



Clinical Psychology Doctoral Internship Handbook



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Training Program Focus

The Center for Integrative Healing (CIH) Internship Training Program is a one-year, full-time doctoral internship designed to prepare emerging psychologists for entry-level practice as health service psychologists. The program emphasizes the integration of evidence-based clinical practice, psychological assessment, consultation, and professional development within a practitioner-scholar training model.

Interns provide direct clinical services to children, adolescents, adults, couples, and families presenting with a wide range of psychological, behavioral, developmental, and relational concerns. Training experiences emphasize comprehensive case conceptualization, evidence-based intervention, therapeutic relationship development, and the integration of research findings into clinical practice.

In addition to psychotherapy training, interns receive extensive exposure to and training in psychological assessment, including diagnostic evaluation, test administration, integrated report writing, and feedback. Interns also participate in consultation, interdisciplinary collaboration, peer supervision experiences, and professional development activities designed to foster increasing autonomy and professional competence.

The program places particular emphasis on trauma-informed care, psychological assessment, culturally responsive practice, ethical decision-making, and the treatment of complex mental health presentations. Through a combination of supervised clinical experiences, didactic training, and ongoing evaluation, interns develop the competencies necessary for independent professional practice and lifelong learning within the field of psychology.

Internship Training Aim

The aim of the CIH Internship Training Program is to prepare doctoral psychology interns to become entry-level health service psychologists through comprehensive training in evidence-based clinical practice, psychological assessment, consultation, and integrated behavioral healthcare. A primary focus of the program is the development of culturally responsive, ethically grounded, and scientifically informed clinicians who are capable of working effectively with diverse populations across the lifespan. The program is designed to support the development of competent, ethical, culturally responsive, and reflective psychologists who are prepared to provide high-quality services across diverse clinical settings and populations.

CIH utilizes a practitioner-scholar training model that emphasizes the integration of scientific knowledge, current research literature, evidence-based interventions, clinical expertise, and ongoing self-reflection. Interns are encouraged to critically evaluate and apply psychological science while developing their own professional identity and theoretical orientation. Training experiences are designed to foster both clinical competence and professional growth, recognizing that effective psychological practice requires continuous learning, self-awareness, and responsiveness to the needs of diverse individuals and communities.

Through supervised clinical experiences, didactic instruction, consultation opportunities, and comprehensive assessment training, interns develop advanced competencies in psychotherapy, psychological and neuropsychological assessment, case conceptualization, treatment planning,



interdisciplinary collaboration, and ethical decision-making. Interns work with individuals presenting with a broad range of concerns, including trauma-related disorders, mood and anxiety disorders, neurodevelopmental disorders, personality functioning difficulties, severe and persistent mental illness, substance use disorders, and complex co-occurring conditions. Training emphasizes the delivery of empirically supported interventions while maintaining sensitivity to cultural, developmental, systemic, and contextual factors that influence psychological functioning and treatment outcomes.

The program places a strong emphasis on individual and cultural diversity, social justice, and culturally responsive care. Interns are expected to develop the ability to understand and address the impact of culture, identity, systemic inequities, and individual differences in assessment, intervention, consultation, and professional relationships. Training experiences encourage interns to cultivate humility, curiosity, and respect for the diverse backgrounds and lived experiences of the individuals and communities they serve.

Consistent with the profession's commitment to lifelong learning and professional excellence, the internship promotes the development of professional values, ethical integrity, effective communication, and collaborative practice. Interns receive graduated levels of responsibility and supervision that support increasing autonomy while ensuring high-quality clinical care and professional accountability.

The internship program provides structured training, supervision, and evaluation across all nine APA Profession-Wide Competencies, including Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes, and Behaviors; Communication and Interpersonal Skills; Assessment; Intervention; Supervision; and Consultation and Interprofessional/Interdisciplinary Skills. By the completion of the internship year, graduates are expected to demonstrate readiness for entry-level practice as health service psychologists and possess the foundational competencies necessary for successful licensure and professional practice.

Overview of Psychological Intervention

During the internship year, interns provide direct supervised clinical services to children, adolescents, adults, couples, and families presenting with a wide range of psychological concerns and diagnostic presentations. Clinical experiences are designed to expose interns to diverse populations and varying levels of symptom severity, allowing for the development of broad and generalizable clinical competencies across the lifespan.

The primary intervention experiences consist of ongoing outpatient psychotherapy, with interns providing approximately 20 hours of direct clinical services per week under the supervision of licensed psychologists. Interns conduct intake evaluations, develop case formulations, establish treatment goals, implement evidence-based interventions, monitor treatment progress, and modify treatment plans as clinically indicated. Emphasis is placed on developing strong therapeutic alliances, utilizing measurement-informed care, and integrating client feedback into treatment planning and service delivery.

Training in intervention is grounded in evidence-based practice. Interns are encouraged to integrate scientific literature, clinical expertise, client preferences, and cultural considerations into their work. Interns receive exposure to and supervision in a variety of empirically supported treatment approaches, including Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), Schema



Therapy, Dialectical Behavior Therapy (DBT)-informed interventions, trauma-informed and trauma-focused treatments, Motivational Interviewing (MI), behavioral interventions, mindfulness-based approaches, and other evidence-based modalities appropriate to the needs of the populations served.

Interns gain experience treating a broad range of presenting concerns, including depressive disorders, anxiety disorders, trauma- and stressor-related disorders, neurodevelopmental disorders, personality-related concerns, adjustment difficulties, relationship and family concerns, behavioral problems, severe and persistent mental illness, substance use concerns, and co-occurring psychological conditions. Clinical training emphasizes diagnostic accuracy, case conceptualization, treatment planning, and the application of interventions that are developmentally appropriate, culturally responsive, and informed by current psychological science.

In addition to psychotherapy services, interns participate in psychological assessment activities, consultation services, collateral contacts, treatment team meetings, and interdisciplinary collaboration as part of comprehensive client care. These experiences allow interns to develop competency in communicating clinical findings, coordinating care with other professionals, consulting with community stakeholders, and providing integrated behavioral health services within multidisciplinary systems of care.

Throughout the training year, interns receive ongoing individual and group supervision focused on intervention skills, professional development, ethical and legal decision-making, multicultural competence, and the integration of theory, research, and clinical practice. By the completion of the internship, interns are expected to demonstrate competence in the delivery of evidence-based psychological interventions, effective case management, interdisciplinary collaboration, and independent clinical decision-making consistent with entry-level practice in health service psychology.

Overview of Psychological Assessment

Psychological assessment is a core component of the internship training experience and provides interns with opportunities to develop competencies in diagnostic evaluation, test administration, interpretation, integrated report writing, and feedback delivery. Assessment training is designed to strengthen interns' abilities to answer referral questions, formulate diagnostic impressions, and provide meaningful recommendations that inform treatment planning and clinical decision-making.

Interns participate in a range of assessment activities, including diagnostic interviews, psychological testing, behavioral observations, record review, collateral interviews, integrated case conceptualization, and feedback sessions. Assessment referrals may involve cognitive, personality, neurodevelopmental, behavioral, academic, emotional, and adaptive functioning concerns across the lifespan. Depending on referral needs and training opportunities, interns may work with children, adolescents, and adults presenting with complex clinical, developmental, educational, and psychological concerns.

Interns gain exposure to a variety of assessment instruments and methodologies, including measures of intellectual and cognitive functioning, personality and psychopathology, autism spectrum disorders, attention and executive functioning, behavioral and emotional functioning, adaptive behavior, achievement, and other specialized assessment domains. Training emphasizes the appropriate selection



and use of assessment measures based on referral questions, client characteristics, and current empirical literature.

A central focus of assessment training is the integration of multiple sources of information to develop comprehensive and clinically meaningful conclusions. Interns learn to synthesize findings from clinical interviews, behavioral observations, collateral information, historical records, and psychometric data. They use these findings to then formulate diagnostic impressions, answer referral questions, and generate individualized recommendations. Emphasis is placed on understanding both the strengths and challenges of clients while considering developmental, cultural, linguistic, and contextual factors that may influence assessment outcomes.

Under the supervision of licensed psychologists, interns progressively assume responsibility for various components of the assessment process, including test administration, scoring, interpretation, report writing, case conceptualization, and the provision of feedback to clients, families, and referral sources. Supervisors provide ongoing guidance regarding psychometric principles, differential diagnosis, ethical and legal considerations, multicultural assessment practices, and effective communication of assessment findings.

Through these experiences, interns develop competencies in psychological assessment and acquire the skills necessary to utilize assessment as an integral component of evidence-based psychological practice.

Overview of Supervision

Interns receive a minimum of 2 hours of individual supervision and 2 hours of group supervision each week. Supervision serves as a central component of the internship training experience and is designed to support the development of competent, ethical, and culturally responsive entry-level health service psychologists. Interns receive regularly scheduled individual and group supervision from licensed doctoral-level psychologists throughout the training year. The supervisory process follows a developmental model that promotes increasing levels of clinical competence, professional autonomy, self-reflection, and professional identity formation. Interns are to inform clients verbally during the first therapy or testing session that they work under the supervision of their supervisor.

In addition to receiving supervision from licensed psychologists, interns receive training in the provision of supervision. Interns are given the option to provide supervision to practicum students during their internship year at CIH. Interns are also given many opportunities for peer supervisory experiences.

Individual supervision provides interns with opportunities to critically examine their clinical work and integrate theory, research, and practice. Supervisory discussions focus on case conceptualization, treatment planning, intervention strategies, assessment findings, therapeutic process, professional development, ethical and legal decision-making, multicultural considerations, and the application of current scientific literature to clinical practice. Supervisors encourage ongoing self-reflection and provide constructive feedback to support interns in developing clinical judgment, confidence, and professional competence. Supervisors review clinician's notes, assessment reports, and help to answer any clinical questions.



Group supervision and case consultation experiences foster collaborative learning and expose interns to a broad range of clinical perspectives, theoretical orientations, and treatment approaches. These experiences provide opportunities for peer consultation, interdisciplinary discussion, review of complex clinical cases, ethical analysis, and shared problem-solving. Through group supervision, interns learn to effectively communicate clinical formulations, provide and receive professional feedback, and engage in thoughtful consultation with colleagues.

Supervision at CIH emphasizes the development of reflective practitioners who are able to evaluate their own clinical work, recognize areas for continued growth, and utilize supervision as an essential component of lifelong professional development. Supervisors model professional values, ethical practice, cultural humility, and evidence-based decision-making while fostering a supportive environment that encourages curiosity, openness, and professional growth.

Supervisors maintain ongoing communication regarding intern performance, progress toward training goals, and competency development throughout the internship year. Formal and informal evaluation processes are utilized to monitor growth and ensure that training experiences align with the program's aims and objectives, as well as the APA Profession-Wide Competencies. Through this structured and supportive supervisory process, interns develop the knowledge, skills, attitudes, and professional behaviors necessary for competent and independent practice as health service psychologists.

Interns are evaluated bi-annually (at mid-year and end-of-year) using CIH's intern evaluation document. Each evaluation is based on the nine competencies. Each evaluation is based in part on a supervisor's direct observation of the intern's work. At each evaluation time period, interns have the opportunity to provide formal feedback about CIH's internship program and about their primary supervisor. The nine competencies include: research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and lastly, consultation and interprofessional/interdisciplinary skills.

Didactic Training and Professional Development

The didactic curriculum is designed to provide a structured, sequential, and developmentally appropriate training experience that supports competency development across all areas of professional psychology. Consistent with the program's practitioner-scholar model, didactic training promotes the integration of scientific knowledge, evidence-based practice, clinical expertise, ethical decision-making, and professional identity development. The curriculum is intended to complement supervised clinical experiences by providing interns with opportunities to deepen their knowledge, refine clinical skills, and engage in critical reflection regarding professional practice.

Throughout the training year, interns participate in regularly scheduled seminars, case conferences, workshops, and professional development activities addressing a broad range of topics relevant to contemporary psychological practice. Interns receive 2 hours of didactic training per week and 2 hours of other learning experiences including case conferences, workshops, or other professional development activities. Didactic content includes ethical and legal standards, risk assessment and crisis intervention, cultural humility and individual diversity, trauma-informed care and trauma treatment, psychological and neuropsychological assessment, autism spectrum evaluations, personality assessment, evidence-based



psychotherapeutic interventions, consultation, supervision, professional identity development, self-care, and the integration of research into clinical practice. Additional training opportunities may be provided based on emerging developments in the field, community needs, and the interests and training goals of interns.

The didactic program emphasizes the development of culturally responsive and ethically grounded practitioners who are capable of integrating multiple sources of knowledge when making clinical decisions. Interns are encouraged to critically evaluate scientific literature, consider the impact of individual and cultural differences on clinical care, and apply evidence-based approaches within the context of clients' unique backgrounds, identities, and presenting concerns.

Professional development is viewed as an ongoing process that extends beyond the acquisition of clinical skills. Interns are encouraged to cultivate self-awareness, reflective practice, professionalism, effective communication, leadership skills, and a commitment to lifelong learning. Training activities support the development of a professional identity as a psychologist while preparing interns for licensure, independent practice, interdisciplinary collaboration, supervision, and continued professional growth.

Through participation in didactic training, supervision, clinical service delivery, and ongoing evaluation, interns are expected to demonstrate progressive growth in knowledge, skills, attitudes, and professional behaviors throughout the internship year. By the completion of the program, interns are expected to demonstrate competence across the APA Profession-Wide Competencies and readiness for entry-level practice as health service psychologists.

The Center for Integrative Healing (CIH) provides interns with access to a comprehensive training environment designed to support the development of clinical, assessment, consultation, and professional competencies. Training occurs primarily at our Elk Grove location, which consists of three professional suites dedicated to behavioral health services. One suite is designed primarily for child and adolescent services, one suite is utilized for psychological assessment activities, and one suite is dedicated to adult, family, and general outpatient clinical services. This structure allows interns to gain exposure to a diverse range of populations and clinical presentations while working within specialized treatment environments.

The training site includes multiple therapy offices, assessment rooms, administrative workspaces, and a dedicated waiting area for clients and families. Each office is furnished with desks, seating areas, therapeutic furnishings, and technology necessary for clinical service delivery. Therapy and assessment rooms are numbered and scheduled through the SimplePractice electronic health record and scheduling system, allowing interns to reserve office space and coordinate services efficiently.

Interns are responsible for managing their clinical schedules in collaboration with clients, supervisors, and administrative staff. Interns have the option to utilize a hybrid work schedule. Administrative personnel assist with initial referral coordination, intake scheduling, insurance verification, and onboarding procedures. Once clients are assigned, interns assume responsibility for maintaining their schedules, coordinating appointments, communicating with clients regarding attendance, and ensuring clients are prepared for services. Interns learn practical skills related to appointment management, professional communication, documentation, and continuity of care.



The program provides access to a wide range of clinical and educational resources, including psychological testing materials, scoring resources, assessment manuals, treatment planning resources, clinical reference texts, intervention workbooks, professional literature, training handbooks, and electronic documentation systems. Assessment instruments and testing materials are maintained in a secure storage area and are available to interns under the supervision of licensed psychologists. Interns receive training in the appropriate administration, scoring, interpretation, storage, and security of assessment materials.

Additional training resources include individual and group supervision, didactic seminars, case consultation, peer collaboration opportunities, telehealth platforms, administrative support, electronic health record training, report-writing guidance, and access to clinical forms and templates. Interns also have opportunities to participate in multidisciplinary consultation, review clinical recordings when appropriate, and receive ongoing feedback regarding their professional development throughout the training year.

The combination of dedicated clinical space, assessment resources, administrative support, supervision, and educational materials provides interns with a structured and supportive environment in which to develop competencies consistent with entry-level health service psychology practice.

Training Curriculum

The Center for Integrative Healing's Doctoral Internship Program is designed to provide psychology doctoral interns with a comprehensive, sequential, and developmentally informed training experience that prepares them for entry-level practice as health service psychologists. The training curriculum follows a practitioner-scholar model that integrates evidence-based practice, clinical service delivery, psychological assessment, case conceptualization, consultation, supervision, and professional identity development. Psychology doctoral interns are provided opportunities to apply academic knowledge in real-world clinical settings while receiving ongoing support, mentorship, and evaluation from licensed psychologists.

Psychology doctoral interns participate in a variety of clinical rotations designed to provide exposure to diverse client populations, presenting concerns, and treatment settings. Training experiences may include outpatient psychotherapy, psychological assessment, court-related evaluations, child and adolescent services, adult mental health treatment, couples and family therapy, community-based services, and specialized programs serving justice-involved populations. Through these experiences, psychology doctoral interns gain exposure to individuals across the lifespan and develop competency in working with clients from diverse cultural, socioeconomic, and clinical backgrounds.

Training methods emphasize experiential learning through direct clinical service, observation, supervision, consultation, and didactic instruction. Doctoral psychology interns provide individual, family, couples, and group interventions under the supervision of licensed psychologists. Assessment training includes administration, scoring, interpretation, and integration of cognitive, academic, personality, behavioral, and diagnostic measures. Interns receive training in report writing, diagnostic formulation, treatment planning, and communicating findings to clients, referral sources, and multidisciplinary professionals.



The internship utilizes an approach to training in which psychology doctoral interns assume increasing levels of responsibility as competencies develop. Interns receive regularly scheduled individual supervision, group supervision, case consultation, and opportunities for direct observation and review of clinical work. Supervision focuses on the development of clinical skills, ethical and legal decision-making, multicultural competence, professional conduct, assessment proficiency, intervention effectiveness, and self-reflective practice. Supervisors provide ongoing feedback regarding strengths, areas for growth, and progress toward competency attainment.

Didactic training is integrated throughout the training year and includes seminars, case conferences, journal discussions, and professional development activities. Training topics may include evidence-based interventions, multicultural and diversity considerations, ethics and professional standards, trauma-informed care, psychological assessment, report writing, risk assessment, child and adolescent mental health, severe and persistent mental illness, family systems, consultation, and emerging issues in professional psychology. Psychology doctoral interns are encouraged to critically evaluate research literature and integrate scientific knowledge into clinical decision-making.

The training program is designed to support the development of competencies consistent with the profession-wide competency areas outlined by the American Psychological Association. These areas include ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, consultation and interprofessional collaboration, and research-informed practice. By the completion of the internship year, psychology doctoral interns are expected to demonstrate increased autonomy, sound clinical judgment, professional competence, and readiness for independent entry-level professional practice.



Didactic Calendar

All interns are required to attend the weekly internship didactic series. Seminars are held from 1pm -3pm every Thursday in Suite E Room 7 of the CIH clinic.

Date	Didactic Topic	Presenter
08/06/2026	Orientation I: Internship Overview, Policies, Procedures, and Professional Expectations	Training Committee
08/13/2026	Orientation II: Ethics, Risk Management, Crisis Procedures, and Documentation	Training Committee
08/20/2026	Suicide Risk Assessment and Intervention	Dr. Eni Schall
08/27/2026	Progress Notes, Clinical Documentation, and Record Keeping	Pat Vargas
09/03/2026	Simple Practice, Billing, and Practice Management	Melanie Varner-Guzman
09/10/2026	Treatment Planning and Case Formulation	Pat Vargas
09/17/2026	Motivational Interviewing I	Pat Vargas
09/24/2026	Motivational Interviewing II	Pat Vargas
10/01/2026	Schema Therapy I: Case Conceptualization	Dr. Isabel K'Burg
10/08/2026	Schema Therapy II: Advanced Interventions	Dr. Isabel K'Burg
10/15/2026	CBT for Trauma I	Nikki Brown
10/22/2026	CBT for Trauma II	Nikki Brown
10/29/2026	Self-Care and Professional Wellness I	Pat Vargas
11/05/2026	Self-Care and Professional Wellness II	Pat Vargas
11/12/2026	Cultural Biases and Clinical Practice	Dr. Isabel K'Burg
11/19/2026	Applications of the Adult Attachment Interview	Pat Vargas
11/26/2026	Thanksgiving Holiday	N/A
12/03/2026	Play Therapy I: Foundations and Techniques	Pat Vargas



12/10/2026	Immigration Evaluations I	Dr. Isabel K'Burg
12/17/2026	Immigration Evaluations II	Dr. Isabel K'Burg
12/24/2026	Christmas Holiday	N/A
12/31/2026	New Year's Holiday	N/A
01/07/2027	Psychological Assessment and Report Writing	Dr. Isabel K'Burg
01/14/2027	Personality Disorders	Dr. Isabel K'Burg
01/21/2027	ASD Evaluations: ADOS-2 Toddler Module	Pat Vargas & Hiram Licon
01/28/2027	ASD Evaluations: ADOS-2 Module 1	Pat Vargas & Hiram Licon
02/04/2027	ASD Evaluations: ADOS-2 Module 2	Pat Vargas & Hiram Licon
02/11/2027	ASD Evaluations: ADOS-2 Module 3	Pat Vargas & Hiram Licon
02/18/2027	ASD Evaluations: ADOS-2 Module 4	Pat Vargas & Hiram Licon
02/25/2027	Intern/Postdoctoral Didactic Presentation	Intern/Postdoc
03/04/2027	MCMI-IV I: Foundations and Psychometrics	Dr. Isabel K'Burg
03/11/2027	MCMI-IV II: Millon's Theory and Personality Prototypes	Dr. Isabel K'Burg
03/18/2027	MCMI-IV III: Interpretation and Treatment Planning	Dr. Isabel K'Burg
03/25/2027	MMPI-3 I: Development and Structure	Dr. Isabel K'Burg
04/01/2027	MMPI-3 II: Interpretation and Clinical Application	Dr. Isabel K'Burg
04/08/2027	MMPI-2 I: Administration and Scoring	Dr. Isabel K'Burg
04/15/2027	MMPI-2 II: Interpretation and Report Writing	Dr. Isabel K'Burg
04/22/2027	Rorschach Performance Assessment System (R-PAS) Foundations	Hiram Licon
04/29/2027	R-PAS II: Interpretation and Clinical Integration	Hiram Licon
05/06/2027	WAIS-V I: Administration and Scoring	Dr. Isabel K'Burg
05/13/2027	WAIS-V II: Cognitive Interpretation	Dr. Isabel K'Burg



05/20/2027	WAIS-V III: Diagnostic Integration and Reporting	Dr. Isabel K'Burg
05/27/2027	RBANS I: Administration and Scoring	Dr. Isabel K'Burg
06/03/2027	RBANS II: Interpretation and Neurocognitive Screening	Dr. Isabel K'Burg
06/10/2027	Cognitive Rehabilitation	Hiram Licon
06/17/2027	Research Literacy and Evidence-Based Practice	Hiram Licon
06/24/2027	Clinical Supervision and Consultation Models	Dr. Isabel K'Burg
07/01/2027	Career Development and Professional Identity	Francesca Scardino
07/08/2027	Reflective Practice and Professional Growth	Pat Vargas
07/15/2027	Intern/Postdoctoral Didactic Presentation	Intern/Postdoc
07/22/2027	Termination and Transition Planning	Pat Vargas
07/29/2027	Internship Reflection and Professional Development	Hiram Licon



Application Process

Center for Integrative Healing (CIH) currently offers 4 full-time internship positions. Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org) using the APPIC Application for Psychology Internships (AAPI).

A complete application consists of the following materials:

1. A completed online AAPI
2. Cover letter (as part of AAPI)
3. A current Curriculum Vitae (as part of AAPI)
4. Three Standard Reference Forms, two of which must be from persons who have directly supervised your clinical work (as part of AAPI). **Please submit no more than three SRFs.**
5. Official transcripts of **all** graduate coursework

All application materials must be received by the date noted in the current APPIC directory listing in order to be considered.

Application Screening and Interview Processes

CIH will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 600 intervention hours
2. A minimum of 200 assessment hours
3. Dissertation proposal defended
4. Special interest in working with diverse populations
5. Practicum experience in psychological assessment.
6. Current enrollment and good standing in an APA- or CPA-accredited clinical, counseling, or school doctoral program.

All applications are reviewed by CIH's Training Committee using a standard Application Rating Scale and evaluated for potential goodness of fit with the internship program. The Training Committee meets to determine which applicants to invite for interviews based upon the results of this review process. Applicants are notified whether they have received an interview by email on or before December 15. Interviews are scheduled in January on a first come, first served basis. Interviews take place via videoconference with the entire Training Committee. Interviews are conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate.

Participation in the APPIC Match

CIH submitted their application for APPIC membership in August 2026. CIH abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.



All interns who match to CIH must provide proof of citizenship or legal residency and must successfully pass a fingerprint-based background check before beginning employment. The history of a felony or misdemeanor may result in a failure in this review process and prevent the intern from working at CIH. Additionally, CIH is a drug- and tobacco-free workplace. Instructions for providing this information or completing the background check and drug screen will be sent out to all who match after the match process is complete.

Questions regarding any part of the selection process or CIH's academic preparation requirements may be directed to the CIH Training Director.



Center for Integrative Healing Intern Evaluation and Supervision Policy

The Center for Integrative Healing (CIH) requires that interns demonstrate minimum levels of achievement across all competencies and training elements. Interns receive ongoing feedback from their supervisors and are formally evaluated by their primary supervisor twice annually, at the midpoint and end of the internship year. Evaluations are conducted using a standard rating form, which includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. The evaluation form includes information about the interns' performance regarding all of CIH's expected training competencies and the related training elements. Each evaluation is based in part on direct observation by the individual supervisor. Supervisors review these evaluations with the interns and provide an opportunity for discussion at each timepoint.

Interns are evaluated at the midpoint and 12 month points of the internship. The minimum level of achievement at the mid-year evaluation is a 3 on all learning elements and at the end of the year evaluation, the minimum level of achievement is a 4 on all learning elements. The rating scale for each evaluation is a 5-point scale, with the following rating values: 1 = Remedial, 2 = Beginning/Developing Competence, 3 = Intermediate Competence, 4 = Proficient Competence, 5 = Advanced Competence. If an intern receives a score less than 3 on any training element at the mid-year evaluation, or if supervisors have reason to be concerned about the student's performance or progress, the program's Due Process procedures will be initiated. The Due Process guidelines can be found beginning on page 17.

Interns must receive a rating of 4, which indicates readiness for entry-level practice, or above on all training elements to successfully complete the program. Additionally, all CIH interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program.

In addition to the evaluations described above, interns complete an evaluation of their supervisor and a program evaluation at the mid-point and end of the training year. Feedback from these evaluations is reviewed by the CIH Training Committee and used to inform changes or improvements made to the training program. All evaluation forms are available in the Appendix sections.

All interns at the Center for Integrative Healing (CIH) receive at least four hours of supervision each week throughout the year. Interns receive a minimum of two hours of individual face-to-face supervision each week from a doctoral-level licensed psychologist. Individual supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals. Interns receive two hours of group supervision each week. Interns may receive additional supervision based on their rotation or individual training plans. All individuals receive supervision from at least 3 doctoral-level licensed psychologists over the course of the year. Interns have access to consultation and supervision at all times during which they provide clinical services. Contact information for all supervisors is provided to interns at the beginning of the year and is available via the CIH shared drive. All supervisors are appropriately credentialed for their role in the program.



Due Process

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. The Center for Integrative Healing's (CIH) due process procedures occur in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. CIH may initiate contact with an intern's home doctoral program at any point in the due process procedures in order to best support the intern.

Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the intern include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

Center for Integrative Healing: CIH has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

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



It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
3. The quality of services delivered by the intern is sufficiently negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required;
6. The trainee's behavior does not change as a function of feedback, and/or time;
7. The problematic behavior has potential for ethical or legal ramifications if not addressed;
8. The intern's behavior negatively impacts the public view of CIH;
9. The problematic behavior negatively impacts other trainees;
10. The problematic behavior potentially causes harm to a patient; and/or,
11. The problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

When a supervisor or other faculty/staff member believes that an intern's behavior is becoming problematic or that an intern is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. Supervisors should clearly indicate that the intern has entered the Informal Review phase of the Due Process Procedures. The supervisor or faculty/staff member who raises the concern should monitor the outcome.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating below a "3" on any learning element on a supervisory evaluation, the following process is initiated:

A. Notice: The intern will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.

B. Hearing: The supervisor or faculty/staff member will hold a Hearing with an internship supervisor and intern within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the intern will be included at the Hearing. The intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.



C. Outcome and Next Steps: The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member(s) who was/were present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:

1) Issue an "Acknowledgement Notice" which formally acknowledges: a) that the faculty is aware of and concerned with the problem; b) that the problem has been brought to the attention of the intern; c) that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and, d) that the problem is not significant enough to warrant further remedial action at this time.

2) Place the intern on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan will be shared with the intern and the intern's home doctoral program and will include: a) the actual behaviors or skills associated with the problem; b) the specific actions to be taken for rectifying the problem; c) the time frame during which the problem is expected to be ameliorated; and, d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the intern's home doctoral program. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3) Place the intern on suspension, which would include removing the intern from all clinical service provision for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Suspension Plan will be shared with the intern and the intern's home doctoral program and will include: a) the actual behaviors or skills associated with the problem; b) the specific actions to be taken for rectifying the problem; c) the time frame during which the problem is expected to be ameliorated; and, d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period as specified in 'c' above, the TD will provide to the intern and the intern's home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the intern on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the intern's permanent file.



D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. CIH will notify APPIC and the intern's home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

APPEAL Process

If the intern wishes to challenge a decision made at any step in the Due Process procedures, the intern may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the intern is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of the TD (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the intern. The intern may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program.

If the intern is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the Clinical Director. If the intern is dissatisfied with the decision of the Clinical Director, they may appeal the decision, in writing, to the Chief Executive. Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The Chief Executive has final discretion regarding outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or any aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

Informal Review



First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to an executive staff member of the clinic. The individual being grieved will be asked to submit a response in writing. The TD (or a member of the executive staff, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the TD or a member of the executive staff may wish to meet with the intern and the individual being grieved separately first. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the TD and a member of the executive staff will meet with the intern jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include: a) the behavior/issue associated with the grievance; b) the specific steps to rectify the problem; and, c) procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or a member of the executive staff will document the process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the TD or a member of the executive staff in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or a member of the executive staff will convene a review panel consisting of the TD and at least two other members of the training faculty within 10 working days. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding the outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources in order to initiate CIH's due process procedures.



The Center for Integrative Healing (CIH) Communication and Records Maintenance Policy

Communication between CIH and interns' home doctoral programs is of critical importance to the overall development of competent new psychologists. The internship is a required part of the doctoral degree and, while internship supervisors assess intern performance during the internship year, the doctoral program is ultimately responsible for the evaluation of readiness for graduation and entrance into the profession. Therefore, it is the responsibility of the Training Director to initiate contact with interns' home doctoral programs' Directors of Clinical Training (DCT) at the following time points and as needed throughout the training year:

- A Match letter is sent to both the intern and their DCT within 5 days of learning of a successful match to verify the terms of the internship (i.e., start and end dates, stipend).
- At each evaluation period, CIH shares a copy of the formal written evaluations of the intern with their DCT via email.
- Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program.
- If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program is contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by CIH as a result of the Due Process procedures, up to and including termination from the program.

The Training Director is responsible for maintaining intern records. Intern evaluations, certificates of completion, and each intern's individual training plan are maintained indefinitely by the Training Director in a secure digital file. Records related to Due Process procedures are also maintained in intern files, as described in the CIH's Due Process Procedures. Records related to grievances or complaints are kept in a separate secure digital file, as described in the CIH Grievance Procedures.



Appendix 1 CIH Intern Evaluation

Center for Integrative Healing (CIH) *To be completed by supervisor*

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Methods used in evaluating competency: ☐ Direct Observation ☐ Review of Audio/Video ☐ Case Presentation ☐ Documentation Review ☐ Supervision ☐ Comments from other staff/faculty

Scoring Criteria

1 — Remedial Significant skill development required; remediation necessary

2 — Beginning/Developing Competence Expected level of competence pre-internship; close supervision required on most cases

3 — Intermediate Competence Minimal Level of Achievement (MLA) at mid-point of CIH training program; routine or minimal supervision required on most cases

4 — Proficient Competence Minimal Level of Achievement (MLA) at completion of CIH training program; ready for entry-level practice*

5 — Advanced Competence Rare rating for internship; able to function autonomously with a level of skill representing that expected beyond the conclusion of internship training

**Ready for entry-level practice is defined as (IR C-8 I):*

1. *the ability to independently function in a broad range of clinical and professional activities;*
2. *the ability to generalize skills and knowledge to new situations; and,*
3. *the ability to self-assess when to seek additional training, supervision, or consultation*

Competency 1 — Research

- Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications) _____
- Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including CIH), regional, or national level _____



AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Competency 2 — Ethical and Legal Standards

Demonstrates knowledge of and acts in accordance with each of the following:

- The current version of the APA Ethical Principles and Code of Conduct _____
- Relevant laws, regulations, rules, and policies governing health service psychology at the organizational (CIH), local, state, regional, and federal levels _____
- Relevant professional standards and guidelines _____
- Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas _____
- Conducts self in an ethical manner in all professional activities _____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Competency 3 — Individual and Cultural Diversity

- Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself _____
- Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities _____
- Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles _____
- Applies a framework for working effectively with areas of individual and cultural diversity _____
- Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own _____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____



Comments:

Competency 4 — Professional Values and Attitudes

- Behaves in ways that reflect the values and attitudes of psychology_____
- Engages in self-reflection regarding personal and professional functioning_____
- Engages in activities to maintain and improve performance, well-being, and professional effectiveness_____
- Actively seeks and demonstrates openness and responsiveness to feedback and supervision_____
- Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training at CIH_____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Competency 5 — Communication and Interpersonal Skills

- Develops and maintains effective relationships with a wide range of individuals_____
- Demonstrates a thorough grasp of professional language and concepts_____
- Produces, comprehends, and engages in communications (oral, nonverbal, and written) that are informative and well-integrated_____
- Demonstrates effective interpersonal skills and the ability to manage difficult communication well_____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Competency 6 — Assessment

- Demonstrates current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology_____
- Demonstrates understanding of human behavior within its context



- Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process_____
- Selects and applies assessment methods that draw from the best available empirical literature_____
- Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient_____
- Interprets assessment results to inform case conceptualization, classification, and recommendations while guarding against decision-making biases_____
- Communicates the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences_____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Competency 7 — Intervention

- Establishes and maintains effective relationships with recipients of psychological services_____
- Develops evidence-based intervention plans specific to the service delivery goals_____
- Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables_____
- Demonstrates the ability to apply the relevant research literature to clinical decision making_____
- Modifies and adapts evidence-based approaches effectively_____
- Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation_____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Competency 8 — Supervision

- Applies overall knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals_____
- Applies the supervisory skill of observing in direct or simulated practice_____
- Applies the supervisory skill of evaluating in direct or simulated practice_____



- Applies the supervisory skills of giving guidance and feedback in direct or simulated practice_____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Competency 9 — Consultation and Interprofessional/Interdisciplinary Skills

- Demonstrates knowledge and respect for the roles and perspectives of other professions_____
- Applies knowledge about consultation in direct or simulated (e.g., role-played) consultation_____

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE: _____

Comments:

Overall Rating

OVERALL RATING (average of broad competence area scores): _____

Comments on Intern's overall performance at CIH:

Comments from Intern regarding evaluation:

I acknowledge that my supervisor has reviewed this evaluation with me.

Intern Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____



Appendix 2 CIH Supervisor Evaluation

Center for Integrative Healing (CIH) *To be completed by intern*

This Supervisor Evaluation is to be completed by the intern at each evaluation period (concurrent with intern evaluation) and discussed with the supervisor during the intern evaluation meeting.

Intern: _____

Supervisor: _____

Dates of Evaluation: _____ to _____

NOTE: This Supervisor Evaluation is utilized by CIH to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and all feedback is carefully considered. Any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience. Please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

Scoring Criteria:

- **1** — Significant Development Needed: Significant improvement is needed to meet intern needs
- **2** — Development Needed: Improvement is needed to meet intern needs
- **3** — Meets Intern Needs and Expectations
- **4** — Exceeds Expectations: Above average experience
- **5** — Significantly Exceeds Expectations: Exceptional experience
- **N/A** — Not Applicable/Not Observed/Cannot Say

General Characteristics of Supervisor

Item	Rating
Is accessible for discussion, questions, etc.	_____
Treats intern with respect and courtesy	_____
Supports the intern's successful completion of the internship program	_____
Presents as a positive professional role model consistent with the program's aims	_____
Schedules supervision meetings and is available at the scheduled time	_____
Allots sufficient time for supervision	_____



Keeps sufficiently informed of case(s)	_____
Is interested in and committed to supervision	_____
Sets clear objectives and responsibilities throughout supervised experience	_____
Is up-to-date in understanding of clinical populations and issues	_____
Maintains appropriate interpersonal boundaries with patients and supervisees	_____
Provides constructive and timely feedback on supervisee's performance	_____
Encourages appropriate degree of independence	_____
Demonstrates concern for and interest in supervisee's progress, problems, and ideas	_____
Communicates effectively with supervisee	_____
Interacts respectfully with supervisee	_____
Maintains clear and reasonable expectations for supervisee	_____
Promotes recognition and effective navigation of individual and cultural diversity	_____
Provides a level of case-based supervision appropriate to supervisee's training needs	_____

Comments:

Development of Clinical Skills

Item	Rating
Assists in coherent conceptualization of clinical work	_____
Assists in translation of conceptualization into techniques and procedures	_____
Is effective in providing training in behavioral health intervention	_____
Is effective in providing training in assessment and diagnosis	_____
Supports intern in navigating and responding to clients' cultural and individual differences	_____
Is effective in helping to develop short-term and long-range goals for patients	_____



Promotes clinical practices in accordance with ethical and legal standards _____

Promotes intern's general acquisition of knowledge, skills, and competencies _____

Comments:

Summary

Overall rating of supervision with this supervisor: _____

Describe how the supervisor contributed to your learning:

Describe how supervision or the training experience could be enhanced:

Any other suggestions/feedback for your supervisor?

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____



Appendix 3 CIH Program Evaluation

Center for Integrative Healing (CIH) *To be completed by intern*

Intern: _____

Supervisor(s): _____

Evaluation Interval (Please Circle): Mid-Point End of Year

This Program Evaluation is utilized by CIH to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and all feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the Training Committee to address the problematic item. Please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

Scoring Criteria: 1 = Bad; 2 = Poor; 3 = Fair; 4 = Good; 5 = Excellent

Overall Internship Experience

Item	Rating (1–5)
Overall quality of training	_____
Opportunities for professional socialization with intern cohort	_____
Breadth of clinical intervention and assessment experience	_____
Satisfaction with number of client contacts	_____
Clarity of expectations and responsibilities for intern	_____
Climate of training environment as it relates to respect for diversity	_____
Case load was appropriate to meet educational needs	_____

Comments:

Weekly Group Training Opportunities

Item	Rating (1–5)
------	--------------



Group Supervision _____

Journal Club _____

Didactic Seminars

Item	Rating (1–5)
Overall Weekly Seminar quality	_____
Seminars presented via Zoom are comparable to seminars presented in person (if applicable)	_____
Seminars presented via Zoom met my training needs (if applicable)	_____

Please provide any additional comments/feedback about your experience and provide explanations for any "Poor" or "Fair" ratings:

Overall Quality of Training Within Required Competency Areas

For the following items, please rate the quality of the training you have received at CIH in each. Please consider your experience with didactic seminars, professional development opportunities, and supervision, as well as direct clinical experiences and other experiential training.

Research — Quality of Training: _____ Comments:

Ethical and Legal Standards — Quality of Training: _____ Comments:

Individual and Cultural Diversity — Quality of Training: _____ Comments:

Professional Values, Attitudes, and Behaviors — Quality of Training: _____ Comments:

Communication and Interpersonal Skills — Quality of Training: _____ Comments:



Assessment — Quality of Training: _____ Comments: _____

Intervention — Quality of Training: _____ Comments: _____

Supervision (*recall that, for the purposes of this evaluation, you are rating the training you received in this required area of competence, NOT the supervision you received*) — Quality of Training: _____
Comments: _____

Consultation and Interprofessional/Interdisciplinary Skills — Quality of Training: _____ Comments: _____

Please provide additional comments/feedback about CIH's overall training in the major areas of professional functioning:

Supervision Experience

Please answer the following questions regarding your experiences with receiving supervision.

Item	Rating (1–5)
Helpfulness of supervision	_____
Availability of supervisors	_____
Frequency of supervision	_____
Supervisors as professional role models	_____
Effectiveness of teaching	_____

Please provide additional comments/feedback about your supervision experience and provide explanations for any "Poor" or "Fair" ratings above:

Please provide any other feedback and recommendations that you believe might be helpful or might improve the internship at CIH:



Please provide any feedback that you think would help improve this program evaluation survey:

Intern's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____