

# **Toribio Psychological Services (TPS)**



**Clinical Psychology**

**Internship Manual for the**

**2025-2026 Training Year**

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## Introduction to Toribio Psychological Services (TPS)

Toribio Psychological Services (TPS) was founded in 2019 by Dr. Janet Toribio as a small private practice in Clovis, CA. From the beginning, TPS focused on providing quality mental health services while creating a positive, unique experience for all patients and their families. Our mission is to offer quality mental health services to everyone by staying up to date with the latest research and delivering evidence-based interventions that facilitate positive change.

TPS expanded into a group practice on April 1, 2022, after the Sullivan Center for Children closed, with many of its staff, clinicians, and patients joining TPS. TPS also became the custodian of records for the Sullivan Center, which was founded by Dr. Kathy Sullivan in 1989. Dr. Sullivan was a prominent psychologist in the Central Valley who dedicated her career to enriching the lives of children and their families. TPS hopes to preserve and honor her legacy by continuing to serve this community.

Today, TPS consists of a team of over 15 clinicians and administrators who aim to provide the highest quality care in an outpatient mental health setting. At TPS, we provide psychotherapy, psychological assessments, and medication management for children, teens, and adults. TPS aspires to make mental health services accessible to everyone. By destigmatizing mental health and prioritizing wellness, we hope to facilitate positive changes that lead to happier, healthier, and fuller lives.

Our policies and procedures are informed by our five core values:

1. **Knowledge:** We value knowledge and believe that learning should never stop. We encourage a lifelong quest for professional and personal growth. We foster an environment that supports curiosity, inquisitiveness, and group discussion/consultation.
2. **Excellence:** We strive for excellence and aim to deliver superior quality services and products. We stay innovative and apply evidence-based research to our methods and techniques. We put our best foot forward in all we do.
3. **Respect:** We value respect for all and create a welcoming environment for our colleagues, learners, patients, and the community at large. Where dignity and teamwork prevail, there is no space for aggression.
4. **Hard Work:** We work hard and never settle for less than our personal best. We are not complacent and aim to exceed the standard of care.
5. **Integrity:** We have integrity and do the right thing, even when no one is watching. We value transparency and have no hidden agendas. We act in good faith, aim to be fair, and do what's just.

## Notice of Nondiscrimination

Toribio Psychological Services is committed to providing equal employment opportunities for all employees. TPS does not discriminate based on race, color, religion, sex, national origin, or age. This includes hiring, firing, compensation, terms, conditions, and privileges of employment. TPS will not limit, segregate, or classify employees or applicants in any manner that would deprive

any individual of employment opportunities or negatively affect their status as an employee.

## **Intern Benefits**

The following benefits are available to interns:

- Annual stipend of \$37,500
- Medical, Dental and Vision Insurance
- Paid time off (total of 22 days for educational/vacation/sick leave (15 days) and practice closures/holidays (7 days)).
- Paid sick leave (total of 5 days per fiscal year)
- 3 educational days (for activities such as attending or presenting at conferences, defending your dissertation) in addition to paid time off listed above.
- Each intern has individual computers with internet access. Toys and games are also available for work with children.
- Video cameras and digital audio recording devices are available on site to facilitate supervision of more challenging cases. Live video streaming is also available for live supervision.
- Interns receive free parking.
- Clerical and professional supplies and support.
- Access to the practice professional library.

## **Doctoral Internship Training in Clinical Psychology**

Toribio Psychological Services (TPS) is pleased to offer four one-year, full-time doctoral internships in clinical psychology. The training year begins on July 1, 2025, and ends on June 30, 2026. The internship at TPS focuses on training advanced-level doctoral students in traditional outpatient settings, addressing both child clinical cases and adult psychopathology. Its generalist model allows students to gain experience in providing individual psychotherapy to patients of all ages. All training experiences take place within our outpatient mental health facility. The skills gained by our students will prepare them to practice as independent practitioners in private practice or join a team of providers in a setting of their choosing.

The program aims to provide a breadth of experience in three core areas: Psychotherapy, Psychological Evaluations, and Consultation/Case Management.

**Psychotherapy:** Students will be expected to provide individual psychotherapy and maintain a steady caseload of patients throughout their internship. They will have the opportunity to work with children, teens, and adults with various presenting problems, including but not limited to anxiety, depression, autism, adjustment disorder, parenting difficulties, and grief. Opportunities to co-facilitate existing group therapy sessions and initiate new groups for group therapy will also be available.

**Psychological Evaluations:** An equal emphasis will be placed on developing strong assessment skills. Students will become familiar with a wide range of psychological evaluation measures, learning to administer and score standardized measures, interpret results, engage in differential diagnoses, and write comprehensive reports. They are expected to complete multiple psychological evaluations during their internship year. Training and supervision will cover evaluations for autism, intellectual disability, attention deficit-hyperactivity disorder, learning disorders, and socio-emotional disorders in both children and adults. Specialized training opportunities for immigration evaluations, gender-confirming evaluations, and independent educational evaluations in school settings will also be considered based on student interest.

**Consultation/Case Management:** Consultation and case management are other core skills that students will develop during their internship year. Students will work side-by-side with a board-certified child and adolescent psychiatrist, enhancing their case conceptualization skills. Additionally, our training facility provides opportunities to interact with professionals from diverse backgrounds and levels of experience. Students can consult with more senior psychological associates or licensed psychologists and have the opportunity to mentor college students interning at our facility. Working closely with their individual supervisors, they will manage therapy and assessment cases and connect their patients with community resources.

TPS is an inclusive practice that strives to make high-quality, evidence-based mental health services accessible to all, including families from low socioeconomic groups, diverse language backgrounds, and remote locations. As such, our students will have the opportunity to work with a diverse patient population. Our training program aims to equip students with the skills needed to address the unique needs of Central Valley residents, ensuring they are well-prepared to work with this specific population.

## Internship Goals

The overall goals of the psychology internship training program at Toribio Psychological Services are multifaceted and aim to ensure that interns receive comprehensive, high-quality training that prepares them for professional practice. The overall goals of our internship training program coincide with the profession-wide competencies set forth by the American Psychological Association (APA), including:

1. **Research:** Encourage the integration of scientific research and clinical practice. Interns will learn to apply research findings to their clinical work and to critically evaluate the evidence base for their interventions.
2. **Ethical and Legal Standards:** Promote a strong understanding and application of ethical principles and professional standards. Interns will learn to navigate ethical dilemmas and demonstrate professionalism in all interactions with clients, colleagues, and the broader community.
3. **Individual and Cultural Diversity:** Foster cultural awareness and sensitivity, enabling interns to effectively work with diverse populations. Training will include understanding cultural influences on behavior and mental health, and developing strategies to provide culturally competent care.

4. **Professional Values, Attitudes and Behaviors:** Support the development of a strong professional identity. Interns will gain a clear sense of their roles and responsibilities as psychologists and develop confidence in their skills and professional judgment.
5. **Communication and Interpersonal Skills:** Communication and interpersonal skills are vital for professional psychologists, enabling them to build rapport, effectively convey information, and collaborate with clients and colleagues. These skills involve active listening, empathy, clear articulation of ideas, and the ability to navigate complex social interactions.
6. **Assessment:** Interns will develop the ability to administer, score, and interpret a wide range of psychological tests accurately. Interns must also demonstrate proficiency in integrating assessment data to form comprehensive, evidence-based diagnoses and treatment recommendations.
7. **Intervention:** Psychological intervention competency for interns entails the ability to implement evidence-based therapeutic techniques effectively to address various mental health issues. Interns must also demonstrate skill in tailoring interventions to meet individual client needs and monitoring treatment progress to ensure optimal outcomes.
8. **Supervision:** Interns will receive consistent and high-quality supervision and mentorship, as well as regular feedback, support, and guidance from experienced professionals to facilitate their growth and development.
9. **Consultation and Interprofessional/Interdisciplinary Skills:** Encourage collaboration with other healthcare professionals. Interns will learn to work effectively in interdisciplinary teams and understand the role of psychology within the broader healthcare system.

These profession-wide competencies are essential to all professional psychology activities and critical to service quality. Interns will be taught these competencies during their internship, and their growth and development will be evaluated in these domains.

### **Weekly Intern Schedule**

While time spent in each activity can differ on a week to week basis, the basic breakdown of time spent in each activity is as follows (based on 40 hour week):

<u>Role</u>	<u>% of Time</u>
Psychotherapy	37%
Psychological Evaluations	25%
Consultation/Case Management	10%
Supervision	10%
Seminars/Rounds/Journal Club/Trainings	10%
Research/Professional Development	8%

## Learning Half Day

Internship training is a progressive process designed to support the transition from student to professional practitioner. TPS follows a Practitioner-Scholar model, emphasizing professional clinical practice while teaching trainees to integrate scientific research, theories of human behavior, and philosophical ideas into their work as psychologists.

A key objective of the internship is to ensure that students are prepared to work at a post-doctoral level by the end of the training year. In addition to supervised practical experience in assessment and psychotherapy, formal training is a crucial part of the program. This includes seminars, didactic training, and case presentations. At TPS, most of these activities occur on Tuesday mornings and are collectively referred to as our “Learning Half Day”.

Formal training involves the courses described below:

The first course is a weekly seminar taught by Dr. Errol Leifer, a licensed neuropsychologist. Dr. Leifer’s seminars cover a wide range of psychological topics, including attachment theory, learned helplessness, the latest research in neurobiology, family systems, couples therapy, romantic love, and psychopathology across the lifespan. This seminar attempts to highlight the complexities of our human existence and addresses existential questions of life. The goal is for interns to apply these scientific and psychological theories to enhance their patient conceptualizations and inform their treatment decisions.

The second course, Didactics/Grand Rounds, is led by Dr. David Fox, a board-certified child and adolescent psychiatrist. This course features case presentations with treatment teams and is designed to train interns on interacting and consulting with various clinical professionals. Participants include psychiatrists, supervising clinicians, licensed and unlicensed treatment team members, interns, and practicum students. Initially, cases are presented by supervisors and advanced clinical providers to model effective case presentation and discussion within a team. Interns will also be expected to formally present their clinical cases and receive feedback from team members.

The third course, Advanced Psychotherapy Intervention Didactic, is taught by Dr. Steven Castro, a licensed clinical psychologist. Dr. Castro will meet with interns for 4 hours the first month and for 1 hour on the first Tuesday of every month thereafter. This course focuses on advanced concepts related to intervention, treatment, and patient case management. It covers topics involving therapeutic technique, case formulation, therapeutic alliance, intervention strategies, ethical and legal issues, cultural competence, assessment and diagnosis, crisis intervention, therapeutic process, treatment planning, group therapy, family and couples therapy, documentation, trauma informed care, and evidence-based practices.

These courses are designed to ensure that, upon completion of their training, interns possess the skills necessary to practice with post-graduate level knowledge and ability.

The fourth course, Advanced Assessment Technique Didactic, is taught by Dr. Anacary Ramirez, a licensed clinical psychologist. Dr. Ramirez will meet with interns for four hours during the first month and for one hour on the first Tuesday of each subsequent month. This course covers advanced concepts in psychological assessment and formal testing, including assessment techniques, diagnostic skills, test selection, report writing, ethical considerations, clinical interviewing, behavioral observations, feedback delivery, and the introduction of new assessment measures. These sessions are designed to ensure that, upon completion of the training, interns are confident and competent in the psychological assessment of neurodevelopmental disorders in both children and adults.

Every third Tuesday of the month, Dr. Toribio will lead a one-hour Spanish SOL (Supervision and Openness in Learning) seminar. SOL will feature guest presentations from bilingual faculty and staff. This seminar focuses on enhancing professional skills in providing psychological services in Spanish, including assessments, consultations, and interventions. Activities include developing psychological vocabulary, discussing cases in Spanish, and addressing diversity factors impacting evidence-based practice for Spanish-speaking populations. The goal is to support interns and build on their cultural competence.

Every fourth Tuesday of the month, Dr. Toribio will lead a one-hour Journal Club. Journal Club is a time for interns, licensed psychologists, psychological associates, and practicum students to gather to discuss and critique recent research articles relevant to the field of psychology. The sessions are designed to enhance critical thinking, promote evidence-based practice, and foster professional development. Participants are encouraged to analyze the methodology, results, and implications of the studies, as well as to consider their application to clinical practice. This collaborative environment also provides an opportunity for psychologists to stay updated on current advancements and trends in psychology.

Whenever there is a fifth Tuesday in a month, either an Advanced Psychotherapy Intervention Didactic or Advanced Assessment Technique Didactic course will be taught by Dr. Steven Castro or Dr. Anacary Ramirez, respectively.

Lastly, interns are required to participate in a 30-minute weekly staff meeting led by Dr. Janet Toribio. During these meetings, clinical and administrative staff review policies and procedures, discuss improvements to clinic operations, and identify areas needing attention. These meetings aim to teach interns effective communication in a large group setting and professional interaction with team members.



## **Training Opportunities in Spanish**

Our doctoral internship offers specialized training for Spanish-speaking interns. These opportunities include conducting assessments in Spanish using our extensive library of culturally normed instruments, as well as providing psychotherapy in Spanish.

All interns will have the opportunity to participate in a monthly seminar, with guest presentations from bilingual faculty and staff. This seminar focuses on enhancing professional skills in providing psychological services, including assessments, consultations, and interventions in Spanish. Activities include developing psychological vocabulary, discussing cases in Spanish, and addressing diversity factors impacting evidence-based practice for Spanish-speaking populations. The goal is to support interns and build on their cultural competence.

## **Supervision**

Each intern will have multiple supervisors and will receive a minimum of two hours of individual, face-to-face supervision per week, in accordance with APA guidelines. Bi-weekly group supervision sessions are held on Tuesday mornings, focusing on either Assessment or Therapy. Interns will collaborate with and report to site supervisors, the Intern Coordinator/Training Director, and the Director of Psychological Services. Current clinical supervisors include:

Janet Toribio, Ph.D.  
PSY 27777

Steve Castro, Psy.D.  
PSY 26170

Anacary Ramirez-Ballinger, Ph.D.  
PSY 34619

## **Supervision Experience**

You will have the opportunity to supervise practicum students. Training in supervision will be provided through didactic seminars and formal oversight of your supervisory activities. Ultimately, responsibility for the patients will rest with a licensed clinical psychologist on staff. You are expected to video record supervision sessions with your supervisees to share with your supervisor, aiding in the development of your supervision competencies.

## **Total Program Hours and Licensure**

In California, licensure requires 1500 predoctoral and 1500 postdoctoral hours of supervised practice, along with successful completion of the national written exam (EPPP) and the California Professional Law and Ethics (CPLÉE) exam. The predoctoral internship at TPS exceeds these requirements, requiring each intern to complete 2000 hours of supervised practice. TPS interns can expect to spend approximately 40-45 hours per week on their responsibilities, including clinical service, supervision, seminars, administration, scoring, documentation, and report writing.

## **Intern Performance Evaluations**

Informal evaluations are conducted throughout the year, while formal evaluations occur at mid-year (6 months) and at the end of the training year (12 months). Formal evaluations include direct supervision, either live or through video recording review, and informal evaluations may also involve direct supervision.

Evaluations assess trainees' strengths in areas such as diagnostic skills, interventions, assessment, professional practice, multicultural awareness, and response to supervision. Evaluation results are shared with trainees to set goals, plan for improvement, and refine performance. Trainees are also asked to evaluate their supervisors and the Training Program annually. These evaluations help review and enhance rotation strengths and weaknesses, supervisor performance, and overall program efficacy.

## **Program's Expectations for Intern Performance**

Interns are formally evaluated by their supervisors two times a year (mid-year and at the end). Interns may obtain a score of Not Applicable (0); Unacceptable Level of Competency (1); Partially Demonstrates Competency (2); Demonstrates Basic Competency (3); Demonstrates Strength in this Competency (4); or Demonstrates Advanced Competency (5). For an intern's mid-year evaluation an intern should have a score of 3 (Demonstrates Basic Competency) or higher for each individual domain. If any domain is below a three the site supervisors will list specific, quantifiable goals to reach success by the end of internship.

The minimal level of achievement expected for an intern to successfully complete the program is a domain score of 4 (Competent) or higher across each domain.

## **Due Process**

Informal Process and Chain of Command:

1. The psychology services staff member with the concern should first discuss the issue directly with the intern in an informal discussion, following APA ethical and professional

guidelines (<http://www.apa.org/ethics/code/>).

2. If the concern is not resolved through informal discussion, a formal written remediation plan can be initiated. This can be done through the Intern Evaluation, which occurs twice a year, or whenever a remediation plan is needed. The Intern Coordinator/Training Director will be informed of the concern and will communicate with the university supervisor. Goals for remediation will be established, with reviews set to occur at least quarterly.
3. At any point in this process, it may be appropriate to involve the intern's university department in resolving the issue.
4. If the informal process is inadequate to address the problem, a more formal process, such as a performance improvement plan, may be engaged.
5. Lastly, TPS may terminate the contract of any intern who violates TPS policy or is unable to resolve the areas of concern. Potential reasons for termination could include, but are not limited to: violation of ethical standards, breach of confidentiality, incompetence, unprofessional behavior, failure to follow policies, insubordination, misconduct, poor performance, attendance issues, substance abuse, lack of progress, health and safety concerns, lack of professionalism, dishonesty, and noncompliance with supervision.

## Intern Grievance

**Grievance Against a Supervisor, Staff Member, Trainee, or the Training Program:** If an intern has a complaint or grievance against a supervisor, staff member, another trainee, or the program itself and wishes to file a formal grievance, the following steps should be followed to resolve conflicts that cannot be resolved informally. Interns who pursue grievances in good faith will not face any adverse personal or professional consequences.

Steps for Filing a Formal Grievance:

1. Raise the issue with the supervisor, staff member, other trainee, or Internship Director to try to resolve the problem.
2. If the matter cannot be resolved, or it is inappropriate to raise the issue with the other individual, bring the issue to the Internship Director (in written form). If the Internship Director is the subject of the grievance or is unavailable, raise the issue with an Assistant Director (in written form).
3. If the Internship Director cannot resolve the matter, they will select a staff member acceptable to the intern to mediate the issue. Written materials may be requested from both parties.
4. If mediation fails and the complaint is against another trainee or the program, the Internship Director will convene a review panel. The panel will consist of the Internship Director, Assistant Director, and one other supervisor chosen by the Internship Director. The review panel will examine all written materials and may interview the parties or other individuals with relevant information. The review panel's decision will be final.

**Grievance Against a Decision by the Internship Training Committee:** If an intern disagrees with any action taken by the Internship Training Committee regarding their status in the

program, they should first seek assistance from their Preceptor.

If the issue cannot be resolved at this level:

1. The intern should bring the problem to the Internship Director and Assistant Director.
2. If a satisfactory solution is not achieved, the intern can challenge the Committee's actions by initiating a formal grievance procedure. The intern must inform the Internship Director in writing of their challenge within 5 working days, providing reasons why the Committee's action is unwarranted. Failure to provide this information will be considered a withdrawal of the challenge.

Upon receiving the intern's written grievance:

1. The Internship Director will convene a Review Panel, consisting of one faculty member chosen by the Internship Director and Assistant Director, and one faculty member chosen by the intern. The intern will have the right to review all facts and explain or dispute their behavior.
2. The Internship Director will chair the review, unless the grievance is against them, in which case an Assistant Director will chair. The Review Panel will make decisions by majority vote and will report its findings and recommendations within 10 days of the review hearing.
3. Once a final decision is made, the intern, their sponsoring graduate program, and other appropriate individuals will be informed in writing of the action taken.

**APPENDIX A:**  
**INTERNSHIP EVALUATION FORM**

## Intern Formal Evaluation

<b>Intern:</b>	
<b>Evaluator:</b>	
<b>Site:</b>	
<b>Activity:</b>	Intern Formal Evaluation

<b>Time Frame</b>	<b>Option</b>
	July-December
	January-June

<b>Select</b>	<b>Supervisory Contact</b>
	Psychotherapy
	Assessment

<b>Rating</b>		<b>Description</b>
<b>0</b>	N/A	Not Applicable
<b>1</b>	Unacceptable Level of Competency	Significant competency deficit; basic skills are either absent or just emerging. Skills are substantially below basic proficiency. Remedial work is required in this area and intense and/or additional supervision is necessary. A Performance Improvement Plan (PIP) must be developed in this area.
<b>2</b>	Partially Demonstrates Competency	Minor competency deficit; basic skills are present but not fully integrated into work. Closer supervision occurs at this level. A PIP may be developed in this area.
<b>3</b>	Demonstrates Basic Competency	Competencies are at a level of basic proficiency. Intern is making progress and supervision is routine. A “3” rating is the basic level of competency needed at the end of the program for successful completion.
<b>4</b>	Demonstrates Strength in this Competency	Competency in this area is a strength and exceeds what is expected from a typical intern.
<b>5</b>	Demonstrates Advanced	Competency greatly exceeds expectation for an intern in this area.

	Competency	
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**Research (APA Competency 1):**

Interns demonstrate the ability to critically evaluate research as it pertains to their clinical cases and make research informed judgements about treatment and intervention.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns demonstrate the ability to evaluate and disseminate research through completion of a research informed presentation.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns demonstrate the ability to review and disseminate research informed recommendations to patients and families.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Research Comments:**

**Ethical and Legal Standards (APA Competency 2):**

Interns demonstrate knowledge and application of the APA Ethical Principles and Code of Conduct.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns show an increasing independence when dealing with complex ethical scenarios throughout the year.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns conduct themselves in a professional manner at all times. The ethical behavior occurs with colleagues, supervisors, and clients.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Ethical and Legal Comments:**

**Individual and Cultural Diversity (APA Competency 3):**

Interns are expected to improve their knowledge of specific cultures and diversity variables and be alert to the way these features interact and impact both clinician and client.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns show the ability to effectively treat clients whose characteristics, worldviews, and group memberships are different than their own. The intern shows gradual increases in their own self-awareness and their emotional reactions to cultural and individual diversity.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns have a mature understanding of their personal history, cultural background, attitudes and biases. They further recognize how this personal history impacts their work with a diverse patient population. This skill gradually increases over the course of the internship.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns demonstrate a solid grasp of the theoretical and empirical knowledge base regarding diversity and are able to apply these in their clinical work. They are able to develop a positive working alliance with their clients from diverse backgrounds.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Individual and Cultural Diversity Comments:**



**Professional Values, Attitudes, and Behaviors (APA Competency 4):**

Interns realize and value the practice of “lifelong learning”. They demonstrate a commitment to learning, reading, and studying empirical psychological literature

0	1	2	3	4	5
N/A					

Interns reflect and self-evaluate their own work, attitudes, and behaviors.

0	1	2	3	4	5
N/A					

Time management skills are practiced. Interns complete paperwork, charting, and other similar duties as needed. If deficiencies are noted, interns make appropriate changes to their work.

0	1	2	3	4	5
N/A					

Interns are open to supervision and feedback regarding their work and behavior. When given feedback, they respond to the request of the supervisor and implement the supervisory suggestions.

0	1	2	3	4	5
N/A					

**Professional values, attitudes and behaviors comments:**

**Communication and Interpersonal Skills: (APA Competency 5)**

Interns form effective relationships with a myriad of individuals including colleagues, supervisors, team members, and support staff. All are treated with respect and courtesy.

0	1	2	3	4	5
N/A					

If needed, interns show the ability to both give and receive difficult communication with individuals. Interns recognize the need to discuss a difficult situation and manage their own behavior during this situation.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Clinical notes and charting is accurate, integrated, and informative to the audience. Professional language is used in an appropriate fashion.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

The intern shows mature interpersonal skills. They are aware of their own behavior and how they are viewed by others. Interns are open to professional feedback from supervisors.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Communication and Interpersonal Skills Comments:**

**Assessment (APA Competency 6):**

Intern selects appropriate instruments to answer the referral question, develops an increasingly advanced test battery, and understands issues related to test security. Tests chosen have a strong evidence base and solid psychometric properties.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Intern follows standardization, appropriately “tests the limits”, shows good management of disruptive behavior, has accurate scoring, and keeps a tidy protocol.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Intern shows the ability to interpret test data to inform the clinical conceptualization. The intern is able to interpret discrepant results.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Test results are integrated and draw upon multiple data sources. Meaningful, appropriate, and evidence-based recommendations are generated based on data.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

The completed written report is readable, appreciative of multiple audiences of the report (parent, school, therapist), and accurately formatted.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Clinical feedback is given to the caregivers. Feedback is provided in a meaningful and accurate manner that leads caregivers to better understanding of the patient.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Assessment Comments:**

**Intervention (APA Competency 7):**

Interns gather clinical information at intake, have an open, enthusiastic, and hopeful attitude with families, are sensitive to misunderstandings about therapy, and review confidentiality/ethical issues at the outset.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns use evidenced based interventions based on clinical presentation, instilling confidence in family that intervention will lead to relief of symptoms.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Treatment plans are developed with client input, goals are measurable, meaningful, and achievable. Caregivers agree with the treatment plan. Treatment is developed to directly address the presenting problem.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns modify treatment as needed. They conduct periodic review of goals and show increasing ability to pivot during intervention to address a pressing concern. Goals are added or deleted if needed.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns are able to apply relevant research to clinical presentation. Issues of diversity and individual contextual variables are recognized and considered throughout treatment.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Intervention Comments:**

**Supervision (APA Competency 8):**

Interns demonstrate and apply supervision knowledge by disseminating psychological knowledge with other medical or mental health professionals in clinics or their behavioral health team.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns provide knowledgeable feedback in supervisory contexts (peer-to-peer, medical professionals) that is delivered in a constructive and approachable manner, highlights important aspects of clinical care, and is developmentally appropriate to the receiving provider.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns demonstrate and apply supervision knowledge through direct or simulated practice with other psychology trainees, in individual and/or group supervision, and through didactic experiences.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Supervision Comments:**

**Consultation & interprofessional/Interdisciplinary Skills (APA Competency 9):**

Interns demonstrate knowledge and respect for roles and perspectives of other professionals.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns relate well interpersonally to other disciplines and value contribution of non- psychology team members.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

Interns accept feedback from families and other healthcare professionals and use this feedback to improve consultation and communication skills.

<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
N/A					

**Consultation & interprofessional/interdisciplinary skills Comments:**

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**Strengths for the Intern:**

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**Areas needing improvement:**

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**Suggestions for Remediation (if applicable)**

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Date of Verbal Review with Intern: \_\_\_\_\_

Date(s) of Direct Observation used in part to make these ratings \_\_\_\_\_

Signatures

\_\_\_\_\_  
**Intern**

\_\_\_\_\_  
**Supervisor**

## Supervisor Evaluation

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

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

Dates of Supervision: \_\_\_\_\_

Type(s) of experience with supervisor:

	<b>Assessment</b>
	<b>Consultation/Liaison</b>
	<b>Research</b>
	<b>Therapy</b>

**Content/Curriculum** (relevant, up to date, practical, fits my level of knowledge)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

**Teaching Style** (motivating, sets clear expectations, constructive, respectful)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

**Clinical Approach** (breadth of interventions, flexible, creative)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

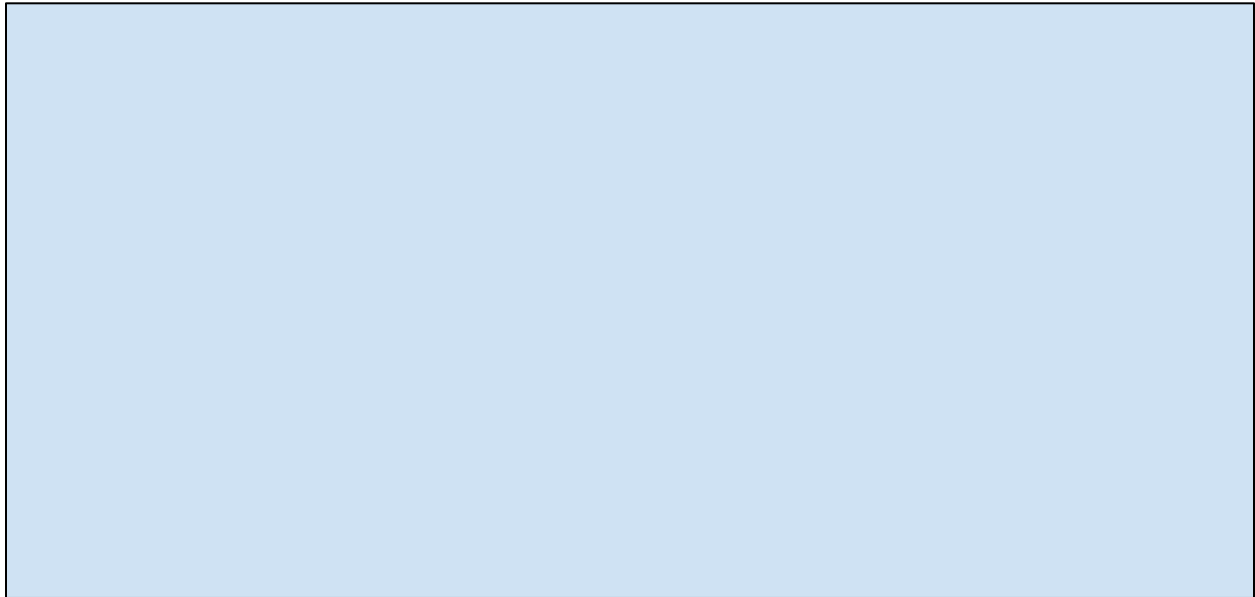
**Professional Role Model** (attitude, demeanor, leadership, availability)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

**Overall Effectiveness**

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

**Comments:** (Any other comments about supervision that you think the supervisor would find helpful)





**APPENDIX B:**  
**INTERN LEAVE REQUEST FORM**

## Intern Leave Request

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Date/Time Requested Leave Begins: \_\_\_\_\_

Date/Time You are Back at Work: \_\_\_\_\_

Reason for Leave:  Vacation  Sick  Educational  Other

If professional leave, please provide details:

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Please indicate who will cover the following responsibilities in your absence:

- Outpatient Cases: \_\_\_\_\_
- Other: \_\_\_\_\_

In case of an emergency, is there a way we can contact you? \_\_\_\_\_

**Please obtain the following signatures**

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**Supervisor**

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**Internship Director**