Internship Requirements

CLINICAL SERVICE
1. Individual/couples Therapy: Schedule individual/couples for an average of fifteen (15) clinical hours/week. In order to complete the 500 clinical hours required for completion of the internship, interns may need to have more than 15 clinical hours per week scheduled during some weeks of the semester. Other weeks, particularly at the beginning of fall and spring semesters interns will have less than 15 clinical hours scheduled. Interns’ caseloads will be composed of clients who, based on clinical need are seen weekly, and other clients who will be seen every other week or less frequently.

2. Group Therapy: Co-facilitate one on-going therapy group with a senior staff member during the fall semester and spring semesters.

3. Initial assessment: Participate in clinical teams one day per week. Interns will be scheduled up to three half-hour initial assessment sessions on their team day, except the first weeks of the semester, when interns will be scheduled for four. In addition, interns and the other members of the team will distribute among themselves any crisis situations and walk-ins.

4. On call: Provide at least one week of on-call after-hours coverage per semester during the academic year.

Note: See Evaluation of Psychology Intern by Supervisors form (Clinical Competence, Individual Tx, Crisis Intervention, Group Tx, Intake Ax sections,2A-2D) to familiarize yourself with how your clinical skills will be evaluated.

OUTREACH (Total outreach: 9 programs during the academic year as described below)
1. Observe/Co-Facilitate at least three different outreach programs during the W&M students’ orientation. Suicide prevention training for RAs and Tribe Choices are two of these outreach programs that interns are to participate in and are already included in the orientation schedule. The following are additional orientation programs that interns can choose from to complete the three programs: Family Resource Fair, International Student Orientation, Outreach to Law Students.

2. Program Evaluation: Interns will engage in the program evaluation component of the RA suicide risk reduction training. Under the mentorship of the outreach coordinator, interns will analyze data of the pre and post evaluation obtained during the RA suicide risk reduction training -that takes place at orientation- (the evaluation forms have already been developed and they will be administered just prior and at the end of the program). In addition, interns will develop a follow-up evaluation form/process to be used at the end of the academic year to explore whether RAs a) retained the information presented at orientation and b) felt prepared to engage in RA appropriate risk reduction interventions (e.g. ask questions about safety, refer) with their residents. Interns will work in the summer to analyze the data and provide feedback about potential ways to improve the program.
3. **Didactic/interactive outreach: Facilitate** a minimum of **two didactic/interactive** outreach workshops **per semester**, for a total of **four** didactic outreach programs during the internship **year**. These four programs could be in response to requests received by the Counseling Center or based on own interest. The outreach coordinator regularly emails Counseling Center staff to inform about the programs that have been requested. Opportunities for outreach with established audiences include presentations for student leaders and classes on mental health topics offered to peer-educators. If you want to develop your own program based on your own interests, it would be helpful to choose either a population you want to reach out to or a topic you believe students would be interested in. It would be important to take into account the academic calendar and students’ schedules to increase the likelihood of getting an audience. Generally speaking, students are too busy to attend programs after the first week in April.

4. **Screening Programs: Participate** in at least **one** screening program during the internship **year** (e.g. mental health/eating disorders/depression/alcohol screening).

5. **Passive Programming through the use of the Counseling Center Bulletin Board:** Create (conceive and construct) with one other member of your intern cohort, **one** bulletin board during the **internship year** by selecting appropriate materials -preventive or affirmative messages/articles- based on the time of the academic year and what students may be facing at that time.

   Note: See Evaluation of Psychology Intern by Supervisors form (Clinical Competence, -Outreach section 2E-) as well as the Evaluation of Intern Outreach Presentation form to familiarize yourself with how your outreach planning and implementation/facilitation skills will be evaluated.

### ASSESSMENT

1. Interns are to complete two comprehensive Case Presentations during the year. In doing so, interns are to administer at least two assessment instruments in their case presentations (at least one instrument in addition to CCAPS). See Case Presentation Requirement described below.

   OPTIONAL: -For interns interested in acquiring more experience with assessment - Complete **referred or additional assessment** cases. They may be full or partial assessment batteries based on the referral question. **Maximum 2 cases** during the internship **year**. These assessment cases should be approved by the intern’s primary supervisor.

   Note: See Evaluation of Psychology Intern by Supervisors form (Clinical Competence, Assessment section- 2D) as well as the Case Presentation Evaluation form to familiarize yourself with how your assessment skills will be evaluated.
SUPERVISION

1. **Individual Supervision:** Receive two-hours/ week of clinical supervision for individual cases and initial assessment evaluations. Make up all missed supervision sessions (see document re: supervisor and supervisee responsibilities).

2. **Provide Clinical Supervision to an Advanced Practicum student:** Provide 1 hour of individual supervision for a doctoral level practicum student in the spring semester. (Practicum students will have two individual intern supervisors that semester). Digitally record ALL supervision sessions. Review their documentation as well as digital recordings of their intakes and sessions with individual clients. Documentation of all cases supervised by the intern, including case notes, initial assessment, and termination reports, are to be signed on line #2 by the psychology intern as supervisor and line #3 by the supervisor of supervision. Make sure that you are not signing any initial assessment reports or case notes of clients that are supervised by another intern.

Maintain documentation of supervision sessions. **Supervision documentation is to stay at the center after the completion of internship.** The coordinator of Practicum is to receive this documentation at the end of the supervision experience with a given supervisee.

Use the appropriate evaluation forms for mid-semester and end of semester feedback for the student you supervise. VCPCP and VCU students have different evaluation forms.

As a component of the supervision of a Practicum Student and in congruence with the Apprenticeship, Developmental and Experiential training philosophy at the WMCC, supervision of supervision will involve supervisee-supervisor-supervisor of supervision meetings. The triad model provides: Practicum students with a) the opportunity to brainstorm ideas in the moment with two supervisors, b) direct contact with the supervisor of supervision, and c) recordable hours of supervision with a licensed psychologist. Interns with a) the opportunity to brainstorm ideas in the moment with another supervisor, b) regular access to direct consultation and c) mentorship regarding clinical supervision practice.

Supervisor of supervision with a) direct contact with the practicum student, b) a more direct discussion about the work with clients, c) direct observation of practicum students’ therapy skills, conceptualization, clinical judgment, professionalism and ethical decision making, and d) the opportunity to assess practicum students’ and intern supervisor’s ability to receive and integrate feedback into their clinical/supervisory practice.

These meetings are to take place approximately once a month. All members of the umbrella supervision triad (practicum student, intern, supervisor of supervision) can request these meetings based on specific goals or needs.

Given our **commitment to training and if believed to be helpful,** different staff members may **watch videos** of your supervision work. Oftentimes, it
may be helpful for the other supervisor of the practicum student you supervise, to watch supervision tape. This helps coordinate efforts among both supervisors and work towards similar goals.

3. **Group therapy supervision**: Receive up to one and a half-hour/week group therapy supervision. A half-hour will be provided by your group co-leader. In addition interns, practicum students and all members of the staff involved in group work meet for one hour per week to process and receive feedback about their experiences in group therapy.

4. **Case Conference**. Participate in case conference meetings. These meetings provide the opportunity for all members of the staff to consult about cases. Practicum students, interns, and senior staff members are encouraged to bring cases they would like to discuss and provide ideas, recommendations, and feedback to others who are requesting input.

5. **Case presentation**: conduct a minimum of one formal case presentation (including written report) **per semester during case conference**. A goal of the case presentation if for interns to show their work and request feedback. As such, it is recommended that interns provide a summary of the case and their work for approximately 10 minutes, show video for another 10 minutes, and use the rest of their time to ask/answer questions and receive feedback. Interns are to provide a short (3 page) write-up for the case presentation including:

- Demographic data
- Presenting concerns
- Assessment data including a) instrument(s) utilized, b) rationale for why these instruments were selected (e.g. clarify diagnosis, inform treatment, and/or track symptoms/therapeutic progress), c) assessment results, d) How is your understanding of the case and your clinical work being informed by assessment data/implications for treatment.
- Diagnosis (Use V Axis diagnosis)
- Summary of treatment
- Conceptualization
- Theoretical understanding of the case and/or theory behind your treatment approach.
- How is your understanding of the case and your clinical work being informed by science (use research findings that address some of the clinical issues your client is dealing with as well as some research findings that support your treatment approach).
- Questions (specific issues you want input on)
- References

The write up should be no more than 3 pages, single spaced, 12 point font.
The write up should be distributed at least 24 hours prior to the presentation.
A video clip should be included in the presentation.
In order for you and your client to benefit from the feedback that is provided, interns are to present before April 15.

6. Supervision of Supervision: Receive up to one hour of individual supervision of supervision (intern and CSG).

8. Supervision case presentation: conduct one formal supervision case presentation during supervision of supervision seminar-Spring semester. This presentation should be conceived as an opportunity to showcase your supervision and as an in depth consultation about a specific/salient supervision theme (e.g. cultural aspects in supervision, ethical decision making, etc).

   Provide a short (2 page) write up with the following parameters:
   - Summary of the current status of supervision: # of supervisory sessions, content covered, salient issues, other aspects of the supervision that seem relevant.
   - Brief summary of the supervisee’s caseload, e.g. presenting concerns, basic demographics, # of sessions.
   - Model or models of supervision that are being utilized to conceptualize the supervisory relationship.
   - How is your understanding of the issues being addressed in supervision and your supervisory work as a whole being informed by science (use research findings that address some of the issues you are facing in supervision as well as some research findings that support your supervisory approach).
   - Questions, requests for input from the S.O.S. group, about any specific supervision issues as well as in connection to a salient supervisory theme.

   The write up should be no more than 2 pages, single spaced, 12 point font and be distributed at least 24 hours in advance.

   Note: See Evaluation of Psychology Intern by Supervisor form (Supervision of Practicum Student section) as well as the Supervision Presentation Evaluation form to familiarize yourself with how your use of supervision and your supervision skills will be evaluated.

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TRAINING ACTIVITIES

1. Training Seminars: Attend and participate in all of the scheduled training Seminars. (You are also to participate in case conference, group therapy supervision and supervision of supervision sessions).

   Complete all the readings and any additional requirements for the different seminars:
   - Integrative seminar - This seminar integrates themes related to Clinical and Professional issues, Assessment, and Outreach experiences. 2 hrs weekly fall semester, 1 hr weekly spring semester + 1 hr weekly self-care - See syllabus.
   - Diversity seminar – 1hr every other week during the academic year. See diversity seminar requirements in seminar’s syllabus.
- **Supervision seminar** - 1 hr every other week during the academic year. See supervision requirements above.

2. Participate in all networking and staff development meetings

3. **Staffing meetings:** Attend and participate in the Staff Meetings ALL scheduled throughout the year.

5. Attend and participate in meetings w/training director (scheduled as needed).
   The purpose of these meetings is to address potential questions or concerns about the training program or any aspect of training and/or provide feedback about the training program or the training director. Interns are always welcome to request an individual meeting with the training director.

6. **Student Affair Meetings.** Attend student affairs meetings. During the academic year, particularly at the busiest times, interns may ask their supervisors and training director about the possibility of missing a Student Affairs meeting and stay at the Counseling Center to complete some professional activity. Supervisors/TD may not recommend missing meetings that are considered to be significant based on their intended professional development/informational content.

7. **Recording Sessions:** Digitally record ALL counseling sessions. Have clients sign consent/permission to record – This form should be updated whenever there is a change of supervisor for the case (usually at the beginning of a new semester). Given our commitment to training and if believed to be helpful, different staff members may watch videos of your work. Oftentimes, it may be helpful for you and your supervisor to have someone else watch your work with a specific client or clients; this may result in additional understanding of a case or ideas on how to proceed.

8. **Log of clinical and outreach work.** Turn in clinical work log (weekly) and training requirement log (F/S semester) to supervisors and a copy to Carina.


**RESEARCH**

**Research Presentation:** Present some research you have recently worked on or are currently involved in. This presentation can be scheduled at any time during the academic year as part of the staff development meetings or can take place during the summer. You can present your dissertation, dissertation proposal or any other piece of research. Interns who decide to present during staff development (vs. summer) would need to inform, early in the semester, the staff member who is coordinating staff development of their intent to do so in order for their presentation to be scheduled during one of the Staff Development meeting times.

**TEACHING**

**Practicum Seminar Presentation:** Present or co-present on any topic of expertise/interest during the practicum seminar in the spring semester. Consult with practicum coordinator to explore how practicum students could best benefit from your presentation.
EVALUATION ACTIVITIES

1. Supervisor(s) Evaluations: Interns receive evaluations from supervisors four times during the internship year (October, January, April, July). The “Evaluation of Psychology Interns by Supervisors” is used for this purpose. A score of 4 on each of the major objectives in the last evaluation of the internship year (July) is required to pass the internship.

2. Interns evaluation of supervisors: All supervisors are evaluated by the intern after the intern has been evaluated by the supervisor. Interns complete these evaluations four times a year (October, January, April, July).

3. Interns evaluation of practicum student supervisee: Interns complete the evaluation form for the practicum student they are supervising. They are to complete these evaluations by mid and end of the semester(s) they are supervising. VCPCP and VCU students have different evaluation forms.

4. Supervisees evaluation of intern as supervisor: Practicum students will evaluate the intern in his/her role of supervisor using the same evaluation form that interns use to evaluate their supervisors. Practicum students provide the evaluation to the intern supervisor after they have received the evaluation from the intern supervisor.

5. Case Presentation Evaluation: Staff members and trainees in attendance during interns’ presentations will be asked to complete an evaluation form indicating areas of strength and areas of growth. The training director will collect the evaluations and pass the complete set to the presenter for review.

6. Supervision Presentation Evaluation: Co-coordinators of the Supervision Seminar and all interns in attendance during interns’ presentations will be asked to complete an evaluation form indicating areas of strength and areas of growth. The training director will collect the evaluations and pass the complete set to the presenter for review.

7. Outreach Evaluation Form: Completed by the coordinator of outreach or a member of the training committee.

8. Forms for Academic Programs: Interns are responsible for informing the training director and submitting all required forms to the doctoral program if their academic program requires specific forms to be completed. Interns are to provide copies of these evaluation forms to Carina and supervisor(s).

DOCUMENTATION

1. Case notes: Document contact with clients following agency documentation policies. Clients’ files are to include all case notes of individual/group sessions and any other contact the intern had with the client including phone conversations. Consultation is also to be documented.

2. Initial assessment reports and terminations: Write intake and termination reports following agency documentation policies.

3. Sign all of your supervisee’s case notes and termination reports once reviewed and ready to sign by intern supervisor.
4. **Scan all forms:** All signed release forms and signed permission to digitally record are part of the client file.

5. **Training and Clinical work log:** Maintain a weekly log of all professional activities. Turn in this log to supervisor with a copy to the director of training (see form).

6. **Leave log:** Turn in the “leave” form to the director of training to request leave approval whenever there is need to be absent from the Center. *Vacation and professional leave approval will be based on specific clinical needs at a given time in the semester as well as the satisfactory progress toward the accrual of direct clinical service hours required to complete the internship.* Interns are to inform their supervisor whenever they will be absent and they are to make sure they are covering all professional duties that were to take place at the time of their absence. In case of an unscheduled absence (e.g. illness) interns are to call or email front desk staff as soon as possible so that clients can be rescheduled. A message can be left on the answering machine before 8am.

**SELF-CARE**
In congruence with the ethical guidelines of our profession, we would like to encourage integration of self-care activities. As such, we would like interns to include an hour a week of self-care activities on their schedule. In addition, we have integrated one hour every other week for an interns’ group process with an external group facilitator. In the spring semester, the integrative seminar is only one vs. two hours a week. The second hour is reserved for self-care. Clients or meetings should not be scheduled at this time.

**SUMMER PROJECT**
Congruent with our developmental approach, at a stage when interns are moving towards independence, and as a way to demonstrate ability to integrate knowledge into a tangible outcome that can meet a Center’s need and be marketable for job search, interns will be involved in a summer project approximately 2-4 hours a week -once the academic year ends-. The specific project will be one of interest to the intern. Some examples are: review of clinical forms/brochures, improvements to counseling center website, projects identified as Counseling Center needs, and clinical or training related projects as identified by staff, the training committee or director of training such as collecting training resources or resources regarding specific evidence-based treatments, designing psycho-educational groups, etc.

*Note:* See Evaluation of Psychology Intern by Supervisors form, Ethics and Professional Conduct Section, to familiarize yourself with how Professionalism will be evaluated.