which relate to his/her professional functioning. In response to the above intern expectations, the training program assumes a number of general responsibilities. The responsibilities correspond to the three general expectation areas (Professional Standards, Professional Competency, and Personal Functioning) and are described below:

A. The Training Program

1. The training program will provide interns with information regarding relevant professional standards and guidelines as well as providing appropriate forums to discuss the implementations of such standards.
2. The training program will provide interns with information regarding relevant legal regulations which govern the practice of psychology as well as providing appropriate forums to discuss the implementations of such guidelines.
3. The training program will provide written evaluations of the intern's progress with the timing and content of such evaluations designed to facilitate interns' change and growth as professionals. Evaluations will address the interns' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services.

In accepting the above responsibilities, the internship program will maintain ongoing communications with the intern's graduate department regarding the trainee's progress during the internship year. The training program will provide appropriate mechanisms by which inappropriate intern behavior effecting professional functioning is brought to the attention of the intern. The training program will also maintain intern procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning.

Remediation and Sanction Alternatives

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the intern, the clients involved, members of the intern training group, the training staff, and other agency personnel.

1. **Verbal Warning** to the intern emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.
2. **Written Acknowledgment** to the intern formally acknowledges:
 - a) that the Director of Internship are aware of and concerned with the performance rating,
 - b) that the concern has been brought to the attention of the intern,
 - c) that the Director of Internship will work with the intern to rectify the problem or skill deficits, and
 - d) that the behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship.

3. **Written Warning** to the intern indicates the need to discontinue an inappropriate action or behavior. This letter will contain:
 - a) a description of the intern's unsatisfactory performance;
 - b) actions needed by the intern to correct the unsatisfactory behavior;

- c) the time line for correcting the problem;
- d) what action will be taken if the problem is not corrected; and
- e) notification that the intern has the right to request a review of this action.

A copy of this letter will be kept in the intern's file. Consideration may be given to removing this letter at the end of the internship by the Director of Internship in consultation with the intern's supervisor. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

4. **Schedule Modification** is a time-limited, remediation-oriented closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Director of Internship. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

- a) increasing the amount of supervision, either with the same or other supervisors;
- b) change in the format, emphasis, and/or focus of supervision;
- c) recommending personal therapy;
- d) reducing the intern's clinical or other workload;
- e) requiring specific academic coursework.

The length of a schedule modification period will be determined by the Director of Internship in consultation with the intern's supervisor, and the Director of the Goodman Center. The termination of the schedule modification period will be determined, after discussions with the intern, by the Director of Internship in consultation with the Internship Training Team and intern's supervisor.

5. **Probation** is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the Director of Internship, along with the Director of Goodman Center and intern's supervisor systematically monitor for a specific length of time the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement which includes:

- a) the specific behaviors associated with the unacceptable rating;
- b) the recommendations for rectifying the problem;
- c) the time frame for the probation during which the problem is expected to be ameliorated, and
- d) the procedures to ascertain whether the problem has been appropriately rectified.

If the Director of Internship determines that there has not been sufficient improvement in the intern's behavior to remove the Probation or modified schedule, then the Director of Internship will discuss with the Internship Training Team and the intern's supervisor possible courses of action to be taken. The Director of Internship will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Director of Internship has decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Director of Internship will communicate to Director of Goodman Center, intern's supervisor, intern, and the doctoral

program's respective Director of Clinical Training that if the intern's behavior does not change, the intern will not successfully complete the internship.

6. **Suspension of Direct Service Activities** requires a determination that the welfare of the intern's client has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Director of Internship in consultation with the supervisor and the Internship Training Team members (Director of Goodman Center). At the end of the suspension period, the Director of Internship in consultation with the Director of Goodman Center, and intern's supervisor will assess the intern's capacity for effective functioning and determine when direct service can be resumed.
7. **Administrative Leave** involves the temporary withdrawal of all responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file, and the intern's academic program and the Director of the Goodman Center will be informed. The Director of Internship will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits.
8. **Dismissal from the Internship** involves the permanent withdrawal of all clinic responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the Director of Internship will discuss with the Internship Training Team the possibility of termination from the training program or dismissal from the clinic. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the internship due to physical, mental or emotional illness. When an intern has been dismissed, the Director of Internship will communicate to the intern's academic department that the intern has not successfully completed the internship.

Procedures for Responding to Inadequate Performance by an Intern

If an intern receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member has concerns about an intern's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The staff member will consult with the Director of Internship to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If the staff member who brings the concern to the Director of Internship is not the intern's supervisor, the Director of Internship will discuss the concern with the staff member.
3. If the Director of Internship determines that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Director of Internship will inform the staff member who initially brought the complaint.
4. The Director of Internship will meet with the Director of the Goodman Center to discuss the performance rating or the concern.

5. The Director of Internship will meet with the Director of Goodman Center, and when necessary the Utilization Peer Review Committee (UPRC) to discuss the concerns and possible courses of action to be taken to address the issues.
6. The Director of Internship, the supervisor, and Director of the Goodman Center may meet to discuss possible course of actions.
7. Whenever a decision has been made by the Director of Internship about an intern's training program or status in the clinic, the Director of Internship will inform the intern in writing and will meet with the intern to review the decision. This meeting may include the intern's supervisor, Director of Internship, and Director of the Goodman Center. If the intern accepts the decision, any formal action taken by the Internship Training Program may be communicated in writing to the intern's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
8. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below.

Due Process: General Guidelines

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Internship Training Program identify specific evaluative procedures which are applied to all trainees, and provide appropriate appeal procedures available to the intern. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. Discussing these expectations in both group and individual settings.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding the problem behavior or concerns.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the intern which describes how the intern may appeal the program's action. Such procedures are included in the internship manual. The Internship Manual is provided to interns and reviewed during orientation.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.

9. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

Due Process: Procedures

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. When a matter cannot be resolved between the Director of Internship and intern or staff, the steps to be taken are listed below.

Grievance Procedure

There are two situations in which grievance procedures can be initiated.

1. In the event an intern encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, an intern can:
 - a. Discuss the issue with the staff member(s) involved;
 - b. If the issue cannot be resolved informally, the intern should discuss the concern with the Director of Internship or member of the Internship Training team;
 - c. If the Director of Internship or member of the Internship Training team cannot resolve the issue, the intern can formally challenge any action or decision taken by the Director of Internship, the supervisor or any member of the training staff by following procedures:
 1. The intern should file a formal complaint, in writing and all supporting documents, with the Director of Internship. If the intern is challenging a formal evaluation, the intern must do so within 5 days of receipt of the evaluation.
 2. Within three days of a formal complaint, the Director of Internship must consult with the Internship Training Team and implement Review Panel procedures as described below.
2. If a training staff member has a specific concern about an intern, the staff member should:
 - a. Discuss the issue with the intern(s) involved.
 - b. Consult with the Director of Internship.
 - c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents, to the Director of Internship for a review of the situation. When this occurs, the Director of Internship will within three days of a formal complaint, consult with the Internship Training Team and implement Review Panel procedures as described below.

Review Panel and Process

1. When needed, a review panel will be convened by the Director of Internship. The panel will consist of three staff members selected by the Director of Internship with recommendations from the Internship Training Team and the intern involved in the dispute. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.

2. Within five (5) work days, a hearing will be conducted in which the challenge is heard and relevant material presented. Within three (3) work days of the completion of the review, the Review Panel submits a written report to the Director of Internship, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.
3. Within three (3) work days of receipt of the recommendation, the Director of Internship will either accept or reject the Review Panel's recommendations. If the Director rejects the panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
4. If referred back to the panel, they will report back to the Director of Internship within five (5) work days of the receipt of the Director's request for further deliberation. The Director of Internship then makes a final decision regarding what action is to be taken.
5. The Director of Internship informs the intern, staff members involved, the Director of the Goodman Center, and if necessary members of the training staff of the decision and any action taken or to be taken.
6. If the intern disputes the Director's final decision, the intern has the right to appeal the process to the Utilization Panel Review Committee to discuss this situation.



Application Procedure

ADMISSION REQUIREMENTS

The GPSC seeks applicants with a strong background in intervention and assessment. Bilingual applicants are preferred, but not required. GPSC will offer **internship positions** each year, which will begin at the end of August or the first week in September. At a minimum, applicants for the Doctoral Internship program are required to have completed all coursework and comprehensive examinations for their doctoral degree in Clinical Psychology prior to the beginning of the Internship year. We consider (effective for the 2021 cohort) graduate students who are enrolled in the Psy.D. program from Albizu University and have successfully completed all the necessary academic and supervised clinical practicum training to be considered eligible for doctoral internship. The Psy.D. program must be an APA-approved doctoral program in Clinical Psychology. Applicants must be U.S. citizens or if non-U.S. citizen (must show proof of valid work permit, Social Security, and photo identification). Applicants should have at least 1,035 hours of practicum experience, of which no fewer than 500 hours are in direct service, and 100 hours or more are in psychological assessments. A solid background in psychological assessment is desired, and applicants who can demonstrate experience with all Wechsler measures, achievement tests, and the MMPI-2 are advantageous.

Applications for Internship are screened by a review team. Applicants are invited for a 1-hour structured interview with the Committee, consisting of the Director of Internship, Director of the Center, and other faculty members or licensed supervisors. Ample time is scheduled for the applicant to ask questions of the Committee.

APPLICATION PROCEDURE

The GPSC participates in the national match, and uses the Association of Psychology Postdoctoral and Internship Centers (APPIC) standard application form. We strongly support the goals of APPIC and endorse their guidelines. GPSC adheres to APPIC Match policies and participates in the APPIC Match. All applicants use the Online AAPI to apply to the internship program. The GPSC agrees to abide by the APPIC policy that no person at the GPSC will solicit, accept, or use any ranking-related information from any Intern applicant before the day of uniform notification.

National Matching Services, Inc. conducts the matching program for Internship programs that are members of APPIC. All applicants to our Internship program must register for the match and upload all applicant forms via their website at: www.natmatch.com/psychint. Also available from the National Matching Services web site are the rules for participation in the matching program for Internships, a schedule, and a description of the matching process. We encourage all applicants to become familiar with the rules and procedures of the matching program.

All Interns apply to the Goodman Center Internship program via the AAPI portal. The Goodman Center's Program Code is #121212. Currently, the Goodman Center has 4 full-time internship positions.

APPLICATION MATERIALS

Candidates applying for the Doctoral Internship program should gather all supporting documents, including official graduate school transcripts, clinical work samples, and submit them via the match website. This ensures that all segments of your application reach us in a timely manner, and facilitates our review of your application. All inquiries should be addressed to:

Maria Alonso-Mahoney, Psy.D.
Internship Director
Goodman Psychological Services Center
2173 NW 99 Avenue
Miami, Florida 33172
305-593-1223 Ext. #3185
malonso@albizu.edu

DEADLINE FOR APPLICATION MATERIALS

The full packet of application materials must be received electronically by November 15. Applications that are incomplete will not be considered. All materials become the property of the Goodman Psychological Services Center and will not be returned to the applicant. Candidates being asked to interview as well as candidates not under serious consideration will be notified of their status by December 15. Applicants will be invited for interviews between December and the second and third weeks of January.

Checklist of the Application Materials (all submitted via AAPI)

- Cover letter
- APPIC Application for Psychology Internship (AAPI) which includes:
 1. Doctoral Practicum Documentation Form
 2. Professional Conduct Form
 3. Academic Program's Verification of Internship Eligibility and Readiness form.
- Curriculum Vitae (2 copies)
- Official graduate transcripts
- Three letters of recommendations. At least one must be from current or past clinical/practicum supervisor
- Two samples of a psychological testing report according to APPIC standards. Please observe appropriate confidentiality standards.

SELECTION PROCESS

The GPSC Internship Training Selection Team, consisting of the Director of the Goodman Center, Goodman Center supervisors, and the Director of Internship, consider a number factors of each application to determine potential fit with our training program. The internship is clinically focused, therefore, a strong background in individual psychotherapy with clients from various age groups, awareness, interest, and some experience with clients from diverse background is also preferred. The internship also considers applicants who demonstrate a strong background in psychological assessment. Bilingual is preferred but not required. Applicants who most closely match our internship training program criteria will be invited to interview with us.

INTERVIEW

For those applicants interested in applying, the GPSC Doctoral Internship will contact candidates no later than December 15 regarding the status of their application and whether or not they will be invited for a personal interview. All qualified applicants will be interviewed during the second and third week of January. These interviews are conducted in accordance with APPIC guidelines. Each interview is conducted by the Internship Training Team members from the Goodman Center and will take approximately 1 hour. Candidates will also have an opportunity to speak to current Interns, if desired and get a tour of our facility as well as the University's campus.

LOCAL HOTEL INFORMATION

The following is a list of hotels less than 2 miles from the Goodman Center. Applicants are also encouraged to search the major travel websites to find better deals.

Candlewood Suites Miami Airport West

8855 NW 27 Street

Doral, Florida 33172

(305) 591-9099

www.candlewoodsuites.com

Located 1.2 miles from the University

La Quinta Inn & Suites Miami Airport West

8730 NW 27 Street

Doral, Florida 33172

1-800-531-5900

<http://lq.com>

Located 1.2 miles from the University

InterContinental Hotel

2505 NW 87 Avenue

Doral, Florida 33172

(305) 468-1400

www.ichotelsgroup.com

Located 1.3 miles from the University

Miami International Airport in Miami, Florida is our closest airport, a 20-30-minute commute to each of these hotels listed above.

OFFERS AND ACCEPTANCES POLICIES

There is strict adherence to the standards of Internship offers and acceptances to an Internship, as stipulated by the **Association of Psychology Postdoctoral and Internship Centers (APPIC)** Match Policies. This Internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any Intern applicant. The APPIC policies can be accessed on their website at: <http://www.appic.org/>.

SOCIAL MEDIA POLICY

As referenced in <http://www.apa.org/about/social-media-policy.aspx>, APA's social media/forum policy advises that "public social networks (Facebook, Twitter, YouTube, LinkedIn, MySpace, etc.) are not private. Some may be open only to invited or approved members but even then, users should not expect privacy among the members. If you choose to participate on such Forums, assume that anything you post will be seen, read, and open for comment. Anything you say, post, link to, comment on, upload, etc., can and may be used against you by your peers, colleagues, employer, potential employers, fellow members, and so on."

As such, the Goodman Center's Internship Program advises interns to make every effort to minimize material that may be deemed inappropriate for a health service provider or trainee. All social media security settings should be set to "private." Interns should avoid posting information, photos or using any language that could jeopardize their professional image. Interns should consider limiting the amount of personal information posted on these sites, and should never include clients as part of their social network, or include any information that might lead to the identification of a client, or compromise client confidentiality in any way. If intern report doing, or are depicted on a website or in an email as doing something unethical or illegal, then that information may be used by the program as they determine a course of disciplinary action. As a preventive measure, the program requires that interns approach social media carefully.

(Note: The above social media policy is shared by the San Juan Campus in Puerto Rico, Clinica de Albizu of Albizu University which is based on the policies developed by the University of Denver, Jenny Cornish; University of Albany; University of Kansas, Michael Roberts; and San Diego State University, Elizabeth Klonoff).

SAFETY AND SECURITY POLICY

The Internship program recognizes the importance of having safety and security measures in place for the Goodman Center Interns and practicum students, as well as for the staff. As a result,

the Goodman Center adheres to the safety and security policies of Albizu University. As stated in the university's policy, "As members of the Albizu University community, all members are urged to notify the Albizu University Campus Security Authorities of any situation or incident on campus that involves a significant emergency or dangerous situation that may involve an immediate or on-going threat to the health and safety of students and/or employees on campus." In the event of a serious incident which poses immediate threat to members of the Albizu University community, the University has several systems in place to address these serious situations. For more specific information about these security policies, the reader is directed to the university website www.albizu.edu . Follow the link to Discover CAU, Policies, Procedures, and Consumer Information, and then look under 2015 Miami Campus Safety and Security policy.

GOODMAN CENTER'S INTERNSHIP TRAINING TEAM

ALONSO-MAHONEY, MARIA, PSY.D.

DIRECTOR OF INTERNSHIP

DR. ALONSO-MAHONEY IS THE DIRECTOR OF THE INTERNSHIP TRAINING PROGRAM FOR THE GOODMAN PSYCHOLOGICAL SERVICES CENTER. SHE WAS BORN IN CUBA AND IMMIGRATED TO MIAMI AT THE AGE OF FIVE. SHE IS FULLY BILINGUAL IN ENGLISH AND SPANISH. SHE OBTAINED HER PSY.D. IN CLINICAL PSYCHOLOGY FROM MIAMI INSTITUTE OF PSYCHOLOGY IN 1999 (NOW KNOWN AS CARLOS ALBIZU UNIVERSITY). SHE COMPLETED HER INTERNSHIP AT MIAMI-DADE OFFICE OF YOUTH AND FAMILY DEVELOPMENT SPECIALIZED DEVELOPMENT CENTER 1998. SHE COMPLETED HER FELLOWSHIP IN A PRIVATE PRACTICE (DR. GABRIELLE BERRYER) AND AT PSYCH SOLUTIONS, 1998-1999. DR. ALONSO-MAHONEY WAS ALSO THE PSYCHOLOGICAL TESTING SUPERVISOR/COORDINATOR AT THE INSTITUTE FOR CHILD AND FAMILY HEALTH (FORMERLY KNOWN AS CHILDREN'S PSYCHIATRIC CENTER), PROVIDING PSYCHOLOGICAL EVALUATIONS, MANAGING THE DAY TO DAY OPERATIONS OF THE OUTPATIENT ASSESSMENT PROGRAM, AS WELL AS SUPERVISION OF INTERNS, PRACTICUM AND POST-DOCTORATE STUDENTS. IN ADDITION, SHE WAS IN PRIVATE PRACTICE SPECIALIZING IN PSYCHOLOGICAL AND PSYCHO-EDUCATIONAL EVALUATIONS. SHE HAS COMPLETED OVER 1,500 EVALUATIONS WHICH INCLUDE, THE PRIVATE SECTOR, AS CONSULTANT TO VARIOUS CHILD AND ADOLESCENT MENTAL HEALTH AGENCIES, IMMIGRATION ATTORNEYS, AND THE JUVENILE COURT SYSTEM (DELINQUENCY AND DEPENDENCY DIVISIONS). ADDITIONALLY, SHE HAS SUPERVISED NUMEROUS STUDENTS AT ALL LEVELS OF TRAINING IN MORE THAN 300 PSYCHOLOGICAL TESTING CASES. HER INTERESTS ARE MAINLY RELATED TO PSYCHOLOGICAL AND PSYCHO-EDUCATIONAL TESTING, FORENSIC EVALUATIONS, CUSTODY EVALUATIONS, CHILD ABUSE ISSUES AND ABILITY TO PARENT ASSESSMENTS. DR. ALONSO-MAHONEY IS AN ASSISTANT PROFESSOR AT CARLOS ALBIZU UNIVERSITY. SHE WAS AWARDED AND HONORED AS FACULTY OF THE YEAR IN 2015 FOR EXCELLENCE IN THE WORKPLACE AND COMMITMENT TO THE ADVANCEMENT OF ALBIZU UNIVERSITY MIAMI CAMPUS.

ALONSO, EVANGELINA, PSY.D.
DIRECTOR OF THE GOODMAN CENTER

DR. ALONSO IS THE DIRECTOR OF THE GOODMAN PSYCHOLOGICAL SERVICES CENTER. SHE IS HISPANIC AND FULLY BILINGUAL. DR. ALONSO COMPLETED HER GRADUATE TRAINING AT THE MIAMI INSTITUTE OF PSYCHOLOGY AND OBTAINED HER LICENSE AS A PSYCHOLOGIST IN FLORIDA IN 2002. SHE HAS WORKED AS AN ADJUNCT PROFESSOR IN HIGHER EDUCATION SINCE 1996. SHE WORKED AS A CLINICAL SUPERVISOR AT MIAMI BEHAVIORAL HEALTH CENTER AND NEW HORIZONS COMMUNITY MENTAL HEALTH CENTER FOR A COMBINATION OF 10 YEARS IN THE CHILDREN & ADOLESCENTS PROGRAMS SERVING UNDERPRIVILEGED YOUTH AND FAMILIES. DURING HER TIME AT NEW HORIZONS SHE WAS ALSO THE PEER REVIEW CHAIRPERSON, AND MEMBER ON THE LEADERSHIP COMMITTEE, QUALITY ASSURANCE COMMITTEE, MANAGED CARE COMMITTEE, AND FORMS COMMITTEE. SHE WAS ALSO THE COORDINATOR OF THE COMPREHENSIVE COMMUNITY SERVICES TEAM AND WORKED CLOSELY WITH THE DEPARTMENT OF CHILDREN AND FAMILIES AND SOUTH FLORIDA BEHAVIORAL HEALTH NETWORK REGARDING THE FEDERAL GRANT FOR FAMILY AND COMMUNITIES EMPOWERED FOR SUCCESS (FACES). SHE WAS AN INTRICATE PART OF THE TEAM SERVING ON THE PROGRAM SUBCOMMITTEE, TRAINING SUBCOMMITTEE, CULTURAL AND LINGUISTIC COMPETENCY SUBCOMMITTEE, LOGIC MODEL WORKGROUP, AND WAS THE LEADER OF CHANGE FOR HER AGENCY. SHE RECEIVED THE 1994 MOST DISTINGUISHED STUDENT AWARD, 1998 OUTSTANDING UNDERGRADUATE FACULTY MEMBER OF THE YEAR AWARD, 1999 HONORARY MENTION IN THE HISPANIC OUTLOOK IN HIGHER EDUCATION, HONORARY MENTION IN THE VOICE OF HISPANIC HIGHER EDUCATION, 2011 FIRST ANNUAL COMMUNITY COLLABORATION AWARD FOR FACES, AND THE 2014 FACULTY OF THE YEAR AWARD. HER INTERESTS ARE HELPING UNDERPRIVILEGED COMMUNITIES AND INCREASING THE AWARENESS OF THE IMPORTANCE OF MULTICULTURAL PSYCHOLOGY.

Internship Admissions, Support, and Initial Placement Data

INTERNSHIP PROGRAM TABLES

Date Program Tables Are Updated: 7/19/19

INTERNSHIP PROGRAM ADMISSIONS
<p>Selection of potential applicants into the Goodman Psychological Services Center Psychology Doctoral Internship Program is based on various factors to determine best fit. The internship program is clinically focused, therefore, we seek applicants who show a breadth and depth of training experiences in evidenced based treatments with diverse clients. Experienced with various modality of treatments are preferred which include individual, couples, family, and group therapy. The internship also considers applicants who demonstrate a strong background in psychological assessments, preferably psycho-educational testing. Additionally, applicants should demonstrate critical thinking abilities, self-reflectiveness and insight, and good interpersonal skills. Although bilingual candidates (English and Spanish fluency) is preferable, it is not required. The internship program considers all graduate students from APA-accredited Psy.D. or Ph.D. programs who have successfully completed all the necessary academic and supervised clinical practicum training to be considered eligible for internship by the doctoral program's respective Director of Clinical Training (DCT).</p>

Does program require minimum # of hours	Total Direct Contact Intervention Hours	Total Direct Contact Assessment Hours
Yes	500	100

Describe any other required minimum criteria used to screen applicants:
N/A

FINANCIAL AND OTHER BENEFIT SUPPORT FOR UPCOMING TRAINING YEAR

Annual Stipend/Salary for Full-Time Interns	\$20,000
Annual Stipend/Salary for Half-Time Interns	N/A
Program provides access to medical insurance for intern	YES
If access to medical insurance is provided:	
Trainee Contribution to cost required	YES
Coverage of family member(s) available	YES
Coverage of legally married partner available	YES
Coverage of domestic partner available	YES
Hours of Annual Paid Vacation Time Off	40 HOURS
Hours of Annual Paid Sick Leave	40 HOURS
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of vacation time off and sick leave	YES
Other Benefits (please described)	N/A

INITIAL POST-INTERNSHIP POSITIONS (2016-2018)

Total # of Interns who were in the 3 cohorts	19	
Total # of Interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	1	
Federally qualified health center		1
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital	1	
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		2
Independent research institution		
Correctional facility		2
School district/system		
Independent practice setting	5	6
Not currently employed		1
Changed to another field		
Other		
Unknown		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.



Clinical Psychology Intern Self-Appraisal

Intern's Name: _____

Internship Year: 2020-2021

This information is to be shared with the assigned supervisor to familiarize her/him with the Intern's self-appraisal of their clinical strengths, deficiencies and goals to be worked on during this year of training.

1. I believe my areas of clinical strengths are:

- 1.
- 2.
- 3.
- 4.

2. I believe my areas of clinical deficiencies are:

- 1.
- 2.
- 3.
- 4.

3. During the course of my Internship year, I would like to be able to achieve advanced skills in the following areas:

- 1.
- 2.
- 3.
- 4.

4. I have less interest in the following areas:

- 1.
- 2.
- 3.



MY PRIORITIES DURING MY INTERNSHIP YEAR

	LOW	HIGH
ASSESSMENT		
1. INTAKE INTERVIEWING	1	2 3 4 5
2. INTAKE REPORTS AND RECOMMENDATIONS	1	2 3 4 5
3. PSYCHOLOGICAL TESTING WRITEUPS	1	2 3 4 5
4. IMPROVE TECHNICAL UNDERSTANDING OF THE FOLLOWING TESTS:		
a. INTELLECTUAL	1	2 3 4 5
b. PROJECTIVES	1	2 3 4 5
c. NEUROPSYCHOLOGICAL SCREENING	1	2 3 4 5
d. OBJECTIVE PERSONALITY	1	2 3 4 5
e. ACHIEVEMENT	1	2 3 4 5
INTERVENTION		
1. CRISIS INTERVENTION	1	2 3 4 5
2. INDIVIDUAL CHILD THERAPY	1	2 3 4 5
3. INDIVIDUAL ADOLESCENT THERAPY	1	2 3 4 5
4. INDIVIDUAL ADULT THERAPY	1	2 3 4 5
5. GROUP THERAPY	1	2 3 4 5
6. COUPLES-ADULT-FAMILY THERAPY	1	2 3 4 5
7. PLAY THERAPY	1	2 3 4 5
CONSULTATION, MENTORING, & TEACHING:		
1. PSYCHOLOGISTS OR OTHER PROFESSIONAL	1	2 3 4 5
2. COMMUNITY AGENCIES	1	2 3 4 5
3. COURT SYSTEM	1	2 3 4 5
4. MENTORING STUDENT CLINICIANS	1	2 3 4 5
5. TEACHING OPPORTUNITIES	1	2 3 4 5

Intern's Signature

Date

Supervisor's Signature

Date



**INTERNSHIP DIDACTIC SEMINAR
SCHEDULE**

FALL 2018 SEMESTER

Monday 11 am- 1 pm
Group Supervision 2-3 pm
Staffing 3-4 pm

DIDACTICS will be on Mondays with Dr. Maria Alonso-Mahoney, Dr. Cristina Nodar Miller, or Dr. Evangelina Alonso from 11 am-1 pm. DIDACTICS may also be scheduled on other days, OR different times to accommodate the presenter. Should this be the case, you will be given advanced notice in order to modify your schedule.

GROUP SUPERVISION will be on Mondays from 2-3 pm with Dr. Mahoney, Dr. Miller, or Dr. Alonso.

STAFFINGS will be held on Mondays from 3-4 pm with Dr. Mahoney, Dr. Miller, or Dr. Alonso

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>
Tuesday, August 14, 2018 11 am – 1 pm	New Intern Orientation Part I <i>Topic Description</i> Welcome & Greet New Interns: This is Part 1 of 3 Orientation meetings to familiarize new interns to internship program requirements, intern daily responsibilities, review of Internship & Clinic Manual, intern work schedule & administrative required trainings, forms & background screenings to be completed	Dr. Maria Alonso Mahoney and Dr. Cristina Miller
Wednesday, August 22, 2018 10 -12 pm 12 -1 pm Lunch 1 – 3:30 pm 4 – 6 pm	New Intern Orientation: Part 2 of 3 meeting to further familiarize new interns with their upcoming first day of internship; review of minimal level of achievement; self-appraisal form, and additional training activities added to internship year; Q & A time. New Interns meet with Exiting Interns who will provide a day-to-day account of the responsibilities of interns. Exiting interns will present a power point presentation, give a tour of the clinic, intern’s office, review clinic forms and procedures; and allow Q & A time at the end. Training by the University of Miami’s COMET (The Community Study of Outcome Monitoring for Emotional Disorders in Teens) researchers Orientation on all aspects of the study and the role of the participants; and consent forms	Dr. Maria Alonso Mahoney and Dr. Cristina Miller Intern Cohort (2017-18) Monica, Jamie & Elizabeth Dr. Ashley Shaw, UM Post-Doctoral Fellow

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>
September 4, 2018	<p>New Intern Orientation Part 3 of 3: Overview of Internship Program and Q & A</p> <p>Overview of Clinic Policies & Procedures</p> <p>Review of Intern Performance Evaluations & Competencies</p> <p>Review of Didactic Schedule/Individual & Group Supervision/Work Schedule</p> <p>Overview of Practicum Orientation-Part I: Intake Assessments/Shadowing/Didactics for Practicum Students/</p> <p><i>Topic Description</i></p> <p>This training provides an overview of all aspects of the Internship Training Year (includes Intern Competencies, Review of Performance Evaluations, Review of Training Manual, Staffing of cases, introduction to the Mentorship program, Assessment referrals, Didactic Trainings, Supervision, Clinic Policies & Procedures & Due Process and Grievance Procedures). Also orientation to the interns involvement in the training of the entry-level practicum students</p>	Dr. Maria Alonso Mahoney and Dr. Cristina Miller
Monday, September 7, 2018 2-6 pm	<p>Training by the University of Miami's COMET (The Community Study of Outcome Monitoring for Emotional Disorders in Teens) researchers</p> <p>Interns randomly assigned to the UP-A and TAU+ treatment condition will attend a 4 hour training in the YOQ and incorporate the system into their treatment and clinical decision-making for COMET cases</p>	Dr. Amanda Jensen-Doss University of Miami's COMET Co-Principal Investigator
Monday, September 10, 2018	<p>Crisis Assessment & Intervention in the Clinic</p> <p><i>Topic Description</i></p> <p>Interns will gain understanding & become familiar with the clinic's policy & procedure during crisis/risk assessment. Overview of suicide rates, risk factors, goals of risk assessment, challenges, warning signs & review of literature. Gain understanding of the importance of therapeutic alliance and diathesis-stress model. Training in administering SAFE-T as an evidence base measure in risk assessment. Overview of mandated reporting policy in the clinic. Samples of crisis assessment notes will be analyzed.</p> <p><i>Note: After the training we will discuss pre-staffing procedures (how to staff cases on a weekly basis; and how to determine case disposition in the role of a consulting agent)</i></p>	Maria Alonso-Mahoney, PsyD.

<p>Wednesday, September 12, 2018 3 PM-5 PM</p>	<p>TRBA & INFIDELITY TRAINING</p> <p>Have to complete 5 hours of CITI training for TRBA (Required for Protection of Human Participants) & IRB training</p> <p>TRBA (Teaching Responsible Behavior to Adolescents) Program & INFIDELITY TRAINING</p> <p><i>Topic Description</i></p> <p>Guest Speaker & CAU Professor, Dr. Irene Bravo, will provide a training on the Teaching Responsible Behaviors to Adolescents (TRBA) program as well as treatment for couples facing infidelity issues. Training will provide information about preventive strategies for adolescents at risk and their parents; understand the role of early intervention. Training also on evidence-based measures and intervention in the assessment and treatment of infidelity</p>	<p>Irene Bravo, Ph.D.</p>
<p>Friday, September 14, 2018 1 – 6 pm</p>	<p>Training by the University of Miami’s COMET (The Community Study of Outcome Monitoring for Emotional Disorders in Teens) researchers</p> <p><i>Topic Description</i></p> <p>Interns randomly assigned to the UP-A treatment condition will attend a 5 hour out of 12 required training in UP-A and incorporate these interventions into their treatment with their COMET cases</p>	<p>Dr. Jill Ehrenreich-May University of Miami COMET Co-Principal Investigator</p>
<p>Monday, September 17, 2018</p>	<p>Achievement-IV (WJ IV: Administration, Scoring, & Interpretation)</p> <p><i>Topic Description</i></p> <p>This training will review step-by-step the administration of the latest edition of the Woodcock-Johnson Test of Achievement; review scoring guidelines; discuss/review Standard & Extended Batteries, Review use of Achievement vs. Cognitive version of the test; and provide understanding of Interpretation of scores with a case illustration</p>	<p>Maria Alonso-Mahoney, Psy.D. <i>Group Supervision</i></p>

September 17-18, 2018	<i>Chief Intern Applicant Interviews</i>	Maria Alonso-Mahoney & Dr. Cristina Miller (interviewers)
Wednesday, September 19, 2018 2 – 9 pm	<p>Training by the University of Miami’s COMET (The Community Study of Outcome Monitoring for Emotional Disorders in Teens) researchers</p> <p><i>Topic Description</i></p> <p>Interns randomly assigned to the UP-A treatment condition will attend the remaining 7 hour training to complete their required total of 12 hours training in UP-A and incorporate these interventions into their treatment with their COMET cases</p>	Dr. Ashley Shaw, UM Post-Doctoral Fellow
Friday, September 21, 2018 11am-3 pm	<p>The Future of Assessment: Cutting Edge Analysis and the Implications for Practice: Pearson Q-Interactive- Training on iPad WISC-V administration</p> <p><i>Topic Description</i></p> <p>This is a workshop to train interns in assessment measures as we move forward into the digital world. Workshop will cover tools for assessing psychological function using an interactive digital system; train to become proficient in the use of Q-interactive; and discussion of importance of proper security in regards to all digital testing materials.</p>	Alex Quiros, Ph.D., MBA Q-Interactive Assessment Consultant for Pearson

<p>Monday, September 24, 2018</p>	<p align="center">Cultural Competency: Religious & Spiritual Diversity</p> <p align="center"><i>Topic Description</i></p> <p>Interns will learn the importance of how to monitor their own thoughts regarding biases, prejudices, and stereotypes regarding religion and spirituality. They will learn the importance of being aware the role of faith may play in people’s lives, and better understand how this topic in the context of psychological issues and treatment may affect their interactions with clients, colleagues, and the community at large.</p>	<p>Evangelina Alonso, Psy.D.</p> <p><i>Group Supervision Led by Dr. E. Alonso</i></p> <p><i>Therapy Case Presentation by Intern (Yahaira)</i></p>
<p>Wednesday, September 26, 2018 6 PM-8 PM</p>	<p align="center">What is Pastoral Counseling ?</p> <p align="center"><i>Topic Description</i></p> <p>As part of our Cultural & Diversity didactics, This training will be provided by Monsignor Navarro & Dr. Evangelina Alonso. Objectives include learning the importance of understanding the role religion and spirituality has in the development of the individual, cultures, and ethnic groups; gain knowledge of pastoral counseling; and the importance of collaborating with psychologists and other mental health professionals with religious and spiritual communities.</p>	<p>Msg. Pablo Navarro and Evangelina Alonso, PsyD</p>
<p>Monday, October 1, 2018</p>	<p align="center">Writing Integrated Psycho-Educational Assessment Reports (including Woodcock Johnson Tests of Achievement-IV (WJ IV: Administration, Scoring, & Interpretation)- Part II</p> <p align="center"><i>Topic Description</i></p> <p align="center">Continuation of Woodcock-Johnson Tests of Achievement-IV training to gain a broader understanding of the test scores and test interpretation; diagnostic use of WJ-IV in Specific Learning Disorders</p> <p>This training will also provide a review of each section of a psychoeducational report, provide specific questions to include in the clinical interview, and provide specific examples of integrating history taking and behavioral observations with the various test results. Case samples will be illustrated and analyzed as a group, along with report writing samples</p>	<p>Maria Alonso-Mahoney, PsyD</p> <p><i>Group Supervision Led by Dr. Alonso-Mahoney</i></p> <p><i>Testing Case Presentation by Intern (Carla)</i></p>
<p>Monday, October 8, 2018</p>	<p align="center">HOLIDAY –Columbus Day</p>	

<p>Monday, October 15, 2018</p>	<p>Overview of Mentoring & Supervision of Supervision: Part 1</p> <p><i>Topic Description</i></p> <p>This training includes a review of the mentoring process and an introduction to the newly added competency of Supervision of Supervision & the expectations from the program; understanding the role of the mentor and how to build a mentoring relationship; and discuss the skills & tools for productive mentoring/supervisory relationships</p>	<p>Maria Alonso-Mahoney, PsyD</p> <p><i>Group Supervision Led by Dr. Alonso-Mahoney</i></p> <p><i>Testing Case Presentation by Intern (Chelsea)</i></p>
<p>Monday, October 22, 2018</p>	<p>Measures Used in the Assessment of Emotional, Personality, and Behavioral Functioning in Children and Adolescents</p> <p><i>Topic Description</i></p> <p>This training will provide a general overview of measures used in assessing psychological/emotional/behavioral functioning in children and adolescents as well as step-by step procedures in the administration, scoring, and interpretation of these assessment measures.</p>	<p>Cristina Nodar Miller, Psy.D.</p> <p><i>Group Supervision Led by Dr. Miller</i></p> <p><i>Topic of Choice Presentation by Intern (Dayanis)</i></p>
<p>Monday, October 29, 2018</p>	<p>Identifying and Diagnosing Autism Spectrum Disorder with an Overview on Best Practices in the use of Assessment Measures</p> <p><i>Topic Description</i></p> <p>This training will provide an overview of the causes of ASD and the neurological implications; review of the diagnostic criteria per DSM5; and best practices in identifying and diagnosing ASD utilizing assessment measures such as GARS-3, GADS, CARS-2 and ADOS-2.</p>	<p>Maria Alonso-Mahoney, PsyD</p> <p><i>Group Supervision Led by Dr. Alonso-Mahoney</i></p> <p><i>Testing Case Presentation by Intern (Yahaira)</i></p>

<p>Monday, November 5, 2018</p>	<p align="center">Supervision Models Part II</p> <p align="center"><i>Topic Description</i></p> <p>Overview of Models of Supervision & Competency Based Supervision. Objectives include: identifying “facts” vs. myths in supervision; importance of being properly trained in supervision; why supervision is a core competency in psychology; recognize the various models of supervision; identify the 7 competence-based supervision established by APA</p>	<p>Maria Alonso-Mahoney, PsyD.</p> <p><i>Group Supervision Led by Dr. Alonso-Mahoney</i></p> <p>Topic of Choice Presentation by Intern (Carla)</p>
<p>Monday, November 12 2018</p>	<p align="center">HOLIDAY – Veteran’s Day</p>	
<p>Monday, November 19 2018</p>	<p align="center">Trauma Informed System of Care</p> <p align="center"><i>Topic Description</i></p> <p>This training is intended to help interns learn the different types of Trauma. Emphasis will be placed on learning characteristics of trauma. Interns will be taught to understand impact of trauma and how vicarious trauma impacts the lives of others. Interns will be introduced to the process of screening and assessing for trauma; and several evidence-based models will be reviewed</p>	<p>Evangeline Alonso, PsyD.</p> <p><i>Group Supervision Led by Dr. Evangeline Alonso</i></p> <p><i>Therapy Case Presentation by Intern (Chelsea)</i></p>
<p>Monday, November 26, 2018</p>	<p align="center">Cognitive Assessment Using the Repeatable Battery for the Assessment of Neuropsychological (RBANS)</p> <p align="center"><i>Topic Description</i></p> <p>This training will cover administration, scoring, and report writing using the RBANS, an individually administered test, comprised of 12 subtests, which measure attention, language, visuospatial/constructional abilities, and immediate and delayed memory.</p>	<p>Cristina N. Miller, PsyD</p> <p><i>Group Supervision Led by Dr. Miller</i></p> <p><i>Testing Case Presentation by Intern (Dayanis)</i></p>

<p>Monday, December 3, 2018</p>	<p align="center">Religion and Spirituality Journal Club</p> <p align="center"><i>Topic Description</i></p> <p>This is the first of four experiential meetings throughout the internship year where an assigned intern will select and present an article from APA's Division 36 Journal of Psychology of Religion and Spirituality or another peer reviewed journal to generate discussion regarding the role of religion/spirituality in psychotherapy and assessments.</p>	<p align="center">Evangelina Alonso, PsyD.</p> <p align="center"><i>Group Supervision Led by Dr. Evangelina Alonso</i></p> <p align="center"><i>Topic of Choice Presentation by Intern (Yahaira)</i></p>
<p>Monday, December 10, 2018</p>	<p align="center">Time to Think about Postdoctoral Fellowship</p> <p align="center"><i>Topic Description</i></p> <p>As part of our Professional Development, this didactic will engage interns in a discussion regarding postdoctoral fellowship and provide information to help them navigate the selection process, gain understanding of the APPIC selection guidelines, help establish a timeframe to meet application deadlines/interviews, and answer frequently asked questions</p>	<p align="center">Maria Alonso-Mahoney, PsyD.</p> <p align="center"><i>Group Supervision Led by Dr. Alonso-Mahoney</i></p> <p align="center"><i>Topic of Choice Presentation by Intern (Chelsea)</i></p>
<p>DECEMBER 17, 2018 THROUGH DECEMBER 21, 2018</p>	<p align="center">ACADEMIC RECESS</p>	
<p>DECEMBER 24, 2018 THROUGH JANUARY 7, 2019</p>	<p align="center">INSTITUTIONAL RECESS</p> <p align="center"><i>HAPPY HOLIDAYS!</i></p>	

**Internship Didactic Seminar Schedule
SPRING 2019 SEMESTER**

TUESDAY 11 AM-1 PM (UNLESS OTHERWISE NOTED IN SCHEDULE). DIDACTICS will be on Mondays with Dr. Mahoney

or Dr. Alonso

GROUP SUPERVISION will be on Monday 2-3 pm with Dr. Alonso-Mahoney or Dr. Alonso.
STAFFINGS will be on Monday from 3-4 PM with Dr. Mahoney or Dr. E. Alonso.

<u>DATE</u>	<u>TOPIC</u>	<u>PRESENTER</u>
Monday, January 14, 2019	<p>Time to Think About Postdoctoral Fellowship</p> <p><i>Topic Description</i> As part of our Professional Development series, this didactic will engage interns in a discussion regarding postdoctoral fellowship and provide information to help them navigate the selection process, gain understanding of the APPIC selection guidelines, help establish a timeframe to meet application deadlines/interviews, and answer frequently asked questions</p>	<p>Dr. Maria Alonso-Mahoney</p> <p><i>Group Supervision with Dr. Mahoney</i></p>
Monday, January 21, 2019	HOLIDAY – MLK JR.	
Friday, February 1, 2019	<p>Steps and Factors in Conducting A Juvenile Competency To Proceed Assessment</p> <p><i>Topic Description</i> This training will provide interns with relevant case law, including the Dusky standards, as well as Florida rules and statutes. Steps in conducting a juvenile competency assessment encompassing developmental, cognitive factors, psychopathology, and functional abilities will be emphasized. Information and research on normal vs. incomplete or disrupted adolescent development will be presented, focusing on the impact of developmental issues in assessing functional capacities associated with a competency to proceed/to stand trial evaluation.</p>	Dr. Cristina N. Miller

Date	Topic	Presenter
<p>Monday, February 4, 2019</p>	<p>Mental Health Aspects of Santeria Practices in South Florida</p> <p><i>Topic Description</i></p> <p>This training will provide an overview of the Afro-Cuban Santeria religious beliefs and practices to mental health practitioners and familiarize them with the history of this belief system and the unique conceptualizations of causes of illness and healing practices encountered in this religion</p>	<p>Rafael Martinez, Ed.D CAU Professor & Director of Undergraduate Programs</p>
<p>Monday, February 11, 2019 2:00-4:00 pm</p> <p>Group Supervision & Staffing 11-1 pm</p>	<p>Special Therapeutic Considerations of the Jewish Faith</p> <p><i>Topic Description</i></p> <p>This training focuses on special therapeutic considerations when working with clients of the Jewish faith. Interns will gain knowledge on Jewish traditions that may impact mental health treatment and learn different ways to approach them. Understanding of the different types of Jewish faith with an emphasis in their similarities and differences; and its impact on the therapeutic relationship and treatment.</p>	<p>Dr. Bridget Cabibi Post-Doc Fellow</p>
<p>Monday, February 18, 2019</p>	<p>HOLIDAY – PRESIDENT’S DAY</p>	
<p>Monday, February, 25, 2019</p>	<p>Ethical & Legal Considerations in Supervision</p> <p><i>Topic Description</i></p> <p>This training will discuss relevant ethical issues in clinical supervision; importance of due process; informed consent with supervisees; preventing malpractice claims; racial and ethnic issues within multicultural supervision</p>	<p>Dr. Maria Alonso-Mahoney</p>
<p>Monday, March 4, 2019</p>	<p>I-PAD Training Workshop</p> <p><i>Topic Description</i></p> <p>Interns will continue to practice I-PAD administration of the WISC-V in order to become fully adept in using the I-PAD with actual clients for the Summer semester 2019</p>	<p>Dr. Maria Alonso-Mahoney</p>

DATE	TOPIC	PRESENTER
<p>Monday, March 4, 2019</p> <p>6-8 pm (optional)</p>	<p>The Spirituality Series: Healing the Wounds of Anger & Violence (A Christian Perspective and framework for action)</p> <p><i>Topic Description</i></p> <p>Interns will learn how to recognize the signs of anger and violence and explore different ways of how we may respond, learn what Jesus teaches us about how to conquer anger and violence in order to remain in His peace, and learn how to release anger and forgive (forgiving ourselves, others, & God from a Christian perspective).</p>	<p>Msgr. Pablo A. Navarro & Evangelina Alonso, Psy.D.</p>
<p>Monday, March 11, 2019</p>	<p>Obsessive-Compulsive Disorder: Assessment and Treatment 101</p> <p><i>Topic Description</i></p> <p>Former Goodman Center Interns from the Class of 2014 will provide a general overview of OCD, including assessment, differential diagnosis and Evidence Based treatments.</p>	<p>Joyce A. Szentpaly, Psy.D & Wilfredo Rivera, Psy.D.</p> <p>Group Supervision with Dr. Evangelina Alonso</p>
<p>Monday, March 18, 2019</p> <p>2:00-4:00 pm</p> <p>Group Supervision & Staffing 11-1 pm</p>	<p>Marriage & Family Therapy-Evidence Based Practices</p> <p><i>Topic Description</i></p> <p>Brief Strategic Family Therapy Techniques: An Evidence Based Approach</p> <p>Interns will learn about a therapeutic approach developed in Miami, which has had success in working with Hispanic and African American Adolescents. Emphasis will be placed on the use of evidence-based techniques used in this and other models of Family Therapy. Some role playing will be used to increase interns' proficiency in using these techniques with families in vivo. Questions will be addressed and feedback provided.</p>	<p>Dr. Bridget Cabibi (Post-Doc Resident)</p> <p><i>Group Supervision with Dr. Mahoney</i></p>

DATE	TOPIC	PRESENTER
<p>Monday, March 25, 2019</p> <p>(Didactic Rescheduled to April 15, 2019)</p> <p>(Staffing 11-12 pm Group Supervision 12-1 pm)</p>		<p><i>Group Supervision with Dr. Mahoney</i></p>
<p>Monday, April 1, 2019</p>	<p>Religion and Spirituality Journal Club</p> <p><i>Topic Description</i></p> <p>This is the second of four experiential meetings throughout the internship year where an assigned intern will select and present an article from APA's Division 36 Journal of Psychology of Religion and Spirituality or another peer reviewed journal to generate discussion regarding the role of religion/spirituality in psychotherapy and assessments.</p>	<p>Dr. Evangelina Alonso</p> <p><i>Group Supervision with Dr. E. Alonso</i></p>
<p>Monday, April 8, 2019 (Didactic Training this week will be on Friday 4/12/19)</p> <p>(Staffing 11-12 pm Group Supervision 12-1 pm)</p>		<p><i>Group Supervision with Dr. Mahoney</i></p>
<p>Friday, April 12, 2019 1:00 – 3:00 pm</p>	<p>The Nuts & Bolts of Private Practice</p> <p><i>Topic Description</i></p> <p>This presentation will provide a training on relevant information on establishing and operating a clinical and forensic private practice in South Florida. Topics will include increasing referral sources, maintaining confidentiality & release of records, billing practices, office costs, efficiency & training of support staff; similarities and differences between a clinical and forensic practice will be examined.</p>	<p>Dr. Cristina Miller</p>

DATE	TOPIC	PRESENTER
Monday, April 15, 2019	<p align="center">Group Supervision of Supervision- Part I</p> <p align="center"><i>Topic Description</i></p> <p>This is the first of a series of didactics which includes a review of previously video-recorded sessions between the intern in the role of a supervisor and their assigned mentee in the role of a supervisee. All interns, led by a licensed psychologist, will review and discuss the video-recorded sessions as a group. This serves as a way for each intern to self-critique their supervisory skills via live observation and then obtain constructive feedback and any suggestions for improvement from their peers.</p>	<p>Dr. Maria Alonso-Mahoney</p> <p><i>Group Supervision with Dr. Mahoney</i></p>
Monday, April 22, 2019	<p align="center">Group Supervision of Supervision</p> <p align="center"><i>Topic Description</i></p> <p>This is the second in a series of didactics which includes a review of previously video-recorded sessions between the intern in the role of a supervisor and their assigned mentee in the role of a supervisee. All interns, led by a licensed psychologist, will review and discuss the video-recorded sessions as a group. This serves as a way for each intern to self-critique their supervisory skills via live observation and then obtain constructive feedback and any suggestions for improvement from their peers</p>	<p>Dr. Maria Alonso-Mahoney</p> <p><i>Group Supervision with Dr. Mahoney</i></p>
Monday, April 29, 2019	<p align="center">I-PAD Training Workshop</p> <p align="center"><i>Topic Description</i></p> <p>This is the 3rd of 4 practice drills where Interns will continue to practice I-PAD administration of the WISC-V in order to become fully adept in using the I-PAD with actual clients for the Summer semester 2019.</p>	<p>Dr. Maria Alonso-Mahoney</p>
	<p align="center">Institutional Recess April 18- May 6, 2019</p>	



**Internship Didactic Seminar Schedule
SUMMER 2019 SEMESTER**

DIDACTICS will be on Mondays from 11am-1pm (unless specified otherwise) with Dr. Maria Alonso-Mahoney or Dr. Evangelina Alonso, or as scheduled with an external presenter.

GROUP SUPERVISION will be held on Mondays from 2-3 pm with Dr. Maria Alonso-Mahoney or Dr. Evangelina Alonso.

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>
Monday, May 6, 2019	<p>I-PAD Training Workshop</p> <p><i>Topic Description</i></p> <p>Interns will continue to practice I-PAD administration of the WISC-V in order to become fully adept in using the I-PAD with actual clients for the Summer semester 2019</p>	Dr. Maria Alonso-Mahoney
Monday, May 13, 2019	<p>Ethical & Legal Implications for Psychologists: Guide to Protecting Your Clients, Your Practice, and Yourself and a Review of a Video-Recorded Deposition</p> <p><i>Description</i></p> <p>This training will provide an overview of ethical and legal standards in health service psychology that serve to protect your clients, your practice and yourself. Topics of discussion will include: clinical records; Florida Statutes of limitations of sexual abuse; consent forms; correcting errors; discharge or termination; electronic records; consent forms. Training will conclude with a review of 2 video-taped depositions (one shows “what not to say” & other shows “what to say”) with a discussion to follow</p>	Dr. Maria Alonso-Mahoney
Monday, May 20, 2019	<p>Current Research on Assessing Learning Disorders & New Guidelines to Determine Eligibility per Miami-Dade County Public Schools</p> <p><i>Description</i></p> <p>This training will provide an overview of new procedures set forth by the State Board of Education and Miami-Dade County Public Schools regarding new Test Battery Guidelines to establish Eligibility Determination. Overview of Response to Intervention for LD assessment.</p>	Dr. Maria Alonso-Mahoney

Monday, May 27, 2019	MEMORIAL DAY – HOLIDAY	
Monday, June 3, 2019	<p>Leadership Training for Psychologists</p> <p><i>Description</i></p> <p>Interns will be able to define leadership characteristics and differentiate it from management characteristics; learn tools to strengthen leadership skills; learn functions of conventional and fusion leadership; and learn leadership styles</p>	Dr. Evangelina Alonso
Monday, June 17, 2019	<p>Overview of Dependency & Delinquency Court Matters</p> <p><i>Description</i></p> <p>This training will provide an introduction to Florida’s Dependency & Delinquency Court Division in preparation to next week’s Court tour; discussion of matters handled by these courts; familiarity with legal terms used; reasons why a child will need protection & supervision of the Court; risk factors for child abuse; overview of fit to parent & juvenile competency evaluations with a case study illustration</p>	Dr. Maria Alonso-Mahoney
Friday, June 21, 2019 2-4 pm	<p>AFRICAN AMERICAN Families: A Few Myths, Some Realities and Mental Health</p> <p><i>Description</i></p> <p>This didactic is designed to uncover the myths and realities of the African American culture. The training will invoke interns’ “reflective juices” relative to a syncretic, cultural, religious society and mental health. Interns will gain a greater understanding of the African American culture in order to be more culturally sensitive and competent when treating this diverse group.</p>	Sharrie R. Dean, Ph.D. CAU Assistant Professor Education, Criminal Justice & Undergraduate
Monday, June 24, 2019	<p>Visit to Miami-Dade County Children’s Courthouse 155 N.E. 3rd Street Miami, FL 33128</p> <p><i>Description</i></p> <p>This didactic is an all-day visit to the Miami-Dade County Children’s Courthouse to better understand the day-to-day operations of both the dependency and delinquency divisions. Judge Orlando Prescott discusses the nature, purpose and complexities of the Juvenile Court; along with interns being allowed to observe on-going court proceedings, which may include observation of a mental health professional providing expert testimony.</p>	Dr. Maria Alonso-Mahoney

Monday, July 1, 2019	<p>Introduction to Trauma Focused Cognitive Behavior Therapy</p> <p><i>Description</i></p> <p>This training will provide an overview of Trauma Focused CBT and cover clinical populations where it is indicated and contraindicated; primary focus and principles underlying TF-CBT; essential treatment components; duration, frequency and pacing of TF-CBT; typical structure of a TF-CBT session; and treatment settings where TF-CBT can be used successfully</p> <p><i>(Cancelled by Presenter)</i></p>	Evangelina Alonso, Psy.D.
Monday Evening, July 8, 2019 6-8 PM (Optional)	<p>Traits of Healthy Spirituality</p> <p><i>Description</i></p> <p>Interns will learn traits of a healthy spirituality and how to recognize them in clients who are faith based. They will be able to identify how spirituality may be related to a client's healthy boundaries, self-esteem, tolerance, patience, and perseverance</p>	Msg. Pablo Navarro and Dr. Evangelina Alonso
Monday, July 15, 2019	<p>Group Supervision of Supervision Group Supervision of Supervision- Part 4</p> <p><i>Description</i></p> <p>This didactic includes a review of previously video-recorded sessions between the intern in the role of a supervisor and their assigned mentee in the role of a supervisee. All interns, led by a licensed psychologist, will review and discuss the video-recorded sessions as a group. This serves as a way for each intern to self-critique their supervisory skills via live observation and then obtain constructive feedback and any suggestions for improvement from their peers.</p>	Dr. Maria Alonso-Mahoney
Monday, July 22, 2019	<p>Introduction to Motivational Interviewing</p> <p><i>Description</i></p> <p>Understand the rationale, principles, and basic techniques of motivational interviewing. Learn essential communication skills to counter resistance, resolve ambivalence, and enhance motivation for change. Learn a brief,</p>	Scott M. Hyman, Ph.D CAU Professor & Doctoral Project Coordinator

	structured communication approach you can begin implementing in any setting to communicate with patients about risky lifestyle habits and addictive behaviors.	
Monday, July 29, 2019	<p>Panel Discussion with Former Interns</p> <p><i>Description</i></p> <p>Former intern graduates are the special guest speakers for this didactic. Graduates who have been practicing in the field for many years to recent graduates who are currently completing their post-doc residency will discuss various topics in professional development (such as marketing strategies, EPPP licensure requirements and study skill techniques, pros & cons of private practice; post doc experiences, etc.); Q &A section at the end as well as networking opportunities</p>	Intern Alumni
Monday, August 5, 2019	<p>Journal of Religion and Spirituality</p> <p><i>Description</i></p> <p>This is the fourth and final experiential meeting of the internship year where an assigned intern will select and present an article from APA's Division 36 Journal of Psychology of Religion and Spirituality or another peered reviewed journal to generate discussion regarding the role of religion/spirituality in psychotherapy and assessments.</p> <p><i>(Cancelled-Interns already presented)</i></p>	Dr. Evangelina Alonso
Monday, August 12, 2019	<p>Orientation for New Interns (Class of 2019-2010)</p> <p><i>Description</i></p> <p>This is a 4-hour orientation provided to the incoming intern cohort to familiarize them with policies & procedures of the internship program; review of internship training manual, review of administrative & clinic forms and procedures.</p> <p>New interns meet for 2 hours in the morning with the Training Team for orientation and then in the afternoon for 3 hours with the exiting interns to familiarize and illustrate the day-to-day responsibilities of an intern as well as an opportunity for a Q & A session</p>	<p>New Interns Meet with Dr. Maria Alonso-Mahoney & Dr. Evangelina Alonso (10 – 1 pm)</p> <p>New Incoming Interns meet with Current Interns (Carla, Dayanis, Chelsea & Yahaira (1-4 pm)</p>

<p>Monday, August 19, 2019</p>	<p>Overview of Malpractice Coverage for Psychologists: Review of Liability Claim Reports via Case Studies</p> <p><i>Description</i></p> <p>Review & discussion of ethical & legal dilemmas presented in real cases & review of final verdict or settlement in these cases. Also review malpractice coverage benefits, why you need coverage, how to avoid malpractice, and highlights of HPSO (Health Provider Service Organization) 2013 Qualitative Counselor Work Profile Survey (which includes data on paid claims by specialty, analysis of allegations and licensing board actions)</p>	<p>Dr. Maria Alonso-Mahoney</p>
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ACADEMIC RECESS FROM AUGUST 19, 2019 to SEPTEMBER 2, 2019