

**Central Arkansas Psychology  
Internship Consortium (CAPIC)  
Handbook  
2013 – 2014**

*University of Central Arkansas  
Department of Psychology and Counseling  
University Counseling Center*

*Counseling Associates, Inc  
Conway, Arkansas*

*Western Arkansas Guidance and Counseling  
Fort Smith, Arkansas*

August 2013

RECEIPT OF

# CAPIC Handbook

2013 - 2014

I, \_\_\_\_\_, \_\_\_\_\_,  
(Print Name) (ID NUMBER)

on (date) \_\_\_\_\_ received this Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please sign and return this page to Dr. Art Gillaspay or Dr. Ernie Ness**

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## Central Arkansas Psychology Internship Consortium

### Program Overview

#### Mission Statement

The Central Arkansas Psychology Internship Consortium provides high quality pre-doctoral internship training in professional psychology.

#### Philosophy

The philosophy of the CAPIC is founded in the view of the psychologist as a generalist practitioner. The generalist is one who is trained to provide a broad range of services to meet the needs of individuals, groups, couples, couples, families, and communities in settings as diverse as university counseling centers, hospitals, community mental health centers, and clinics. Clients across the age range from children to the elderly may be treated by a generalist practitioner, relying upon the professional interests, competencies, and values in decisions about whom one will serve. The generalist practitioner will recognize, collaborate, and refer to more specialized practitioners as client demands and needs require.

#### Program Description

The Central Arkansas Psychology Internship Consortium (CAPIC) is a joint program of the University of Central Arkansas Counseling Center (UCACC), Counseling Associates Inc. (CAI), Western Arkansas Counseling and Guidance Center (WACGC), and the University of Central Arkansas Department of Psychology and Counseling (DPC). These cooperating organizations have pooled their resources in order to offer pre-doctoral internship training for qualified students in professional psychology. The UCACC and CAI have a long history of providing masters and doctoral level field experiences for graduate students in counseling and psychology. CAI is the primary community mental health center for a large, rural area of Arkansas that serves historically underserved populations. WACGC is a comprehensive provider of behavioral health services with offices in six counties in Northwest Arkansas. The DPC houses an APA accredited School Psychology program and a new Counseling Psychology doctoral program that will apply for APA accreditation within the next two years. All four organizations share the coordinating roles of program administration, supervision, and didactic training.

The training program is designed to provide an integrated, yet individually tailored series of pre-doctoral training experiences in professional psychology. The program is a 2000-hour internship that must be completed in no less than 12 months (no more than 24 months). Interns receive a minimum of 4 hours per week of supervision by licensed psychologists (2 hours of individual plus 2 hours of group supervision) and 2 hours per week of didactic/in-service training. A prominent feature of training is competency working with clients from rural, underserved areas. Emphasis is placed on promoting peer interaction and discussion among

interns across sites. The Consortium is committed to obtaining APA accreditation and APPIC membership at the earliest opportunity.

The Consortium accepts applicants from clinical specialties in psychology (e.g., counseling, school, or clinical programs). The training program is designed to be in full compliance with the rules and regulations of the Arkansas Psychology Board. This is the first year of the program and it is not yet accredited by APA or APPIC. The Consortium is committed to obtaining accreditation at the earliest opportunity.

### **Program Characteristics**

- Two thousand (2000) hour pre-doctoral internship (12 month full-time).
- Generalist training within a university counseling center or community mental health center.
- Training objectives negotiated within overall Consortium goals, individual site competencies, and intern career interests.
- Monthly diversity training (guest speakers, seminars, etc.) is provided and required.
- Two hours of peer interaction and discussion per week.
- Minimum of 4 hours per week of supervision by licensed psychologists (2 hours of individual plus 2 hours of group supervision (provided at UCA).
- Two hours per week allotted to didactic/in-service training activities.
- One hundred (100) hours allotted for doctoral research (may be used for dissertation).
- Regular meetings with site Internship Coordinators to monitor intern progress and provide program feedback.

### **Competencies**

The APA has defined six areas that can serve as guides in the development of trainees: Professionalism, Relational, Science, Application, Education, and Systems. Each one of these has competencies associated with it. CAPIC training places primary emphases on Application and Professionalism.

The Application area has 15 competencies across the following four components:

- Evidence-based practice: Integration of research and clinical expertise in the context of patient factors.
- Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
- Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
- Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

The Professionalism area has five key components:

- Integrity: Honesty, personal responsibility and adherence to professional values.
- Deportment: Conduct self in a professional manner across settings and situations.
- Accountability: Independently accept personal responsibility across settings and contexts.
- Concern for the welfare of others: Independently act to safeguard the welfare of others.
- Professional identity: Understanding of self as a psychologist

Each intern develops an individualized internship plan to determine the activities that will be accomplished in order to meet the competencies.

### **Intern Evaluation and Program Feedback**

CAPIC is dedicated to develop a culture of feedback and continuous improvement. Thus, regular feedback and evaluation are important aspects of the CAPIC program. Each quarter interns will be provided with feedback on progress toward program competencies and have the opportunity to provide feedback about the program and supervisors. This will happen in the following way. At the end of each quarter, the following four (4) forms will be completed and reviewed with the intern and supervisor(s):

1. Intern Self-Assessment Form (completed by intern)
2. Intern Evaluation Form (completed by site supervisor)
3. Clinical Site Evaluation Form (completed by intern)
4. CAPIC Activity Log (completed by intern)

Approximate dates for quarterly evaluations are:

1. First Quarter – October 31, 2013
2. Second Quarter – January 31, 2014
3. Third Quarter – April 30, 2014
4. Fourth Quarter – July 31, 2014

Intern Self-Assessment, Intern Evaluation, Clinical Site Evaluation, and the CAPIC Activity Log should be completed at least a week prior to the quarterly evaluation meeting with the site supervisor. All forms will be reviewed and discussed by the intern and supervisor(s) and then signed and dated. The progress of each intern will then be reviewed by the CAPIC Executive Committee to discuss any modifications to the interns program or schedule. Interns should retain signed copies of all evaluation forms for their records.

### **Seminars and Didactic Training**

All interns are required to participate in at least 2 hours of didactic instruction per week on a variety of topics including, legal/ethical issues, diversity, psychopathology, diagnostics, psychological assessment, therapeutic approaches, psychopharmacology, and community resources. These didactic experiences are scheduled on a regular weekly basis and involved

face-to-face contact among interns at least once monthly. Informal contact among interns across sites is on-going. Monthly didactic training is structured as follows:

- 2 hours - focused on working with clients from diverse cultures or background (all interns);
- 4 hours – focused on issues relevant to each site (in-service training, case conferences, professional training, etc); regularly scheduled by site;
- 2 hours – focused on training issues relevant to each intern (intern may choose their own didactic activity). This may include but is not limited to: didactics at other agencies or hospitals, professional workshops, web-based or video based instruction. These activities are designed in consultation with supervisors to allow interns to investigate individual areas of interest that may not be otherwise addressed through other scheduled didactics.

All interns are required to participate in appropriate workshops, presentations, and staff conferences provided by their particular agencies.

### **Internship Supervision**

All interns are provided 2 hours of individual, face-to-face supervision by a licensed psychologist at their particular site. The focus and goals of supervision are negotiated between intern and supervisor at the beginning of internship and reviewed quarterly. Other specialists at each site may provide additional supervision in particular areas of interest. An additional 2 hours of group supervision is provided by a licensed psychologist to all interns.

Group supervision is provided weekly through the UCA Department of Psychology and Counseling.

### **Diversity Statement**

The Consortium has a strong commitment to supporting diversity through the recognition of the personal and environmental strengths of individuals independent of differences in age, gender, gender identity, race, ethnicity, culture, national origin, religion, spirituality, sexual orientation, disability, language, and socioeconomic status. Interns are expected to be interested in and value working with individuals from diverse backgrounds with a variety of mental health issues. Consortium supervisors and staff act to ensure a supportive and encouraging environment appropriate for the training of diverse individuals and the provision of training opportunities for a broad spectrum of individuals.

### **2013-2014 Positions**

- One full-time position at the University of Central Arkansas Counseling Center (UCACC)
- Two full-time positions at Counseling Associates, Inc. (CAI)
- One full-time position at Western Arkansas Guidance and Counseling (WAGC)

## Clinical Sites

### Counseling Associates, Inc.

Counseling Associates, Inc. (CAI) is a private, nonprofit corporation that provides comprehensive community-based behavioral health services to the residents of a six-county wide area within Arkansas. This area is considered a Health Professional Shortage Area (HPSA) by Health Resources and Services Administration (HRSA). CAI, a nationally accredited program by CARF, offers a full continuum of innovative, community based behavioral health care services to enhance the quality of life for adults, adolescents, and children in our community. The internship experience at CAI is designed to train doctoral level psychology interns to work with adults, families, children, and adolescents in a variety of settings including clinic, school and community based environments. CAI proudly partners with other community agencies to promote a System of Care approach working with clients. The CAI staff offers the level of guidance needed for a comprehensive learning experience through licensed professionals including full time psychiatrists, psychologists, nurses, social workers, psychological examiners, and professional counselors.

At the completion of the 2,000-hour internship, the intern will have received experience and training in the full continuum of mental health services offered by CAI. The intern may choose from any of the following programs as minor rotation: crisis management, substance abuse, therapeutic foster care, residential/emergency shelter services with foster care children, parent support, and educational assessment. One minor rotation will include participation with the Child and Adolescent Services System Program (CASSP), a multi agency team that coordinates assigning and implementing a comprehensive wraparound plan that is family driven, youth guided, and community based. Another minor rotation offered is the early childhood mental health consultation services to area child care programs as part of an early intervention grant from the Division of Child Care and Early Childhood Education. These services include early childhood program consultation, child care staff training in social and emotional development, individual child observation and assessment, parent consultation, and screenings for social, emotional, and behavioral concerns. The intern will have a major rotation, minimum of 1200 hours, scheduled in the outpatient clinic at Park Place in Conway and school based with the Faulkner County area schools. Both of these major rotations will consist of assessment, diagnosis, and have treatment planning with culturally diverse clients. The intern will be expected to use individual, family and group treatment modalities during both rotations.

### University of Central Arkansas Counseling Center (UCACC)

The University of Central Arkansas Counseling Center is the sole provider of mental health services for the University of Central Arkansas community of students, staff, and faculty. Individual counseling, couples counseling, group counseling, crisis intervention, consultation, and psychoeducational programming are all provided at no charge. The professional staff consists of 3 psychologists, 1 psychological examiner, and 1 licensed professional counselor. A psychiatrist is also contracted for five hours per week.



The Counseling Center has served as a training site for graduate students from the UCA Psychology & Counseling Department for more than 25 years. The Counseling Center is accredited by the International Association of Counseling Services (IACS). This accreditation has been held continuously since 1982.

At the completion of the 2,000-hour internship, the intern will demonstrate competence in the provision of psychological treatment and assessment, campus outreach, crisis intervention, and supervision. Interns will also engage with an array of university offices and departments, including the Student Health Clinic, Disability Support Services, Police Department, Student Wellness & Development, Multicultural Affairs, Athletic Department, and Advising Center. The Counseling Center is located in the same building as Student Health, Disability Support, and Student Wellness & Development.

#### Western Arkansas Guidance and Counseling

The Guidance Center is a private, not for profit community mental health center serving six counties in western Arkansas. These six counties are considered a Health Professional Shortage Area. The Guidance Center is, and has been for over fifteen years, nationally accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF). This national accreditation certifies that the Guidance Center meets or exceeds national guidelines for delivery of behavioral healthcare services in a number of areas. The Guidance Center provides a continuum of community and clinic based behavioral healthcare services to children, adolescents, adults, and families.

The internship experience at the Guidance Center is designed to train doctoral level psychology interns to provide behavioral healthcare services to a wide based population of clients. One key to this training is giving interns experience in a variety of settings with a variety of clients. A number of different licensed professionals will have contact with the interns, including psychiatrists, Advanced Practice Nurses, psychologists, social workers, psychological examiners, and professional counselors.

During the 2000-hour internship experience, interns will be given the opportunity to participate in a wide variety of service settings. They may choose a major rotation in outpatient psychotherapy services, both clinic based and school based. This will be the majority of the intern's experience. Rotations of various lengths may be chosen in our day treatment program for adults, the residential program for adolescents with co-occurring mental health and substance abuse issues, an early childhood intervention program providing services in local day care and Head Start programs, and in emergency services.

Interns will be given responsibility, under supervision, for interviewing clients and families to gain sufficient information to complete required paperwork for admission to programs, for treatment planning, and for providing individual, family, and group psychotherapy. Weekly supervision by licensed psychologists will be completed as required by the University's internship guidelines.

## Administration

The Consortium is governed by an Executive Committee (EC) that consists of the Program Operations Director at CAI, the Director of Training at the UCACC, the Director of Psychological Services at WACGC, the supervising psychologists at each site, and one faculty member from the Department of Psychology and Counseling at UCA. This group elects a chairperson. The Executive Committee is responsible for reviewing applications, establishing program goals, objectives, and competencies, monitoring intern progress, determining policies and procedures, and securing funds for the Consortium operations. The EC meets at least quarterly to discuss structural aspects of training, problem solve areas in need, and coordinate intern training experiences. Each Intern Cohort will also select a representative to the Executive Committee. The intern member provides feedback from interns regarding their training experiences and programmatic issues. The Intern member will attend EC meetings as appropriate (excluding discussions of personnel or intern performance).

Each participating agency operates individually but works cooperatively within the Consortium to meet the training needs of interns. Although each site may have different requirements for internship, there is consistency in the overall standards for, and administration of, all aspects of the Consortium to insure high quality and comparable experiences for all interns.

One of the functions of the EC is evaluation. Interns have many different training experiences (clinical service, individual supervision, group supervision, didactics, etc) and have contact with different CAPIC staff. Intern performance will be discussed by the EC on a quarterly basis. All EC members who interact with interns will have input in this process. The purpose of this is for all EC members to know how the intern is doing.

\* If you get discrepant information concerning CAPIC policies or procedures, inform Dr. Ness and Dr. Gillaspay so the discrepancy can be worked out.

### Executive Committee Members

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### **Selection Process**

At present, applicants are taken only from graduate students enrolled in the UCA Counseling Psychology doctoral program. Applicants must submit an application that consists of:

1. cover letter
2. curriculum vitae
3. all graduate transcripts
4. three letters of recommendation
5. sample of written work (a completed psycho-educational evaluation)

Applicants must rank-order (1-3) their preferences for the three different sites that comprise the CAPIC.

Applications should be submitted to Dr. Art Gillaspy, Psychology & Counseling Department, University of Central Arkansas. Completed applications must be received by February 1.

Applications are screened by the Executive Committee. Preference will be given to applicants with the following attributes:

- comprehensive exam passed (must be passed before applying for internship)
- awards/recognition in graduate study
- more than 800 hours of practica experience
- two or more professional presentations
- at least one professional publication
- high-quality recommendation letters
- excellent quality of psych-educational evaluation

Qualifying applicants are invited to on-site interviews with members of the individual clinical sites. The clinical sites will contact applicants in regard to their placement.

The internship start date is August 1. Successful applicants must have their dissertation proposal accepted by this date. The successful applicants who will be interning with Counseling Associates must become licensed as LPEs before December 31, 2013.

### **Process of Establishing Employment**

#### Requirements

- All CAPIC interns are considered to be employees of the clinical site where they are interning. Each intern will complete the appropriate documents required by their specific employer (e.g., an I-9 and W-4).
- Interns must learn and abide by the policies and procedures that are in place at their clinical site. These are often presented as a part of the orientation process.

#### Salary and benefits

- The current salary for a 2000-hr internship is \$23,000 at all clinical sites. A variety of other benefits, such as the option to purchase health care coverage, are also available at each site.

#### Liability insurance

- Malpractice insurance coverage of \$2,000,000 per each incident and \$5,000,000 in aggregate is provided for all interns enrolled in the graduate programs in the Department of Psychology and Counseling at the University of Central Arkansas.

### **Due Process**

The Consortium invests a significant amount of time, finances, and professional resources in the successful training of each intern. This investment begins with an admissions process to select only those students who are professionally, intellectually and personally qualified for pre-doctoral internship training. The Consortium expects that each student admitted to the program will successfully complete the program. Further, Consortium faculty, staff, and students are jointly responsible for maximizing the probability of attaining that goal. The Consortium has developed due process procedures to ensure that decisions about interns are not arbitrary or personal. Interns are informed of the Consortium's expectations related to professional functioning and behavior and of due process procedures both verbally (during orientation) and in writing (Intern Handbook). In cases in which due process procedures are used, the Consortium expects that all concerned, especially the intern, are fully aware of the relevant issues and of the likelihood that disciplinary action will be taken.

#### Notice and Hearing for Probation

Probation of an intern will be considered when a concern or complaint is expressed by any member of the Executive Committee (EC) or if a student fails to make satisfactory progress as a result of inadequacies in academic, research, ethical, or fieldwork performance. In such as event, the intern's supervisor sends a written notification to the intern requesting a meeting with the student. At the meeting, other persons (for example, the EC member expressing concerns) may be invited to attend, if the supervisor deems that additional persons would be helpful. If at any point the supervisor has concerns about the complaint or if the intern has not

adequately responded to supervisor feedback, the supervisor (or a member of the EC) can make a recommendation for a probation hearing. The student will be notified in writing that the EC is considering probation. A quorum of three EC members must be present in order to hear the complaint. A majority vote of the members present is required for all decisions of the EC. Any EC member who cannot hear the evidence fairly and objectively for any reason is obligated to dismiss himself/herself from the case. An intern who fails to appear before the EC in accordance with proper notification shall be deemed to have waived his/her rights to be present during the presentation and to present information in his/her own behalf.

Interns placed on probation will be notified in writing as to both the probationary period and the corrective actions necessary for remediation. Identified deficits must be remediated before an intern can be removed from probation. Should this occur prior to the end of the probationary period, the intern may petition the EC to be removed from probation.

#### Notice, Hearing and Appeal for Termination

Termination of an intern will be considered when (1) the intern fails to meet the conditions established by the EC at the time of the initial probation decision or (2) an intern not on probation breaches legal or ethical conduct in his/her collegiate, personal, or professional behavior. The student will be notified in writing that the EC is considering termination. A quorum of three EC must be present in order to hear the charges. A majority vote of the members present is required for all decisions of the EC. Any EC member who cannot hear the evidence fairly and objectively for any reason is obligated to dismiss himself/herself from the case. An intern who fails to appear before the EC in accordance with proper notification shall be deemed to have waived his/her rights to be present during the presentation and to present evidence in person to his/her supervisors, or any member of the consortium staff. At the determination of the EC, the violation may be outlined with a written request for corrective action or the intern may be terminated. Violation of legal, ethical, personal or professional behavior deemed flagrant without corrective recourse will result in the EC's recommendation for immediate termination. Ignorance of ethical and legal standards does not constitute extenuating circumstances. If the members of the EC vote to terminate the intern, a recommendation to that effect will be conveyed in writing to the intern and a notice sent to the intern's training program.

When an Intern is being considered for termination due to any one of the following events: (1) a material breach of the contract with the Consortium; (2) conviction of intern of a felony or exclusion from participating in any federal healthcare; (3) failure of the intern to comply with any other rules and regulations established by federal and state government agencies, the intern will be immediately suspended, with pay, from working until the EC has made a ruling on the issues.

The disciplinary action of the EC may be appealed. In all cases, the request for appeal must be submitted in writing to the Chair of the EC within seven (7) calendar days of written notice of the board decision. If the seventh day falls on a weekend or holiday, the time is extended to the next regular workday. All appeals must be taken upon the record made before the original

board. Pending the outcome of an appeal, termination will not be imposed. The Chair of the EC will form an appellate board of three members of licensed psychologists from the community. The intern has a right to refuse a member for cause. A majority vote of the members present is required for all decisions of the appellate board. Any appellate board member who cannot hear the evidence fairly and objectively for any reason is obligated to dismiss himself/herself from the case. The appellate board will review the request for appeal together with any written briefs or other supporting documents to determine if the appeal presents a substantial question within the scope of review. The scope of review shall be limited to the following:

*Appropriateness of Termination:* In cases appealing the appropriateness of termination, the appeal board shall uphold termination unless termination is shown to be clearly unreasonable (i.e., that which has been clearly and fully proven to have no sound basis or justification in reason).

*New Evidence:* In cases appealed on grounds of new evidence, the moving party must show that such evidence could not have been discovered by due diligence prior to the original hearing.

*Due Process:* In cases appealed on the grounds of denial of due process, the moving party must show that the adjudicatory process of the initial hearing was not conducted in conformity with properly prescribed procedures.

#### Grievance Procedure (Training or Supervision)

An intern has the right to file a grievance by presenting concerns in written form to the EC. While an intern may file a grievance at any time, it is anticipated that complaints and grievances about training components will be brought to the attention of the direct supervisor, the group supervision supervisor, one of the co-chairs of the consortium, or the training director and successfully resolved. The board will respond in writing to the concern within a 30-day period. The intern may appeal the EC's decision by so notifying the EC in writing within a 15-day period. Upon receiving the written appeal, the EC will notify the Director of Training of the University of Central Arkansas Counseling Psychology Program. The UCA Director of Training will appoint a three member committee to review the appeal. The committee members will be selected from members affiliated with the Counseling Psychology Program. The co-chairs are nonvoting members of the committee. The appeal committee shall make a ruling on the appeals within 30 days of the Consortium's receiving the written appeal from the intern. Decisions of the appeal committee shall be considered final by all parties involved.

### **Plans and Timeline for Seeking APA Accreditation**

The Central Arkansas Psychology Internship Consortium (CAPIC) plans to seek APA accreditation and APPIC membership on the following timeline:

#### Year 1 (2013-2014)

- First year of Consortium operation
- Collect and analyze program outcome data on first three interns
- Apply for APPIC membership at end of year

#### Year 2 (2014-2015)

- Continue program assessment
- Prepare and submit self-study for APA accreditation

#### Year 3 (2015-2016)

- Continue program assessment
- Host APA site visit

With the Department of Psychology and Counseling at the University of Central Arkansas as a central partner, the Consortium is committed to a culture of feedback and continual assessment to ensure the production of highly competent professional psychologists.

Appendix A  
**Central Arkansas Psychology Internship Consortium (CAPIC)**  
**Intern Evaluation**

Intern \_\_\_\_\_ Supervisor \_\_\_\_\_

Clinical Site \_\_\_\_\_ Department/Rotation \_\_\_\_\_

Quarter (circle one)                      1<sup>st</sup>                      2<sup>nd</sup>                      3<sup>rd</sup>                      4<sup>th</sup>

Please rate each competency using the scale that follows in response to the question, "How characteristic of the intern's behavior is this competency description?"

0	1	2	3	4
Not at all	Somewhat	Moderately	Mostly	Very

If you have not had the opportunity to observe a particular competency, please indicate by using "N/O" (No opportunity to observe).

**I. Professionalism**

Rating	Competency Component
	<u>Integrity</u> - Monitors and independently resolves situations that challenge professional values and integrity.
	<u>Department</u> - Conducts self in a professional manner across settings and situations.
	<u>Accountability</u> - Independently accepts personal responsibility across settings and contexts.
	<u>Concern for the welfare of others</u> - Independently acts to safeguard the welfare of others.
	<u>Professional Identity</u> - Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice.

Please comment on the Intern's strengths in the area of Professionalism:

Please comment on areas in which the Intern needs to improve in the area of Professionalism:



0	1	2	3	4
Not at all	Somewhat	Moderately	Mostly	Very

## II. Application

Rating	Competency Component
A. Evidence-based practice	
	<u>Knowledge and application of evidence-based practice</u> - Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention and other psychological application, clinical expertise, and client preferences.
B. Assessment	
	<u>Knowledge of measurement and psychometrics</u> - Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context.
	<u>Knowledge of assessment methods</u> - Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning.
	<u>Application of assessment methods</u> - Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the site and broad area of practice.
C. Diagnosis	
	<u>Diagnosis</u> - Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity.
	<u>Conceptualization and recommendations</u> - Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
	<u>Communication of assessment findings</u> - Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner.
D. Intervention	
	<u>Intervention planning</u> - Independently plans interventions; case conceptualization and intervention plans are specific to case and context.
	<u>Skills</u> - Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations.
	<u>Intervention implementation</u> - Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate.
	<u>Progress evaluation</u> - Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures.

0	1	2	3	4
Not at all	Somewhat	Moderately	Mostly	Very

Rating	Competency Component
E. Consultation	
	<u>Role of consultant</u> - Determines situations that require different role functions and shifts roles accordingly to meet referral needs.
	<u>Addressing referral questions</u> - Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral questions.
	<u>Communication of consultation findings</u> - Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations.
	<u>Application of consultation methods</u> - Applies literature to provide effective consultation services (assessment and intervention) in most routine and some complex cases.

Please comment on the Intern's strengths in the area of Applications:

Please comment on areas in which the Intern needs to improve in the area of Applications:

**Overall Competency Rating**

Please rate each overall area of competency based on the following scale.

- 5 = Far exceeds competency in all areas (extraordinary intern at end of year)
- 4 = Exceeds some expectations in some areas and clearly meets all areas of competency given the level of intern training
- 3 = Meets all expectations in this area given level of intern training. (This is the minimum level of performance that is required by middle of internship.)
- 2 = Does not yet meet at least one area of competency in this area given level of intern training
- 1 = Does not yet meet several areas of competency

We expect all Interns to have ratings of at least 4 by the end of their internship year in each area of competency. Interns who have had minimal or no experiences in an area are expected to begin internship with lower ratings because they have not yet had experiences to reach competency.

Rating	Competency Area
	Professionalism
	Applications

Overall Comments:

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Appendix B  
**Central Arkansas Psychology Internship Consortium (CAPIC)**  
**Intern Self-Assessment**

Intern \_\_\_\_\_ Supervisor \_\_\_\_\_

Clinical Site \_\_\_\_\_ Department/Rotation \_\_\_\_\_

Quarter (circle one)                      1<sup>st</sup>                      2<sup>nd</sup>                      3<sup>rd</sup>                      4<sup>th</sup>

Please rate each competency using the scale that follows in response to the question, "How characteristic of your behavior is this competency description?"

0	1	2	3	4
Not at all	Somewhat	Moderately	Mostly	Very

If you have not had the opportunity to demonstrate a particular competency, please indicate by using "N/O" (No opportunity).

**I. Professionalism**

Rating	Competency Component
	<u>Integrity</u> - Monitors and independently resolves situations that challenge professional values and integrity.
	<u>Department</u> - Conducts self in a professional manner across settings and situations.
	<u>Accountability</u> - Independently accepts personal responsibility across settings and contexts.
	<u>Concern for the welfare of others</u> - Independently acts to safeguard the welfare of others.
	<u>Professional Identity</u> - Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice.

Please comment on your strengths in the area of Professionalism:

Please comment on areas in which you need to improve in the area of Professionalism:

0	1	2	3	4
Not at all	Somewhat	Moderately	Mostly	Very

## II. Application

Rating	Competency Component
A. Evidence-based practice	
	<u>Knowledge and application of evidence-based practice</u> - Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention and other psychological application, clinical expertise, and client preferences.
B. Assessment	
	<u>Knowledge of measurement and psychometrics</u> - Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context.
	<u>Knowledge of assessment methods</u> - Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning.
	<u>Application of assessment methods</u> - Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the site and broad area of practice.
C. Diagnosis	
	<u>Diagnosis</u> - Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity.
	<u>Conceptualization and recommendations</u> - Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
	<u>Communication of assessment findings</u> - Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner.
D. Intervention	
	<u>Intervention planning</u> - Independently plans interventions; case conceptualization and intervention plans are specific to case and context.
	<u>Skills</u> - Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations.
	<u>Intervention implementation</u> - Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate.
	<u>Progress evaluation</u> - Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures.

0	1	2	3	4
Not at all	Somewhat	Moderately	Mostly	Very

Rating	Competency Component
E. Consultation	
	<u>Role of consultant</u> - Determines situations that require different role functions and shifts roles accordingly to meet referral needs.
	<u>Addressing referral questions</u> - Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral questions.
	<u>Communication of consultation findings</u> - Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations.
	<u>Application of consultation methods</u> - Applies literature to provide effective consultation services (assessment and intervention) in most routine and some complex cases.

Please comment on your strengths in the area of Applications:

Please comment on areas in which you need to improve in the area of Applications:

**Overall Competency Rating**

Please rate each overall area of competency based on the following scale.

- 5 = Far exceeds competency in all areas (extraordinary intern at end of year)
- 4 = Exceeds some expectations in some areas and clearly meets all areas of competency given the level of intern training
- 3 = Meets all expectations in this area given level of intern training. (This is the minimum level of performance that is required by middle of internship.)
- 2 = Does not yet meet at least one area of competency in this area given level of intern training
- 1 = Does not yet meet several areas of competency

We expect all Interns to have ratings of at least 4 by the end of their internship year in each area of competency. Interns who have had minimal or no experiences in an area are expected to begin internship with lower ratings because they have not yet had experiences to reach competency.

Rating	Competency Area
	Professionalism
	Applications

Overall Comments:

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Appendix C  
**CENTRAL ARKANSAS PSYCHOLOGY INTERNSHIP CONSORTIUM**  
**CLINICAL SITE EVALUATION**

Intern \_\_\_\_\_

Supervisor \_\_\_\_\_

Clinical Site \_\_\_\_\_

Department/Rotation \_\_\_\_\_

Quarter (circle one)

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

**Instructions**

Programmatic feedback is a central value of the CAPIC. In order for the CAPIC Executive Committee to evaluate training experiences at each clinical site and continually improve the program, interns are asked to rate their internship experience on a quarterly basis. Interns and supervisors are expected to review and discuss this feedback during their quarterly evaluations.

**I. Supervision**

Availability of Supervisor

1	2	3	4	5
poor	fair	acceptable	good	excellent

Strengths and Weakness of Supervisor Availability

Method or Style of Supervisor

1	2	3	4	5
poor	fair	acceptable	good	excellent

Strengths and Weakness of Supervisor Method or Style

Attention to Diversity Issues in Supervision

1	2	3	4	5
poor	fair	acceptable	good	excellent

Strengths and Weakness of Supervisor Attention to Diversity



Overall quality of supervision

1	2	3	4	5
poor	fair	acceptable	good	excellent

Overall Strengths and Weaknesses of Supervisor

**II. Training Environment**

Professional atmosphere

1	2	3	4	5
poor	fair	acceptable	good	excellent

Cooperation and collegiality among staff

1	2	3	4	5
poor	fair	acceptable	good	excellent

Emphasis on professional development

1	2	3	4	5
poor	fair	acceptable	good	excellent

What are the best things about the training environment at this clinical site?

What things could be changed in order to improve the training environment?

**Comments** - Please provide any additional feedback you think will be helpful.

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Appendix D  
Interns and Clinical Site Staff

**2013 – 2014**

Interns	Ms. Danielle Archie	Counseling Associate, Inc.
	Mr. TroyMichael Marsden	Counseling Associate, Inc.
	Ms. Cathy Staton	UCA Counseling Services
	Mr. Dan Warwick	Western Arkansas Counseling and Guidance Center
Clinical Supervisors	Dr. Ed Stafford	Counseling Associate, Inc.
	Dr. Heidi Thompson	Counseling Associate, Inc.
	Dr. Jim Guinee	UCA Counseling Services
	Dr. Wayne Winkle	Western Arkansas Counseling and Guidance Center
	Dr. Ernie Ness	CAPIC Co-Director of Training (Group Supervision)

Appendix E  
**Central Arkansas Psychology Internship Consortium Agreement**  
*University of Central Arkansas*

This agreement is between \_\_\_\_\_, hereinafter called the **Agency**, the Central Arkansas Psychology Internship Consortium, hereinafter called the **Consortium**, and the University of Central Arkansas Department of Psychology and Counseling, hereinafter called the **University**.

The university and the agency do hereby agree to work together as part of the Central Arkansas Psychology Consortium (CAPIC). The consortium is a joint program of the Department of Psychology and Counseling and several mental health agencies that pool their resources in order to offer pre-doctoral internship training for qualified students in professional psychology.

**I. Period of Agreement**

This agreement is effective for the period of \_\_\_\_\_ through \_\_\_\_\_. The agreement can be terminated by any party with written notification to the other parties.

**II. Terms of Agreement**

1. The Consortium

- a. The Consortium is designed to provide an integrated, yet individually tailored series of pre-doctoral training experiences in professional psychology. The program is a 2000-hour internship that must be completed in no less than 12 months (no more than 24 months). A prominent feature of training is competency working with clients from rural, underserved areas. Emphasis is placed on promoting peer interaction and discussion among interns across sites. The Consortium accepts applicants from clinical specialties in psychology (e.g., counseling, school, or clinical programs).
- b. The Consortium is designed to be in full compliance with the rules and regulations of the Arkansas Psychology Board. As this is the first year of the program, it is not yet accredited by APA or APPIC.
- c. The Consortium is governed by an Executive Committee that consists of the Training Directors at each Agency, the supervising psychologists at each Agency, and one faculty member from the Department of Psychology and Counseling at UCA, and one intern representative. This group elects a chairperson. The Executive Committee is responsible for reviewing applications, establishing program goals, objectives, and competencies, monitoring intern progress, determining policies and procedures, and securing funds for the Consortium operations. The Executive Committee meets at least quarterly to discuss structural aspects of training, problem solve areas in need, and coordinate intern training experiences.

2. The Agency

- a. The Agency operates individually but works cooperatively within the Consortium to meet the training needs of interns. Although each Agency may have different requirements for internship, there is consistency in the overall standards for, and administration of, all aspects of the Consortium (e. g., Consortium governance, grievances, due process, etc.) to insure high quality and comparable experiences for all interns.

- b. The Agency provides a range of supervised training experiences similar to those the intern will perform upon licensure as a Licensed Psychologist. These training experiences include but are not limited to individual and group psychotherapy, psychological and intellectual assessment, intake interviews, diagnosing, and clinical staffing. Interns should not be given the full responsibilities of a Licensed Psychologist.
- c. The Agency will provide a minimum of two (2) hours per week of supervision by a licensed psychologist. The supervising psychologist must be competent in performing the duties assigned to the intern. Although a minimum of two hours face-to-face supervision is required per week, it is highly recommended that supervision be on-going and that the intern has contact with the supervisor when needed. The Agency will also provide appropriate support for the intern in the following ways: scheduling appointments, adequate office space, professional development activities, and any other support services consistent with that afforded to Agency mental health professionals.
- d. The Agency will provide a salary of \$23,000 per year for each intern. This salary will be administered by the Agency.

### 3. The University

- a. The University will provide administrative coordination of intern records (application materials, performance evaluations, etc) and general Consortium operations.
- b. The University will provide two (2) hours per week of group supervision by a licensed psychologist.
- c. The University will coordinate two (2) hours per week of didactic/in-service training for interns.
- d. The University and its designated representative will be involved in any problems that arise between interns and the Agency. The University shall be notified immediately when a problem occurs, and the University shall be involved in any subsequent decisions that affect the intern.

### III. Time

Pre-doctoral internship requires the completion of 2000 hours that must be completed in no less than 12 months (no more than 24 months). Normally, this is accomplished in 12 months at 40 clock hours per week. If the intern's work responsibilities extend much beyond the 2000 hours, it is expected that the intern and Agency negotiate how the intern will be compensated for the additional time.

### IV. Liability Insurance

Interns enrolled in the graduate programs in the Department of Psychology and Counseling at the University of Central Arkansas have malpractice insurance coverage of \$2,000,000 per each incident and \$5,000,000 in aggregate.

### V. Evaluation

Agency supervisors will complete an intern evaluation at least twice throughout the internship (mid-term and final) using forms provided by the University. Supervisors should review the completed evaluation with the intern. The intern will likewise complete a self-rating form and an Agency evaluation form provided by the University.

**VI. Copies of this Contract**

One copy of this contract will be provided for the intern, and one copy will be provided for the internship site. The university will also maintain one copy in the student's folder. Additional copies may be requested as needed.

**VII. Signatures**

Agency Representative: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

University Representative: \_\_\_\_\_

License: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix F

Central Arkansas Psychology Internship Consortium Log

Name:														
Quarter:	1	2	3	4										
Clinical Site:														
Site Supervisor:														
University Supervisor:														
Setting (# of hours in each setting)														
<i>Settings</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Outpatient Clinic													0	
Inpatient Hospital													0	
Residential/Home													0	
School													0	
Correctional Facility													0	
Other:													0	
													Total Hours:	0
Direct Client Contact - Therapy (# of hours)														
<i>Type</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Individual														
Older Adults (65+)													0	
Adults (18-64)													0	
Adolescents (13-17)													0	
School-Age (5-12)													0	
Pre-School (3-5)													0	
Infants/Toddlers (0-2)													0	
Group														
Adults (18-64)													0	
Adolescents (13-17)													0	
School-Age (5-12)													0	
Family													0	
Couples													0	
Career/Vocational Counseling														
Adults (18-64)													0	
Adolescents (13-17)													0	
Other (specify):													0	
													Total Therapy Hours:	0

Direct Client Contact - Assessment (includes administration and feedback) (# of hours)													
Type	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Psycho-educational Assessment													0
Psycho-diagnostic Assessment													0
Neuropsych Assessment													0
Other:													0
													Total Assessment Hours: 0
Direct Client Contact - Other Interventions (# of hours)													
Type	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Intake Interview/Structured Interview													0
Telephone Contact													0
Medical/Health-related Interventions													0
Co-Therapy/Direct Observation													0
Consultation													0
Program Development/Outreach													0
Other:													0
													Total Other Intervention Hours: 0
Support Activities (# of hours)													
Action	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Report/Progress Note Writing													0
Chart/Videotape Review													0
Staffing/Team Meetings													0
Didactics/Training/Orientation													0
Outcome Assessment													0
Other:													0
													Total Support Hours: 0
Supervision Provided (# of hours)													
Type	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Individual													0
Group													0
													Total Supervision Provided Hours: 0

Supervision Received	(# of hours)													
Type	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Individual														
On-Site													0	
Group														
On-site													0	
Consortium													0	
													Total Supervision Hours:	0
Client Characteristics (Indicate all that apply for each client)														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<i>Race Ethnicity:</i>													Cumulative # of Clients	
African-American/Black/African													0	
Asia-American/Asian/Pacific Islander													0	
Latino-a/Hispanic													0	
American Indian													0	
Alaska Native/Aboriginal Canadian													0	
European Origin/White													0	
Bi-Racial/Multi-Racial													0	
<i>Sexual Orientation:</i>														
Heterosexual													0	
Gay													0	
Lesbian													0	
Bisexual													0	
Transsexual													0	
Questioning													0	
<i>Primary Diagnostic Classification:</i>														
Mood Disorders													0	
Anxiety Disorders													0	
Schizophrenia/Psychotic Disorders													0	
Substance Abuse/Dependence													0	
Dissociative Disorders													0	
Eating Disorders													0	
Personality Disorders													0	
Cognitive Disorders													0	
Other (specify):													0	
<i>Disabilities:</i>														



Physical/Orthopedic													0	
Blind/Visual Impairment													0	
Deaf/Hearing Impairment													0	
Learning/Cognitive													0	
Developmental Disability													0	
Emotional Disturbances													0	
Medical/ADHD													0	
Speech/Language													0	
Autism Spectrum													0	
<i>Gender:</i>														
Male													0	
Female													0	
Transgendered													0	
	Site Supervisor Signature (date)						Intern Signature (date)						Consortium Training Director Signature (date)	