EDP 8320
CLINICAL INTERNSHIP

Division: Theoretical and Behavioral Foundations
Program Area: Educational Psychology
Course Number: EDP 8320
Course Title: Internship in Clinical Procedures I
Section Number:
Term/Year: Fall, Winter 2013-2014
Course Location: Clinical Site
Day: Arranged Time: Arranged
Instructor: Dr. Alan Hoffman
Office Address: 339 Education
Office Hours: M: 1:00 - 3:00, W: 1:00 - 3:00, Th: 4:00 - 4:30 (Oakland Center)
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Course Description: EDP 8320: Admission to the Counseling Psychology program. Internship in one of the organized health care settings cooperating with the University. Diagnostic testing and psychotherapy with supervision of not less than two hours per week by a licensed psychologist employed by the cooperating site. Conferences and seminars; internship experience will equal or exceed 600 hours.

Course Outcomes:
1. Interns will demonstrate professional competence in administering both standardized and projective testing instruments, with an emphasis on batteries of tests; interpreting test scores and writing clear, concise, comprehensive, and professional psychological assessment reports.

2. Interns will demonstrate competence in integrating knowledge of human development and developmental delays, learning theory, and psychopathology into clearly and concisely written DSM diagnoses for both initial assessment and final diagnosis of their client’s disorders. Diagnoses must demonstrate a comprehensive understanding of the client and of the disorder.

3. Interns will demonstrate competence in conducting interviews and psychotherapy sessions with children, adolescents, adults, couples, and families and maintaining clear, concise, and current session/process notes that are HIPAA compliant.

4. Interns will demonstrate the development of appropriate professional relationships with clients and staff from diverse cultural backgrounds.

5. Interns will demonstrate competence in establishing, in appropriate situations, counseling relationships with clients and their families, and consulting relationships with other professionals
(e.g., psychiatrist, teacher, case worker, etc.) who may also be involved with the intern’s clients (with appropriate signed release).

6. Interns will demonstrate the ability to establish therapeutic and empathic relationships with clients, their families, other professionals, and/or staff, and the public in a professional manner that complies with the APA code of ethics and State law.

**Required Text:** None

**Additional References:** None

**Course Assignments:** In the internship, students experience supervised practice in individual, couple and family therapy, psychological testing (both standardized and projective), and report writing. Interns are also afforded experience with other resources that may be available at the site (e.g., computers, print and non-print media, professional literature, and research). Interns learn how these resources are used in therapeutic settings.

The Internship provides opportunities to interact with clients, colleagues, and staff to develop a broad view of people including diversity of culture, ethnicity, gender, age, religious experience, physical disability, intellectual ability, sexuality, and socio-economic issues.

**Class Policy:**
1. Interns will maintain active liability insurance and provide the Liability Declaration Sheet to your University Supervisor. Further, interns are expected to comply with APA code of ethics and State law in the performance of their duties.

2. Students must have prior permission from their instructor/advisor to begin their internship. Supervision must be provided by a Licensed Psychologist.

3. State regulations require that interns receive at least two hours of supervision each week, one of which must be individual and face-to-face for psychotherapy and testing.

4. Interns must submit to the University Supervisor/Advisor an internship log which documents their activities and hours for each 300 hours of internship. This log is to be initiated by the site supervising psychologist(s). The log may be downloaded from the website.

5. The quality and quantity of the intern’s work (e.g., effectiveness, creativity, judgment, accuracy, and thoroughness), must meet reasonably satisfactory professional standards as evaluated by the supervising psychologist and the University Supervisor.

6. It is expected that the intern will be made aware of any deficits and/or progress during the weekly supervision; however, a formal evaluation of the intern’s work will be conducted near the conclusion of each 300-hour (semester) segment using the Internship Evaluation Form provided by on the Marriage and Family Program website. Completed evaluations must be returned by
either mail or email to the University Supervisor/advisor and will be included in the intern’s departmental academic file.

**Plagiarism:** Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you are in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

**Class Schedule:** Interns will determine their clinical schedule with their on-site supervising psychologist and/or the clinical director.

**Grading System:** All grades for the internship will be Pass of Fail and determined through evaluation feedback from your site supervising psychologist and University Supervisor.

**Withdrawal Policy:** Students who withdraw from a course after the end of the 4th week of class will receive a grade on the work due to date of WP (withdraw passing), WF (withdraw failing), or WN (withdraw with insufficient materials submitted to give a grade).

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Attention Students with Disabilities:** Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats.

If you believe that the limitations imposed by your disability interfere with your ability to successfully fulfill the requirements of this course, you are strongly urged to contact Educational Accessibility Services (SAS) in room 1600, Undergraduate Library to request an accommodation. EAS phone numbers: VOICE (313) 577-1851 or TDD (313) 577-6781.

The EAS Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire. http://www.eas.wayne.edu

Below, please find the Internship Evaluation Form which is to be completed by the Internship supervisor, discussed with the student intern and forwarded to the University Internship Supervisor.
INTERNSHIP EVALUATION FORM
COUNSELING PSYCHOLOGY
WAYNE STATE UNIVERSITY

Intern:___________________  Supervisor:___________________________________________

Internship Site:______________________________________________________________

( ) Fall Semester  ( ) Winter Semester  ( ) Summer Semester  Year__________________

I. PERSONAL CHARACTERISTICS

1. Attendance:
   _____ Frequently absent and/or late, unacceptable
   _____ Occasionally absent or late, needs improvement
   _____ Acceptable attendance and punctuality
   _____ Excellent attendance

   Comments:_________________________________________________________________
   ___________________________________________________________________

2. Responsibility, Reliability and Dependability:
   _____ Requires constant supervision; otherwise lacks reliability
   _____ Must have reminders, prompting; needs improvement in assigned tasks
   _____ Functions with moderate supervision, accomplishing assigned tasks
   _____ Functions with minimal supervision, asks for help if needed, accomplishes assigned tasks
   _____ Works independently, self-motivated, extremely reliable and dependable

   Comments:_________________________________________________________________
   ___________________________________________________________________
3. Staff Relationships:

- Is having difficulty working with and getting along with staff
- Occasionally has difficulty in working with and getting along with staff
- Acceptable, appropriate staff relationships
- Works very well and cooperatively with staff
- Exceptionally good staff relationships; is sought out by others as a leader

Comments:_____________________________________________________

II. THERAPEUTIC PERFORMANCE

1. Individual Therapy: Knowledge and Skills:

- Insufficient skills and knowledge; needs close supervision and requires improvement
- Skills and knowledge weak, but eager and responsive to learn
- Acceptable performance and knowledge; needs on-going supervision
- Very good skills, aware of weaknesses, seeks knowledge to improve; minimal supervision needed
- Excellent knowledge and skills in all phases of job; minimal supervision needed

Comments:_____________________________________________________

2. Couple Therapy: Knowledge and Skills:

- Insufficient skills and knowledge; needs close supervision and requires improvement
- Skills and knowledge poor, but eager and responsive to learn
- Acceptable performance and knowledge; needs on-going supervision
- Very good skills, aware of weaknesses, seeks knowledge to improve; minimal supervision needed
- Excellent knowledge and skills in all phases of job; minimal supervision needed

Comments:_____________________________________________________
3. Family Therapy: Knowledge and Skills:

- Insufficient skills and knowledge; needs close supervision and requires improvement
- Skills and knowledge poor, but eager and responsive to learn
- Acceptable performance and knowledge; needs ongoing supervision
- Very good skills, aware of weaknesses, seeks knowledge to improve; minimal supervision needed
- Excellent knowledge and skills in all phases of job; minimal supervision needed

Comments: ________________________________

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4. Quality of Therapeutic Work: (e.g., therapeutic effectiveness, creativity, judgment; ethical behavior, thoroughness, and record keeping,)

- Does not meet minimum requirements and expectations
- Minimally effective; needs close supervision to perform adequately
- Effective, acceptable performance, judgment, and records
- Very good performance, shows creativity in tasks, good problem solving, judgment, and records
- Outstanding performance, creative, excellent problem solving, judgment and records

Comments: ____________________________________________

____________________________________

5. Quantity of Work: (e.g., productivity, administrative chores, planning-organizing)

- Does below or bare minimum of work assigned
- Does just enough to get by
- Volume of work is satisfactory and acceptable
- Hard worker, doing more than expected
- Production is superior; readily offers to take on additional assignments

Comments: ____________________________________________

____________________________________

6. Knowledge of human behavior and dynamics: (e.g., defense mechanisms, resistance,
process of change)

_____ Shows insufficient knowledge about human behavior and its dynamics
_____ Knowledge about human behavior is weak, but shows willingness to learn
_____ Knowledge about human behavior is acceptable and can apply it in therapy
_____ Very good knowledge about the dynamics of human behavior but has difficulty applying it in therapy
_____ Very good knowledge about behavior and its dynamics and able to apply it in therapy

Comments: ________________________________________________________________

________________________________________________________________________

7. Use of Supervision

_____ Shows lack of motivation or desire to seek supervisory input; shows defensiveness
_____ Has difficulty using supervision; seems reticent to open self to supervisor
_____ Makes adequate use of supervision; fairly open to criticism and suggestions
_____ Makes good use of supervision; open to criticism and suggestions
_____ Makes excellent use of supervision, shows openness to supervisor’s ideas and is able to discuss issues without defensiveness
_____ Seeks too much supervisory suggestions, seems afraid to take risks

Comments: ________________________________________________________________

________________________________________________________________________

III. ASSESSMENT

1. The intern has given the following assessment instruments during this portion of the internship:

_____ WAIS
_____ Stanford Binet
_____ PIC
_____ Bender Gestalt
_____ Rorschach
_____ Draw an H-T-P
_____ WIAT

_____ WISC
_____ Gordon Diagnostic
_____ Depression Scale
_____ Myers Briggs
_____ CAT
_____ Draw a Family
_____ Sentence Completion

_____ WPPSI
_____ MMPI
_____ ADHD Screen
_____ 16 PF
_____ TAT
_____ Woodcock Reading
_____ Behavior Checklist

Others: ________________________________________________________________

________________________________________________________________________
2. On the projective assessment instruments, the intern:
   
   ____ Shows insufficient skills and knowledge; needs constant supervision and improvement is required
   ____ Skills and knowledge poor, but eager and responsive to learning
   ____ Acceptable performance and knowledge; needs on-going supervision
   ____ Shows very good skills, aware of weaknesses, seeking knowledge to improve
   ____ Is highly knowledgeable and skilled in all phases of job; minimal supervision needed

3. On the standardized instruments the intern:
   
   ____ Shows insufficient skills and knowledge; needs constant supervision and improvement is required
   ____ Skills and knowledge poor, but eager and responsive to learning
   ____ Acceptable performance and knowledge; needs on-going supervision
   ____ Shows very good skills, aware of weaknesses, seeking knowledge to improve
   ____ Is highly knowledgeable and skilled in all phases of job; minimal supervision needed

IV. GENERAL COMMENTS REGARDING IMPROVEMENT

1. Areas needing improvement: (Please refer to categories for specific examples).
   
   A. Recommendations for improvement:

   B. If performance is poor or unsatisfactory, steps being taken or to be taken to make performance satisfactory, including time parameters.

2. Areas of improvement noted since last evaluation:

3. Summary statement (including strengths, special talents, skills, etc.):

   ____________________________   ____________________________
   Supervisor’s Signature            Date

   I have read the above and this has been discussed with me. My signature does not imply agreement with all statements made. I realize that I may write a reply or explanation.

   ____________________________   ____________________________
   Intern’s Signature             Date