

**Requirements for Successful Completion of the Internship Program in Health Service Psychology at Pace University Counseling Center**

The aim of the internship program at Pace University is to create environments and opportunities for interns to build profession-wide competencies to enter the profession of health service psychology.

t fulfill the following requirements to graduate from the internship program.

<b>Competency:</b>	<b>i. Research</b>
<p>_____</p> <p><b>Program-defined elements associated with this competency</b></p>	<p>Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.</p> <p>Demonstrates knowledge, skills, and competence to critically evaluate research according to methods, procedures, practices, and attention to diversity and contextual variables.</p> <p>Demonstrates knowledge, skills, and competence to use existing knowledge in clinical practice and other professional activities, taking into consideration issues of diversity.</p> <p>Demonstrates ability to locate, appraise, and assimilate scientific evidence on college mental health and local cli</p>

clinical skills with a body of knowledge and inquiry. Further, interns actively participate in 2 case disposition meetings per week to present and discuss cases. Interdisciplinary discussions of research that informs the practice with college student populations from diverse backgrounds occur during these times.

In the weekly Consultation and Outreach Seminar interns learn assessment approaches (e.g., needs-based analysis, program evaluation) for developing evidenced based programming on campus.

<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<p>On the recently revised Pace Intern Rating Scale (PIRS), given at 6 months and 12 months/end-of-internship, a rating of 2 (<i>Generally competent but with some inconsistency and room for growth</i>), 3 (<i>Competent and consistent</i>) or 4 (<i>Competent and an area of real strength</i>) is required by midterm and final for items in each section. A score of 1 (<i>in need of remediation</i>) is in need of remediation at either point of the year.</p> <p>Please see attached for the revised Pace Intern Rating Scale (PIRS).</p>
---	---

<p><b>Competency:</b></p> <p>Elements associated with this competency from <del>the WPAAC</del> <del>the WPAAC</del></p>	<p><b>ii. Ethical and legal standards</b></p>

Interns are asked frequently during their initial phases of the program to identify and discuss relevant ethical dilemmas in their casework. In both individual and group supervision, interns are asked to discuss these dilemmas and engage in ethical decision-making.

Interns participate in twice-weekly disposition meetings which require interns to present and discuss cases and, when applicable, explore related ethical and legal considerations.

Interns participate in weekly Case Conference Seminar. This seminar is re

<b>Competency:</b>	<b>iii. Individual and cultural diversity</b>
<b>Elements associated with this competency from <a href="#">IR C-8 I</a></b>	<p style="text-align: right;">with</p> <p>diverse populations.</p> <p>understand and interact with people different from themselves.  Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</p> <p>The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p> <p>Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.</p>
<b>Program-defined elements associated with this competency (if applicable)</b>	<p>Incorporates theoretical and research knowledge on multiculturalism.</p> <p>Demonstrates sensitivity of how self and others are shaped by individual and cultural diversity and the cultural context and sub-cultures in which people function.</p> <p>Integrates knowledge of self and others as cultural beings across professional roles and functions.</p> <p>Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases affect how they understand and interact with people different from themselves.</p> <p style="text-align: right;">es.</p> <p>Demonstrates sensitivity to issues of power and privilege as they interact with others.</p> <p>Demonstrates an understanding of the manner in which people of diverse cultures and belief systems perceive mental health issues and interventions.</p> <p>Understands oppression and discrimination in society and other environments including university settings, and understands how these environments are microcosms for the larger society.</p>
<b>Required training/experiential activities to meet elements</b>	Interns receive training in their orientation phase of the internship related to increasing multicultural self-awareness, skills and knowledge.



seminars must reflect an ability to integrate this awareness within their case conceptualizations.

Interns participation in Multicultural Seminar must reflect an openness to the process of exploring self and others' cultural identities and respect for their fellow interns. Interns are also expected to read all literature assigned and to arrive to seminar prepared to discuss. Furthermore interns are expected to present clinical cases that demonstrate an ability to incorporate cultural considerations within their case conceptualizations. Finally, interns are expected to be able to identify dimensions of identity that they feel most and least familiar/comfortable addressing and to set related goals accordingly throughout the year.

Interns are required to present case presentations in case disposition meetings that reflect an awareness of socio-cultural identities and related therapeutic

also evaluate interns

Interns increased ability to reflect on how their own socio-cultural identities are a part of their clinical process.

Interns are asked to present their learning in training seminars and group supervision.

Interns are require

	<p>identities into their conceptualizations.          rs evaluate</p> <p>foster increased awareness of socio-cultural identities and related therapeutic implications.          Feedback from various campus constituents with whom interns consult includes          lticultural</p>	
--	---	--

**Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above.





	<p>consultation rotations. Multicultural Seminar incorporates trainings on the relationship of social justice and mental health.</p> <p>All interns are involved in mentoring and training the Summer Undergraduate Interns. The timing of the undergraduate internship is intended to increase the doctoral-professional in contrast to the start of the training year in which they identified as a graduate student. Every year 1-rotation. These interns are closely supervised while they direct the undergraduate program. The interns who choose summer rotations outside of the Center also have a level of involvement with the undergraduates training including providing training seminars and mentorship.</p>
<p><b>How outcomes are measured</b> for each training/experiential activity listed above.</p>	<p>How outcomes are measured:</p> <p>Supervisors and training seminar facilitators provide professional and ability to self-reflect. Consultation rotation supervisors provide professional.</p> <p>Feedback from the Center psychiatrists and other members of the community regarding their own multicultural identities are a part of their clinical process and professional relationships.</p> <p>Evaluation tool:</p> <p>Evaluation tools are both formative (ongoing and frequent) and summative (6 months and end-of-internship) using</p>





**Program-defined elements  
associated with this competency  
(if applicable)**

decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

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

Demonstrates ability to conduct initial assessments, write comprehensive intake reports, and make characteristics, and contextual variables.

Considers the biological, cognitive, behavioral, developmental, and sociocultural components of health and illness in initial and other assessments.

Demonstrates ability to appropriately identify when further, formal Psychological Assessment is necessary. When applicable, able to select assessment instruments/referrals. Demonstrates the

Demonstrates ability to collect relevant data using multiple sources and methods appropriate to the goals and questions of the assessment.

Demonstrates ability to accurately interpret assessment data according to professional standards and guidelines.

Demonstrates ability to use assessment data to inform case conceptualization, intervention, and -cultural identities.

	<p>Interns attend two case disposition meetings per week to discuss screening assessments. Interns are asked frequently to identify and discuss diagnostic issues relevant in their casework. In both individual and group supervision, interns are asked to discuss differential diagnoses with their supervisors. Further, interns are routinely asked in individual and group supervision to identify and track the ways in which their interventions with individual and group psychotherapy clients are effective.</p> <p>In various seminars and training experiences related to multiculturalism and diversity, interns are highly encouraged to consider the ways in which cultural identities and expressions may impact the psychological assessment process and its multiple domains (e.g., administration, scoring, interpretation, etc.).</p> <p>Interns present cases and discuss related assessments in all seminars. The weekly Case Conference Seminar, for example, requires interns to present cases, including diagnostic and risk assessment, approximately once per month. Multicultural Seminar requires interns to present a clinical case, including diagnostic and risk assessment, once per module. Consultation and Outreach Seminar requires interns to engage in assessment of their programming.</p> <p>Interns engage in a nine week Assessment Seminar which trains on the use, interpretation and dissemination of psychological assessments.</p>
--	---

**How outcomes are measured** for each training/experiential activity listed above.

How outcomes are measured:

Various staff members that work with the intern (in group psychotherapy co-service delivery, in outreach workshops, etc.) provide feedback to the training director about growth in assessment skills.

Demonstrates ability to establish and maintain an effective therapeutic relationship with diverse clients presenting with different type of concerns.  
Demonstrates ability to gather data and to facilitate exploration.  
Demonstrates ability to integrate data into meaningful conceptualizations.  
Demonstrates ability to conceptualize using different theoretical orientations.  
Demonstrates ability to formulate treatment strategies that integrate theory, current evidence-based information, assessment findings, diversity and contextual variables.  
Demonstrates sensitivity, awareness, and skills regarding diversity issues in clinical work.  
Demonstrates ability to integrate issues of identity into their case conceptualization, treatment planning, and interventions.  
Appropriately utilizes complementary approaches/services based on client need and diversity/cultural/contextual variables.  
Utilizes multicultural guidelines to inform all aspects of the intervention process.  
Demonstrates ability to handle theirs and their  
Demonstrates ability to use the self as a therapeutic tool.  
Demonstrates effective timing of interventions with their individual clients.  
Demonstrates ability to use Empirically-Validated treatments.  
Demonstrates flexibility in therapeutic techniques, including the ability to adapt evidence-based approaches, based on assessment data, treatment goals, diversity and contextual variables, and evaluation of intervention effectiveness.  
Demonstrates ability to accurately diagnose clients.  
Demonstrates ability to handle termination issues.  
Maintains accurate documentation records.

Demonstrates ability to assess **crisis situations** and provide effective interventions

Demonstrates ability to use evidence-based methodology to conduct suicide risk Assessment.  
Demonstrates ability to use appropriate interventions in crisis situations according to best practices and evidence-based information.  
Demonstrates ability to adapt intervention strategies evaluating effectiveness, issues of diversity, and contextual variables.  
crisis presented.  
Demonstrates ability to appropriately consult while assessing and responding to crises.



Maintains accurate documentation records.

Demonstrates knowledge and skill in **group** therapy work



	<p>Interns videotape their sessions with clients and these sessions are reviewed in individual and group supervision. Various staff members that work with the intern (in group psychotherapy, in outreach workshops, etc.) provide feedback to the training director about growth in intervention and treatment skills.</p> <p>of interventions (e.g., documenting their use of verbal and nonverbal components of psychological interventions) in various modalities (e.g., individual and group psychotherapy).</p>	
--	--	--

**Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above.

On the recently revised Pace Intern Rating Scale (PIRS), given at 6 months and 12 months/end-of-internship, a rating of 2 (Generally competent but with some inconsistency and

Demonstrates ability to monitor their supervisee professional functioning and quality of services provided.

clinical work.

Provides support for the development of case conceptualizations.

Demonstrates ability to provide effective formative and summative feedback through mid and end

	<p>theoretical orientations.</p> <p>Interns will be able to evaluate their extern supervisee based upon empirically validated supervisory approaches.</p> <p style="text-align: right;">entions from other relevant</p>	
<p><b>How outcomes are measured</b> for each training/experiential activity listed above.</p>	<p>How outcomes are measured:</p> <p>The Training Director, who supervises the supervisee, consistently provides interns weekly Supervision of Supervision seminar. The Training Director also provides one hour of individual supervision to each intern. Although this supervision is primarily focused on the interns clinical work, when relevant it includes attention to supervisee. Furthermore, interns consistently seek out additional consultation from the Training Director outside of their weekly supervision session and seminar. Interns mentorship and training of the summer undergraduate interns.</p>	<p>Evaluation tool:</p> <p>Evaluation tools are both formative (ongoing and frequent) and summative (6 months and end-of-internship) using the Pace Intern Rating Scale.</p> <p>Weekly Training Committee meetings to</p>
<p><b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<p>On the recently revised Pace Intern Rating Scale (PIRS), given at 6 months and 12 months/end-of-internship, a rating of 2 (Generally competent but with some inconsistency and room for growth), 3 (Competent and consistent) or 4 (Competent and an area of real strength) is required by midterm and final for items in each section. A score of 1 (in need of remediation) is in need of remediation at either point of the year.</p> <p>Please see attached for the revised Pace Intern Rating Scale (PIRS).</p>	

<p><b>Competency:</b></p>	<p><b>ix. Consultation and interprofessional/interdisciplinary skills</b></p>
<p><b>Elements associated with this competency from <a href="#">IR C-8 I</a></b></p>	<p>Demonstrate knowledge and respect for the roles and perspectives of other professions. Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.</p>

## **Program-defined elements**

Interns will successfully complete training that helps them implement, evaluate, and document consultation with other mental health professionals (e.g., psychiatrists, social workers) and those within the university community. Interns also learn the importance of consulting with interdisciplinary staff outside of the university community (medical providers, former therapists, etc.)

Interns will successfully complete the Consultation and Outreach Seminar that helps them implement, evaluate and consult with non-mental health professionals working in a university setting.

Interns will successfully complete a consultation rotation.

Interns will successfully create and implement an original outreach program during Wellness Week. This programming often requires work with other student service departments (e.g., the LGBTQA and Social Justice Center).

Interns, along with the rest of the staff, will successfully conduct 4-

Intern can conduct an informal needs assessment and then plan and implement interventions that are consistent with the assessment.