

Internship Handbook

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Will County Health Department

Behavioral Health Services - Clinical Training Program

I, _____ acknowledge that I have received the following documents and I am expected to read and reference them throughout the training year:

_____ ***Intern Orientation Handbook***

I agree and understand that I will be held accountable and responsible for learning and applying the information contained in these documents.

Printed Name: _____

Signature: _____

Date: ___/___/_____

Important Contacts and Information

Adult/ACS Front Desk		P:815-740-8964 F:815-727-8436	
Forensics/Addictions Front Desk	Wing D	P: 815-774-7326 F: 815-740-8148	
Child and Adolescent Front Desk	Wing E	P: 815-727-5065 F: 815-727-0136	
Bolingbrook Office	NBO	P: 630-679-7020 F: 630-679-7018	
Maria Cordova	Office Supervisor	P: 815-727-5902 F: 815-727-5930	mcordova@willcountyhealth.org
Dr. Joseph Troiani	Division Director	P: 815-727-5902	jtroiani@willcountyhealth.org
Dr. Rita Gray	Clinical Training Director	P: 815-727-5904 C: 815-383-3391	rgray@willcountyhealth.org
Dr. C. Leslie Cox	Supervising Psychologist	P: 815-727-	lcox@willcountyhealth.org
Michelle Zambrano, MA, LCPC	YESS Manager	P: 815-727-5905	mzambrano@willcountyhealth.org
Armando Reyes, MA, CAADC	Compliance Manager	P: 815-727-8806	areyes@willcountyhealth.org
Tamra Oosting, BA	Billing Supervisor	Email Only	toosting@willcountyhealth.org
William Karmia, MA	Addictions Manager	P: 815-727-8513	wkarmia@willcountyhealth.org
Ana Alonso	Interpreter Clerk	X 3226 In-house only	ediaz@willcountyhealth.org
CARES Line		P: 800-345-9049	
DCFS Hotline		P: 800-252-2873 800-25 ABUSE	
Central Medical Records		F: 815-727-5944	

WILL COUNTY HEALTH DEPARTMENT TELEPHONE DIRECTORY

Main Office: 501 Kila Avenue, Joliet, IL 60433 (815) 727-8480 Fax (815) 727-8484

Community Health Center: 1106 Neal Avenue, Joliet, IL 60433 (815) 727-8670

(E) **Eastern Branch Office:** 5601 Money-Maharitan Road, Money, IL (815) 727-8803 (708) 534-0500 Fax (708) 534-3455

(B) **Bolingbrook Branch Office:** 323 Quadrangle Drive, Bolingbrook, IL 60440 (630) 679-7000

(S) **Sunnyvale TB Clinic:** 503 Kila Avenue, Joliet, IL 60433 (815) 740-4420 Fax (815) 740-4424

* In-house number only
 ** Prefix is 740
 +630-679 if outside
 WC11D
 † Prefix is 774
 +---708-534 if outside
 WC11D
 +---630-759 if outside
 WC11D
 All other phone are 777

Administration

Direct Calls To: 727-8480
 FAX: 727-8484
 Arthur, Debbie 8854
 Backis, Stephanie **8932
 Bergin, Denise 8431
 Carlisle, Joseph 8826
 Carvalho, Cindy 8570
 Chaplin, Betty Jo **8144
 Cheney, Val 8857
 Cicero, John **8082
 Collins, Jan 8839
 Cull, Cindy 5934
 Ejarco, Daisy 5086
 Keane, Lucille **8976
 Martin, Lee 8823
 Martinez, Martha 0
 Meier, Anthony 8498
 Meyerhoff, Jean Ann 5933
 Mitschka, Dale 0
 Olszek, Susan 8699
 Parker, Dennis 0
 Peters, Don 0
 Reato, Vic 5088
 Salazar, Christina 8486
 Sarver, Nancy 8808
 Shields, Kristin **7630
 Taylor, Jason 8825
 Thomas, Patricia 0
 Villalobos, Enrique 0
 Whitehead, Stacy 8822

Emergency Preparedness & Response
 FAX: 740-8141
 Volunteer Corps 727-8802
 Marshall, Jackie **7627
 Reley, Kathleen 8802
 Sals, Robia +7955

Community Health Center

Direct Calls To: 727-8670
 FAX: 727-5975
 Affordable Care Act Hotline

..... 774-6090
Front Desk 5061
Walkin Clinic *3581 or 117362
Security 8529
Purchasing 7201
Lunchroom 3298
OB I 7352
OB Back 5939
OB Reception 8896
OB Fax 7278832
Conference Room 4463/4464
Adult 8950
Primary/Peds Care 8991
Medical Records 7316
Medical Records Fax 740-8149
Walgreens 8465
Walgreens Fax 727-5304
Agha, Dolly N.P. 14464
Almolda, Esmeralda 5939
Alonso, Anne **7361
Altery, Lori +4461
Alvarez, Nilda 14484
Andrae, Gayle +7353
Arredondo, Andrea 14761
Baumroll, Sterling M.D. **8975
Bernal, Pili *3294
Bocanourt, Sandra **8950
Bryl, Jennifer M.D. 7499
Buchbass, Nicole
Burger, Rachel **8991
Cazares, Brenda +7363
Cirullo, Michael 8831
Cervantes, Guadalupe 5935
Chhay, Saly *7361
Cloay, Tammy +7380
Crosby, Esrikke 17374
Del Rio, Juana *3294
DeSavio, Nicole 5062
Donoma, Sara 5930
Edwards, Thomas +7375
Ehrman, Howard M.D. **8985
Foster, Christine N.P. **8972
Giamantasis, Rita **7629
Gomez, Rosa +6093
Gonzalez, Maythelena **8990
Gonzalez, Maritza 5939
Gutierrez, Daniel M.D. **7637
Guzman, Lizette +4381
Hernandez, Juliana **8996
Hilton, Sandra +7350
Hirnyta, Martha +4491
Hughes, Felicia 8820
Jones, Tabitha **8961

Jordan, Aime **8990
Kilbride, Mary +4473
King, Doc Dev 8848
Lee, Jing M.D. 8691
Lorenz, Gayle 8510
Mangos, Mary 117655
Martin, Valerie **8950
Martinez, Maribel 5082
Mister, Monica **8950
McWilliams, Peggy **4417
Milke, Betty **8970
Mollist, Angie +7357
Montenegro, Connie +7355
Montoya, Lola 5939
Morris, Clarissa 118092
Nails, Amy **8973
Norris, Genise **4467
Parisi, Deanna 5939
Raney, Michelle 5939
Ramirez, Angie 5061
Requena, Elizabeth *7347
Royce, Anne **8991
Rothenb, Jennifer +7364
Rubio-Perez, Janeth +7363
Samoaka-Banski, Joclyn 5939
Sanchez, Candace **8992
Sherry, Martha +6094
Slechter, Rita 5949
Smith, Mary **8950
Soto, Maria 5939
Stamper, Cheryl **7637
Szoki, Nancy **8950
Velasco, Ana *8990
Vera, Tracy M.D. **8993
Waszak, Carol *7361
Wilkins, Gina **8971
Williams, Jeffrey D.O. 8866
Willis, Tracy *3525
Wiscorscia, Vanessa +7551
Wozniak, Karen 8899
Yousuf, Anjum M.D. **8991

Dental Clinic

Direct Calls To: 774-7300
 FAX: 774-7319
Dental Manager 774-4495
Foster, Evonne 17397
Gandhi, Sanal D.D.S. +4476
Garg, Saugita D.D.S. +7318
Istoga, Lendita +7320
Jones, Theresa +7317
Kueber, Erin +7397
Koss, Nancy +4476

Lau, Francis D.D.S. 17397
Thompson, Sally +7397
Zeluzevski, Dina +4385

Environmental Health

Direct Calls To: 727-8490
 FAX: 740-8147
EDO FAX (708) 534-3455
NBO FAX (630) 679-7031
Bieski, Tam (E) +5756
Bilota, Elizabeth 8446
Casay, Thomas (B) +7011
Chidambaram, NALLI **7626
Dovies, Sandra (E) +5721
Dusack, Wendy (D) 7012
Givens, Melissa (B) 17046
Griggs, Cynthia 8839
Guille, Frank (B) 7015
Hanby, Bruce 8673
Kestel, Kaitlyn **4411
Love, Shari (E) +5758
Martin, Mary 8778
Martinez, Ornela 8490
Melby, Logan 14744
Mey, Kyle 8495
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Neison, Kathryn 8499
Paul, Kathy 8841
Santora, Jill (B) +7030
Seaton, Brian 8671
Seay, Linda 8449
Shuler, Luke (B) 17014
Saeremeta, Susan 8838
West, Samantha 8836

Environmental Lab

Direct Calls To: 727-8517
 FAX: 740-7633
Gonzalez, Nathaniel +4492
Kantz, Trisha 5060
Murray, Colita +7340
Orlando, Courtney +7344
Parks, Gina 7541
Reyes, Gabriela 8517

Family Health Services

Direct Calls To: 727-8501
 FAX: 727-8677
 WC: 727-8524
WIC Toll Free 866-943-7367
COUPON Desk *4468
NBO WIC +7010
NBO FAX (630) 679-7015

ALL STAFF MEETING SCHEDULE 2021

JANUARY 8

FEBRUARY

MARCH 5

APRIL 2

MAY 7

JUNE 4

JULY 2

AUGUST 6

SEPTEMBER 3

OCTOBER 1

NOVEMBER 5

DECEMBER 3

MEETINGS BEGIN @ 9:00A

MEETINGS WILL BE HELD IN LOWER LEVEL COMMUNITY ROOM

Training Materials

Mission Statement

The Clinical Training Program's aim is to prepare interns to become competent and ethical Psychologists who practice within a holistic and integrative model of behavioral

health service delivery that enhances collaboration and partnerships within the community.

Training Model

The Doctoral Internship Program is grounded in a scholar-practitioner model and is designed to provide a broad-based professional training experience in psychological service delivery. The internship is designed to provide excellent training and supervision in the various activities and responsibilities practiced by a professional psychologist. The training staff is highly committed to an internship program that encourages participants to gain a broad exposure to a variety of professional activities and services with diverse populations that exist in a community setting. At the completion of the internship, interns will be prepared to assume positions of responsibility within the profession.

Program Philosophy

The program utilizes a developmental approach wherein the internship is organized in a cumulative and sequential manner advancing to increased degrees of complexity as the year progresses. This developmental approach is followed in both the didactic trainings as well as in experiential activities. In following the developmental approach, interns first undergo a comprehensive and thorough orientation to the agency over a 4 week period. Fundamental skills and knowledge are initially emphasized as a foundation for more complex skills, clinical issues and applications. The intent of this approach is to foster and maintain interns' continued growth and development within a safe learning environment.

Required Training Activities

Experiential activities include but are not limited to clinical psycho-diagnostic assessment, direct face to face interventions in the forms of group, individual and family therapy, crisis intervention, outreach and case management services. These are accomplished while utilizing multiple theoretical orientations such as cognitive behavioral therapy, behavior modification, solution-focused and others. Additional experiential components of the program are formal face to face individual and group supervision by licensed clinical psychologists, didactic trainings, interdisciplinary staffings, division staff meetings, agency seminars and trainings, and supervision of practicum students. Administrative and paperwork components include psychodiagnostic assessment reports, mental health assessments, clinical evaluations, progress notes, treatment plans and other relevant clinical documentation.

Mobile Crisis Response (MCR Training Activities)

Clinical Services: Interns maintain a caseload of 20-25 clients and provide the following services: mental health assessments, person centered treatment, individual therapy, case management, crisis intervention, transition and discharge, and referral and linkage to other services. Interns are expected to engage in ongoing consultation with

psychiatrists, nurses, psychologists, social workers, case managers, and language translators as well as participate in monthly staff Division and weekly program meetings.

Behavioral Health Services in Primary Care: Interns are expected to provide mental health screenings, mental health assessments, crisis response services and referral and linkage. In addition, interns work collaboratively within a multidisciplinary treatment team to develop treatment plans which may include: individual and family therapy, medication monitoring, and case management services. In this setting interns are expected to engage in ongoing consultation with their intern cohort and clinical staff and attend weekly multidisciplinary staff meetings.

Psycho-diagnostic Testing: Interns are expected to complete a minimum of four comprehensive psychological assessments and psychological reports. Interns will conduct testing for individuals who have been referred from the following programs: Adult Behavioral Health, Forensics, the Will County Mental Health Court, Child and Adolescent Behavioral Health and the Community Health Center.

Peer Supervision: Interns are expected to develop their skills in providing supervision of psycho-diagnostic and therapy externs. Supervision tasks include but are not limited to the following:

- Assisting in psychodiagnostic testing administration, scoring, analysis, and data integration
- Reviewing drafts of psychological reports
- Collaborating on case consultation
- Assisting with diagnostic formulation
- Assisting with the development of Interventions/treatment plans

Administrative Assistance – Clerical and Technical Support

Clerical Support: The WCHD Clinical Training Program is supported by a number of staff members who provide clerical support to the clinical staff as well as the interns and externs in the program. The members of clerical support consist of the following full time positions: office supervisor, administrative and registration clerks, medical secretaries, reimbursement specialists, translators and human resources personnel.

Office Supervisor's responsibilities include the following:

- Supervising and training all Administrative and Registration Clerks and all Medical Secretaries

- Distributing, collecting and processing initial paperwork, such as background checks, fingerprinting and the actual application, as well as any contracts (if applicable)
- Setting up the network access – Custom Information Solutions (CIS) and email addresses
- Importing electronic signatures into CIS
- Keeping a roster of all students in the Clinical Training Program (CTP) and updating it regularly for monthly CTP committee meetings
- Collecting and processing interns' time sheets, payroll and distributing paychecks
- Facilitating reimbursement for mileage
- Upon completion of the training, collecting students' ID badges and terminating their access to CIS/email
- Informing interns about upcoming trainings and assisting with registration
- Ensuring that all office and other supplies are ordered and available
- Providing additional administrative assistance as needed

Administrative Clerks' and Registration Clerks' responsibilities include the following:

- Greeting clients and notifying interns of their arrival
- Assisting clients with completing initial paperwork
- Scheduling appointments and making reminder phone call
- Data entry
- Accepting payments
- Scanning client records into the Electronic Medical Records system
- Assisting interns with CIS functions

Medical Secretaries' responsibilities include the following:

- Overseeing the storage and distribution of clients' charts
- Assisting with medical records releases
- Retrieving closed charts

Reimbursement Specialists' responsibilities include the following:

- Training students on CIS
- Training students on coding functions
- Meeting with clients for financial registration
- Assisting with enrolling clients for the Affordable Care Act
- Submitting billing for all transactions

Translators' responsibilities include the following:

- Providing translation services

Human Resources Personnel's responsibilities include the following:

- Processing initial on-boarding paperwork
- Conducting background checks and fingerprinting

- Processing applications and contracts
- Maintaining and storing interns' records
- Providing ID badges

Technical Support Team's responsibilities include the following:

- Providing access to computers, internet, word processing, and the electronic charting system
- Maintaining and providing technical support for computer and telecommunication resources
- Providing e-mail accounts to all interns, externs, and all training staff

Financial Assistance

The Division of Behavioral Health's financial base is supported by revenues from the tax levy of Will County and is supplemented by additional funding from the Department of Mental Health/Alcohol and Substance Abuse Services, and State and Federal grants. From these revenue sources the Director of the Division of Behavioral Health creates an annual budget that provides the following line items in support of the Clinical Training Program:

- Interns' stipend (\$25,000 per 2000-hour training year)
- Supervisors' salaries
- Materials and supplies
- Trainings/ In-services/Workshops/Conferences

Long range strategic planning by the Will County Board, the Board of Health and the organization's executive administrators maintain the institution's financial stability.

Diversity and Multicultural Awareness

The Clinical Training Program is committed to recruiting and retaining diverse clinical supervisors and interns to foster a climate of inclusion, promote socially responsible practice, and cultivate healthier local and global communities. To uphold that commitment, candidates from diverse ethnic, racial, cultural, sexual orientation, and religious backgrounds are encouraged to apply. Interns are expected to enhance their understanding and appreciation for multicultural approaches to treatment and persons served. Cultural competency is one of the main factors in closing the disparities gap in behavioral health service delivery. The Clinical Training Program promotes services that are respectful of and responsive to the health beliefs, practices and cultural and linguistic needs of diverse clients with the goal of positive health outcomes. Culture specific value orientations determine how individuals relate to and understand their world, themselves, and others. Cultural factors influence how individuals manifest symptoms, how they cope, the extent of family and community support, as well as whether or not to seek treatment.

The Will County Health Department's Internship Program is currently applying for Accreditation on Contingency from the American Psychological Association. Accreditation information can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE; Washington, DC 20002-4242. Phone: 202-336-5979; TDD/TTY: 202-336-6123. Website: <http://www.apa.org/ed/accreditation/index.aspx>.

Didactic Training Schedule 2021-2022		
2 Hours Duration-Occurs Every Thursday for 2 Hours		
Date	Training Objective/Competency	Didactic or Other Training Title
08/16/2021	Internship Orientation	Internship Orientation Overview for 2021-2022 Training Year
08/17/2021	Internship Orientation	Electronic Medical Records & the Computer Information System (CIS)
08/18/2021	Internship Orientation	Overview of Mobile Crisis Response Program
08/19/2021	Internship Orientation	Illinois Medicaid Comprehensive Assessment of Needs & Strengths
08/20/2021	Internship Orientation	Operational Aspects, Accreditation, Medicaid, Revenue Sources
08/21/2021	Internship Orientation	Clinical Intake Procedures and Documentation
08/22/2021	Internship Orientation	Treatment Planning/Progress Notes

08/23/2021	Internship Orientation	Screening for Hospitalization
08/24/2021	Internship Orientation	Case Management, Referral & Linkage
08/25/2021	Internship Orientation	Building a Caseload & Clinical Service Delivery
08/26/2021	Professionalism	Professionalism in Psychology: TR
09/03/2021	Professionalism	Professionalism in Psychology
09/10/2021	Professionalism	Operating in an Interdisciplinary Environment
09/17/2021	Professionalism	Operating in an Interdisciplinary Environment
09/24/2021	Ethics	HIPAA, Confidentiality, Informed Consent, and Disclosure
10/01/2021	Ethics	HIPAA, Confidentiality, Informed Consent, and Disclosure
10/08/2021	Psychotherapy	Clinical Interviewing and Assessment
10/15/2021	Psychotherapy	Clinical Interviewing and Assessment
10/22/2021	Diversity	Culture, Socio-Economic Status and Treatment Considerations
10/28/2021	Diversity	Culture, Socio-Economic Status and Treatment Considerations
11/04/2021	Ethics	Mandated Reporting
11/11/2021	Holiday Observed	Veterans' Day
11/18/2021	Ethics	Mandated Reporting
11/25/2021	Holiday Observed	Thanksgiving Day
12/02/2021	Ethics	Maintaining Appropriate Boundaries
12/09/2021	Ethics	Maintaining Appropriate Boundaries
12/16/2021	Psychotherapy	Client Engagement/Motivational Interviewing
12/23/2021	Psychotherapy	Client Engagement/Motivational Interviewing
12/30/2021	Psychodiagnostic Assessment	Intellectual and Achievement Functioning
01/06/2022	Psychodiagnostic Assessment	Intellectual and Achievement Functioning
01/13/2022	Diversity	Ethnicity, Language, Religion and Treatment Considerations
01/20/2022	Diversity	Ethnicity, Language, Religion and Treatment Considerations

01/27/2022	Psychodiagnostic Assessment	Personality Functioning: Objective Tests
02/03/2022	Psychodiagnostic Assessment	Personality Functioning: Objective Tests
02/10/2022	Supervision & Consultation	Essentials of Supervision and Consultation
02/17/2022	Supervision & Consultation	Essentials of Supervision and Consultation
02/24/2022	Intervention	Evidenced Based Treatment Interventions
03/03/2022	Intervention	Evidenced Based Treatment Interventions
03/10/2022	Ethics	Ethical Principles of Psychologists and Code of Conduct
03/17/2022	Ethics	Ethical Principles of Psychologists and Code of Conduct
03/24/2022	Psychodiagnostic Assessment	Personality Functioning: Projective Tests
03/31/2022	Psychodiagnostic Assessment	Personality Functioning: Projective Tests
04/07/2022	Psychodiagnostic Assessment	Psychological Report Writing
04/14/2022	Psychodiagnostic Assessment	Psychological Report Writing
04/21/2022	Intervention	Person-Centered Treatment Planning
04/28/2022	Intervention	Person-Centered Treatment Planning
05/05/2022	Intervention	Managing Therapists' Reactions to Clients
05/12/2022	Intervention	Managing Therapists' Reactions to Clients
05/19/2022	Ethics	Addressing Ethical Dilemmas
05/26/2022	Ethics	Addressing Ethical Dilemmas
06/02/2022	Research	Applying Peer-Reviewed Literature in the Formulation of a Treatment Plan
06/09/2022	Research	Applying Peer-Reviewed Literature in the Formulation of a Treatment Plan
06/16/2022	Diversity	Sexuality, Gender Identity and Treatment Considerations
06/23/2022	Diversity	Sexuality, Gender Identity and Treatment Considerations

06/30/2022	Diversity	Disabilities and Treatment Considerations
07/07/2022	Diversity	Disabilities and Treatment Considerations
07/14/2022	Research	Using Research in the Formulation of Evidence-Based Interventions
07/21/2022	Research	Using Research in the Formulation of Evidence-Based Interventions
07/28/2022	Intervention	Transition and Termination

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

Training Year: 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Professionalism in Psychology – 4 hours over 2 weeks

1. SCHEDULE:

September 2, 2021 10:00 AM to 12:00 PM

September 9, 2021 10:00 AM to 12:00 PM

DESCRIPTION:

This didactic training describes the professional behavior that is expected of interns in their interactions with members of a multidisciplinary team.

2. LEARNING OBJECTIVES:

Upon completion of this didactic training interns will:

- Demonstrate knowledge of professional guidelines and standards of conduct
- Demonstrate knowledge of good professional judgment, a professional demeanor, as well as comfort with various professional roles and responsibilities
- Demonstrate knowledge of professional responsibility, attitude, and work ethic
- Demonstrate knowledge of how to manage time effectively, complete work in a timely manner, and following through on commitments
- Demonstrate knowledge of respect for confidentiality and compliance with documentation and other professional requirements

3. REQUIRED READINGS:

Abuasi. (2014). Professionalism in a multidisciplinary setting. (Powerpoint Presentation)

4. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

5. PROFESSIONALISM COMPETENCY DEMONSTRATION:

The interns are required to complete a 10 item multiple choice quiz covering:

- Professional guidelines and standards of conduct
- Good professional judgment, a professional demeanor, as well as comfort with various professional roles and responsibilities
- Professional responsibility, attitude, and work ethic
- Managing time effectively, completing work in a timely manner, and following through on commitments
- Respect for confidentiality and compliance with documentation and other professional requirements

6. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** 8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A grade of less than 80% (8/10) will result in failure of this competency demonstration.

As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of "F" will be subject to follow the process as outlined by the aforementioned policy and procedure.

**Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program**

Training year 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Professionalism: Operating in an Interdisciplinary Environment

4 hours over 2 weeks

1. SCHEDULE:

09/16/2021 10:00 AM to 12:00 PM

09/23/2021 10:00 AM to 12:00 PM

DESCRIPTION:

This didactic training is designed to provide an overview of interprofessional collaborative practice, including interprofessional competencies, in order to provide interns with the opportunity to work effectively as members of clinical teams. At the end of this training session, interns will receive information/materials that will be used to complete a competency demonstration (see # 6 below) which will be evaluated the following session.

2. **LEARNING OBJECTIVES:**

Upon completion of this didactic training the students will be able to demonstrate knowledge in:

- How to effectively communicate within a team
- How to share evidence-based or best practice discipline specific knowledge with other healthcare professionals
- How to discuss one's roles and responsibilities clearly to other healthcare professionals
- How to demonstrate the ability to recognize and discuss their limitations in skills, knowledge and abilities to other healthcare professionals

3. **REQUIRED READING:**

Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington, D.C.: Interprofessional Education Collaborative.

Gittell, J. H. (2013). Interprofessional collaborative practice and relational coordination: improving healthcare through relationships. *Journal of Interprofessional Care*, 27(3), 210.

4. **DIDACTIC TRAINING FORMAT AND REQUIREMENTS:**

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written case presentation.

5. **OPERATING IN AN INTERDISCIPLINARY ENVIRONMENT- COMPETENCY DEMONSTRATION:**

Interns will be given a fully redacted psychological evaluation that includes a client's background information and referral question. The summary and recommendations sections have been omitted. Interns are required to conceptualize the case, formulate recommendations, and develop a treatment plan in the context of interprofessional collaboration. Interns are required to identify their role and responsibilities with the other healthcare professionals.

6. **MINIMUM ACCEPTABLE GRADE:**

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Knowledge of professional guidelines and standards of conduct (Objective 1.3)	Does not demonstrate knowledge of professional guidelines and standards of conduct	Demonstrates knowledge of professional guidelines and standards of conduct
Roles & Responsibilities (Objective 3.2)	Does not demonstrate the ability to recognize and discuss their limitations in skills, knowledge and abilities to other healthcare professionals	Demonstrates the ability to recognize and discuss their limitations in skills, knowledge and abilities to other healthcare professionals
Roles & Responsibilities (Objective 3.2)	Does not share evidence-based or best practice discipline-specific knowledge with other healthcare professionals	Shares evidence-based or best practice discipline-specific knowledge with other healthcare professionals
Communication Strategies	Communication is illogical and unstructured	Communicates in a logical and structured way
Communication Strategies	Does not explain discipline-specific terminology or jargon	Consistently explains discipline-specific terminology or jargon
Communication Strategies	Does not listen actively or encourage ideas and opinions of other healthcare professionals	Listens actively and encourages ideas and opinions of other healthcare professionals
Knowledge of unique needs of the persons served	Demonstrates lack of understanding of the unique needs of persons served	Demonstrates understanding of unique needs of persons served

7. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), if a student fails a didactic training a grade of "Fail", the intern will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: Armando Reyes, MA

Regulatory Compliance Officer

TITLE: Ethics: HIPAA, Confidentiality, Informed Consent, and Disclosure
4 hours over 2 weeks

1. SCHEDULE:

9/30/2021 10:00 AM to 12:00 PM

10/07/2021 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule. Included is a synopsis of the ethical guidelines and standards which govern professional conduct of psychologists related to Privacy and Confidentiality, Informed Consent, and Disclosure of Records/ Communications.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to identify the following:

- General HIPAA principles and standards which govern protected health information (PHI), client data collection, creation, maintenance and dissemination.

- Ethical guidelines and standards regarding protecting client privacy and confidentiality
- Limits of confidentiality
- Elements of informed consent

4. **REQUIRED READING:**

American Psychological Association. (2010). Ethical principles of psychologists and Code of Conduct. Washington, DC: Author. Retrieved from <http://apa.org/ethics/code/principles.pdf>

740 ILCS 110/ Mental Health and Developmental Disabilities Confidentiality Act.
Retrieved from <http://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2043&ChapterID=57>

Ostrander, T. (2013). Proper completion of release of information forms. Powerpoint Presentation.

5. **DIDACTIC TRAINING FORMAT AND REQUIREMENTS:**

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. **HIPAA, CONFIDENTIALITY, INFORMED CONSENT, AND DISCLOSURE COMPETENCY DEMONSTRATION:**

The interns are required to complete a 40 item multiple choice quiz covering:

- a. Ethical guidelines and standards regarding protecting client privacy and confidentiality
- b. General HIPAA principles and standards which govern protected health information (PHI), client data collection, creation, maintenance and dissemination
- c. Limits of confidentiality
- d. Elements of informed consent

7. **MINIMUM ACCEPTABLE GRADE:**

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.**

8. **DIDACTIC TRAINING FAILURE:**

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A grade of less than 80% (32/40) will result in failure of this competency demonstration.

As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

Training Year: 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Psychotherapy: Clinical Interviewing and Assessment-4 hours over 2 weeks

2. SCHEDULE:

10/14/2021 10:00 AM to 12:00 PM

10/21/2021 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to help participants utilize interviewing techniques to gather data, make decisions, and develop an understanding of the client’s symptoms or concerns in order to formulate the most appropriate interventions and treatment plan. The focus will be on intake interviews and assessments, mental status exams, and crisis interviews.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training, interns will be able to:

- Learn to efficiently obtain valid and reliable diagnostic or assessment information about clients and their problems.
- Utilize assessment information to identify clients’ needs and goals.
- Consider cultural differences in the interview process.

4. REQUIRED READINGS:

Dale-Jones, K. (Spring 2010). The unstructured clinical interview. *Journal of Counseling & Development*, 88, 220-226.

Shea, S. C. (1998). In *Psychiatric Interviewing: The art of understanding – A*

practical guide for psychiatrists, psychologists, counselors, social workers, nurses, and other mental health professionals (2nd ed.) (pp. 443-514). Philadelphia, PA: W.B. Saunders Company.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. CLINICAL INTERVIEWING AND ASSESSMENT COMPETENCY DEMONSTRATION:

Through a case presentation, interns will demonstrate understanding of methods to conduct risk of harm assessments by identifying the most salient risk and protective factors as well as to provide appropriate interventions. The interns will provide a written response to the following questions:

- Is this person a high risk for suicide/homicide? Explain your answer.
- What are the protective factors and risk factors for this person?
- What interventions are needed based on your assessment of their current status?

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Rapport Building (Objective 1.2)	□ Does not demonstrate the ability to establish and maintain rapport or engage clients effectively in the therapeutic process and collaborative treatment planning	□ Demonstrates the ability to establish and maintain rapport or engage clients effectively in the therapeutic process and collaborative treatment planning
Knowledge of unique needs of the persons served	□ Demonstrates lack of understanding of the unique needs of persons served	□ Demonstrates understanding of unique needs of persons served

Utilize multiple sources	□ Does not appropriately utilize information from family members and other resources	□ Appropriately utilizes information from family members and other resources
Determine Risk	□ Does not accurately assess if the client is at	□ Accurately assesses if the client is at risk for suicide or homicide
	risk for suicide or homicide	
Determine Protective and Risk Factors	□ Does not accurately identify protective and risk factors	□ Accurately identifies protective and risk factors
Treatment Planning (Objective 1.2)	□ Does not make appropriate treatment recommendations and adjustments based upon efficacy assessment	□ Makes appropriate treatment recommendations and adjustments based upon efficacy assessment

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

Training Year: 2021-2022

INSTRUCTOR: Michelle Zambrano, LCPC
Coordinator C&A and MCR Programs

TITLE: Diversity-Culture, Socioeconomic Status and Treatment Considerations
4 hours over 2 weeks

1. SCHEDULE:

10/28/2021 10:00 AM to 12:00 PM

11/04/2021 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training describes the impact that culture and socioeconomic status (SES) have on the therapeutic process, including establishing rapport, selecting treatment interventions and measuring treatment outcomes.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training interns will be able to:

- Describe the impact of culture and SES on the therapeutic process as it applies to the client as well as the therapist.
- Recognize different cultures'/populations' beliefs and attitudes toward mental illness and receptivity to treatment.

4. REQUIRED READINGS:

Callahan, J. L., Heath, C. J., Aubuchon-Endsley, N. L., Collins, F. L., & Herbert, G. L. (2013). Enhancing information pertaining to client characteristics to facilitate evidence-based practice. *Journal of Clinical Psychology*, 69(12), 1239-49.

Appio, L., Chambers, D. A., & Mao, S. (2013). Listening to the voices of the poor and disrupting the silence about class issues in psychotherapy. *Journal of Clinical Psychology*, 69(2), 152-61.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and

demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. CULTURE, SES AND TREATMENT CONSIDERATIONS COMPETENCY

DEMONSTRATION: Interns will present a case in which they will identify:

- How the therapist’s or the client’s SES/culture plays a role in the therapeutic process
- How the client’s or therapist’s SES/culture may impact the client’s willingness to seek treatment, engagement and compliance
- How the therapist’s own culture impacts their values and world view

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	□ Communication is illogical and unstructured	□ Communication is logical and structured
Working with Diverse Clients (Objective 1.5)	□ Does not demonstrate knowledge, skills and attitudes necessary to understand, appreciate and work with diverse clients.	□ Demonstrates knowledge, skills and attitudes necessary to understand, appreciate and work with diverse clients.
Engagement & Compliance	□ Does not identify or inaccurately identifies how therapist or client’s SES/culture may impact willingness to seek, engage, and comply with treatment	□ Accurately identifies how therapist or client’s SES/culture may impact willingness to seek, engage, and comply with treatment
Self-reflection (Objective 1.5)	□ Does not identify how therapist’s own culture may impact their values and world view	□ Adequately identifies how therapist’s own culture may impact their values and world view

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department

Division of Behavioral Health Programs

Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: C. Leslie Cox, Psy.D.

TITLE: Ethics: Mandated Reporting-4 hours over 2 weeks

1. SCHEDULE:

11/04/2021 10:00 AM to 12:00 PM

(Holiday Observed on 11/11/2021 – Veterans' Day

11/18/2021 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the Mandatory Reporting Laws in Illinois. Included is an overview of guidelines governing reporting of neglect and/or abuse of children, elderly, and adults with mental illness/developmental/physical disabilities.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to:

- Identify mandated reporters
- Identify types of abuse
- Identify guidelines for calling *DCFS*, *Elder Abuse*, and *Abuse and Neglect of Adults with Disabilities* hotlines
- Identify steps to take if abuse is suspected
- Identify criteria for making a Hotline call

4. REQUIRED READING:

Illinois Department of Children & Family Services: Children's Justice Task Force (September, 2006). Manual for Mandated Reporters.

Illinois Department of Human Services: Handbook on Reporting Abuse and Neglect of Adults with Disabilities. Retrieved from: <http://www.dhs.state.il.us/page.aspx?item=10687>

Illinois Department on Aging: Elder Abuse and Neglect Act and Related Laws (January, 2007)

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. ETHICS- MANDATED REPORTING COMPETENCY DEMONSTRATION:

The interns are to provide a 10-15 minute oral presentation on a case vignette and identify whether or not mandated reporting is required and demonstrate understanding of the reporting process.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Reporting abuse/neglect and danger to self/others to appropriate personnel and authorities (Objective 1.4)	<input type="checkbox"/> Does not demonstrate adequate knowledge of when to report abuse/neglect and danger to self or others to appropriate personnel and authorities	<input type="checkbox"/> Demonstrates adequate knowledge of when to report abuse/neglect and danger to self or others to appropriate personnel and authorities
Knowledge of reporting procedures	<input type="checkbox"/> Does not demonstrate adequate knowledge of reporting procedures	<input type="checkbox"/> Demonstrates adequate knowledge of reporting procedures
Knowledge of Ethical Principles and Code of Conduct (Objective 1.4)	<input type="checkbox"/> Does not demonstrate adequate knowledge of the APA's <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i>	<input type="checkbox"/> Demonstrates adequate knowledge of the APA's <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i>
Performance in accordance with Code of Conduct	<input type="checkbox"/> Does not perform in accordance with Code of Conduct as described in case presented	<input type="checkbox"/> Performs in accordance with Code of Conduct as described in case presented

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of "Fail" will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Ethics: Maintaining Appropriate Boundaries-4 hours over 2 weeks

1. SCHEDULE:

12/02/2021 10:00 AM to 12:00 PM

12/09/2021 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the ethical guidelines and standards which govern professional conduct of psychologists regarding dual

relationships and maintaining appropriate professional boundaries in providing psychological services.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to identify the general principles and ethical standards which govern psychologists' professional conduct regarding dual/multiple relationships and boundary violations.

4. REQUIRED READING:

Bennett, B. E., Bricklin, P. M., Harris, E., Knapp, S., VandeCreek, L., & Younggren, J.

N. (2006). *Assessing and Managing Risk in Psychological Practice: An Individualized Approach*. (pp.75-87). Rockville, MD: The Trust.

Zur, O. (2007). *Boundaries in Psychotherapy – Ethical and Clinical Explorations*. Washington, DC: American Psychological Association.

- Chapter 2: Reflections on Power, Exploitation, and Transference in Therapy
- Chapter 3: Contexts of Therapy
- Chapter 4: A Decision-Making Process for Boundary Crossing and Dual Relationships
- Chapter 9: Self-Disclosure

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. MAINTAINING APPROPRIATE BOUNDARIES COMPETENCY DEMONSTRATION:

The interns are to provide a 10-15 minute oral presentation requiring them to:

- Provide Examples of appropriate and inappropriate self-disclosure
- Demonstrate understanding of boundary crossings v. boundary violations
- Identify client factors and therapist factors associated with boundary violations.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the**

competency being evaluated. Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Self-disclosure	<ul style="list-style-type: none"> □ Does not provide adequate examples of appropriate and inappropriate selfdisclosure 	<ul style="list-style-type: none"> □ Provides adequate examples of appropriate and inappropriate selfdisclosure
Maintaining appropriate boundaries (Objective 1.4)	<ul style="list-style-type: none"> □ Does not demonstrate the ability to maintain appropriate boundaries 	<ul style="list-style-type: none"> □ Demonstrates the ability to maintain appropriate boundaries
Identification of therapist factors	<ul style="list-style-type: none"> □ Does not identify client and therapist factors associated with boundary violations 	<ul style="list-style-type: none"> □ Adequately identifies client and therapist factors associated with boundary violations
Knowledge of Ethical Principles and Code of Conduct (Objective 1.4)	<ul style="list-style-type: none"> □ Does not demonstrate adequate knowledge of the APA's <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i> 	<ul style="list-style-type: none"> □ Demonstrates adequate knowledge of the APA's <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i>
Performance in accordance with Code of Conduct (Objective 1.4)	<ul style="list-style-type: none"> □ Does not perform in accordance with Code of Conduct as described in case presented 	<ul style="list-style-type: none"> □ Performs in accordance with Code of Conduct as described in case presented

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “Fail” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: C. Leslie Cox, Psy.D.

TITLE: Psychotherapy: Client Engagement/Motivational Interviewing (MI)
4 hours over 2 weeks

1. SCHEDULE:

12/16/2021 10:00 AM to 12:00 PM

12/23/2021 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the various techniques and strategies associated with motivational interviewing with focus on creating opportunities for behavior change. Participants are introduced to the foundation, theories and framework for implementing strength-based strategies for optimal outcomes.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will understand the four processes of MI (engaging, focusing, evoking, and planning) and effective implementation in diverse contexts.

4. REQUIRED READINGS:

Miller, W. R., & Rollnick, S. (2013). *Motivational Interviewing: Helping People Change* (3rd ed.). New York, NY: The Guilford Press.

- Chapter 1: Conversations About Change
- Chapter 2: The Spirit of Motivational Interviewing
- Chapter 3: The Method of Motivational interviewing

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and/or oral case presentation.

6. CLIENT ENGAGEMENT/MOTIVATIONAL INTERVIEWING (MI) COMPETENCY DEMONSTRATION:

Provide a 10-15 minute oral case presentation in which interns demonstrate understanding of MI processes.

- Demonstrate basic knowledge of MI techniques
- Demonstrate effective treatment planning utilizing MI techniques and strategies in a case presentation
- Demonstrate utilization of MI techniques and strategies in establishing and maintaining rapport

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	□ Communication is illogical and unstructured	□ Communication is logical and structured
Knowledge of MI Techniques	□ Does not adequately demonstrate knowledge of MI techniques in case presentation	□ Adequately demonstrates knowledge of MI techniques in case presentation

Utilization of MI in establishing and maintaining rapport (Objective 1.2)	□ Does not effectively apply MI techniques and strategies in establishing and maintaining rapport	□ Effectively applies MI techniques and strategies in establishing and maintaining rapport
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8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “Fail” will be subject to follow the process as outlined by the aforementioned policy and procedures.

**Will County Health Department
Division of Behavioral Health Programs Clinical
Training Program**

TRAINING YEAR: 2021-2022

INSTRUCTOR: C. Leslie Cox, Psy.D.

TITLE: Psycho-Diagnostic Assessment: Intellectual Functioning and Achievement
4 hours over 2 weeks

1. SCHEDULE:

12/30/2021 10:00 AM to 12:00 PM

01/06/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the available instruments for assessment of intellectual functioning and academic achievement of children, adolescents, and/or adults. Included is an overview of the information required to competently administer, score, and interpret WAIS-IV, WISC-IV, WRAT-4, and/or WIATIII. At the end of this training session, interns will receive information/materials that will be used to complete a competency demonstration (see # 7 below) which will be evaluated the following session.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to demonstrate knowledge in the administration, scoring and interpretation of intellectual and achievement functioning assessment instruments.

4. REQUIRED READING:

Flanagan, D. P., & Kaufman, A. S. (2009). *Introduction and overview. In Essentials of WISC-IV Assessment* (2nd ed.) (pp. 1-44). Hoboken, New Jersey: John Wiley and Sons, Inc.

Lichtenberger, E. O., & Kaufman, A. S. (2012). *Introduction and overview. In Essentials of WAIS-IV Assessment* (2nd ed.) (pp. 1-41). Hoboken, New Jersey: John Wiley and Sons, Inc.

Aronson, J., Blair, C., Dickens, W., Flynn J., Halpem, D., Nisbett, R., Turkheimer, E. (2012). Intelligence: New Findings and Theoretical Developments. *American Psychologist*, 67 (2), 130–159.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. INTELLECTUAL FUNCTIONING AND ACHIEVEMENT COMPETENCY DEMONSTRATION:

Interns will be given a fully redacted case that includes a client's background information and referral question as well as raw test data. Interns are required to check the accuracy of administration and scoring, interpret and provide appropriate recommendations in relationship to the unique needs of the population served. The interns are required to submit a brief written interpretive summary of the data and provide a 10-15 minute oral presentation to review and discuss their interpretations and recommendations.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured

Knowledge of administration and scoring of intellectual and achievement functioning assessment instruments (Objective 1.1)	<ul style="list-style-type: none"> □ Inaccurately administers and/or scores intellectual and achievement functioning assessment instruments 	<ul style="list-style-type: none"> □ Accurately administers and/or scores intellectual and achievement functioning assessment instruments
Knowledge in the interpretation and recommendations based upon intellectual and	<ul style="list-style-type: none"> □ Inaccurately interprets and/or recommends based upon intellectual and achievement 	<ul style="list-style-type: none"> □ Accurately interprets and/or recommends based upon intellectual and
achievement functioning assessment instruments (Objective 1.1)	functioning assessment instruments	achievement functioning assessment instruments
Knowledge of unique needs of the persons served	<ul style="list-style-type: none"> □ Demonstrates lack of understanding of the unique needs of persons served 	<ul style="list-style-type: none"> □ Demonstrates understanding of unique needs of persons served

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Ethics: Ethical Principles of Psychologists and Code of Conduct
4 hours over 2 weeks

1. SCHEDULE:

03/10/2022 10:00 AM to 12:00 PM

03/17/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the ethical guidelines and standards which govern professional conduct of psychologists.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the interns will be able to identify general principles and ethical standards which govern psychologists' professional conduct.

4. REQUIRED READING:

American Psychological Association. (2010). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <http://apa.org/ethics/code/index.aspx>

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

**6. ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT
COMPETENCY DEMONSTRATION:**

The interns are required to submit a brief written summary of a case in which one or more ethical guidelines or standards were violated and provide a 10-15 minute oral presentation. The case presented can be an actual or fictitious client.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	□ Communication is illogical and unstructured	□ Communication is logical and structured
Identification of Violation(s) within case presentation	□ Inaccurately identifies or does not identify violations of the code of conduct as applied to the case presentation	□ Accurately identifies or does not identify violations of the code of conduct as applied to the case presentation
Knowledge of Code of Conduct (Objective 1.4)	□ Does not demonstrate adequate knowledge of the APA’s <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i>	□ Demonstrates adequate knowledge of the APA’s <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i>

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

Training Year: 2021-2022

INSTRUCTOR: Armando Reyes, MA
Regulatory Compliance Officer

TITLE: Diversity- Ethnicity, Language, Religion and Treatment Considerations
4 hours over 2 weeks

1. SCHEDULE:

01/13/2022 10:00 AM to 12:00 PM
01/20/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training describes the impact that ethnicity, language and religion have on the therapeutic process, including establishing rapport, selecting treatment interventions and measuring treatment outcomes.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training interns will be able to:

- Describe the impact of ethnicity, language and religion on the therapeutic process as it applies to the client as well as the therapist.
- Recognize different populations' beliefs and attitudes toward mental illness and receptivity to treatment.

4. REQUIRED READINGS:

Cardemil, E. V. & Battle, C. L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice*, 34(3), 278-286.

Hickson, J., Housley, W., & Wages, D. (2000). Counselors' Perceptions of Spirituality in the Therapeutic Process. *Counseling and Values*, 45(1), 58-67.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully

complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

**6. ETHNICITY, LANGUAGE, RELIGION AND TREATMENT CONSIDERATIONS
COMPETENCY DEMONSTRATION:**

Interns will present a case in which the therapist’s or the client’s ethnicity, language and/ or religion play a role in the therapeutic process. Interns will identify:

- How the therapist’s or the client’s ethnicity, language and/or religion play a role in the therapeutic process including establishing rapport, selecting treatment interventions, and measuring treatment outcomes
- How the client’s or therapist’s ethnicity, language and/or religion may impact the client’s willingness to seek treatment, engagement and compliance.
- How the therapist’s own culture impacts their values and world view

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	□ Communication is illogical and unstructured	□ Communication is logical and structured
Therapeutic Process	□ Does not identify or inaccurately identifies how rapport building, treatment interventions, and treatment outcomes may be impacted by ethnicity, language, or religion	□ Accurately identifies how rapport building, treatment interventions, and treatment outcomes may be impacted by ethnicity, language, or religion
Engagement & Compliance	□ Does not identify or inaccurately identifies how therapist or client’s ethnicity, language, or religion may impact willingness to seek, engage, and comply with treatment	□ Accurately identifies how therapist or client’s ethnicity, language, or religion may impact willingness to seek, engage, and comply with treatment

Self-reflection (Objective 1.5)	□ Does not identify how therapist’s own culture may impact their values and world view	□ Adequately identifies how therapist’s own culture may impact their values and world view
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8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department

Division of Behavioral Health Programs

Clinical Training Program

TRAINING YEAR: 2021 – 2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Psycho-Diagnostic Assessment: Personality Functioning – Objective Tests
4 hours over 2 weeks

1. **SCHEDULE:**

01/27/2022 10:00 AM to 12:00 PM
02/03/2022 10:00 AM to 12:00 PM

2. **DESCRIPTION:**

This didactic training is designed to provide an overview of the available objective instruments for assessment of personality functioning of children, adolescents, and/or adults. Included is an overview of the information required to competently administer, score, and interpret PAI, PAI-A, MMPI-2, MMPI-A, MCMI-III, and MACI. At the end of this training session, interns will receive information/ materials that will be used to complete a competency demonstration (see # 7 below) which will be evaluated the following session.

3. **LEARNING OBJECTIVES:**

Upon completion of this didactic training the students will be able to demonstrate knowledge in the administration, scoring and interpretation of objective personality functioning assessment instruments.

4. **REQUIRED READING:**

Burton, N. (2012). The 10 personality disorders: A short, sharp look into the 10 personality disorders. *Psychology Today*. Retrieved online on March 6, 2014.

DeMoor, M. H., Distel, M. A. & Trull, T. J. (2009). Assessment of borderline personality features in population samples: Is the Personality Assessment Inventory–Borderline Features Scale measurement invariant across sex and age? *Psychological Assessment, 21(1)*, 125–130.

Gray-Little, B. (2009). The assessment of psychopathology in racial and ethnic minorities. In J.N. Butcher (Ed.), *Oxford Handbook of Personality Assessment*, pp.396-414. Oxford: Oxford University Press.

5. **DIDACTIC TRAINING FORMAT AND REQUIREMENTS:**

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. **PERSONALITY FUNCTIONING (OBJECTIVE TESTS) COMPETENCY DEMONSTRATION:**

Interns will be given a fully redacted case that includes a client's background information and referral question as well as raw test data. Interns are required to check the accuracy of administration and scoring, interpret and provide appropriate recommendations in relationship to the unique needs of the population served. The

interns are required to submit a brief written interpretive summary of the data and provide a 10-15 minute oral presentation to review and discuss their interpretations and recommendations.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	□ Communication is illogical and unstructured	□ Communication is logical and structured
Knowledge of administration and scoring of objective personality assessment instruments (Objective 1.1)	□ Inaccuracy in the administration and scoring of objective personality assessment instruments	□ Accuracy in the administration and scoring of objective personality assessment instruments
Knowledge in the interpretation and recommendations based upon objective personality assessment instruments (Objective 1.1)	□ Inaccuracy in the interpretation and recommendations based upon objective personality assessment instruments	□ Accuracy in the interpretation and recommendations based upon objective personality assessment instruments
Knowledge of unique needs of the persons served	□ Lack of understanding of the unique needs of persons served	□ Understanding of unique needs of persons served

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

**Will County Health Department
Division of Behavioral Health Programs Clinical
Training Program**

Training Year: 2021-2022

INSTRUCTOR: C. Leslie Cox, Psy.D.

TITLE: Psychotherapy: Evidence-Based Treatment Interventions-4 hours over 2 weeks

1. SCHEDULE:

02/24/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of evidence-based treatment interventions in the context of client characteristics, culture, and preferences. Emphasis is on implementation of evidence-based practices to improve clinical outcomes.

3. LEARNING OBJECTIVES:

Upon completion of this course interns will be able to:

- Identify evidence-based treatment interventions (EBTI) for persons served
- Consider and apply EBIs that are sensitive to client characteristics
- Become familiar with the criteria used to evaluate psychotherapy outcome studies

4. REQUIRED READINGS:

APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271-285.

Kazdin, A. (2008) Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, 63(3), 146-159.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. EVIDENCE-BASED TREATMENT INTERVENTIONS COMPETENCY DEMONSTRATION:

Through a 10-15 minute case presentation, interns will demonstrate knowledge and application of specific EBIs and how outcomes are measured. Interns will choose a case from their individual caseload and provide the following:

- Client diagnosis and brief background
- Proposed EBT
- Peer-reviewed article related to EBT
- Proposed method of measuring treatment outcome

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Selection and Implementation (Objective 1.2)	<ul style="list-style-type: none"> □ Does not select and/or implement appropriate evidence-based treatment interventions 	<ul style="list-style-type: none"> □ Selects and implements appropriate evidencebased treatment interventions
Assessment of Efficacy (Objective 1.2)	<ul style="list-style-type: none"> □ Does not adequately demonstrate the ability to assess the efficacy of chosen intervention 	<ul style="list-style-type: none"> □ Adequately demonstrates the ability to assess the efficacy of chosen intervention
Treatment Adjustment (Objective 1.2)	<ul style="list-style-type: none"> □ Does not demonstrate the ability to make necessary adjustments based upon efficacy assessment 	<ul style="list-style-type: none"> □ Demonstrates the ability to make necessary adjustments based upon efficacy assessment
Diagnosis and Background	<ul style="list-style-type: none"> □ Does not provide an accurate diagnosis and/or appropriate client background information 	<ul style="list-style-type: none"> □ Provides an accurate diagnosis and appropriate client background information
Article	<ul style="list-style-type: none"> □ Does not provide applicable peer-reviewed article related to chosen EBT 	<ul style="list-style-type: none"> □ Provides applicable peerreviewed article related to chosen EBT
Outcome Measurement	<ul style="list-style-type: none"> □ Does not demonstrate the ability to measure treatment outcome appropriately 	<ul style="list-style-type: none"> □ Demonstrates the ability to measure treatment outcome appropriately

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Psycho-Diagnostic Assessment: Personality Functioning - Projective Tests
4 hours over 2 weeks

1. SCHEDULE:

03/24/2022 10:00 AM to 12:00 PM

03/31/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the available projective instruments for assessment of personality functioning of children, adolescents, and/or adults. Included is an overview of the information required to competently administer, score, and interpret TAT, CAT, Rorschach, RISB, and projective drawings. At the end of this training session, interns will receive information/materials that will be used to complete a competency demonstration (see # 7 below) which will be evaluated the following session.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to demonstrate knowledge in the administration, scoring and interpretation of projective personality functioning assessment instruments.

4. REQUIRED READING:

Teglasi, H. (2001). *Essentials of TAT and other storytelling techniques assessment*. New York, NY: John Wiley & Sons.

- Chapter 2: Essentials of Storytelling Administration

Viglione, D.,J., Blume-Marcovici, A.C, Miller, H.L., Giromini, L. & Meyer, GJ. (2012). An inter-rater reliability study for the Rorschach Performance Assessment System. *Journal of Personality Assessment, 94*, 607-615.

Suggested Reading:

Exner, John. (2002). *A Rorschach form quality pocket guide (3rd ed.)* Rorschach Workshops.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. PERSONALITY FUNCTIONING (PROJECTIVE TESTS) COMPETENCY DEMONSTRATION:

Interns will be given a fully redacted case that includes a client’s background information and referral question as well as raw test data. Interns are required to check the accuracy of administration and scoring, interpret and provide appropriate recommendations in relationship to the unique needs of the population served. The interns are required to submit a brief written interpretive summary of the data and provide a 10-15 minute oral presentation to review and discuss their interpretations and recommendations.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
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Oral Communication Skills	<ul style="list-style-type: none"> □ Communication is illogical and unstructured 	<ul style="list-style-type: none"> □ Communication is logical and structured
Knowledge of administration and scoring of projective personality assessment instruments (Objective 1.1)	<ul style="list-style-type: none"> □ Inaccuracy in the administration and scoring of projective personality assessment instruments 	<ul style="list-style-type: none"> □ Accuracy in the administration and scoring of projective personality assessment instruments
Knowledge in the interpretation and recommendations based upon projective personality assessment instruments (Objective 1.1)	<ul style="list-style-type: none"> □ Inaccuracy in the interpretation and recommendations based upon projective personality assessment instruments 	<ul style="list-style-type: none"> □ Accuracy in the interpretation and recommendations based upon projective personality assessment instruments
Knowledge of unique needs of the persons served	<ul style="list-style-type: none"> □ Lack of understanding of the unique needs of persons served 	<ul style="list-style-type: none"> □ Understanding of unique needs of persons served

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “Fail” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Psycho-Diagnostic Assessment: Psychological Report Writing
4 hours over 2 weeks

1. SCHEDULE:

04/07/2022 10:00 AM to 12:00 PM

04/14/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of the content, structure, and organization of psychological reports. Included is an overview of the information required to outline and integrate collected background information and test data into comprehensive yet concise psychological reports. At the end of this training session, interns will receive information/materials that will be used to complete a competency demonstration (see # 7 below) which will be evaluated the following session.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the interns will be able to demonstrate understanding of how background information and test data are integrated into a comprehensive report which addresses the referral question(s), formulates diagnoses, and develops appropriate recommendations.

4. REQUIRED READING:

Groth-Marnat, G. (2009). *The handbook of psychological assessment* (5th ed.). Hoboken, NJ: John Wiley & Sons. Chapter 15: Psychological Report

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and

demonstrate competency by successfully applying learning objectives through a written and/or oral case presentation.

6. PSYCHOLOGICAL REPORT WRITING COMPETENCY DEMONSTRATION:

Interns will utilize the fully redacted case that was presented in the previous psychodiagnostic trainings. They will need to integrate data from the three previously written reports (Intellectual and Academic Functioning, Personality Functioning Objective Tests and Personality Functioning Projective Tests) to complete a comprehensive 8-10 page written psychological report.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	<ul style="list-style-type: none"> □ Communication is illogical and unstructured 	<ul style="list-style-type: none"> □ Communication is logical and structured
Interpretation (Objective 1.1)	<ul style="list-style-type: none"> □ Inaccuracy in the interpretations of intellectual, objective, and projective assessment instruments 	<ul style="list-style-type: none"> □ Accuracy in the interpretation of intellectual, objective, and projective assessment instruments
Integration (Objective 1.1)	<ul style="list-style-type: none"> □ Does not demonstrate the ability to adequately integrate information from a variety of sources into the written report 	<ul style="list-style-type: none"> □ Demonstrates the ability to adequately integrate information from a variety of sources into the written report
Report writing (Objective 1.1)	<ul style="list-style-type: none"> □ Provides an inadequate or inaccurate report and/or does not utilize the information provided by the assessments appropriately 	<ul style="list-style-type: none"> □ Demonstrates a comprehensive and accurate report by utilizing the information provided by the assessment appropriately
Knowledge of unique needs of persons served	<ul style="list-style-type: none"> □ Lack of understanding of the unique needs of persons served 	<ul style="list-style-type: none"> □ Understanding of unique needs of persons served

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “Fail” will be subject to follow the process as outlined by the aforementioned policy and procedure.

**Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program**

Training Year: 2021-2022

INSTRUCTOR: Michelle Zambrano, LCPC
Coordinator C&A and MCR Programs

TITLE: Psychotherapy: Person Centered Treatment Planning – 4 hours over 2 weeks

1. SCHEDULE:

04/21/2022 10:00 AM to 12:00 PM

04/28/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training describes the functions of treatment plans and the effectiveness of a client-centered approach. Emphasis is on recovery, resilience, and identifying personal strengths as the basis for plan development.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training interns will be able to:

- Identify the elements of the Person Centered Plan (PCP)
- Understand how to integrate client strengths, needs, abilities, & preferences (SNAP) in the development of the PCP

4. REQUIRED READINGS:

Gray, R. (2013) Fundamentals of person centered planning. (Powerpoint Presentation).

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

**6. PERSON CENTERED TREATMENT PLANNING COMPETENCY
DEMONSTRATION:**

Interns will present a Person Center Plan (PCP) which they have developed based on an actual client/patient with whom they are working. Case presentation should include all of the essential elements of PCP outlined in the PowerPoint presentation.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	<ul style="list-style-type: none"> □ Communication is illogical and unstructured 	<ul style="list-style-type: none"> □ Communication is logical and structured
Identification of PCP essential elements within case presentation	<ul style="list-style-type: none"> □ Inaccurately identifies essential elements of PCP as related to case 	<ul style="list-style-type: none"> □ Accurately identifies essential elements of PCP as related to case
Demonstration of the ability to develop collaborative treatment plans utilizing SNAP (Objective 1.2)	<ul style="list-style-type: none"> □ Demonstrates inadequate ability to develop collaborative treatment plans utilizing SNAP 	<ul style="list-style-type: none"> □ Demonstrates ability to develop collaborative treatment plans utilizing SNAP

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “Fail” will be subject to follow the process as outlined by the aforementioned policy and procedure.

**Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program**

TRAINING YEAR: 2021– 2022

TITLE: Research: Applying Peer Reviewed Literature- 4 hours over 2 weeks

INSTRUCTOR: C. Leslie Cox, Psy.D.

1. SCHEDULE:

06/02/2022 10:00 AM to 12:00 PM

06/09/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an extensive review of the research process through examination of published empirical and clinical research articles. Students are expected to become good consumers of the research literature in order to develop sound research habits and identify the empirical support for evidence based practice. At the end of this training session, interns will receive information/materials that will be used to complete a competency demonstration (see # 6 below) which will be evaluated the following session.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to demonstrate knowledge in:

- Understanding research, research methodology, techniques of data collection as well as analysis
- Current research and evidence-based treatments
- Current psychotherapy outcome literature and knowledge of empirically validated measures of treatment outcomes

4. REQUIRED READING:

American Psychological Association. (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271- 285.

Greenhalgh, T. (2010). *How to Read a Paper: The basics of evidence-based medicine. (4th Edition)*. Malden, MA: BMJ Books.

Chapter 1: Why read papers at all? (pp. 1-14)

Chapter 3: Getting your bearings – What is this paper about? (pp. 31-46)

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written article evaluation essay.

6. APPLYING PEER REVIEWED LITERATURE COMPETENCY DEMONSTRATION:

Interns will be required to complete a writing assignment wherein they will evaluate a published research article chosen by the instructor. The articles should be critiqued using the list of questions attached to this syllabus, and will be graded according the structured rubric also attached to this syllabus. Responses should be organized and follow the same numbering as the questions that appear in the attached list.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Evaluation Essay Questions

1. What was the purpose of the study?
2. What was the design of the study? Was it appropriate for the clinical question under investigation? Why or why not?
3. How were participants recruited for the study? Discuss the inclusion/exclusion criteria, and why (or why not) they were appropriate for the clinical research question under investigation.
4. Identify both the independent and dependent variables. Discuss how the variables were operationalized. Was this operationalization appropriate for the clinical question under investigation? Discuss why or why not.
5. What were the major statistical findings of the study? Discuss how the data were analyzed, and whether this statistical strategy was appropriate for the clinical question under investigation.
6. Discuss the main findings of the article. What are the clinical and/or theoretical implications of these findings?
7. Discuss the clinical applications of the article. How would you incorporate the findings of the study into your own work? How would you describe the results of the study to a client?

ASSESSMENT RUBRIC/CRITERIA FOR COMPETENCY DEMONSTRATION

CRITERIA AND QUALITIES	POOR	GOOD	EXCELLENT	POINT VALUE
PURPOSE OF THE STUDY (OBJECTIVE 2.1)	<p>___ PURPOSE OF THE STUDY IS INCORRECT OR NOT INCLUDED IN THE ESSAY</p> <p align="center">0-1 POINTS</p>	<p>___ PURPOSE OF STUDY IS GENERALLY STATED.</p> <p align="center">2 POINTS</p>	<p>___ PURPOSE OF THE STUDY IS ARTICULATED AND CLEARLY STATED</p> <p align="center">3 POINTS</p>	<p>UP TO 3 POINTS</p>
DESIGN OF THE STUDY (OBJECTIVE 2.1)	<p>___ THE DESIGN OF THE STUDY IS INCORRECT OR NOT INCLUDED IN THE ESSAY ___ DOES NOT DEMONSTRATE A RATIONALE FOR THE APPROPRIATENESS OF THE STUDY DESIGN OR HAS DONE SO INCORRECTLY</p> <p align="center">0-2 POINTS</p>	<p>___ THE DESIGN OF THE STUDY IS CORRECTLY, BUT VAGUELY IDENTIFIED ___ DEMONSTRATES A VAGUE RATIONALE FOR THE APPROPRIATENESS OF THE STUDY DESIGN</p> <p align="center">3-4 POINTS</p>	<p>___ ALL DESIGN ELEMENTS OF THE STUDY ARE ACCURATELY AND SUCCINCTLY IDENTIFIED ___ DEMONSTRATES AN ACCURATE RATIONALE FOR THE APPROPRIATENESS OF THE STUDY DESIGN</p> <p align="center">5-6 POINTS</p>	<p>UP TO 6 POINTS</p>

<p>PARTICIPANT RECRUITMENT AND INCLUSION EXCLUSION</p>	<p>___ HOW PARTICIPANTS ARE RECRUITED IS INCORRECTLY IDENTIFIED OR NOT IDENTIFIED</p> <p>___ INCLUSION CRITERIA ARE INCORRECTLY IDENTIFIED OR NOT IDENTIFIED</p> <p>___ EXCLUSION CRITERIA ARE INCORRECTLY IDENTIFIED OR NOT IDENTIFIED</p> <p>___ THERE IS NO DISCUSSION OF THE APPROPRIATENESS OF THE INCLUSION/EXCLUSION CRITERIA</p> <p>0-1 POINTS</p>	<p>___ HOW PARTICIPANTS ARE RECRUITED IS VAGUELY IDENTIFIED</p> <p>___ INCLUSION CRITERIA ARE VAGUELY IDENTIFIED</p> <p>___ EXCLUSION CRITERIA ARE VAGUELY IDENTIFIED</p> <p>___ THERE IS SOME DISCUSSION OF THE APPROPRIATENESS OF THE INCLUSION/EXCLUSION CRITERIA</p> <p>2 POINTS</p>	<p>___ HOW PARTICIPANTS ARE RECRUITED IS ACCURATELY IDENTIFIED</p> <p>___ INCLUSION CRITERIA ARE CLEARLY AND ACCURATELY IDENTIFIED</p> <p>___ EXCLUSION CRITERIA ARE CLEARLY AND ACCURATELY IDENTIFIED</p> <p>___ DISCUSSION OF THE APPROPRIATENESS OF THE INCLUSION/EXCLUSION CRITERIA IS COMPREHENSIVE AND THOROUGH</p> <p>3 POINTS</p>	<p>UP TO 3 POINTS</p>
<p>INDEPENDENT AND DEPENDENT VARIABLES</p>	<p>___ DOES NOT ACCURATELY IDENTIFY THE IV(S)</p> <p>___ DOES NOT ACCURATELY IDENTIFY THE DV(S)</p> <p>___ INACCURATELY DISCUSSES OR DOES NOT DISCUSS HOW EACH VARIABLE WAS OPERATIONALIZED</p> <p>___ PROVIDES INACCURATE DISCUSSION OF APPROPRIATENESS OF THE OPERATIONALIZATION OF THE IV AND DV</p> <p>0-1 POINTS</p>	<p>___ ACCURATELY, THOUGH VAGUELY IDENTIFIES THE IV(S)</p> <p>___ ACCURATELY, THOUGH VAGUELY IDENTIFIES THE DV(S)</p> <p>___ ACCURATELY, THOUGH VAGUELY DISCUSSES HOW EACH VARIABLE WAS OPERATIONALIZED</p> <p>___ PROVIDES ACCURATE, BUT VAGUE DISCUSSION OF APPROPRIATENESS OF THE OPERATIONALIZATION OF THE IV AND DV</p> <p>2 POINTS</p>	<p>___ ACCURATELY IDENTIFIES THE IV(S)</p> <p>___ ACCURATELY IDENTIFIES THE DV(S)</p> <p>___ ACCURATELY DISCUSSES HOW EACH VARIABLE WAS OPERATIONALIZED</p> <p>___ PROVIDES ACCURATE DISCUSSION OF APPROPRIATENESS OF THE OPERATIONALIZATION OF THE IV AND DV</p> <p>3 POINTS</p>	<p>UP TO 3 POINTS</p>

<p>RESULTS (OBJECTIVE 2.1)</p>	<p>___ INACCURATELY IDENTIFIES OR DOES NOT IDENTIFY HOW THE DATA WERE ANALYZED</p> <p>___ PROVIDES INACCURATE DISCUSSION OF APPROPRIATENESS OF HOW THE DATA WERE ANALYZED</p> <p>0-1 POINTS</p>	<p>___ ACCURATELY, THOUGH VAGUELY IDENTIFIES HOW THE DATA WERE ANALYZED</p> <p>___ PROVIDES AN ACCURATE, THOUGH VAGUE DISCUSSION OF APPROPRIATENESS OF HOW THE DATA WERE ANALYZED</p> <p>2 POINTS</p>	<p>___ ACCURATELY IDENTIFIES HOW THE DATA WERE ANALYZED</p> <p>___ PROVIDES AN ACCURATE DISCUSSION OF APPROPRIATENESS OF HOW THE DATA WERE ANALYZED</p> <p>3 POINTS</p>	<p>UP TO 3 POINTS</p>
<p>MAIN FINDINGS (OBJECTIVE 2.1)</p>	<p>___ INACCURATELY IDENTIFIES OR DOES NOT IDENTIFY THE MAIN FINDINGS OF THE ARTICLE</p> <p>0-2 POINTS</p>	<p>___ ACCURATELY, THOUGH VAGUELY IDENTIFIES THE MAIN FINDINGS OF THE ARTICLE</p> <p>3-4 POINTS</p>	<p>___ ACCURATELY IDENTIFIES THE MAIN FINDINGS OF THE ARTICLE</p> <p>5-6 POINTS</p>	<p>UP TO 6 POINTS</p>
<p>CLINICAL APPLICATIONS (OBJECTIVE 2.1)</p>	<p>___ PROVIDES INACCURATE DISCUSSION OF THE CLINICAL APPLICATIONS OF THE FINDINGS</p> <p>___ INACCURATELY IDENTIFIES OR DOES NOT IDENTIFY HOW TO INCORPORATE THE FINDINGS INTO CLINICAL WORK</p> <p>___ INACCURATELY IDENTIFIES OR DOES NOT IDENTIFY HOW TO DESCRIBE THE RESULTS TO A CLIENT</p> <p>0-2 POINTS</p>	<p>___ PROVIDES AN ACCURATE, THOUGH VAGUE DISCUSSION OF THE CLINICAL APPLICATIONS OF THE FINDINGS</p> <p>___ ACCURATELY, THOUGH VAGUELY IDENTIFIES HOW TO INCORPORATE THE FINDINGS INTO CLINICAL WORK</p> <p>___ ACCURATELY, THOUGH VAGUELY IDENTIFIES HOW TO DESCRIBE THE RESULTS TO A CLIENT</p> <p>3-4 POINTS</p>	<p>___ PROVIDES AN ACCURATE DISCUSSION OF THE CLINICAL APPLICATIONS OF THE FINDINGS</p> <p>___ ACCURATELY IDENTIFIES HOW TO INCORPORATE THE FINDINGS INTO CLINICAL WORK</p> <p>___ ACCURATELY IDENTIFIES HOW TO DESCRIBE THE RESULTS TO A CLIENT</p> <p>5-6 POINTS</p>	<p>UP TO 6 POINTS</p>
			<p>TOTAL OUT OF 30</p>	

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A score of less than 24 out of 30 (less than 80%) on the indicated rubric will result in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), if a student fails a didactic training a grade of "Fail", the intern will be subject to follow the process as outlined by the aforementioned policy and procedure.

**Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program**

Training Year: 2021-2022

INSTRUCTOR: William Karmia, LCPC, CADC

TITLE: Psychotherapy: Managing Therapist's Reactions to Clients
4 hours over 2 weeks

SCHEDULE:

05/05/2022 10:00 AM to 12:00 PM

05/12/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training outlines therapists' responses to the psychotherapeutic process. Included is the identification of the clinician's reactions/biases/attitudes toward clients/patients that may influence the therapeutic relationship and strategies for more effective, useful, and therapeutic responses.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training, interns will be able to:

- Discuss therapists' reactions and their potential impact on the therapeutic relationship.
- Learn to identify attitudes/reactions/biases that may interfere with clinicians' objectivity and ability to provide appropriate treatment.

4. REQUIRED READINGS:

Norcross, J. (2011). Psychotherapy relationships that work. *Psychotherapy* 48 (1), 4-8.

Gelso, J. C. & Hayes, J. (2007). *Countertransference and the therapist's inner experience: Perils and possibilities* (pp. 71-92). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and/or oral case presentation.

6. MANAGING THERAPIST'S REACTIONS COMPETENCY DEMONSTRATION:

Interns will provide a 10 to 15 minute case presentation from their caseload where they are expected to:

- Identify a reaction/bias/attitude which may impact the therapeutic relationship

- Identify ways to manage their reactions, to remain effective with their clients, and seek out supervision as needed
- Identify instances of transference and countertransference

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Identify impact of own culture on values and world-view (Objective 1.2)	<ul style="list-style-type: none"> □ Does not adequately demonstrate the ability to identify impact of own culture on values and world-view 	<ul style="list-style-type: none"> □ Adequately demonstrates the ability to identify impact of own culture on values and world-view
Identifying and managing reactions to clients (Objective 1.2)	<ul style="list-style-type: none"> □ Does not adequately demonstrate the ability to identify and manage reactions to clients 	<ul style="list-style-type: none"> □ Adequately demonstrates the ability to identify and manage reactions to clients
Identify and manage transference/ Countertransference (Objective 1.2)	<ul style="list-style-type: none"> □ Does not adequately demonstrate the ability to identify and manage transference and countertransference 	<ul style="list-style-type: none"> □ Adequately demonstrates the ability to identify and manage transference and countertransference

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “Fail” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021-2022

INSTRUCTOR: C. Leslie Cox, Psy.D.

TITLE: Ethics: Addressing Ethical Dilemmas

4 hours over 2 weeks

1. SCHEDULE:

05/19/2022 10:00 AM to 12:00 PM

05/26/2022

10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of strategies and guidelines for addressing ethical dilemmas and avoiding ethical pitfalls. Included is an overview of the factors which affect both ethical vulnerabilities and ethical resilience.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to identify strategies and guidelines for addressing and resolving ethical dilemmas.

4. REQUIRED READING:

Smith, D. (2003). 10 ways practitioners can avoid frequent ethical pitfalls.
Monitor, 34(1).

Tjeltveit, A. C., & Gottlieb, M. C. (2010). Avoiding the road to ethical disaster:
Overcoming vulnerabilities and developing resilience. *Psychotherapy Theory,
Research, Practice, Training, 47(1), 98-110.*

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and/or oral case presentation.

6. ADDRESSING ETHICAL DILEMMAS COMPETENCY DEMONSTRATION:

The interns are required to submit a brief written summary of a case in which they identify factors that can affect ethical vulnerabilities and ethical resilience, as well as strategies to avoid frequent ethical pitfalls. Interns will provide a 10-15 minute oral presentation. The case presented can be an actual or fictitious client.

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
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Ethical Vulnerability	<ul style="list-style-type: none"> □ Does not describe or inadequately describes ethical vulnerabilities of the case presented 	<ul style="list-style-type: none"> □ Consistently and accurately describes ethical vulnerabilities of the case presented
Ethical Pitfalls	<ul style="list-style-type: none"> □ Does not describe or inadequately describes strategies to avoid ethical pitfalls as related to the case presented 	<ul style="list-style-type: none"> □ Consistently and accurately describes strategies to avoid ethical pitfalls as related to the case presented
Knowledge of ethical, legal, and/or professional conduct (Objective 1.4)	<ul style="list-style-type: none"> □ Does not demonstrate the ability to identify ethical dilemmas and resolve them through the proper methods. 	<ul style="list-style-type: none"> □ Demonstrates the ability to identify ethical dilemmas and resolve them through the proper methods.
Knowledge of Ethical Principles and Code of Conduct (Objective 1.4)	<ul style="list-style-type: none"> □ Does not demonstrate adequate knowledge of the APA's <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i> 	<ul style="list-style-type: none"> □ Demonstrates adequate knowledge of the APA's <i>Ethical Principles of Psychologists and Code of Conduct</i> and <i>Illinois Clinical Psychologist Licensing Act/ 225 ILCS 15</i>
Performance in accordance with Code of Conduct (Objective 1.4)	<ul style="list-style-type: none"> □ Does not perform in accordance with Code of Conduct as described in case presented 	<ul style="list-style-type: none"> □ Performs in accordance with Code of Conduct as described in case presented

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “Fail” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

Training Year: 2021-2022

INSTRUCTOR: Rita Gray, RN, Psy.D.
Director of Training

TITLE: Diversity- Sexuality, Gender Identity and Treatment Considerations
4 hours over 2 weeks

1. SCHEDULE:

06/16/2022 10:00 AM to 12:00 PM

06/23/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training describes the impact that sexuality and gender identity have on the therapeutic process, including establishing rapport, selecting treatment interventions and measuring treatment outcomes.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training interns will be able to:

- Describe the impact of sexuality and gender identity on the therapeutic process as it applies to the client as well as the therapist.
- Recognize different populations' beliefs and attitudes toward mental illness and receptivity to treatment.

4. REQUIRED READINGS:

Cottone, J. G., Drucker, P., & Javier, R. A. (2002). Gender differences in psychotherapy dyads: Changes in psychological symptoms and responsiveness to treatment during 3 months of therapy. *Psychotherapy: Theory, Research, Practice, Training*, 39, 297–308.

Bartoli, E. & Gillem, A. R. (2008). Continuing to depolarize the debate on sexual orientation and religion: Identity and the therapeutic process. *Professional Psychology: Research and Practice*, 39(2), 202-209.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and /or oral case presentation.

6. SEXUALITY, GENDER IDENTITY AND TREATMENT CONSIDERATIONS COMPETENCY DEMONSTRATION:

Interns will present a case or a case study in which the therapist's or the client's sexuality and gender identity play a role in the therapeutic process. Interns will identify:

- Importance of seeking consultation/supervision regarding the role the therapist's or the client's sexuality and/or gender identity play in the therapeutic process
- How the client's or therapist's sexuality and/or gender identity may impact the client's willingness to seek treatment, engagement and compliance
- How the therapist's own culture impacts their values and world view

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve

satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	□ Communication is illogical and unstructured	□ Communication is logical and structured
Therapeutic Process (Objective 1.5)	□ Does not demonstrate ability to seek consultation/supervision when working with diversity factors with which intern is unfamiliar/non-proficient	□ Demonstrates ability to seek consultation /supervision when working with diversity factors with which intern is unfamiliar/non-proficient
Sexuality and Gender in Seeking, Engagement, Compliance	□ Does not identify or inaccurately identifies how therapist or client's sexuality/gender may impact willingness to seek, engage, and comply with treatment	□ Accurately identifies how therapist or client's sexuality/gender may impact willingness to seek, engage, and comply with treatment
Self-reflection (Objective 1.5)	□ Does not identify how therapist's own culture	□ Adequately identifies how therapist's own culture
	may impact their values and world view	may impact their values and world view

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of "F" will be subject to follow the process as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

TRAINING YEAR: 2021 – 2022

TITLE: Research: Using Research in the Formulation of Evidence-Based Interventions

INSTRUCTOR: C. Leslie Cox, Psy.D.

4 hours over 2 weeks

1. SCHEDULE:

07/14/2022 10:00 AM to 12:00 PM

07/21/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training is designed to provide an overview of how research informs clinical practice with the goal of providing improved client care. Basic research design will be reviewed and applied to treatment planning with a focus on assessment and outcome measurement.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training the students will be able to:

- Demonstrate understanding the research process including
 - i. Identifying a research idea
 - ii. Identifying specific, measurable hypotheses
 - iii. Designing a research protocol
 - iv. Collecting Data

- v. Analyzing results
- Demonstrate an understanding of how the research process mirrors the therapeutic process and be able to:
 - i. Clarify the client problem(s)
 - ii. Formulate treatment goals
 - iii. Identify a specific aspect of the problem that can be measured and defined
 - iv. Design a treatment plan
 - v. Evaluated the effectiveness of treatment

4. **REQUIRED READING:**

Hershey, D. A., Jacobs-Lawson, J. M., & Wilson, T. L. (2006). Research as a script. In T.L. Frederick & J.T. Leong (Eds.), *The psychology research handbook: A guide for graduate students and research assistants (Second Edition)* (pp. 3-22). Thousand Oaks, CA: Sage.

Spiegler, M. D., & Guevremont, D. C. (2003). *Contemporary behavior therapy* (4th Ed.). Belmont, CA: Wadsworth/Thompson Learning. (Chapter 4).

5. **DIDACTIC TRAINING FORMAT AND REQUIREMENTS**

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through an oral case presentation.

6. **USING RESEARCH IN THE FORMULATION OF EVIDENCE-BASED INTERVENTIONS COMPETENCY DEMONSTRATION**

Interns will provide a 15 minute oral case presentation in which they will provide:

- Client background information
- Clarified client problem(s)
- Formulated treatment goals
- A specific aspect of the problem that can be measured and defined
- How and how often this problem will be measured and defined
- How the effectiveness of treatment will be evaluated (Did the client meet the treatment goals previously outlined?)

7. **MINIMUM ACCEPTABLE GRADE**

As indicated in the Will County Health Department's Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve

satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	<ul style="list-style-type: none"> □ Communication is illogical and unstructured 	<ul style="list-style-type: none"> □ Communicates in a logical and structured manner
Research Concepts (Objective 2.1)	<ul style="list-style-type: none"> □ Does not demonstrate an understanding of research, research methodology, techniques of data collection and analysis as it applies to treatment and treatment planning 	<ul style="list-style-type: none"> □ Adequately demonstrates an understanding of research, research methodology, techniques of data collection and analysis as it applies to treatment and treatment planning
Measurement (Objective 2.2)	<ul style="list-style-type: none"> □ Does not demonstrate an understanding of clear treatment goals and how these goals can be measured 	<ul style="list-style-type: none"> □ Adequately demonstrates an understanding of clear treatment goals and how these goals can be measured
Outcome (Objective 2.2)	<ul style="list-style-type: none"> □ Does not demonstrate an understanding of how treatment goals are effectively measured to assess for change 	<ul style="list-style-type: none"> □ Demonstrates an adequate understanding of how treatment goals are effectively measured to assess for change

8. DIDACTIC TRAINING FAILURE

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), if a student fails a didactic training a grade of "F", the intern will be subject to remediation as outlined by the aforementioned policy and procedure.

Will County Health Department
Division of Behavioral Health Programs
Clinical Training Program

Training Year: 2021-2022

INSTRUCTOR: Armando Reyes, MA
Regulatory Compliance Officer

TITLE: Diversity- Disabilities and Treatment Considerations

4 hours over 2 weeks

1.

SCHEDULE:

06/30/2022 10:00 AM to 12:00 PM

07/07/2022 10:00 AM to 12:00 PM

2. DESCRIPTION:

This didactic training describes the impact that disabilities may have on the therapeutic process, including establishing rapport, selecting treatment interventions and measuring treatment outcomes.

3. LEARNING OBJECTIVES:

Upon completion of this didactic training interns will be able to:

- Describe the impact of disabilities on the therapeutic process as it applies to the client as well as the therapist.
- Recognize different populations' beliefs and attitudes toward mental illness and receptivity to treatment.

4. REQUIRED READINGS:

American Psychological Association (2012). Guidelines for assessment of and intervention with persons with disabilities. *The American Psychologist*, 67(1), 4363.

5. DIDACTIC TRAINING FORMAT AND REQUIREMENTS:

This didactic training has been designed to present pertinent information through discussion, handouts, and application of material to clinical case material. This training may be supplemented by relevant audio/video recordings. In order to successfully complete the didactic training, interns must actively participate in discussions and demonstrate competency by successfully applying learning objectives through a written and/or oral case presentation.

6. DISABILITIES AND TREATMENT CONSIDERATIONS COMPETENCY DEMONSTRATION:

Interns will present a case or case study in which the therapist’s or the client’s disability plays a role in the therapeutic process. Interns will be evaluated on their ability to:

- Propose accommodations that facilitate the therapeutic process
- Identify potential issues related to establishing rapport
- Formulate treatment recommendations based on client’s strengths, needs, abilities and preferences
- Identify ways to measure treatment outcomes

7. MINIMUM ACCEPTABLE GRADE:

As indicated in the Will County Health Department’s Clinical Training Program Policy and Procedure on Due Process and Grievance, an intern enrolled in the WCHD Clinical Training Program must pass all didactic trainings with a grade of Pass (P) to achieve satisfactory progress while on internship. **A grade of Pass (P) indicates that interns have demonstrated intermediate to advanced levels of knowledge and skills in the competency being evaluated.** Interns will be graded on their performance of the case presentation according to the following criteria:

Grading Criteria	Unsatisfactory	Satisfactory
Oral Communication Skills	□ Communication is illogical and unstructured	□ Communication is logical and structured
Therapeutic Process	□ Does not identify or inaccurately identifies accommodations to facilitate the therapeutic process	□ Accurately identifies accommodations to facilitate the therapeutic process
Establishing Rapport	□ Does not identify or inaccurately identifies issues related to establishing rapport	□ Accurately identifies issues related to establishing rapport

Treatment Recommendations (Objective 1.5)	<ul style="list-style-type: none"> □ Does not demonstrate the ability to incorporate diversity issues in case conceptualizations, and when conducting assessments, treatment planning and interventions 	<ul style="list-style-type: none"> □ Demonstrates the ability to incorporate diversity issues in case conceptualizations, and when conducting assessments, treatment planning and interventions
Outcome Measurement	<ul style="list-style-type: none"> □ Does not identify or inaccurately identifies appropriate methods for outcome measurement 	<ul style="list-style-type: none"> □ Accurately identifies appropriate methods for outcome measurement

8. DIDACTIC TRAINING FAILURE:

For this didactic training the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the training.

A rating of unsatisfactory on more than one grading criteria results in failure of this competency demonstration. As indicated in the WCHD Clinical Training Program Policy and Procedure on Due Process and Grievance (CTP-1), interns who obtain a grade of “F” will be subject to follow the process as outlined by the aforementioned policy and procedure.

Forms

STUDENT ORIENTATION 2021-2022 INFORMATION SHEET

FIRST NAME

LAST NAME

Phone Number: _____

Circle One: **Intern** **Extern**

Supervisor: _____

Degree: _____

Licensing: _____

Start Date: _____

Please indicate the days and hours of work

WORK HOURS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time						
Stop Time						
SUPERVISION						
Start Time						
Stop Time						

FOR DAYS NOT WORKING MARK WITH AN X

ASSIGNED CIS NUMBER: _____

REIMBURSEMENT STAFF ONLY

Will County Health Department & Community Health Center Division
of Behavioral Health Programs

Critical Incident Report

INCIDENTS CATEGORIES

Please check the most appropriate category and return this within 2 hours of the incident report to:

**A Supervisor or
Regulatory Compliance Manager
Wing E, Room H-108
Phone: 815.727.8806**

Date of Incident: _____

Medication Related Incident

- Medication Error
- Medication Fraud

Crisis Incidents

- Use of Seclusion
- Use of restraint
- Crisis Call
- Suicide or Attempted
Suicide
- Hospitalization

Health-Related Incidents

- Injury
- Communicable Disease
- Infection
- Death
- Bio-Hazardous Incidents
- Other Health issue

Violations of Work Rules

- Unapproved absence
- Violation of confidentiality
- Misuse of technology
- Other workplace violation

Security Incidents

- Aggression or Violence
- Possession of Weapons
- Wandering/Elopement
- Use or possession of Alcohol or
illicit substances
- Sexual Assault
- Inappropriate Behavior
- Threat
- Disruptive Behavior

Theft / Damage to Property

- Theft / Property Damage
- Vehicular Accidents

DCFS / Elder Abuse Hotline

- Abuse
- Neglect
- Abandonment

Natural Incidents

- Weather-related incident
- Power-related incident

IF INCIDENT INVOLVES A CONSUMER ONLY INCLUDE THE C.I.D. # _____

DESCRIPTION OF INCIDENT:

FOLLOW-UP RECOMMENDATIONS/ DEBRIEFING:	
FOLLOW-UP BY REGULATORY COMPLIANCE MANAGER:	
SUGGESTIONS FOR IMPROVEMENT TO PREVENT THIS TYPE OF INCIDENT IN THE FUTURE:	
PLEASE INITIAL, SIGN AND DATE ACCORDINGLY:	
MANAGEMENT REVIEWER:	DATE:
REGULATORY COMPLIANCE MANAGER:	DATE:
DIVISION DIRECTOR SIGNATURE:	DATE:
DATE COMPLETED: _____	

INVOLVED PARTIES, PLEASE SUBMIT THIS ENTIRE COMPLETED REPORT TO YOUR SUPERVISOR OR THE REGULATORY COMPLIANCE MANAGER IN WING E, ROOM H-108. YOU MAY ALSO CONTACT THE REGULATORY COMPLIANCE MANAGER WITH ANY QUESTIONS AT: 815.727.8806

WILL COUNTY HEALTH DEPARTMENT
 501 ELLA AVENUE
 JOLIET, IL 60433

DOCTORAL INTERNEVALUATION

INTERN NAME: _____ DATE: _____

ACADEMIC YEAR: _____ CIRCLE ONE: 30 DAYS 6 MONTHS 12 MONTHS

SITE SUPERVISOR: _____

THE PRIMARY SUPERVISOR WILL COMPLETE THIS FORM BASED ON INDIVIDUAL SUPERVISION OBSERVATIONS/INTERACTIONS. IF A DISPUTE ARISES, ALL INTERNS ARE AFFORDED DUE PROCESS AS THEY ARE BEING EVALUATED. SEE CTP 1, DUE PROCESS AND GRIEVANCE PROCEDURES.

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE INTERN'S COMPETENCIES:

UNSATISFACTORY: MORE THAN ONE CONCERN REGARDING PROFESSIONAL, ETHICAL, OR CLINICAL COMPETENCE. INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY. SPECIFICALLY, INTERN'S PROFESSIONAL, ETHICAL, AND CLINICAL COMPETENCY LEVELS ARE NOT AT THE INTERN LEVEL. INTERN MAY ALSO REQUIRE MORE SUPERVISION AND GUIDANCE THAN IS EXPECTED OF AN INTERN AT THIS LEVEL. REMEDIATION IS INDICATED WITH THE EXPECTATION THAT COMPETENCE LEVELS WILL IMPROVE TO AN ACCEPTABLE DEGREE.

NOVICE: ONE CONCERN REGARDING PROFESSIONAL, ETHICAL, OR CLINICAL COMPETENCE AND REQUIRES FURTHER REMEDIATION. SPECIFICALLY, ONE OF THE PROFESSIONAL, ETHICAL, AND CLINICAL COMPETENCY LEVELS IS NOT AT THE INTERN LEVEL. MAY ALSO REQUIRE MORE TRAINING, SUPERVISION AND GUIDANCE THAN THE TRAINING FACILITY CAN PROVIDE. REMEDIATION IS INDICATED WITH THE EXPECTATION THAT COMPETENCE LEVELS WILL IMPROVE TO AN ACCEPTABLE DEGREE.

MEETS EXPECTATIONS: PROFESSIONAL, ETHICAL, AND CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. WITH THE SUPERVISION AND GUIDANCE PROVIDED, THE INTERN CAN PERFORM WELL IN MOST TYPICAL CLINICAL SITUATIONS. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED. FINALLY, INTERN HAS THE ABILITY TO ADDRESS MOST CONCERNS IN AN APPROPRIATE AND TIMELY MANNER FOLLOWING COUNSELING.

PROFICIENT: PROFESSIONAL, ETHICAL, AND CLINICAL COMPETENCE ABOVE LEVEL EXPECTED OF AN INTERN. INTERN CAN PERFORM WELL IN MOST TYPICAL AND NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, SEEKING SUPERVISION WHEN WORKING ON COMPLEX CASES. COUNSELING IS SELDOM REQUIRED, BUT WHEN IT IS PROVIDED, INTERN IS ABLE TO ADDRESS THE CONCERN IN AN APPROPRIATE AND TIMELY MANNER.

ADVANCED: PROFESSIONAL, ETHICAL, AND CLINICAL COMPETENCE EXCEEDS STANDARDS EXPECTED OF AN INTERN. INTERN HAS THE ABILITY TO PERFORM INDEPENDENTLY IN MOST TYPICAL AND NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, SELDOM SEEKING SUPERVISION EVEN IN MOST COMPLEX CASES. COUNSELING IS SELDOM, IF EVER REQUIRED, AS THE INTERN IS PROACTIVE AND ADDRESSES SITUATIONS IN A PROFESSIONAL AND ETHICAL MANNER BEFORE COUNSELING IS NECESSARY.

NOTE: THE MINIMUM ACCEPTABLE RATING FOR EACH SKILL IS (3) MEETS EXPECTATIONS. ANY RATING OF (1) WILL RESULT IN FAILURE OF THE INTERNSHIP. ANY RATING(S) OF (2) NOVICE WILL REQUIRE A REMEDIATION PLAN FOR THAT SKILL(S). AS INDICATED IN THE WCHD CLINICAL TRAINING PROGRAM POLICY AND PROCEDURE ON DUE PROCESS AND GRIEVANCE (CTP-1), FAILURE TO MEET THE MINIMUM THRESHOLD FOR ACHIEVEMENT IN ANY OBJECTIVE/COMPETENCY WILL RESULT IN THE PROCESS AS OUTLINED BY THE AFOREMENTIONED POLICY AND PROCEDURE. FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:

- > 30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE;
- > 6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE;
- > 12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE.

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES: 4: PROFICIENT

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 5: ADVANCED

ASSESSMENT COMPETENCY	1	2	3	4	5	NA
1. ADMINISTERING AND SCORING A VARIETY OF PSYCHOLOGICAL ASSESSMENT INSTRUMENTS.						
2. INTERPRETING A VARIETY OF PSYCHOLOGICAL ASSESSMENT INSTRUMENTS.						
3. UTILIZING THE INFORMATION PROVIDED BY ASSESSMENT IN DIAGNOSING AND TREATMENT PLANNING.						
4. WRITING A COMPREHENSIVE AND ACCURATE REPORT						
5. PROVIDING CLIENTS WITH APPROPRIATE FEEDBACK IN A USEFUL MANNER						
6. BEING THOUGHTFUL AND SENSITIVE IN THE SELECTION OF ASSESSMENTS TO ANSWER REFERRAL QUESTION(S)						
7. INTEGRATING INFORMATION FROM A VARIETY OF SOURCES INTO THE DIAGNOSTIC ASSESSMENTS						
<u>AREAS NEEDING REMEDIATION (SKILLS RATED BELOW A 3):</u>						

RATIONALE	ASSESSMENT COMPETENCY OVERALL RATING
INTERN HAS EARNED A (1) UNSATISFACTORY IN ONE OR MORE OF THE REQUIREMENTS.	1 – UNSATISFACTORY FAIL INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY.
INTERN HAS EARNED RATINGS OF (2) NOVICE EXCEEDING THE DEVELOPMENTAL LEVEL EXPECTED.	2 – NOVICE/ PASS WITH REMEDIATION ONE OR MORE OF THE PROFESSIONAL, ETHICAL, AND/OR CLINICAL SKILLS DEMONSTRATED IS NOT AT THE INTERN LEVEL AND THE INTERN REQUIRES REMEDIATION.
INTERN HAS EARNED AT LEAST A (3) MEETS EXPECTATIONS OR ABOVE AND MEETS THE DEVELOPMENTAL LEVEL EXPECTED	3 – MEETS EXPECTATIONS/ PASS. PROFESSIONAL, ETHICAL, AND/OR CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED.
<p>FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:</p> <ul style="list-style-type: none"> ➤ 30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (5/7) ➤ 6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (6/7) ➤ 12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (7/7) 	

INTERVENTION COMPETENCY	1	2	3	4	5	NA
1. ASSESSING THE CLIENTS' UNIQUE NEEDS BY CONDUCTING CLINICAL INTERVIEWS						

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: **UNSATISFACTORY** 2: **NOVICE** 3: **MEETS EXPECTATIONS** 4: **PROFICIENT** 5: **ADVANCED**

2. ESTABLISHING AND MAINTAINING RAPPORT						
3. ENGAGING CLIENTS IN THE THERAPEUTIC PROCESS						
4. COLLABORATIVE TREATMENT PLANNING						
5. SELECTING AND IMPLEMENTING APPROPRIATE EVIDENCEBASED INTERVENTIONS						
6. ASSESSING EFFICACY OF INTERVENTIONS AND READJUSTING AS NECESSARY						
7. SEEKING OUT AND UTILIZING INFORMATION FROM FAMILY MEMBERS AND OTHER RESOURCES, AS NECESSARY AND APPROPRIATE						
8. DEMONSTRATING KNOWLEDGE OF THEIR OWN CULTURE AND ITS IMPACT ON THEIR VALUES AND WORLD VIEW						
9. IDENTIFYING AND APPROPRIATELY MANAGING REACTIONS TO CLIENTS (I.E., TRANSFERENCE/ COUNTERTRANSFERENCE)						
<u>AREAS NEEDING REMEDIATION (SKILLS RATED BELOW A 3):</u>						

RATIONALE	INTERVENTION COMPETENCY OVERALL RATING
INTERN HAS EARNED A (1) UNSATISFACTORY IN ONE OR MORE OF THE REQUIREMENTS.	1 – UNSATISFACTORY FAIL INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY.
INTERN HAS EARNED RATINGS OF (2) NOVICE EXCEEDING THE DEVELOPMENTAL LEVEL EXPECTED.	2 – NOVICE/ PASS WITH REMEDIATION ONE OR MORE OF THE PROFESSIONAL, ETHICAL, AND/OR CLINICAL SKILLS DEMONSTRATED IS NOT AT THE INTERN LEVEL AND THE INTERN REQUIRES REMEDIATION.
INTERN HAS EARNED AT LEAST A (3) MEETS EXPECTATIONS OR ABOVE AND MEETS THE DEVELOPMENTAL LEVEL EXPECTED	3 – MEETS EXPECTATIONS/ PASS. PROFESSIONAL, ETHICAL, AND/OR CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED.
FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:	
➤ 30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (7,9)	
➤ 6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (8,9)	
➤ 12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (9,9)	

PROFESSIONALISM COMPETENCY	1	2	3	4	5	NA
1. DEMONSTRATES A RESPECT FOR CONFIDENTIALITY						

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: **UNSATISFACTORY** 2: **NOVICE** 3: **MEETS EXPECTATIONS** 4: **PROFICIENT** 5: **ADVANCED**

2. DEMONSTRATES COMPLIANCE WITH DOCUMENTATION AND OTHER PROFESSIONAL REQUIREMENTS OF THE TRAINING SETTING						
3. DEMONSTRATES GOOD PROFESSIONAL JUDGMENT						
4. DEMONSTRATES A PROFESSIONAL DEMEANOR						
5. DEMONSTRATES COMFORT WITH VARIOUS PROFESSIONAL ROLES AND RESPONSIBILITIES						
6. DEMONSTRATES PROFESSIONAL RESPONSIBILITY, ATTITUDE, AND WORK ETHIC INCLUDING: COMPLETING WORK IN A TIMELY MANNER AND A FOLLOW THROUGH ON COMMITMENTS						
7. DEMONSTRATES EFFECTIVE TIME MANAGEMENT SKILLS						
<u>AREAS NEEDING REMEDIATION (SKILLS RATED BELOW A 3):</u>						

RATIONALE	PROFESSIONALISM COMPETENCY OVERALL RATING
INTERN HAS EARNED A (1) UNSATISFACTORY IN ONE OR MORE OF THE REQUIREMENTS.	1 – UNSATISFACTORY FAIL INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY.
INTERN HAS EARNED RATINGS OF (2) NOVICE EXCEEDING THE DEVELOPMENTAL LEVEL EXPECTED.	2 – NOVICE/PASS WITH REMEDIATION ONE OR MORE OF THE PROFESSIONAL, ETHICAL, AND/OR CLINICAL SKILLS DEMONSTRATED IS NOT AT THE INTERN LEVEL AND THE INTERN REQUIRES REMEDIATION.
INTERN HAS EARNED AT LEAST A (3) MEETS EXPECTATIONS OR ABOVE AND MEETS THE DEVELOPMENTAL LEVEL EXPECTED	3 – MEETS EXPECTATIONS/PASS. PROFESSIONAL, ETHICAL, AND/OR CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED.

FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:

- 30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (5/7)
- 6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (6/7)
- 12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (7/7)

COMMUNICATION AND INTERPERSONAL SKILLS COMPETENCY	1	2	3	4	5	NA
1. LISTENS AND IS EMPATHIC WITH OTHERS.						
2. RESPECTS AND SHOW INTEREST IN OTHERS' CULTURES, EXPERIENCES, VALUES, POINTS OF VIEW, GOALS, AND DESIRES, FEARS, ETC.						
3. DEMONSTRATES ADEQUATE VERBAL AND NON-VERBAL SKILLS.						

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

4. TOLERATES AND UNDERSTANDS INTERPERSONAL CONFLICT.						
5. TOLERATES AMBIGUITY AND UNCERTAINTY.						
6. DEMONSTRATES EMOTIONAL MATURITY.						
7. CLEARLY COMMUNICATES IDEAS, FEELINGS, AND INFORMATION VERBALLY AND NON-VERBALLY.						

RATIONALE	COMMUNICATION AND INTERPERSONAL SKILLS COMPETENCY OVER A RATING
INTERN HAS EARNED A (1) UNSATISFACTORY IN ONE OR MORE OF THE REQUIREMENTS.	1 – UNSATISFACTORY FAIL INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY.
INTERN HAS EARNED RATINGS OF (2) NOVICE EXCEEDING THE DEVELOPMENTAL LEVEL EXPECTED.	2 – NOVICE/PASS WITH REMEDIATION ONE OR MORE OF THE PROFESSIONAL, ETHICAL, AND/OR CLINICAL SKILLS DEMONSTRATED IS NOT AT THE INTERN LEVEL AND THE INTERN REQUIRES REMEDIATION.
INTERN HAS EARNED AT LEAST A (3) MEETS EXPECTATIONS OR ABOVE AND MEETS THE DEVELOPMENTAL LEVEL EXPECTED	3 – MEETS EXPECTATIONS/PASS. PROFESSIONAL, ETHICAL, AND/OR CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED.
<p>FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:</p> <ul style="list-style-type: none"> ➤ 30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (5/7) ➤ 6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (6/7) ➤ 12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (7/7) 	

ETHICS COMPETENCY	1	2	3	4	5	NA
1. PERFORMING IN AN ETHICAL MANNER IN ACCORDANCE WITH THE APA'S ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT AND ILLINOIS CLINICAL PSYCHOLOGIST LICENSING ACT/ 225 ILCS 15.						
2. BEING KNOWLEDGEABLE ABOUT THE ETHICS CODES AND GUIDELINES						

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: **UNSATISFACTORY** 2: **NOVICE** 3: **MEETS EXPECTATIONS** 4: **PROFICIENT** 5: **ADVANCED**

3. OBTAINING APPROPRIATE AUTHORIZATION FOR RELEASE OF INFORMATION						
4. MAINTAINING CONFIDENTIALITY						
5. IDENTIFYING ETHICAL DILEMMAS AND RESOLVING THEM THROUGH THE PROPER METHODS, E.G. CONSULTATION AND SUPERVISION						
6. INCORPORATING FEEDBACK FROM SUPERVISION AND CONSULTATION EFFECTIVELY						
7. REPORTING ABUSE, NEGLIGENCE AND DANGER (TO SELF/ OTHERS) TO APPROPRIATE PERSONNEL AND AUTHORITIES						
8. MAINTAINING APPROPRIATE BOUNDARIES WITH ALL CLIENT, STUDENTS, AND STAFF						

AREAS NEEDING REMEDIATION (SKILLS RATED BELOW A 3):

RATIONALE	ETHICS COMPETENCY OVERALL RATING
INTERN HAS EARNED A (1) UNSATISFACTORY IN ONE OR MORE OF THE REQUIREMENTS.	1 – UNSATISFACTORY FAIL INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY.
INTERN HAS EARNED RATINGS OF (2) NOVICE EXCEEDING THE DEVELOPMENTAL LEVEL EXPECTED.	2 – NOVICE/ PASS WITH REMEDIATION ONE OR MORE OF THE PROFESSIONAL, ETHICAL, AND/OR CLINICAL SKILLS DEMONSTRATED IS NOT AT THE INTERN LEVEL AND THE INTERN REQUIRES REMEDIATION.
INTERN HAS EARNED AT LEAST A (3) MEETS EXPECTATIONS OR ABOVE AND MEETS THE DEVELOPMENTAL LEVEL EXPECTED	3 – MEETS EXPECTATIONS/ PASS. PROFESSIONAL, ETHICAL, AND/OR CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED.

FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:

- 30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (6/8)
- 6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (7/8)
- 12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (8/8)

RESEARCH COMPETENCY	1	2	3	4	5	NA
1. SUPPORTING TREATMENT PLANS AND INTERVENTIONS USING APPLICABLE RESEARCH AND THEORY						
2. DEMONSTRATING THAT CASE CONCEPTUALIZATIONS ARE FOUNDED IN THEORY AND SCIENTIFIC RESEARCH						
3. STAYING UP TO DATE ON RESEARCH AND EVIDENCE-BASED TREATMENTS						

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: **UNSATISFACTORY** 2: **NOVICE** 3: **MEETS EXPECTATIONS** 4: **PROFICIENT** 5: **ADVANCED**

4. DEMONSTRATING AN UNDERSTANDING OF RESEARCH RESEARCH METHODOLOGY AND TECHNIQUES OF DATA COLLECTION						
5. INTERNS DEMONSTRATE THE ABILITY TO APPLY RESEARCH FOR THE PURPOSES OF EVALUATING POLICIES AND PROCEDURES OF PRACTICES						
6. INTERNS DEMONSTRATE THE ABILITY TO APPLY RESEARCH FOR THE PURPOSES OF EVALUATING INTERVENTIONS AND PROGRAMS						
7. INTERNS DEMONSTRATE UNDERSTANDING AND APPLICATION OF EVIDENCE-BASED PRACTICES IN CONTEXT TO THE UNIQUE, DIVERSE, AND MULTICULTURAL NEEDS OF PERSONS SERVED.						
<i>AREAS NEEDING REMEDIATION (SKILLS RATED BELOW A 3):</i>						

RATIONALE	RESEARCH COMPETENCY OVERALL RATING
INTERN HAS EARNED A (1) UNSATISFACTORY IN ONE OR MORE OF THE REQUIREMENTS.	1 – UNSATISFACTORY/FAIL INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY.
INTERN HAS EARNED RATINGS OF (2) NOVICE EXCEEDING THE DEVELOPMENTAL LEVEL EXPECTED.	2 – NOVICE/PASS WITH REMEDIATION ONE OR MORE OF THE PROFESSIONAL, ETHICAL, AND/OR CLINICAL SKILLS DEMONSTRATED IS NOT AT THE INTERN LEVEL AND THE INTERN REQUIRES REMEDIATION.
INTERN HAS EARNED AT LEAST A (3) MEETS EXPECTATIONS OR ABOVE AND MEETS THE DEVELOPMENTAL LEVEL EXPECTED	3 – MEETS EXPECTATIONS/PASS. PROFESSIONAL, ETHICAL, AND/OR CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED.

FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:

- 30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (5/7)
- 6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (6/7)
- 12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE. (7/7)

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

DIVERSITY COMPETENCY	1	2	3	4	5	NA
1. DEMONSTRATING KNOWLEDGE, SKILLS, AND ATTITUDES NECESSARY TO UNDERSTAND, APPRECIATE, AND WORK WITH DIVERSE CLIENTS						
2. INCORPORATING DIVERSITY ISSUES IN CASE CONCEPTUALIZATIONS						
3. INCORPORATING DIVERSITY ISSUES WHEN CONDUCTING ASSESSMENTS						
4. INCORPORATING DIVERSITY ISSUES IN TREATMENT PLANNING						
5. INCORPORATING DIVERSITY ISSUES IN CLINICAL INTERVENTIONS						
6. SEEKING CONSULTATION AND/OR SUPERVISION WHEN WORKING WITH DIVERSITY FACTORS WITH WHICH THE INTERNS ARE UNFAMILIAR/NON-PROFICIENT						
7. DEMONSTRATING KNOWLEDGE OF THEIR OWN CULTURE AND ITS IMPACT ON THEIR VALUES AND WORLD VIEW						
AREAS NEEDING REMEDIATION (SKILLS RATED BELOW A 3):						

RATIONALE	DIVERSITY COMPETENCY OVERALL RATING
INTERN HAS EARNED A (1) UNSATISFACTORY IN ONE OR MORE OF THE REQUIREMENTS.	1 – UNSATISFACTORY FAIL INTERN REQUIRES REMEDIAL WORK OUTSIDE THE SCOPE AVAILABLE AT THIS TRAINING FACILITY.
INTERN HAS EARNED RATINGS OF (2) NOVICE EXCEEDING THE DEVELOPMENTAL LEVEL EXPECTED.	2 – NOVICE/PASS WITH REMEDIATION ONE OR MORE OF THE PROFESSIONAL, ETHICAL, AND/OR CLINICAL SKILLS DEMONSTRATED IS NOT AT THE INTERN LEVEL AND THE INTERN REQUIRES REMEDIATION.
INTERN HAS EARNED AT LEAST A (3) MEETS EXPECTATIONS OR ABOVE AND MEETS THE DEVELOPMENTAL LEVEL EXPECTED	3 – MEETS EXPECTATIONS/PASS. PROFESSIONAL, ETHICAL, AND/OR CLINICAL COMPETENCE AT LEVELS EXPECTED OF AN INTERN. ALTHOUGH SOME SUPERVISION IS REQUIRED AT ONSET WHEN PRESENTED WITH NOVEL CLINICAL AND PROFESSIONAL SITUATIONS, THE INTERN IS ABLE TO ADAPT AND PERFORM AT THE LEVEL EXPECTED.

FOLLOWING ARE THE MINIMUM PASSING THRESHOLDS FOR EACH ASSESSMENT POINT:

- **30 DAYS: >70% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (5/7)**
- **6 MONTHS: >80% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE; (6/7)**
- **12 MONTHS: 100% OF SKILL RATINGS IN EACH AREA OF COMPETENCY MUST BE (3) MEETS EXPECTATIONS OR ABOVE.. (7/7)**

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

ADDITIONAL COMMENTS FROM SUPERVISOR

COMMENTS FROM DOCTORAL INTERN:

DOCTORAL INTERN SIGNATURE

DATE

INTERNSHIP SUPERVISOR SIGNATURE

DATE

DIRECTOR SIGNATURE

TRAINING

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

Policies and Procedures

WILL COUNTY HEALTH DEPARTMENT

Behavioral Health Programs

Clinical Training Program Policy and Procedure Manual

POLICY TITLE: CTP 1 Due Process and Grievance Procedures

PURPOSE: Identification and Management of Intern Problems/ Concerns

POLICY: This document provides interns and training staff a definition of problematic behavior, a listing of possible sanctions, and an explanation of the due process procedures. Included are the rights and responsibilities of interns along with the responsibilities of the agency.

PROCEDURES

Intern Rights

1. The intern has a right to have the rules, regulations, policies and procedures of the training site/program explained fully. These include the goals, objectives and parameters of the training internship experience.
2. The intern has the right to be trained by professionals in accordance with the APA ethical guidelines. The right to be supervised by licensed psychologists.
3. The intern has the right to be treated with professional respect, that recognizes the training and experience the intern brings with him/her.
4. The intern has the right to know the criteria for evaluation in the training program and to receive honest, timely, and performance specific feedback on a regular basis.
5. The intern has the right to ongoing evaluation and written evaluation at the mid-point and the termination of the training.
6. The intern has the right to take part in the ongoing evaluation of their internship training experience.
7. The intern has the right to work with staff and supervisors that maintain appropriate professional and personal boundaries.
8. The intern has the right to begin informal resolution of problems or concerns that might occur in the training experience, e.g. workload, schedule, supervision issues, through open dialogue or written letter to the staff or training member concerned, Training Director and/or to the Director of Behavioral Health Programs.
9. The intern has the right to express a grievance about and all situations that may arise during internship, including complaints about supervision, unavailability of supervisors, evaluations perceived as unfair, workload issues, issues with didactics or other trainings, complaints

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: ~~UNSATISFACTORY~~ 2: ~~NOVICE~~ 3: ~~MEETS EXPECTATIONS~~ 4: ~~PROFICIENT~~ 5: ~~ADVANCED~~

about the stipend, harassment, personality clashes, other staff conflict, and any and all situations that may arise during internship.

10. The intern has the right to file a grievance about the Training Director, in which case the complaint will be presented to the Director of the Behavioral Health Programs and/or to the Executive Director of the agency to determine when rights have been infringed upon and to resolve the matter.

11. In the event that informal resolution of problems fail, the intern has the right to due process and to appeal to the Director of Behavioral Health Programs and /or the Executive Director to determine when rights have been infringed upon and to resolve the matter.
12. All interns are afforded due process during formal evaluations. The Training Program is structured to afford due process and grievance procedures to interns so behavior, performance, and evaluation expectations are clear, and processes and procedures for remediation are effective, timely and fair.

Intern Responsibilities

1. Interns have to responsibility to behave in a manner consistent with the APA ethical guidelines, the policies and procedures of the Will County Health Department and the rules, regulations and laws of the State of Illinois governing the behaviors of psychologists.
2. Interns have the responsibility to follow the rules, regulations, directives, and guidelines in the Doctoral Psychology Internship Manual that is distributed during orientation.
3. Interns have the responsibility to participate in informed consent by reading, understanding, and if necessary clarifying the policies and procedures of the Will County Health Department's Clinical Training Program including the due process and grievance procedures.
4. Interns have the responsibility to provide honest, timely, and constructive program specific feedback about their experience of the internship training program on a regular basis.
5. Interns have the responsibility to meet training expectations through active participation in training, service, and overall activities of the Will County Health Department Clinical Training Program as outlined in the Doctoral Psychology Internship Manual.
6. Interns have the responsibility to maintain openness as a learner and responsiveness to feedback from health department training and other staff recognizing the training and experience the supervisors and senior staff bring to the internship training program.
7. The responsibility to conduct oneself in a professionally appropriate manner if due process is initiated.

Responsibilities of the Internship Program

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: ~~UNSATISFACTORY~~ 2: ~~NOVICE~~ 3: ~~MEETS EXPECTATIONS~~ 4: ~~PROFICIENT~~ 5: ~~ADVANCED~~

It is a professional judgment as to when an intern's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for professionals in training.

Problems typically become identified as concerning 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 academic 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; and/
or
6. The trainee's behavior does not change as a function of feedback, remediation, efforts, and/or time.

II. Remediation and Sanction Alternatives

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the problematic intern, the clients involved, members of the intern training group, the training staff, and other agency personnel. The training program will institute a remediation plan for identified inadequacies, including a time frame for expected remediation.

1. **Verbal Warning** to the intern emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept. This will take place as near to the occurrence as possible or within 3 days if situations do not permit sooner.
2. **Written Acknowledgment** to the intern formally acknowledges. This will take place in the event that inappropriate behaviors are not discontinued.
 - a) that the Training Director is aware of and concerned with the performance rating
 - b) that the concern has been brought to the attention of the intern,
 - c) that the Training Director will work with the intern to rectify the problem or skill deficits,
and
 - d) that the behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship.

3. **Written Warning** to the intern indicates the need to discontinue an inappropriate action or behavior. This letter written by the intern's immediate supervisor and the Training Director and will contain:
 - a) a description of the intern's unsatisfactory performance;

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- b) actions needed by the intern to correct the unsatisfactory behavior;
- c) the timeline for correcting the problem; this will be determined on a case-by-case basis. The training program ensures that interns have sufficient time to respond to any action taken by the training program.
- d) what action will be taken if the problem is not corrected within 7 days or other reasonable timeframe; and
- e) notification to the intern at the time of the written warning that they have the right to request a review of this action.

A copy of this letter will be kept in the intern's file. Consideration may be given to removing this letter at the end of the internship by the Training Director in consultation with the intern's supervisor and Director of Behavioral Health Programs. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

4. **Schedule Modification** is a time-limited, remediation-oriented and closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Training Director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

- a) increasing the amount of supervision, either with the same or other supervisors;
- b) change in the format, emphasis, and/or focus of supervision;
- c) recommending personal therapy and/or referral to the employee assistance program;
- d) reducing the intern's clinical or other workload;
- e) requiring specific academic coursework.
- f) limiting the intern's contacts with clients to early certain modalities (such as psycho educational groups).

The length of a schedule modification period will be determined by the Training Director in consultation with the immediate supervisor and the Director of Behavioral Health Programs. The termination of the schedule modification period will be determined, after discussions with the intern, by the Training Director in consultation with the immediate supervisor and the Director of Behavioral Health Programs.

5. **Probation** is also a time limited, remediation-oriented and more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the Training Director systematically monitors for a specific length of time the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement that includes:

- a) the specific behaviors associated with the unacceptable rating
- b) the recommendations for rectifying the problem
- c) the time frame for the probation during which the problem is expected to be ameliorated; and
- d) the procedures to ascertain whether the problem has been appropriately rectified.

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

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The Training Director will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have or have not been met. If the Training Director determines that there has not been sufficient improvement in the intern's behavior to remove the Probation or modified schedule, then the Training Director will discuss with the immediate supervisor and the Director of Behavioral Health Programs possible courses of action to be taken. This notice will include the course of action the Training Director has decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative.

Additionally, the Training Director will communicate to the Director of Behavioral Health Programs that if the intern's behavior does not change, the intern will not successfully complete the internship.

6. ***Suspension of Direct Service Activities*** requires a determination that the welfare of the intern's client has been jeopardized. Such activity would require notification of the Regulatory Compliance Officer, and would first subject the intern to any disciplinary action mandated by the Will County Health Department Policies and Procedures. Therefore, direct service activities will be suspended for a specified period as determined by the Training Director in consultation with the Director of Behavioral Health Programs. At the end of the suspension period, the intern's supervisor in consultation with the Training Director will assess the intern's capacity for effective functioning and determine when direct service can be resumed.

7. ***Termination from the Internship*** involves the permanent withdrawal of all agency responsibilities and privileges, as determined by the Director of Behavioral Health Programs, in accordance with the Will County Health Department Policies and Procedures and Work Force Rules. When specific interventions do not, after a reasonable time period, rectify the problematic behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the Training Director will discuss with the Director of Behavioral Health Programs the possibility of termination from the training program and dismissal from the agency. Termination would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the internship. When an intern has been terminated from the internship program, the Training Director will communicate to the intern's academic institution that the intern has not successfully completed the internship.

III. Procedures for Responding to Inadequate Performance by an Intern

If an intern receives a rating below the minimal requirements on any of the evaluation sources, or if a staff member has concerns about an intern's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated. All interns are afforded due process when being evaluated.

1. The staff member will consult with the Training Director to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If the staff member who brings the concern to the Training Director is not the intern's immediate supervisor, the Training Director will discuss the concern with the intern's immediate supervisor.
3. If the Training Director and immediate supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Training Director will inform the staff member who initially brought the complaint.

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1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

4. The Training Director will meet with the Director of Behavioral Health Programs to discuss the performance rating or the concern.
5. The Training Director, immediate supervisor, and Director of Behavioral Health Programs may meet to discuss possible course of actions.
6. Whenever the Training Director and Director of Behavioral Health Programs have made a decision about an intern's training program or status in the agency, the Training Director will inform the intern in writing and will meet with the intern to review the decision. This meeting may include the intern's immediate supervisor. If the intern accepts the decision, any formal action taken by the Clinical Training Program will be communicated in writing to the intern's academic institution. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
7. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below.

IV. Due Process: General Guidelines

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Clinical Training Program identifies specific evaluative procedures that are applied to all trainees and provide appropriate appeal procedures available to the intern. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. Discussing these expectations in both group and individual settings.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals, at least bi-annually.
3. Articulating the various procedures and actions involved in making decisions regarding problematic behavior.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the intern that describes how the intern may appeal the program's action.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
9. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

V. Due Process: Procedures

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The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. When a matter cannot be resolved between the Training Director and intern or staff, the steps to be taken are listed below.

A. Grievance Procedure

There are three (3) situations in which grievance procedures can be initiated.

1. It is the policy of the Clinical Training Program to encourage fair, efficient, and equitable solutions for problems that arise during the internship. In the event that an intern encounters any difficulties or problems (e.g., poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, issues with didactics or other trainings, complaints about the stipend, harassment, personality clashes, other staff conflict, and any and all situations that may arise during internship). Interns are encouraged to:
 - a. Discuss the issue with the staff member(s) involved as soon as possible.
 - b. If the issue cannot be resolved informally, the intern should discuss the concern with the immediate supervisor and/or Training Director within three (3) workdays or sooner. The immediate supervisor and/or Training Director may meet with the intern and the staff member involved individually or with both the intern and the staff member involved, to assist in mediation of the issue. Possible solutions may include but are not limited to: reassessment of the intern's evaluation, reassessment of the intern's workload, providing additional supervision to the intern, consultation for the supervisor, reassignment of the intern to another supervisor, conducting a stipend search of other internships in the area or State, discussing issuing a formal complaint to Human Resources for complaints of harassment, etc. The intern's academic institution will be informed of the concern and its resolution;
 - c. If the issue cannot be resolved by the immediate supervisor and/or Training Director, the intern should discuss the concern with the Director of Behavioral Health Programs within three (3) workdays or sooner. The Director of Behavioral Health Programs may meet with the intern, the staff member involved, and the Training Director individually or as a group to assist in mediation of the issue. Possible solutions may include but are not limited to: reassessment of the intern's evaluation, reassessment of the intern's workload, providing additional supervision to the intern, consultation for the supervisor, reassignment of the intern to another supervisor, conducting a stipend search of other internships in the area or State, discussing issuing a formal complaint to Human Resources for complaints of harassment, etc. The intern's academic institution will be informed of the concern and its resolution if the matter cannot be resolved informally. Notification to the academic institution should occur as soon as the matter cannot be resolved informally.
 - d. If the issue cannot be resolved with the Training Director or Director of Behavioral Health Programs, the intern's academic institution may be contacted to assist in mediation of the grievance;
 - e. If the Training Director or Director of Behavioral Health Programs cannot resolve the issue, the intern can request that a Review Committee is convened to hear this grievance:

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- i. The intern should file a formal complaint, in writing and all supporting documents, with the Training Director. If the intern is challenging a formal evaluation, the intern must do so within five (5) workdays of receipt of the evaluation.
- ii. Within three (3) workdays of a formal complaint, the Training Director must consult with the Director of Behavioral Health Programs and implement Review Committee procedures as described below.

2. If a training staff member has a specific concern about an intern, the staff member should:
 - a. Discuss the issue with the intern(s) involved.
 - b. If the issue cannot be resolved informally, the training staff member should discuss the concern with the Training Director within three (3) workdays or sooner. The Training Director may meet with the intern and the staff member involved individually or with both the intern and the staff member involved, to assist in mediation of the issue. The intern's academic institution will be informed of the concern and its resolution;
 - c. If the issue cannot be resolved by the Training Director, the training staff member should discuss the concern with the Director of Behavioral Health Programs. The Director of Behavioral Health Programs may meet with the intern, the staff member involved, and the Training Director individually or as a group to assist in mediation of the issue. The intern's academic institution will be informed of the concern and its resolution;
 - d. If the issue cannot be resolved with the Training Director or Director of Behavioral Health Programs, the intern's academic institution may be contacted to assist in mediation of the grievance;
 - e. If the Training Director or Director of Behavioral Health Programs cannot resolve the issue, the training staff member can request that a Review Committee be convened to hear this grievance:
 - i. The training staff member should file a formal complaint, in writing and all supporting documents, with the Training Director.
 - ii. Within three (3) workdays of a formal complaint, the Training Director must consult with the Director of Behavioral Health Programs and implement Review Committee procedures as described below.
3. If an intern disputes an evaluation or perceives that an evaluation was unfair, they are afforded due process as they are being evaluated and especially if termination is being considered. In these types of cases, the intern should follow the steps below:
 - a. If an intern is in disagreement with an evaluation given, the intern first discusses the specifics of the disagreement with the supervisor who completed the evaluation. This should be done as close to the time of the evaluation as possible. A reassessment of the evaluation can be requested at this time.
 - b. If the situation with the evaluation is not resolved informally, the intern discusses the complaint with the Training Director, within three (3) workdays or earlier, who will then facilitate a meeting between the intern and supervisor to resolve the disagreement.
 - c. If the situation is not resolved during this meeting, the Director of Behavioral Health Programs may meet with the intern, the supervisor, and the Training Director

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individually or as a group to assist in mediation of the issue. The intern will be urged to inform their academic institution of the concern to assist in resolution.

- d. If the Training Director or the Director of Behavioral Health Programs cannot resolve the issue,

If the Training Director or Director of Behavioral Health Programs cannot resolve the issue, the training staff member can request that a Review Committee be convened to hear this grievance:

- iii. The training staff member should file a formal complaint, in writing and all supporting documents, with the Training Director.
- iv. Within three (3) workdays of a formal complaint, the Training Director must consult with the Director of Behavioral Health Programs and implement Review Committee procedures as described below.

B. Review Committee and Process

1. When needed, a review Committee will be convened by the Director of Behavioral Health Programs. The Committee will consist of three staff members selected by the Director of Behavioral Health Programs with recommendations from the Training Director and the intern involved in the dispute. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern. Interns will be strongly encouraged to consult with their academic institution for advice and guidance should the intern meet with the Review Committee.
2. Within five (5) workdays, a hearing will be conducted in which the dispute is heard and relevant material presented. Within three (3) workdays of the completion of the review, the Review Committee submits a written report to the Director of Behavioral Health Programs including any recommendations for further action. Recommendations made by the Review Committee will be made by majority vote.
3. Within three (3) workdays of receipt of the recommendation, the Director of Behavioral Health Programs will either accept or reject the Review Committee's recommendations. If the Director of Behavioral Health Programs rejects the Committee's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director of Behavioral Health Programs may refer the matter back to the Review Committee for further deliberation and revised recommendations or may make a final decision.
4. If referred back to the Committee, they will report back to the Director of Behavioral Health Programs within five (5) work days of the receipt of the Director of Behavioral Health Programs' request of further deliberation. The Director of Behavioral Health Programs then makes a final decision regarding what action is to be taken.
5. The Training Director informs the intern, staff members involved, and if necessary members of the training staff of the decision and any action taken or to be taken.
6. If the intern disputes the Director of Behavioral Health Programs' final decision, the intern has the right to provide a written statement outlining their objections regarding the final decision. This statement will be included in the intern's file.

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

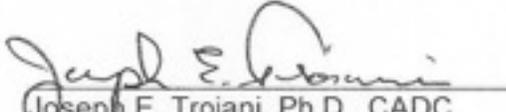
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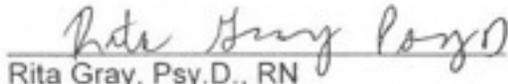
Initiated: September 2009

Revised: July 2012

January 2014


Joseph E. Troiani, Ph.D., CADC
Director of Behavioral Health Programs

April 2014


Rita Gray, Psy.D., RN
Clinical Training Director

July 2015

June 2014

Will County Health Department

Behavioral Health Programs Clinical Training Program Policy and Procedure Manual

POLICY TITLE: CTP 2 doctoral Intern Eligibility and Selection Process

PURPOSE: To establish guidelines in selecting applicants to the Will County Health Department's Doctoral Internship Program

POLICY: The program adheres to all APPIC requirements regarding the application process and in contacting, interviewing, considering and ranking candidates. In addition to following all APPIC guidelines, applicants will be selected who fulfill the *Practica and Academic Preparation Requirements* and the Doctoral Internship Program selection precepts as determined by the Will County Clinical Training Program Committee

PROCEDURES

Intern Eligibility

Applicants with the following qualifications are eligible for interview consideration with the Clinical Training Program Committee.

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Practica and Academic Preparation Requirements:

- a. A Bachelor's or Master's degree in a mental health or equivalent field obtained by the start of internship
- b. Three years (or equivalent) of graduate school at an APA accredited, degree-granting clinical or counseling doctoral psychology program
- c. Completion of all relevant coursework and successfully passed all comprehensive or qualifying exams
- d. 1200 hours of supervised Practicum training that includes both psychodiagnostic testing and intervention in the form of direct face-to-face delivery of psychological services
- e. All applicants must be approved for internship status by the Director of Training of the graduate program

Intern Selection

The internship demands maturity and motivation, as well as interests, skills and prior academic and practicum experiences that match the program's goals and objectives. The Clinical Training Program Committee shall select interns from among eligible applicants on the basis of their preparedness, academic credentials, strong work ethic, clinical experiences, and ability to perform independently as well as within a multidisciplinary team. No individual at the Will County Health Department will solicit, accept, or use any ranking-related information from any intern applicant. In addition, the following precepts will be given strong consideration in the intern selection process.

The Clinical Training Program Precepts:

- a. Highest degree earned
- b. Licensure and Certifications
- c. Bilingualism
- d. Military background
- e. Substance use disorders treatment experience
- f. Experience with treating severe and persistent mental illness
- g. Crisis care system experience
- h. Primary care system experience
- i. Advanced practicum experience
- j. Clinical experience in correctional setting
- k. GPA

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Statement of Nondiscrimination

The Will County Health Department's Internship Training Program offers equal opportunity and does not discriminate on the basis of the following:

- a. race, color, ethnicity, national origin, culture
- b. religion, creed
- c. alienage or citizenship status
- d. age
- e. height, weight
- f. lifestyle
- g. language
- h. socio-economic status
- i. marital and parental status
- j. disability/health status
- k. sex, sexual orientation, gender identity, gender expression
- l. veteran or military status, military obligation

The internship program strives to actively attract, recruit and retain students and supervisors from a range of diverse backgrounds.

Intern Selection Process

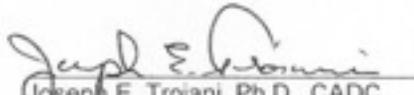
The committee convenes to review all applications submitted through the APPIC selection portal

- a. The committee uses the intern selection criteria to determine which applicants will be selected for an interview
- b. All applicants will be notified of their interview status via email by the established deadline
- c. Selected candidates are interviewed by the Clinical Training Program Committee
- d. The Clinical Training Program Committee convenes to rank the applicants
- e. The rank order list is submitted online to APPIC by the established deadline
- f. In accordance with the Will County Health Department policy and procedures, candidates who match for internship must successfully complete a background check, including fingerprinting, prior to being appointed for internship. Candidates will be approved for internship upon clearing the background check.

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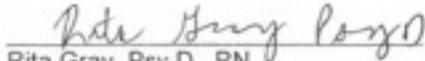
- g. The program shall participate in Phase 2 of the National Matching Services and/or Clearinghouse if needed.


Joseph E. Troiani, Ph.D., CADC
Director of Behavioral Health Programs

Initiated: January 2014

Revised: May 2014

July 2015


Rita Gray, Psy.D., RN
Clinical Training Director

WILL COUNTY HEALTH DEPARTMENT

Behavioral Health Programs

Clinical Training Program Policy and Procedure Manual

POLICY TITLE: CTP 3 Doctoral Intern Performance Evaluation, Feedback/Advisement, Retention, and Minimal Requirements

PURPOSE: To define and provide guidelines for successful completion of the Internship Program.

POLICY: This document provides interns and training staff with guidelines and procedures for evaluating interns' performance, providing feedback and advisement, ensuring retention, and meeting requirements to complete the internship program.

PROCEDURES

Performance Evaluation

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

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Interns' performance is evaluated according to the following documentation: Doctoral Intern Evaluation Form, Didactic Training Competency Demonstrations, and any evaluation forms required by the interns' academic institutions.

I. Doctoral Intern Evaluation Form:

- a. Evaluations are conducted by a Licensed Supervising Clinical Psychologist three times throughout the internship year using the Doctoral Intern Evaluation Form.
- b. These evaluations occur at the end of the first thirty days, six months and twelve months of the internship year.
- c. The Licensed Supervising Clinical Psychologist will base the evaluation on any/all of the following:
 - i. Direct observation of performance
 - ii. Review of audio tape recordings and transcriptions
 - iii. Review of clinical documentation including: progress notes, mental health and other assessments, person centered plans, and psychological reports.
 - iv. Individual and group supervision
 - v. Feedback from other supervisors and clinical staff
- d. The Licensed Supervising Clinical Psychologist will use the Doctoral Intern Evaluation Form (see attachment A) to assess an intern's performance across multiple domains which relate to the internship program's goals.
- e. The Licensed Supervising Clinical Psychologist completes the evaluation form, provides feedback and reviews the results with the intern.
- f. Total average score of three or higher is the minimal requirement for all individual competency domains.
- g. The intern and the Licensed Supervising Clinical Psychologist will sign the evaluation form and submit it to the Training Director within one week of their respective due dates.
- h. If an intern disputes an evaluation or perceives that an evaluation was unfair, they are afforded due process as they are being evaluated and especially if termination is being considered. (See CTP 1, Due Process and Grievance Procedures, for specific steps should this occur).
- i. A copy of the evaluation will be distributed to the intern and the original evaluation will be retained in the student file.

II. Didactic Training Competency Demonstrations:

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

- a. Following each didactic training, interns are required to demonstrate competency related to the topic presented.
 - b. Rubrics will be used to grade interns' performance
 - c. For all didactic trainings the minimum passing grade is Pass (P). A grade of Fail (F) is considered failure for the particular training.
- III. The Licensed Supervising Clinical Psychologist will also complete the necessary evaluation form from the intern's academic institution.
- a. These forms will be completed at the intervals established by the academic institution.
 - b. These forms shall be reviewed with the intern and distributed to the academic institution, the intern, and a copy shall be retained in the student file.

Provision of Feedback and Advisement

Feedback and advisement of the interns' performance is an ongoing process throughout the training year. This occurs both formally on a weekly basis in group and individual supervision and informally by request of the intern or determination by the supervisor.

Retention of Interns

It is the goal of the Doctoral Internship Program to retain all interns for the duration of their training year and successfully complete the program.

- a. The program will make every effort to attract and retain interns and supervisors from differing backgrounds into the program.
- b. The program has developed a long-term strategic plan to attract and retain trainees, staff and supervisors from a range of diverse backgrounds.
- c. In circumstances where remediation is necessary refer to the policy and procedure on remediation of interns.

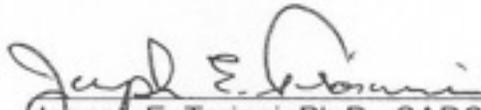
Minimal Requirements for Completion of the Internship Program

- a. Completion of 2000 hours onsite as documented on a training log signed off by the Licensed Supervising Clinical Psychologist.
- b. A rating of three or above for all individual competency domains on the Doctoral Intern Evaluation Form.
- c. A grade of Pass on all didactic training competency demonstrations.

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

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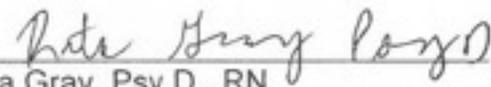
- d. Doctoral Intern Evaluation Forms, academic institutions evaluation forms, and all clinical documentation.
- e. Completion of an exit interview within the last week of the internship.
- f. Return of all equipment, keys, and identification badges.


Joseph E. Troiani, Ph.D., CADC
Director of Behavioral Health Programs

Initiated: May, 2014

Revised: October, 2014

July, 2015


Rita Gray, Psy.D., RN
Clinical Training Director

WILL COUNTY HEALTH DEPARTMENT

Behavioral Health Programs Clinical Training Program Policy and Procedure Manual

POLICY TITLE: CTP 4 Onboarding Process for Interns and Externs

PURPOSE: This policy identifies the steps to onboard Interns and Externs selected for the Clinical Training Program.

POLICY: The Will County Health Department's Clinical Training Program must consistently adhere to procedures outlined below for onboarding interns, externs, and agency staff.

PROCEDURES :

Phase I (all students complete at time of Interview and submit to designated staff – Deadline April 15th)

1. Internship / Externship Application
2. Recruitment Identification Form
3. Kroll Background Check Form
4. Child Abuse Neglect Tracking System (CANTS) Form
5. Authorization for non-licensed background Check Form

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: ~~UNSATISFACTORY~~ 2: ~~NOVICE~~ 3: ~~MEETS EXPECTATIONS~~ 4: ~~PROFICIENT~~ 5: ~~ADVANCED~~

6. Schedule L Form

Phase II (Begins when HR contacts students to initiate the process of Fingerprinting) – Deadline April 30th

1. HR will Fax Background Check Form to Kroll
2. HR will email all students the Background Check Unit – Finger Print Search Form and a list of locations to complete fingerprinting (remind students to check SPAM/Junk settings for their inbox)
3. Students must provide a receipt of fingerprinting to HR

Phase III (Students meet with HR for processing) – Deadline August 1st

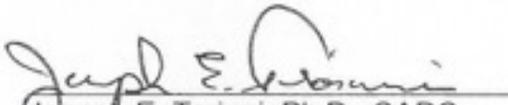
1. Students provide the following documents:
 - a. Current valid driver's license (or if suspended – ticket)
 - b. Proof of auto insurance
 - c. Original Diploma from Academic Institution (highest degree)
 - d. Professional Licensure and Certifications
 - e. Official sealed transcripts from Academic Institution
 - f. Receipt of liability insurance
 - g. Proof of TB test within past 12 months
 - i. If residing outside Will County, the fee is \$10.00 (USD) to get tested at the Sunny Hill Tuberculosis Clinic
2. HR Orientation for Students
 - a. HR provides Manuals on the following topics:
 - i. Safety Manual
 - ii. Exposure Control Plan
 - iii. Manual for Mandated Reporters
 - iv. Elder Abuse Pamphlet/Booklet
 - v. Bloodborne Pathogens and Universal Precautions
 - vi. Ethics Ordinance of Will County
 - vii. Workforce Violence Prevention
 - viii. Workforce Rules
 - b. Review and sign Work Rules Acknowledgement Form
 - c. Review and sign Patient Confidentiality Policy Form
 - d. Review and sign E-mail, Internet Policy & Procedures Form
 - e. Review and sign Acknowledgement of Reporter Status Statement Form
 - f. Review and sign Acknowledgement of Mandated Reporter Status Statement Form
 - g. Review and sign Confidentiality Statement Form (2 pages)
 - h. Review and sign False Claims Act Policy Form
 - i. Photo ID Badge will be distributed to students
 - j. Review and sign Acknowledgement for ID Badge for Employee Form

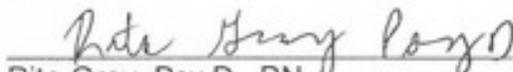
Phase IV (Students attend Orientation) – Deadline 2nd and 3rd Saturday of August

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1. Students review Internship Handbook
 - a. CTP – P&P's
 - b. WCHD – ADM 15 – Personal Appearance and Dress Code Policy
 - c. Supervisor Contact Information
 - d. WCHD CL 3 – Mental Health Crisis Intervention Policy and Procedure e. Critical Incident Form
 - f. Brochure of CTP
 - g. CTP Program Description
 - i. Include Administrative and Financial Assistance
 - h. Table B.2 from APA Self Study Application
 - i. Didactic Training Schedule and Syllabi
 - j. Intern Evaluation Form
 - k. Electronic Signature Form for CIS
 - l. Acknowledgment of Receipt of Internship Orientation Handbook Form
 - m. Example of Certificate of Completion of the Internship Program
 - n. APA Ethical Principles of Psychologists and Code of Conduct (effective June 1, 2010)
2. Students sign Internship Contracts and Practicum Agreements – Copies to be retained by a designated Administrative Support Staff in the student files.


Joseph E. Troiani, Ph.D., CADC
Director of Behavioral Health Programs


Rita Gray, Psy.D., RN
Clinical Training Director

Initiated: June, 2014

Revised: July, 2014

July, 2015

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WILL COUNTY HEALTH DEPARTMENT

Behavioral Health Programs Clinical Training Program Policy and Procedure Manual

POLICY TITLE: CTP 5 Provision of Supervision

PURPOSE: To define and provide guidelines for the provision of clinical supervision to all students in the Will County Health Department's Clinical Training Program

POLICY: All students shall receive weekly face to face supervision discussing and processing cases, applying theory, developing clinical interventions, and reviewing issues of ethics and practice. This supervision will include but not be limited to: evidence-based theories, optimal outcomes, and best practice approaches with clients/patients served.

PROCEDURES:

Supervisors of Interns:

- a. Possess licensure from the Illinois Department of Financial and Professional Regulations as Licensed Clinical Psychologists whose license is active and in good standing.

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- b. Are employed by or are in contract status with the Will County Health Department.
- c. Must be qualified by training and experience to practice in the interns' areas of supervised practice.
- d. Based upon the Illinois Department of Financial and Professional Regulations, supervisors maintain the required number of Continuing Education (CE) credits and submit a copy of the CE certificates to the Training Director (see Title 68 of the Joint Committee on Administrative Rules, Administrative Code, Chapter VI, Department of Financial and Professional Regulation, Subchapter b: Professions and Occupations, Part 1400 Clinical Psychologist Licensing Act, Section 1400.85 for specific ways to meet CE requirements).
- e. Meet individually **face-to-face** with the intern for a **minimum of two hours per week**.
- f. Meet in a group setting with interns for a **minimum of two hours per week**.
- g. Conduct didactic trainings for a **minimum of one hour per week**.
- h. Are available to the interns at all times in person, by telephone, pager, or all other appropriate technology during the internship year.
- i. Ensure that the interns' status is made known to the clients/patients and to third party payers.
- j. Maintain notes or records of all supervision sessions.
- k. Review and sign the clinical training contract issued by the educational institution.
- l. Complete required internal and external performance evaluations by the established deadlines.
- m. Follow the established policy and procedures (CTP-1) regarding remediation.

Supervisors of Externs:

- a. Possess licensure as a Licensed Clinical Psychologist (LCP), Licensed Clinical Professional Counselor (LCPC), Licensed Clinical Social Worker (LCSW), or the Illinois Alcohol and other Drug Abuse Professional Certification Association, Inc. (IAODAPCA) Certified Alcohol and other Drug Counselor (CADC).
- b. Are employed by or are in contract status with the Will County Health Department.
- c. Must be qualified by training and experience to practice in the interns' areas of supervised practice.
- d. Meet individually face to face with the extern for a minimum of one hour a week.
- e. Meet in a group setting with externs for a minimum of one hour a week.
- f. Ensure that the externs' status is made known to the clients/patients and to third party payers.
- g. Maintain notes or records of all supervision sessions.
- h. Review and sign the clinical training contract issued by the educational institution.
- i. Complete required internal and external performance evaluations by the established deadlines.
- j. Follow the established policy and procedures (CTP-1) regarding remediation.

Documentation of supervision should include the following as applicable:

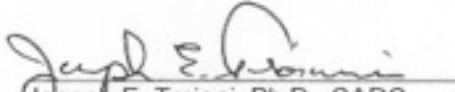
- a. Accuracy of assessment and referral procedures
- b. The appropriateness of the treatment or service intervention selected relative to the specific needs of each person served.
- c. Treatment service effectiveness as reflected by the person served meeting his or her individual goals.
- d. The provision of feedback that enhances the skills of students.
- e. Issues of ethics, legal aspects of clinical practice, and professional standards including boundaries.
- f. Issues identified through ongoing compliance review.
- g. Cultural competency.

Initiated: June 2014

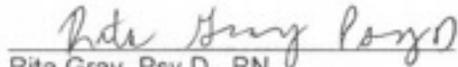
Revised: October 2014

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

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Joseph E. Troiani, Ph.D., CADC
Director of Behavioral Health Programs

July 2015


Rita Gray, Psy.D., RN
Clinical Training Director

WILL COUNTY HEALTH DEPARTMENT

Behavioral Health Programs

Clinical Training Program Policy and Procedure Manual

POLICY TITLE: CTP 6 Crisis Response

PURPOSE: This policy provides staff with written procedures on how to respond to adults and youth in crises that may occur in the course of their work onsite within the division.

POLICY: The agency shall adhere to a specific protocol for all staff to respond to all crisis incidents pertaining to: crisis intervention and assessment, assisting in voluntary admission, and completion of petition and certificates for involuntary admission.

For the purposes of this policy, "staff" includes all employees, contractors, students, and volunteers who provide services within the Division of Behavioral Health Programs. The term "contractors" does not refer to subcontracted companies or workers such as carpenters, housekeeping, roofers, etc.

PROCEDURES:

1. In circumstances where a child or adolescent is at risk of harm to self and/or others or demonstrates psychosis, refer to Screening Assessment Support Services Policy and Procedure # 11.D.1 on Screenings.
2. In circumstances where staff becomes aware of any adult at risk of harm to self and/or others, or unable to care for self:
 - a. Staff ensures the individual in crisis is never left alone at any time throughout the crisis.
 - b. Staff calls the reception desk of their respective wing or offsite location and states, "I need P and C paperwork" and identifies the current office or location.
 - c. Receptionist will enlist the assistance of a qualified examiner (LPHA) and inform them of the crisis location.
 - d. Receptionist will call for security to report to the location of the crisis.
3. The LPHA will gather the crisis intervention packet containing the following documents:
 - a. Crisis Intervention Evaluation Form
 - b. Application for Voluntary Admission
 - c. Petition for Involuntary Admission
 - d. Certificate for Involuntary Admission

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- e. Safety Plan
- f. Incident Report

4. The LPHA will meet with the staff and individual in crisis to conduct a crisis assessment and determine the appropriate course of action and outcome:
 - a. Crisis intervention services where hospitalization is NOT needed but requires referral, outreach and/or follow up.
 - b. Voluntary admission to hospital
 - c. Involuntary admission to hospital.

Crisis Assessment and Intervention

1. The LPHA will complete Crisis Intervention Assessment Form with the individual in crisis.
2. The LPHA provides a disposition on the form under section VII.
3. The LPHA signs and dates the form.

No Hospitalization Required:

The individual in crisis is sufficiently stable at this time and will require one of the following:

1. The LPHA completes a Safety Plan and a copy is given to the individual.
2. If indicated, the LPHA provides referrals for additional assessments and/or services (e.g. substance abuse, psychiatric, medical, etc.)
3. Staff conducts a follow up call within 4 hours.
 - a. If this cannot occur during the shift, an after-hours screener must be informed and make the call.
4. All staff involved will complete an incident report (see ADM 7).
5. For registered clients, all documentation would be retained in the chart
6. For unregistered clients, all documentation will be given to reimbursement to file in archival records.

Voluntary Hospitalization:

Upon completion of the Crisis Intervention Assessment in which the LPHA has determined that Hospitalization is required and the individual is willing to voluntarily admit themselves:

1. The LPHA and the individual will complete the Application for Voluntary Admission form (Ref.: 405 ILCS 5/3-400 and 5/3-502)
2. The LPHA will call emergency services at 9-911 from a landline phone.
3. The LPHA will identify themselves and provide the following information to the dispatcher:
 - a. Individual's name
 - b. Individual's age
 - c. Nature of the crisis including:
 - i. Possession of any weapons

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- ii. The level of cooperation and willingness to go to the hospital
 - d. Address and Location of the crisis
 - e. The location of the exterior door where emergency services are to enter the facility
 - f. Any other information requested by the dispatcher.
4. Notify the operator/receptionist of 911 call:
 - a. For Joliet Office (Monday through Friday) upon completing the 9-911 call, the LPHA will Dial 0 to inform the Health Department operator that emergency services were contacted and provide the location.
 - b. On Saturdays and at branch locations, the LPHA will inform the receptionist of the 9-911 call.
5. The staff initially involved in the crisis will brief the security officer who will assist the EMT's with access to the building.
6. The LPHA will confirm the forms are completed correctly and will make three (3) copies of all original paperwork needed for voluntary hospitalization:
 - a. Application for Voluntary Admission Form
 - b. Demographic Face sheet from CIS (if available)
 - c. Current Medication regimen (if available)
 - d. Crisis Intervention Assessment Form
7. LPHA will give all original paperwork and two (2) copies to the EMT's and report on the mental status of the individual in crisis (emotional state, most recent use and compliance with medications, willingness to cooperate or resist hospitalization, and all other relevant information).
8. The LPHA will find out to which hospital the individual will be transported and notify the ER of the transport for voluntary hospitalization.
9. All staff involved in the crisis will complete an incident report and submit it to their program manager.
10. For registered clients, all documentation would be retained in the chart.
11. For unregistered clients, all documentation will be given to reimbursement to file in archival records.
12. The program manager(s) will meet with all staff involved in the crisis response, debrief the incident, and complete the critical incident form(s) and submit to the Regulatory compliance manager.

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Involuntary Hospitalization:

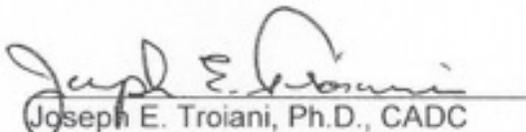
Upon completion of the Crisis Intervention Assessment in which the LPHA has determined that Involuntary Hospitalization is required:

1. The staff who was initially involved in the crisis will complete the Petition for Involuntary Admission
(Ref: IL462-2005 [R-4-14]).
2. The LPHA will complete the Certificate for Involuntary Admission form (Ref: 405 ILCS 5/3-403, 5/3-602, 5/3-607, 5/3-610, 5/3-702, 5/3-813, 5/4-306, 5/4-402, 5/4-403, 5/4-405, 5/4-501, 5/4-611, 5/4-705)
3. The LPHA will call emergency services at 9-911 from a landline phone.
4. The LPHA will identify themselves and provide the following information to the dispatcher:
 - a. Individual's name
 - b. Individual's age
 - c. Nature of the crisis including:
 - i. Possession of any weapons
 - ii. The level of cooperation and willingness to go to the hospital
 - d. Address and Location of the crisis
 - e. The location of the exterior door where emergency services are to enter the facility
 - f. Any other information requested by the dispatcher.
5. Notify the operator/receptionist of 911 call:
 - a. For Joliet Office (Monday through Friday) upon completing the 9-911 call, the LPHA will Dial 0 to inform the Health Department operator that emergency services were contacted and provide the location.
 - b. On Saturdays and at branch locations, the LPHA will inform the receptionist of the 9-911 call.
6. The staff initially involved in the crisis will brief the security officer who will assist the EMT's with access to the building.
7. The LPHA will confirm the forms are completed correctly and will make three (3) copies of all original paperwork needed for voluntary hospitalization:
 - a. Petition for Involuntary Admission Form
 - b. Certificate for Involuntary Admission Form
 - c. Demographic Face sheet from CIS (if available)
 - d. Current Medication regimen (if available)
 - e. Crisis Intervention Assessment Form

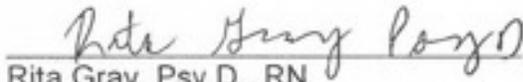
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8. LPHA will give all original paperwork and two (2) copies to the EMT's and report on the mental status of the individual in crisis (emotional state, most recent use and compliance with medications, willingness to cooperate or resist hospitalization, and all other relevant information).
9. The LPHA will find out to which hospital the individual will be transported and notify the ER of the transport for involuntary admission.
10. All staff involved in the crisis will complete an incident report and submit it to their program manager.
11. For registered clients, all documentation would be retained in the chart.
12. For unregistered clients, all documentation will be given to reimbursement to file in archival records.
13. The program manager(s) will meet with all staff involved in the crisis response, debrief the incident, and complete the critical incident form(s) and submit to the Regulatory compliance manager.


Joseph E. Troiani, Ph.D., CADC
Director of Behavioral Health Programs

Initiated: August 2014
Revised: July 2015


Rita Gray, Psy.D., RN
Clinical Training Director

WILL COUNTY HEALTH DEPARTMENT

Division of Behavioral Health Programs

Administrative Policy and Procedure Manual

POLICY TITLE: ADM 15

Purpose: Personal Appearance and Dress Code

Policy: As employees, we represent the Will County Health Department to the general public, consumers, vendors, and visitors. It is our responsibility to portray professionalism, inspire confidence, and project a positive image. The Division has adopted "Relaxed Business Casual" as the standard for employees. For purposes of this policy, "employee" also includes contracted staff, volunteers, students, and any person performing Division business. "Employee" does not refer to subcontracted companies or workmen such as carpenters, roofers, electricians, etc.

Clothing that is appropriate for the beach, yard work, dance clubs, exercising, or sports events are not appropriate for our workplace. Neither is clothing that reveals cleavage, your back, your stomach, or undergarments. Clothing should be neat, clean, and never wrinkled, faded, ripped, messy, dirty, torn or ragged. Clothing that has language, pictures or symbols that may be offensive, or projects a negative image is unacceptable.

While no dress code can cover all contingencies, to help guide employees, the Division provides the following list of specific standards.

Refer to Section 08.01 "Personal Appearance" in the *Employee Handbook and Work Rules Manual* for additional policies and procedures

Slacks, Pants, or Trousers Acceptable:

- Slacks that are similar to Dockers and other makers of cotton, synthetic, or wool material.
- Khaki or cargo pants that are solid in color
- Capri pants that are at least mid-calf or lower (During the months of April thru October)

Unacceptable:

- Denim jeans of any color
- Sweat pants
- Exercise pants
- Shorts
- Bib overalls
- Leggings

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- Khaki or cargo pants that are camouflage or prints • Spandex or other form-fitting materials
Exceptions:
- Denim jeans are acceptable on designated "Casual dress" days. Currently these occur every Friday.
- Denim jeans are acceptable when participating in a Department sponsored fundraising activity such as "Jean Day."
- Denim jeans may be acceptable for performing specific job functions on specific days, with prior approval from the supervisor.

Skirts and Dresses Acceptable:

- Casual dresses and skirts (including split skirts) that are no shorter than two (2) inches above the knee.

Unacceptable:

- Sun dresses
- Beach dresses
- Spaghetti-strap dresses

Exceptions:

- Sun, beach and spaghetti-strap dresses are acceptable when worn throughout the day with a sweater or jacket that covers the shoulders and cleavage.

Shirts, Tops, Blouses, and Jackets Acceptable:

- Casual shirts
- Polo dress shirts
- Sweaters
- Turtlenecks
- Sleeveless dress blouse (April – October)
- Sweatshirts that are dressy or decorative
- Dressy sweater/blouse with hood attached Unacceptable:

- Tank tops
- T-shirts unless worn under another shirt
- Muscle shirts
- Jerseys
- Halters
- Denim jackets
- Sweatshirt /Sport Hoodies
- See-through materials
- Logos or brand names bigger than the size of a shirt pocket

Exceptions:

- Any acceptable item that bears the Will County Health Department or Union logo

Shoes and Footwear Acceptable:

- Loafers
- Dress boots

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- Flats
- Clogs
- Dress heels
- Leather deck shoes
- Open-toes dress sandals (During the months of April thru October)
- Orthopedic / athletic shoes if prescribed by a physician Unacceptable:

- Flip-flops
- Thong sandals
- Slippers
- Athletic or gym shoes
- Shoes with inappropriate symbols
- Military (e.g.: combat boots) /Work style boots Exceptions:

- Athletic or gym shoes may be worn by employees approved to wear scrubs
- Athletic or gym shoes are acceptable on designated "Casual dress" days. Currently these occur every Friday.

- Athletic or gym shoes are acceptable when participating in a Department sponsored fundraising activity such as "Jean Day."

Jewelry/Body Piercing/Tattoos Acceptable:

- Jewelry that is modest, safe and in good taste
- Piercings of the lower earlobe
- Visible tattoos that cannot reasonably be covered Unacceptable:

- Jewelry that interferes with work functions
- Jewelry that poses a safety concern if grabbed or snagged
- Visible body piercings other than the lower earlobe
- Tattoos that can be reasonably covered

Hats and Head Coverings Acceptable:

- Head covers required for specific religious or cultural traditions may be worn on during specific days of celebration or observance. Unacceptable:

- Hats Grooming and

Hygiene

Perfumes or other body fragrances must be worn sparingly.

Hair must be styled so that it does not interfere with the performance of job duties. Hair, including facial hair must be neat, clean, well groomed, and portray a professional image.

Nails must be neat, clean and at a length that does not interfere with work functions.

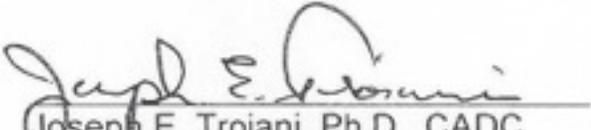
PROCEDURES:

-
1. Consult your supervisor for any item not specifically listed.
 2. Request exceptions through your supervisor. Exceptions must be approved by the Division Director.
 3. Medical exceptions will be honored when prescribed by a physician and provided to your supervisor. Prescriptions must be time-limited (no greater than 90 days).

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4. Violations of this policy shall follow the progressive discipline policy as defined in the Collective Bargaining Agreement.


Joseph E. Troiani, Ph.D., CADC
Director of Behavioral Health Programs

Initiated: October 2012 Revised: June
19, 2014

Revised: April 20, 2015

Revised: Aug 1, 2015

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Brochures and Certificates

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

Clinical Training Activities

- Individual, Family & Group Therapy
- Psycho-diagnostic Assessment
- Crisis Intervention Services
- Interprofessional Team Consultation
- Court Ordered Assessment & Treatment
- Case Management
- Individual & Group Supervision
- Didactic Trainings
- Seminars, Workshops & In-services

As an equal opportunity training program, the internship welcomes applications from all qualified candidates, regardless of race, ethnicity, religion, age, sexual orientation, disability or other status.

Mission Statement:

The Clinical Training Program's mission is to prepare interns to become competent and ethical Psychologists who practice within a holistic and integrative model of behavioral health service delivery which enhances collaboration and partnerships within the community

For information and questions contact:

Rita Gray, Psy.D., R.N.
Clinical Training Director
Phone: 815-727-5904
E-mail: rgray@willcountyhealth.org

The Will County Health Department's Internship Program is currently under review by the American Psychological Association. Accreditation information can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242. Phone: 202-336-6575; TTY/TTY: 202-336-6123. Website: <http://www.apa.org/accr/apply/index.aspx>

**Will County Health
Department Behavioral
Health Division**

Clinical Training Program Internship



**Interested and qualified persons
please apply through APPI Online
at www.appi.org**

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Will County Health Department Division of Behavioral Health Programs

Will County Health Department's Behavioral Health Program offers a comprehensive network of outpatient treatment services that includes psychiatry, medication management, group, individual and family therapy, crisis intervention, outreach, case management, substance abuse, domestic violence, sex offender, forensic mental health services, and referral/linkage. All services concentrate efforts on underserved individuals, including unfunded, Medicaid, Medicare, and low income consumers and families.

All services are responsive to the cultural, racial, and ethnic identities of the populations served. The primary goal of service delivery is to address emotional, behavioral, and developmental needs of clients in an attempt to obtain and maintain enhanced levels of functioning at home, in the school, at work, and in the community.

The Internship Program supports the scholar-practitioner model with an emphasis on clinical practice and the importance of theory and application of research to inform interventions and practice.

The Behavioral Health Division's Internship Program is a 2000-hour commitment in which interns spend in excess of 25% of their time working face-to-face with diverse populations providing clinical work in the forms of individual, family, and group therapy, case management, outreach, consultation, psychoeducational programs, and psycho-diagnostic assessment.

The Internship Program has three training goals grounded in the scholar-practitioner model:

- Interns will demonstrate the necessary knowledge and skills to function as ethical and competent entry level psychologists.
- Interns will demonstrate the ability to integrate the science and practice of psychology to diverse, multicultural populations within community mental health settings.
- Interns will demonstrate knowledge and skill in the ability to effectively interact on an interprofessional treatment team.

The goals will be achieved through the objectives of comprehensive training in psychotherapy, psycho-diagnosis assessment, multidisciplinary consultation, supervision, education, and experiential clinical application.

Training methods and resources include, but are not limited to, interprofessional consultation, case conferences, didactic trainings, workshops and seminars, supervision (both individual and group), intern supervision of practicum students, and direct client contact and service provision.

Prospective interns are expected to have completed all necessary coursework, be a student in good standing with their academic institution, be flexible, and utilize APA Online when applying. Prior experience with crisis response, ideally diagnosed and chronically mentally ill populations is looked upon favorably.

Interns provide comprehensive behavioral health services which include:

- Formulation of diagnoses and recommendations for levels of care
- Consultation with managed care organizations for authorization of services- individual, family, and group therapy
- Case management, referral and linkage

Interns are also involved in providing behavioral health services in a primary care setting where they work collaboratively within an interprofessional team to develop integrated treatment plans which address individuals' physical and behavioral health needs. In this setting interns conduct:

- Mental health screenings and assessments
- Crisis response services
- Brief individual therapy
- Referral and linkage

The Clinical Training Program provides a minimum of two hours of individual and two hours of group supervision with multiple Licensed Clinical Psychologists each week. Interns also receive one hour of didactic training weekly.

PLEASE UTILIZE THE FOLLOWING SCALE IN ASSESSING THE DOCTORAL INTERN'S COMPETENCIES:

1: UNSATISFACTORY 2: NOVICE 3: MEETS EXPECTATIONS 4: PROFICIENT 5: ADVANCED

**WILL COUNTY HEALTH DEPARTMENT
Division of Behavioral Health pROGRAMS
Clinical Training PROGRAM
CERTIFICATE OF COMPLETION**

INTERN'S NAME

**Has satisfactorily completed the requirements
for a 2000 hour Doctoral internship
In clinical psychology
From (START DATE) to (End dATE)**

**Joseph E. troiani, Ph.D., CADC
Executive Director**

**Rita Gray, RN, Psy.D.
Director of Training**
