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Receipt of Intern Training Manual

I, _________________________, have received and read the Intern Training Manual and agree to abide by the policies and procedures outlined therein. I have also read and agree to abide by the relevant Student Counseling Center policies and procedures related to remote work and telehealth and supervision.

__________________________________   ___________________________

Signature of Doctoral Psychology Intern      Date
Website Consent Form

I, _________________, give permission to the University of Texas at Dallas Student Counseling Center to list my name and graduate university on the Student Counseling Center website and in internship materials.

_________________________  ____________
Signature                   Date

I, _________________, give permission to the University of Texas at Dallas Student Counseling Center to use pictures of me on the Student Counseling Center website and in internship materials.

_________________________  ____________
Signature                   Date
Welcome from Training Director

Dear Camisha and Erika,

Welcome to the University of Texas at Dallas Student Counseling Center. We are very excited to have you join our staff! I hope you will find the environment to be warm, welcoming, dynamic, and growth fostering. The SCC staff value the personal and professional connections we have established with each other and with our trainees. We are deeply committed to training and furthering your personal growth as a psychologist!

We recognize the internship year is a pivotal step in your professional journey and feel honored you have matched with our site for such a significant experience. We are very excited about the internship opportunities we have created and encourage you to take full advantage of your training year. It will be an experience filled with tremendous growth, transformation, and hopefully opportunities for connection and joy.

Our hope is that you experience the UTD SCC as a training program that 1) enhances diversity, social justice and equity consciousness through rich dialogues and self-reflection, 2) is highly attentive to interns’ identity development, including the integration of personal and professional identities, and 3) fosters ethical and skilled generalist psychologists. Our internship program is committed to training psychologists who are invested in social justice and promoting equality in their relationships and communities. We are deeply invested in continuing to improve and welcome your contribution and feedback as we enhance our training program.

We also hold that this training year is unique in that it involves navigating the personal and professional implications of a global health pandemic while the SCC transitions back to the physical counseling center. My commitment is that this program prioritizes your health and well-being. I am greatly looking forward to connecting with you both more over the course of your internship year!

Warmest regards,

Erin Schrader, Ph.D.
Assistant Director, Training Director
A State of Transition

Over the past few years, the SCC has undergone transitions that feel important to name. One, we implemented a new leadership structure that gave assistant directors managerial/personnel supervision responsibilities. This means that we have worked to move away from having a single leader overseeing all components of the counseling center to a structure in which the assistant directors support the SCC director as part of the leadership team, lead/direct their service area, and serve as “direct reports” to a set of senior staff. We have also hired new assistant directors, and a new director of the SCC.

Another significant transition was the SCC’s shift to functioning 100% remotely from March 2020-May 2021. The shift to telehealth and telesupervision came with unique logistical and relational challenges, while also highlighting opportunities for increased accessibility and flexibility within the workplace. This fall marks another transition for the SCC, as we return 100% back to the office and explore opportunities to maintain a hybrid model of services, while also remaining in the midst of a pandemic. We recognize there may be processes and policies we are continuing to streamline as we navigate this new format for the counseling center and appreciate your ideas and feedback as we create this hybrid approach to services, supervision, and connection at the SCC together.

Mission Statements

Student Affairs

The role of Student Affairs is to enrich the University experience for students by providing outstanding services and programs from enrollment to graduation. Student Affairs plays a key role in supporting the University’s commitment to produce engaged graduates prepared for life, work and leadership in a constantly changing world.

Student Counseling Center

The SCC supports the mission of UT Dallas by providing quality mental health services and psycho-educational programming to assist in students’ educational, social, and emotional development. In order to benefit the personal and social lives of UTD students, the SCC trains future mental health providers. Integral to its mission, the SCC is committed to creating a campus community that embraces and celebrates diversity including all of the intersecting identities that make us unique individuals.
Student Counseling Center Diversity Statement

We at the Student Counseling Center view diversity as encompassing the intersecting identities that make us unique individuals, including ethnic/racial identity, nationality, sexual identity, gender identity and expression, age, religious/spiritual beliefs, socioeconomic status, body shape/size, and disability identity.

We recognize and acknowledge the impact of stereotypes, prejudice, discrimination, oppression, power and privilege, and are committed to creating a campus community that embraces and celebrates diversity in all its complexity. In our commitment to creating a safe, inclusive environment, you can expect us to be welcoming and affirming.

Collectively as a staff, we commit to diversity competence as a life-long learning process. We support one another in exploring issues of diversity by challenging our biases and engaging in dialogues, to further personal and professional integration. We strive to maintain a mutually respectful, understanding, and open work environment that nurtures and affirms our unique identities.

Commitment to Cultural Dialogues

We at UTD SCC have a commitment to exploring our own identities and helping our colleagues explore their identities. As we believe that multicultural growth is a lifelong process, we encourage staff and trainees to share their experiences within their cultural identities and approach others with openness and a commitment to believing the experiences of others. We recognize that these types of discussions often come with time and as trust develops, and we encourage you to open up spaces to have these types of conversations throughout your internship year.

Student Counseling Center Services

The Student Counseling Center at UT Dallas seeks to provide high quality, confidential, psychological services to university students. We provide individual, relationship and group counseling, psychiatry services, crisis intervention, (select) psychological assessment, consultation and outreach to the campus community, and intern and practicum training.

Services are funded through Student Service Fees, which all enrolled students pay. Thus, only enrolled students are eligible for services, although we will provide relationship counseling to a non-enrolled individual, as long as one partner is an enrolled student. During the summer, we will also provide services to students that were enrolled in the spring and expect to return in the fall. These students will need to pay a one-time medical services fee.
The majority of our clinical services are individual counseling sessions. Frequently diagnosed problems at initial evaluation include anxiety, depression, adjustment disorders, ADHD, academic problems, relationship distress and parent-child problems. In addition to these identified issues, many of our clients present with a trauma history, family issues, characteristics of personality disorders, exploration of sexual and gender identity, chronic suicidal ideation, self-harm, and bipolar disorder. Per the UTD Office of Student AccessAbility, UT Dallas has more students who identify as Autistic/Neurodivergent and have sought accommodations than any other college campus in the nation. Consistent with national trends, the SCC has seen a significant increase in students presenting with more severe presenting concerns and impact on functioning.

Groups are a significant part of the SCC culture, which has allowed our group programming to thrive in size and creativity. We eagerly encourage interns to participate in the development of new and exciting groups or to improve upon current offerings. Group counseling provides an opportunity to improve intra- and interpersonal skills, develop increased confidence, and learn how to build healthy and appropriate social networks. In a group setting, a small group of peers and co-facilitators meet weekly to provide feedback and support for self-improvement. Group members are encouraged to explore and express feelings, examine belief systems, reflect on and receive feedback about patterns of behavior, and work towards making healthy changes. Group may focus on general personal growth or special topics (expressive arts, trauma recovery, mindfulness, etc.). Additionally, we also have rotating clinical workshops, which are short term coping skills groups/classes.

Relationship counseling is available to students and their partners. Only one individual in the relationship has to be an enrolled student. The focus is on resolving relational problems. Individuals/students in a relationship are first seen for a Relationship Counseling Initial Evaluation and then assigned to an intern if it is determined they are appropriate for an intern given the intern’s previous experience with relationship counseling. Interns will have the opportunity to select a relationship counseling special emphasis rotation if interested in developing their skills in relationship counseling.

The Student Counseling Center utilizes a short-term model of therapy. This means that counseling is goal-focused and brief. We utilize a stepped care model and 6 session limit on individual counseling, although trainees may carry one to two individual clients for long-term treatment. Staff at the SCC adhere to a variety of theoretical orientations, such as Interpersonal Process in Therapy, Relational-Cultural, Feminist, Dialectical Behavioral Therapy (DBT), Cognitive Behavioral Therapy (CBT), and Emotion-Focused Therapy (EFT).
Additional Programs

Center for Students in Recovery (CSR): The CSR is integrated with the SCC, and CSR staff attend SCC meetings and events and may be involved in supervision and training with SCC trainees. Their mission is to provide a recovery community where students can find safety and support in order to thrive and have the best college experience possible while maintaining their sobriety. The center helps students with substance use disorders or other addictions, those affected by addiction, or individuals questioning or exploring the impact of potential addictive behavior on their life. Services include one-on-one support with a licensed provider, recovery meetings, sober social activities, supportive community of peers, and volunteer/service opportunities.

Hours of Operation

The SCC is open weekdays. The hours are: Monday, Tuesday, and Wednesday 8:00 am to 5:30 pm; Thursday, 8:00 am to 7:30 pm, and Friday 8:00 am to 5:00 pm.

After-hours on-call services are available for students in crisis. The on-call service is 972-UTD-TALK (972-883-8255). The SCC contracts with a company called Protocall for the on-call services.

Intern Hours

Interns are expected to be at the SCC during their 40-hour schedule. Each workday includes an hour-long lunch. Interns have the option of working Thursday evening, if they chose (this would provide for a few hours of flextime throughout the rest of the week). Interns will have keys if they would like to stay late or arrive early or use their offices on weekends. However, clients are seen only during the hours the SCC is officially open and only if another staff member is present at the SCC. Please let the front desk know if you are going to be late. If an intern has to take an unexpected absence, they should contact the front desk and discuss rescheduling clients, with special attention to any clients that are deemed at-risk. The intern should also contact their direct supervisor to inform them of the absence.

Facilities

The Student Counseling Center is part of the Student Services Building (SSB) and Residence Hall North (RHN). The SSB location is adjacent to other student life offices including the Student Health Center, the Dean of Students, and the Wellness Center. The RHN location is located on the second floor of the residence hall.
The mailing address and contact numbers are as follows:

Student Counseling Center
The University of Texas at Dallas
800 W. Campbell Road, SSB 4.600
Richardson, Texas 75083-0688
Phone: 972-883-2575
Fax: 972-883-6413

The physical facilities of the SSB location consist of a reception/administrative area, sixteen therapy offices (including two practicum offices and three intern offices), a psychiatrist’s office, a psychiatric nurse practitioner office, a conference room, and a group/meeting room. There are also two small kitchen areas with refrigerators, microwaves, and a coffee station. The RHN location includes two private therapy offices and a waiting area. One therapy office (green room) contains a refrigerator and coffee maker, and the other office (orange room) contains a filtered water machine. There is a community microwave/kitchen area located on the first floor of RHN. Therapists utilize their Comet Card to access RHN spaces, as well as a vending area located on the first floor. Interns are provided with their own furnished office, computer, and phone at the SSB location. Interns are encouraged to decorate their offices to reflect their individual style. All trainee offices have webcams for video-recording purposes.
Campus Map

An interactive campus map can be found online at http://www.utdallas.edu/maps/.
Student Counseling Center Staff 2021-2022

The senior staff includes a diverse multidisciplinary staff, including four licensed psychologists, one post-doctoral level psychologist (with another joining us next month), one licensed professional counselor, one licensed clinical social worker, a psychiatric nurse practitioner, and a psychiatrist. We currently have two doctoral interns and three practicum therapists from local universities. The SCC has two administrative assistants for administrative and technical support.

SCC Leadership

Jenna Temkin, Psy.D. – Director/ Interim Director of Clinical Services


Experience: Doctoral psychology intern, UT Dallas

Interests: Eating disorders and body image issues | Women's issues | Trauma recovery | Relationship/couples counseling | Identity development | Training and supervision | Integrated use of interpersonal, psychodynamic and dialectical-behavioral therapies

Alanna Carrasco Drummond, Psy.D. – Assistant Director, Director of Clinical Services

Education: Psy.D. Counseling Psychology, Our Lady of the Lake University | M.S. Counseling Psychology, Our Lady of the Lake University | B.A. Psychology, Texas A&M University- Corpus Christi

Experience: Staff Psychologist/Outreach Coordinator, UT Dallas Student Counseling Center | Postdoctoral Fellow, Emory University Counseling and Psychological Services | Doctoral Psychology Intern, Emory University Counseling and Psychological Services

Interests: Outreach & Consultation | Group Therapy | Bi-ethnic/Multi-ethnic identity development | Multi-cultural Issues & Social Justice | Anxiety & Depression | Issues of spirituality | Mind-Body Health & Wellness | Integrated interpersonal, strengths-based and cognitive behavioral therapies

Erin Schrader, Ph.D. – Assistant Director, Training Director

Education: Ph.D. Counseling Psychology, Texas Woman's University | M.A. Counseling Psychology, Texas Woman's University | B.A. Psychology, Baylor University

Experience: Doctoral Psychology Intern, UT Dallas SCC | Postdoctoral Resident, Texas Woman’s University CAPS
**Interests:** Diversity, Equity, and Inclusion | Supervision and training | Disability identity and accessibility | Sexual, romantic, and gender identity and expression | Autism & Neurodiversity | Anxiety | Self-compassion | Integrated multicultural, feminist, cognitive behavioral, & interpersonal process therapies

**Prachi Sharma, Ph.D. – Assistant Director, Director of Community Engagement**

**Education:** Psy.D. Clinical Psychology, Wright State University | M.A. Clinical Psychology, Pepperdine University | B.S. Biology, University of Akron

**Experience:** Psychologist, University of Wisconsin, Milwaukee, Milwaukee, WI | Outreach Coordinator & Psychologist, University of Nevada, Las Vegas, NV | Doctoral Psychology Intern, University of Central Florida, Orlando, FL

**Interests:** Mental Health Promotion & Prevention | Diversity, Equity, & Inclusion | Relationship/Couples Counseling | Eating Disorders & Body Image Concerns | Adjustment Issues & Identity Development | Multicultural Concerns & Identity Based Stress & Trauma | Autism & Neurodiversity | Training & Supervision | Group Therapy | Integrated multicultural, feminist, cognitive behavioral & mindfulness based therapies

**SCC Staff**

**JaeHee “Melanie” Chung-Sherman, LCSW-S, LCPAA, PLLC - Sexual Assault & Interpersonal Violence Coordinator**

**Education:** MSSW, Social Work, University of Texas at Arlington | BFA in Theatre Arts, Texas Wesleyan University

**Experience:** Private Practice/Psychotherapist, North Dallas | Clinical Director for Post Adoption Services, Dallas, TX | Program and Clinical Director for Foster Care Services, Arlington, TX | Adjunct Professor of Social Work, Collin College | DFPS Investigator, Dallas, TX | Medical Social Work, Texas Health Resources

**Interests:** Intersectional Diversity & Inclusion within Mental Health Provision | Mental Health Stigma Reduction | Attachment through the Lifespan | Complex Neurodevelopmental Trauma | Sexual Assault Prevention and Education | Adoption and Foster Care | Autism Spectrum Dynamics | Suicidality and Prevention with Marginalized Communities | Anxiety & Depression | Group Therapy | Community Outreach
**Bilha Mureithi, PMHNP-BC - Psychiatric Nurse Practitioner**

**Education:** Master’s in Nursing with specialization in Family Psychiatric Mental Health Nurse Practitioner at University of Texas in Arlington | Bachelors in Nursing at University of Texas in Arlington | Associate Degree in Nursing at El Centro Community College

**Experience:** Texas Health Physicians Group in Dallas, TX, Consultation-Liaison Psychiatry

**Interests:** Mood Disorders | Anxiety Disorders | ADHD | Psychosis | Addiction | Suicide Prevention | Patient Advocacy

**Shelly Turner, M.Ed., LPC-S - Counseling Referral & Crisis Coordinator**

**Education:** M.Ed. Counseling, University of North Texas | B.S. Psychology, Colorado State University

**Experience:** Private practice, Lewisville Texas | Intake coordinator/crisis response, Mental Health Co-op, Nashville, TN | Counselor for foster children, Mentor Inc, San Antonio, TX | Counselor for adolescent children in residential treatment, Cumberland Hall, Nashville, TN

**Interests:** Pre/ post adoption issues | Parenting | Neuropsychology and development | Life stage transitions | Anxiety and depression | Grief and loss

**Beverly Williams, Ph.D. - Psychologist I/Senior Staff Counselor**

**Education:** Ph.D. Educational Psychology, Counseling Psychology Program, The University of Texas at Austin | BA, Psychology, The University of Texas at Austin

**Experience:** Director for Multicultural Outreach and Programming & Psychotherapist, Williams College, Williamstown, MA | Psychotherapist, Brown University, Providence, RI | Psychotherapist & Clinical Coordinator, Utah State University, Logan, UT | Practicum Coordinator & Psychotherapist, Texas Woman’s University, Denton, TX | Doctoral Psychology Intern, Texas Woman’s University, Denton, TX

**Interests:** Multicultural Concerns in College Student Mental | Diversity, Equity, & Inclusion | Cultural & Ethical Issues in Psychopharmacology | Outreach & Psychoeducation | Training & Supervision | Women’s Gender Issues | First Generation College Students Experience | Structured Workshops & Support Groups | Integrated multicultural, feminist, cognitive behavioral, & humanistic based therapies
Gabe Yeamans, M.D. - Staff Psychiatrist

**Education:** M.S. Cell and Molecular Biology University of Texas at Dallas | UT Southwestern Medical School | Research, UT Southwestern, Kyba Lab | Postgraduate training: psychiatry residency UT Southwestern

**Experience:** Microbiology lab assistant, UT Dallas | Staff psychiatrist, UT Dallas | Private practice outpatient psychiatry

**Interests:** Mood disorders | Anxiety | ADHD | Psychosis | Sleep | Mindfulness

**Practicum Therapists:**

**Peter Gu** – Practicum Therapist (University of North Texas)

**Faraha Hasan** – Practicum Therapist (University of North Texas)

**KaLynn Terrell** – Practicum Therapist (Texas Woman’s University)

**Training Philosophy and Model**

The Doctoral Internship at the University of Texas at Dallas is committed to providing a Practitioner model of training. Our primary training modality is experiential, emphasizing clinical practice and service delivery with the goal of creating ethical and culturally competent generalist practitioners. We use a developmental approach to facilitate the transition from graduate student to psychologist. Through close relationships with senior staff and supervisors, interns assume increasing levels of responsibility and autonomy, expanding their professional roles as the year progresses. Training is focused on facilitating interns’ clinical competence, fostering the development of ethical judgment, and enriching interns’ scientific and practice-based knowledge.

Attention to diversity, equity, and inclusion is interwoven into all facets of the training program, which reflects the strong value we place on honoring the diversity and uniqueness of every individual. We are also deeply committed to facilitating the integration of interns’ personal and professional identities through engaging them in supportive, yet challenging supervisory and mentoring relationships. In addition, our internship program is based largely on a relational,
“use of self” training model, as we believe that optimal professional development occurs within the context of self-reflection and personal exploration. We hope that interns complete our program with an understanding of 1) the importance of social justice and equity in mental health, 2) the benefit in using trends to inform creativity in university counseling service, 3) the power of community intervention and campus engagement and 4) the value in establishing a clinical niche from population needs. The creation of accessible training spaces and working environment is a deeply held value of our training program, and we strive for interns to feel supported in collaborating to create an accessible and affirming internship training experience.

**Profession-Wide Competencies**

The Doctoral Internship at the University of Texas at Dallas trains in the following profession-wide competencies:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behaviors
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

**Internship Requirements**

The Doctoral Internship at the University of Texas at Dallas is a full-time, twelve-month organized 2000-hour training program in health service psychology that provides comprehensive supervised experiences in university counseling center services and functions. The internship begins August 3rd, 2021 through August 2nd, 2022. Interns work approximately 40 hours per week, with an average of a quarter to half of their time devoted to direct and clinical service activities.

This list is not exhaustive of the expectations for intern experiences. However, at a minimum for successful completion of the internship, interns are required to meet the following:

- **500 Direct Service Hours**: Direct service includes individual, group, and relationship counseling, crisis intervention, consultation, providing outreach services, providing
supervision, assessment administration or feedback, and leading psychoeducational training(s).

- **Monthly Completion of the Intern Log:** Ongoing documentation of the 2000-hour internship and direct service requirements.

- **Completion of Psychological Assessments:** At a minimum, interns will be trained on two different assessments and will provide 1-2 assessments during the year depending on client availability (alternatively, interns may engage in role plays with assessment supervisors to gain experience in administration of assessments). Interns will attend a biweekly Assessment Seminar during the fall and spring semesters. Assessment seminars are driven by client need and may focus on assessment of neurodiversity (e.g., Autism, ADHD), eating disorders, or gender dysphoria/gender identity (for the purpose of writing letters of support for clients seeking gender affirmation services). Interns may also utilize additional assessment measures (e.g., PAI, BDI, AUDIT) during assessment seminar and during individual counseling to support differential diagnosis and treatment planning.

- **Participation in Outreach Request and Presentations:** Interns will be expected to participate in six outreach events/presentations throughout the academic year. The first outreach should be co-facilitated with a senior staff member from the Community Engagement (CE) team. With senior staff approval, interns will then be allowed to facilitate outreach projects on their own. During the fall semester and spring semester one of these outreaches must be observed by a senior staff member. At the end of the presentation, the senior staff member will complete the outreach evaluation form and give feedback to the intern. Interns are encouraged to be innovative and creative in their outreach projects/presentations and to consult with the CE team for support and ideas. Some additional tabling activities may also be required depending on agency need.

  Interns are expected to engage in at least three outreach activities in the Fall semester and three in the Spring semester. In the fall, one activity will be a co-presentation with a member of the community engagement team (Outreach Coordinator or Director of Community Engagement), one will be an independent presentation, and one activity will be based on SCC outreach needs and intern interests/goals (e.g., serving as a support presence at student events, tabling event, SCC Instagram live, creating content for SCC social media). In the spring, one of the three activities needs to be a presentation. Outreach is considered an integral component of SCC services and interns are
encouraged to engage in outreach opportunities throughout the year (e.g., participation in the spring SCC Mental Health Summit).

- **Completion of Intern Individual or Group Outreach Project:** Interns will also complete an intern outreach project in the spring semester (approved by the Outreach Coordinator and Director of Community Engagement). It is possible to do this as a group or individually depending on what the cohort agrees upon. The intern outreach project must have a direct service component and consist of at least two hours of direct service per intern. Examples of an outreach project could include partnering with a student organization or campus partner to host a mental health related event or hosting a mental health related film screening and panel event. Detailed instructions regarding this project will be provided by the Outreach Coordinator and Director of Community Engagement in the fall semester.

- **Writing and Presenting Two Formal Case Presentations:** Interns will write and present a case presentation once each semester in the SCC group supervision meeting. The spring case presentation will be structured to allow interns the opportunity to practice for potential case presentations during job interviews.

- **Presenting Clinical Applications/Diversity Forum Presentation:** Interns will present a two-hour Diversity Forum or Clinical Applications presentation during Clinical Issues Seminar.

- **Completion of Supervision of Supervision Presentation** – At the completion of supervision of the practicum therapists, interns will present a summary presentation on their development as a supervisor and the progress of their work with their supervisee(s).

- **Co-facilitating Two Groups with a Senior Staff Member:** At a minimum, interns are required to co-facilitate at least one group per semester with a senior staff member. Interns will be required to facilitate an interpersonal process group at least once during the internship year.

- **Successful Attainment of Minimum Thresholds for Identified Competencies** (See Evaluation section for additional information)
Clinical Service Activities

Individual Counseling

Interns will conduct individual counseling with an average of 10-11 individuals per week (11 scheduled appointments in the Fall, 10 in the Spring). One of these appointments will be designated as a Single Session appointment. Interns will have access to a diverse client load with a broad spectrum of presenting issues. Staff will work with each intern to garner cases that will facilitate development in particular areas. Cases are assigned to clinicians from initial evaluation. The majority of clients will be seen for brief therapy, as the Student Counseling Center maintains a 6-session limit per academic year. The 6 sessions do not include initial evaluations or crisis appointments. Interns have the option of maintaining some longer-term clients over the course of the year, and these cases are mutually determined during individual supervision. For a first counseling session, trainees should use the First Session Progress Note template. Trainees should use the Progress Note template for ongoing session progress notes.

Relationship Counseling

If desired, interns will have an opportunity to provide relationship counseling during the internship year through a special emphasis rotation focused on relationship counseling. Clients seeking relationship counseling can be seen for a maximum of eight relationship counseling sessions per academic year.

Group Counseling

The Student Counseling Center has a thriving group therapy program. Interns will co-facilitate a therapy group in the Fall and Spring with a senior staff member. Groups may be process-oriented, support, or psychoeducation-based. Each intern will receive supervision on their group therapy experience from their senior staff co-facilitator. In the Summer semester, interns are encouraged to create groups of interest and are encouraged to use this time to either facilitate with one another or with a senior staff member with whom they desire to connect. If two interns are co-facilitating a group in the summer, a senior staff member will provide supervision to both interns in a group format. Interns share responsibility with their co-facilitators for conducting group screenings (if needed), writing group notes distributed to all group members, and the set-up/break down of the group room. Supervision of Group will also take place during weekly staff Group Supervision meetings.

Initial Evaluation
Interns conduct approximately two initial evaluations each week. The Student Counseling Center's initial evaluation system is a brief assessment designed to determine the client's appropriateness for our setting and to prescribe appropriate treatment modalities. Interns first observe their individual supervisor conduct an initial evaluation. Interns are then observed conducting an initial evaluation by their individual supervisor. Your supervisor will determine if additional observations would be beneficial. After you are assessed to independently conduct initial evaluations, your supervisor may watch recordings of additional initial evaluation appointments. Only clients who have signed paperwork to provide consent for videotaping are eligible for interns to conduct their initial evaluations independently. Brief initial evaluation templates are available in the hallway with other SCC forms. On Titanium, interns complete the UTD Initial Evaluation Data form. It is expected that all trainees also complete the diagnosis section of the initial evaluation, recognizing that in the majority of cases, initial diagnoses will often be rule-out or provisional. Initial evaluation notes should also indicate what developmental level of staff the client is appropriate to be seen by (e.g., Client is appropriate for interns and senior staff).

**Crisis Intervention**

Interns provide crisis intervention and consultation to students, faculty, staff, and families of students. Crisis intervention is provided during regular business hours to "walk in" students or current clients on one's case load who are in immediate distress. Interns and senior staff members will each have a two-hour “Walk-In Crisis Block” once a week. When not utilized, that block is additional administrative time.

Interns first observe their individual supervisor conduct a crisis session. Interns are then observed conducting a crisis session by their individual supervisor. Your supervisor will determine if additional observations would be beneficial. After you are assessed to independently conduct crisis sessions, your supervisor may watch recordings of additional crisis appointments. The intern’s individual supervisor, or another staff member, is always available for consultation during crisis sessions, either in-person, by phone, or via the Crisis Consultation Chat on Teams. Once interns are conducting crisis sessions independently, they will be available for the CMD. See below for a description.

In order to foster self-care among the team, the SCC attempts to equalize crisis distribution across the staff. The Student Counseling Center utilizes a crisis management database (CMD), which is available on the g:drive. Interns will be incorporated into the CMD rotation following supervisor approval. When a student presents in crisis outside of a time when there are designated crisis blocks, the front-office staff will review the CMD to determine which staff member is next in the rotation. At times, this will require rescheduling a current client. The
counselor will speak briefly with their regular client and inform them of the crisis situation and the need to reschedule. Counselors will be excluded from seeing the crisis client, if the counselor:

- has a high-risk client scheduled. (The counselor will determine whether a regularly scheduled client is high-risk and needs to be seen. The counselor will inform the front desk if this is the case).
- is in supervision, is the only leader in group counseling, or is participating in an outreach presentation which someone else could not easily cover.
- has a scheduling limitation (e.g., leaving for doctor appointment, picking up children, working day coming to an end).
- is an intern participating in a training seminar.

The front office staff will update the CMD to reflect when a staff member has seen a client for a crisis appointment during their crisis block. When staff have current clients on their caseload who are in crisis (e.g., a client calls and needs to be seen today due to intensity of distress or you schedule a follow-up appointment in the same week due to concern about a client’s distress or level of risk), these appointments would also be reflected on the CMD. Counselors will need to independently update the CMD for crisis appointments for current, ongoing clients.

**Psychological Assessment**

The primary application of assessment at UT Dallas is within the context of individual therapy, such as clarifying diagnoses, exploring personality dynamics, and treatment planning. In general, the SCC does not provide full assessment batteries to clients. However, for purposes of training, some clients are offered psychological testing by supervised interns. Interns will attend a biweekly Assessment Seminar during the fall and spring semesters. Assessment seminars are driven by client need and may focus on assessment of neurodiversity (e.g., Autism, ADHD), eating disorders, or gender dysphoria/gender identity (for the purpose of writing letters of support for clients seeking gender affirmation services). Interns may also utilize additional assessment measures (e.g., PAI, BDI, AUDIT) during assessment seminar and during individual counseling to support differential diagnosis and treatment planning.

**Outreach Programming**

The UT Dallas Student Counseling Center offers a variety of outreach services to the university community with the goal of creating and maintaining a healthy, psychologically-minded student population. Our programming is geared towards primary prevention of mental illness,
enhancement of academic success, and personal and social empowerment through awareness and knowledge. We also work to integrate multicultural and developmental perspectives into our programming to promote equity and be more inclusive and relevant to all students. Faculty, staff, and student organizations frequently request presentations. Additionally, interns represent the Student Counseling Center at university functions or awareness tabling events.

*Requirements for presentations will be dependent on available opportunities.

**Liaisonship**

Interns will partner with a senior staff member and both serve as liaisons to a campus department (e.g., Student Health Services) as part of a year-long liaisonship. A significant part of the liaisonship experience is creating a consultative and collaborative relationship with the campus department. Examples of this may include attending department meetings or providing consultation (e.g., collaborating with another office on ways to make the language on departmental paperwork inclusive/affirming). While consultation experiences vary depending on the campus department, it is the expectation that at least once per semester, liaisons will be significantly involved in at least one consultative and/or outreach opportunity with the campus department (e.g., co-facilitating SAFE ZONE Ally Training, developing a new liaisonship relationship with another office, collaborating on an outreach event, utilizing consultation with another department to create SCC policies).

**Practicum Supervision**

The Student Counseling Center provides practicum experiences for masters and doctoral students in counseling and clinical psychology from a variety of local universities. In the fall semester, interns will participate in a one-hour didactic Supervision Seminar. In the spring semester, interns will be the primary individual supervisor for a practicum therapist, with the intern’s provision of supervision being supervised by a licensed psychologist. Responsibilities will include monitoring their supervisee’s cases, watching tape of their supervisee’s clinical work, providing constructive feedback, evaluating their supervisee’s competence, and additional administrative responsibilities. Interns will meet with their practicum supervisee one hour a week (with the exception of initial supervision meetings, evaluations, and termination meetings which may require longer supervision sessions). Interns will also attend a two-hour group Supervision of Supervision (Sup of Sup) seminar in the spring, led by the Training Director and the Practicum Coordinator.
Training Activities

Orientation

Internship begins with a three-week orientation, designed to introduce interns to the internship experience and the UT Dallas Student Counseling Center. Interns will have the opportunity to interact with all of the staff and learn about the theoretical orientations and supervisory styles of potential supervisors. Interns will also participate in didactic and experiential seminars on key topics. All senior staff participates in orientation, as a way for interns to become integrated into the staff. Interns will also have an opportunity to connect with their fellow intern cohort and practicum trainees.

During orientation, interns will have an opportunity to preference which supervisor(s) and training activities they are most interested in pursuing. There will be options for groups, advanced workshops, liaisonship, and special emphasis rotations. Efforts are made to accommodate as many intern preferences as possible. Additionally, interns will also complete a self-assessment of skills and establish individualized training goals for the internship year.

By the end of orientation, interns should provide the Training Director with the following:

- Receipt of the Intern Training Manual Form
- Website Consent Form (if not already provided)
- Intern Self-Assessment
- Internship Preference Form (Fall)
- Verification of Insurance
- Orientation Evaluation Form
- Training Goals for Internship Year

Intern Seminars

Clinical Issues Seminar

The Clinical Issues Seminar is a didactic seminar focused on topics of therapeutic relevance and professional issues. Seminars are generally two hours and are presented by Student Counseling Center staff, professionals from the community, or national experts via video chat. The seminar is attended by interns and many of the senior staff, providing a rich dialogue and multiple perspectives for each topic. The seminar rotates through the following components each month:
• **Clinical Applications** (twice a month): The Clinical Applications component is designed to address clinical and theoretical issues in therapy. The Student Counseling Center staff will provide presentations in their area of expertise, incorporating research and professional readings. Previous topics have included Empirically Supported Treatments, Mindfulness-Based Interventions, and ACT. Interns are also expected to present a clinical applications presentation or diversity forum during the year. Interns have frequently chosen to present on their dissertation research, a clinical intervention or treatment, or special population that interests them.

• **Intern Development Seminar**: This component is specifically focused on professional development issues, including adjustment to internship, managing multiple roles, licensure, the EPPP, postdoctoral/job search, interviewing, and private practice. Interns will have a voice in determining what topics are most relevant for them individually and as a cohort.

• **Diversity Forum**: While diversity is interwoven into all aspects of training, Diversity Forums are held once a month to facilitate more in-depth exploration of issues related to diversity, equity, and social justice advocacy. This component frequently includes experiential activities and didactic information. Topics have included Sizeism, Spirituality in Counseling, Anti-Racism, Working with International Students, Affirming Neurodiversity, Decolonizing Therapy, etc.

**Supervision Seminar**

Supervision Seminar is a weekly didactic training seminar in the fall, led by the Training Director and an additional member of training staff, depending on staff availability. The focus of the seminar will be preparation for the role of supervisor. Topics will include models of supervision, supervisory skill development, ethical issues in supervision, and professional identity issues.

**Special Emphasis Rotation**

During the year, interns have the opportunity to gain specialized knowledge and skills in a particular interest area. Each semester, interns will choose from available Special Emphasis Rotation options. The intern will work with a senior staff member to co-create the rotation experience. Interns have two hours a week devoted to their rotation. Rotations may include readings, discussion, and applied or experiential components. One of the hours may be clinical (e.g., working with a client on a weekly basis using ACT interventions).
Intern Selection Committee

Interns may have the opportunity to participate as a member of the intern selection committee, if desired. Involvement will include reviewing applications, selecting candidates for interviews, conducting interviews, and participating in ranking decisions. Inclusion on this committee can require a significant amount of work outside of regular work hours. All interns will participate in intern selection interviews in various capacities, such as acting as an “Intern Buddy” to incoming interns.

Supervision

Training Committee

Administratively, the internship program is under the direction of the Training Director who receives advisement and support from the Training Committee. The Training Committee is comprised of an intentionally diverse compilation of senior staff members, typically including the Training Director, Practicum Training Coordinator, Diversity Training Coordinator, and other senior staff members interested in training.

Philosophy of Supervision and Self-Disclosure

(This section has been adopted from materials developed by Texas Woman’s University, the University of St. Thomas, and the University of Florida.)

The SCC staff is deeply committed to providing supportive, yet challenging supervisory and mentoring relationships. Additionally, the internship program is based largely on a relational, “use of self” training model, as we believe that important professional development occurs within the context of self-reflection and personal exploration. Opportunities for self-awareness and reflection that impact professional development inevitably occur throughout the training year, and training staff provide ongoing support and feedback to promote the integration of personal and professional development.

The SCC staff functions in a manner consistent with the American Psychological Association’s 2002 Revised Ethical Standard 7.04 (Student Disclosure of Personal Information). When appropriate, interns are encouraged, but not required, to explore personal qualities and historical influences which may be impacting professional interactions. We believe that staff and trainees share responsibility for creating a safe and respectful environment in which to facilitate this exploration. It is the responsibility of the SCC training staff to create a safe, trusting, non-coercive, respectful environment. It is the responsibility of trainees to engage in
self-reflection and exploration as it relates to their professional development as clinicians. Trainees retain the right to decide how much and when to divulge personal information. Supervisor(s) will respect non-disclosure of personal information, and explore ways in which the relationship can support personal/professional integration.

**Privacy in Supervision**

The SCC staff work collaboratively as a team to ensure the highest-quality supervision and training. Toward that end, supervisors participate in a supervision consultation meetings where training staff share information regarding their supervision work and process with trainees. To the extent possible, individual supervisors respect the personal privacy of trainees. Trainees are encouraged to discuss the limits of their privacy with their individual supervisors.

**Open Door Policy**

The SCC adheres to an open-door policy regarding supervision and consultation needs. If an intern has an immediate need, they should not feel constrained to wait until their designated supervision time. Interns are encouraged to seek assistance from other SCC staff if their individual supervisor is unavailable. All SCC staff are involved in training and committed to providing interns with the support and assistance they need.

**Mindful Communication**

One aspect of professional development is learning the importance of contributing to a safe and collaborative work environment. Having an equitable, caring and compassionate work environment means being respectful of our colleagues, collaborators, and the center as a whole. We ask that trainees join us in this effort by being thoughtful and considerate of others, especially when we are experiencing conflict or navigating stressful aspects of our roles.

In addition, how the counseling center is viewed by campus community members ultimately impacts how they feel about accessing our services. Our campus partners play an important role in promoting mental health by referring students to our office. Our liaising, consulting and participation on various campus committees are primary tools for building equity in mental health and reducing stigma. We ask that you hold this in mind as you engage in clinical work, outreach, or are collaborating with other offices as a representative of the counseling center.
Individualized Training Goals

The SCC is committed to helping interns further their professional identity. As such, interns are expected to establish individualized training goals with the Training Director during orientation and within individual supervision in order to facilitate their specific training needs and professional development. These training goals will be established with the individual supervisor and training director and will be evaluated during the semester evaluations.

Individual Supervision

The individual supervisory relationship is one of the cornerstones of professional growth during the internship year. Interns receive two hours of individual supervision each week by a licensed psychologist. Additional supervision or consultation is available and encouraged as needed. Interns may work with one supervisor across the internship year or, depending on staff availability, may have opportunity to work with a different primary supervisor during the second half of internship. Assignment of supervisors occurs during orientation and is based on intern’s goals, theoretical orientation, preference, and staff needs/availability. All clients must sign a Supervisory Disclosure Form (See Appendix for Forms), informing them of the intern’s trainee status and name of the licensed psychologist that is supervising their case. Supervisory Disclosure forms may be completed as hard copies and scanned into client’s files or completed electronically. Clients of interns must have previously signed the consent for video recording, unless otherwise indicated by the intern’s individual supervisor.

Group Supervision

UT Dallas staff and interns meet weekly for one hour to discuss cases and explore clinical issues. The group supervision process allows in-depth exploration of cases, the opportunity to receive feedback from multiple therapeutic perspectives and theoretical orientations, exploration of ethical issues, discussion of crises, exploration of critical incidents, diversity considerations, and transference/counter-transference reactions. Staff and interns will also present formal and informal case presentations on a rotating basis. Once a semester, group supervision will be focused on group therapy issues.

Group Supervision will begin with a check-in regarding who has clinical issues to discuss. Everyone is encouraged to contribute to the dynamic discussion. The person scheduled as the informal presenter will discuss a clinical case. The informal presentation is not designed to require significant preparation. Presenters are asked to reflect on a case that is presenting some challenges to them and to be prepared to verbally outline generalities related to the case.
and specific challenges encountered, eliciting feedback from the group in addressing the challenges. Following the informal presenter, other individuals who expressed a need will present their issue to discuss. Staff will determine the priority of their need. Interns are encouraged to regularly ask questions and seek consultation during this time, and are expected to informally present on a client at least once per semester.

During Group Supervision, interns will also present one formal case presentation in the fall semester. Interns will prepare and provide the staff with an outline/overview of the case prior to their presentation. Interns will present the case in Group Supervision. The primary purpose of the case presentation is to provoke discussion and address identified supervision questions. As such, it is helpful to present a client that is challenging the intern in some way. In the spring semester, interns will formally present on a case and discuss an overview of their theoretical orientation and approach to therapy (video is not required during the spring presentation). The spring case presentation is intended to support interns in the job interview process and provide opportunity to practice briefly summarizing work with a client and highlighting your approach as a therapist. See the Case Presentation Format and Case Presentation Feedback Form in the Appendix for additional information.

**Supervision of Group Therapy**

Interns will have a half hour of supervision with their group therapy co-facilitator. Supervision will include exploration of group process, group dynamics, ethics, diversity considerations, and co-facilitator dynamics. In the Summer, if an intern is co-facilitating a group with a fellow intern or leading a group independently, they will be supervised by the Group Coordinator or a senior staff member experienced with the population or clinical focus of the group.

**Supervision of Supervision (Spring)**

In the spring, each intern will provide individual supervision to a master’s or doctoral level practicum therapist. The supervision seminar will shift to be a two hour group supervision of supervision, which will involve weekly review of videotaped supervision sessions and discussion. The focus will be on conceptualization and assessment of supervisees’ needs and developmental process; providing constructive feedback; self-awareness of developmental process as a supervisor; transference and counter transference; knowledge of ethical issues; awareness of identity considerations in supervision, etc. The Training Director and the Practicum Coordinator will conduct the spring supervision of supervision, and the intern individual supervisors will co-sign all practicum therapist case notes. There is a presentation on one’s model of supervision and reflections of supervision experience and supervisor identity due at the conclusion of the Supervision of Supervision seminar.
Assessment Seminar/Supervision

Interns will attend a biweekly Assessment Seminar during the fall and spring semesters. Assessment seminars are driven by client need and may focus on assessment of neurodiversity (e.g., Autism, ADHD), eating disorders, or gender dysphoria/gender identity (for the purpose of writing letters of support for clients seeking gender affirmation services). Interns may also utilize additional assessment measures (e.g., PAI, BDI, AUDIT) during assessment seminar and during individual counseling to support differential diagnosis and treatment planning.

Additional Supervision

Interns will receive additional weekly supervision of their liaisonship experience and special emphasis rotation and supervision as needed for their outreach activities. The specific staff member they are working with for their liaisonship activity and their special emphasis rotation will provide supervision. The Outreach Coordinator will provide supervision on interns’ outreach activities.

Intern Consultation Meeting

Interns will attend weekly Intern Consultation Meeting, which allows for weekly supervision with the intern cohort and 1-2 staff facilitators. 1x/month the meeting will focus on supervision and planning related to outreach/community engagement and the other weeks will allow for open consultation focused on clinical work. There is flexibility in this meeting to request a specific staff member join for focused consultation needs (e.g., requesting the IPV and Sexual Assault Coordinator join to consult regarding reporting questions).

Telesupervision Policy

(SCC Telesupervision policy adapted from The University of Nevada, Reno Counseling Services Telesupervision Policy)

During the Spring 2020 semester, the UT Dallas Student Counseling Center transitioned to providing services 100% remotely due to the Covid-19 pandemic, aligning with university guidelines. As the SCC was closed for in-person operations, telesupervision was initially utilized for group and individual supervision given the need for ongoing supervision of trainees and continued oversight of client care. We remained open remotely through the summer of 2020, and as the impact of the pandemic became more clear, a decision was made to prioritize
trainee and staff safety and continue telesupervision until there was clear evidence to support a safe return of SCC staff and trainees to the physical SCC office.

The University of Texas at Dallas SCC uses HIPAA-compliant Microsoft Teams to provide individual and group supervision to interns and practicum therapists via audio and video teleconferencing. All trainees are provided written and verbal instructions regarding the use of Microsoft Teams and the SCC’s policies and expectations regarding remote access/VPN, teletherapy, and telesupervision during the intern/practicum therapist orientation at the beginning of their training year. These policies are intended to ensure privacy and confidentiality of client information is maintained when working remotely and all staff and trainees are expected to adhere to teletherapy and telesupervision policies while the SCC is working remotely. Trainees experiencing technical difficulties are directed to the Office of Information Technology (OIT) Help Desk at 972-883-2911. UTD OIT also provides extensive resources related to the use of Microsoft Teams at https://oit.utdallas.edu/howto/microsoft-teams/. The SCC ensures each trainee has access to needed items for remote teletherapy/telesupervision, such as an encrypted UTD laptop, Logitech camera, and headphones.

When the staff is working remotely, telesupervision has allowed ongoing supervision of trainee’s provision of SCC services, including supervision of individual counseling work, Initial Evaluations, crises, couple counseling, outreach, workshops, group therapy, and supervision of the intern’s supervision of practicum therapists. As we move into the fall semester, SCC staff/trainees will provide a hybrid of in-person and teletherapy services. While supervision will generally be in-person, depending on safety recommendations during the pandemic or other considerations (e.g., some supervisors may continue to work remotely during the fall for accessibility purposes) at times trainees may receive telesupervision. Supervisors approach telesupervision with the same guidelines as teletherapy to ensure confidentiality (e.g., ensuring supervision is facilitated in a quiet, private location). Supervisees receiving telesupervision continue to receive the same number of hours per week of supervision as they would if receiving in-person supervision and supervisors continue to evaluate trainee performance through video review, live observation, co-facilitation of services, case presentations, and clinical documentation. All supervisors maintain professional liability of trainee’s clinical work and supervisors will discuss expectations with supervisees regarding specific situations when supervisors must be immediately consulted/informed while trainees are providing teleservices (e.g., if clients endorse imminent risk of suicide, if a potential report needs to be made for abuse). All trainees will be provided their supervisor’s contact information so supervisors can be reached via email, Microsoft Teams, or supervisor’s personal phone. Supervisees are also able to utilize the SCC Crisis Consultation Chat via Teams for immediate support and consultation from SCC staff regarding crises or urgent client concerns. All SCC staff maintain updated
calendars on Titanium so it is clear which supervisors are available for consultation at any given time.

Ongoing, intensive supervision from a relational, developmental, and social-justice focused model is a primary focus of the SCC training programs. Supervisors regularly consult with other SCC training staff regarding ways to best support trainees and establish safe and productive supervision relationships via telesupervision. Feedback is regularly solicited from interns and practicum therapists regarding their experience of telesupervision and how the SCC can ensure they feel supported in the provision of teletherapy and in their personal and professional growth more broadly. During times when the staff is working remotely, attention is also given to ensuring trainees and staff continue to have opportunity to socialize and connect more informally (e.g., SCC Refresh events), given we are not able to currently connect in-person. Throughout the training year, interns have opportunities to develop relationships with supervisors and SCC staff when working either remotely or in person, whether it is through formal supervision (e.g., primary individual supervision, special emphasis rotation, group therapy supervision), during intern consultation meeting, in the intern/senior staff clinical consultation meeting, in consultation meetings (e.g., Gender and Sexuality Consultation Team meetings) and informally during staff virtual lunches and in staff chats via Microsoft Teams.

SCC staff and trainees returned full time to the physical counseling center space in August 2021. Given the ongoing pandemic, clinical services and supervision will continue to be provided in a hybrid format, with both in-person and virtual clinical services and supervision being provided. This model is intended to remain responsive to safety concerns of trainees, staff, and clients, while also acknowledging the increased accessibility of services allowed by virtual appointments. While in the future in-person supervision will again be the primary mode of supervision at the SCC, it is likely that telesupervision will remain an option on an as-needed/emergency basis, as telesupervision has thus far proven to be an effective mode of providing supervision to trainees and opportunities for teletherapy/telesupervision can increase the accessibility and inclusivity of the SCC’s clinical services and training programs.

**Accessibility at the UTD SCC**

It is important to the SCC that the training programs, work environment, and services provided at the SCC are accessible, affirming, and inclusive. We have current access to anti-glare screens for monitors, speech recognition software (Dragon), sound machines, and lamps/pillows for offices that any member of staff are welcome to utilize. We are happy to request an alternative chair or a standing desk for your office if desired. If there are specific ways we can make the internship program more accessible, whether increasing the accessibility of the physical space or the accessibility of weekly tasks (e.g., timing of sessions/supervision), we invite interns to
share this with the Training Director and/or their supervisor. Trainees requesting formal accommodations through UTD should inform their supervisor, who will connect the trainee with UTD Employee Relations. See Accessibility Resources in the Additional Information section of the training manual for more resources.

**Additional Weekly Activities**

**Intern Support Time**

Interns will have numerous opportunities to connect with one another during trainings and group supervisions. However, one hour a week is protected Intern Support Time. This time is reserved for the intern cohort to connect and process any issues as needed. The training director will routinely check in with the interns during this time to address any questions and concerns interns may have.

**Staff Meeting/Working Groups**

Interns are considered staff members of the Student Counseling Center and provide input into decision-making regarding the operation of the Student Counseling Center. Interns will participate in the Clinical Services and Community Engagement Staff Meeting weekly, and each intern will also participate on a working committee. Working committees typically meet bi-weekly. The options for committees include community engagement committee, clinical task force, Diversity, Social Justice, and Equity Committee (DSJEC), Gender and Sexuality Consultation Team (GSCT), Eating Disorder Consultation, and IPV Consultation.

**Dissertation/Professional Development**

Interns will have two professional development hours weekly throughout the year to devote to work on their dissertation. Based on the ebb and flow of the university calendar, there may be additional times during the year in which interns could devote more time to their dissertation. If an intern has already completed their dissertation or completes it during internship, this time can be devoted to other professional activities at approval of the Training Director (e.g., webinars, jurisprudence exam, licensure prep). Options for using that time for other professional activities must be discussed and collaboratively determined.

**Administrative**

Interns will have approximately seven allotted hours to engage in case management, including writing case notes, returning phone calls, consulting with staff, and reviewing tape. When crisis blocks are not being utilized and when clients no-show or cancel appointments, those hours are additional administrative time.
Sample Intern Schedule

**Fall Semester**

**CLINICAL SERVICE ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Therapy/Single-Session</td>
<td>12</td>
</tr>
<tr>
<td>Group Therapy</td>
<td>1.5</td>
</tr>
<tr>
<td>Psychological Assessment</td>
<td>1</td>
</tr>
<tr>
<td>Initial Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>Crisis Block</td>
<td>2</td>
</tr>
<tr>
<td>Outreach Programming</td>
<td>varies</td>
</tr>
<tr>
<td>Liaisonship and Consultation</td>
<td>varies</td>
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**TRAINING ACTIVITIES**

**Supervision**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
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<tbody>
<tr>
<td>Individual Supervision</td>
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</tr>
<tr>
<td>Staff Group Supervision</td>
<td>1</td>
</tr>
<tr>
<td>Supervision of Group Therapy</td>
<td>.5</td>
</tr>
<tr>
<td>Special Emphasis Rotation Supervision</td>
<td>1</td>
</tr>
<tr>
<td>Assessment Supervision Seminar</td>
<td>0.5 (1 hour biweekly)</td>
</tr>
<tr>
<td>Liaisonship Supervision</td>
<td>1</td>
</tr>
<tr>
<td>Intern Consultation Meeting</td>
<td>1</td>
</tr>
</tbody>
</table>

**Seminars**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision Seminar</td>
<td>0.5 (1 hour biweekly)</td>
</tr>
<tr>
<td>Clinical Issues Seminar</td>
<td>2</td>
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</table>

**ADDITIONAL WEEKLY ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern Support Time</td>
<td>1</td>
</tr>
<tr>
<td>Dissertation Time/Professional Development</td>
<td>2</td>
</tr>
<tr>
<td>Staff Meeting/Clinical Services/Comm. Engagement</td>
<td>1</td>
</tr>
<tr>
<td>Special Emphasis Rotation Administrative/Clinical Activities</td>
<td>1</td>
</tr>
<tr>
<td>Administrative</td>
<td>12</td>
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</table>

**TOTAL HOURS PER WEEK**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
Spring Semester

CLINICAL SERVICE ACTIVITIES
Individual/Relationship Counseling/Single Session 10
Group Therapy 1.5
Initial Evaluation 2
Psychological Assessment 1
Crisis Block 2
Outreach Programming varies
Liaisonship and Consultation varies
Provision of Supervision 1
17.5

TRAINING ACTIVITIES
Supervision
Individual Supervision 2
Staff Group Supervision 1
Supervision of Group Therapy .5
Special Emphasis Rotation Supervision 1
Assessment Supervision Seminar 0.5 (1 hour biweekly)
Liaisonship Supervision 1
Intern Consultation Meeting 1
Supervision of Supervision 2
9

Seminars
Clinical Issues Seminar 2

ADDITIONAL WEEKLY ACTIVITIES
Intern Support Time 1
Dissertation Time/Professional Development 2
Staff Meeting/Clinical Services/Comm. Engagement 1
Special Emphasis Rotation Administrative/Clinical Activities 1
Administrative 6.5
11.5

TOTAL HOURS PER WEEK 40
Sample Weekly Schedule on Titanium

Technology

Titanium

Titanium is the electronic scheduling and note-taking system used in the counseling center. It is on an internal network on the G:Drive.

For a tutorial of how to use the Titanium system, go to http://www.titaniumschedule.com/Main/Videos/Users/Menu.html.

Clients Attendance
Client’s attendance is marked by left clicking on the gray circled question mark and selecting from “Attended” “Client No-show” “Client Canceled” “Counselor Canceled” or “Client Rescheduled” or “Counselor Rescheduled” in the menu that pops up. When a student comes in for their appointment, the front office staff usually marks the appointment as attended on Titanium, which notifies the counselor that their appointment is here. As long as Titanium is open on your computer, a box will pop up on your screen indicating your client has arrived (note this is the case for in-person services. For services via Teams, SCC clinicians will initiate the appointment via Teams and then indicate the client’s attendance on Titanium).

When a session is marked “Attended,” a check mark will appear. If the session is marked as cancelled a red cross will appear. An appointment rescheduled will be marked by the front desk as “Client Rescheduled.” An appointment not rescheduled will be counted as cancelled and should be marked as “Client Cancelled.” If a client does not show or call to cancel, the session should be marked as “No Show.”

**Appointment Notes**

If there is a memo icon and a yellow A on the appointment, that is an indication there is a note regarding the appointment. You can left click on the appointment and read the note in the comment section. Examples might include “Client is running 10 minutes late for appointment.” Front office staff may also make appointment notes if clients give reasons for cancelling or rescheduling an appointment.

To make an appointment note, click on the appointment. A box will pop up that is called “Individual Appointment.” Click the “Edit” button, and then make your note in the “Comment” field. Be as precise and complete as possible. Use your initials after the note if making an appointment note for someone else, in case they have questions. Then click the “Save” button and “Exit.”

**Client Notes**

If there is a memo icon and a yellow C on the appointment, that is an indication there is a permanent note regarding the client. You can left click on the appointment and read the note in the client comment section. Examples might include “Client goes by Jane.” “Client paid summer fee.”

To make the note, click on the appointment, Click the “client” button, then “edit” and then make your note in the “Comment” section.

**Scheduling**
Schedule all clinical services by right clicking the mouse on the time and date of the desired appointment. Be careful to ensure that you have the correct counselor’s time slot. The time slot and name of the counselor will be highlighted. Next, right-click, then select “ADD” from the menu. Then select the appointment type, “Individual”, “Group or Couple” or “Other Appointment”. “Other Appointments” include administrative, lunch, meetings, out of office, outreach, vacation, professional development, sick leave, supervision, and training among others.

To schedule a client appointment, enter the last name of the client in the dialog that appears. You have to enter the “Appointment Code” to be able to save it. Once you do that, you can select the length of the appointment by increasing or decreasing the time period in the dialog box on the upper right hand side of the screen. You can also drag the mouse in the appointment time on the scheduler to the correct length.

To schedule a recurring appointment, Right Click and select “ADD” from the menu. Then select the appointment type, “Recurring Group or Couple” or “Recurring Other Appointment”. Clinicians can schedule an individual appointment for two weeks ahead.

If scheduling a counseling appointment for someone else, look for Counseling Placeholders on their schedule to indicate their open counseling appointments. If you are scheduling a new client with someone, write New in the description line of appt. Also, schedule the client for the same appt. for following week, writing “Tentative” in the description line. This allows the counselor to reserve the client’s time. You will also need to assign the client to a counselor’s client list. To do this, access the client’s file and select the “Client Security” tab. Next, click the “Edit” button. Then, click the “Add/Select” button, select the counselor, and hit the “OK” button. Finally, click the “Save” button to save the changes you have made. You may not schedule more than 2 weeks out on anyone else’s schedule.

Initial Evaluations

Students wanting to set up an initial appointment (initial evaluation), currently email the front desk at counselingcenter@utdallas.edu and request an appointment, which will initiate the paperwork process. Counselors will have placeholders on their schedule to indicate when they are scheduled to conduct Initial Evaluations. Initial Evaluations are usually only scheduled on the placeholders, except during peak times of the semester. The initial evaluation appointment is scheduled for an hour. Clients scheduled for in-person initial evaluations should be told their appointment is 15 minutes before the appointment is scheduled on Titanium. Each intern will be scheduled for two one-hour initial evaluations. To write an initial evaluation, use the Data Form: Initial Evaluation template listed in the Data Forms tab on the client’s file.
If clients are scheduling an appointment for relationship counseling, the IE will be scheduled for an hour. There is a relationship counseling IE template. If someone is scheduled for a mandatory assessment, the intake will be scheduled for an hour and should indicate mandatory assessment in the description line of the appointment.

**Psychiatric Evaluations**

Counselors often schedule the initial session between clients and psychiatric staff (Psychiatric Evaluation), as a client is usually not referred to the psychiatric staff without seeing a counselor for several sessions unless the need is urgent). Psych follow-up’s can be scheduled by the psychiatric staff or the Front Desk or counselor (if needed). When scheduling a client for their first visit with the psychiatric staff, the appointment will be listed as a Psych Eval on Titanium and scheduled for an hour. When scheduling additional visits, it will be listed as Psych Follow Up and scheduled for 30 minutes. When referring someone to the psychiatrist, a psychiatric referral note should be written. Trainee referrals to the psychiatrist should be discussed with supervisor prior to scheduling/making the referral.

**Placeholders**

Placeholders indicate you are open to accepting a client in that spot. Placeholders will appear as a darker colored counseling appointment. All counselors are responsible for putting placeholders on their schedule and monitoring those frequently. To put a placeholder on your schedule, right click on the day and time you would like to add. You can make the placeholder recurring, by specifying the end date. If an actual appointment or meeting is scheduled in that spot, you will be unable to see the placeholder. You can also write in the description line if you are holding a placeholder for a specific client (e.g., hold for R.S.). This should only be done in unusual circumstances (e.g., emailed a client two available times and waiting for the response). You can also indicate if a placeholder is available for a client on an every-other-week basis by writing EOW in the placeholder description line. If your case load is full, you can keep placeholders on your schedule and write CURRENT in the description line, so the front desk knows you can see one of your current clients in that time.

**Groups**

Generally, the leaders of a group or Groups Coordinator will add members to the group roster. They will also update the information about the group on the group information page. To add a member to the group roster, start with the open tab on Titanium. Select the “group sign-up sheet.” Double click on the group you would like to open. Select the tab “Group member sign up.” Click “Edit.” Click “Add”

**Finding Clients**
Go to Open in the upper left hand corner of Titanium. Go to clients and enter the last name and first name.

**Your Clients**

Go to Open. Click on My Clients. There should be a list of all of your active, open clients. If a client has been scheduled with you and it does not show up on My Clients, you can add it by opening the client file, opening the Client Security Tab, Edit, and adding the counselor name and saving. Work with your primary supervisor to determine if there are any additional ways they prefer you manage your caseload.

**Task List**

Go to Open, click on Task List. Listed should be all case notes that have not been completed or appointments that have not been marked as attended, etc. **Check your task list frequently.**

When supervisors send notes back to you for edits, they will show up in your task list. **SCC staff and trainees are expected to write all progress and IE notes within a week of the appointment and crisis notes within 24 hours. It’s important to be mindful to complete IE write ups in a timely fashion if you have referred the client to someone else, so they will have access to the IE information prior to their first appointment.**

**Case Notes**

To write a case note, click on the appointment and the client note tab or open the note from your task list. Designate the type of note it is. To begin the note, left click in the box to write. Once you are in the box, you can begin typing. You can also right click while in the box to insert a note template (ex., intake, DAP, SOAP, Termination) or to spell check the note once you have finished. For initial individual counseling sessions, you will use the 1st Session/Treatment Plan Template. Ongoing sessions you will use the Progress Note Template. You access it from the note screen, by right-clicking and inserting the appropriate template. At the conclusion, you will sign your note. Interns sign notes on line 2 and then forward the note to their supervisor. The supervisor may make suggested changes and forward back to you. Notes about these changes will be reflected in the “Forward to Note” section. You will need to click on the Number 2 to unlock your electronic signature, make your edits, re-sign the note, and forward back to supervisor for their signature. A note is not locked until your supervisor signs it on line 3. Once the note is locked, it cannot be unlocked without the director’s involvement.

**Group Notes**

To write a group note, click on the group appointment and the clients tab (do not open this from your task list). First you should check off the clients’ attendance using the drop down
menu. Select the client you are writing the note for and then click on the client note button on your right. Once you are in the box, you can begin typing. We write a paragraph that generally describes the group session. The general paragraph will go into all of the group member notes; so it is important to avoid using any specific identifying information. You will merely copy and paste this first paragraph into the remaining group member’s client notes. Some groups will solely utilize a general group note and others may use a specific note for each client as well; this is up to the discretion of senior staff supervisors and will be discussed during supervision.

Interns sign notes on line 1 or line 2. If the intern is co-facilitating the group with a licensed staff member, the intern will sign on line 2. If the intern is co-facilitating with a non-licensed staff member, the intern will sign on line 1 (allowing line 2 for the group co-facilitator and line 3 for the supervising licensed psychologist). You will forward the note to the group supervisor and the group supervisor may make suggested changes and forward back to you. Notes about these changes will be reflected in the “Forward to Note” section. You will need to click on the Number 2 to unlock your electronic signature, make your edits, re-sign the note, and forward back to group supervisor for their signature. A note is not locked until your group supervisor signs it on line 3. Once the note is locked, it cannot be unlocked without the director’s involvement. Interns and group therapy supervisors will determine a schedule for rotating the responsibility for writing group therapy notes. Work with your group supervisor to determine if there are any additional ways they prefer you manage your group therapy documentation.

Client File

To read or review the history of a client, open the client’s file. Open the “Client file” tab. All contacts with the client will be listed. You can double-click on any appointment, then click on client note to read the note from that session. Documentation will also be reflected in the client file.

All clients have electronic files. Clients that were seen before Fall 2008 may also have an older paper file. If clients have a full psychological assessment or extensive medical records, those will be kept in a paper file, as well. A note about the paper file should be placed in their electronic file.

Logitech Webcam and Video Recording

All supervisees will record counseling sessions using a Logitech webcam that attaches to your computer. There are cameras in every office. Logitech software is installed on all computers but will need to be set-up on your desktop on each computer you access. Trainees will record both virtual and in-person sessions using OBS Studio, which is a program that allows trainees to
securely record both in-person sessions facilitated in their office as well as recording sessions occurring via Teams.

Videos will initially be saved to your personal videos folder on your One Drive. You will then upload each session to Box.com. Box.com is a safe and free cloud service through UTD’s Information Technology. All UTD staff have access to their own Box.com account using their netID and password. You can access it at https://utdallas.account.box.com/login. If you cannot copy the session immediately after, you must copy every session at the end of the day, and delete your One Drive. In Box.com you will be able to share your video folders with your supervisor. You may also choose to save up to four sessions in a protected Supervision folder on the G:drive if that easier for you and your supervisor to access. Only supervisors and supervisees will have access to open the Supervision folder on the G:drive in order to protect client and supervisee privacy. You can watch sessions during supervision on your computer. You will be able to fast forward, rewind, etc. Please monitor the number of sessions you have in the supervision folder as too many videos can impact the functioning of the counseling center’s G:drive.

***During instances when the SCC is functioning remotely (working from home), telehealth recording procedures will be utilized, so please utilize the procedures outlined in the remote work policy for recording, saving and uploading video to Box.

**Intern Evaluation and Grievance Procedures**

This section is designed to delineate the procedures used to evaluate intern performance, respond to problematic or deficient intern performance, and ensure that all parties are afforded due process during the evaluation and review process. This information is divided into sections: 1) Introduction; 2) General Guidelines for Due Process; 3) Expectations of Psychology Interns, 4) Evaluation Process, 5) Trainee Remediation and Grievance Policies, 6) Definition of Professional Deficiency, 7) Remediation Options, 8) Procedures for Responding to Inadequate/Deficient Performance by an Intern, 9) Process by Which Interns Institute Grievance Procedures and 10) Grievance Procedure Concerning Conflict with a Staff Member

(This section of the manual has been adopted from materials developed by Texas State Counseling Center, Iowa State Counseling Center, and Texas A&M Student Counseling Services.)

**Introduction**

One of the primary tasks of the training program at the UT Dallas Student Counseling Center is to engage in an ongoing assessment of the progress of each intern to facilitate professional and personal growth.
Training staff and supervisors have a responsibility to evaluate interns’ competence in an ongoing, comprehensive, and timely manner. In addition to performance in the areas of therapy, assessment, supervision and other program requirements, additional aspects of professional behavior and functioning will also be evaluated (e.g., self-awareness, ethical behavior, interpersonal skills, professional deportment).

The training program recognizes that developmental stressors are inherent in the transition from graduate school to an internship setting, as well as during the course of the internship. During the internship, interns are exposed to full-time clinical practice, typically involving a full and challenging caseload, as well as responding to client crises and agency requirements. Furthermore, intern supervision is often intense, concentrated and frequent. This may increase the intern’s sense of personal and professional vulnerability. Thus, while the internship represents a critical professional opportunity for interns to learn and refine skills, increase their professional confidence and enhance professional identity, it is also a time of increased stress and vulnerability.

Since trainees make significant developmental transitions during the internship experience and may need special types of assistance during this time, it is the responsibility of the training program to provide activities, procedures, and opportunities which offer support, facilitate growth and minimize stress. Such measures include, but are not limited to, extensive orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, and contact with support individuals including supervisors, an intern support hour, and check-ins with the training director.

**Expectations of Psychology Interns**

With regard to intern behavior and performance during the internship year, the general expectations of the training program are that the intern will:


- Have thoroughly read the Guidelines for the Practice of Telepsychology: [https://www.apa.org/practice/guidelines/telepsychology](https://www.apa.org/practice/guidelines/telepsychology) (these are also included in your confidential intern folder in Box).

- Practice within the bounds of the laws and regulations of the state of Texas.
Practice in a manner that conforms to the professional standards of The University of Texas at Dallas and the Student Counseling Center.

**General Guidelines for Due Process**

Due process ensures that judgments or decisions made by the internship program about interns are not arbitrary or personally biased. The training program has adopted specific evaluation procedures which are applied to all trainees. The appeals procedures presented in the following sections are available to the intern so that they may challenge the program’s action.

General due process guidelines include:

- Presenting to interns, in writing, the program’s expectations in regards to professional functioning at the outset of training;

- Stipulating the procedures for evaluation, including when, how, and by whom evaluations will be conducted;

- Using input from multiple professional sources when making decisions or recommendations regarding the intern’s performance;

- Articulating the various procedures and actions involved in making decisions regarding deficiencies;

- Communicating, early and often, with graduate programs about any suspected difficulties with interns;

- Instituting, with the input and knowledge of the intern’s graduate program, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies;

- Providing the intern with a written statement of procedural policy describing how the intern may appeal the program’s actions or decisions;

- Ensuring that interns have a reasonable amount of time to respond to any action(s) taken by the program; and
• Documenting, in writing and to all relevant parties (e.g., the intern’s academic advisor or training director, internship supervisor), the action(s) taken by the program and the rationale.

**Evaluation Process**

Evaluation is an ongoing formal and informal process. All of the staff at the UT Dallas Student Counseling Center participate in training components and provide evaluative feedback regarding interns’ performance. Interns will receive ongoing, informal feedback throughout their internship experience.

Formal evaluations occur three times during the internship year at the end of each academic semester (December, May, and July/August). Prior to each formal evaluation period, the SCC training staff will meet as a group to review interns’ progression on goals, strengths, and areas of growth. Primary individual supervisors will complete the Intern Evaluation, with input from the SCC staff on the specific areas of Research, Professional Values and Attitudes, Communication and Interpersonal Skills, and Individual and Cultural Diversity. Primary supervisors will review the complete Intern Evaluation directly with their intern supervisee. Both will sign that evaluation form. Each staff member that directly supervises an auxiliary intern experience will complete the section of the Auxiliary Evaluation related to their specific training component and review that individually with the intern. The Auxiliary Evaluation will be signed by the intern and training director at the conclusion once all auxiliary evaluations are complete. Although there may be some variation based on an intern’s responsibilities in a given evaluation period, in general, the following evaluations will be completed and reviewed by the specific supervisor each evaluation period:

**Intern Evaluation** completed by individual supervisor with SCC Senior Staff input

• Sections evaluated by Primary Supervisor:
  o Intervention
    ▪ Individual Psychotherapy
    ▪ Initial Evaluations
    ▪ Crisis Intervention
  o Ethics and Legal Standards
  o Utilization of Supervision

• Sections evaluated by Primary Supervisor and SCC Senior Staff:
  o Research
  o Professional Values and Attitudes
- Communication and Interpersonal Skills
- Individual and Cultural Diversity

**Auxiliary Evaluation:**

- **Group Psychotherapy Evaluation** completed by group supervisor/s
- **Relationship Therapy Evaluation** completed by relationship therapy special emphasis supervisor (if applicable)
- **Assessment Evaluation** completed by Assessment Supervision Seminar facilitators.
- **Liaisonship Evaluation** completed by liaisonship supervisor
- **Outreach Evaluation** completed by Outreach Coordinator
- **Supervision Evaluation** completed by supervision of supervision supervisors
- **Special Emphasis Rotation (SER) Evaluation** completed by SER supervisor.

On all evaluation forms, interns will be rated on items using a five point Likert scale. For any item score that is a 2.0 or below, the supervisor and intern will outline a plan to specifically address the skills needed to reach the minimum level of competency expected by the end of internship. In order to pass internship, interns are expected to score a 4.0 (Entry-Level) on at least 95% of items (61/64 items on primary evaluation; 66/69 items on auxiliary evaluation), with no items scored below a 3.0 (Intermediate Level) by the conclusion of the training year.

Interns will also complete an evaluation of each supervisor during each formal evaluation period. Interns and supervisors will review the feedback together and collaboratively discuss ways in which to enhance the training experience.

As the training staff is very committed to continually improving the internship program, interns will also be asked to complete additional evaluation forms throughout the internship year. Interns will provide feedback regarding their experience of orientation. At 6 and 12 months, interns will be asked to complete an evaluation of their internship experience and an evaluation of the Training Director. Additionally, interns will be asked for feedback regarding training presentations and seminars. The Training Director will also meet on at least a monthly basis with interns to elicit ongoing feedback regarding the interns’ experience.
All evaluations will be completed, signed, and saved electronically in a protected evaluation folder in Box. If supervisors or interns prefer to print and sign a hard copy, that will be uploaded into the intern’s protected intern file on Box. A copy of each evaluation should be kept by the supervisor and a copy by the intern.

Semester evaluations will occur:
   a. Fall-December
   b. Spring- May
   c. Summer-July

See Appendix for Evaluation Forms.

As all interns are also considered employees of the university, the university requires performance appraisals completed on each employee. The Training Director provides Human Resources with an abbreviated version of the Spring Evaluation Forms. Specifically, HR receives a copy of the Intern Evaluation subscores. Interns sign and date this performance appraisal.

**Trainee Remediation and Grievance Policies**

These procedures are employed to assist trainees who are not performing at acceptable levels. Expectations regarding satisfactory progress are described above in the Evaluation Process section. If an intern is not performing or functioning at an expected level, remediation processes may be instituted. The remediation process will vary according to the deficiencies observed. Definitions of professional deficiencies, remediation options, as well as grievance/appeals policies and procedures are outlined below.

**Definition of Professional Deficiency**

For the purpose of this document, professional deficiency is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

- an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional/clinical behavior;

- an inability to acquire sufficient professional and clinical skills to reach an acceptable level of competency;

- an inability to control personal stress, psychological disorder and/or excessive emotional reactions which interfere with professional functioning.
Such inabilities can be distinguished from “problems” in that problems refer to an intern’s actions, attitudes or characteristics that, though of concern and potentially requiring remediation, are perceived to be expected and/or not excessive at this level of training. Problems become “professional deficiencies” 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 or area of concern is not merely a reflection of a skill deficit that can be rectified by academic or didactic training,
3. the quality of services delivered by the intern is negatively affected to a significant degree,
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 intern’s behavior does not change as a function of feedback, remediation efforts and/or time.
7. the problematic behavior has potential for ethical and legal ramifications if not addressed.

Remediation Options

It is important to have meaningful ways to address professional deficiencies (either formally or informally) once they have been identified. Several possible, and perhaps concurrent, courses of action designed to remediate deficiencies include, but are not limited to:

1. Increasing supervision, either with the same or other supervisors;
2. Changing the format, emphasis, and/or focus of supervision;
3. Recommending (not mandating) personal therapy as a means of supporting the individuals with personal growth, difficulties with counter-transference, concerns
around multicultural competence, interpersonal skill development, or other areas where outside therapy could be helpful in developing competency. It should be noted that no trainee would be penalized for not following through on this recommendation.

4. Reducing the intern’s clinical or other work load and/or requiring specific academic course work or other forms of training; and/or

5. Recommending, when appropriate, a leave of absence and/or a second internship.

**Procedures for Responding to Inadequate/Deficient Performance by an Intern**

The first avenue of feedback to a trainee regarding problems or concerns in performance is from the trainee’s supervisor. This may be the trainee’s primary supervisor or it may be a secondary supervisor (e.g., group therapy supervisor, supervisor of supervision). If the supervisor observes any problem area(s), this will be discussed with the intern and a plan of action collaboratively determined. A formal or informal remediation plan may be developed. The supervisor will also share the problem area(s) with the Training Director and other supervising staff to ensure integrated and transparent training.

If the supervisor does not see sufficient positive change in the problem area, the trainee’s performance will be considered “inadequate” or “deficient” for an intern in training. At such time, the following procedure will be initiated. This procedure may be implemented at any time during the training year.

- The supervisor or SCC staff member notifies the Training Director that some aspect(s) of an intern’s performance continue to be “inadequate” or “deficient” for an intern in training.

- The Training Committee, chaired by the Training Director, will convene to discuss the matter. If the SCC staff member raising the issue is a supervisor, and not a member of the Training Committee, they will be included in the review meeting.

- The intern will be notified that such a review is occurring and the Training Committee may request information and/or a statement from the intern in response to the inadequate performance.
• In discussing the inadequate performance and the intern’s statement, the Training Committee may adopt one or more of the following measures or take other appropriate action. Agency response could include:

• Determining that further action is not needed at this time;

• Determining that the current action plan is sufficient for addressing the inadequate performance.

• Issuing an “Acknowledgement Notice” which formally acknowledges:
  a) that the Training Committee is aware of and concerned with the rating, b) that the rating has been brought to the attention of the intern, c) that the Training Committee will work with the intern to rectify the problem or skill deficits addressed by the rating, including implementing a remediation plan, and d) that the behaviors associated with the rating are not significant enough to warrant more serious action at this time; or

• Issuing a “Probation Statement” which requires a formal remediation process. The Training Committee will actively and 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” or “deficient” performance. The Probation Statement is a written statement to the intern, which includes:

  o a description of the behaviors associated with the “inadequate/deficient” performance,

  o the specific recommendations for rectifying the problem,

  o the time frame for the probation during which the problem is expected to be ameliorated, and

  o the procedures designed to ascertain whether the problem has been appropriately rectified

• Issuing a “Termination Statement” which terminates the intern’s employment with the University. See the University of Texas at Dallas’ Discipline and Dismissal Policy.
Any intern who knowingly and intentionally violates ethical and legal guidelines governing the practice of psychology may be subject to termination and/or failure of the internship. Likewise, failure to abide by University rules and policies, if of a serious nature, may also lead to termination and/or failure of the internship.

• If a Probation Statement is issued, the Training Director will meet with the intern to review the probationary conditions; the intern may also request to meet with the Training Committee. The intern may choose to accept the conditions or may choose to challenge the action. An Acknowledgement Notice may also be challenged. The procedures for challenging the action are presented in the section below.

• If an Acknowledgement Statement is issued, the Training Director may inform the intern’s sponsoring institution. If a Probation Statement is issued, the Training Director will inform the intern’s sponsoring university, indicating the nature of the inadequate/deficient rating, any previous formal or informal attempts to change the behavior (e.g., issuance of an Acknowledgement Notice), the specific action and rationale for such action taken by the Training Committee.

• If the Acknowledgement Notice or Probation Statement is not challenged, it is expected that the status of the rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the Probation Statement.

• If the rating has been rectified to the satisfaction of the Training Committee, the intern, sponsoring university and other appropriate individuals will be informed in writing and no further action will be taken.

• If the Training Committee determines that there has not been sufficient improvement in the intern’s performance to remove the “inadequate/deficient” rating under the conditions stipulated in the Probation Statement, the Training Committee may adopt any one of the following measures:

• Issue an extension of the probation for a specified time period, whereupon the Training Committee will once again determine if sufficient improvement in the intern’s behavior warrants removing the “inadequate/deficient” rating.
• Issue a suspension whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved.

• Determine that the intern be permitted to complete their SCC duties with or without restrictions, but receive no endorsement for having completed the internship. That is, the intern will have received training and provided services for the year, but will not have satisfactorily completed a doctoral internship.

• Determine that the intern’s employment be immediately terminated.

• Within five working days of the decision date, the Training Committee will communicate in writing to the intern that the conditions for revoking the probation have not been met. The decision to implement one of the four options listed will be outlined in the letter.

• Within five working days of receipt of the Training Committee’s determination, the intern may respond to the Training Committee’s action by a) accepting the action or b) challenging the action (see Section below).

• Once a decision has been made, the intern, sponsoring university and other appropriate individuals are informed in writing of the action taken.

Process by Which Interns Institute Grievance Procedures

Interns can institute grievance procedures in either of the following situations: a) a challenge of the Training Committee’s initial decision or b) a challenge of the Training Committee’s decision of insufficient improvement.

A. If the intern wishes to challenge the action taken by the Training Committee, they must request an appeal in writing to the Training Director, clarifying the grounds for the challenge, within five working days of receipt of the Training Committee’s decision.

B. Within five days of the request for an appeal, the Training Director will convene a three member Grievance Panel consisting of the Director of the SCC, another staff member appointed by the Training Director, and a staff member selected by the intern.
C. The trainee and their supervisor or involved staff members will be notified that a special review meeting will be held.

D. A grievance hearing is conducted, chaired by the Director of the SCC, in which the challenge is heard. The Grievance Panel may request personal interviews and/or written statements from individuals as it deems appropriate. The trainee may submit any materials they believe to be appropriate, may request a personal interview, and/or may request the Panel interview other individuals who might have relevant information. The supervisor or staff members involved will also be afforded the same privilege.

E. Within five working days of the completion of the appeal hearing, the SCC Director will communicate a summary of the Panel’s findings and any recommendations for further action to the Training Director. The Panel may choose to sustain any previous actions taken or may implement a new course of action as it deems necessary. The decision of the Grievance Panel is final.

F. Once a decision has been made, the intern, sponsoring university and other appropriate individuals are informed in writing of the action taken.

**Grievance Procedure Concerning Conflict with a Staff Member**

The SCC staff strives to create a warm and collegial working environment for all staff members. One component of this effort involves dealing with conflict in an open, direct, and timely fashion. We strongly recommend that when a conflict occurs, staff members approach each other directly to resolve the conflict. Thus, if a trainee has a conflict with a staff member, which includes fellow interns, or concerns regarding a staff member’s behavior, interns are encouraged if possible to discuss it directly with that staff member. However, the training staff acknowledges that the power differential between trainees and supervising staff can make this process difficult and anxiety provoking for the trainee. In those situations where the trainee feels there needs to be consultation and support in order to deal with the conflict, the following steps are recommended:

- If the conflict is with a staff member other than the trainee’s primary supervisor, the trainee should consult with their primary supervisor.

- If the conflict is with the trainee’s primary supervisor, the trainee should seek out the Training Director
• In the event that the conflict is with the Training Director, an intern may discuss the issue with the Director of the SCC.

• The supervisor or Training Director or Director may facilitate a meeting between the intern and the involved party.

In those rare instances where informal means are unsuccessful in rectifying the issue, the Training Director is the final arbiter; if the Training Director is involved in the conflict, the Director of the SCC will be the final arbiter.

In the case of legal or harassment concerns, the intern is entitled to pursue The University of Texas at Dallas reporting procedures available the UTD Institutional Compliance, Equity, and Title IX Initiatives (ICET) https://institutional-initiatives.utdallas.edu/ and/or reporting procedures of the Texas State Board of Psychology www.tsbep.state.tx.us/.

Record Keeping Policy

The SCC is responsible for keeping information and records related to intern training as well as any complaints/grievances against the programs. The SCC will document and maintain accurate records of each intern's education and training experiences, including all evaluations, intern work samples (e.g., clinical applications presentation), all signed documentation from the training year, intern hours log, certificate of internship completion, and other internship-related materials, to maintain records of evidence of the interns' progress through the program as well as for future reference and credentialing purposes. The internship uses a secured drive (UTD Box) to store internship files. Electronic training records are kept indefinitely.

The SCC must keep records of all formal complaints and grievances of which it is made aware that have been filed against the program or individuals associated with the program. The Training Director will maintain a confidential file of any formal intern complaints filed against the SCC, training staff members, or other individuals associated with the SCC. A de-identified Formal Grievance and Complaint log, including all formal complaints/grievances, the general substance of those complaints/grievances and their resolution will be maintained by the Training Director. This record will be stored in the Internship Training Program Records folder on UTD Box, to which access is limited to the Training Director and SCC Director. Information and records of all formal complaints and grievances filed against the program will be kept until the next site visit and made available to CoA site visitors.
Intern Stipend and Benefits

The stipend for interns will be approximately $30,420. Each intern is formally titled "Doctoral Psychology Intern." The 12-month contract period is from August 3, 2021 to August 2, 2022. Intern positions are full-time, 40 hours per week and include the benefits listed below.

Medical Benefits

Currently, UT Dallas provides health insurance for full-time employees. Spouses and dependents may be added for additional cost. Optional insurance programs are also available at additional cost, including life, disability, accident, dental, and vision. Employees can tailor their coverage based on individual needs. More information regarding benefits is available at http://www.utdallas.edu/hr/benefits/. As a new or newly eligible employee, you will attend an orientation by Human Resources. During orientation, you receive information on the insurance and retirement programs. You must complete your insurance election within 31 days of your date of eligibility. Your benefits will be retroactive to your start date.

Other University Benefits

Interns receive additional benefits as UT Dallas employees, including access to the recreational sports facility for a minimal cost, discounts at local businesses, and access to the University's library system.

Intern Leave Policies

Vacation

Interns will accrue at least 8 hours of vacation each month. If they have previous state service of more than two years, they may accrue an additional hour(s) each month. This results in at least 12 vacation days. Employees are not eligible to use their vacation until they have been employed for six months (i.e., February). If there are extenuating circumstances, the intern may discuss options with the Training Director and Director of the SCC. Interns are encouraged to reserve 5 of their vacation days for the last week of internship to allow transition time for staff between intern groups. Requests for vacation should be made at least two weeks in advance when possible (See Vacation/Sick Leave Reporting). The intern is responsible for ensuring the absence is reflected on the Titanium scheduling system and in Galaxy.
Sick Leave

Full-time employees will accrue eight (8) hours of sick leave for each month or fraction of a month of employment. This results in 12 days of paid sick leave, if needed, for the internship year. If additional sick leave is needed, the intern will need to use vacation days.

For anticipated absences, it is the intern’s responsibility to ensure the absence is accurately reflected on Titanium and in Galaxy. If sick leave takes less time than initially requested or more time than initially requested, the changes should be reflected on Titanium and made with Galaxy (see Vacation/Sick Leave Reporting).

For anticipated sick leave (e.g., health appointment), the intern should complete a sick leave reporting form in Galaxy prior to the appointment. For unanticipated sick leave, the intern should call and let the front desk staff know of the absence. The front desk staff will discuss all clients regarding rescheduling needs and determine if any clients are currently at-risk and should be offered an appointment with another counselor. The intern should also let their immediate supervisor know about the unexpected absence. The intern should complete the sick leave reporting form in Galaxy.

Vacation/Sick Leave Reporting

Vacation/sick leave reporting will be done through the online Galaxy system. Staff should mark leave on a weekly basis, but ideally request time in advance. Once a request has been submitted, it will be forwarded to the Training Director for approval. You will receive emails in the event that your request has been approved, denied, or pushed back for editing. A more detailed explanation of the vacation/sick leave process can be found at the Time and Labor website at https://policy.utdallas.edu/utdbp3054. If you do not take any leave in a month, you need to enter 0 hours and NTR (Nothing to Report) in the Description line. This occurs monthly, not weekly. See Lilia for additional information.

Professional Development

Interns will receive five days (i.e., the equivalent of 40 hours) to engage in professional development activities, including meeting with dissertation advisors, dissertation defense, job interviews, or attendance at a conference. All Professional Development must be approved by the Training Director. Interns should send an email to the Training Director informing them of the request. Whenever possible, professional development time should not be utilized during scheduled training time. If professional development does create a conflict with a training or supervision, the intern must obtain written (email) approval from both the Training Director
and the supervisor/training seminar leader (e.g. Assessment Seminar leader). If professional
development time conflicts with clinical service, written (email) approval must be obtained
from the individual supervisor. The Training Director should be included on all email approvals.

Interns can also request approximately $100 dollars towards attendance at a conference or
workshop.

In addition, the Student Counseling Center provides funding for interns to attend an annual
state counseling center intern conference which is an overnight conference that usually occurs
mid-spring.

When attending a conference in-person (including the Texas Counseling Center Intern
Conference) interns should complete a travel authorization form (see Lilia) for professional
development requests and turn into the Training Director for approval. Virtual conferences do
not require the travel authorization form.

**Holidays**

As employees of the University of Texas at Dallas, interns are eligible for paid holidays. The
Texas Legislature determines the number of holidays each year. There are usually 12-14 paid
holidays during the year. The holiday schedule can be accessed on the HR website
https://www.utdallas.edu/hr/news/holidays/.

**Additional Information**

**Teacher Retirement System (TRS)**

Interns are required to participate in the Teacher Retirement System (TRS). TRS is a defined
benefit retirement plan governed by Internal Revenue Code Section 401(a). All eligible
employees are automatically enrolled in TRS on their first day of eligibility. Retirement benefits
are based on legislatively determined formulas. You are vested after five years of service with a
right to a retirement benefit. There are also disability and survivor benefits available to TRS
members. TRS contributions can be withdrawn at the end of internship. Additional information
is available at the HR website https://www.utdallas.edu/hr/benefits/retirement/.

**Parking**

Interns will be required to purchase a parking permit if parking on-campus. Information
regarding parking passes is available at http://www.utdallas.edu/services/transit/park/.
Professional Liability Insurance

Interns are required to carry Professional Liability Insurance that covers their activities during the internship year. They are to turn in proof of their Professional Liability Insurance to the Training Director during orientation.

Additional Policies

Intern/Staff Relationships: Due to the training team approach utilized at the SCC, the SCC does not accept trainees that have a familial or romantic relationship with a senior staff clinician. While the internship utilizes a relational approach to training and supervision, individual social relationships (e.g., connecting through social media) are discouraged while an intern is in training. However, interns may be invited to social gatherings inclusive of the entire staff or intern cohort. There is not a pressure for trainees to attend any social events outside of work.

Outside Employment: Many incoming interns are interested in the possibility of engaging in employment in addition to their internship (e.g., private practice, teaching). While not prohibited by the university (as long as there is not a conflict of interest with your university position), additional employment is discouraged the first semester due to the intensity of the internship experience, especially during the initial adjustment period. If additional employment does occur, employees of the university are required to complete an outside employment form for the Director.

Accessibility Resources at UTD

UTD Accessibility Resources - includes accessible parking information and UTD policies regarding accessibility

Report an Accessibility Barrier on Campus – to report barriers you experience or observe on campus to the UTD ADA Coordinator

Accessibility Services Provided through the UTD Library:

- Screen reading technology (JAWS) – must be utilized at library
- Large print keyboards – potentially can be loaned out
- Conversion of documents to magnified PDFs
- Accessibility Librarians – available for consultation regarding ways the library and UTD can informally provide accessible resources

Fusion- Assistive technology tool available through UTD for download. Offers screen reading and magnification.
Office of Information Technology – UTD Electronic and Information Resources
   Accessibility Coordinator: Scott Simpson- scott.simpson@utdallas.edu

Virtual Event Checklist – Resources for creating accessible virtual events, considerations for creating accessible PowerPoints, captioning YouTube videos, and more

Social Media Accessibility - Resources for increasing accessibility of posts on Facebook/Instagram/Twitter/YouTube

Office of Student Accessibility – Office within Student Affairs which provides support and accommodations for students with disabilities

Title IX Coordinator - Contact for student pregnancy-related accommodations

Trainee/Staff Requests for Formal Accommodations through UTD:
   Janette Bell, UTD Employee Relations Manager - janette.bell@utdallas.edu
Intern Name:

Individual Supervisor:

Evaluation Period: Date:

PROGRAM AIM

To prepare Doctoral Interns to become entry-level Health Service Psychologists through a year-long internship focused on clinical competence, individual and cultural diversity, and the integration of personal/professional attitudes, values, and behaviors.

Consistent with APA/COA, we define cultural and individual differences and diversity as including, but not limited to ability status, age, culture, ethnicity, gender, gender identity, language, national origin, race, religion, sexual orientation, and socioeconomic status.

EVALUATION PROCESS

- Sections evaluated by Primary Supervisor:
  - Intervention
    - Individual Psychotherapy
    - Initial Evaluations
    - Crisis Intervention
  - Ethics and Legal Standards
  - Utilization of Supervision

- Sections evaluated by Primary Supervisor and SCC Senior Staff:
  - Research
  - Professional Values and Attitudes
  - Communication and Interpersonal Skills
  - Individual and Cultural Diversity

Methods of Evaluation:

☐ Video recordings  ☐ Discussion  ☐ Documentation
☐ Role play  ☐ Live observation  ☐ Other:
Goals for Individual Supervision

Theoretical Orientation/Clinical Skills Goals

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Professional Development Goals

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Goals Relate to Diversity, Equity, and Inclusion

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Interpersonal Goals

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Please utilize the following rating scale for the remainder of the evaluation.

Descriptions of Rating Scale Levels

**Advanced Level 5.0:** Trainee demonstrates advanced skills and competently navigates challenging cases. Trainee is ready for autonomous practice as a licensed psychologist and seeks and can provide consultation as needed.

**Entry-Level 4.0:** Trainee has demonstrated professional competence and skills that are developmentally appropriate for completion of internship and early-career practice in this area. Consultation may be necessary to refine advanced skills in more complex cases.

**Intermediate Level 3.0:** Trainee requires standard supervision for basic skills and ongoing supervision for developing advanced skills. Trainee has made developmentally appropriate progress toward acquiring competence in this area.

**Beginning Level 2.0:** Trainee demonstrates emerging competence in this area and requires close, ongoing supervision for basic skills. Additional experience and/or remediation may be required in this area.

**Remedial Level 1.0:** Trainee demonstrates ineffective skills and requires extensive supervision in this area. Remediation is required for any item scored at this level.

**NB – No Basis for Observation**

*Please provide a score for each item*

*In order to pass internship, interns are expected to score a 4.0 (Entry-Level) on at least 95% of items (61/64 items), with no items scored below a 3.0 (Intermediate Level) by the conclusion of the training year.*

*At the first and second evaluation, for any items that have a score of 2.0 (Beginning) or below, supervisor and intern will outline a plan to specifically address the skills needed to reach the minimum level of competency expected by the end of internship.*
## Intervention

1. Demonstrates ability to establish and maintain effective working relationships with a wide variety of clients.  
   Choose an item

2. Develops evidence-based interventions and treatment plans, modifying and adapting approaches as needed to meet service delivery goals.  
   Choose an item

3. Demonstrates intentionality in clinical decision-making to effectively implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.  
   Choose an item

4. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.  
   Choose an item

5. Clearly communicates and consistently acts in accordance with expectations, boundaries and limitations for each treatment modality (e.g., reviews informed consent/confidentiality and SCC policies, sets treatment frames appropriately, establishes goals for session/treatment, and plans for termination).  
   Choose an item

6. Makes accurate diagnoses to inform case disposition and treatment planning.  
   Choose an item

7. Appropriately communicates with relevant other parties and referral sources both verbally and in writing to ensure proper care for recipients of services.  
   Choose an item

### Average

**Comments:**

## Individual Psychotherapy:

8. Consistently demonstrates core counseling skills to intervene effectively (e.g., establishing rapport, expressing empathy, deepening affect, appropriately confronting).  
   Choose an item

9. Demonstrates ability to facilitate the therapeutic process and intervene effectively across individual therapy modalities (e.g., initial evaluations, single sessions, brief counseling, long-term therapy).  
   Choose an item

10. Facilitates interpersonal dimensions of therapy effectively (e.g., use of self, ability to discuss the client-therapist relationship appropriately, transference and countertransference).  
    Choose an item

11. Utilizes knowledge of current scientific literature to inform individual practice (e.g., theories of personality, lifespan development, psychopathology, psychotherapy).  
    Choose an item

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Rev. 05/2020
12. Implements interventions and formulates case conceptualizations that are congruent with articulated theoretical framework.

Comments:

Initial Evaluations:

13. Assesses clients’ presenting concerns and gathers relevant contextual information, such as risk factors, AOD history, physical health concerns, current social support systems, or specific stressors (e.g., academic issues, financial stress).


15. Demonstrates effective clinical decision-making in discerning when to gather additional information for appropriate case disposition.

16. Determines appropriate treatment plans and case dispositions (e.g., developmentally-appropriate internal referrals, single sessions, group, brief therapy, community referrals).

Comments:

Crisis Intervention:

17. Demonstrates effective crisis intervention skills (e.g., rapport-building, safety-planning, de-escalation).

18. Conducts thorough risk assessments, including risk factors for suicide, homicide, and lethality potential.

19. Uses risk assessments to make determinations regarding appropriate clinical course of action

20. Seeks appropriate consultation and/or assistance from supervisor(s) when dealing with crisis situations.

21. Demonstrates ability to manage one’s own affect in crisis situations.

Comments:
Ethics and Legal Standards

1. Demonstrates knowledge of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.

2. Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing Health Service Psychology at the organizational, local, state, regional, and federal levels.

3. Demonstrates knowledge of and acts in accordance with relevant professional standards and guidelines.

4. Recognizes ethical dilemmas as they arise.

5. Actively seeks consultation regarding ethical and legal issues, as well as agency policies and procedures.

6. Applies ethical decision-making processes to develop a plan of action.

7. Implements plans of action in order to resolve ethical dilemmas (e.g., communicating appropriately with client and relevant parties, accurately documenting ethical decision-making process and plan).

8. Conducts self in an ethical manner in all professional activities under primary supervision (e.g., individual therapy, initial evaluation, crisis intervention).

Utilization of Supervision

1. Actively seeks and is responsive to supervisory feedback and suggestions, making purposeful change in subsequent work.

2. Receptive to different perspectives, alternative conceptualizations, and experimenting with new or less familiar interventions.

3. Generalizes supervisory feedback and/or directives across clients and clinical contexts.

4. Seeks developmentally appropriate consultation and/or assistance from supervision.

5. Demonstrates openness and takes risks in supervision to enhance professional growth and development (shows difficult video, explores countertransference, acknowledges challenging cases, e.g.).
Research

1. Demonstrates the substantially independent ability to critically evaluate research and evidence-based practice and intervention.

2. Disseminates research and engages in scholarly activities (e.g., case conference, clinical application presentation, conference presentations, publications, psychoeducational programming) at the local, regional, or national level.

3. Actively engages in activities in service of expanding knowledge of research and evidence-based practices.

Comments:

Average

Professional Values and Attitudes

1. Behaves in ways that reflect the values and attitudes of psychology (e.g., integrity, justice, respect for peoples’ rights and dignity).

2. Presents self in a professional manner within SCC context, including awareness of potential impact of one’s presentation (please take into account cultural identity when defining professional).

3. Actively engages as a SCC staff member (e.g., participating in meetings, presentations, group supervision, and staff projects).

4. Demonstrates professional accountability by completing required case documentation and administrative tasks promptly and accurately, reflecting information gathered and conclusions drawn.

5. Responsibly covers job duties, including maintaining schedule and adhering to deadlines.

6. Uses varied opportunities (e.g., supervisory relationships, optional rotations, liaisonship, professional development opportunities) to further personal and professional identity integration.

Comments:

Average
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>7.</td>
<td>Demonstrates professional concern for the welfare of others and engages in advocacy and/or social justice work (e.g., participating in establishing a safe multicultural climate on campus, assisting students in negotiation of university systems).</td>
</tr>
<tr>
<td>8.</td>
<td>Exhibits self-direction and motivation for life-long learning and professional growth (e.g., independent reading, developing mentorship relationships, continued humility in multicultural development, membership in professional organizations, attending conferences).</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrates self-reflection regarding one’s impact on others in context of professional practice; acts upon reflection; uses self as a therapeutic tool.</td>
</tr>
<tr>
<td>10.</td>
<td>Consistently monitors, evaluates, and articulates personal attitudes, values, and beliefs as they impact professional functioning.</td>
</tr>
<tr>
<td>11.</td>
<td>Engages in ongoing self-assessment across all competency domains, including identification of clinical and professional strengths, limitations, and areas of growth</td>
</tr>
<tr>
<td>12.</td>
<td>Recognizes and practices within the scope of one’s competencies and engages in efforts to improve performance and professional effectiveness.</td>
</tr>
<tr>
<td>13.</td>
<td>Consistently recognizes and attends to one’s own clinical, professional, and personal needs, boundaries, and limitations.</td>
</tr>
<tr>
<td>14.</td>
<td>Responds professionally in increasingly complex situations with a greater degree of independence as one progresses across levels of training.</td>
</tr>
</tbody>
</table>

**Average Comments:**

**Communication and Interpersonal Skills**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</td>
</tr>
<tr>
<td>2.</td>
<td>Oral, nonverbal, and written communications are informative, well-integrated, and demonstrate a thorough grasp of professional language and concepts.</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrates effective interpersonal skills and the ability to manage difficult communication.</td>
</tr>
</tbody>
</table>
4. Provides respectful, effective feedback to others.

**Individual and Cultural Diversity**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrates an understanding of how one’s own personal/cultural history, power, privilege, attitudes, and biases affect how one understands and interacts with others.</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrates and seeks to expand 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.</td>
</tr>
<tr>
<td>3.</td>
<td>Integrates knowledge and awareness of individual and cultural diversity, as well as social context, in understanding relational dynamics with clients, peers, supervisors, staff, consultees, etc.</td>
</tr>
<tr>
<td>4.</td>
<td>Articulates conceptualizations that integrate diversity of self and others.</td>
</tr>
<tr>
<td>5.</td>
<td>Independently integrates knowledge and awareness of individual and cultural diversity, as well as social context, in applying skills to work effectively with a range of diverse individuals and groups.</td>
</tr>
<tr>
<td>6.</td>
<td>Initiates and engages in exploration and dialogue about individual and cultural diversity variables as they impact clinical work. (e.g., within group supervision, GOLD meetings, individual supervision, diversity forums).</td>
</tr>
<tr>
<td>7.</td>
<td>Applies a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one’s career.</td>
</tr>
<tr>
<td>8.</td>
<td>Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one’s own.</td>
</tr>
</tbody>
</table>

**Average**

Comments:
Overall Comments:

Supervisor Signature    Date

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

________________________________________

Intern Signature    Date

Intern Comments on Evaluation (optional):

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
UT Dallas Student Counseling Center

Auxiliary Evaluation

Intern Name:

Evaluation Period: Date:

PROGRAM AIM

To prepare Doctoral Interns to become entry-level Health Service Psychologists through a year-long internship focused on clinical competence, individual and cultural diversity, and the integration of personal/professional attitudes, values, and behaviors.

Consistent with APA/COA, we define cultural and individual differences and diversity as including, but not limited to ability status, age, culture, ethnicity, gender, gender identity and expression, language, national origin, race, religion, sexual orientation, and socioeconomic status.

EVALUATION PROCESS

Each section will be completed by the Auxiliary Supervisor

- Intervention
  - Group Psychotherapy
  - Relationship Therapy (if applicable)
- Consultation and Interprofessional/Interdisciplinary Skills
  - Liaisonship
  - Outreach
- Assessment
- Supervision
- Special Emphasis Rotation

Methods of Evaluation:

☐ Video recordings  ☐ Discussion  ☐ Documentation

☐ Role play  ☐ Live observation  ☐ Other:
Additional Training Goals for Internship Year:
Please utilize the following rating scale for the remainder of the evaluation.

**Descriptions of Rating Scale Levels**

**Advanced Level 5.0:** Trainee demonstrates advanced skills and competently navigates challenging cases. Trainee is ready for autonomous practice as a licensed psychologist and seeks and can provide consultation as needed.

**Entry-Level 4.0:** Trainee has demonstrated professional competence and skills that are developmentally appropriate for completion of internship and early-career practice in this area. Consultation may be necessary to refine advanced skills in more complex cases.

**Intermediate Level 3.0:** Trainee requires standard supervision for basic skills and ongoing supervision for developing advanced skills. Trainee has made developmentally appropriate progress toward acquiring competence in this area.

**Beginning Level 2.0:** Trainee demonstrates emerging competence in this area and requires close, ongoing supervision for basic skills. Additional experience and/or remediation may be required in this area.

**Remedial Level 1.0:** Trainee demonstrates ineffective skills and requires extensive supervision in this area. Remediation is required for any item scored at this level.

**NB – No Basis for Observation**

*Please provide a score for each item*

*In order to pass internship, interns are expected to score a 4.0 (Entry-Level) on at least 95% of items (66/69 items), with no items scored below a 3.0 (Intermediate Level) by the conclusion of the training year.*

*At the first and second evaluation, for any items that have a score of 2.0 (Beginning) or below, supervisor and intern will outline a plan to specifically address the skills needed to reach the minimum level of competency expected by the end of internship.*
Intervention – Group Psychotherapy

1. Establishes and maintains effective relationships with group members.

2. Utilizes knowledge of current scientific literature and group theory to inform conceptualization and develop evidence-based interventions.

3. Accurately conceptualizes clients within the group process and adapts interventions appropriately.

4. Recognizes the developmental stages of group to determine appropriate interventions.

5. Recognizes and facilitates processing of group dynamics (e.g., modeling giving feedback, use of self).

6. Understands and uses the group process and appropriate interventions to facilitate client growth (e.g., confronts group members in a direct, yet respectful manner).

7. Demonstrates ability to work with content, affect, and themes as appropriate to the needs and dynamics of the group.

8. Integrates knowledge and awareness of how individual, cultural, and systemic diversity impacts the group process, and utilizes this in developing conceptualization and interventions.

9. Effectively incorporates psycho-educational material, as appropriate to the needs and dynamics of the group.

10. Identifies ethical and legal issues in group therapy and proactively addresses them.

11. Works collaboratively and effectively with a co-facilitator, exhibiting shared responsibility for group facilitation.

12. Competently executes group administrative responsibilities, including clinical documentation and case management.

Comments:

Average
UT Dallas Student Counseling Center

Auxiliary Evaluation

Intervention – Relationship Counseling

1. Evaluates clients’ appropriateness for couple therapy, initially and on an ongoing basis.

2. Creates safety in session and maintains positive alliances.

3. Facilitates the process of determining the couple’s therapy goals.

4. Demonstrates ability to conceptualize couple’s presenting concerns systemically, through an Emotion Focused Therapy (EFT) lens (identify the negative cycle).

5. Utilizes knowledge of current scientific literature and research on EFT to develop evidence-based interventions.

6. Applies EFT interventions in an effective manner (provide overall rating):
   a. Continually reframes the problem in terms of the negative cycle.
   b. Validates each partner’s secondary emotions while helping couple access primary ones.
   c. Manages couple’s conflicting interactions and redirects focus when needed.

7. Integrates knowledge and awareness of how individual, cultural, and systemic diversity impact the couple’s process, and utilizes this in developing conceptualization and interventions.

8. Identifies ethical and legal issues in couple therapy and proactively addresses them.

9. Competently executes couple administrative responsibilities, including clinical documentation and case management.

Average

Comments:
Consultation and Interprofessional/Interdisciplinary Skills – Liaisonship

1. Demonstrates knowledge and respect for the roles and perspectives of other professions.

2. Utilizes knowledge of current scientific literature, including consultation models, and applies in direct consultation with interprofessional individuals, groups, or systems.

3. Utilizes creativity, critical thinking, and collaboration to address the needs of the liaison organization.

4. Demonstrates awareness and knowledge of effective modalities/formats for meeting consultee needs and exhibits increasing autonomy within program implementation.

5. Presents self professionally and communicates with increasing autonomy in direct consultation with interprofessional individuals, groups, or systems.

6. Demonstrates awareness of ethical and professional issues in consultation role.

7. Integrates knowledge and awareness of how individual, cultural, and systemic diversity impacts the consultation process, roles, and implementation of programming.

8. Organizes and prepares for consultation responsibilities, taking into consideration the needs and expectations of other professionals involved in the consultation relationship.

Average

Comments:

Consultation and Interprofessional/Interdisciplinary Skills – Outreach

1. Understands components of outreach program development (e.g. needs assessment, program creation and planning, program delivery, and program evaluation).

2. Utilizes knowledge of current scientific literature in the creation and facilitation of outreach programming.

3. Demonstrates the ability to design/adapt and implement a psycho-educational program to meet the needs of the intended audience.
4. Presents professionally as an SCC representative during outreach activities.

5. Effectively presents psycho-educational content and/or facilitates experiential learning.

6. Develops rapport, engaging the audience in participatory learning.

7. Integrates knowledge and awareness of how individual, cultural, and systemic diversity impacts outreach programming.

8. Demonstrates awareness of ethical and professional issues in outreach.

9. Demonstrates ability to evaluate outreach programs and proposes subsequent adjustments.

10. Organizes and prepares for outreach responsibilities, taking into consideration the needs and expectations of other professionals involved in the outreach programming.

11. Works collaboratively and effectively to complete intern or group outreach project, including creation of marketing materials.

**Comments:**

**Assessment**

1. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.

2. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment.

3. Identifies salient diversity variables and contextual factors relevant to the assessment process and utilizes this information to inform instrument selection, case conceptualization, interpretation, classification, and recommendations.

4. Administers and scores assessment instruments competently and independently.

5. Demonstrates and applies current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

6. Completes required assessment documentation and administrative tasks promptly and in adherence with established deadlines.
7. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations. 

8. Interprets assessment results with attention to decision-making biases and distinguishing the aspects of assessment that are subjective from those that are objective. 

9. Identifies ethical and legal issues in assessment and proactively addresses them. 

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

Average 

Comments:

Supervision

1. Demonstrates awareness of the roles and expectations of providing clinical supervision. 

2. Attends to the ongoing development of the supervisory relationship (e.g. building rapport, creating a safe facilitative environment, maintaining appropriate boundaries). 

3. Provides effective clinical supervisory interventions appropriate to supervisee’s needs and developmental level. 

4. Demonstrates awareness of interpersonal dynamics in supervision and in supervisee’s clinical work, and integrates that awareness into the supervision process. 

5. Explores various intersecting identities present within the supervision process, including client, supervisee, and supervisor diversity variables. 

6. Identifies ethical and legal issues in supervision and proactively addresses them. 

7. Identifies supervision needs and actively seeks consultation in supervision of supervision. 

8. Actively engages in providing balanced feedback to peers in supervision of supervision. 

9. Competently executes supervisory administrative responsibilities, including oversight of supervisee’s clinical documentation and case management.
10. Effectively and accurately summarizes supervisee’s skills and development for the evaluation process.  
Choose an item

11. Utilizes knowledge of current scientific literature and major theories of clinical supervision and applies those theories to practice.  
Choose an item

12. Conveys how one integrates supervision theory/ies with one’s personal supervisory approach, verbally and in writing (i.e. Model of Supervision Paper).  
Choose an item

Average

Comments:
1. Works cooperatively and collaboratively with special emphasis supervisor for goal-setting, planning, facilitation, and coordination of rotation.

2. Takes active responsibility for learning in special emphasis rotation (preparedness, reflectivity, reads required materials).

3. Demonstrates knowledge of theory, research, and/or evidence-based practice related to special emphasis topic.

4. Appropriately applies relevant empirical knowledge into practice.

5. Integrates knowledge and awareness of how individual, cultural, and systemic diversity intersects with special emphasis topic.

6. Demonstrates awareness of ethical and professional issues in special emphasis rotation.

7. Explores how special emphasis rotation influences intern’s developing professional identity.

Comments:

Average
Other Comments:

________________________________________  
Intern Signature     Date

I have received a full explanation of this evaluation. I understand that my signature does not necessarily indicate my agreement.

________________________________________  
Supervisor Signature     Date

Intern Comments on Evaluation (optional):

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Appendix B
Intern Evaluations of Experience
UT Dallas Student Counseling Center

Doctoral Intern Evaluation

Evaluation of Orientation

**Date:** MM/DD/YYYY

This form is to be completed anonymously.

Please use the following scale:

<table>
<thead>
<tr>
<th>No Basis for Observation</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Orientation facilitated my understanding of UT Dallas Student Counseling Center history, culture, services, and policies and procedures.

2. Orientation facilitated my understanding of the expectations, responsibilities, and roles of interns.

3. Orientation facilitated my understanding of the training philosophy of the UT Dallas Student Counseling Center.

4. Orientation had an appropriate balance of risk-taking and safety.

5. Orientation facilitated my integration into the SCC staff.

6. The UT Dallas staff was welcoming, invested, and engaged throughout orientation.

7. Orientation increased my awareness of collaboration with other university departments.

8. Orientation topics were relevant and beneficial.

9. Orientation was organized and well-structured.
10. Administrative integration into the Student Counseling Center (e.g., hiring paperwork, new staff procedures, keys, parking pass, and g-drive access) was fluid and organized.

11. Intern benefits (e.g., holiday schedule, vacation/sick leave, salary, health benefits) were clearly and consistently communicated.

Comments:

Qualitative Questions:

12. How did you experience the UT Dallas Student Counseling Center staff involvement during orientation?

13. Please identify any particularly positive experiences during the internship orientation.

14. Please identify specific suggestions for improving the internship orientation.

Please provide overall feedback of your experience of the UT Dallas Student Counseling Center internship orientation.
UT Dallas Student Counseling Center

Evaluation of Individual Supervisor

Intern Name:  Click here to enter text

Individual Supervisor:  Click here to enter text

Evaluation Period:  Choose an evaluation period   Date:  MM/DD/YYYY

<table>
<thead>
<tr>
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<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
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<td>NB</td>
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</table>

Goal Setting:

1. Clearly communicates expectations for supervision and for me as a trainee.

2. Helps me to define clear, realistic and appropriate clinical and professional goals.

3. Helps me to accomplish my clinical and professional goals.

4. Establishes mutually determined goals for the content of supervision sessions.

Enhancing Treatment:

5. Encourages me to explore theoretical orientation(s) that are both a good fit for me and matches my clinical style.

6. Assists me to hone my differential diagnosis skills.

7. Helps me improve my ability to conceptualize cases.

8. Considers multicultural/diversity issues related to clinical work.

9. Suggests specific interventions congruent with my conceptualization of client issues/supervision.
UT Dallas Student Counseling Center

Evaluation of Individual Supervisor

<table>
<thead>
<tr>
<th>No Basis for Observation</th>
<th>Poor</th>
<th>Below Average</th>
<th>Average</th>
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</tr>
</tbody>
</table>

10. Encourages me to develop solutions, responses and techniques that would be helpful in future sessions.

11. Points out non-facilitative behaviors and suggests alternative interventions.

12. Challenges me to identify focal themes across sessions.

13. Helps me focus on how my behaviors influence the client.

14. Accurately pinpoints process issues and makes recommendations to address them.

15. Encourages me to recognize and share my personal feelings and reactions when relevant.

16. Suggests relevant references as an adjunct to material provided in supervision sessions.

Relationship and Environment:

17. Ensures we meet promptly, regularly, and without interruption except for emergencies.

18. Demonstrates commitment to the SCC open-door policy and makes efforts to be available for emergencies and consultation as needed.

19. Encourages me to utilize other staff as resources.

20. Uses video recordings effectively to help me hone my clinical skills and to better understand myself as a clinician.

21. Provides a safe and facilitative atmosphere that enables me to feel at ease in supervision.
22. Encourages me to become actively involved in the supervision process.  
23. Encourages me to identify my strengths and areas of growth.  
24. Provides me with constructive and helpful feedback regarding my growth and progress on an ongoing basis.  
25. Provides me with a good balance of support and challenge.  
27. Explores and acknowledges cultural similarities, differences, and the impact within the supervisory relationship.  
28. Discusses, acknowledges, and considers the power differential within the supervisory relationship and encourages discussion about its impact and implications.  
29. Attends to connection and disconnection within the supervisory relationship.  
30. Demonstrates openness and responsiveness to feedback.  
31. Makes appropriate self-disclosures to further my clinical skills and/or model the integration of personal and professional identities.  
32. Facilitates my integration of personal and professional identities.  

**Evaluation:**

33. Clearly explains the criteria for my evaluation.  
34. Gives feedback on evaluations in a timely and direct manner.  
35. Makes opportunity for and encourages discussion of evaluation ratings.
Ethics and Procedures:

36. Models ethical behavior, including following APA and the Texas State Board of Psychology, Ethical Guidelines and standards of practice.

37. Reviews and provides timely feedback on case notes and administrative work.

38. Maintains clear and professional boundaries.

39. Knowledgeable about the policies and procedures of the internship and the agency and aids in my understanding of these policies and procedures.

Qualitative Questions:

Describe an experience in supervision during this last evaluation period that had a positive impact upon you in supervision:

During this last evaluation period how could your supervisor have been more helpful?

Summarize your overall impression of your supervision experience this semester:

Additional comments:

Intern Signature ___________________________ Date ______

Supervisor Signature ___________________________ Date ______
UT Dallas Student Counseling Center

Evaluation of Supervisor

Intern Name:  Click here to enter text

Supervisor: Click here to enter text

Evaluation Period: Choose an evaluation period

Date: MM/DD/YYYY

Supervisor Area: Choose an item

<table>
<thead>
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<th>Average</th>
<th>Above Average</th>
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</table>

a) Clearly communicates expectations for me as a trainee.  Choose an item

b) Helps me to define clear, appropriate goals in this area.  Choose an item

c) Helps me develop my skills and/or competencies in this area.  Choose an item

d) Considers multicultural/diversity issues related to this area.  Choose an item

e) Provides a safe and facilitative atmosphere that enables me to feel at ease in supervision.  Choose an item

f) Provides a good balance of support and challenge.  Choose an item

g) Models ethical behavior and maintains clear, professional boundaries.  Choose an item

Additional Comments:

Intern Signature_________________________  Date_______

Supervisor Signature_________________________  Date_______
UT Dallas Student Counseling Center

Evaluation of Training Presentation

Title: _______________________________________________________

Presenter(s): ________________________________________________

Date: ____________

This form is to be completed anonymously.

*Please use the scale below to answer the following questions.*

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</table>

a) Presenter provided a thorough overview of the topic. 1 2 3 4 5 NB

b) This presentation increased my awareness, knowledge, and/or skills. 1 2 3 4 5 NB

c) This presentation contributed to my professional development. 1 2 3 4 5 NB

d) The presenter(s) were knowledgeable. 1 2 3 4 5 NB

e) The presenter(s) were well-prepared. 1 2 3 4 5 NB

f) The handouts/audio-visual aids were useful. 1 2 3 4 5 NB

g) The presentation included information based on current literature, theory and/or research. 1 2 3 4 5 NB
UT Dallas Student Counseling Center

Evaluation of Training Presentation

h) The most helpful part of this training was: ____________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________

i) How could we improve this training? _________________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________

j) Please provide any additional feedback. We would especially ask for additional feedback on any item ranked “Disagree” and/or not meeting expectations.________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________
  ___________________________________________________________________
UT Dallas Student Counseling Center

Evaluation of Training Director

Training Director: Erin Schrader, Ph.D.

Evaluation Period: Choose an evaluation period

Date: MM/DD/YYYY

This form is to be completed anonymously.

Please use the following scale:

<table>
<thead>
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<th>Average</th>
<th>Above Average</th>
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</table>

Training Director:

- Clearly communicates training philosophy, expectations, and responsibilities of interns.

- Provides training activities and materials (e.g., orientation, seminars, Intern Training Manual) that are well organized and comprehensive.

- Is knowledgeable about training and supervision.

- Establishes a safe and facilitative environment.

- Is available and supportive.

- Communicates respect and concern for me as a person.

- Is responsive to my individual needs.

- Is responsive to needs of intern cohort.

- Advocates on behalf of trainees.

- Provides constructive and useful feedback to trainees.
• Is flexible, open and responsive to feedback.  
  Choose an item
• Is respectful and embracing of diversity.  
  Choose an item
• Demonstrates ethical and professional behavior.  
  Choose an item
• Serves as a professional mentor to trainees.  
  Choose an item
• Provides support for trainees’ overall professional development.  
  Choose an item
• Helps facilitate trainees’ personal/professional integration.  
  Choose an item

Strengths:

Areas or Suggestions for Improvement:

Overall Comments:
UT Dallas Student Counseling Center

Evaluation of Internship

This evaluation is to be completed anonymously.

Date: MM/DD/YYYY

Please select:  [ ] Six-Month  [ ] Year-End

Year of Internship:

Section I: Integration into Internship and Agency Operations

Please use the scale below to rate various aspects of your UT Dallas internship experience. We would appreciate your honest feedback as we engage in the continual process of improving our training program.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</tbody>
</table>

1. The orientation was effective in preparing me for training and service activities of the coming year.

2. The staff demonstrates a high degree of commitment and investment in the training program.

3. The staff provides a safe and supportive atmosphere.

4. The program provides an appropriate balance of challenge and support.

5. The staff models professional and ethical behavior.
6. The program actively solicits my input about my training needs and goals. Choose an item

7. The staff is available for supervision, support, and assistance, as needed. Choose an item

8. The program provides opportunities for meaningful interaction and support within the intern cohort. Choose an item

9. The staff reflects a strong commitment to diversity awareness and competence. Choose an item

10. The program ensures my case load is diverse across client demographics and clinical presentations. Choose an item

11. The staff uses a developmental approach to facilitate my transition from graduate student to professional. Choose an item

12. The staff is committed to facilitating the integration of my personal and professional identities. Choose an item

13. A relational, “use of self” training model is utilized at the UT Dallas SCC, with a focus on self-reflection and personal exploration. Choose an item

14. The program provides sufficient administrative time (e.g., case management, report writing, preparation for therapy and supervision). Choose an item

15. Overall, the internship experience at the UT Dallas SCC is positive. Choose an item
Section II: Internship Goals:

Please rate the degree to which you feel the program meets its stated goals. In addition, please provide any comments you have about the strengths and limitations of the program and staff as they relate to these goals:

16. To facilitate interns’ clinical competence as generalist practitioners, with an emphasis on counseling center practice.

Degree to which training opportunities are available to meet this goal:

<table>
<thead>
<tr>
<th>Not at All Available</th>
<th>Minimally Available</th>
<th>Available</th>
<th>Moderately Available</th>
<th>Very Available</th>
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</thead>
<tbody>
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<td>1</td>
<td>2</td>
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</table>

Choose an item

Quality of training in meeting this goal:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Below Expectations</th>
<th>Acceptable</th>
<th>Above Expectations</th>
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</table>

Choose an item

Strengths and Limitations of UT Dallas internship experience as it pertains to this goal:

17. To foster interns’ ethical practices and professionalism.

Degree to which training opportunities are available to meet this goal:

<table>
<thead>
<tr>
<th>Not at All Available</th>
<th>Minimally Available</th>
<th>Available</th>
<th>Moderately Available</th>
<th>Very Available</th>
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</table>

Choose an item

Quality of training in meeting this goal:

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</table>

Choose an item

Strengths and Limitations of UT Dallas internship experience as it pertains to this goal:
18. To enhance interns’ awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

Degree to which training opportunities are available to meet this goal:

<table>
<thead>
<tr>
<th>Not at All Available</th>
<th>Minimally Available</th>
<th>Available</th>
<th>Moderately Available</th>
<th>Very Available</th>
</tr>
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Choose an item

Quality of training in meeting this goal:

<table>
<thead>
<tr>
<th>Poor</th>
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<tbody>
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<td>4</td>
<td>5</td>
</tr>
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</table>

Choose an item

Strengths and Limitations of UT Dallas internship experience as it pertains to this goal:

19. To facilitate the integration of interns’ personal and professional identities.

Degree to which training opportunities are available to meet this goal:

<table>
<thead>
<tr>
<th>Not at All Available</th>
<th>Minimally Available</th>
<th>Available</th>
<th>Moderately Available</th>
<th>Very Available</th>
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<td>5</td>
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</table>

Choose an item

Quality of training in meeting this goal:

<table>
<thead>
<tr>
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</table>

Choose an item

Strengths and Limitations of UT Dallas internship experience as it pertains to this goal:
Section III: Quality of Internship Experiences

Please use the scale below to rate your satisfaction with the quality of various aspects of your internship experience.

<table>
<thead>
<tr>
<th>No Basis for Observation</th>
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<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
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<td>5</td>
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</tbody>
</table>

20. Individual Psychotherapy Training  
21. Individual Psychotherapy Supervision  
22. Individual Psychotherapy Experience  
23. Relationship Counseling Training (if applicable)  
24. Relationship Counseling Supervision (if applicable)  
25. Relationship Counseling Experience (if applicable)  
26. Group Psychotherapy Training  
27. Group Psychotherapy Supervision  
28. Group Psychotherapy Experience  
29. Crisis Intervention Training  
30. Crisis Intervention Supervision  
31. Crisis Intervention Experience  
32. Supervision of Supervision Training  
33. Supervision of Supervision – Individual  
34. Supervision of Supervision – Group  
35. Provision of Supervision Experience
### UT Dallas Student Counseling Center

#### Evaluation of Internship

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<td>37.</td>
<td>Assessment Supervision</td>
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<td>38.</td>
<td>Assessment Experience</td>
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<td>39.</td>
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<td>41.</td>
<td>Outreach Experience</td>
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<tr>
<td>42.</td>
<td>Liaisonship Training/Supervision</td>
</tr>
<tr>
<td>43.</td>
<td>Liaisonship Experience</td>
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<td>44.</td>
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<tr>
<td>46.</td>
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The remaining items of Section III are optional to complete, recognizing that answers may impact anonymity.

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<td>Special Emphasis Rotation Supervision</td>
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<tr>
<td>49.</td>
<td>Special Emphasis Rotation Experience</td>
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<td>50.</td>
<td>Special Emphasis Rotation Training (Specify Activity)</td>
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<td>Special Emphasis Rotation Supervision</td>
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<td>52.</td>
<td>Special Emphasis Rotation Experience</td>
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</table>
Section IV: Additional Training Activities

Please use the scale below to rate your satisfaction with following training experiences.

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<th>No Basis for Observation</th>
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</table>

53. Intern Development Seminar

54. Clinical Applications Trainings

55. Intern Consultation Meeting

56. Diversity Forum

57. Staff Group Supervision

58. Intern Support Time

Section V: Qualitative Questions

As you reflect upon your internship at UT Dallas, please list the most significant positive aspects of the experience.

Please list the most significant negative or less helpful aspects of your internship experience.

Please provide suggestions about what we might do to improve the internship program at UT Dallas. Are there experiences or opportunities that are missing and would be helpful?

Thank you for your feedback!
Appendix C
Additional Forms
Intern Self-Assessment of Skills

Intern Name: 

Date: MM/DD/YYYY

The purpose of the self-assessment is to ascertain your experience and perceived level of skill in the core components of our internship. This assessment will be read by your Training Director and supervisors and will be used to inform your individualized training goals in each area. You are not expected to have experience in all of the areas; nor are you expected to have expertise in any of the areas. You will complete this assessment again at the conclusion of internship to determine whether you feel the internship increased your experience and skill level in the following areas.

For each domain, please describe your strengths and areas of growth as they pertain to the specific competency. For some domains, we also ask you to rate your current experience level and perceived skill level for the competency.

Refer to the intern evaluation and auxiliary evaluation in your training manual for specific skills to assist you in completing this assessment.

1) Individual Psychotherapy

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Current Rating:

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<th>Description</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>2</td>
<td>No Proficiency in this skill but interested</td>
</tr>
<tr>
<td>3</td>
<td>Developing this skill</td>
</tr>
<tr>
<td>4</td>
<td>Satisfactorily developed skill; you use this skill effectively</td>
</tr>
<tr>
<td>5</td>
<td>Highly Developed skill; you could teach this to others</td>
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</table>

Current Rating:

Strengths in this area:
Areas of growth/Skill-development needs:

2) Initial Evaluations (Intake Assessment)

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<tr>
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<td>Satisfactorily developed skill; you use this skill effectively</td>
<td>Highly Developed skill; you could teach this to others</td>
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</table>

Current Rating:

Strengths in this area:

Areas of growth/Skill-development needs:

Crisis Intervention

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<td>Satisfactorily developed skill; you use this skill effectively</td>
<td>Highly Developed skill; you could teach this to others</td>
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</table>

Current Rating:

Strengths in this area:

Areas of growth/Skill-development needs:
4) Research

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<tr>
<td>No Experience</td>
<td>Minimal Experience</td>
<td>Moderate Experience</td>
<td>Significant Experience</td>
<td>Extensive Experience</td>
</tr>
</tbody>
</table>

Current Rating:

Strengths in this area:

Areas of growth/Skill-development needs:

5) Ethics and Legal Standards

Strengths in this area:

Areas of growth/Skill-development needs:

6) Utilization of Supervision

Strengths in this area:

Areas of growth/Skill-development needs:

7) Professional Values and Attitudes

Strengths in this area:
Areas of growth/Skill-development needs:

8) Communication and Interpersonal Skills

Strengths in this area:

Areas of growth/Skill-development needs:

9) Individual and Cultural Diversity

Strengths in this area:

Areas of growth/Skill-development needs:

10) Group Psychotherapy

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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Current Rating:

Strengths in this area:

Areas of growth/Skill-development needs:

11) Relationship Counseling
1. **Consultation (Liaisonship)**

**Strengths in this area:**

**Areas of growth/Skill-development needs:**

2. **Outreach**

**Strengths in this area:**

**Areas of growth/Skill-development needs:**
Strengths in this area:

Areas of growth/Skill-development needs:

14) Assessment

Strengths in this area:

Areas of growth/Skill-development needs:

15) Provision of Supervision
Current Rating:

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Strengths in this area:

Areas of growth/Skill-development needs:

Please list any additional strengths (clinical, professional, related to diversity equity and inclusion, etc.):

Please list any additional areas of growth/skill development needs:

(For Pre-Assessment of Skills) What are your main goals for your internship year? Any short-term goals for the fall-semester?
UT Dallas Student Counseling Center

Sample Case Presentation Format

**Overall Training Goals:** Each intern will present two formal case presentations to the staff. The objective is for interns to show increased competence in:

1. Articulating a theoretical orientation.
2. Formulating and conceptualizing cases and planning interventions, both verbally and in writing.
3. Discussing identity considerations and intersectionality within the therapeutic relationship.
4. Demonstrating professional and ethical conduct.
5. Utilizing supervision/clinical consultation to strengthen effectiveness of practice, including taking appropriate risks to further professional development.
6. Applying awareness, knowledge, and skills regarding intersecting and complex dimensions of diversity.
7. Engaging in reflective practice, including giving and receiving constructive feedback to and from others.

**Purpose:** The primary purpose of the case presentation is to provoke discussion of a case. It may be helpful to present a client whose issues are challenging to you in some way. Case presentations will occur during Staff Group Supervision. Interns will be assigned to present one formal case presentation in the Fall semester and one formal case presentation in the Spring semester. The spring case presentation will be structured so as to align more with a case presentation for a job interview (e.g., brief outline rather than a formal paper, no video required, and more of an emphasis on highlighting your therapeutic approach and style as a clinician).

**Written Case Conceptualization:** You will provide a de-identified written case conceptualization to all senior staff members and fellow interns by 8:00 AM on the Thursday preceding your presentation. Case presentation write-ups should be placed in the confidential folders for each staff member on site or shared on Box with staff members working from home.

Written case conceptualizations should be approximately three to five pages and should include the following headings (note that the order may be modified as needed as long as all of these topics are clearly addressed):

- **Client Information**
  1. Demographic information
  2. Number of contacts
  3. Presenting concerns
4. Family background/historical context/system factors
5. Current life situation/stressors
6. Previous psychological treatment

Therapeutic Developments
   a. Goals
   b. Course of therapy/Themes
   c. Your theoretical orientation/s
   d. Case conceptualization (including integration of identity/client context)
   e. Diagnosis (even if provisional/rule-out)
   f. Interventions
   g. Important moments
   h. Client-therapist relational dynamics
   i. Client response (e.g., progress)

Supervision Questions- 2-3 supervision questions related to the tape, future directions for this client/presenting concern, etc.

Verbal Case Presentation:

1. You will have 45 minutes for your case presentation. You will spend approximately 10-15 minutes providing an overview of the case and framing the discussion, focusing on your supervision needs.
2. Presentations should include an 8-10 minute video segment/s.
3. At the conclusion of the case presentation, you should collect and shred all written copies of the case. The Training Director will keep one electronic copy for your file. Your individual supervisor may also keep a copy for your supervision file.

Final Thoughts:

1. Be curious- this is a time when you are not expected to have all of the answers!
2. Take risks- try not to worry about getting it “right”. The more risks you take, the more enriching the experience.
Sample Formal Case Presentation Feedback Form

Please complete this survey to provide feedback to interns on their case presentation. The goal is for interns to be able to receive feedback that they can incorporate into their work now as well as into their broader professional development (e.g., preparing for future job interviews). They may want to circle back to folx for follow-up, so it'll be helpful to know where feedback comes from.

If you have any questions about the survey or would like to provide any feedback to me directly to share with interns, please email Erin at Erin.Schrader@utdallas.edu.

Reviewer Name________________________________

Strongly Agree      Agree       NeutralDisagree      Strongly Disagree  NB

1) Intern presentation style was effective in demonstrating clinical knowledge, awareness and skill.
2) Intern demonstrated a solid theoretical understanding and conceptualization of the client's concern.
3) Intern presentation style was effective in facilitating engaging discussion of case.
4) Intern effectively integrated considerations related to diversity, social justice, and equity into the presentation.
5) The overall presentation and facilitation would be appropriate/effective for a job interview.

Please share any general thoughts about the case and/or alternative conceptualizations for the intern to consider (e.g., any areas for further assessment, equity and/or identity considerations, future interventions, etc)._______________________________________________________________
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What skills or strengths did the intern demonstrate in the case presentation that would make them a strong candidate for a postdoctoral or senior staff position?______________________________________________________________________
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In what ways could the intern adjust or strengthen their case presentation so that it is most competitive in postdoctoral or senior staff interviews?

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### UT Dallas Student Counseling Center

#### Intern Log

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UT Dallas Student Counseling Center

Intern Log Categories

You will receive an electronic copy of the Intern Log. It is formulated to calculate your hours for you. You should complete it weekly. Individual days may add up to anywhere from 7.5 to 8.5 hours depending on your individual schedule for the day. Each week should equal approximately 40 hours per week. At the conclusion of internship, the total number of hours should be approximately 2080, and **all interns are expected to have a minimum of 2000 total hours at the completion of internship**. All interns are required to have 25% direct service, which equates to **500 direct service hours**. To ensure interns met the necessary direct service requirements, direct service hours will be monitored closely. It will be important to ensure you are meeting the targeted direct service goals. You will update your hours log in your intern confidential folder at the end of month, which will then be reviewed by the Training Director. If an intern is significantly below the expected direct service hours during internship, hours logs may be requested to be updated more frequently to closely monitor hours to ensure interns are on track for completion of internship.

Below are explanations of categories:

**Clinical Contact Category:**

Assessment/Testing Feedback: When administering face-to-face assessments or when providing a client with testing feedback. You would not include hours in this category for computer administrations of assessments or for scoring or report-writing.

Individual/Relationship counseling/Initial Evaluation: Note number of hours of counseling appointments attended each week in the appropriate category.

Consultation: This refers to direct service consultations with or regarding current, former, or potential individual clients. It also refers to consultations with parents, staff, or faculty. Can also refer to providing consultation to other departments which may occur when an intern is working as a Liaison. If you have questions about departmental consultation, check with your liaison supervisor.

Educational or Therapy Group: Note the type of group you are leading and the number of hours the group meets each day (e.g., anger-management group, 1.5 hours; co-ed process group 1). The practicum training seminar would be counted in the educational category.
Crisis Intervention: Note the number of crisis intervention hours each day (e.g., see a walk-in crisis client, take an after-hours crisis intervention call).

**Support Activity:**

Case Mgt.: All administrative hours not encompassed in another category (e.g., completing notes; completing logs, prepping for therapy, etc.)

Prep for Presentations/Outreach/Supervision: Should reflect time spent preparing for workshops or topic presentations in and outside of counseling centers. Time spent reviewing own session tapes or practicum supervisee’s tapes. Time spent organizing and preparing for case consultations and supervision discussions.

Report Writing/Scoring Tests: all assessment activities when not directly with a client.

Staff Meeting: Note attendance at staff meetings.

Intern Support Time: This is the weekly time the interns meet independently for additional peer support.

Intern Selection: Reflects any time spent during the regular work week reviewing applications, attending interviews, assisting with interview days, or attending selection meetings.

Planning Meetings: Encompasses all meetings related to planning (e.g., planning intern conference).

Professional Development/Dissertation Hours: Interns are allotted two hours a week to work on their dissertation or another professional development project. Those hours are reflected here. You may have additional hours during down times (e.g., between semesters) where you accrue more hours in this category.

**Supervision:**

Individual Supervision: all individual supervision hours. May also refer to supervision with special emphasis rotation supervisor if the person is providing clinical supervision regarding a case.

Supervision of Group Counseling: If co-leading a group, you will receive supervision from your senior staff co-facilitator. This is reflected in this category.

Group Supervision: You will note attendance at staff group supervision meetings.

Assessment Supervision (Special Emphasis Rotation): Your biweekly assessment supervision is reflected here.
Relationship Counseling Supervision: Your weekly couple’s seminar/supervision (if applicable)

Supervision of Supervision: In the spring, the weekly Supervision of Supervision seminar.

Intern Consultation Meeting: Weekly intern supervision meeting (focused on outreach and open clinical/professional consultation).

Training:

Orientation Trainings: All orientation trainings/meetings can be noted here.


Supervision Seminar: One hour a week in the fall.

Special Emphasis Rotation: Reflects when meeting with rotation supervisor for discussion, review of readings and training. *For some special emphasis rotations, the other hour would be in the clinical service section, such as leading an educational group for Practicum Training, or in the Provision of Supervision section when leading Practicum Case Consultation.

Other In-services Rcvd: Includes any additional staff development trainings (e.g., Student Affairs/HR training). Also includes the Texas Intern Conference

Providing Supervision:

Providing Individual Supervision: All hours directly spent with supervisee when providing supervision. The majority of these hours will occur in the spring semester.

Leading Practicum Case Consultation: If leading the practicum case consultation group. Those direct hours would be accounted for here.

Outreach/Consultation:

Outreach: Any presentation or workshop. Also reflects direct involvement as a counseling center representative in campus activities (e.g., sitting at an SCC information table; being designated counselor/support presence for a movie screening for a student organization).

Leave:

Professional development leave: Each intern is allotted 40 hours (approximately 5 days) of professional leave. This is to be used for conference attendance, dissertation defense or meetings with dissertation committee, and job interviews.
Vacation: Interns accrue eight hours of vacation a month (12 days).

Sick: Interns accrue eight hours of sick leave a month for medical appointments or absences, as needed, due to illness (12 days).

Holidays: Reflects all days the university is closed due to holiday schedule (e.g., Labor Day, Winter Holiday Break).

Other: An example would be university closure due to weather.
The work of your therapist at the UTD Student Counseling Center is being supervised by a licensed psychologist. In order to ensure the highest standard of care, supervisors meet with their supervised therapists weekly, review session notes, and discuss the progress of your counseling. The use of video/audio-taping for the purposes of supervision and training are described in the “Counseling Information and Consent for Treatment” form that you have signed. Your rights to and limits of confidentiality that were described in that form are also applicable to supervision.

Your therapist’s supervisor is listed below and is available for consultation upon your request. You may reach the supervisor at the UTD Counseling Center phone number, 972-883-2575.

If you have any questions about this supervisory relationship, you are encouraged to talk with your therapist. Signing this form acknowledges your informed consent for treatment by a therapist under supervision.

Therapist’s Name: ______________________________

Supervisor’s Name: ____________________________

Supervisor’s Name: ____________________________

Client Name:__________________________________________

Client Signature:__________________________ Date:_______________

Please provide client(s) a signed copy of this form