

**The Talbert House Affiliation
Pre-Doctoral Psychology Internship Program**

APPIC Member

Intern Manual



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Talbert House and Affiliates History

History of Talbert House

In March 1964, a meeting was held with a group of private citizens concerned with providing individuals the help and counseling they needed as they re-entered the community following incarceration. This halfway house organization group went on to form Talbert House.

The founding Board of Trustees consisted of 18 members and began with a budget of \$10,000 raised from private donations. It became apparent almost immediately that clients had multiple problems including mental health, substance abuse, and employment issues. In August of 1965, the first halfway house program was opened in the West End neighborhood of Cincinnati. In the 1970s and 1980s, drug and alcohol treatment services were added and women and adolescents became included in the client population. In the 1990s, Talbert House diversified further with more mental health treatment, prevention/school-based, and dual-diagnosis treatment services. The early 2000s brought on more geographic expansion.

Today, Talbert House operates multiple service sites throughout Southwest Ohio/Greater Cincinnati with a broad range of services in the areas of mental health, community corrections, substance abuse, and human service programming. Services are directed to a broad-based population with emphasis placed on children and families, as well as individual adults. These services include assessment, case management, prevention and education, hotline, individual and group counseling, day treatment, and residential. In addition, Talbert House offers intensive outpatient, continuing care, literacy services, parenting training, and family programming.

History of Centerpoint Health

Centerpoint Health began operating January 1, 2008. The agency was formed from the consolidation of three Talbert House affiliates: Center for Children and Families (CCF), Core Behavioral Health Centers, and NORCEN Behavioral Health Systems.

Centerpoint serves children, adults, and families in offices in College Hill, Oakley, Roselawn, Walnut Hills, and Western Hills. The agency served approximately 15,000 registered clients in its first year.

Centerpoint provides behavioral healthcare including outpatient treatment, counseling, case management, support services, and crisis and prevention services and is affiliated with Talbert House. The affiliation model allows Centerpoint to remain an independent organization with Talbert House providing the financial, human resources, and quality and clinical services.

Several mental health programs, previously run by Talbert House, are now managed by Centerpoint, including 281-CARE, Childreach, Community Outreach Prevention & Education (COPE), and Victim Service Center. The new agency employs 220 staff members, incorporating all current staff members of CCF, Core, and NORCEN.

Talbert House Mission Statement

MISSION

Talbert House is a progressive, multi-service, community-based, non-profit agency. Talbert House services a broad population and develops and delivers services in criminal justice, mental health, and substance abuse. These services have two basic purposes: to improve social behavior and enhance personal recovery and growth.

VISION

A regional, high quality, cost effective health and human services provider flexible in responding to customer and client needs.

VALUES

- *Advocacy* - support for our clients as well as the community.
- *Collaboration* - aligning and partnering with individuals, community and other organizations.
- *Comprehensive* - a readily accessible continuum of care.
- *Diversity* - everyone's uniqueness valued.
- *Integrity* - ethics in personal, professional and business behavior and respecting individual rights.
- *Innovation* - finding new and creative alternatives to meet client and community needs.
- *Personal Growth* - support for employees and clients to reach their individual potential.
- *Quality* - outcome oriented services and excellence in operational programs and internal systems.
- *Safety* - programs and facilities that represent security for the general public, clients and staff.
- *Spirit* - foster employee energy, creativity and caring.
- *Stewardship* - long term stability through sound financial performance.

CULTURE

- A culture of innovation that thrives on the creation of new services, new markets, and new niches to ensure a competitive advantage
- An environment that supports effectiveness, excellence, and professionalism, which makes Talbert House a great place to work

Psychology Internship Program Philosophy and Training Goals

The internship program at the Talbert House Affiliation reflects the practitioner-scholar model. By serving the unique needs of a largely diverse and clinically underserved population, interns are exposed to a wide array of service delivery. As a result, the range of rotations from which interns may select insures opportunities to experience a wide variety of patient clinical presentations and community-based programs. The internship also provides a strong emphasis on exposure to psychologists in a multiplicity of roles (e.g., clinician, supervisor, and administrator). Furthermore, interns will fully be immersed in the unique needs of public behavioral health clients, as they are often concurrently involved in multiple programs including mental health, community corrections, and chemical dependency. Such learning is continually informed by evidence-based standards of practice and change in the profession's knowledge base. This is consistent with our primary goal of training highly competent generalists capable of providing a range of evidenced-based psychological services to a clinically challenging and diverse patient population.

Therefore, the general philosophy of the internship program involves:

- Broad and general preparation for the practice at the entry level.
- Special emphasis on psychology and administration.
- Focused and in-depth post-doctoral preparation for specialty practice in public behavioral health.
- Integration of science and practice.
- Outcome measurement of training goals and practice.

Consistent with the training philosophy, each intern is expected to develop competencies in clinical skills and professional behavior. Our program has established five major areas of competency:

- **Assessment and Diagnosis:** The intern will demonstrate competency in conducting structured clinical interviews and administering and interpreting objective and projective assessment measures such as the WISC-IV, BASC-2, and the Rorschach Inkblot Test. They will demonstrate a thorough knowledge of utilizing the DSM-IV in diagnosing individual clients, as well as the ability to communicate results.
- **Treatment and Intervention:** The intern will demonstrate competency in conducting psychotherapy (individual, family, group) in multiple settings with a variety of populations based on individualized, goal-directed service plans. They will demonstrate an understanding and knowledge of evidence-based interventions for DSM-IV diagnoses.
- **Ethics:** The intern will demonstrate competency in ethical standards as they relates to the application of assessment and intervention. They will demonstrate an understanding of professional and legal standards in professional psychology including local, state, and federal laws, as well as APA ethical standards.

- **Professional Development:** The intern will demonstrate competency in providing training to faculty and other interns in their area of interest and emerging area of expertise. They will become aware of the organizational and funding issues inherent in operating a large, comprehensive behavioral health system.
- **Cultural Diversity:** The intern will demonstrate competency in having an understanding of and sensitivity to human diversity issues in the practice of psychology. They will become familiar with empirical findings pertaining to diversity issues in assessment and intervention.

Primary and Specialty Sites

The Talbert House Affiliation is a large, comprehensive public behavioral health agency providing services in urban and rural communities. Interns will have the opportunity to serve clients in *primary* and *specialty* placement sites. The primary site is a 12-month, 24-hours per week placement at **Centerpoint Health** providing outpatient psychotherapy.

Placement at a specialty site can include one to three rotations. These rotations are determined by the intern and training director based upon experience, training needs, professional interests, and site availability. The specialty sites provide the intern with more intense exposure to particular client populations. Although the internship focuses on clinical practice, research and/or administrative experience may be available for interns who request it. Most sites are located within eight miles of the Executive Office in Walnut Hills, but some specialty sites are located in Brown, Butler, and Warren Counties.

The specialty sites may include:

Mental Health

- Adult Services
- The Bridge
- Brown County Recovery Services
- Project Pass
- Union Day School

Alcohol and Drug

- Alternatives for Young Men
- Brown County Recovery Services
- Passages for Young Women
- Women's ADAPT

Community Corrections

- Community Corrections Center
- Cornerstone
- Extended Treatment
- Men's ADAPT
- Pathways for Women
- Rewards Jail Intervention
- Spring Grove
- Turning Point
- Turtle Creek Center
- Women's ADAPT

Sample Weekly Schedule by Semester (based on a 26-week semester)

First Semester		Second Semester		Yearly Totals	
Activity	Hours	Activity	Hours	Activity	Hours
Project	0-4	Project	0-4	Project	0-208
CH Outpatient	24	CH Outpatient	24-28	CH Outpatient	1248+
TH	4-8	TH	8-12	TH	208-520
Ind.		Ind.		Ind.	
Supervision	2	Supervision	2	Supervision	96
Group		Group		Group	
Supervision	2	Supervision	2	Supervision	96
Training	6	Training	2	Training	208

Descriptions:

CH Outpatient (Centerpoint Health Outpatient) - Interns will provide direct clinical care in one or more of Centerpoint's adult or children and families outpatient centers.

TH (Talbert House Rotation(s)) Interns have the option of being placed at one of Talbert House's programs, and/or in an administration minor rotation. See Appendix A for a list of possible placement sites.

Individual Supervision - Interns' cases are reviewed one-on-one with primary supervisor for a total of 2 hours of regularly scheduled individual supervision weekly.

Group Supervision – Two hours weekly. Group supervision may consist of supervisor-let meetings, as well as peer supervision or clinical team meetings.

Training – May include advanced clinical trainings, didactic seminars, and case conferences. Additionally, several trainings will be offered through the Institution for Training and Development (ITD).

Project - Depending on the configuration of intern schedules, interns may work as a team or individually on a clinical, educational, research or administrative project designed to enhance the intern's public behavioral health experience and to provide a valuable product or service to give back to the training community.

Supervision

All required clinical supervision of interns is provided by faculty who are licensed professional psychologists. Individual supervision must total a minimum of 2 hours of regularly scheduled supervision per week. Interns will communicate with their supervisor to determine an appropriate supervision structure and schedule. Program managers/site supervisors will also provide administrative direction and clinical input as interns work within various programs. See Appendix B for a delineation of each manager/supervisor's role. Additionally, interns partake in group supervision / peer supervision / case conferences in order to expand the interns' capability of interpreting and conceptualizing assessment and therapy data and focus on professional development. Above and beyond scheduled individual and group supervision times, interns are encouraged to consult with faculty on an as-needed basis.

Interns will complete an *Internship Training and Development Goals* form to be shared and discussed with their clinical supervisor. See Appendix C for a copy of the form.

Training

Interns have the opportunity to participate in weekly didactic seminars or ITD sponsored trainings. Schedules of training and didactics are on an either/or basis. If an ITD training is scheduled for the week, this will replace the week's less formal didactic presentation.

Interns are required to keep a log of trainings and didactics attended which will be submitted at the conclusion of the internship. During the course of the training year evaluations of each training/didactic are required to be submitted in order to get credit for the training.

A sample of potential topics are listed below:

Behavioral Health Seminar:

Developmental Clinical Supervision
Treatment Modalities
Dialectical Behavior Therapy
Group Therapy
Crisis Intervention
Family Therapy
Advanced CBT Techniques
Strategic Interventions
Diversity/Cultural Competency
Suicide Assessment and Management
Clinical Psychopharmacology
Medical Illness and Behavioral Health
Borderline Personality Disorder
Integrating CBT and Mindfulness
Illness Management and Recovery

Psychological Testing Seminar:

Structural Analysis
Projective Assessment
Objective Assessment
Structured Interviews
Test Selection for Ethnic Minorities
Assessment of Young Children

Community Corrections Seminar:

Risk Principle
Milieu Management
CQI
Morbidity and Mortality
Corrective Thinking

Introduction to the Court System
Ethics in Corrections
Competency and NGRI
Treatment of Sex Offenders

Alcohol and Drug Seminar:

Motivational Interviewing
Abuse vs. Dependence
Comorbid Substance Abuse and Mental Health Problems
Medication-Assisted Treatment
The Effects of Substance Dependency
Substance Use Disorders
Addiction Relapse
NIDA Principals of Treatment
Self-Help Groups
Substance Use and the Family

Administration Seminar:

New Employee Orientation
Risk Management
Understanding Medicaid and Medicare
Funding Sources for Behavioral Health
Relation to Billing Rules
Audits
Strategic Planning
Policy Development
Accreditation

Evaluation

In order to ensure that the interns are fully prepared by the end of the training year to assume the responsibilities of postdoctoral fellows or entry-level psychologists, each intern will receive formal evaluation ratings from her or his primary supervisor at two intervals (midpoint and completion) throughout the year. The midpoint evaluation is designed to provide the intern a progress report in order to increase self-awareness and identify areas that require further development during the second half of the training year. The evaluation at the completion of the internship is designed to ensure that the intern has successfully demonstrated competency in each area of the training program's goals and objectives, as well as to provide guidance for further areas of development during the postdoctoral years. Copies of the midpoint and completion evaluations will be sent to the training director at the intern's graduate program.

Interns will also be given an opportunity to evaluate the internship and their supervisors at the midpoint and conclusion of the internship year. See Appendices D and E for copies of the evaluations.

In addition to demonstrating proficiency in the stated areas of competency (i.e., assessment/diagnosis, treatment/intervention, ethics, professional development, and cultural diversity), interns are expected to meet the following requirements in order to successfully complete the internship:

- 2000 Hours: The internship requires one year of full time training to be completed in no less than 12 months, with 2000 hours of supervised experiences.
- Clinical Experiences: Consistent with APA and APPIC standards, the internship requires no less than 25% of the intern's time (per week) in direct client care. Face-to-face contact with clients include individual, group, and family therapy, psychological assessment, psychoeducation, observation of services by other clinicians, and participation in the milieu.
- Didactic Seminars: Interns are expected to attend weekly didactic training sessions presented by the program's faculty, other Talbert House clinical staff, and community clinicians.
- Case and Didactic Presentations: During the last quarter of the training year, interns will be responsible for presenting cases to the faculty and other interns for discussion. In addition, interns will be responsible for providing additional didactic training on his or her emerging area of interest/specialty (e.g., dissertation topic) to the training committee, fellow interns, and interested Talbert House clinical staff. Details of this requirement will be further defined by the training committee and the intern class.

- Agency 360° Employee Evaluations: Interns will be evaluated by their program manager/site supervisor for the standard agency evaluations at 3, 6 and 12 months.
- Submission of Documentation: Interns will be expected to provide de-identified documentation as examples of their competency to be placed in their intern file. These must include but are not limited to:
 - 2 DAFs
 - 1 ISP
 - 3 mid-treatment progress notes (not from initial session)
 - 1 Termination summary
 - Training Log (list of all didactic and trainings attended, with dates and presenters)
 - Supervision Hours log (Date, duration, supervisor, brief description)
 - Copies of materials developed for use in agency/fellow intern training etc.
 - See Appendix F for a list of documents interns must submit for their intern file.

After all requirements have been met, the intern will receive a certificate of completion at the conclusion of the training year.

Employee Policies

Interns are expected to function within the affiliation as other agency staff. Interns are responsible for knowing and understanding agency policies, which can be found on the affiliation intranet at the following location: <http://app3/policies/view.cfm?MenuID=21> Special attention should be paid to policy chapters: 3, 9, 10, 11, and 12. The PIP policy can be found in Chapter 4.

Regarding those who have authority over the interns, this will be determined on a case by case basis through collaboration of the program supervisor/manager, clinical supervisor, and PIP administration.

Interns are Non-Exempt employees, meaning interns are NOT eligible for Overtime without pre-approval from the supervisor. You may need to flex time at your site in order to meet clinical demands at their other rotations. Interns must not stay late to complete paperwork. If an intern finds the demands of the internship have made it especially difficult to complete all required tasks within the 40 hour work week, they are responsible for bringing it to the attention of the PIP administrator and relevant supervisors to collaborate in developing a plan of action to solve the problem.

For the Centerpoint rotations, interns must be available 24 hours/week for out-patient therapy, and will work at least one evening per week. Each Intern is expected to meet/exceed 50% CSU (clinical service units) expectations for CPH which is 12 hours/week direct service time.

- Interns are NOT eligible for the CSU incentive throughout the year.
- Due to “ramp up” and “ramp down” time at the beginning and end of their training year, interns shall not be “disciplined” for not approaching CSU targets.
- Staff recognition of meeting performance targets, and/or action planning for time/schedule management is appropriate based on specific needs of the interns.
- CSU production is an outcome that will be reflected on the agency performance appraisal, as well as clinical evaluations.
- CSU production at Talbert House sites is up to the sole discretion of the site manager.

See Agency Policy 04.03.00 for information about paid leave.

- If you / your supervisors want to “flex” schedules across the pay week (Friday-Thursday) to meet client demand, and thus take less time off, that should be arranged with the site supervisor.

- PTO time must be pre-approved by training director, program manager/site supervisor(s) and clinical supervisor. Depending on which days will be missed will determine which supervisors must be notified. Use appropriate ADP online request for time off.
- Due to limited time that is spent at TH rotations, efforts should be made to accommodate those sites when taking time off. If they will be disproportionately affected by time off, you may consider shifting your schedule to take time off of your Centerpoint rotation instead of your Talbert House rotation.
- Follow site procedures for calling in sick.
- Please also notify internship training director if you are calling in sick.

**** This internship abides by APPIC regulations, policies and procedures. We intend to follow APPIC suggestions and/or guidelines if or when special circumstances arise.*

Due Process and Grievance Procedures

The Talbert House Affiliation internship has a formalized due process and grievance procedure. Currently, the internship has identified five areas of clinical competency that are requirements for all interns and form the basis of continuous supervisory evaluation throughout the year. Specifically, these areas are: assessment/diagnosis, treatment/intervention, ethics, professional development, and cultural diversity.

In addition to the formal, written evaluations conducted at the midpoint and the end of the year, interns will be informally evaluated on the five areas of clinical competency during weekly supervision. Interns of Talbert House may be disciplined, including probation and dismissal, for any action or behavior which the agency believes is contrary to its interests or the interests of its clients. The following list includes *examples* of such conduct that may result in formalized remedial/disciplinary actions:

- Significantly deficient skill level in assessment and/or intervention
- Insubordination or unwillingness to accept supervisor input
- Ethics or professional violations including
 - Falsifying documents
 - Unauthorized disclosing confidential information
 - Practicing beyond authorized scope
 - Any other APA code violations
 - Unacceptable attendance
 - Disregarding safety procedures
 - Legal violations including
 - Violating the agency's substance abuse/testing policy
 - A change in BCI status

See policy 04.03.00 for specific information about Due Process and Grievances

When an intern's performance and/or conduct is determined by a supervisor to be unsatisfactory, prior to initiation of any remedial action, the supervisor should carefully and thoroughly investigate and document the facts of the matter to determine if remediation or discipline is warranted or if another, less serious, remedy is likely to alleviate the problem. The supervisor will initially discuss the issue with the intern, adjust the frequency of supervision as appropriate (e.g., four hours per week), and set up a written plan of specific remediation steps to be taken. A copy of this plan is given to the intern, the training director, and the intern's graduate program.

Intern Grievances

In the event that an intern encounters any difficulties (e.g., unsatisfactory supervision, caseload issues, and other faculty/intern conflict) during the training year, the intern is able to address the problem in several ways.

Initially, the intern is to express his or her grievances to their primary supervisor. If the issue cannot be resolved at that level, the intern should consult with policy 04.03.00 for further information.

In cases where sexual harassment may be occurring and the intern is not comfortable discussing the issue with his or her supervisor or training director, the intern can elect to take the issue directly to the human resources director at Talbert House.

Psychologists Participating in the Internship Program

Ron Arundell, Ed.D.

Graduate School: University of Cincinnati
Internship: St. Joseph's Orphanage
Primary Site: Centerpoint Health (Roselawn)
Interests: Treatment of adolescent and adult sex offenders, child abuse, domestic violence, geropsychology

Aubrey Coates, Ph.D. (Training Director)

Graduate School: Miami University
Internship: Talbert House and Affiliates
Primary Site: Centerpoint Health (Roselawn)
Interests: Child abuse, treatment of trauma and PTSD, mindfulness and acceptance-based interventions

Gene Harris, Ph.D.

Graduate School: University of Washington
Internship: Hawthorn Psychiatric Hospital for Children and Adolescents
Primary Site: Centerpoint Health (Oakley)
Interests: Adolescence, forensic and psychological testing, depression, anxiety

Marcia Rasch, Ph.D.

Graduate School: University of Akron
Internship: Child and Adolescent Service Center
Primary Site: Talbert House Executive Office (Walnut Hills)
Interests: Psychodiagnostic testing, child/adolescence, administration

Appendix A:

Descriptions of Training Sites

Adult Services

Service Description:	Talbert House Adult Services is a comprehensive treatment program designed to serve men & women with substance abuse issues and those who are dually diagnosed with substance abuse and mental illness.
Services Offered:	Chemical dependency assessment; continuing care; substance abuse education; individual counseling; group and family counseling; alcohol and drug testing; case management; crisis intervention; intensive outpatient; outpatient counseling; relapse prevention and referrals.
Hours of Operation:	Monday, Wednesday and Thursday from 8:30 a.m. to 8:00 p.m., Tuesday and Friday 8:30 a.m. to 6:00 p.m.
Client Population:	Court- and self-referred male and female felony and misdemeanor offenders ages 18 and older (person does not have to be an offender to be in the program), indigent/homeless.
Service Area:	Butler, Clermont, Hamilton and Warren Counties (client must be a Hamilton County resident to be eligible for sliding scale fee. If client lives outside Hamilton Co. they could still access our services, but would have to pay full fee).

Alternatives for Young Men

Service Description:	Alternatives for Young Men provides treatment to chemically dependent male adolescents by promoting abstinence from mood-altering substances and encouraging an improved lifestyle.
Services Offered:	Residential Services; chemical dependency assessment; substance abuse education; individual,

group, and family counseling; self-help recovery groups; vocational/employment counseling; alcohol and drug testing; parenting education; case management; life skills development; relapse prevention.

Hours of Operation: 24 hours a day/7 days a week with administrative hours from 8:30 a.m. to 5:00 p.m.

Client Population: Court- and self-referred male misdemeanor and felony offenders ages 12 to 18.

The Bridge

Service Description: The Bridge is a residential treatment facility designed to meet the needs of juveniles with behavioral health issues. The Bridge also offers a short-term, transitional program for clients stepping out of residential treatment.

Services Offered: Assessment; mental health services (individual, family, group, substance abuse treatment, case management, and psychiatric services); criminality services (cognitive model/thinking errors, anger management, healthy coping skills, etc.); educational/vocational services (schooling, tutorials, computer skills, etc.); and other services such as medical, recreational, and life skills.

Hours of Operation: 24 hours a day/7 days a week.

Client Population: Adolescent males, ages 12-17.

Brown County Recovery Services

Service Description: To provide comprehensive outpatient mental health and alcohol/drug services for persons with, or who are at risk for, mental health and/or substance abuse problems.

Services Offered: Mental health and alcohol/drug assessment; crisis intervention; individual and group counseling and therapy; case management;

psychiatric diagnostic assessment;
pharmacological management; mental health
consultation; alcohol/drug prevention; residential
care and subsidized housing; outpatient sex
offender services.

Hours of Operation:

The Georgetown office is open from 8:00 am to
8:00 pm, Monday through Thursday and 8:00 am to
6:30 pm on Friday.

The Mt. Orab office is open from 8:00 am to 6:30
pm, Monday through Thursday.

Client Population:

All ages are served including children, adolescents,
and adults.

Service Area:

Brown County and surrounding counties

Centerpoint Health

Service Description:

To provide mental health treatment services
including primary care and psychiatric support.
Includes specialized care such as sexual abuse
services and the Juvenile Fire-setters Prevention
Program. Other services include assessment, case
management (CPST), and Medication/Somatic
services.

Counseling services are provided to SMD and non-
SMD clients, typically in office. Counseling may
be provided individually, in groups or with families.
Services are designed to help clients use their
personal strengths to deal with a broad range of
personal, relational or work problems.

Services Offered:

Individual, group, and family counseling;
assessment; case management (CPST);
social/recreation; consultation; prevention;
education; medication/somatic.

Hours of Operation:

Varies by office

Client Population:

Seriously emotionally disturbed (SED) children and
other children/families in need.

Adults with mental health issues as well as those with co-occurring substance abuse disorders.

Service Area: Hamilton County

Community Correctional Center

Service Description: A community-based correctional facility (CBCF) operated by the Facility Governing Board of Butler, Clermont, and Warren Counties.

Services Offered: Vocational/employment services; alcohol/drug programming; family programming; case management; community reintegration; corrective thinking; adult education classes; special population tracks (sex offenders, domestic violence).

Hours of Operation: 24 hours a day/7 days a week with administrative staff hours from 8 a.m. to 5 p.m.

Client Population: Court-referred adult male felons.

Service Area: Butler, Clermont, and Warren Counties

Cornerstone

Service Description: To provide community monitoring, corrective thinking, chemical dependency, work release, and employment services for adult males in a residential setting.

Services Offered: Corrective thinking; relapse prevention; life skills development; alcohol and drug testing; substance abuse services and monitoring; vocational/employment services; work release. Specialized services for offenders who have a mental health diagnosis.

Hours of Operation: 24 hours a day/7 days a week with administrative staff hours from 8 a.m. to 5 p.m.

Client Population: Institutional or Court-referred, male felony and misdemeanor offenders, ages 18 and older.

Service Area: Primarily Southwest Ohio.

Extended Treatment

Service Description:	To provide chemical dependency treatment to adult male, misdemeanor and felony offenders.
Services Offered:	Continuing care; chemical dependency/AOD assessment; substance abuse education; individual, group, and family counseling; self-help recovery groups; vocational/employment; GED preparation; employment readiness; case management; assaultive behavior modification; criminality/behavior modification; life skills development, relapse prevention; nutrition and health.
Hours of Operation:	24 hours a day/7 days a week with administrative hours between 8:30 a.m. and 5:00 p.m.
Client Population:	Court-referred male offenders ages 18 and older.
Service Area:	Must be incarcerated in Hamilton County Justice Center, but may live in surrounding counties.

Men's ADAPT

Service Description:	To provide assessment and treatment services for adult men charged with drug-driven, felony criminal offenses.
Services Offered:	Intensive outpatient; continuing care; chemical dependency assessment; substance abuse education; individual, group, and family counseling; self-help recovery groups; vocational/employment; alcohol and drug testing; employment readiness; case management; life skills development; criminality/behavior modification; ABE/GED instruction; relapse prevention.
Hours of Operation:	24 hours a day/7 days a week with administrative hours from 8:30 a.m. to 5:00 p.m.
Client Population:	Court-referred, male felony offenders ages 18 and older.
Service Area:	Hamilton County

Passages for Young Women

Service Description:	Passages is a residential program designed to address gender-specific treatment to adolescent females in the Greater Cincinnati area. The program uses cognitive-behavioral approaches to treating girls with issues related to substance abuse, criminality, victimization, grief, family dysfunction, physical abuse, and neglect. Teaching family model is utilized for milieu management.
Services Offered:	Residential services; chemical dependency assessment; substance abuse education; individual, group, and family counseling; self-help recovery groups; vocational/employment counseling; alcohol and drug testing; parenting education; case management; life skills development; relapse prevention
Hours of Operation:	24 hours a day/7 days a week with administrative hours from 8:30 a.m. to 5:00 p.m.
Client Population:	Passages programs are available to all residents who are female between the ages of 12 and 18 years old.
Service Area:	Southwest Ohio

Pathways for Women

Service Description:	To provide community monitoring, corrective thinking, chemical dependency, and employment services for adult females in a residential setting.
Services Offered:	Assessment; case management; crisis intervention; education and group counseling on relapse prevention; corrective thinking; women's issues; alcohol and drug testing; aftercare program for substance abuse; work release; employment readiness; community monitoring.
Hours of Operation:	24 hours a day/7 days a week with administrative staff hours from 8:30 a.m. to 5:00 p.m.
Client Population:	Institutional and Court-referred female felony and misdemeanor offenders, ages 18 and older.

Service Area: Primarily Southwest Ohio

Project Pass

Service Description: To deliver mental health and substance abuse & prevention and education services as well as mental health treatment, case management, and wraparound services for Hamilton County.

Services Offered: Services offered to schools and youth/families focus on the coordination of social services and the provision of prevention services such as: Coping skills, anger/conflict management, behavioral problems, case/program consultation, child abuse/neglect, depression, drug free lifestyles, family violence, grief/loss, health relationships, mental health education, parenting skills, self-esteem, stress, suicide, and substance abuse. Additional behavioral health services include: treatment, case management, school-crisis intervention, pharmacologic management, social-recreation services, consultation, Wraparound, and the Family Peer Support Project, substance abuse prevention and mental health.

Hours of Operation: Monday through Friday from 8:30 a.m. to 5:00 p.m., or as scheduled.

Client Population: School-age youth, child-serving professionals (schools), and parents.

Service Area: Hamilton County

Rewards Jail Intervention For Women

Service Description: To provide reentry and treatment services that address chemical dependency, mental health, prostitution, and criminal thinking to adult females in a confined setting.

Services Offered: Reentry planning; assessment; case management; crisis intervention; education; group and individual counseling to address issues related to substance abuse, mental health, prostitution, and criminal thinking and behavior; self-help recovery groups; vocation/GED assistance; life skills; AIDS

education.

Hours of Operation: 24 hours a day/7 days a week with administrative hours from 8:00 a.m. to 4:30 p.m.

Client Population: Clients are inmates of the Hamilton County Justice Center and must be cleared through the Sheriff's Classification Dept., adult females, 18 years and older.

Service Area: Hamilton County

Spring Grove

Service Description: To provide community monitoring, corrective thinking, chemical dependency, ABLE services, work release, and employment services for adult males in a residential setting.

Services Offered: Assessment; monitoring; corrective thinking; relapse prevention; alcohol and drug testing; substance abuse and mental health education; non-support treatment/vocational/employment services; adult basic education/GED pre-testing; family education; day reporting; and life skills.

Hours of Operation: 24 hours a day/7 days a week with administrative staff hours from 8 a.m. to 5 p.m.

Client Population: Institution, Parole, or Court-referred male felony and misdemeanor offenders.

Service Area: Hamilton County and surrounding counties

Turning Point

Service Description: A residential program to provide chemical dependency treatment to adult males convicted of multiple DUIs and/or some other alcohol/drug related offense. Progress-based treatment with the average length of treatment being 7 to 11 weeks. Six months of continuing care support to follow.

Ten-Day/Twenty-Day Driver Intervention Program to provide substance abuse and addiction education

and assessment services in a residential setting to adult males convicted of a second DUI.

- Services Offered:** Substance abuse education; chemical dependency assessment and diagnosis; addiction treatment and education; individual, group, and family counseling; corrective thinking and other cognitive-behavioral therapy approaches; self-help group exposure; relapse prevention skills training; discharge planning and continuing care; GED assessment and preparation; vocational guidance and job readiness skills.
- Hours of Operation:** 24 hours a day/7 days a week with administrative hours.
- Client Population:** Court-referred male misdemeanor and felony offenders, ages 18 and older.
- Service Area:** Must be incarcerated in Hamilton County Justice Center but may live in surrounding counties.

Turtle Creek Center

- Service Description:** To provide community monitoring, corrective thinking services, employment services, and other specialized treatment services.
- Services Offered:** Vocational/employment services; chemical dependency programming; case management; community reintegration; corrective thinking; anger management; sexual offender programming.
- Hours of Operation:** 24 hours a day/7 days a week with administrative staff hours from 8 a.m. to 5 p.m.
- Client Population:** Adult male felony offenders.
- Service Area:** Butler, Clermont, Warren, Clinton, Preble, Greene, Clark, Darke, Miami, Highland, Brown, Adams counties.

Union Day School

Service Description:	Union Day School is an alternative school program for students who are experiencing serious emotional and behavioral challenges impacting academic success.
Services Offered:	Intensive school-based treatment; in-classroom support; case management services, and outpatient therapy
Hours of Operation:	Monday through Friday from 7:30 am to 3:30 pm
Client Population:	Pre-school students through high school students
Service Area:	Butler County

Women's ADAPT

Service Description:	To provide residential assessment and treatment services for adult women charged with felony drug offenses.
Services Offered:	Residential chemical dependency assessment; substance abuse education; individual and group counseling; self-help recovery groups; vocational/employment; alcohol and drug testing; employment readiness; parenting education; case management; life skills development; ABE/GED assessment; relapse prevention; family education; nutrition and health; address criminality through education on healthy thinking patterns; educate clients on developing healthy relationships.
Hours of Operation:	24 hours a day/7 days a week with administrative hours from 8:00 a.m. to 4:30 p.m.
Client Population:	Court-referred, female felony offenders ages 18 and older.
Service Area:	Hamilton County

Appendix B

Clarification of Site and Clinical Supervisor Roles

Intern Name: Sites:	Clinical Supervisor	CPH Administrative Site Supervisor/Manager:	TH Site Supervisor /Manager	Training Director
Action				
HR Actions		X		
PPA		X		*
Orientation to Site (Site orientation checklist)	*	X	X	
Signature on Leave Requests	*	X	*	*
Standard Performance Evaluations (3 mo, 6 mo, 12 mo)		X	*	
Clinical Evaluation of Intern (6 and 12 month)	X	*	*	
Clinical responsibility for clinical work	X	*	X	*
Responsible for addressing “at site” behaviors	X	X	X	X
Time Sheets		X		*
ITD Training Request Approvals		X		
ITD Cost of Trainings				X
Required 1:1 Supervision (<i>must be regularly scheduled</i>)	X		*	
Required add’l Supervision/Training (Group, Case Conference, Didactics)		*		X
Provide feedback about internship and interns	X	X	X	X
Maintain supervision log	X			
Ability to require additional site-based activities (Chart review, team meetings, etc)	X	X	X	X
Co-signatures of clinical documents	X		X	
Monitor UR and assist intern in meeting expectations	X	X	X	X
Consultation with intern on as-needed basis (or scheduled, if preferred)		X	*	*

Appendix C

Internship Training and Development Goals

Name:

Site(s):

Supervisor:

Consider your clinical strengths, training needs, and development goals on which you would like to focus with your supervisor to achieve during this year of intensive training.

I believe my major clinical strengths are:

- 1.
- 2.
- 3.
- 4.

I believe I need to develop, refine, or hone my proficiencies in the following areas:

Clinical

- 1.
- 2.
- 3.
- 4.

Administrative/Supervision in Public Behavioral Health:

- 1.
- 2.
- 3.
- 4.

During the course of my Internship, I would like the opportunity to achieve advanced skill levels in:

- 1.
- 2.
- 3.
- 4.

Other areas to consider:

Intern

Date

Supervisor

Date

Appendix D

Sample Supervisor's Evaluation of Intern Abbreviated

Evaluation Instructions:

This form is designed to allow the supervisor to evaluate the trainee's performance across a range of professional domains. Using the performance of a typical trainee at the level of experience as a base, evaluate the relevant items using the following ratings:

5 Advanced / Skills comparable to autonomous practice at the licensure level.

Rating expected at completion of postdoctoral training. Competency attained at full psychology staff privilege level, however as an unlicensed trainee, supervision is required while in training status.

4 High Intermediate / Occasional supervision needed.

A frequent rating at completion of internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.

3 Intermediate / Should remain a focus of supervision

Common rating throughout internship and practica. Routine supervision of the activity/domain is needed.

2 Needs Improvement

Trainee's performance is below expectations.

1 Inadequate

Trainee's performance does not meet minimum expectations.

N/A Not applicable for this training experience/Not assessed during training experience.

Overall Evaluation:

Please summarize the trainee's particular strengths and weaknesses, being careful to mention those areas in which he or she should work to improve: (Blank Lines on Form)

Assessment and Diagnosis

Ability to plan a diagnostic strategy.	1	2	3	4	5	n/a
Fluency with psychiatric symptomatology, including the ability to use DSM-IV nomenclature to formulate a diagnosis and treatment plan.	1	2	3	4	5	n/a

Understanding of common medical issues in behavioral presentation and assessment.	1	2	3	4	5	n/a
Application of diagnostic interviewing skills to effectively gather information to guide assessment planning, diagnostic impressions, and case formulation.	1	2	3	4	5	n/a
Ability to assess clients at high risk for violence or suicide.	1	2	3	4	5	n/a
Ability to select, administer, score, and interpret a broad range of psychological instruments.	1	2	3	4	5	n/a
Ability to integrate multiple pieces of interview data into a comprehensive and coherent report.	1	2	3	4	5	n/a
Ability to complete all written reports within a timely manner.	1	2	3	4	5	n/a
Ability to give appropriate feedback and consultation to referral sources, clients, supervisors, and fellow interns.	1	2	3	4	5	n/a

Treatment and Intervention

Ability to use psychological theory to conceptualize a case.	1	2	3	4	5	n/a
Ability to form and maintain appropriate therapeutic relationships.	1	2	3	4	5	n/a
Ability to implement therapeutic interventions with individuals.	1	2	3	4	5	n/a
Ability to implement therapeutic interventions with groups.	1	2	3	4	5	n/a
Ability to conceptualize therapeutic interventions from a family systems perspective and to implement family interventions when appropriate.	1	2	3	4	5	n/a
Ability to treat clients at high risk for violence or suicide.	1	2	3	4	5	n/a
Ability to contribute effectively to a multidisciplinary treatment plan and to engage in collaborative, interdisciplinary approaches to care.	1	2	3	4	5	n/a

Ability to effectively incorporate evidence-based methods into care and treatment, based on the literature pertinent to the presenting problems.	1	2	3	4	5	n/a
Ability to understand and integrate termination issues into therapy.	1	2	3	4	5	n/a

Ethics

Demonstrate mastery of ethical principles (including APA "Ethical Principles of Psychologists and Code of Conduct").	1	2	3	4	5	n/a
Apply ethical principles to all realms of professional practice (including APA "Ethical Principles of Psychologists and Code of Conduct").	1	2	3	4	5	n/a

Professional Development

Demonstrate initiative in accessing scientific literature and other relevant sources of information in order to inform clinical practice.	1	2	3	4	5	n/a
Work with supervisors in an open, non-defensive manner and integrate supervisory input into one's existing knowledge base and clinical settings.	1	2	3	4	5	n/a
Give constructive feedback to supervisors, training director, and other faculty about the training experience.	1	2	3	4	5	n/a
Develop the ability to make professional decisions independently.	1	2	3	4	5	n/a
Develop confidence in one's abilities and awareness of one's own limitations.	1	2	3	4	5	n/a
Develop one's identity as a psychologist and early career focus.	1	2	3	4	5	n/a
Present at least one didactic training to other interns and faculty in one's emerging area of clinical interest/expertise.	1	2	3	4	5	n/a
Ability to understand the role of a psychologist in a large,	1	2	3	4	5	n/a

public behavioral health setting.						
Ability to understand the many funding and operating challenges of the public behavioral health system.	1	2	3	4	5	n/a
Adheres to agency policies and procedures.	1	2	3	4	5	n/a
Maintains workflow, prioritizes tasks appropriately and uses time efficiently.	1	2	3	4	5	n/a
Follows schedule, is on time for shifts and appointments.	1	2	3	4	5	n/a
Follows attendance policies and procedures.	1	2	3	4	5	n/a

Cultural Diversity

Ability to routinely consider the influence of cultural factors (defined broadly to include age, sex, gender, race, national origin, religious identity, sexual identity, disability, and socioeconomic status) on the diagnostic evaluation process and its outcomes.	1	2	3	4	5	n/a
Ability to routinely consider the influence of cultural factors (defined broadly to include age, sex, gender, race, national origin, religious identity, sexual identity, disability, and socioeconomic status) when applying therapeutic interventions.	1	2	3	4	5	n/a
Ability to work effectively with clients from diverse cultural backgrounds.	1	2	3	4	5	n/a
Demonstrate commitment to understanding the experiences of persons from diverse cultural backgrounds.	1	2	3	4	5	n/a
Demonstrate commitment to attaining competence and professionalism in working with individuals from diverse cultural backgrounds.	1	2	3	4	5	n/a

Appendix E

Sample Intern Evaluation of Internship Abbreviated

Evaluation Instructions:

Please complete the form and turn it in to the Training Director, keeping a copy for your records. This form is required to be completed at the mid-point and completion of the internship, and more often if necessary.

This form is designed to allow the intern to evaluate the internship across a range of training domains. Using the expected internship experience as a base, evaluate the relevant items using the following ratings:

- 5 Outstanding Internship/supervisor consistently surpasses expectations.
- 4 Exceeds Internship/supervisor significantly exceeds expectations.
- 3 Meets Internship/supervisor meets expectations.
- 2 Needs Improvement Internship/supervisor is below expectations.
- 1 Inadequate Internship/supervisor does not meet minimum expectations.
- N/A Not applicable to this trainee.

Overall Evaluation:

Please summarize your overall evaluation of the internship, including the physical environment, supervision, and the learning experience. ...

Physical Site

Physical environment was safe.	1	2	3	4	5	n/a
An orientation was provided to the internship.	1	2	3	4	5	n/a
Adequate resources were available to accomplish tasks and responsibilities.	1	2	3	4	5	n/a
Co-workers were accepting and helpful.	1	2	3	4	5	n/a
Overall evaluation of physical site, facilities, and atmosphere.	1	2	3	4	5	n/a

Supervision

Supervisor provided a clear description of expectations.	1	2	3	4	5	n/a
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Regular feedback was provided on my progress and abilities.	1	2	3	4	5	n/a
An effort was made to make it a learning experience for me.	1	2	3	4	5	n/a
Supervisor provided levels of responsibility consistent with my abilities.	1	2	3	4	5	n/a
Supervisor was supportive of the agreed-upon work days and hours.	1	2	3	4	5	n/a
Overall evaluation of supervisor.	1	2	3	4	5	n/a

Learning Experience

Work experience related to my academic discipline and/or career goal.	1	2	3	4	5	n/a
Opportunities were provided to develop my assessment skills.	1	2	3	4	5	n/a
Opportunities were provided to develop my therapy skills.	1	2	3	4	5	n/a
Opportunities were provided to explore ethical issues.	1	2	3	4	5	n/a
Opportunities were provided to enhance professional development.	1	2	3	4	5	n/a
Opportunities were provided to develop my competency working with diverse clients.	1	2	3	4	5	n/a
This experience has helped prepare me for the workplace/postdoctoral work.	1	2	3	4	5	n/a
Overall evaluation of the learning experience.	1	2	3	4	5	n/a

Overall Evaluation

Overall evaluation for internship.	1	2	3	4	5	n/a
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Appendix F

Sample List of Documents for Intern File

Intern Name: _____ Training Year: _____

Clinical Supervisor(s): _____ Site: _____

Date Received	Due Date	Document	Person Responsible for Completion
		Application Documents (essay, CV, GWSI, APPI, LOR, etc)	TD
		Mid-Year Evaluation- From Supervisor	Clinical Supervisor
		Mid-Year Evaluation of Internship- From Intern	Intern
		Standard 3 month evaluation	Site
		Final Evaluation of Intern- From Supervisor	Clinical Supervisor
		Final Evaluation of Internship- From Intern	Intern
		Training Log- List of Training Attended	Intern
		Clinical Service Delivery Hours- CATT	TD
		Clinical Hours- Not documented by CATT	Intern
		Sample Note x 3	Intern
		Sample DAF x 2	Intern
		Sample ISP x 1	Intern
		Sample Termination Summary x 1	Intern
		Supervision Hours Log	Intern, countersigned
		Rotation Assignments	TD