

Doctoral in Clinical Psychology Internship Program 2025-2026

Training Manual/ Policies & Procedures

Location:

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OVERVIEW

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

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

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

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

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

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

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

CULTURAL & INDIVIDUAL DIVERSITY IN THE TRAINING PROGRAM

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

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

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

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

Interns who are registered to complete internship at the Goodman Center's Internship Program will have access to the graduate student center (GSC) for students in need of tutoring, academic support, community and collaboration space and other resources such as career opportunities and writing and research assistance. The GSC, within Albizu University, is staffed by a full-time director and doctoral student assistants, who provide a variety of services to enhance student learning. Available services that Interns can access include: correction of grammar, content, and APA format for presentations and doctoral projects. For Interns whose secondary language is English, tutors within the GSC Department can provide Interns with a learning environment using modules with direct instruction and practice interactions to assist in the improvement of their skills in writing, grammar, and English.

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

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

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

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

HOURS OF OPERATION

GOODMAN PSYCHOLOGICAL SERVICES CENTER

MONDAY – THURSDAY	10 -8 PM
FRIDAY	10-6 PM
SATURDAY -SUNDAY	CLOSED

TRAINING OVERVIEW

START AND END DATES FOR THE INTERNSHIP YEAR 2025-2026:

September 2, 2025 – August 28, 2026

Full-time Interns = 40 hours per week

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

PLEASE NOTE IMPORTANT INFORMATION REGARDING THE PROGRAM & ACCREDITATION STATUS:

The GPSC Doctoral Internship program is a closed internship site and is fully affiliated with Albizu University, Miami Campus, our sponsoring institution. We only accept internship applications from Psy.D. students exclusively from Albizu University. GPSC's internship program is an active member in good standing of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates yearly in the APPIC match. GPSC Doctoral Internship program is fully accredited by the American Psychological Association since 2018. Next site visit for re-accreditation is scheduled for the year 2028.

The Doctoral Internship program requires the completion of 2,000 hours and grants Doctoral Interns with a greater level of autonomy and responsibility by fostering independent functioning

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

PROGRAM PHILOSOPHY & TRAINING MODEL

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

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

INTERNSHIP PROGRAM STRUCTURE

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

ORIENTATION

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

SELF APPRAISAL

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

PROGRAM ORGANIZATION

The internship program provides Interns with more structure early in the training year. This structure is reduced as the Intern demonstrates increasing proficiency in the areas of

interviewing, psychotherapy, assessment, and mentoring/supervision. As skills are demonstrated, more decision-making autonomy falls to the intern. By the end of the year, interns are expected to function nearly independently as specified below regards to Internship Competencies.

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

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

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

INTERNSHIP PROGRAM AIMS AND COMPETENCIES

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

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

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

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

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

ETHICAL AND LEGAL STANDARDS competencies:

- 2a. Interns are expected to know and understand the APA Ethical Principles and Code of Conduct, Florida Board of Psychological Ethical Principles, and other relevant standards and guidelines, laws, statutes, and regulations.
- 2b. Interns are expected to use professional and appropriate interactions in didactics, seminars, and treatment team meetings, with peers and supervisors, and seek peer support as needed.
- 2c. Interns are expected to seek consultation or supervision as needed and use it productively when presented with ethical dilemmas.
- 2d. Interns will demonstrate positive coping strategies with personal and professional stressors and challenges, and maintains professional functioning and quality patient care.
- 2e. Interns will be responsible for key patient care tasks (i.e., phone calls, letters, psychological reports), and complete tasks promptly. All patient contacts, including scheduled and unscheduled appointments, and phone contacts are well documented. Records include crucial information.
- 2f. Interns will be efficient and use effective time management. They will keep scheduled appointments and meetings on time. Keep supervisors aware of whereabouts as needed. They will minimize unplanned leave, whenever possible.
- 2g. Interns will demonstrate good knowledge of ethical principles and state law. They will consistently apply these appropriately, seeking consultation as needed.

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

INDIVIDUAL AND CULTURAL DIVERSITY competencies:

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

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

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS competencies:

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

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

COMMUNICATIONS AND INTERPERSONAL SKILLS competencies:

- 5a. Interns will demonstrate ability to develop working relationships with clients, colleagues, staff, supervisors, supervisees, and other professionals in the community.
- 5b. Interns will demonstrate appropriate professional boundaries throughout the training year with clients, peers, supervisees, supervisors, and staff.
- 5c. Interns will demonstrate collaboration abilities with their peers and staff, and show conflict management skills when challenges arise. .
- 5d. Interns are expected to be respectful towards supervisors, supervisees, peers, support staff, and other professionals in the community.

- 5e. Interns are expected to be active participants in supervision and work in a collaborative manner.
- 5f. Interns will demonstrate their ability to listen to supervisory recommendations and provide feedback.
- 5g. Interns will demonstrate an effective ability to produce and comprehend oral, nonverbal, and written communication.

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

ASSESSMENT competencies:

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

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

INTERVENTION Competencies:

- 7a. Interns are expected to effectively evaluate, manage and document patient risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. They will collaborate with patients in crisis to make appropriate short-term safety plans and intensify treatment as needed. They will discuss all applicable confidentiality issues openly with patients.
- 7b. Interns are expected to develop evidence-based intervention plans that are specific to the client's needs, the referral question, and diversity characteristics that draws on theoretical

- and scientific literature. They will collaborate with patient to form appropriate treatment goals.
- 7c. Interns are expected to use interventions that are well-timed, effective and consistent with empirically supported treatments.
 - 7d. Interns will demonstrate an ability to establish and maintain rapport with their clients.
 - 7e. Interns will show an ability to evaluate the effectiveness of their intervention and adapt intervention goals on a timely basis.

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

SUPERVISION competencies:

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

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

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS competencies:

- 9a. Interns are expected to perform an assessment of the patient referred for consultation, incorporating mental status exam, structured interview techniques or psychological assessment, as needed, to answer the referral question.
- 9b. Interns are expected to give the appropriate level of guidance when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles.

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

I. RESEARCH COMPETENCIES:

- ☒ **Intern Didactic Presentations:** Interns are expected to be abreast of current literature by providing quality oral presentations in case conferences and seminars. Interns rotate each semester in presenting a Topic of Choice to their fellow interns, and also to practicum students (2 presentations per semester or a total of 6 presentations). Interns will prepare adequately for their presentations by researching the current literature that is relevant to

their particular topic and providing presentations and topics that are based on empirical and validated research. Presentations need to be provided in a power point format to the Director of Internship for review prior to approving the presentation. Interns are also encouraged throughout the year to seek core faculty within the Psychology Doctoral Program at Carlos Albizu University who are involved in any research study or groups. Interns are also allowed time during their internship year to complete their Doctoral Project.

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

II. ETHICAL AND LEGAL STANDARDS COMPETENCIES

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

III. INDIVIDUAL & CULTURAL DIVERSITY COMPETENCIES:

- ☑ Interns will gain understanding and sensitivity with clients of multi-ethnic backgrounds, and different religious belief systems. They do so by attending the various seminars that are available throughout the year that cover these various topics. These didactics enhance their current understanding of how individual, cultural, and religious differences may impact the course of mental health treatment. In addition to these didactics, Interns have the opportunity at the Goodman Center to work with a very culturally diverse population. Through the various training seminars and in their clinical practice, they acquire

knowledge of the histories, cultures, norms and values of diverse groups and adjust their clinical practice to provide respectful, effective, empathic services to diverse groups, and ultimately to all clients.

IV. PROFESSIONAL VALUES, ATTITUDES & BEHAVIORS COMPETENCIES

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

V. PROFESSIONAL COMMUNICATION & INTERPERSONAL SKILLS COMPETENCIES

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

VI. ASSESSMENT COMPETENCIES:

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

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

1. **Intellectual Assessment** with a comprehensive measure such as the WAIS-5, WISC-V, WPPSI-IV, WJ-IV Cognitive Battery.
2. **Achievement Measures:** Must include comprehensive measures such as the Woodcock-Johnson-IV, WIAT-III, K-TEA-3, etc.
3. **Selective Tests to measure Personality/Emotional/Behavioral/Social/Attentional Capacity/Adaptive Functioning/Neuropsychological screeners/and Autism Spectrum disorders:** Depending on the referral question, Interns will have an opportunity to gain proficiency in the following tests (but not limited to): BASC, Conner's Performance Continuanace Test, ADOS-2, Childhood Autism Rating Scale, Beck Youth Inventories, State-Trait Anxiety Scale, Piers Harris Self-Concept scale, Vineland Adaptive Behavior Scales, MMPI, MCMI, MPACI, MACI, TAT, Sentence Completion Series, Wisconsin Card Sorting, Stroop Color Test, Wechsler Memory Scales, Social Responsiveness Index, Parenting Stress Inventory, BSI, Rorschach, Projective Drawings, PPVT and EVT, VIP, and Nelson-Denny Reading Test.

VII. INTERVENTION COMPETENCIES:

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

the guided philosophy and instructions of the selected treatment approach. Examples of group that have been led by interns include Mindfulness Stress Reduction Groups and Psycho-educational groups for effective parenting (Parenting Skills Workshop Series).

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

VIII. COMPETENCE IN SUPERVISION:

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

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

- ☑ **Consultation:** At the Goodman Center, this area of competence will be assessed through various means such as intake assessments, staffings & case presentations, peer consultation, provision of consultation to other trainees, and through their direct service with their clinical cases by providing consultation with individuals and their families, as well as with other health care professionals. During intake assessments, Interns will need to perform an initial assessment of the patient referred, incorporate the mental status exam, structured interview techniques or psychological assessment, as needed, to answer the

referral question. Interns will conduct a minimum of 3 full diagnostic intake interviews every semester. Also, during weekly staffings, all Interns convene to discuss and review all cases referred to the clinic. Staffing is led by a Licensed Psychologist who is a member of the Internship Training Team. In these staffings, Interns present each case and then engage in discussions regarding differential diagnosis, effective treatment recommendations and case disposition (if client is deemed appropriate for the clinic). Staffings will offer opportunities for peer consultation regarding the cases being reviewed. If client not considered appropriate for the Clinic, then Interns will provide the necessary steps to refer the client to other services in the community. They will contact either the referral source or the individual and/or their families to act as consultants and to dispose properly of the case. Interns also will have opportunities to engage in consultative roles with practicum students during their mentoring and supervision of these trainees. Additionally, Interns have frequent opportunities to seek and share knowledge of their therapy and testing cases with other health care professionals. Interns can consult with other professionals who have knowledge about the case, such as teachers, mental health counselors, social workers, psychiatrist, neurologist, speech therapist, etc.

INTERN DIDACTIC SEMINARS & GROUP SUPERVISION

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

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

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

The educational training seminars objectives and descriptions are as follows:

Intervention Seminar

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

Assessment Seminar

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

1. To present evidenced-based concepts and practice related to psychological/psycho-educational testing and clinical case formulation.
2. To increase the breadth of their current knowledge in test selection, test administration, test interpretation, report writing, and feedback.
3. To increase the depth of their current knowledge in all aspects of psychological assessments, and particularly in the depth of their knowledge in test interpretation of intelligence, achievement, and objective/projective tests.
4. To discuss under supervision, construction and implementation of testing batteries as well as clinical cases.

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

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

Ethics & Legal Seminar

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

Professional Development Seminar

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

Individual & Cultural Diversity Seminar

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

Models of Supervision Seminar

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

review the video recording and then provide peer supervision of the supervision under the leadership of a license psychologist. All interns must video record at least one supervision of their assigned mentee and produce it for review.

Adjunctive Experiential Trainings (Additional Areas of Training)

Mentoring & Supervision of Practicum Students

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

Group Supervision

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

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

Weekly Team Staffing

In addition to the above trainings, Goodman Center Interns participate on an ongoing basis, once a week in 1-hour staffings in which all new cases admitted to Goodman Center for psychological services will be reviewed and discussed. After each case presentation, the Interns, in conjunction with a licensed psychologist, who leads this training, will discuss issues such as differential diagnosis, treatment recommendations and case disposition. If the client is deemed unsuitable

for the Center, the Intern will be responsible for arranging appropriate referral for the client. During these meetings, the Director of Internship or the Director of the Goodman Center will conduct case assignment to the appropriate clinician who will provide follow-up services. Intern will be responsible for reporting on the following:

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

Trainings Outside of the Goodman Center

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

Internship Program Activities

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

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

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

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

NOTE: A minimum of 25%-50% of intern's health service delivery should be in providing direct, face-to-face contact, however, this may fluctuate and will depend on availability of clients, number of referrals, no shows, cancellations, clinic closures due to holidays or inclement weather or semester breaks, etc.

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

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

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

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

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

SUPERVISION

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

Formally Scheduled Supervision:

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

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

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

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

INTERNSHIP ADMINISTRATIVE POLICIES

BACKGROUND CHECK

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

Fingerprint Screening Process (Level 2 Background screening)

Affidavit of Good Moral Character

Ethical Commitment Form

Confidentiality Agreement

HIPAA on-line training

Review of Goodman Center Manual

Signed Form Acknowledging Receipt & Review of Training Manual (including the Due Process & Grievance Procedure) and Goodman Center Manual

PROFESSIONAL LIABILITY INSURANCE

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

FAIR SELECTION PRACTICES & NONDISCRIMINATORY POLICIES

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

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

STIPEND & LEAVE TIME

The doctoral internship at Goodman Psychological Services Center is a full-time, 40-hour per week program (not to exceed 45 hours) and completed in a 12-month period (no less than 51 weeks). All Interns are considered Temporary Employees of Albizu University. The Internship stipend for Goodman Center is \$25,000. In addition to the stipend, interns are eligible to enroll in Albizu University's health insurance plan. Interns are also eligible to take the following leave time: all recognized University holidays, and are allowed 5 days of sick time and 5 days of vacation (if not taken by end of the year will be forfeited). All vacation leave must be pre-approved by the Director of Internship at a minimum 3 weeks in advance for coverage arrangements. Interns will not be allowed to take vacation leave at the same time.

ADMINISTRATIVE AND FINANCIAL ASSISTANCE

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

The Goodman Center currently also has 3 full-time/1 part-time clinic support staff who provide clerical support to the clinic, and to the internship program. There is one Clinic Coordinator, one Front Desk Receptionist, one Administrative Assistant, and one part-time Clinic Assistant. The clerical support staff assists with client appointments, coordination of supervisors, record keeping, scheduling, telephone calls, etc. Additionally, the Goodman Center is also supported by Albizu University's Information Technology Department (IT) that offers assistance to the clinic and the internship program in technical areas such as internet & Wi-Fi service, telephone and extension lines, computers, software programs, printers and fax machines, photocopies, scanners, and computer repairs and maintenance.

The Goodman Center and the Internship program is financially supported and sustained by Albizu University's operating budget, which includes the interns' stipend of 25K per intern. The operating budget of Albizu University also provides the financial support needed for various training materials and clinic expenses such as resource books, psychological tests and software scoring programs, test protocols, support staff and supervisor salaries, fringe benefits, office supplies and equipment, and other operating expenses.

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

RECORD KEEPING

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

The Goodman Center has an on-site Record Room for confidential storage of client records, as well as secured Intern and Practicum student records. Interns record their daily attendance in their Blue folder. The Blue folder is used daily by each intern and contains the following forms: daily sign-in and sign-out forms, supervisor log-in forms, intern absent reports, didactic training attendance and presentation log-in, and group supervision signatures. Other required Intern documents are stored electronically and these include: administrative forms required at beginning of internship such as Student Liability policy, Background Screening Results, Affidavit of Good Moral Character, Registrar Forms, Ethical Commitment Form, Confidentiality Form, as well as Intern Performance Evaluations, APPIC applications, and any Prescriptive (or Remediation) Plans and Grievances. All Intern records are securely kept in the Records Room and in our secured electronic record system under the supervision of an assigned clinic staff.

RESOURCES

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

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

ALBIZU LIBRARY

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

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

Online Databases

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

The following are some examples of databases accessible to Interns:

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

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

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

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

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

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

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

SEFLIN Card

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

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

Grievances and Due Process Procedures

Each student, by the act of applying or registering to any Albizu University (CAU) campus, agrees to abide by the rules and regulations stated in the CAU Catalogs, Student Handbooks, Clinical Manuals, the General Policies and Disciplinary Procedures Manual (GPDPM) https://www.albizu.edu/wp-content/uploads/dlm_uploads/2019/11/GENERAL-POLICIES-AND-DISCIPLINARY-PROCEDURES-MANUAL-03-26-2014.20c973c4-f7c5-404b-9832-f7f7593b81b3.pdf as well as to all CAU policies which altogether constitute the CAU Code of Conduct.

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



DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY DUE PROCESS GUIDELINES

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

Definition of the Problem

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

While it is a professional judgment as to when an intern's behavior becomes more serious (i.e., problematic) rather than just of concern, for purposes of this document a concern refers to a trainees'

behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be not unexpected or excessive for professionals in training. Problems typically become identified as problems when they include one or more of the following characteristics:

- 1) the intern does not acknowledge, understand, or address the problem when it is identified,
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
- 3) the quality of services delivered by the intern is sufficiently negatively affected,
- 4) the problem is not restricted to one area of professional functioning,
- 5) a disproportionate amount of attention by training personnel is required,
- 6) the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time,
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed,
- 8) the intern's behavior negatively impacts the public view of the clinic,
- 9) the problematic behavior negatively impacts the intern class

General Guidelines for Intern and Training Program Responsibilities

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

I. Training Program's Expectation of Interns

The expectations of interns are divided into three areas:

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

A. Professional Standards

Interns are expected to:

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

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

B. Professional Competency

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

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

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

C. Personal Functioning

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

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

General Responsibilities of the Intern Program

A major focus of internship is to assist interns in integrating their personal values, attitudes and functioning as individuals with their professional functioning. The training program is committed to

providing the type of learning environment in which an intern can meaningfully explore personal issues which relate to his/her professional functioning. In response to the above intern expectations, the training program assumes a number of general responsibilities. The responsibilities correspond to the three general expectation areas (Professional Standards, Professional Competency, and Personal Functioning) and are described below:

A. The Training Program

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

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

Remediation and Sanction Alternatives

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

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

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

3. **Written Warning** to the intern indicates the need to discontinue an inappropriate action or behavior. This letter will contain:

- a) a description of the intern's unsatisfactory performance;
- b) actions needed by the intern to correct the unsatisfactory behavior;
- c) the time line for correcting the problem;
- d) what action will be taken if the problem is not corrected; and
- e) notification that the intern has the right to request a review of this action.

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

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

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

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

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

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

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

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

Procedures for Responding to Inadequate Performance by an Intern

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

1. The staff member will consult with the Director of Internship to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If the staff member who brings the concern to the Director of Internship is not the intern's supervisor, the Director of Internship will discuss the concern with the staff member.

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

Due Process: General Guidelines

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

1. During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. Discussing these expectations in both group and individual settings.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding the problem behavior or concerns.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.

6. Providing a written procedure to the intern which describes how the intern may appeal the program's action. Such procedures are included in the internship manual. The Internship Manual is provided to interns and reviewed during orientation.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
9. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

Due Process: Procedures

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

Grievance Procedure

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

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

Review Panel and Process

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



Application Procedure

ADMISSION REQUIREMENTS

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

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

APPLICATION PROCEDURE

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

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

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

APPLICATION MATERIALS

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

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

DEADLINE FOR APPLICATION MATERIALS

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

Checklist of the Application Materials (all submitted via AAPI)

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

SELECTION PROCESS

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

INTERVIEW

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

LOCAL HOTEL INFORMATION

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

Candlewood Suites Miami Airport West

8855 NW 27 Street

Doral, Florida 33172

(305) 591-9099

www.candlewoodsuites.com

Located 1.2 miles from the University

La Quinta Inn & Suites Miami Airport West

8730 NW 27 Street

Doral, Florida 33172

1-800-531-5900

<http://lq.com>

Located 1.2 miles from the University

InterContinental Hotel

2505 NW 87 Avenue

Doral, Florida 33172

(305) 468-1400

www.ichotelsgroup.com

Located 1.3 miles from the University

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

OFFERS AND ACCEPTANCES POLICIES

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

SOCIAL MEDIA POLICY

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

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

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

SAFETY AND SECURITY POLICY

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

GOODMAN CENTER'S INTERNSHIP TRAINING TEAM

ALONSO-MAHONEY, MARIA, PSY.D.
DIRECTOR OF INTERNSHIP TRAINING

SINCE 2012, DR. MARIA ALONSO-MAHONEY HAS BEEN THE DIRECTOR OF THE INTERNSHIP TRAINING PROGRAM FOR THE GOODMAN PSYCHOLOGICAL SERVICES CENTER. SHE WAS INSTRUMENTAL IN OBTAINING FULL APA ACCREDITATION FOR THE GOODMAN CENTER'S DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM IN 2018. SHE WAS BORN IN CUBA AND IMMIGRATED TO MIAMI AT THE AGE OF FIVE. SHE IS FULLY BILINGUAL IN ENGLISH AND SPANISH. SHE OBTAINED HER PSY.D. IN CLINICAL PSYCHOLOGY FROM MIAMI INSTITUTE OF PSYCHOLOGY IN 1999 (NOW KNOWN AS ALBIZU UNIVERSITY). SHE COMPLETED HER INTERNSHIP AT MIAMI-DADE OFFICE OF YOUTH AND FAMILY DEVELOPMENT SPECIALIZED DEVELOPMENT CENTER IN 1998. SHE COMPLETED HER FELLOWSHIP AT A PRIVATE PRACTICE (GABRIELLE BERRYER-MOSCOSO, PH.D) AND AT PSYCH SOLUTIONS, 1998-1999. DR. ALONSO-MAHONEY WAS ALSO THE ASSESSMENT DIRECTOR/SUPERVISOR/COORDINATOR AT THE INSTITUTE FOR CHILD AND FAMILY HEALTH (FORMERLY KNOWN AS CHILDREN'S PSYCHIATRIC CENTER), PROVIDING PSYCHOLOGICAL EVALUATIONS, MANAGING THE DAY TO DAY OPERATIONS OF THE OUTPATIENT ASSESSMENT PROGRAM, AS WELL AS SUPERVISION OF INTERNS, PRACTICUM AND POST-DOCTORATE STUDENTS. IN ADDITION, SHE WAS IN PRIVATE PRACTICE SPECIALIZING IN PSYCHOLOGICAL AND PSYCHO-EDUCATIONAL EVALUATIONS. SHE HAS COMPLETED OVER 1,500 EVALUATIONS WHICH INCLUDE, THE

PRIVATE SECTOR, AS CONSULTANT TO VARIOUS CHILD AND ADOLESCENT MENTAL HEALTH AGENCIES, IMMIGRATION ATTORNEYS, AND THE JUVENILE COURT SYSTEM (DELINQUENCY AND DEPENDENCY DIVISIONS). ADDITIONALLY, SHE HAS SUPERVISED NUMEROUS STUDENTS AT ALL LEVELS OF TRAINING SINCE 2006 IN MORE THAN 500 PSYCHOLOGICAL TESTING CASES. HER RESEARCH INTERESTS ARE MAINLY RELATED TO PSYCHOLOGICAL AND PSYCHO-EDUCATIONAL TESTING, FORENSIC EVALUATIONS, CUSTODY EVALUATIONS, CHILD MALTREATMENT ISSUES AND PARENTAL FITNESS ASSESSMENTS. DR. ALONSO-MAHONEY HOLDS AN ASSOCIATE PROFESSOR RANK AT ALBIZU UNIVERSITY. SHE WAS AWARDED AND HONORED AS FACULTY OF THE YEAR IN 2015 FOR EXCELLENCE IN THE WORKPLACE AND COMMITMENT TO THE ADVANCEMENT OF ALBIZU UNIVERSITY MIAMI CAMPUS.

SUPERVISORS

FRANK ROSA, Psy.D

INTERN CLINICAL SUPERVISOR

DR. FRANK D. ROSA, IS A LICENSED CLINICAL PSYCHOLOGIST AND BOARD-CERTIFIED BEHAVIOR ANALYST WITH MORE THAN 30 YEARS OF EXPERIENCE SERVING CHILDREN, ADOLESCENTS, AND ADULTS IN THE MIAMI AREA. HE HAS MAINTAINED A STRONG CLINICAL ORIENTATION IN COGNITIVE-BEHAVIOR, BEHAVIOR, AND PSYCHOANALYSIS THERAPIES AMONG OTHERS AND USES A GOAL-DIRECTED APPROACH TO ASSESSMENT AND TREATMENT. SINCE 2012, DR. ROSA HAS SERVED AS A CLINICAL SUPERVISOR AND IN 2024 ADJUNCT FACULTY AT ALBIZU UNIVERSITY, WHERE HE PROVIDES SUPERVISION IN CLINICAL ASSESSMENT, DIAGNOSIS, AND EVIDENCE-BASED INTERVENTIONS FOR DOCTORAL PSYCHOLOGY STUDENTS. FOR THE PAST 13 YEARS, HE HAS TRAINED AND MENTORED PSYCHOLOGY PRACTICUM AND INTERNS TO INSPIRING YOUTH IN BECOMING OUR FUTURE PSYCHOLOGISTS, GUIDING THEIR DEVELOPMENT AS BOTH ETHICAL AND COMPETENT PROFESSIONALS. IN ADDITION TO HIS ACADEMIC ROLE, DR. ROSA IS THE EXECUTIVE DIRECTOR OF PSYCHOLOGY AND BEHAVIOR SERVICES, INC., OVERSEEING CLINICAL SERVICES, STAFF SUPERVISION, AND PSYCHOLOGICAL THERAPY, EVALUATION, AND PSYCHOLOGY RESIDENT SUPERVISION SERVICES TO A DIVERSE CLIENT AND PROFESSIONAL SERVICE POPULATION IN A COMPANY THAT HE FOUNDED IN 2008. HE IS FULLY BILINGUAL IN ENGLISH AND SPANISH, AND IS COMMITTED TO ADVANCING THE FIELD OF PSYCHOLOGY THROUGH THE INTEGRATION OF CLINICAL PRACTICE, ACADEMIC INSTRUCTION, AND PROFESSIONAL TRAINING.

KARIN CABEZA, Psy.D.

INTERN CLINICAL SUPERVISOR

BIOGRAPHY

DR. CABEZA IS CURRENTLY AN ASSISTANT PROFESSOR AT ALBIZU UNIVERSITY FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM SINCE MAY 2025. SHE EARNED A B.A. IN PSYCHOLOGY, AND M.S.ED. IN COUNSELING PSYCHOLOGY AND A PH.D. IN

CLINICAL PSYCHOLOGY WITH A HEALTH EMPHASIS FROM THE UNIVERSITY OF MIAMI. SHE IS A LICENSED PSYCHOLOGIST IN THE STATE OF FLORIDA.

HER CLINICAL TRAINING HAS PRIMARILY FOCUSED ON HEALTH PSYCHOLOGY. SHE RECEIVED GRADUATE CLINICAL TRAINING AT THE BRUCE W. CARTER DEPARTMENT OF VETERANS AFFAIRS MEDICAL CENTER, WORKING IN A VARIETY OF MEDICAL CLINICS, INCLUDING THE SPINAL CORD UNIT, PAIN CLINIC, SLEEP CLINIC, INTEGRATED PRIMARY CARE, AND CONSULTATION AND LIAISON SERVICE LINE. SHE COMPLETED HER INTERNSHIP AT THE UNIVERSITY OF MIAMI/JACKSON MEMORIAL MEDICAL CENTER, WHERE SHE PROVIDED SERVICES TO PATIENTS AND THEIR FAMILIES IN INTENSIVE CARE UNITS AT RYDER TRAUMA CENTER AND IN AN INPATIENT SPINE REHABILITATION CENTER. SHE COMPLETED HER RESIDENCY TRAINING AT THE BRUCE W. CARTER DEPARTMENT OF VETERANS AFFAIRS MEDICAL CENTER IN CLINICAL HEALTH PSYCHOLOGY, WORKING IN THE CONSULTATION AND LIAISON SERVICE AS WELL AS THE BEHAVIORAL HEALTH CLINIC. SHE THEN JOINED THE MEMORIAL REHABILITATION INSTITUTE AS A REHABILITATION PSYCHOLOGIST, WORKING AS PART OF AN INTERDISCIPLINARY TEAM IN AN ACUTE MEDICAL REHABILITATION SETTING. SHE LATER RETURNED TO THE BRUCE W. CARTER DEPARTMENT OF VETERANS AFFAIRS MEDICAL CENTER AS THE PAIN PSYCHOLOGIST WITHIN THE WHOLE HEALTH CENTER FOR PAIN MANAGEMENT AS PART OF THE INTERDISCIPLINARY PAIN CLINIC TEAM. IN ADDITION, DR. CABEZA HAS A VIRTUAL PRIVATE PRACTICE WHERE SHE PROVIDES INDIVIDUAL PSYCHOTHERAPY WITH AN EMPHASIS ON CHRONIC PAIN, MEDICAL COMPLEXITY, AND ADJUSTMENT TO DISABILITY.

DR. CABEZA'S RESEARCH INTERESTS INCLUDE HEALTH PSYCHOLOGY, CHRONIC PAIN AND ILLNESS, DISABILITY, REHABILITATION PSYCHOLOGY, AND HEALTH DISPARITIES.

Internship Admissions, Support, and Initial Placement Data

INTERNSHIP PROGRAM TABLES

Date Program Tables Are Updated: 9/9/2025

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

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

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

FINANCIAL AND OTHER BENEFIT SUPPORT FOR UPCOMING TRAINING YEAR

Annual Stipend/Salary for Full-Time Interns	\$25,000
Annual Stipend/Salary for Half-Time Interns	N/A
Program provides access to medical insurance for intern	YES
If access to medical insurance is provided:	
Trainee Contribution to cost required	YES
Coverage of family member(s) available	YES
Coverage of legally married partner available	YES
Coverage of domestic partner available	YES
Hours of Annual Paid Vacation Time Off	40 HOURS
Hours of Annual Paid Sick Leave	40 HOURS
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns in excess of vacation time off and sick leave	YES
Other Benefits (please described)	N/A

INITIAL POST-INTERNSHIP POSITIONS (2023-2025)

Total # of Interns who were in the 3 cohorts	12	
Total # of Interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic.	2	1
University counseling center		
Veterans Affairs medical center		
Military health center		
Academic health center		
Other medical center or hospital	2	
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		1
Independent practice setting	4	2
Not currently employed		
Changed to another field		
Other		
Unknown		

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

Clinical Psychology Intern Self-Appraisal

Intern's Name: _____ **Internship Year:** _____

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

1. I believe my areas of clinical strengths are:

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

2. I believe my areas of clinical deficiencies are:

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

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

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

4. I have less interest in the following areas:

- 1.
- 2.
- 3.

MY PRIORITIES DURING MY INTERNSHIP YEAR

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

Intern's Signature

Date

Supervisor's Signature

Date



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psychological services

INTERNSHIP DIDACTIC SEMINAR SCHEDULE

Training Calendar 2024-2025

DIDACTICS will be on Wednesdays with Internship Director (Dr. Maria Alonso-Mahoney) or Dr. Scannell or a Guest Speaker from 2:00-4:00 pm. DIDACTICS may also be scheduled on other days, OR different times to accommodate the presenter. Should this be the case, you will be given advanced notice in order to modify your schedule. Also note: The below schedule is subject to change depending on presenter availability, but if so, then another topic and/or presenter will be scheduled for that week.

GROUP SUPERVISION will be on Wednesdays from 4:00-5:00 pm with Dr. Mahoney or Dr. Scannell.

STAFFINGS will be held on Mondays from 2-3 pm with all staff (dates & times may vary)

<u>Date</u>	<u>Topic</u>	<u>Presenter</u>
July 19, 2024	<p>New Intern Orientation Part I</p> <p><i>Topic Description</i></p> <p>Welcome & Greet New Interns: This is Part 1 of 3 Orientation meetings to familiarize new interns to internship program requirements, intern daily responsibilities, review of Internship & Clinic Manual, intern work schedule & administrative required trainings, forms & background screenings to be completed</p>	Dr. Maria Alonso Mahoney
Aug. 9, 2024	<p>New Intern Orientation: Part 2 of 3</p> <p><i>Topic Description</i></p> <p>Intern meeting to further familiarize new interns with their upcoming first day of internship; review of minimal level of achievement; self-appraisal form, and additional training activities added to internship year; Q & A time.</p> <p>New Interns meet with Exiting Interns who will provide a day-to-day account of the responsibilities of interns. Exiting interns will present a power point presentation, review clinic policy and procedures, MicroSoft Teams and Clinic Notes electronic health records, mentoring program, staffing of cases and all relevant information regarding intern's daily duties, as well as clinic forms and procedures; and allow Q & A time at the end.</p>	<p>Dr. Maria Alonso Mahoney</p> <p>Intern Cohort (2023-24) Stephany, Damarys, Anabel, & Brielle</p>

Sept. 3, 2024	<p>New Intern Orientation Part 3 of 3: Overview of Internship Program and Q & A</p> <p>Overview of Clinic Policies & Procedures</p> <p>Review of Intern Performance Evaluations & Competencies</p> <p><u>Topic Description</u></p> <p>This training provides an overview of all aspects of the Internship Training Year (includes Intern Work Schedule, Intern Competencies, Clinic & Internship Program's Policies & Procedures & Due Process and Grievance Procedures).</p>	Dr. Maria Alonso Mahoney
Sept. 6, 2024	<p>Crisis Assessment & Intervention in the Clinic</p> <p><u>Topic Description</u></p> <p>Interns will gain understanding & become familiar with the clinic's policy & procedure during crisis/risk assessment. Overview of suicide rates, risk factors, goals of risk assessment, challenges, warning signs & review of literature. Gain understanding of the importance of therapeutic alliance and diathesis-stress model. Training in administering SAFE-T as an evidence base measure in risk assessment. Overview of mandated reporting policy in the clinic. Samples of crisis assessment notes will be analyzed.</p> <p><u>Competency Area: Intervention</u></p>	Maria Alonso-Mahoney, PsyD.

Sept. 11, 2024	<p>Woodcock Johnson Tests of Achievement Onsite Training</p> <p>Psycho-educational Assessment Training Series (WJ IV: Administration, Scoring, & Interpretation)-Part I</p> <p><i>Topic Description</i></p> <p>As part of our <i>Assessment competency training</i>: This training will be provided to Interns to gain mastery and do various practice drills of the step-by-step administration of the latest edition of the Woodcock-Johnson Test of Achievement; review scoring guidelines; discuss/review Standard & Extended Batteries.</p> <p><i>Competency Area: Assessment</i></p>	Dr. Maria Alonso Mahoney
Sept. 13 & 19, 2024	<p>Psycho-educational Assessment Training Series (WJ IV: Administration, Scoring & Interpretation- Part II-IV)</p> <p><i>Topic Description</i></p> <p>As part of our <i>Assessment competency training</i>: Interns will gain understanding of how to conduct a psychoeducational evaluation. The trainings will cover test selection, administration tips when assessing children/adolescents, scoring, interpretation of the scores, integration of all test data, and DSM-5 criteria (including subtypes and severity level) for Specific Learning Disorders. The training will conclude with a thorough review of a sample report of a child psychoeducational case in order to illustrate and provide an example of the organization, structure and content to include in a report.</p> <p><i>Competency Area: Assessment</i></p>	Dr. Maria Alonso Mahoney
Sept. 24, 2024	<p>Review of Didactic Schedule/ Group Supervision Rubric & Mentoring Program</p> <p><i>Topic Description</i></p> <p>This training provides an overview of other aspects of the Internship Training Year (introduction to the Mentorship program, Didactic Trainings, Group supervision rubric, and orientation to the intern's involvement in the training of the entry-level practicum students).</p> <p>Interns will better understand their role as a mentor/supervisor and how to build a mentoring relationship; discuss the skills & tools for productive mentoring/supervisory relationships. Lastly the Mentor-Mentee contracts will be reviewed and distributed for signatures.</p> <p><i>Competency Area: Supervision</i></p>	Maria Alonso-Mahoney, PsyD.

October 3, 2024	<p align="center">Time to Think about Postdoctoral Fellowship</p> <p align="center"><i>Topic Description</i></p> <p>As part of our Professional Development, this didactic will engage interns in a discussion regarding postdoctoral fellowship and provide information to help them navigate the selection process, gain understanding of the APPIC selection guidelines, help establish a timeframe to meet application deadlines/interviews, and answer frequently asked questions</p> <p align="center"><i>Competency Training Area: Professional Development</i></p>	Dr. Maria Alonso-Mahoney
October 9-16, 2024	No Didactic Training Dr. A-M out	
October 25, 2024	<p align="center">Applied Neuroscience for Treating Anxiety.</p> <p>Training will cover the intersection between neurological functions with fear and anxiety; the interrelationship between fear and anxiety as well as their differences. are related and the difference between the two. Training will also cover therapeutic techniques to combat anxiety symptoms such as diaphragmatic breathing, mindfulness, and cognitive techniques for treating anxiety.</p> <p align="center"><i>Competency Training Area: Intervention</i></p>	Melissa Santiago, Psy.D. Guest Speaker and AU Alumni Licensed Psychologist Productive Minds, Psychological Services and Assessments
November 1, 2024	<p>What is Consulting Psychology? Learning Objectives:</p> <ul style="list-style-type: none"> • Understanding the importance of personal financial psychology • Recognizing who consulting psychologists serve • Awareness of types of services provided by consulting psychologists • Preview of leadership psychological assessments • Introduction to executive coaching • Defining team and small group facilitation • References for future learning in understanding business 	Alok Sawhney, Psy.D., MBA Guest Speaker and AU Alumni Psychologist and Business Professional Currently employed as a Principal for Witt-Keiffer's Leadership Advisory Solutions
November 8, 2024	Q-Interactive I-Pad Practice <i>Competency Training Area: Assessment</i>	Intern Leticia Prado

November 20, 2024	<p>Autism Spectrum Disorder Series Identifying and Diagnosing Autism Spectrum Disorder with an Overview on Best Practices in the use of Assessment Measures</p> <p><i>Topic Description</i></p> <p>As part of our <i>Assessment competency series</i>: This training will provide an overview of the causes of ASD and the neurological implications; review of the diagnostic criteria per DSM5; and best practices in identifying and diagnosing ASD utilizing assessment measures such as GARS-3, GADS, CARS-2 and ADOS. This training will also include video demonstrations depicting children and adolescents in the spectrum with varying levels of severity.</p> <p><i>Competency Area: Assessment</i></p>	Dr. Maria Alonso Mahoney
November 26, 2024	Spousal Abuse: Assessment and Reporting	Dr. Pamela Scannell
December 11, 2024	<p>Continuation of Autism Spectrum Disorder Series</p> <p>Competency area: Assessment</p>	Dr. Maria Alonso-Mahoney

January 22, 2025	<p>Supervision Competency Series-Part 1: Supervision Models</p> <p><i>Topic Description</i></p> <p>Overview of Models of Supervision & Competency Based Supervision Objectives include: identifying “facts” vs. myths in supervision; importance of being properly trained in supervision; why supervision is a core competency in psychology; recognize the various models of supervision; identify the 7 competence-based supervision established by APA</p> <p>Competency Area: Supervision</p>	Presenter: Maria Alonso-Mahoney, Psy.D.
January 29, 2025	<p>Supervision Competency Series: Part 2 Best vs. Worst Supervisors</p> <p><i>Topic Description</i></p> <p>This continuation in the series covering the Supervision competency includes an interactive discussion identifying and recognizing “best” vs. “worst” supervisors from interns’ own experiences and also in comparison to and as identified by Falender & Shafranske (2004)</p> <p>Competency Area: Supervision</p>	Dr. Maria Alonso-Mahoney, Psy.D.
January 31, 2025	<p>WAIS-5 Interpretation, Instruction & Intervention Implications Live Webinar</p> <p>Topic Description:</p> <p>This 3-hour intermediate to advanced session by Pearson Clinical Assessment speaker is designed for professionals seeking to deepen their understanding of the Wechsler® Adult Intelligence Scale, Fifth Edition (WAIS-5). This interactive training introduces new score options available, as well as how to select appropriate ancillary index measures. Through practical case studies, you'll learn to interpret standardized scores, uncover individual strengths and weaknesses, and explore potential intervention strategies.</p>	

<p>February 7, 2025</p>	<p>Trauma Informed Care Topic Description: The presentation will focus on the tenets of Trauma Informed Care. It will explore the ACE study as it relates to trauma, signs and triggers to trauma and evidence-based interventions to address trauma symptomology. It will also explore the need for self-care in helping professionals to mitigate compassion fatigue and secondary traumatic stress. Competency Area: Intervention</p>	<p>Gerard John, MSW Licensed Clinical Social Worker Division Director at Broward Addiction Recovery Center (BARC) Certified Clinical Trauma Professional Certified Dialectical Behavior Therapy This onsite presentation is supported by the Health Resources and Services Administration (HRSA) under Grant #D40HP33382</p>
<p>February 12, 2025</p>	<p>Title: Psychological Expert Witness Testimony: Techniques and Ethical Considerations</p> <p>This training discusses the role of the psychologist as expert witness, as well as the importance of a comprehensive evaluative process prior to testimony preparation. Further points addressed are the various types of court hearings that a psychologist typically testifies in, as well as the ethical considerations of our client interactions and content of testimony. The ethical importance of working objectively and resisting the efforts of either side in the matter for you to sway your opinion is discussed. Routine aspects of court hearings are taught in order to demystify the process for novices. Technique, such as in delivery of testimony under direct or cross examination is further addressed and demonstrated through observation of the instructor testifying in a live hearing. Observed testimony is then discussed.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Teach the importance of working with highly validated instruments, conducting thorough clinical interviews, collateral information gathering, and organized documentation. 2. Reinforce ethical considerations in psychology, as well as to teach particular ethical considerations in forensic psychological work. 3. Familiarize students with routine logistical aspects of court hearings and ethical expectations of the court, such as swearing in witnesses, proffering of expert witnesses, and what to do if either side objects during your testimony. 4. How to deliver responses during testimony, such as keeping responses as short, direct, and fact-based as possible. 5. Expose students to actual testimony of experienced psychological expert witness for observational learning. <p>Competency Area: Ethical and Legal Standards</p>	<p>Pamela Scannell, Psy.D.</p>

February 19, 2025	<p>Overview of the new WAIS-V with Practice Subtest Administration</p> <p>This training will serve as an overview of the new Wechsler Adult Intelligence Scale-5th Edition which was released in 2024 for ages 16-90. Training will review differences between primary, Full Scale, and Ancillary Index. Interns will practice administration of the 11 subtests required to obtain the Primary Index. Each subtest practice will include starting and discontinue rules, sample, demonstration and test items, time limits, and other special administration guidelines as instructed by the standardized testing manual.</p> <p>Competency Area: Assessment</p>	Maria Alonso-Mahoney, Psy.D.
February 26, 2025	<p>The Design and Development of the Digital WJ V</p> <p>Topic Description</p> <p>This pre-recorded webinar sponsored by Riverside Insights Publishing provides an overview of the new digital Woodcock-Johnson V Tests of Achievement. Topics discussed included: challenges with paper administration, development and planning phases for the digital WJ-V, adapting test content to the platform, inventory of test characteristics, how to capture written responses and video illustrations of the digital administration subtests</p> <p>Competency Area: Assessment</p>	<p>Erica M. LaForte, Ph.D. Research Assistant Professor, Northwestern University Webinar Presenter</p>
March 5, 2025	<p>Gender Identity and Sexuality: A Proposed Clinician's Guide to the LGBTQI2S+ Community</p> <p>Understand and discuss the difference between sexual orientation and gender identity; discuss child development under the context of sexual orientation and gender identity; begin to develop working knowledge on affirmative treatment; identify the important vulnerabilities of the population providers should screen for; understand the importance of parental/familial involvement with children and adolescents; understand the Florida Laws and Board</p> <p>Competency Area: Cultural and Individual Diversity</p>	<p>Sean Michael-Suarez, Psy.D. Albizu University Guest Speaker and Alumni Previously recorded webinar</p>

March 19, 2025	<p>Florida Law & Rules Examination</p> <p><u>Topic</u></p> <p>Florida Laws and Rules for Psychologists Examination: Differences between ethical standards and legal standards</p> <p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Become educated on the contribution of the state specific examination to professional licensure. 2. Understand the importance of laws and rules imposed by the state to protect the public. 3. Familiarize yourself with the process of applying for, studying for, and completing the examination. 4. Familiarize yourself with the various sections of the study guide. 5. Be able to compare and contrast differences and similarities between laws, rules, and ethical standards of the practice of psychology. 	Pamela Scannell, Psy.D.
April 16, 2025	<p>Meeting to Discuss New Practicum Students Orientation in Preparation for their first semester at the Goodman Center for Summer Term 2025</p> <p><i>Topic Description</i></p> <p>Review and Update Training Orientation power points for new incoming class of practicum students. Prepare all training orientation presentations. Create Mentor-Mentee schedules.</p>	Maria Alonso-Mahoney, Psy.D.
Week of May 12, 2025	<p>Beginning of Summer Semester SPRING SEMESTER BREAK CLINIC CLOSED FOR CLIENTS (OPEN FOR INTERNS AND STAFF)</p> <p>No Didactic Trainings or Group Supervision scheduled (Resumes Summer Semester 2025)</p> <p>Interns conduct Practicum student Orientations for their Respective Mentees</p>	Interns
May 21, 2025	<p>Gilliam Autism Rating Scale (GARS2)</p> <p><i>Description</i></p> <p>Deeper dive into the GARS measure of autism screening based on DSM5 criteria. Interns will gain understanding of the standardized test administration, scoring criteria, interpretation of test results, along with integration of other sources of information in order to accurately screen and/or diagnose individuals who meet criteria for an ASD diagnosis.</p> <p>Competency Area: Assessment</p>	Maria Alonso-Mahoney, Psy.D.

June 4 and June 11, 2025	<p>Ethical & Legal Implications for Psychologists: Guide to Protecting Your Clients, Your Practice, and Yourself Part 1</p> <p><i>Description</i></p> <p>As part of our <i>Ethical and Legal Standards training series</i>: This training will provide an overview of ethical and legal standards in health service psychology that serve to protect your clients, your practice and yourself. Topics of discussion will include: clinical records; Florida Statutes of limitations of sexual abuse; consent forms; correcting errors; discharge or termination; electronic records; consent forms.</p> <p>Competency Area: Ethical/Legal Issues & Professional Development</p>	Maria Alonso-Mahoney, Psy.D.
July 16, 2025	<p>Meeting to Discuss the New Incoming Intern Class Orientation and End Of Year Pending Items</p> <p><i>Description</i></p> <p>Review the Orientation power points from last year and collectively revise and modify them to include the most recent updates. Assign Intern responsibilities in preparation for the Orientation.</p>	Maria Alonso-Mahoney, Psy.D.
July 16, 2025	<p>Overview of Malpractice Coverage for Psychologists: Review of Liability Claim Reports via Case Studies</p> <p><i>Description</i></p> <p>As part of our <i>Ethics and Legal Standards series</i> a review & discussion of ethical & legal dilemmas presented in real cases & review of final verdict or settlement in these cases. Also review malpractice coverage benefits, why you need coverage, how to avoid malpractice, and highlights of HPSO (Health Provider Service Organization) 2013 Qualitative Counselor Work Profile Survey (which includes data on paid claims by specialty, analysis of allegations and licensing board actions)</p> <p>Competency Area: Ethical/Legal Issues & Professional Development</p>	Maria Alonso-Mahoney, Psy.D.

July 30, 2025	<p>Panel Discussion with Former Interns</p> <p><i>Description</i> Former intern graduates are the special guest speakers for this didactic. Graduates who have been practicing in the field for many years to recent graduates who are currently completing their post-doc residency will discuss various topics in professional development (such as marketing strategies, EPPP licensure requirements and study skill techniques, pros & cons of private practice; post doc experiences, etc.); Q &A section at the end as well as networking opportunities</p> <p>Competency Area: Professional Development</p>	Maria Alonso-Mahoney, Psy.D.
August 6, 2025	<p>Supervision Competency Series: Group Supervision of Supervision- (Review of Video Recorded Session)</p> <p><i>Topic Description</i> This training includes a review of previously video-recorded sessions between the intern in the role of a supervisor and their assigned mentee in the role of a supervisee. Interns will come prepared to show their video recorded sessions and all interns, led by a licensed psychologist, will review and discuss the video-recorded sessions as a group. This serves as a way for each intern to self-critique their supervisory skills via live observation and then obtain constructive feedback and any suggestions for improvement from their peers.</p> <p>Competency Area: Supervision</p>	Maria Alonso-Mahoney, Psy.D.
August 13, 2025	<p>Orientation for New Interns (Class of 2025-2026)</p> <p><i>Description</i> This is a 4-hour orientation provided to the incoming intern cohort to familiarize them with policies & procedures of the internship program; review of internship training manual, review of administrative & clinic forms and procedures. New interns meet for 2 hours in the morning with the Director of Internship for orientation and then in the afternoon for 3 hours with the exiting interns to familiarize and illustrate the day-to-day responsibilities of an intern as well as an opportunity for a Q & A session</p>	<p>New Interns Meet with Dr. Maria Alonso-Mahoney (10 – 1 pm)</p> <p>New Incoming Interns meet with Current Interns (Daylene, Karla, Anna and Karla) (1-4 pm)</p>
August 18-29, 2025	<p>Last weeks of Internship Complete any pending work, documentation, requirements and prepare for Exit Interviews Intern Farewell Luncheon End Of Internship Year</p>	

