



Village of Hoffman Estates Department of Health and Human Services

Clinical Internship Training Program

Village of Hoffman Estates
1900 Hassell Road
Hoffman Estates, IL 60169
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Introduction to Health and Human Services:

Health and Human Services (HHS) is a municipally funded outpatient community health and mental health service facility in the Northwest Suburbs of Chicago. The Department of Health and Human Services provides professional and affordable physical and mental health services in Hoffman Estates. Our staff strongly believes that for complete health, individuals must be in good condition both physically and mentally. The Department provides a range of services for the community to improve and restore both physical and mental health. Hoffman Estates is approximately 30 miles from downtown Chicago. The community is diverse socioeconomically, ethnically, and racially.

Training Program:

For over 40 years, the HHS has provided intensive clinical training and supervision. The mission of the internship training program at the Village of Hoffman Estates Department of Health and Human Services is to provide exceptional training that fosters professional growth and development in a supportive and stimulating environment. The aims of the program are consistent with the mission of the Village of Hoffman Estates, in that we provide a range of mental health services aimed at improving the lives of our residents, and those who are not residents but are unable to access affordable mental health services within their communities. We believe in collaborative and comprehensive care and that no one should be turned away from services due to socioeconomic status or need.

The internship training program at the Village of Hoffman Estates Department of Health and Human Services is designed to provide interns with a broad range of clinical, assessment, outreach, and supervisory experience. For over 40 years, the Department of Health and Human Services has provided individual, couple, and family psychotherapy training with a strength-based approach towards its clients. The internship program provides a planned and programmed sequence of training experiences designed to enhance the skills of interns and provide the breadth and depth of training necessary to practice within the field of health service psychology. Training is focused on building intern's competencies in clinical practice and understanding complex presenting concerns, dynamics, and cultural components. Supervisory staff continually monitor the progress of interns in these areas and encourage opportunities to promote growth and awareness while building confidence and clinical skills. Health and Human Services is dedicated to training and takes a developmental approach to supervision.

KEY COMPONENTS OF TRAINING PROGRAM:

Direct Clinical Services:

Interns provide individual, couple, and family therapy throughout the course of the training year. Interns are expected to carry a caseload of 18-20 clients, which consist of children, adolescents, and adults. Interns begin the year with a caseload of 13-15 clients,

working up to a full caseload of 18-20 by January of the training year. In addition to psychotherapy, Interns are also responsible for 2 intake assessments per week, which can vary during the course of the training year depending on client need. Psychological assessment is also required, and Interns must complete a minimum of 3 psychological testing batteries during the course of the training year. If an Intern desires more testing experiences, such arrangements are made based on client need and referrals.

Community Outreach and Prevention:

Interns are also responsible for developing and implementing one program on a topic of interest that is relevant to the needs of the community. Programs must address psychological, physical, and/or spiritual health. Interns do have the opportunity to facilitate community groups if they are interested and if the need presents itself during the course of the training year. In addition, Interns are also integral members of the Prevention and Wellness and Employee Wellness Teams. These committees are multidisciplinary and allows Interns the opportunity to work with HHS staff, HHS nurses, and staff psychologists in the development of wellness programs for both the community and Village Employees.

Weekly Seminars & Didactics:

Interns engage in a variety of didactic trainings and seminars throughout the course of the training year. For the entire training year, Interns participate in two seminars that are integral to the training program of HHS: **Psychotherapy Seminar (1.5 hours, weekly) and Multicultural Counseling and Community Psychology Seminar (MCCP) (2.5-3 hours weekly)**. Psychotherapy Seminar looks at various theories yet maintains a strong focus on Family Systems theory. This seminar helps Interns develop a strong theoretical foundation, sharpen their clinical skills, and develop an understanding of implementing theory into practice through didactic presentations, case presentations, experiential activities and conceptualizations. Live supervision is also utilized in this seminar for interns to receive feedback and evaluation of their clinical skills. MCCP utilizes didactic, experiential, and process components to develop Interns understanding of diversity, cultural competence, and the impact of culture on clinical practice. Case presentations in this seminar have a direct educational focus of understanding how to conceptualize cases from a multicultural perspective.

In addition to these seminars, Interns also participate in the following, shortened weekly seminars (5-7 weeks): Supervision Seminar and Summer Seminar. Additional Didactic trainings are also offered throughout the year on a variety of topics, including Play Therapy, Sandtray Therapy, Expressive Art Therapy, Risk Management, Suicidal Clients and Mandated Reporting, Trauma Informed Care, and Relational Cultural Theory.

Supervision:

HHS has a strong focus on providing a quality supervisory experience for interns which focuses on interns' direct clinical service, professional and personal development, multicultural competency, and interns' development into a supervisory role. Supervisors implement a developmental approach to supervision which identifies an intern's current stage of clinical and professional development and facilitates the intern's progression to the next developmental stage through providing feedback and support appropriate to the intern's level. Supervision is interactive, collaborative, and encourages interns to use prior knowledge and skills to produce new learning.

The supervision experience at Health and Human Services is varied and intensive. Within supervision and seminars, there is a strong emphasis on self-reflection as it is an important element of professional and personal development. Interns receive 3 hours of individual supervision each week. In addition to individual supervision, Interns also receive one hour of weekly group/dyadic supervision. Interns are expected to audio and/or video record all psychotherapy sessions (with client consent) and this material is reviewed during weekly supervision meetings.

Support, encouragement, and critical feedback are utilized to help students develop professional abilities that fit their own interactive style and enhance their therapeutic effectiveness. Interns are encouraged to discuss countertransference related to clients in supervision as it increases understanding of the self and clients. It is also helpful to discuss dynamics within the supervisory relationship, in an effort to create stronger and more supportive relationships within supervision.

HHS values the role of supervision and believes that quality supervision is a necessary and integral part of the intern training experience. HHS believes in an open-door policy where interns can seek out additional support outside of their weekly scheduled supervision hours as needed. Interns at HHS receive 4 hours of supervision per week, which is broken down as follows:

Individual Supervision with Primary Supervisor – each intern is assigned to one licensed clinical psychologist as his/her/their primary supervisor. Meetings with this supervisor occur weekly, for one hour. The primary supervisor requires the intern to submit audio and video recordings, which are also reviewed during the supervision meeting.

Individual Supervision with Secondary Supervisor - each intern is assigned to one licensed clinical psychologist as his/her/their secondary supervisor. Meetings with this supervisor occur weekly, for one hour. The secondary supervisor requires the intern to submit audio and video recordings, which are also reviewed during the supervision meeting.

Group Supervision – interns meet for group supervision with one licensed clinical psychologist for 1 hour per week. Interns present case material, along with audio and video recordings in a group supervision format.

Supplemental Individual Supervision - each intern is assigned to a staff psychologist as his/her/their supplemental individual supervisor. Meetings with this supervisor occur weekly, for one hour. The supplemental supervisor requires the intern to submit audio and video recordings, which are also reviewed during the supervision meeting.

Supervision of Supervision – interns at HHS are responsible for supervising one practicum student each, and receive 1 hour of weekly group supervision on this process from a licensed clinical psychologist. Interns present supervision video recordings in a group supervision format, and receive training and guidance on providing supervision to help build this important professional competency.

Supplemental Supervision - In addition to the mandatory 4 hours of weekly supervision, Interns also receive additional supervision related to development and implementation of community outreach project. Supplemental supervision is with a licensed clinical psychologist and takes place, for 1 hour increments as determined by supervisor, at least 4 times during project planning.

TRAINING SCHEDULE & BENEFITS:

The internship program at the Village of Hoffman Estates Department of Health and Human Services is a 12 month (50 week), 40 hour per week, full time internship program. Interns are expected to be on site Monday through Friday, with three required evenings. Interns will be asked to submit a preferred schedule to the Training Director prior to the start of the internship training year, and this information will be taken into consideration when planning the intern's weekly schedule. HHS hours of operation are Monday, Tuesday, Thursday, 8:30am-8:30pm, and Wednesday, Friday from 8:30am -5:00pm.

The internship begins the Tuesday after Labor Day in September and is completed at the end of August.

Benefits

Intern Hourly Salary: \$18.72/hour (\$37,440 for the full 50-week internship)

The hourly Internship includes option to participate in the Village insurance program (at the regular employee contribution rate), 7 holidays, and 10 days of paid time off.

The Village of Hoffman Estates recognizes that an intern may need to request time off for maternity/paternity leave during her/his internship. Requests up to a maximum of 12 weeks will be considered on a case-by-case basis. The Village will also provide reasonable accommodations when necessary due to pregnancy, childbirth or medical or common conditions related to pregnancy or childbirth, unless doing so would create an undue hardship on the ordinary business operations of the Village. Interns may be required to provide documentation from their health care provider. Information can be found in the Health & Human Services Intern Handbook. Prospective applicants that have questions

about this policy are encouraged to contact the Human Resources department of the Village.

Facilities

Interns have access to a variety of physical amenities to assist them in providing services throughout the year. Each intern has their own private office space, complete with computer and individual phone and extension. In addition, Interns have access to a play therapy room, sandtray room, large conference room, and five additional therapy offices. In addition, Interns are able to use rooms and meeting spaces that are part of Village Hall for community-based projects and outreach projects, as needed. The facilities at HHS are accessible for those with disabilities.

STAFF (PLEASE SEE WEBSITE FOR SUPERVISOR BIOS):

Director of Training:

- Audra Marks, Psy.D.

Supervisory Staff:

- Monica Saavedra, Psy.D. (*HHS Director*)
- Lauren Nichols, Psy.D.
- Maria Cornejo Garcia, Psy.D.

Evaluation Process

EVALUATION OF INTERNS

Interns are formally evaluated twice during the training year. Evaluation forms are completed by the primary supervisor; however, the training team provides input on each intern's training progress, strengths, and areas of growth. The training team meets with each Intern individually during the midpoint of the year to provide verbal feedback on areas of strength, areas of growth, and to invite any concerns or feedback from the Intern. Less formal evaluation takes place throughout the training year with each individual and group supervisor, as supervisors provide feedback as necessary throughout the training year to the supervisee in the context of supervision.

Please see Appendix A for intern evaluation form.

EVALUATION OF PROGRAM

Interns are asked to review the program twice during the training year. These evaluations are completed anonymously and allow the Intern to provide rated and open feedback on their experiences. Evaluation results are reviewed by the training team and used to make improvements to the training program. At HHS we value the experiences and feedback of our Intern's and take their evaluations of the program seriously.

Interns are also asked to review each supervisor twice during the training year. These evaluations are completed anonymously and allow the Intern to provide rated and open feedback on their experiences with each supervisor on the team. The Training Director compiles the evaluations and distributes them to each supervisor for review, and the team also discusses the feedback to help improve the training program and supervision experiences of the Interns.

Please see Appendix B for program evaluation form.

Departmental & Organizational Policies

Interns should consult the provided Employee Handbook for detailed policy information. In addition to those stated policies, HHS Interns should note the following additional policies related to their position of Intern within the Department of Health and Human Services.

ADDITIONAL EMPLOYMENT DURING INTERNSHIP YEAR

Interns are considered full-time employees of the Department of Health and Human Services during the course of their internship training year. Interns shall not engage in any additional employment outside of HHS that will impact their ability to function as a full-time intern. This includes, additional full-time clinical work, full-time teaching, or any additional full-time employment. If interns engage in any outside employment on a minimal part-time basis, it must not interfere with their weekly schedules or their ability to flex their weekly (M-F) schedule based upon Department need. Interns should discuss all additional potential outside employment with the Director of Training. Please be advised that any outside employment found to interfere with the intern's performance while on internship may result in disciplinary action.

Grievance Policy

Department of Health and Human Services Village of Hoffman Estates

Psychology Program Due Process and Grievance Policy and Procedure

Consistent with spirit of providing a quality training environment, the purpose of this document is to define problematic behavior and outline the procedures for the appropriate management of problems and concerns as they occur. Additionally, this policy will outline the procedures for filling informal and formal grievances, possible sanctions, and discuss due process procedures.

I. Due Process Procedures

The purpose of due process is to provide information and guidelines regarding the process or action, dispute, or response to decisions specific to trainees and the training program. It requires that the training program identify specific procedures which are applied to all trainee complaints, concerns, and appeals. Due process ensures that decisions about trainees are not personally based or arbitrary.

- A. During the orientation period, trainees will receive in writing the HHS expectations related to professional functioning and requirements. The Director of Training will discuss these expectations in both group and individual settings.
- B. The procedures for evaluation, including when and how evaluations are conducted, will be described. Such evaluations will occur at meaningful intervals.
- C. The various procedures and actions involved in decision making regarding the problem behavior or trainee concern will be described.
- D. HHS will communicate early and often with the trainee and when needed the trainee's academic program if any suspected difficulties that are significantly interfering with performance are identified.
- E. The Director of Training will institute, when appropriate, a remediation plan for identified problematic areas including a time frame for expected remediation and consequences of not rectifying the problematic areas.

- F. If a trainee wishes to institute an appeal process, this document describes the steps of how a trainee may officially appeal this program's action.
- G. HHS due process procedures will ensure that trainees have sufficient time (as described in this document) to respond to any action taken by the program before the programs implementation.
- H. When evaluating or making decisions about a trainees performance, HHS staff will use input from multiple professional sources.
- I. The Director of Training will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

II. Definition of Problematic Behavior:

Problematic behavior is defined broadly as interference in professional functioning, which may be reflected in the following ways: an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; an inability to acquire professional skills in order to reach an acceptable level of competency; and/or an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

Generally, it is a supervisor's professional judgment as to when a trainee's behavior is problematic rather than one of concern. HHS's supervisory team acknowledges that trainees may exhibit behaviors, attitudes or characteristics that may be of concern and require remediation, but are not unexpected or excessive for professionals in training.

Problems typically are identified when they include one or more of the following characteristics:

- A. The trainee does not acknowledge, understand, or address the problem when it is identified.
- B. The problem is not merely a reflection of a skill deficit, which can be rectified by academic or didactic training;
- C. The quality of services delivered by the intern is sufficiently negatively affected.
- D. The problem is not restricted to one area of professional functioning;
- E. A disproportionate amount of attention by training personnel is required; and/or
- F. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

III. Procedures for managing inadequate trainee performance

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

- A. The supervisor will consult with the Director of Training to determine if there is reason to proceed and/or if the behavior in question is being rectified.

- B. If the supervisor who brings the concern to the Director of Training is not the intern's primary supervisor, the Director of Training and reporting supervisor will discuss the concern with the trainee's primary supervisor.
- C. If it is determined that the alleged behavior or performance deficit constitutes a serious violation, the supervisory team will meet to discuss the concern or low performance rating and possible courses of action to address the issue.
- D. Following a decision by the supervisory team regarding a trainee's behavior, performance, or status in the agency, the primary supervisory will inform the trainee in writing and will meet with him/her to review the decision. This meeting may include the Director of Training. If the trainee accepts the decision, any formal action taken by the Training Program may be communicated in writing to the trainee's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.

IV. **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 trainee emphasizes the need to discontinue the inappropriate behavior under discussion. No documentation occurs.
- 2. **Written Acknowledgment** to the intern formally acknowledges:
 - A. The Director of Training is aware of and concerned with the performance rating;
 - B. The concern is brought to the attention of the intern;
 - C. The Primary supervisor and Director of Training will work with the trainee to rectify the problem or skill deficits, and
 - D. The behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment is removed by the primary supervisor file when the intern responds to all 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. The actions that will be taken if the problem is not corrected; and
 - E. Notification that the trainee has the right to request a review of this action.

A copy of this letter is kept in the trainee's file. The Director of Training in consultation with the trainee's supervisor may give consideration to removing this letter at the end of

the internship. 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 Training. 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. Reducing the intern's clinical or other workload;
- D. Requiring specific academic coursework.

The primary supervisor in consultation with the Director of Training will determine the length of the schedule modification period. The termination of the schedule modification period will be determined by the primary supervisor in consultation with the Director of Training.

5. **Probation** is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the Director of Training systematically monitors 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 trainee is informed of the probation in a written statement, which includes:

- A. The specific behaviors associated with the unacceptable rating;
- B. The period for the probation during which the problem is expected to be ameliorated, and
- C. The procedures to ascertain whether the problem has been appropriately rectified.

If the Director of Training determines that there has not been sufficient improvement in the trainee's behavior to remove the Probation or modified schedule, then the Director of Training will discuss with the primary supervisor possible courses of action to be taken. The Director of Training will communicate in writing to the trainee 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 Training has decided to implement. These may include continuation of the remediation efforts for a specified period or implementation of another alternative. Additionally, the Director of Training will communicate to the Director of HHS and primary supervisor that if the trainee's

behavior does not change, the trainee will not successfully complete the internship/externship.

6. **Dismissal from the Training Program** involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not rectify problem behaviors or concerns and the trainee seems unable or unwilling to alter her/his behavior, the primary supervisor will discuss with the Director of Training, supervisory team, and Human Resource Management the possibility of termination from the training program and dismissal from the agency. Either administrative leave or dismissal are 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. Following a trainee's dismissal the Director of Training will communicate to the trainee's academic department that the intern has not successfully completed the internship.

The intern may choose to accept the conditions or may choose to appeal. The procedures filling an appeal/grievance are as follows.

V. Grievance Procedure

1. Informal Either party may request a member of the supervisory team to act as a mediator, or request assistance from the Director of Training to help with selection of a mediator who is agreeable to both the fellow and the supervisor. Such mediation may facilitate a satisfactory resolution through continued discussion. Alternatively, mediation may result in recommended changes to the learning environment or make require other alterations in order to maximize the learning experience

2. Formal grievances in the event that informal avenues of resolution are not successful, or in the event of a serious grievance, the trainee may initiate a formal grievance process by sending a written request for intervention to the Training Director.

- A. The Director of Training will notify the Director of HHS of the grievance, and call a meeting of the supervisory team to review the complaint. The Director of Training will notify the trainee and supervisor of the date for the review and give the opportunity to provide any information regarding the grievance.
- B. Based upon a review of the grievance and any relevant information, the supervisory team will determine the course of action that best promotes the trainee's experience. This may include recommended changes within the placement itself or a change in supervisory assignment.
- C. The trainee will be informed in writing of the supervisory team's decision, and asked to indicate whether they accept or dispute the decision. If the trainee accepts the decision, the recommendations will be implemented. If the trainee disagrees with the decision, he/she may appeal to the Director of Health and Human Services. The Director will render the appeal decision, which will be

communicated to all involved parties. If this process fails, the Director will initiate the grievance process outline by The Village of Hoffman Estates.

- D. The supervisor named in the grievance will excuse himself or herself from serving on the Supervisory Team during the grievance process due to a conflict of interest. Grievances regarding the Director of Training must be submitted directly to the Director of Health and Human Services for review and resolution in consultation with the Supervisory Team.
- E. Any findings resulting from a review of a grievance that involves unethical, inappropriate or unlawful staff behavior will be submitted to the Director of Health and Human Services and Human Resource Management for appropriate personnel action.

VI. Appeal Procedure

In the event that a trainee does not agree with any of the aforementioned notifications, remediation or sanctions, or with the handling of a grievance- the following appeal procedures should be followed:

- A. The trainee should file a formal appeal in writing with all supporting documents, with the Director of Training. The trainee must submit the appeal within five (5) work days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).
- B. Within three (3) work days of receipt of a formal written appeal from a trainee, the Director of Training will consult with the Department Director and members of the supervisory team and then decide whether to implement a review panel (see section VII) or respond to the appeal without a panel being convened.
- C. In the event that a trainee is filing a formal appeal in writing to disagree with a decision that has already been made by the Review Panel and supported by the Department Director, then that appeal is reviewed by the Department Director and Director of Training in consultation with Human Resources Management. The Director will determine if a new Review Panel should be formed to reexamine the case, or if the decision of the original Review Panel is upheld.

VII. Review Panel Procedures/Hearing

- 1. When needed, a Review Panel will be convened to make a recommendation to the Director of HHS about the appropriateness of a remediation plan/sanction for a trainees problematic behavior or to review a grievance filed by a trainee.
 - A. The review panel will consist of three staff members selected by the Director with recommendations from the Director of Training and the trainee who filed the appeal or grievance. The Director will appoint a Chair of the Review Panel.

- B. In cases of an appeal, the trainee has the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern.
 - C. In response to a grievance, the trainee has a right to express concerns about the training program or HHS staff member and the HHS program or staff has the right and responsibility to respond.
2. Within seven (7) work days, the Panel will meet to review the appeal or grievance to examine the relevant material presented.
 3. Within five (5) work days after the completion of the review, the Panel will submit a written report to the Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by a majority vote if a consensus cannot be reached.
 4. Within five (5) work days of receipt of the recommendation, the Director will either accept or reject the Review Panel's recommendations. If the Director rejects the recommendation, the Director may refer the matter back to the Panel for further deliberation and revised recommendations or may make a final decision.
 5. If referred back to the Panel, a report will be presented to the Director within seven (7) work days of the receipt of the Director's request of further deliberation. The Director then makes a final decision regarding what action is to be taken and informs the Director of Training and Supervisory Team.
 6. The Director of Training will then inform the trainee and staff members involved and any necessary members of the supervisory team and/or academic program of the decision and any action taken or to be taken.
 7. If the trainee disputes the Director's final decision, the trainee has the right to appeal through following steps outlined in Appeal Procedures (Section VI)

Application Process:

Hoffman Estates Department of Health and Human Services Department internship training program 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 internship applicant. Under this agreement, HHS is required to make all internship offers through the Matching Program. Therefore, all applicants must be registered for the APPIC Matching Program. Applicants can obtain a "Request for Application Agreement Package" from National Matching Services, Inc. The web address is www.natmatch.com/psychint.

To be considered for this internship, we must receive your application materials by the date listed on our website and APPIC directory. Additionally, your signed application agreement and fee for registration for the Matching Program must arrive at National Matching Services, Inc office no later than the date specified by

APPIC for that application calendar year in order for your name and code number to be registered in the “Listing of Participating Applicants.”

Those interested in applying to our program must submit the following application materials:

- Cover Letter
- Standard APPIC application - can be downloaded from the APPIC website
The online APPI must be utilized by all applicants in order to apply for the internship program.
 - APPIC Site Number 1276
- Curriculum Vita
- Graduate Transcripts
- 3 Letters of Recommendation
- One comprehensive, de-identified psychological assessment report

If you have any questions or concerns related to our training program or application process, please contact:

Audra Marks, Psy.D, Director of Training

audra.marks@vohe.org

(847) 781-4851

Appendix A: Intern Evaluation Form

Village of Hoffman Estates

Department of Health and Human Services

Internship Trainee Evaluation

Feedback Period: Choose an item.

Intern's Name:

INTERN EVALUATION:

PROFESSION WIDE COMPETENCIES

Please rate the Intern Trainee's performance at HHS in preparation for functioning as a professional psychologist in each competency listed below.

Use the following scale to rate their performance:

5: Intern's performance demonstrates an advanced level of competency necessary for autonomous practice.

4: Intern's performance demonstrates an intermediate-advanced level of competency and demonstrates functioning at a professional grade typical of intern performance at the end of the training year. Intern is able to function at a level necessary for post-doctoral practice with less focused supervision.

3: Intern's performance demonstrates an intermediate level of competency relative to mid-year level of training and intern is able to function at a professional level with regular supervision.

2: Intern's performance is below expectations relative to level of training and requires continuous supervision and remediation.

1: Intern's performance is grossly underdeveloped and displays significant problems in basic-level skill set. Performance is at a level beyond remediation.

N/A: Not applicable; Not observed at this time

Clinical Intervention Skills:

Activities that promote, restore, sustain or enhance functioning or a sense of well-being in clients or client systems through preventative, developmental, and direct clinical services.

- Establish and maintain effective relationships with the recipients of psychological services.
 - ***Individual Psychotherapy***: Select One: Choose an item.
 - ***Couple/Family Therapy***: Select One: Choose an item.
 - ***Group Therapy***: Select One: Choose an item.
 - ***Ability to establish rapport and communicate empathy and respect***: Select One: Choose an item.
 - ***Repairs ruptures and addresses strains in working alliances***: Select One: Choose an item.
- Conceptualization of data and synthesis of information: Select One: Choose an item.
- Develop evidence-based intervention plans specific to service delivery goals. Select One: Choose an item.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Select One: Choose an item.
- Demonstrate the ability to apply relevant research literature to clinical decision making. Select One: Choose an item.
- Modify and adapt evidence-based approaches effectively when clear evidence-base is lacking. Select One: Choose an item.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. Select One: Choose an item.

Assessment:

Activities that demonstrate ability to administer, score, and interpret a variety of assessment materials; Activities that require the Intern to conceptualize, integrate data, and provide diagnostic impressions; Activities that require the Intern to draw conclusions about client strengths and weaknesses.

- Select and apply assessment methods that draw from the best available empirical literature and reflect the science of measurement and psychometrics.

Select One: Choose an item.

- Accurately administers and scores a range of psychological assessment measures, including cognitive, academic, and personality assessments.

Select One: Choose an item.

- Conducts semi-structure, comprehensive diagnostic interviews

Select One: Choose an item.

- Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.

Select One: Choose an item.

- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Select One: Choose an item.

- Formulates diagnostic impressions using data gathered from multiple sources and in accordance with the DSM guidelines and diagnostic criteria.

Select One: Choose an item.

- Communicate orally the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Select One: Choose an item.

- Communicate in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Select One: Choose an item.

Individual & Cultural Diversity:

Appreciation of the complexity and multi-dimensionality of diversity and culture, defined but not limited to race, ethnicity, ability/disability, social class, gender, sexual orientation, and age. Having the knowledge, skills, and attitudes necessary to understand the worldview of culturally different clients and potential impact and meaning of cultural and individual differences for professional psychological service. Having an awareness and understanding of oneself and one's own culture and the impact this has on the individual personally and professionally.

- Demonstrated understanding as to how one's own personal/cultural history, attitudes, and biases may affect one's understanding and interactions with people different from themselves.
Select One: Choose an item.
- Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
Select One: Choose an item.
- Demonstrates ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g. research, services, and other professional activities).
Select One: Choose an item.
- Demonstrates knowledge and skills in applying a specific framework(s) for working effectively with areas of individual and cultural diversity in their career.
Select One: Choose an item.
- Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
Select One: Choose an item.

Ethical & Legal Standards:

Interactions with others are characterized by respect for all people of all groups and knowledge of the APA Code of Ethics and behavior consistent with it.

- Knowledge of, and ability to act, in accordance with the APA Ethical Principles of Psychologists and Code of Conduct
Select One: Choose an item.
- Knowledge of, and ability to act, in accordance with relevant laws, regulations, rules, and policies governing health service psychology
Select One: Choose an item.
- Recognize ethical dilemmas and apply ethical decision-making processes
Select One: Choose an item..
- Conduct self in an ethical manner in all professional activities
Select One: Choose an item.

Professional Values, Attitudes & Behaviors:

- Behaves in ways that reflect the values and attitudes of psychology (e.g. integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others).
Select One: Choose an item.
- Engages in self-reflection regarding own personal and professional functioning, which includes engaging in activities to maintain and improve performance, well-being, and professional effectiveness.
Select One: Choose an item.
- Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
Select One: Choose an item.
- Responds professionally in increasingly complex situations with a greater degree of independence.
Select One: Choose an item.

Research

- Demonstrates substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g. case conference, presentations, awareness month project)
Select One: Choose an item.

Communication & Interpersonal Skills:

- Develops and maintain effective relationships with a wide range of individuals (e.g. colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services).
Select One Choose an item.
- Produces and comprehends oral, nonverbal, and written communication.
Select One: Choose an item.
- Demonstrates effective interpersonal skills, including ability to manage difficult communication well.
Select One: Choose an item.

Supervision:

Ongoing, interactive process of sharing knowledge, skills, and attitudes with peers and colleagues as either supervisee or supervisor.

- Demonstrate knowledge of supervision models and practices
Select One: Choose an item.
- Applies such knowledge in direct practice with psychology trainees, or other health professionals.
Select One: Choose an item.

Consultation & Interprofessional/Interdisciplinary Skills:

- Demonstrates knowledge and respect for the roles and perspective of other professions.
Select One: Choose an item.
- Applies such knowledge in direct consultation with other professionals, health care providers, or systems related to health and behavior.
Select One: Choose an item.

Overall Feedback:

What are the intern's current personal and professional strengths?

What are the intern's current areas of personal and professional improvement?

Appendix B: HHS Program Evaluation Form

Village of Hoffman Estates

Department of Health and Human Services

Internship Training Program Evaluation

Feedback Period: Choose an item.

TRAINING PROGRAM EVALUATION:
PROFESSION WIDE COMPETENCIES

Please rate the adequacy of your internship training at HHS in preparation for functioning as a professional psychologist in each competency listed below.

Use the following scale to rate your preparation:

1: Strongly Disagree: this training program did not provide me with training that allowed me to develop any of the skills necessary for mastery at the entry-level

2: Disagree: this training program offered some skills in this area, but did not provide me with enough training to allow me to develop the skills necessary for mastery at the entry-level

3: Agree: this training program offered sufficient training in this area to allow me to develop the knowledge and skills necessary for mastery at the entry-level

4: Strongly Agree: this training program exceed the minimal level of training in this area to allow me to develop the knowledge and skills necessary for mastery at the entry-level

Research

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Demonstrate substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g. case conference, presentation, publications) at the local, regional, or national level

Select One: Choose an item.

Ethical & Legal Standards:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Knowledge of, and ability to act, in accordance with the APA Ethical Principles of Psychologists and Code of Conduct

Select One: Choose an item.

- Knowledge of, and ability to act, in accordance with relevant laws, regulations, rules, and policies governing health service psychology

Select One: Choose an item.

- Recognize ethical dilemmas and apply ethical decision-making processes

Select One: Choose an item.

- Conduct self in an ethical manner in all professional activities

Select One: Choose an item.

Individual & Cultural Diversity:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Increased understanding of how my own personal/cultural history, attitudes, and biases may affect how I understand and interact with people different from myself.

Select One: Choose an item.

- Increased knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Select One: Choose an item.

- Increased my ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g. research, services, and other professional activities).

Select One: Choose an item.

- Increased knowledge and skills in applying a specific framework(s) for working effectively with areas of individual and cultural diversity in my career.

Select One: Choose an item.

- Increased ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with my own.

Select One: Choose an item.

Professional Values, Attitudes & Behaviors:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Behave in ways that reflect the values and attitudes of psychology (e.g. integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others).

Select One: Choose an item.

- Engage in self-reflection regarding my personal and professional functioning, which includes engaging in activities to maintain and improve performance, well-being, and professional effectiveness.

Select One: Choose an item.

- Actively seek and demonstrate openness and responsiveness to feedback and supervision.

Select One: Choose an item.

- Respond professionally in increasingly complex situations with a greater degree of independence.

Select One: Choose an item.

Communication & Interpersonal Skills:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Develop and maintain effective relationships with a wide range of individuals (e.g. colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services).

Select One Choose an item.

- Produce and comprehend oral, nonverbal, and written communication. (e.g. communication that is informative and well-integrated, thorough grasp of professional language and concepts).

Select One: Choose an item.

- Demonstrate effective interpersonal skills, including ability to manage difficult communication well.

Select One: Choose an item.

Assessment:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Select and apply assessment methods that draw from the best available empirical literature and reflect the science of measurement and psychometrics.

Select One: Choose an item.

- Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.

Select One: Choose an item.

- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Select One: Choose an item.

- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Select One: Choose an item.

Intervention:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Establish and maintain effective relationships with the recipients of psychological services.

Select One: Choose an item.

- Develop evidence-based intervention plans specific to service delivery goals.
Select One: Choose an item..
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
Select One: Choose an item.
- Demonstrate the ability to apply relevant research literature to clinical decision making.
Select One: Choose an item.
- Modify and adapt evidence-based approaches effectively when clear evidence-base is lacking.
Select One: Choose an item.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
Select One: Choose an item.

Supervision:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Demonstrate knowledge of supervision models and practices
Select One: Choose an item.
- Apply such knowledge in direct practice with psychology trainees, or other health professionals.
Select One: Choose an item.

Consultation & Interprofessional/Interdisciplinary Skills:

The training I received at HHS allowed me to gain mastery in the following areas sufficient for entry-level, post-doctoral practice in Clinical/Health Service Psychology:

- Demonstrate knowledge and respect for the roles and perspective of other professions.
Select One: Choose an item.

- Apply such knowledge in direct consultation with other professionals, health care providers, or systems related to health and behavior.

Select One: Choose an item.

TRAINING PROGRAM EVALUATION: PROGRAM SEMINARS & DIDACTICS

Please evaluate the below seminars based on the following scale.

- 4= Extremely Satisfied
- 3= Satisfied
- 2= Dissatisfied
- 1= Extremely Dissatisfied
- NA= Not applicable

I. Psychotherapy Seminar

- a. Quality of supervision Choose an item.
- b. Quantity of supervision Choose an item.
- c. Ease of rapport development with Audra Choose an item.
- d. Ease of rapport development with Maria Choose an item.
- e. Contribution toward professional growth Choose an item.
- What was most helpful?
- What would you like to change?

II. Multicultural Counseling & Community Psychology Seminar

- a. Quality of supervision Choose an item.
- b. Quantity of supervision Choose an item.
- c. Ease of rapport development with Monica Choose an item.
- d. Ease of rapport development with Lauren Choose an item.

e. Contribution toward professional growth

Choose an item.

What was most helpful?

What would you like to change?

III. Case Conference

a. Quality of presentations

Choose an item.

b. Relevance of subject matter

Choose an item.

c. Contribution toward professional growth

Choose an item.

e. Direction given by supervisor

Choose an item.

What was most helpful?

What would you like to change?

IV. Live Supervision

a. Quality of supervision

Choose an item.

b. Contribution toward professional growth

Choose an item.

What was most helpful?

What would you like to change?

V. Summer Seminar

a. Quality of presentations

Choose an item.

b. Relevance of subject matter

Choose an item.

c. Contribution toward professional growth

Choose an item.

Suggestions for additional topics

VI. Staff Development/Didactics

- | | |
|--|-----------------|
| a. Quality of presentations | Choose an item. |
| b. Relevance of subject matter | Choose an item. |
| c. Contribution toward professional growth | Choose an item. |

Suggestions for additional topics

VII. Beginning of the year Orientation

- | | |
|---|-----------------|
| a. Explanation of training goals | Choose an item. |
| b. Explanation of policies and procedures | Choose an item. |
| c. Breadth of topics covered | Choose an item. |
| d. Depth of topics covered | Choose an item. |
| e. Usefulness as year progressed | Choose an item. |

What was most helpful?

What would you like to change?

IX. Other Factors

- | | |
|--------------------------------|-----------------|
| a. Office space and facilities | Choose an item. |
| b. Support staff | Choose an item. |
| c. Equipment | Choose an item. |
| d. Work environment | Choose an item. |
| e. Teamwork | Choose an item. |

What was most helpful?

What would you like to change?

X. Overall

- a. Which aspect of your training here stands out as most beneficial to your professional growth?
- b. What would you suggest that we add?
- c. What would you suggest that we omit?
- d. How could we improve your overall training experience?
- e. Additional comments:

THANK YOU!