

# **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 Handbook (electronic link)***
- \_\_\_\_\_ ***Illinois Dept. of Children & Family Services:***
- \_\_\_\_\_ ***Manual for Mandated Reporters***
- \_\_\_\_\_ ***Signature Page for CIS Computer System***

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**

**SECURITY DESK 3589**

**Behavioral Health Programs**

**Direct All Calls To:..... 727.8521**

**Reg. ... \*\*8964/++7371**

**Reg. ....5065/5901**

**Fax # .....815. 846.0668**

Alonso, Ana ..... \*3226  
Barraco, Karissa ..... 5935  
Baskin, Stephanie..... 8142  
Bjerga, Ellen (B)..... 7025  
Brumfield, Kalyna ..... 5081  
Burke, Dr. Kathleen ..... 5953  
Cappelli, Cagney (B)..... 7024  
Cantu, Angelica ..... 8507  
Castanedo, Maria ..... 8964  
Castro, Leslie ..... 5931  
Catchings, Donica .....5925  
Cios, Kathleen..... 5913  
Coble, Myra ..... 5915  
Coburn, Lisa .... +7022  
Cordova, Maria..... 5902  
DeLeon, Lisette ..... 4444  
DeMato, Michelle .....5921  
Dewall, Connie ..... 6092  
Edwards, Mena .....4493  
Ezeji-Okoye, Ijeoma .....8827  
Estrada, Adriana (B) .....4430  
Fieldhouse, Miranda ..... 5912  
Fowler, Charnea (B)..... 8123  
Gaston, Melissa.....8847  
Giggleman, Janice ... ..... 5065  
Gray, Dr. Rita ..... 5904  
James, Erica ..... 8801  
Karmia, Bill .....8513  
Kleffman, Ryan ..... 8487  
Lopez, Kelsey..... 8841  
Mack, Nicol ..... 8410  
Marek, Kaprinta ..... 4439  
Mispagel, Stacey ..... 5932  
Moll, Mariam (B) ..... 5755  
Monreal, Stefanie ..... 8868  
Murphy, Charlotte ..... 8435  
Osagie, Aje ..... 7367  
O'Shaughnessy, Sean (B)... 5785  
Paramo-Carrillo, Maribel....5914

Ricken, Carol ..... 5916  
Rodriguez, Virginia .....8820  
Sarwark, Andrew .....5942  
Scates, Twilla ..... 8693  
Scruggs, Diane ..... 8516  
Sprys, Izabela ..... 5947  
Taylor, Elizabeth .....8695  
Tate, Brianna ..... 8671  
Trumpis, Concepcion ..... 5918  
Williams, Charita ..... 8843  
Woods, Marc ..... 5941  
Yzaguirre, Rosario .....5919  
Zambrano, Michelle .....5905  
Zito, Gina .....5064

Dr. Trum..... 5906  
Nurse (Alicia) ... ..... 5917  
Billing ..... 8437  
CMR .....3592

Group Rm 2203 (C&A).....5017  
Group Rm 2262 (center) ...5015  
Group Rm 2255 (adult).....5018  
Conf. Rm 2270 .....5016  
Work Rm/kitchen .....3210

**Licensed Clinical Psychologist/Contractual:**

Dr. Les Cox .....8488  
Dr. Patch Laksanaprom .....8488

**BEHAVIORAL HEALTH PROGRAMS**

**ALL STAFF MEETING SCHEDULE 2024-25**

**AUGUST 2nd**

**SEPTEMBER 6th**

**OCTOBER 4th**

**NOVEMBER 1st**

**DECEMBER 6th**

**(2025)**

**JANUARY 5th**

**FEBRUARY 2nd**

**MARCH 1st**

**APRIL 5th**

**MAY 3rd**

**JUNE 7th**

**JULY 5th**

**AUGUST 2nd**

**SEPTEMBER 6th**

**OCTOBER 4th**

**NOVEMBER 1st**

**DECEMBER 6th**

**MEETINGS BEGIN @ 9:00AM - 12:00 PM in the Community Room on the 1<sup>st</sup> Floor**



*"Deliver sustainable programs and policies in response to the public health needs of the community"*

**PAID HOLIDAYS - 2024**

New Year's Day	Monday, January 1, 2024
Martin Luther King Jr. Day	Monday, January 15, 2024
Lincoln's Birthday	Monday, February 12, 2024
Presidents Day	Monday, February 19, 2024
Good Friday	Friday, March 29, 2024
Memorial Day	Monday, May 27, 2024
Juneteenth Day	Wednesday, June 19, 2024
Independence Day	Thursday, July 4, 2024
Labor Day	Monday, September 2, 2024
Columbus Day	Monday, October 14, 2024
Veteran's Day	Monday, November 11, 2024
Thanksgiving Day	Thursday, November 28, 2024
Day following Thanksgiving	Friday, November 29, 2024
Christmas Day	Wednesday, December 25, 2024
New Year's Day 2025	Wednesday, January 1, 2025

*Main Office*  
501 Ella Avenue  
Joliet, IL 60433  
PH: 815.727.8480  
FX: 815.727.8484

*Community Health Center*  
1106 Neal Avenue  
Joliet, IL 60433  
PH: 815.727.8670  
FX: 815.727.5975

*Northern Branch Office*  
323 Quadrangle Dr.  
Bolingbrook, IL 60440  
PH: 630.679.7000  
FX: 630.679.7015

*Eastern Branch Office*  
5601 W. Monee-Manhattan Rd., Suite 109  
Monee, IL 60449  
PH: 815.727.8803  
PH: 708.534.0800  
FX: 708.534.3455

## 2024 PAY SCHEDULE

<b>PAYROLL #</b>	<b>PAY PERIOD</b>	<b>PAY DATE</b>
#01	12/09/23 – 12/22/23	1/05/24
#02	12/23/23 – 01/05/24	1/19/24
#03	01/06/24 – 01/19/24	2/02/24
#04	01/20/24 – 02/02/24	2/16/24
#05	02/03/24 – 02/16/24	3/01/24
#06	02/17/24 – 03/01/24	3/15/24
#07	03/02/24 – 03/15/24	3/28/24 (Thursday)
#08	03/16/24 – 03/29/24	4/12/24
#09	03/30/24 – 04/12/24	4/26/24
#10	04/13/24 – 04/26/24	5/10/24
#11	04/27/24 – 05/10/24	5/24/24
#12	05/11/24 – 05/24/24	6/07/24
#13	05/25/24 – 06/07/24	6/21/24
#14	06/08/24 – 06/21/24	7/05/24
#15	06/22/24 – 07/05/24	7/19/24
#16	07/06/24 – 07/19/24	8/02/24
#17	07/20/24 – 08/02/24	8/16/24
#18	08/03/24 – 08/16/24	8/30/24
#19	08/17/24 – 08/30/24	9/13/24
#20	08/31/24 – 09/13/24	9/27/24
#21	09/14/24 – 09/27/24	10/11/24
#22	09/28/24 – 10/11/24	10/25/24
#23	10/12/24 – 10/25/24	11/08/24
#24	10/26/24 – 11/08/24	11/22/24
#25	11/09/24 – 11/22/24	12/06/24
#26	11/23/24 – 12/06/24	12/20/24



*"Deliver sustainable programs and policies in response to the public health needs of the community"*

## **PAID HOLIDAYS - 2025**

New Year's Day	Wednesday, January 1, 2025
Martin Luther King Jr. Day	Monday, January 20, 2025
Lincoln's Birthday	Wednesday, February 12, 2025
Presidents Day	Monday, February 17, 2025
Good Friday	Friday, April 18, 2025
Memorial Day	Monday, May 26, 2025
Juneteenth Day	Thursday, June 19, 2025
Independence Day	Friday, July 4, 2025
Labor Day	Monday, September 1, 2025
Columbus Day	Monday, October 13, 2025
Veteran's Day	Tuesday, November 11, 2025
Thanksgiving Day	Thursday, November 27, 2025
Day following Thanksgiving	Friday, November 28, 2025
Christmas Day	Thursday, December 25, 2025

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5601 W. Monce-Manhattan Rd., Suite 109  
Monee, IL 60449  
PH: 815.727.8803  
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## 2025 PAY SCHEDULE

<b>PAYROLL #</b>	<b>PAY PERIOD</b>	<b>PAY DATE</b>
#01	12/07/24 – 12/20/24	1/03/25
#02	12/21/24 – 01/03/25	1/17/25
#03	01/04/25 – 01/17/25	1/31/25
#04	01/18/25 – 01/31/25	2/14/25
#05	02/01/25 – 02/14/25	2/28/25
#06	02/15/25 – 02/28/25	3/14/25
#07	03/01/25 – 03/14/25	3/28/25
#08	03/15/25 – 03/28/25	4/11/25
#09	03/29/25 – 04/11/25	4/25/25
#10	04/12/25 – 04/25/25	5/09/25
#11	04/26/25 – 05/09/25	5/23/25
#12	05/10/25 – 05/23/25	6/06/25
#13	05/24/25 – 06/06/25	6/20/25
#14	06/07/25 – 06/20/25	<b>7/03/25</b> <b>(Thursday)</b>
#15	06/21/25 – 07/04/25	7/18/25
#16	07/05/25 – 07/18/25	8/01/25
#17	07/19/25 – 08/01/25	8/15/25
#18	08/02/25 – 08/15/25	8/29/25
#19	08/16/25 – 08/29/25	9/12/25
#20	08/30/25 – 09/12/25	9/26/25
#21	09/13/25 – 09/26/25	10/10/25
#22	09/27/25 – 10/10/25	10/24/25
#23	10/11/25 – 10/24/25	11/07/25
#24	10/25/25 – 11/07/25	11/21/25
#25	11/08/25 – 11/21/25	12/05/25
#26	11/22/25 – 12/05/25	12/19/25

# **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 staffing, 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 Maintaining and storing interns' electronic records
- 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 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
- 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' stipends (\$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>.*

## THE DAY IN THE LIFE OF AN INTERN

Intern: \_\_\_\_\_

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

### DAY 1 – Tuesday

TIME	ACTIVITY
8:30 AM – 9:00 AM	Arrival, Sign-in, check in w/Supervisor, check, emails, appts
9:00 AM – 10:00 AM	Scheduled appointments with clients (60 min-therapy or 90 min assessment IM+Cans)
<b>10:00 AM – 11:00 AM</b>	<b>(1 hour) Individual Supervision with Licensed Psychologist</b>
11:00 AM – 12:00 PM	De-brief, outreach calls to clients, progress notes, documentations, and review emails and appointments
12:00 PM – 4:30 PM	Professional Development (off-site) Release for dissertation and research

### DAY 2 - Wednesday

TIME	ACTIVITY
8:30 AM – 9:00 AM	Arrival, Sign-in, check in w/Supervisor, check, emails, appts
9:00 AM – 12:00 PM	Scheduled appointments with clients (60 min-therapy or 90 min assessment IM+Cans)
12:00 PM – 1:00 PM	Lunch
1:00 PM – 4:00 PM	Scheduled appointments with clients (60 min-therapy and/or 90 min assessment with IM+Cans)
3:30 PM – 4:30 PM	De-brief, outreach calls to clients, progress notes, documentations, and review emails and appointments
4:30 PM	Departure from WCHD

### DAY 3 – Thursday

TIME	ACTIVITY
8:30 AM – 9:00 AM	Arrival, Sign-in, check in w/Supervisor, check, emails, appts
9:00 AM – 11:00 AM	Scheduled appointments with clients (60 min-therapy and/or 90 min assessment with IM+Cans)
<b>11:00 AM – 12:00 PM</b>	<b>(1 hour) Intern (Peer) Supervision of a Practicum Student</b>
12:00 PM – 1:00 PM	Lunch
1:00 PM – 3:30 PM	Scheduled appointments with clients (60 min-therapy and/or 90 min assessment with IM+Cans)
3:30 PM – 4:30 PM	De-brief, outreach calls to clients, progress notes, documentations, and review emails and appointments
4:30 PM	Departure from WCHD

## THE DAY IN THE LIFE OF AN INTERN

Intern: \_\_\_\_\_

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

### **DAY 4 - Friday**

TIME	ACTIVITY
8:30 AM – 9:00 AM	Arrival, Sign-in, check in w/Supervisor, check, emails, appts
<b>9:00 AM – 12:00 PM</b>	<b>1st Friday only-ALL STAFF MEETING/TRAINING (Mandatory)</b>
9:00 AM – 11:00 AM	Scheduled appointments with clients (60 min-therapy or 90 min assessment IM+Cans)
<b>11:00 AM – 12:00 PM</b>	<b>(1 hour) Group Supervision with Gina (CIS, notes, records)</b>
12:00 PM – 1:00 PM	Lunch
1:00 PM – 1:30 PM	Outreach calls to clients, progress notes, documentations
<b>1:30 PM – 3:30 PM</b>	<b>(2 hour) Didactic Training and Competency Demonstration with Licensed Psychologist</b>
3:30 PM – 4:30 PM	De-brief, outreach calls to clients, progress notes, documentations, and review emails and appointments
4:30 PM	Departure from WCHD

### **DAY 5 – Saturday**

TIME	ACTIVITY
8:00 AM – 8:30 AM	Arrival, Sign-in, check in w/Supervisor, check, emails, appts
<b>8:30 AM – 10:30 AM</b>	<b>(2 hour) Group Supervision with Licensed Psychologist – Assessment, Case Review, and Didactic Training</b>
<b>10:30 AM – 11:00 AM</b>	Break/Extension of Training/Prep
<b>11:00 AM – 12:00 PM</b>	<b>(1 hour) Individual Supervision with Licensed Psychologist</b>
12:00 PM – 1:00 PM	Lunch
1:00 PM – 3:30 PM	Scheduled appointments with clients (60 min-therapy or 90 min assessment IM+Cans)
3:30 PM – 4:00 PM	De-brief, outreach calls to clients, progress notes, documentations, and review emails and appointments
4:00 PM	Departure from WCHD

- *Supervisors are available for Consultation throughout the day, if needed.*
- *Interns will receive at minimum (2 hours of Individual Supervision) and (3 hours of Group Supervision).*
- *Intern's schedule may vary due to events, supervision schedule, and/or co-facilitation of various groups available.*

## Didactic Training Schedule 2024-2025

Date	Training Objective/Competency	Didactic or Other Training Title
08/26/2024	Internship Orientation	Internship Orientation Overview for 2023-2024 Training Year
08/26/2024	Internship Orientation	Electronic Medical Records & the Custom Information Solutions (CIS)
08/26/2024	Internship Orientation	Overview of Mobile Crisis Response Program
08/26/2024	Internship Orientation	Illinois Medicaid Comprehensive Assessment of Needs & Strengths
08/26/2024	Internship Orientation	Operational Aspects, Accreditation, Medicaid, Revenue Sources
08/26/2024	Internship Orientation	Clinical Intake Procedures and Documentation
08/26/2024	Internship Orientation	Case Conceptualization, Diagnostic Formulation
08/26/2024	Internship Orientation	Treatment Planning/Progress Notes
08/30/2024	Internship Orientation	Screening for Hospitalization
08/30/2024	Internship Orientation	Case Management, Referral & Linkage
08/30/2024	Internship Orientation	Team Integration
08/30/2024	Internship Orientation	Building a Caseload & Clinical Service Delivery
<b>SEP 2024</b>		
09/06/2024	Professionalism	Professionalism in Psychology
09/13/2024	Professionalism	Professionalism in Psychology
09/20/2024	Professionalism	Operating in an Interdisciplinary Environment
09/27/2024	Professionalism	Operating in an Interdisciplinary Environment
<b>OCT 2024</b>		
10/04/2024	Ethics	HIPAA, Confidentiality, Informed Consent, and Disclosure
10/11/2024	Ethics	HIPAA, Confidentiality, Informed Consent, and Disclosure
10/18/2024	Ethics	Mandated Reporting
10/25/2024	Ethics	Mandated Reporting
11/01/2024	Ethics	Ethical Principles of Psychologists and Code of Conduct
<b>NOV 2024</b>		
11/08/2024	Ethics	Ethical Principles of Psychologists and Code of Conduct
11/15/2024	Psychotherapy	Clinical Interviewing and Assessment
11/22/2024	Psychotherapy	Clinical Interviewing and Assessment
<b>11/29/2024</b>	<b>Holiday Observed</b>	<b>Day following Thanksgiving</b>
<b>DEC 2024</b>		
12/06/2024	Ethics	Maintaining Appropriate Boundaries
12/13/2024	Ethics	Maintaining Appropriate Boundaries
12/20/2024	Intervention	Managing Therapists' Reactions to Clients
12/27/2024	Intervention	Managing Therapists' Reactions to Clients

## Didactic Training Schedule 2024-2025

Date	Training Objective/Competency	Didactic or Other Training Title
<b>JAN 2025</b>		
01/03/2025	Psychotherapy	Client Engagement/Motivational Interviewing
01/10/2025	Psychotherapy	Client Engagement/Motivational Interviewing
01/17/2025	Intervention	Evidenced Based Treatment Interventions
01/24/2025	Intervention	Evidenced Based Treatment Interventions
01/31/2025	Intervention	Person-Centered Treatment Planning
<b>FEB 2025</b>		
02/07/2025	Intervention	Person-Centered Treatment Planning
02/14/2025	Research	Applying Peer-Reviewed Literature in the Formulation of a Treatment Plan
02/21/2025	Research	Applying Peer-Reviewed Literature in the Formulation of a Treatment Plan
02/28/2025	Supervision & Consultation	Essentials of Supervision and Consultation
<b>MAR 2025</b>		
03/07/2025	Supervision & Consultation	Essentials of Supervision and Consultation
03/14/2025	Diversity	Culture, Socio-Economic Status and Treatment Considerations
03/21/2025	Diversity	Culture, Socio-Economic Status and Treatment Considerations
03/28/2025	Diversity	Ethnicity, Language, Religion and Treatment Considerations
<b>APR 2025</b>		
04/04/2025	Diversity	Ethnicity, Language, Religion and Treatment Considerations
04/11/2025	Diversity	Sexuality, Individual Identity and Treatment Considerations
<b>04/18/2025</b>	<b>Holiday Observed</b>	<b>Good Friday</b>
04/25/2025	Diversity	Sexuality, Individual Identity and Treatment Considerations
<b>MAY 2025</b>		
05/02/2025	Ethics	Addressing Ethical Dilemmas
05/09/2025	Ethics	Addressing Ethical Dilemmas
05/16/2025	Diversity	Disabilities and Treatment Considerations
05/23/2025	Diversity	Disabilities and Treatment Considerations
05/30/2025	Psychodiagnostic Assessment	Personality Functioning: Objective Tests

## Didactic Training Schedule 2024-2025

Date	Training Objective/Competency	Didactic or Other Training Title
<b>JUNE 2025</b>		
06/06/2025	Psychodiagnostic Assessment	Personality Functioning: Objective Tests
06/13/2025	Psychodiagnostic Assessment	Personality Functioning: Projective Tests
06/20/2025	Psychodiagnostic Assessment	Personality Functioning: Projective Tests
06/27/2025	Psychodiagnostic Assessment	Intellectual and Achievement Functioning
<b>JULY 2025</b>		
07/04/2025	Holiday Observed	Fourth of July
07/11/2025	Psychodiagnostic Assessment	Intellectual and Achievement Functioning
07/18/2025	Psychodiagnostic Assessment	Psychological Report Writing
07/25/2025	Psychodiagnostic Assessment	Psychological Report Writing
<b>AUG 2025</b>		
08/01/2025	Research	Using Research in the Formulation of Evidence-Based Interventions
08/08/2025	Research	Using Research in the Formulation of Evidence-Based Interventions
* Please note that the didactic schedule may be adjusted or changed due to events or other circumstances that may arise.		



- Sharma, R. (2020). *The unwritten rules of professional etiquette. Building a positive reputation in graduate school.* Ventura, CA: Habile Press.
  - Chapter 1: Why Professionalism Matters
  - Chapter 2: Learning the Expectations

### **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.

### **PROFESSIONALISM COMPETENCY DEMONSTRATION:**

The interns are required to discuss:

- 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.

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Professionalism: Professionalism in Psychology**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Knowledge of professional guidelines and standards of conduct</b>	<input type="checkbox"/> Does not demonstrate knowledge of professional guidelines and standards of conduct	<input type="checkbox"/> Demonstrates knowledge of professional guidelines and standards of conduct
<b>Roles &amp; Responsibilities</b>	<input type="checkbox"/> Does not good professional judgment, a professional demeanor, as well as comfort with various professional roles and responsibilities	<input type="checkbox"/> Demonstrates good professional judgment, a professional demeanor, as well as comfort with various professional roles and responsibilities
<b>Roles &amp; Responsibilities</b>	<input type="checkbox"/> Does not demonstrate professional responsibility, attitude, and work ethic.	<input type="checkbox"/> Demonstrates professional responsibility, attitude, and work ethic.
<b>Communication Strategies</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communicates in a logical and structured way
<b>Communication Strategies</b>	<input type="checkbox"/> Does not listen actively or encourage ideas and opinions of other healthcare professionals	<input type="checkbox"/> Listens actively and encourages ideas and opinions of other healthcare professionals
<b>Knowledge of unique needs of the persons served</b>	<input type="checkbox"/> Demonstrates lack of understanding of the unique needs of persons served in a respectful and professional manner	<input type="checkbox"/> Demonstrates understanding of unique needs of persons served in a respectful and professional manner

**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 criteria listed above.

**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

**PROFESSIONALISM:** Operating in an Interdisciplinary Environment – (4 hours over 2 weeks)

**INSTRUCTORS:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 09/20/2024 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 09/27/2024 Time: 1:00 – 3:00 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.

### **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

### **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.
- Gittel, J. H. (2012). Interprofessional collaborative practice and relational coordination: improving healthcare through relationships. *Journal of Interprofessional Care*, 27(3), 210.

### **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.

### **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.

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Professionalism: Operating in an Interdisciplinary Environment**

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

**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 criteria listed above.

**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

**ETHICS:** HIPAA, Confidentiality, Informed Consent, and Disclosure – (4 hours over 2 weeks)

**INSTRUCTORS:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 10/04/2024 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 10/11/2024 Time: 1:00 – 3:00 PM

### **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.

### **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

### **REQUIRED READING:**

- American Psychological Association. (2017). 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>
- WCHD Informed Consent Form (Handout)

### **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.

### **HIPAA, CONFIDENTIALITY, INFORMED CONSENT, AND DISCLOSURE COMPETENCY DEMONSTRATION:**

The interns are required to discuss:

- 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

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Ethics: HIPAA, Confidentiality, Informed Consent, and Disclosure**

Grading Criteria	Unsatisfactory	Satisfactory
<b>General HIPAA principles and standards which govern protected health Information (PHI), client data collection, creation, maintenance and dissemination</b>	<input type="checkbox"/> Does not demonstrate adequate knowledge of General HIPAA principles and standards which govern protected health information (PHI), client data collection, creation, maintenance and dissemination	<input type="checkbox"/> Demonstrates adequate knowledge of General HIPAA principles and standards which govern protected health information (PHI), client data collection, creation, maintenance and dissemination
<b>Ethical guidelines and standards regarding protecting client privacy and confidentiality</b>	<input type="checkbox"/> Does not demonstrate adequate knowledge of Ethical guidelines and standards regarding protecting client privacy and confidentiality	<input type="checkbox"/> Demonstrates adequate knowledge of Ethical guidelines and standards regarding protecting client privacy and confidentiality
<b>Knowledge of Limits of confidentiality</b>	<input type="checkbox"/> Does not demonstrate adequate knowledge of Limits of confidentiality	<input type="checkbox"/> Demonstrates adequate knowledge of Limits of confidentiality
<b>Elements of informed consent</b>	<input type="checkbox"/> Does not demonstrate adequate knowledge of Informed Consent as described in case presented	<input type="checkbox"/> Demonstrate adequate knowledge of Informed Consent as described in case presented

**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 criteria listed above.

**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

**ETHICS:** Mandated Reporting – (4 hours over 2 weeks)

**INSTRUCTORS:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### SCHEDULE:

- Training:  
Date: 10/18/2024 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 10/25/2024 Time: 1:00 – 3:00 PM

### 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.

### LEARNING OBJECTIVES:

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

- Identify mandated reporters
- Identify types of abuse
- Identify how and when to consult
- 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

### REQUIRED READING:

- Illinois Department of Children & Family Services: Children's Justice Task Force (September 2020). Manual for Mandated Reporters and training video:
- <https://mr.dcfstraining.org/UserAuth/Login!loginPage.action>
- Illinois Department of Human Services: Reporting Abuse/Neglect of People with Disabilities: [https://www.dhs.state.il.us/page.aspx?item=29428#a\\_toc1](https://www.dhs.state.il.us/page.aspx?item=29428#a_toc1)

- Illinois Department on Aging: What Professionals Need to Know (December 2019).  
<https://ilaging.illinois.gov/content/dam/soi/en/web/aging/resources/newsandpublications/publications/documents/what-pros-need-to-know.pdf>  
<https://multimedia.illinois.gov/aging/Aging-APS-Manadated-Reporter-Training-052323.html>

### **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.

### **ETHICS- MANDATED REPORTING COMPETENCY DEMONSTRATION:**

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

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Ethics: Mandated Reporting**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Reporting abuse/neglect and danger to self/others to appropriate personnel and authorities</b>	<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
<b>Knowledge of reporting procedures</b>	<input type="checkbox"/> Does not demonstrate adequate knowledge of reporting procedures	<input type="checkbox"/> Demonstrates adequate knowledge of reporting procedures
<b>Knowledge of Ethical Principles and Code of Conduct</b>	<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>
<b>Performance in accordance with Code of Conduct</b>	<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

**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 criteria listed above.

**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

**ETHICS:** Ethical Principles of Psychologists and Code of Conduct - (4 hours over 2 weeks)

**INSTRUCTORS:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 11/01/2024 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 11/08/2024 Time: 1:00 – 3:00 PM

### **DESCRIPTION:**

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

### **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.

### **REQUIRED READING:**

- American Psychological Association. (2017). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from: <http://apa.org/ethics/code/index.aspx>

### **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.

### **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 minutes of oral presentation. The case presented can be an actual or fictitious client.

**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.**

**DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Ethics: Ethical Principles of Psychologists and Code of Conduct**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Identification of Violation(s) within case presentation</b>	<input type="checkbox"/> Inaccurately identifies or does not identify violations of the code of conduct as applied to the case presentation	<input type="checkbox"/> Accurately identifies or does not identify violations of the code of conduct as applied to the case presentation
<b>Knowledge of Code of Conduct</b>	<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>

**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 criteria listed above.

**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

**PSYCHOTHERAPY:** *Clinical Interviewing and Assessment* - (4 hours over 2 weeks)

**INSTRUCTORS:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 11/15/2024 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 11/22/2024 Time: 1:00 – 3:00 PM

### **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.

### **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.
- Appropriately utilize the CIS and necessary follow-up questions.

### **REQUIRED READINGS:**

- Adams, W. (August 2015). *Conducting semi-structured interviews-Chapter 19*. Handbook of practical program evaluation (4<sup>th</sup> ed), (pp. 492-505).
- Dale-Jones, K. (Spring 2010). The unstructured clinical interview. *Journal of Counseling & Development*, 88, 220-226.
- Sommers-Flanagan, John & Zeleke, Waganesh & Hood, Meredith. (2015). Clinical Interview. 10.1002/9781118625392.wbecp117.

### **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.

### **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?

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychotherapy: Clinical Interviewing and Assessment**

<b>Grading Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
<b>Rapport Building</b>	<input type="checkbox"/> Does not demonstrate the ability to establish and maintain rapport or engage clients effectively in the therapeutic process and collaborative treatment planning	<input type="checkbox"/> Demonstrates the ability to establish and maintain rapport or engage clients effectively in the therapeutic process and collaborative treatment planning
<b>Knowledge of unique needs of the persons served</b>	<input type="checkbox"/> Demonstrates lack of understanding of the unique needs of persons served	<input type="checkbox"/> Demonstrates understanding of unique needs of persons served
<b>Utilize multiple sources</b>	<input type="checkbox"/> Does not appropriately utilize information from family members and other resources	<input type="checkbox"/> Appropriately utilizes information from family members and other resources
<b>Determine Risk</b>	<input type="checkbox"/> Does not accurately assess if the client is at risk for suicide or homicide	<input type="checkbox"/> Accurately assesses if the client is at risk for suicide or homicide
<b>Determine Protective and Risk Factors</b>	<input type="checkbox"/> Does not accurately identify protective and risk factors	<input type="checkbox"/> Accurately identifies protective and risk factors
<b>Treatment Planning</b>	<input type="checkbox"/> Does not make appropriate treatment recommendations and adjustments based upon efficacy assessment	<input type="checkbox"/> Makes appropriate treatment recommendations and adjustments based upon efficacy assessment

**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 criteria listed above.

**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.



### **MAINTAINING APPROPRIATE BOUNDARIES COMPETENCY DEMONSTRATION:**

The interns are to provide a 10-15 minutes of 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.

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Ethics: Maintaining Appropriate Boundaries**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Self-disclosure</b>	<input type="checkbox"/> Does not provide adequate examples of appropriate and inappropriate self-disclosure	<input type="checkbox"/> Provides adequate examples of appropriate and inappropriate self-disclosure
<b>Maintaining appropriate boundaries</b>	<input type="checkbox"/> Does not demonstrate the ability to maintain appropriate boundaries	<input type="checkbox"/> Demonstrates the ability to maintain appropriate boundaries
<b>Identification of therapist factors</b>	<input type="checkbox"/> Does not identify client and therapist factors associated with boundary violations	<input type="checkbox"/> Adequately identifies client and therapist factors associated with boundary violations
<b>Knowledge of Ethical Principles and Code of Conduct</b>	<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>
<b>Performance in accordance with Code of Conduct</b>	<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

**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 criteria listed above.

**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.



### **MANAGING THERAPIST'S REACTIONS COMPETENCY DEMONSTRATION:**

Interns will provide a 10 to 15 minutes of 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

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychotherapy: Managing Therapist's Reactions to Clients**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Identify impact of own culture on values and world-view</b>	<input type="checkbox"/> Does not adequately demonstrate the ability to identify impact of own culture on values and world-view	<input type="checkbox"/> Adequately demonstrates the ability to identify impact of own culture on values and world-view
<b>Identifying and managing reactions to clients</b>	<input type="checkbox"/> Does not adequately demonstrate the ability to identify and manage reactions to clients	<input type="checkbox"/> Adequately demonstrates the ability to identify and manage reactions to clients
<b>Identify and manage transference/countertransference</b>	<input type="checkbox"/> Does not adequately demonstrate the ability to identify and manage transference and countertransference	<input type="checkbox"/> Adequately demonstrates the ability to identify and manage transference and countertransference

**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 criteria listed above.

**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

**PSYCHOTHERAPY:** Client Engagement/Motivational Interviewing - (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 01/03/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 01/10/2025 Time: 1:00 – 3:00 PM

### **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.

### **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.

### **REQUIRED READINGS:**

- Miller, W. R., & Rollnick, S. (2023). *Motivational Interviewing: Helping People Change* (4th ed.). New York, NY: The Guilford Press.
  - Chapter 2: What is Motivational Interviewing?
  - Chapter 3: A Flowing Conversation
  - Chapter 4: Engaging: “Can We Walk Together?”
  - Chapter 5: Focusing: “Where Are We Going?”
  - Chapter 6: Evoking: “Why Would You Go There?”
  - Chapter 7: Planning: “How Will You Get There?”

### **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.

## **CLIENT ENGAGEMENT/MOTIVATIONAL INTERVIEWING (MI) COMPETENCY DEMONSTRATION:**

Provide a 10-15 minutes of 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

## **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.**

## **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychotherapy: Client Engagement/Motivational Interviewing (MI)**

<b>Grading Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Knowledge of MI Techniques</b>	<input type="checkbox"/> Does not adequately demonstrate knowledge of MI techniques in case presentation	<input type="checkbox"/> Adequately demonstrates knowledge of MI techniques in case presentation
<b>Utilization of MI in establishing and maintaining rapport</b>	<input type="checkbox"/> Does not effectively apply MI techniques and strategies in establishing and maintaining rapport	<input type="checkbox"/> Effectively applies MI techniques and strategies in establishing and maintaining rapport

**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 criteria listed above.

**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

**INTERVENTION:** Evidence-Based Treatment Interventions - (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 01/17/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 01/24/2025 Time: 1:00 – 3:00 PM

### **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.

### **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

### **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.

### **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.

### **EVIDENCE-BASED TREATMENT INTERVENTIONS COMPETENCY DEMONSTRATION:**

Through a 10-15 minutes of case presentation, interns will demonstrate knowledge and application of specific EBTI's 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

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychotherapy: Evidence-Based Treatment Interventions**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Selection and Implementation</b>	<input type="checkbox"/> Does not select and/or implement appropriate evidence-based treatment interventions	<input type="checkbox"/> Selects and implements appropriate evidence-based treatment interventions
<b>Assessment of Efficacy</b>	<input type="checkbox"/> Does not adequately demonstrate the ability to assess the efficacy of chosen intervention	<input type="checkbox"/> Adequately demonstrates the ability to assess the efficacy of chosen intervention
<b>Treatment Adjustment</b>	<input type="checkbox"/> Does not demonstrate the ability to make necessary adjustments based upon efficacy assessment	<input type="checkbox"/> Demonstrates the ability to make necessary adjustments based upon efficacy assessment
<b>Diagnosis and Background</b>	<input type="checkbox"/> Does not provide an accurate diagnosis and/or appropriate client background information	<input type="checkbox"/> Provides an accurate diagnosis and appropriate client background information
<b>Article</b>	<input type="checkbox"/> Does not provide applicable peer-reviewed article related to chosen EBT	<input type="checkbox"/> Provides applicable peer reviewed article related to chosen EBT
<b>Outcome Measurement</b>	<input type="checkbox"/> Does not demonstrate the ability to measure treatment outcome appropriately	<input type="checkbox"/> Demonstrates the ability to measure treatment outcome appropriately

**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 criteria listed above.

**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

**INTERVENTION:** Person Centered Treatment Planning (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 01/31/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 02/07/2025 Time: 1:00 – 3:00 PM

### **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.

### **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

### **REQUIRED READINGS:**

Gray, R. (2013) Fundamentals of Person Centered Planning. (PowerPoint Presentation).

### **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.

### **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.

**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.**

**DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychotherapy: Person Centered Treatment Planning**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Identification of PCP essential elements within case presentation</b>	<input type="checkbox"/> Inaccurately identifies essential elements of PCP as related to case	<input type="checkbox"/> Accurately identifies essential elements of PCP as related to case
<b>Demonstration of the ability to develop collaborative treatment plans utilizing SNAP</b>	<input type="checkbox"/> Demonstrates inadequate ability to develop collaborative treatment plans utilizing SNAP	<input type="checkbox"/> Demonstrates ability to develop collaborative treatment plans utilizing SNAP

**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 criteria listed above.

**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

**RESEARCH:** Applying Peer Reviewed Literature - (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### SCHEDULE:

- Training:  
Date: 02/14/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 02/21/2025 Time: 1:00 – 3:00 PM

### 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.

### 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

### 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)

### **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.

### **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 to 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.

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

## **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?

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Research: Applying Peer Reviewed Literature**

**Assessment Rubric/Criteria for Competency Demonstration**

<b>Criteria and qualities</b>	<b>Poor</b>	<b>Good</b>	<b>Excellent</b>	<b>Point Value</b>
<b>Purpose of the Study</b>	<p>___ Purpose of the study is incorrect or not included in the essay</p> <p><i>0-1 points</i></p>	<p>___ Purpose of study is generally stated.</p> <p><i>2 points</i></p>	<p>___ Purpose of the study is articulately and clearly stated</p> <p><i>3 points</i></p>	<b>Up to 3 points</b>
<b>Design of the Study</b>	<p>___ The design of the study is incorrect or not included in the essay</p> <p>___ Does not demonstrate a rationale for the appropriateness of the study design or has done so incorrectly</p> <p><i>0-2 points</i></p>	<p>___ The design of the study is correctly, but vaguely identified</p> <p>___ Demonstrates a vague rationale for the appropriateness of the study design</p> <p><i>3-4 points</i></p>	<p>___ All design elements of the study are accurately and succinctly identified</p> <p>___ Demonstrates an accurate rationale for the appropriateness of the study design</p> <p><i>5-6 points</i></p>	<b>Up to 6 points</b>

<b>Participant Recruitment and Inclusion/Exclusion</b>	<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><i>0-1 points</i></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><i>2 points</i></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><i>3 points</i></p>	<b>Up to 3 points</b>
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Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

<p><b>Independent and Dependent Variables</b></p>	<p>___ Does not accurately identify the IV(s)          ___ Does not accurately identify the DV(s)          ___ Inaccurately discusses or does not discuss how each variable was operationalized          ___ Provides inaccurate discussion of appropriateness of the operationalization of the IV and DV</p> <p><i>0-1 points</i></p>	<p>___ Accurately, though vaguely identifies the IV(s)          ___ Accurately, though vaguely identifies the DV(s)          ___ Accurately, though vaguely discusses how each variable was operationalized          ___ Provides accurate, but vague discussion of appropriateness of the operationalization of the IV and DV</p> <p><i>2 points</i></p>	<p>___ Accurately identifies the IV(s)          ___ Accurately identifies the DV(s)          ___ Accurately discusses how each variable was operationalized          ___ Provides accurate discussion of appropriateness of the operationalization of the IV and DV</p> <p><i>3 points</i></p>	<p><b>Up to 3 points</b></p>
<p><b>Results</b></p>	<p>___ Inaccurately identifies or does not identify how the data were analyzed          ___ Provides inaccurate discussion of appropriateness of how the data were analyzed</p> <p><i>0-1 points</i></p>	<p>___ Accurately, though vaguely identifies how the data were analyzed          ___ Provides an accurate, though vague discussion of appropriateness of how the data were analyzed</p> <p><i>2 points</i></p>	<p>___ Accurately identifies how the data were analyzed          ___ Provides an accurate discussion of appropriateness of how the data were analyzed</p> <p><i>3 points</i></p>	<p><b>Up to 3 points</b></p>
<p><b>Main Findings</b></p>	<p>___ Inaccurately identifies or does not identify the main findings of the article</p> <p><i>0-2 points</i></p>	<p>___ Accurately, though vaguely identifies the main findings of the article</p> <p><i>3-4 points</i></p>	<p>___ Accurately identifies the main findings of the article</p> <p><i>5-6 points</i></p>	<p><b>Up to 6 points</b></p>
<p><b>Clinical Applications</b></p>	<p>___ Provides inaccurate discussion of the clinical applications of the findings          ___ Inaccurately identifies or does not identify how to incorporate the findings into clinical work          ___ Inaccurately identifies or does not identify how to describe the results to a client</p> <p><i>0-2 points</i></p>	<p>___ Provides an accurate, though vague discussion of the clinical applications of the findings          ___ Accurately, though vaguely identifies how to incorporate the findings into clinical work          ___ Accurately, though vaguely identifies how to describe the results to a client</p> <p><i>3-4 points</i></p>	<p>___ Provides an accurate discussion of the clinical applications of the findings          ___ Accurately identifies how to incorporate the findings into clinical work          ___ Accurately identifies how to describe the results to a client</p> <p><i>5-6 points</i></p>	<p><b>Up to 6 points</b></p>
<p><b>Total out of 30</b></p>				

# Will County Health Department

## Division of Behavioral Health Programs Clinical Training Program

**SUPERVISION:** **Essentials of Supervision and Consultation** -(4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 02/28/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 03/07/2025 Time: 1:00 – 3:00 PM

### **DESCRIPTION:**

This didactic training is designed to provide an overview of the various techniques and strategies associated with supervision and consultation.

### **LEARNING OBJECTIVES:**

Upon completion of this didactic training the students will be able to identify the general principles and ethical standards of clinical supervision and supervision models.

### **REQUIRED READING:**

- APA Guidelines for Clinical Supervision in Health Service Psychology.  
<https://www.apa.org/about/policy/guidelines-supervision.pdf>
- DeAngelis, T., Fostering successful clinical supervision. Monitor, vol 45, No.8, Sep 2014.  
<https://www.apa.org/monitor/2014/09/clinical-supervision>
- Smith, K.L. A Brief Summary of Supervision Models. Sep 2009.  
<https://www.marquette.edu/education/graduate/documents/brief-summary-of-supervision-models.pdf>

### **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.

## **ESSENTIALS OF SUPERVISION AND CONSULTATION COMPETENCY DEMONSTRATION:**

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

- Demonstrate understanding the essentials of supervision and consultation.
- Identify the models of supervision.

## **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.**

## **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Essentials of Supervision and Consultation**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Knowledge of professional guidelines and standards of conduct</b>	<input type="checkbox"/> Does not demonstrate knowledge of professional guidelines and standards of conduct	<input type="checkbox"/> Demonstrates knowledge of professional guidelines and standards of conduct
<b>Roles &amp; Responsibilities</b>	<input type="checkbox"/> Does not demonstrate the ability to recognize and discuss their limitations in skills, knowledge and abilities to other healthcare professionals	<input type="checkbox"/> Demonstrates the ability to recognize and discuss their limitations in skills, knowledge and abilities to other healthcare professionals
<b>Roles &amp; Responsibilities</b>	<input type="checkbox"/> Does not share evidence-based or best practice discipline-specific knowledge with other healthcare professionals	<input type="checkbox"/> Shares evidence-based or best practice discipline-specific knowledge with other healthcare professionals
<b>Communication Strategies</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communicates in a logical and structured way
<b>Communication Strategies</b>	<input type="checkbox"/> Does not listen actively or encourage ideas and opinions of other healthcare professionals	<input type="checkbox"/> Listens actively and encourages ideas and opinions of other healthcare professionals
<b>Knowledge of unique needs of the persons served</b>	<input type="checkbox"/> Demonstrates lack of understanding of the unique needs of persons served	<input type="checkbox"/> Demonstrates understanding of unique needs of persons served

**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 criteria listed above.

**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

**DIVERSITY:** Culture, Socioeconomic Status and Treatment Considerations  
(4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 03/14/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 03/21/2025 Time: 1:00 – 3:00 PM

### **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.

### **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.
- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups.
- Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ from their own.

### **REQUIRED READINGS:**

- *Counseling and Values*, 1989, 33, pp. 164-176. In Understanding Psychotherapy: Fifty Years of Client-Centered Theory and Practice. PCCS Books, 2000.
- Farnsworth, J. K., & Callahan, J. L. (2013, June 3). A Model for Addressing Client–Clinician Value Conflict. *Training and Education in Professional Psychology*. Advance online publication. doi: 10.1037/a0032216.

### **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.

### **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

#### **MINIMUM ACCEPTABLE GRADE:**

As indicated in the Will County Health Department's Clinical Training Program

#### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Diversity-Culture, Socioeconomic Status and Treatment Considerations**

<b>Grading Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Working with Diverse Clients</b>	<input type="checkbox"/> Does not demonstrate knowledge, skills and attitudes necessary to understand, appreciate and work with diverse clients.	<input type="checkbox"/> Demonstrates knowledge, skills and attitudes necessary to understand, appreciate and work with diverse clients.
<b>Engagement &amp; Compliance</b>	<input type="checkbox"/> Does not identify or inaccurately identifies how therapist or client's SES/culture may impact willingness to seek, engage, and comply with treatment	<input type="checkbox"/> Accurately identifies how therapist or client's SES/culture may impact willingness to seek, engage, and comply with treatment
<b>Self-reflection</b>	<input type="checkbox"/> Does not identify how therapist's own culture may impact their values and world view	<input type="checkbox"/> Adequately identifies how therapist's own culture may impact their values and world view

**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 criteria listed above.

**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

**DIVERSITY:** Ethnicity, Language, Religion and Treatment Considerations- (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 03/28/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 04/04/2025 Time: 1:00 – 3:00 PM

### **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.

### **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.

### **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.
- Williams, M. (2018). Ethnic and racial identity and the therapeutic alliance. *Psychology Today*.

### **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.

## **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.

## **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.**

## **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Diversity- Ethnicity, Language, Religion and Treatment Considerations**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Therapeutic Process</b>	<input type="checkbox"/> Does not identify or inaccurately identifies how rapport building, treatment interventions, and treatment outcomes may be impacted by ethnicity, language, or religion	<input type="checkbox"/> Accurately identifies how rapport building, treatment interventions, and treatment outcomes may be impacted by ethnicity, language, or religion
<b>Engagement &amp; Compliance</b>	<input type="checkbox"/> 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	<input type="checkbox"/> Accurately identifies how therapist or client's ethnicity, language, or religion may impact willingness to seek, engage, and comply with treatment
<b>Self-reflection</b>	<input type="checkbox"/> Does not identify how therapist's own culture may impact their values and world view	<input type="checkbox"/> Adequately identifies how therapist's own culture may impact their values and world view

**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 criteria listed above.

**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

**DIVERSITY:** Sexuality, Identity and Treatment Considerations (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 04/11/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 04/25/2025 Time: 1:00 – 3:00 PM

### **DESCRIPTION:**

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

### **LEARNING OBJECTIVES:**

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

- Describe the impact of sexuality and individual 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.

### **REQUIRED READINGS:**

- 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.
- Enns, C. Z. (2012). Gender issues in counseling. In Brown, S. D. & Lent, R. W. (Eds), *Handbook of counseling psychology (3<sup>rd</sup> ed.)*, 601-638. New York: Wiley. Chapter 19.

### **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.

## **SEXUALITY, INDIVIDUAL 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 individual 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 individual identity play in the therapeutic process
- How the client's or therapist's sexuality and/or individual 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

## **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.**

## **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Diversity- Sexuality, Individual Identity and Treatment Considerations**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Therapeutic Process</b>	<input type="checkbox"/> Does not demonstrate ability to seek consultation/supervision when working with diversity factors with which intern is unfamiliar/non-proficient	<input type="checkbox"/> Demonstrates ability to seek consultation /supervision when working with diversity factors with which intern is unfamiliar/non-proficient
<b>Sexuality and Identity Seeking, Engagement, Compliance</b>	<input type="checkbox"/> Does not identify or inaccurately identifies how therapist or client's sexuality/identity may impact willingness to seek, engage, and comply with treatment	<input type="checkbox"/> Accurately identifies how therapist or client's sexuality/identity may impact willingness to seek, engage, and comply with treatment
<b>Self-reflection</b>	<input type="checkbox"/> Does not identify how therapist's own culture may impact their values and world view	<input type="checkbox"/> Adequately identifies how therapist's own culture may impact their values and world view

**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 criteria listed above.

**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

**ETHICS:** Addressing Ethical Dilemmas (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 05/02/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 05/09/2025 Time: 1:00 – 3:00 PM

### **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.

### **LEARNING OBJECTIVES:**

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

### **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.

### **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.

### **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 minutes of oral presentation. The case presented can be an actual or fictitious client.

**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.**

**DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Ethics: Addressing Ethical Dilemmas**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Ethical Vulnerability</b>	<input type="checkbox"/> Does not describe or inadequately describes ethical vulnerabilities of the case presented	<input type="checkbox"/> Consistently and accurately describes ethical vulnerabilities of the case presented
<b>Ethical Pitfalls</b>	<input type="checkbox"/> Does not describe or inadequately describes strategies to avoid ethical pitfalls as related to the case presented	<input type="checkbox"/> Consistently and accurately describes strategies to avoid ethical pitfalls as related to the case presented
<b>Knowledge of ethical, legal, and/or professional conduct</b>	<input type="checkbox"/> Does not demonstrate the ability to identify ethical dilemmas and resolve them through the proper methods.	<input type="checkbox"/> Demonstrates the ability to identify ethical dilemmas and resolve them through the proper methods.
<b>Knowledge of Ethical Principles and Code of Conduct</b>	<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>
<b>Performance in accordance with Code of Conduct</b>	<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

**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 criteria listed above.

**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.



### **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

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Diversity- Disabilities and Treatment Considerations**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Therapeutic Process</b>	<input type="checkbox"/> Does not identify or inaccurately identifies accommodations to facilitate the therapeutic process	<input type="checkbox"/> Accurately identifies accommodations to facilitate the therapeutic process
<b>Establishing Rapport</b>	<input type="checkbox"/> Does not identify or inaccurately identifies issues related to establishing rapport	<input type="checkbox"/> Accurately identifies issues related to establishing rapport
<b>Treatment Recommendations</b>	<input type="checkbox"/> Does not demonstrate the ability to incorporate diversity issues in case conceptualizations, and when conducting assessments, treatment planning and interventions	<input type="checkbox"/> Demonstrates the ability to incorporate diversity issues in case conceptualizations, and when conducting assessments, treatment planning and interventions
<b>Outcome Measurement</b>	<input type="checkbox"/> Does not identify or inaccurately identifies appropriate methods for outcome measurement	<input type="checkbox"/> Accurately identifies appropriate methods for outcome measurement

**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 criteria listed above.

**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

### **PSYCHODIAGNOSTIC ASSESSMENT: Personality Functioning – Objective Tests** (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN, Dr. Leslie Cox, PsyD & Dr. S. Patch Laksanaprom, PsyD

#### **SCHEDULE:**

- Training:  
Date: 05/30/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 06/06/2025 Time: 1:00 – 3:00 PM

#### **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-3, 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.

#### **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.

#### **REQUIRED READING:**

- Delawalla, C. N., Lee, T. T. C., & Keen, M. A. (2023). The use of MMPI-3 scales to assess personality-based vulnerabilities for alcohol use and problems. *Psychological Assessment*, 35(8), 633–645. <https://doi.org/10.1037/pas0001245> (need to purchase)
- Charles, N. E., Cowell, W. & Gullledge, L. M. (2022) Using the Personality Assessment Inventory-Adolescent in Legal Settings, *Journal of Personality Assessment*, 104:2, 192-202, DOI: [10.1080/00223891.2021.2019050](https://doi.org/10.1080/00223891.2021.2019050)
- Sellbom, M., Flens, J., Gould, J., Ramnath, R., Tringone, R., & Grossman, S. (2022) The Millon Clinical Multiaxial Inventory-IV (MCMI-IV) and Millon Adolescent Clinical Inventory-II (MACI-II) in Legal Settings, *Journal of Personality Assessment*, 104:2, 203-220, DOI: [10.1080/00223891.2021.2013248](https://doi.org/10.1080/00223891.2021.2013248)

### **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.

### **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 minutes of oral presentation to review and discuss their interpretations and recommendations.

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychodiagnostic Assessment: Personality Functioning – Objective Tests**

Grading Criteria	Unsatisfactory	Satisfactory
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Knowledge of administration and scoring of objective personality assessment instruments</b>	<input type="checkbox"/> Inaccuracy in the administration and scoring of objective personality assessment instruments	<input type="checkbox"/> Accuracy in the administration and scoring of objective personality assessment instruments
<b>Knowledge in the interpretation and recommendations based upon objective personality assessment instruments</b>	<input type="checkbox"/> Inaccuracy in the interpretation and recommendations based upon objective personality assessment instruments	<input type="checkbox"/> Accuracy in the interpretation and recommendations based upon objective personality assessment instruments
<b>Knowledge of unique needs of the persons served</b>	<input type="checkbox"/> Lack of understanding of the unique needs of persons served	<input type="checkbox"/> Understanding of unique needs of persons served

**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 criteria listed above.

**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

**PSYCHODIAGNOSTIC ASSESSMENT:** Personality Functioning Projective Tests  
(4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN, Dr. Leslie Cox, PsyD & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 06/13/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 06/20/2025 Time: 1:00 – 3:00 PM

### **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, 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.

### **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.

### **REQUIRED READING:**

- Ames, P. & Riggio, R. (1995). Use of the Rotter Incomplete Sentences Blank with Adolescent Populations: Implications for Determining Maladjustment. *Journal of personality assessment*. 64. 159-67. 10.1207/s15327752jpa6401\_11.
- 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

### **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.

### **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 minutes of oral presentation to review and discuss their interpretations and recommendations.

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychodiagnostic Assessment: Personality Functioning - Projective Tests**

<b>Grading Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Knowledge of administration and scoring of projective personality assessment instruments</b>	<input type="checkbox"/> Inaccuracy in the administration and scoring of projective personality assessment instruments	<input type="checkbox"/> Accuracy in the administration and scoring of projective personality assessment instruments
<b>Knowledge in the interpretation and recommendations based upon projective personality assessment instruments</b>	<input type="checkbox"/> Inaccuracy in the interpretation and recommendations based upon projective personality assessment instruments	<input type="checkbox"/> Accuracy in the interpretation and recommendations based upon projective personality assessment instruments
<b>Knowledge of unique needs of the persons served</b>	<input type="checkbox"/> Lack of understanding of the unique needs of persons served	<input type="checkbox"/> Understanding of unique needs of persons served

**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 criteria listed above.

**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

**PSYCHODIAGNOSTIC ASSESSMENT:** Intellectual Functioning & Achievement  
(4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN, Dr. Leslie Cox, PsyD & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:

Date: 06/27/2025

Time: 1:00 – 3:00 PM

- Competency Demonstration:

Date: 07/11/2025

Time: 1:00 – 3:00 PM

### **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-V, 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.

### **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.

### **REQUIRED READING:**

- Flanagan, D. P., & Kaufman, A. S. (2017). *Overview of the WISC-V. In Essentials of WISC-V Assessment* (2<sup>nd</sup> ed.) (pp. 1-44). Hoboken, New Jersey: John Wiley and Sons, Inc.
- Wechsler, David (2008). *WAIS-IV: Technical and Interpretive Manual* (4<sup>th</sup> Ed.). San Antonio, Texas: Pearson, Inc.
- Wilkinson, G.S. & Robertson, G.J. (2017). *WRAT5 Manual* (5<sup>th</sup> Ed.). San Antonio, Texas: Pearson, Inc.

### **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.

### **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 minutes of oral presentation to review and discuss their interpretations and recommendations.

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychodiagnostic Assessment: Intellectual Functioning and Achievement**

<b>Grading Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Knowledge of administration and scoring of intellectual and achievement functioning assessment instruments</b>	<input type="checkbox"/> Inaccurately administers and/or scores intellectual and achievement functioning assessment instruments	<input type="checkbox"/> Accurately administers and/or scores intellectual and achievement functioning assessment instruments
<b>Knowledge in the interpretation and recommendations based upon intellectual and achievement functioning assessment instruments</b>	<input type="checkbox"/> Inaccurately interprets and/or recommends based upon intellectual and achievement functioning assessment instruments	<input type="checkbox"/> Accurately interprets and/or recommends based upon intellectual and achievement functioning assessment instruments
<b>Knowledge of unique needs of the persons served</b>	<input type="checkbox"/> Demonstrates lack of understanding of the unique needs of persons served	<input type="checkbox"/> Demonstrates understanding of unique needs of persons served

**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 criteria listed above.

**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

**PSYCHODIAGNOSTIC ASSESSMENT: Psychological Report Writing** (4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN, Dr. Leslie Cox, PsyD & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 07/18/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 07/25/2025 Time: 1:00 – 3:00 PM

### **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.

### **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.

### **REQUIRED READING:**

- Groth-Marnat, G. & Wright, J. A. (2016). *The handbook of psychological assessment* (6<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons. Chapter 15: The Psychological Report

### **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.

**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.

**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.**

**DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

**TITLE: Psychodiagnostic Assessment: Psychological Report Writing**

<b>Grading Criteria</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communication is logical and structured
<b>Interpretation</b>	<input type="checkbox"/> Inaccuracy in the interpretations of intellectual, objective, and projective assessment instruments	<input type="checkbox"/> Accuracy in the interpretation of intellectual, objective, and projective assessment instruments
<b>Integration</b>	<input type="checkbox"/> Does not demonstrate the ability to adequately integrate information from a variety of sources into the written report	<input type="checkbox"/> Demonstrates the ability to adequately integrate information from a variety of sources into the written report
<b>Report writing</b>	<input type="checkbox"/> Provides an inadequate or inaccurate report and/or does not utilize the information provided by the assessments appropriately	<input type="checkbox"/> Demonstrates a comprehensive and accurate report by utilizing the information provided by the assessment appropriately
<b>Knowledge of unique needs of persons served</b>	<input type="checkbox"/> Lack of understanding of the unique needs of persons served	<input type="checkbox"/> Understanding of unique needs of persons served

**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 criteria listed above.

**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

**RESEARCH: Using Research in the Formulation of Evidence-Based Interventions**  
(4 hours over 2 weeks)

**INSTRUCTOR:** Dr. Rita Gray, PsyD, RN & Dr. S. Patch Laksanaprom, PsyD

### **SCHEDULE:**

- Training:  
Date: 08/01/2025 Time: 1:00 – 3:00 PM
- Competency Demonstration:  
Date: 08/08/2025 Time: 1:00 – 3:00 PM

### **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.

### **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

### **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. (2009). *Contemporary behavior therapy* (5th Ed.). Belmont, CA: Wadsworth/Thompson Learning. (Chapter 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 an oral case presentation.

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

Interns will provide a 15 minutes of 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?)

### **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.**

### **DIDACTIC TRAINING FAILURE:**

**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.

Supervisee: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_

Pass / Fail

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

Grading Criteria	Unsatisfactory	Satisfactory
<b>Oral Communication Skills</b>	<input type="checkbox"/> Communication is illogical and unstructured	<input type="checkbox"/> Communicates in a logical and structured manner
<b>Research Concepts</b>	<input type="checkbox"/> Does not demonstrate an understanding of research, research methodology, techniques of data collection and analysis as it applies to treatment and treatment planning	<input type="checkbox"/> Adequately demonstrates an understanding of research, research methodology, techniques of data collection and analysis as it applies to treatment and treatment planning
<b>Measurement</b>	<input type="checkbox"/> Does not demonstrate an understanding of clear treatment goals and how these goals can be measured	<input type="checkbox"/> Adequately demonstrates an understanding of clear treatment goals and how these goals can be measured
<b>Outcome</b>	<input type="checkbox"/> Does not demonstrate an understanding of how treatment goals are effectively measured to assess for change	<input type="checkbox"/> Demonstrates an adequate understanding of how treatment goals are effectively measured to assess for change

**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 criteria listed above.

**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.

# Forms

## Will County Behavioral Health CIS Personal Identifier and Electronic Signature Agreement

As a user of the CIS (Custom Information System) Electronic Health Record at Will County Health Department Division of Behavioral Health, you will be assigned a unique personal identifier to access CIS. Clinicians will also provide their electronic signature for clinical documentation purposes. By signing this agreement, you acknowledge that you understand the terms below and will uphold and adhere to the following:

1. The personal identifier (password) is given to you is to be protected and kept confidential. Never share your password with anyone else at the agency.
2. The password serves as an identifier for your access to CIS and you are the only one authorized to use your password.
3. Execution of this agreement serves as your permission to use your "electronic signature" for clinical documentation.
4. The Information Systems Specialist will monitor the use of identifiers periodically and take corrective action as needed.
5. As an employee of Will County Behavioral Health, you agree to keep all patient information confidential.

I have read and agree with the terms of the CIS Electronic Signature and Password Agreement.

\_\_\_\_\_  
Employee Name (please print)

Employee Signature  
(signature must be inside the box and not touching any side)

\_\_\_\_\_  
Date

Indicate **all** credentials below:

- |                                      |                                |                               |                               |                               |
|--------------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> BA/BS       | <input type="checkbox"/> MA/MS | <input type="checkbox"/> APRN | <input type="checkbox"/> PhD  | <input type="checkbox"/> PsyD |
| <input type="checkbox"/> CADC        | <input type="checkbox"/> LSW   | <input type="checkbox"/> LPC  | <input type="checkbox"/> LCPC | <input type="checkbox"/> LCSW |
| <input type="checkbox"/> Other _____ |                                |                               |                               |                               |

I have issued the CIS Personal Identifier and Electronic Signature Agreement and explained the agreement to the employee. The signature was witnessed by me and I certify that the signature is valid. The employee credentials have been correctly entered into CIS.

\_\_\_\_\_  
Billing Manager

\_\_\_\_\_  
Date

**STUDENT ORIENTATION 2024 INFORMATION SHEET**

**FIRST NAME:** \_\_\_\_\_

**LAST NAME:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Circle One:**      **Intern Extern**      **Program:** \_\_\_\_\_

**Supervisor(s):** \_\_\_\_\_

**Degree:** \_\_\_\_\_

**Licensing:** \_\_\_\_\_

**Start Date:** \_\_\_\_\_

**End Date:** \_\_\_\_\_

**Please indicate the days and hours of work**

<b>WORK HOURS</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
<b>Start Time</b>						
<b>Stop Time</b>						
<b>SUPERVISION</b>						
<b>Start Time</b>						
<b>Stop Time</b>						

**FOR DAYS NOT WORKING MARK WITH AN X**



**REIMBURSEMENT STAFF ONLY**

**ASSIGNED CIS NUMBER:** \_\_\_\_\_

**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



**TO BE COMPLETED BY MANAGEMENT/ REGULATORY COMPLIANCE MANAGER:**

<b>Cause of Incident:</b>	
<b>Review of Specific steps taken to resolve the incident:</b>	
<b>Follow-up Recommendations/Debriefing:</b>	
<b>Follow-up by Regulatory Compliance Manager:</b>	
<b>Suggestions for improvement to prevent this type of incident in the future:</b>	
<b>Please Initial, Sign and Date accordingly:</b>	
<b>Management Reviewer:</b>	<b>Date:</b>
<b>Regulatory Compliance Manager:</b>	<b>Date:</b>
<b>Division Director Signature:</b>	<b>Date:</b>
<b>Date Completed:</b> _____	

*Involved Parties, please submit this entire completed report to your supervisor or the Regulatory Compliance Manager. 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

## INTERN EVALUATION

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.

Please utilize the following scale in assessing the intern's competencies:

1. **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. Despite attempts at remediation, competence levels did not improve to an acceptable level.
2. **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. The deficient competence level did not improve significantly with remediation.
3. **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.
4. **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.
5. **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:

1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced

<b>Assessment Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.						
2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).						
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.						
4. Demonstrates ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.						
5. Demonstrates ability to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.						
6. Demonstrates ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.						
<b><u>Areas needing remediation (skills rated below a 3):</u></b>						

<b>Rationale</b>	<b>Assessment Competency Overall Rating</b>
Intern has earned a (1) <b>Unsatisfactory</b> in one or more of the requirements.	<b>1 – Unsatisfactory/Fail</b> Intern requires remedial work outside the scope available at this training facility.
Intern has earned ratings of (2) <b>Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> 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) <b>Meets Expectations</b> or above and meets the developmental level expected	<b>3 – Meets Expectations/Pass.</b> 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; **(4/6)**
- **6 Months:** >80% of skill ratings in each area of competency must be (3) Meets Expectations or above; **(5/6)**
- **12 Months:** 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. **(6/6)**

Please utilize the following scale in assessing the doctoral intern's competencies:

1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced

Intervention Competency	1	2	3	4	5	N/A
1. Demonstrate ability to establish and maintain effective relationships with the recipients of psychological services.						
2. Demonstrate ability to develop evidence-based intervention plans specific to the service delivery goals.						
3. Demonstrate ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.						
4. Demonstrate the ability to apply relevant research literature to clinical decision making.						
5. Demonstrate the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,						
6. Demonstrate ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation						
<b>Areas needing remediation (skills rated below a 3):</b>						

Rationale	Intervention Competency Overall Rating
Intern has earned a <b>(1) Unsatisfactory</b> in one or more of the requirements.	<b>1 – Unsatisfactory/Fail</b> Intern requires remedial work outside the scope available at this training facility.
Intern has earned ratings of <b>(2) Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> 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 <b>(3) Meets Expectations</b> or above and meets the developmental level expected	<b>3 – Meets Expectations/Pass.</b> 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.
<b>Following are the minimum passing thresholds for each assessment point:</b>	
<ul style="list-style-type: none"> <li>➤ <b>30 Days:</b> ~70% of skill ratings in each area of competency must be (3) Meets Expectations or above; (4/6)</li> <li>➤ <b>6 Months:</b> &gt;80% of skill ratings in each area of competency must be (3) Meets Expectations or above; (5/6)</li> <li>➤ <b>12 Months:</b> 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. (6/6)</li> </ul>	

Please utilize the following scale in assessing the doctoral intern's competencies:

1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced

<b>Professionalism Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.						
2. Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.						
3. Demonstrates ability to actively seek and demonstrate openness and responsiveness to feedback and supervision.						
4. Demonstrates ability to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.						
5. Demonstrates professional responsibility, attitude, and work ethic including: completing work in a timely manner and a follow through on commitments						
6. Demonstrates effective time management skills						
<b>Areas needing remediation (skills rated below a 3):</b>						

<b>Rationale</b>	<b>Professionalism Competency Overall Rating</b>
Intern has earned a (1) <b>Unsatisfactory</b> in one or more of the requirements.	<b>1 – Unsatisfactory/Fail</b> Intern requires remedial work outside the scope available at this training facility.
Intern has earned ratings of (2) <b>Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> 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) <b>Meets Expectations</b> or above and meets the developmental level expected	<b>3 – Meets Expectations/Pass.</b> 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; (4/6)
- **6 Months:** >80% of skill ratings in each area of competency must be (3) Meets Expectations or above; (5/6)
- **12 Months:** 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. (6/6)

**Please utilize the following scale in assessing the doctoral intern's competencies:**

**1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced**

<b>Communication and Interpersonal Skills Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Demonstrates ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.						
2. Demonstrates ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.						
3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.						
4. Tolerates and understands interpersonal conflict.						
5. Tolerates ambiguity and uncertainty.						
<b><u>Areas needing remediation (skills rated below a 3):</u></b>						

<b>Rationale</b>	<b>Communication and Interpersonal Skills Competency Overall Rating</b>
Intern has earned a <b>(1) Unsatisfactory</b> in one or more of the requirements.	<b>1 – Unsatisfactory/Fail</b> Intern requires remedial work outside the scope available at this training facility.
Intern has earned ratings of <b>(2) Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> 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 <b>(3) Meets Expectations</b> or above and meets the developmental level expected	<b>3 – Meets Expectations/Pass.</b> 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"> <li>➤ 30 Days: ~70% of skill ratings in each area of competency must be (3) Meets Expectations or above; <b>(3/5)</b></li> <li>➤ 6 Months: &gt;80% of skill ratings in each area of competency must be (3) Meets Expectations or above; <b>(4/5)</b></li> <li>➤ 12 Months: 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. <b>(5/5)</b></li> </ul>	

**Please utilize the following scale in assessing the doctoral intern's competencies:**

**1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced**

<b>Ethics Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Be knowledgeable of and act in accordance with the current version 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> .						
2. Being knowledgeable about professional standards and guidelines						
3. Obtaining appropriate authorization for release of information						
4. Maintaining confidentiality						
5. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas						
6. Incorporating feedback from supervision and consultation effectively						
7. Reporting abuse/neglect and danger (to self/others) to appropriate personnel and authorities						
8. Maintaining appropriate boundaries with all client, students, and staff						
9. Conduct self in ethical manner in all professional activities.						
<b><u>Areas needing remediation (skills rated below a 3):</u></b>						

<b>Rationale</b>	<b>Ethics Competency Overall Rating</b>
Intern has earned a <b>(1) Unsatisfactory</b> in one or more of the requirements.	<b>1 – Unsatisfactory/Fail</b> Intern requires remedial work outside the scope available at this training facility.
Intern has earned ratings of <b>(2) Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> 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 <b>(3) Meets Expectations</b> or above and meets the developmental level expected	<b>3 – Meets Expectations/Pass.</b> 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.

**Please utilize the following scale in assessing the doctoral intern's competencies:**

**1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced**

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; (6/9)
- 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)

<b>Research Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
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						
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.						
<b><u>Areas needing remediation (skills rated below a 3):</u></b>						

<b>Rationale</b>	<b>Research Competency Overall Rating</b>
Intern has earned a (1) <b>Unsatisfactory</b> in one or more of the requirements.	<b>1 – Unsatisfactory/Fail</b> Intern requires remedial work outside the scope available at this training facility.
Intern has earned ratings of (2) <b>Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> One or more of the professional, ethical, and/or clinical skills demonstrated is not at the intern level and the intern requires remediation.

**Please utilize the following scale in assessing the doctoral intern's competencies:**

**1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced**

Intern has earned at least a <b>(3) Meets Expectations</b> or above and meets the developmental level expected	<p align="center"><b>3 – Meets Expectations/Pass.</b></p> 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: <ul style="list-style-type: none"> <li>➤ 30 Days: &gt;70% of skill ratings in each area of competency must be (3) Meets Expectations or above; <b>(5/7)</b></li> <li>➤ 6 Months: &gt;80% of skill ratings in each area of competency must be (3) Meets Expectations or above; <b>(6/7)</b></li> <li>➤ 12 Months: 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. <b>(7/7)</b></li> </ul>						
<b>Diversity Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;						
2. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;						
3. Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).						
4. Demonstrate the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.						
5. Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.						
6. Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.						
<p><b><u>Areas needing remediation (skills rated below a 3):</u></b></p>						

<b>Rationale</b>	<b>Diversity Competency Overall Rating</b>
Intern has earned a <b>(1) Unsatisfactory</b> in one or more of the requirements.	<p align="center"><b>1 – Unsatisfactory/Fail</b></p> Intern requires remedial work outside the scope available at this training facility.

**Please utilize the following scale in assessing the doctoral intern's competencies:**

**1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced**

Intern has earned ratings of <b>(2) Novice</b> exceeding the developmental level expected.	<p align="center"><b>2 – Novice/Pass with remediation</b></p> <p>One or more of the professional, ethical, and/or clinical skills demonstrated is not at the intern level and the intern requires remediation.</p>
Intern has earned at least a <b>(3) Meets Expectations</b> or above and meets the developmental level expected	<p align="center"><b>3 – Meets Expectations/Pass.</b></p> <p>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>
<p>Following are the minimum passing thresholds for each assessment point:</p> <ul style="list-style-type: none"> <li>➤ <b>30 Days:</b> ~70% of skill ratings in each area of competency must be (3) Meets Expectations or above; <b>(4/6)</b></li> <li>➤ <b>6 Months:</b> &gt;80% of skill ratings in each area of competency must be (3) Meets Expectations or above; <b>(5/6)</b></li> <li>➤ <b>12 Months:</b> 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. <b>(6/6)</b></li> </ul>	

<b>Supervision Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Articulates a philosophy or model of supervision and reflects on how this model is applied in practice, including integrated contextual, legal, and ethical perspectives						
2. Applies knowledge of supervision models to supervision of practicum students						
3. Clearly articulates how to use supervisory relationships to leverage development of supervisees (practicum students) and their clients						
4. Provides supervision to less advanced trainees, peers or other service providers in typical cases appropriate to the service setting						
5. Demonstrates integration of diversity and multiple identity aspects is conceptualization of supervision process with all participants (client(s), supervisee, supervisor)						
6. Spontaneously and reliably identifies complex ethical and legal issues in supervision, and analyzes and proactively addresses them						
7. Demonstrates awareness of potential conflicts in complex ethical and legal issues in supervision						
<p><b><u>Areas needing remediation (skills rated below a 3):</u></b></p>						

<b>Rationale</b>	<b>Supervision Competency Overall Rating</b>
Intern has earned a <b>(1) Unsatisfactory</b> in one or more of the requirements.	<p align="center"><b>1 – Unsatisfactory/Fail</b></p> <p>Intern requires remedial work outside the scope available at this training facility.</p>

**Please utilize the following scale in assessing the doctoral intern's competencies:**

**1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced**

Intern has earned ratings of <b>(2) Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> 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 <b>(3) Meets Expectations</b> or above and meets the developmental level expected	<b>3 – Meets Expectations/Pass.</b> Professional, ethical, and/or clinical competence at levels expected of an independent psychologist. Although some supervision is required at onset when presented with novel clinical and professional situations, the intern is able to adapt and perform at an independent level.
Following are the minimum passing thresholds for each assessment point:	
<ul style="list-style-type: none"> <li>➤ <b>30 Days:</b> &gt;70% of skill ratings in each area of competency must be (3) Meets Expectations or above; (5/7)</li> <li>➤ <b>6 Months:</b> &gt;80% of skill ratings in each area of competency must be (3) Meets Expectations or above; (6/7)</li> <li>➤ <b>12 Months:</b> 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. (7/7)</li> </ul>	

<b><i>Consultation and Interprofessional/interdisciplinary Skills Competency</i></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
1. Demonstrates respect for and ability to articulate the roles and perspectives of other professionals providing service to clients						
2. Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation						
3. Demonstrates ability to apply knowledge of roles and responsibilities of other professionals in consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.						
4. Recognizes situations in which consultation is appropriate						
5. Identifies and implements consultation interventions based on assessment findings						
<b><u>Areas needing remediation (skills rated below a 3):</u></b>						

<b>Rationale</b>	<b>Consultation and Interprofessional/interdisciplinary Skills Competency Overall Rating</b>
Intern has earned a <b>(1) Unsatisfactory</b> in one or more of the requirements.	<b>1 – Unsatisfactory/Fail</b> Intern requires remedial work outside the scope available at this training facility.

Please utilize the following scale in assessing the doctoral intern's competencies:

**1: Unsatisfactory    2: Novice    3: Meets Expectations    4: Proficient    5: Advanced**

Intern has earned ratings of <b>(2) Novice</b> exceeding the developmental level expected.	<b>2 – Novice/Pass with remediation</b> 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 <b>(3) Meets Expectations</b> or above and meets the developmental level expected	<b>3 – Meets Expectations/Pass.</b> Professional, ethical, and/or clinical competence at levels expected of an independent psychologist. Although some supervision is required at onset when presented with novel clinical and professional situations, the intern is able to adapt and perform at an independent level.
Following are the minimum passing thresholds for each assessment point: <ul style="list-style-type: none"><li>➤ <b>30 Days:</b> &gt;70% of skill ratings in each area of competency must be (3) Meets Expectations or above; (3/5)</li><li>➤ <b>6 Months:</b> &gt;80% of skill ratings in each area of competency must be (3) Meets Expectations or above; (4/5)</li><li>➤ <b>12 Months:</b> 100% of skill ratings in each area of competency must be (3) Meets Expectations or above. (5/5)</li></ul>	

Have you observed your supervisee in a clinical or assessment setting through either direct observation, video recording, or audio recording?

YES

NO

**Additional Supervisor comments:**

**Comments from Intern:**

\_\_\_\_\_  
Doctoral Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Internship Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Training Director Signature

\_\_\_\_\_  
Date

# **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. 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.

### **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**

1. The internship program has the responsibility to provide a challenging internship experience.
2. The internship program has the responsibility to coordinate the training responsibilities with appropriate personnel/staff.
3. The internship program has the responsibility to complete a training agreement with each intern that specifies the professional skills to be acquired and the types of training experiences to be received and supervised in the particular training site.
4. The internship program has the responsibility to provide a minimum of 2 hours of individual and one hour of group clinical supervision by a Licensed Clinical Psychologist per week to each trainee and maintain a written record of the supervision.
5. The internship program has the responsibility to hold individual evaluation sessions with assigned trainees as needed and at least at mid-point of the internship and at termination.

6. The internship program and the training staff have the responsibility to forward a copy of evaluation to the intern's academic institution at mid-point of the internship and at termination.
7. The internship program and training staff have the responsibility to function as liaison between trainees, the agency, and other staff members.
8. The internship program and training staff have the responsibility to participate in the intern's scheduled didactic training activities.
9. The internship program has the responsibility to assure that each trainee gets the best possible training experience and that the program meets internship related needs that are not specifically listed herein.

### **Definition of Problematic Behavior**

***Problematic Behavior*** is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
2. An inability to acquire professional skills in order to reach an acceptable level of competency (e.g. receiving a grade of Fail (F) on any competency demonstration or comprehensive clinical examination; and/or
3. An inability to control personal stress, strong emotional reactions, and/or other issues which interfere with professional functioning.

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.

## 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.

1. **Verbal Warning** to the intern emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.
2. **Written Acknowledgment** to the intern formally acknowledges:
  - 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;
  - b) actions needed by the intern to correct the unsatisfactory behavior;
  - c) the time line for correcting the problem;
  - d) what action will be taken if the problem is not corrected; and
  - e) notification that the intern has 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.

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.

### **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:

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.
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.

### **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.

### **Due Process: Procedures**

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 two 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, personality clashes, other staff conflict) during his/her training experiences, an intern can:
  - a. Discuss the issue with the staff member(s) involved;
  - b. If the issue cannot be resolved informally, the intern should discuss the concern with the immediate supervisor and/or Training Director. 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, 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. 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, etc. 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 intern can request that a Review Committee is convened to hear this grievance:
  - 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) work days of receipt of the evaluation.
  - ii. Within three (3) work days 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. 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.

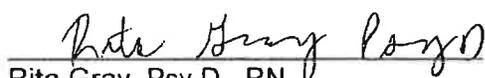
- ii. Within three (3) work days of a formal complaint, the Training Director must consult with the Director of Behavioral Health Programs and implement Review Committee procedures as described below.

## 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) work days, a hearing will be conducted in which the dispute is heard and relevant material presented. Within three (3) work days 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) work days 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.

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

Initiated: September 2009  
Revised: July 2012,  
January 2014, April 2014, June 2014,  
July 2015, June 2023

  
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 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.

**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

## **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:

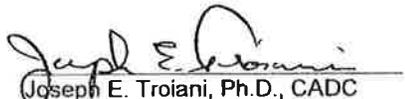
- a. race, color, ethnicity, national origin, culture
- b. religion, creed
- c. alienage or citizenship status
- d. age
- e. height, weight
- f. lifestyle
- g. language
- h. socio-economic status
- i. marital and parental status
- j. disability/health status
- k. sex, sexual orientation, gender identity,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

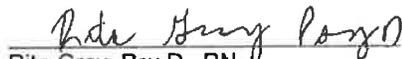
- a. The committee uses the intern selection criteria to determine which applicants will be selected for an interview
- b. All applicants will be notified of their interview status via email by the established deadline
- c. Selected candidates are interviewed by the Clinical Training Program Committee
- 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.
- 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, June 2023

  
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**

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. 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:***

- 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 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**

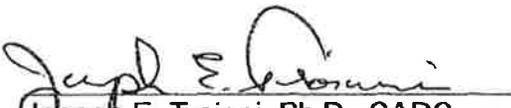
It is the goal of the Doctoral Internship Program to retain all interns for the duration of their training year and successfully complete the program.

- 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.
- 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

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

Initiated: May, 2014

Revised: October, 2014

July, 2015

June 2023

## **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 15<sup>th</sup>)**

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
6. Schedule L Form

##### **Phase II (Begins when HR contacts students to initiate the process of Fingerprinting) – Deadline April 30<sup>th</sup>**

1. HR will Fax Background Check Form to Kroll
2. HR will email all students the Background Check Unit – Fingerprint 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

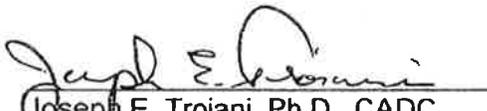
##### **Phase III (Students meet with HR for processing) – Deadline August 1<sup>st</sup>**

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 2<sup>nd</sup> and 3<sup>rd</sup> Saturday of August**

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
    1. 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.

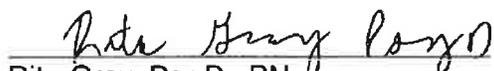
  
 Joseph E. Troiani, Ph.D., CADC  
 Director of Behavioral Health Programs

Initiated: June, 2014

Revised: July, 2014

July, 2015

June 2023

  
 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 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:***

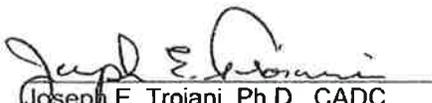
- a. Possess licensure from the Illinois Department of Financial and Professional Regulations as Licensed Clinical Psychologists whose license is active and in good standing.
- b. Are employed by or are in contract status with the Will County Health Department.
- c. Must be qualified by training and 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.

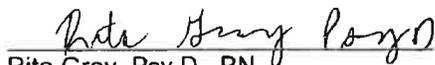
***Supervisors of Externs:***

- 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.

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

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

Initiated: June 2014

Revised: October 2014

July 2015

June 2023

## **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 (LHPA) 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
  - 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
    - 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.

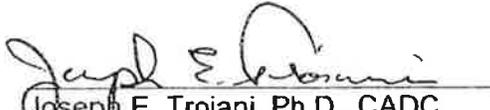
4. Notify the operator/receptionist of 911 call:
  - a. For Joliet Office (Monday through Friday) upon completing the 9-911 call, the LPHA will Dial 0 to inform the Health Department operator that emergency services were contacted and provide the location.
  - b. On Saturdays and at branch locations, 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.

**Involuntary Hospitalization:**

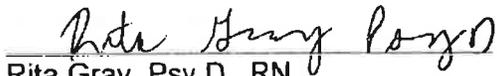
Upon completion of the Crisis Intervention Assessment in which the LPHA has determined that Involuntary Hospitalization is required:

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

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

Initiated: August 2014  
Revised: July 2015, June 2023

  
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

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### 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
  - 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
- 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:

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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).
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  
Revised: June 2023

## **Brochures and Certificates**



## Clinical Training Activities

- ◆ Individual, Family & Group Therapy
- ◆ Psychodiagnostic Assessment
- ◆ Individual & Group Supervision
- ◆ Crisis Intervention Services
- ◆ Case Management
- ◆ Inter & Intraprofessional Team Consultation
- ◆ Didactic Training
- ◆ Seminars, In-service, and Workshops

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.

Will County Health Department  
Division of Behavioral Health  
Programs

## Aims Statement:

The aim of the Clinical Training Program is to prepare doctoral 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.

**Rita Gray, R.N., Psy.D.**  
**Clinical Training Director**  
**E-mail: [rgray@willcountyhealth.org](mailto:rgray@willcountyhealth.org)**  
**P: 815-727-5904**

## Clinical Training Program

## Doctoral Internships



Interested and qualified persons  
please apply through  
APPI Online at [www.appic.org](http://www.appic.org)

## **Will County Health Department Division of Behavioral Health Programs**

The Will County Health Department's Behavioral Health division provides client focused, community-based services in accordance with current clinical knowledge and accepted best-practices and standards of care. Behavioral Health empowers the persons they serve in a manner which is ethnically and culturally appropriate. Behavioral Health builds on the strengths, needs, abilities and preferences of the persons they serve.

The primary goal of service delivery is to address emotional, behavioral, and developmental needs of clients to help them obtain and maintain enhanced levels of functioning in the home, school, at work and in the community. The types of services provided are dictated by the needs of the consumers and their families.

The Behavioral Health Division's Internship Program is a 2000 hour training experience. The participants work with diverse populations providing clinical services in the forms of individual, group, and family therapy, psychodiagnostic assessment, case management, crisis intervention, case management, consultation, and referral and linkage.

The Doctoral Internship Program is grounded in 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 Internship Program has the following aims to insure levels of excellence in training:

- Acquisition of the knowledge and skills to function as ethical and competent Early Career Psychologists.
- The ability to integrate the science and practice of psychology to diverse, multicultural populations within community mental health settings.
- Attaining the knowledge and skills to effectively interact on a treatment team.

Collaborating and partnering with other community agencies is a central component in service provision.

Training aims are attained through achieving the profession-wide competencies of Research, Ethical & Legal Standards, Individual & Cultural Diversity, Professional Values & Attitudes, Communication & Interpersonal Skills, Assessment, Intervention, Supervision, and Consultation & Interprofessional/ Interdisciplinary Skills.

Prospective candidates are expected to have completed all required coursework, and be in good standing with their academic program. Prior experience with crisis response, dually diagnosed and populations with chronic mental illness is beneficial.

Interns are selected 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.

Licensed Psychologists provide a minimum of 2 hours of individual supervision, 2 hours of group supervision, and 2 hours of didactic training per week.

The Doctoral Internship Training Program is fully accredited by the American Psychological Association.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:  
*Office of Program Consultation and Accreditation American Psychological Association*

750 1st Street, NE, Washington, DC 20002  
E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

# **CERTIFICATE OF COMPLETION**

**WILL COUNTY HEALTH DEPARTMENT  
DIVISION OF BEHAVIORAL HEALTH PROGRAM**

**THIS CERTIFICATE IS AWARDED TO**

**INTERN'S NAME**

**HAS SATISFACTORILY COMPLETED THE REQUIREMENTS  
FOR A 2000-HOUR DOCTORAL INTERNSHIP IN CLINICAL PSYCHOLOGY  
FROM 15 AUGUST 2023 TO 16 AUGUST 2024**

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**DIANE SCRUGGS, LCSW  
DIVISION DIRECTOR, BEHAVIORAL HEALTH**

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**RITA GRAY, RN, PSY.D.  
DIRECTOR OF TRAINING**

