

II. FISCAL IMPACT ANALYSIS

A. Five Year Summary of Fiscal Impact:

Fiscal Years	2015	2016	2017	2018	2019
Capital Expenditures	_____	_____	_____	_____	_____
Operating Costs	_____	_____	_____	_____	_____
External Revenues	_____	_____	_____	_____	_____
Program Income (County)	_____	_____	_____	_____	_____
In-Kind Match (County)	_____	_____	_____	_____	_____
NET FISCAL IMPACT	<u>0</u>	_____	_____	_____	_____
# ADDITIONAL FTE POSITIONS (Cumulative)	<u>0</u>	_____	_____	_____	_____

Is Item Included in Current Budget? Yes___ No X

Budget Account No.: Fund___ Dept___ Unit___ Object___

B. Recommended Sources of Funds/Summary of Fiscal Impact:

There is no fiscal impact at this time. Should the grant be awarded, a budget amendment will be brought to the Board for approval. There is no match requirement associated with this grant request.

C. Departmental Fiscal Review: Lochner Dine

III. REVIEW COMMENTS

A. OFMB Fiscal and/or Contract Dev. and Control Comments:

Sherry Brown
HDS 33
430 711 OFMB AK
7/1/15

Dr. J. Jacobson 7/17/15
Contract Dev. and Control
7-7-15 Wheel


B. Legal Sufficiency:

Helene C. Hingel 7-8-15
Assistant County Attorney

C. Other Department Review:

Department Director

THIS SUMMARY IS NOT TO BE USED AS A BASIS FOR PAYMENT.

APA Home | MyAPA (Log Out)  Cart (0)

AMERICAN PSYCHOLOGICAL ASSOCIATION

[About APA](#) | [Topics](#) | [Publications & Databases](#) | [Psychology Help Center](#) | [News & Events](#) | [Science](#) | [Education](#) | [Careers](#) | [Membership](#)

User Name: Shayna Ginsburg

Email: sginsbur@pbcgov.org

[Contact Us](#)

AsRegID: 186363

[Back to Home](#)**APA Grants for Internship Programs
Application Page 1**

Name of Internship Program: Youth Services Department, Palm Beach County
Website: www.pbcgov.com/youthservices/counseling
Affiliated Organization/Institution: Palm Beach County

*Required Attachment: Please upload a letter of support for this application from the Affiliated Organization/Institution that includes specific information about sustaining financial support for the program *** (Attachment 1)*

Program Director of Training
Name: Shayna Ginsburg, PsyD, Chief of Clinical Services, Education & Training
Phone: 561-233-4480
Email: sginsbur@pbcgov.org

Person Submitting Application (if different than Program Director)
Name: _____
Phone: _____
Email: _____
Mailing Address:
Street: 100 Australian Avenue, Suite 210
City: West Palm Beach
State: FL
Zip: 33406

Is the Internship program operated by a nonprofit entity? (This includes governmental agencies.) ☒ Yes ☐ No

*Required Attachment: If yes, please upload IRS determination letter *** (Attachment 2)
If no, the program does not qualify*

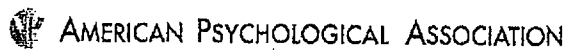
** Required field
*** Required attachments may be provided on the
Upload Attachments page of this application (page 4)*

Please complete all required fields before saving and moving to the next page

[Save & Next](#)

© 2015 American Psychological Association
750 First St. NE, Washington, DC 20002-4242
Telephone: (800) 374-2721; (202) 336-5500
TDD/TTY: (202) 336-6123

[APA Home](#) | [Contact](#) | [Press Room](#) | [Advertise](#) | [APA PsycNET®](#) | [Privacy Statement](#) | [Terms of Use](#) | [Accessibility](#) | [Website Feedback](#) | [Site Map](#) | [Help](#)

[About APA](#) | [Topics](#) | [Publications & Databases](#) | [Psychology Help Center](#) | [News & Events](#) | [Science](#) | [Education](#) | [Careers](#) | [Membership](#)

User Name: Shayna Ginsburg

Email: sginsbur@pbccgov.org

[Contact Us](#)

AsRegID: 186363

[Back to Home](#)**APA Grants for Internship Programs
Application Page 2**

Please provide federal tax identification number: 59-6000785

Number of current intern positions (2014-2015):

Full Time: 2

Half Time: 0

Number of projected intern positions (2015-2016):

Full Time: 2

Half Time: 0

If there is an anticipated increase in internship positions for 2015-2016, is this contingent on receipt of grant funding?

☒ Yes ☐ No

Number of licensed Psychologists part of internship program:

Full Time: 4

Half Time: 0

In what substantive area of professional psychology does your program provide training in:

☒ Clinical ☐ Counseling ☐ School**Description of internship program (max of 250 words):**

The Palm Beach County Youth Services Department (formerly Youth Affairs Division) provides family therapy, residential care, and psychological services to children and adolescents who are at risk for entering into the Florida Department of Juvenile Justice. The Division offers varying levels of care to families who need professional support in their efforts to develop healthy functioning children. Each intern will complete two rotations: six months in a residential setting and six months in a community-based, outpatient setting.

Outpatient Treatment and Prevention/Pschoeducation: The Youth and Family Counseling program serves families with children through age 22. Families seek services for many reasons, including behavioral and academic problems, parent-child relational problems, adjustment to parental separation, grief/loss, and abuse/neglect. The Education and Training Center provides primary prevention to children, parents, and families in addition to overseeing professional development through continuing education seminars and serving as a clinical placement for graduate students. Interns provide family therapy services utilizing a Brief Family Therapy model. Interns also facilitate parent education groups, complete psychological evaluations, and have opportunities to run community-based education presentations.

Residential Treatment: Highridge Family Center is a 60 bed, residential facility serving adolescents ages 11 to 16. Families seeking services struggle with conflicted family relations, poor academics, disruptive behavior, drug experimentation, poor peer group choices, and emotional difficulties. Residents are provided alternative education while they live at the facility Monday through Friday, returning to their homes on weekends to practice newly learned skills with their families. Interns provide family, group, and individual therapy in conjunction with behavior management and therapeutic milieu activities.

Is the training program completed within 24 months?

(12 months for full-time, 10 months for school psychology, or 24 months for part-time) ☒ Yes ☐ No

Does the training program have a designated leader who is a doctoral psychologist, credentialed to practice psychology in the jurisdiction of the program? (Attachment 3) ☒ Yes ☐ No
Required Attachment: If yes, please upload a copy of the leader's resume or curriculum vitae ***

Does the program inform students of due process procedures before beginning their training? (Attachment 4) ☒ Yes ☐ No
Required Attachment: If yes, please upload a copy of the due process policy, which should include notice, hearing, and appeal ***

Does the program further the understanding of cultural and individual diversity? ☒ Yes ☐ No

If yes, please provide information that addresses training in cultural and individual diversity issues and information that demonstrates the program's value of cultural and individual diversity (max 250 words):

The Youth Services training program requires an expected competency in diversity training and strives to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals. Diversity experiences and training are interwoven throughout the training program to ensure that trainees are both personally supported and well trained in this area.

Youth Services welcomes applicants from diverse backgrounds and believes that a diverse training environment contributes to the overall quality of the program. Youth Services provides equal opportunity to all prospective trainees and does not discriminate because of a person's race, color, religion, disability, sex, age, national origin, ancestry, marital status, familial status, sexual orientation, gender identity and expression, or genetic information, or any other factor that is irrelevant to success as a psychology trainee.

The population served by the Youth Services Department consists of children and adolescents ages 0-22, and their families, who reside in Palm Beach County and are in need of professional support to address social, emotional, and behavioral challenges as well as to improve family dynamics. Youth Services clients constitute a multi-ethnic population, with an especially large Spanish-speaking and Creole-speaking clientele. The population served includes many children and adolescents from single-parent households, blended families, and adoptive families. The population also includes a significant number of economically disadvantaged families and many undocumented families. Included in the population served by Youth Services is a considerable number of children and adolescents with trauma histories and/or exposure to domestic violence or abuse as well as a range of pathology, including mood and anxiety disorders, behavioral disorders, pervasive developmental disorders, and substance use/abuse.

Does the program provide students with written feedback on their performance at least twice each training year? (Attachment 5) ☒ Yes ☐ No
Required Attachment: If yes, please upload a copy of the Student Performance Evaluation Form ***

Does the program regularly engage in reviews of its goals and objectives? ☒ Yes ☐ No

If yes, please identify the goals, objectives and competencies for the training program (max 250 words):

It is expected that by the end of the internship year, interns will have accomplished the following goals:

- Goal #1: Interns will achieve competence appropriate to their professional developmental level in the area of evidence-based practice in intervention.
Goal #2: Interns will achieve competence appropriate to their professional developmental level in the area of evidence-based practice in assessment.
Goal #3: Interns will achieve competence appropriate to their professional developmental level in the area of ethical and legal standards.
Goal #4: Interns will achieve competence appropriate to their professional developmental level in the area of Individual and cultural diversity
Goal #5: Interns will achieve competence appropriate to their professional developmental level in the area of Research.
Goal #6: Interns will achieve competence appropriate to their professional developmental level in the area of Professional values and attitudes.
Goal #7: Interns will achieve competence appropriate to their professional developmental level in the area of Interprofessional and interdisciplinary consultation.
Goal #8: Interns will achieve competence appropriate to their professional developmental level in the area of Supervision.
Goal #9: Interns will achieve competence appropriate to their professional developmental level in the area of Communication and Interpersonal Skills.

The specific objectives and competencies associated with each of the aforementioned goals are listed on the Intern Evaluation Form attached.

Is supervision regularly scheduled to ensure that all full-time interns receive at least 4 hours (including a minimum of 2 hours with a licensed psychologist) of supervision each week? ☒ Yes ☐ No

Are interns given an opportunity to provide feedback to the program? (Attachment 6) ☒ Yes ☐ No
Required Attachment: If yes, Please upload a copy of the Intern Feedback Form ***

* Required field
*** Required attachments may be provided on the Upload Attachments page of this application (page 4)

Please complete all required fields before saving and moving to the next page

[Back to Previous Page](#)

[Save & Next](#)

© 2015 American Psychological Association
750 First St. NE, Washington, DC 20002-4242
Telephone: (800) 374-2721; (202) 336-5500
TDD/TTY: (202) 336-6123

[APA Home](#) [Contact](#) [Press Room](#) [Advertise](#) [APA PsychNET®](#) [Privacy Statement](#) [Terms of Use](#) [Accessibility](#) [Website Feedback](#) [Site Map](#) [Help](#)



- About APA
- Topics
- Publications & Databases
- Psychology Help Center
- News & Events
- Science
- Education
- Careers
- Membership

User Name: Shayna Ginsburg

Email: sginsbur@pbcgov.org

[Contact Us](#)

AsRegID: 186363

[Back to Home](#)

APA Grants for Internship Programs
Application Page 3

Does the program ensure that intern training requirements take precedence over service delivery and revenue generation? ☒ Yes ☐ No
If yes, please provide clarification how the program meets this goal (max 250 words):

Clinical activities performed by Interns are driven by their training needs and the program's goals and objectives and not for revenue generation or to meet productivity requirements. The Youth Services Department is funded by the Palm Beach County Board of Commissioners and services provided are not fee-for-service. Intern stipends are protected in the annual budget. Furthermore, there are no quotas applicable to Interns regarding the number of clients on their case load.

The Youth Services Department values training, which is evident by its ongoing approval by the American Psychological Association to sponsor continuing education for psychologists, and to provide continuing education to LCSW's, LMFT's, and LMHC's by the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. In addition, clinical supervision is built into the responsibilities of each of the training staff. Time provided for didactic trainings as well as clinical supervision is protected and given priority.

Required Attachment: Please upload the schedule of all seminar topics and presenters for the internship year *** (Attachment 7)
(with the expectation of a minimum of 2 hours per week)

Does the internship program provide a stipend to all interns? ☒ Yes ☐ No

If a stipend is already provided, how much is it? 23000

Which of the following priorities of this grant program does the program meet?

1. Expansion of current number of internship positions ☒ Yes ☐ No
2. Training to serve historically underserved populations ☒ Yes ☐ No
3. Preparation to work in integrated primary care and community health care settings ☒ Yes ☐ No

Budget:

Funds may be requested for APA-accreditation application fees, accreditation site visit fees, program consultation, administrative and supervisor support, intern stipends and benefits, and other direct costs in seeking accreditation. If funds remain after that time, a request for extension must be sent along with the required update. The maximum grant award will be \$20,000.

Details of the funding request/line-item budget (max 100 words per line-item):

Amount	Purpose	Justification
\$ 2250	Application Fee - Accredited Status	the fee would prevent us from applying for
\$ 2250	Annual Accreditation Fee	the fee would be a hardship if it were to co
\$ 3400	Site visit fee (2 visitors)	the fee would prevent us from applying for
\$ 2000	Intern Stipends for Insurance	The internship program has a designated s
\$ 6000	Consultation	to assist with successfully navigating the ar

Calculate total amount requested

Total amount requested: \$ 14900

Describe plans and timeline for seeking APA accreditation, including timeline for submitting self-study (max of 250 words):

The Youth Services Department doctoral psychology internship was created and became an Association of Psychology Postdoctoral and Internship Centers (APPIC) member in 2002, when the first class of two interns matriculated into the program. Each year, a cohort of two interns has participated in the internship. Youth Services Department, Palm Beach County is not currently accredited by the APA. This site is seeking APA Accreditation and expects to submit a self-study by December 1, 2015 with hopes to be site visited by the APA in 2016.

How will your internship program sustain financial support for the internship once the grant period ends (max of 250 words)?

The internship program's budget is received through funding from the Youth Services Department, which in turn, receives its funding through the Board of County Commissioners for Palm Beach County. The Department is committed to providing the necessary resources to ensure the internship program's success, contingent upon annual appropriations by the Board of County Commissioners. Moreover, each training site within the Division contributes resources which ensure that the internship program can achieve its goals and objectives, including dedicated staff time toward training and supervision, facilities, training materials, and clinical opportunities.

Palm Beach County ad valorem taxes are used to fund the annual budget, and monies are thereby distributed through the Board of County Commissioners to each Department within the County. The Youth Services Department allocates specific funding to cover the two intern stipends of \$23,000 and is committed to providing the necessary resources to ensure continuation of the doctoral internship program.

** Required field*

**** Required attachments may be provided on the Upload Attachments page of this application (page 4)*

Please complete all required fields before saving and moving to the next page

[Back to Previous Page](#)

[Save & Next](#)

© 2015 American Psychological Association
750 First St. NE, Washington, DC 20002-4242
Telephone: (800) 374-2721; (202) 336-5500
TDD/TTY: (202) 336-6123

[APA Home](#) [Contact](#) [Press Room](#) [Advertise](#) [APA PsycNET®](#) [Privacy Statement](#) [Terms of Use](#) [Accessibility](#) [Website Feedback](#) [Site Map](#) [Help](#)



About APA | Topics | Publications & Databases | Psychology Help Center | News & Events | Science | Education | Careers | Membership

User Name: Shayna Ginsburg Email: sginsbur@pb.gov.org [Contact Us](#)

AsRegID: 166353
APA Grants for Internship Programs
Application Page 4

[Back to Home](#)

Upload Attachments

Uploaded files must be in Microsoft Word or PDF format with a maximum size of 4MB.

To upload a file, Click Browse... to the right of the document type and navigate to the location on your computer where the file is located. After selecting the file, click the Upload File Button.

List of your uploaded files

	Attachment Number	Attachment Title
Delete	3	Training program designated leader's resume or curriculum vitae
Delete	4	Due process policy
Delete	5	Student Performance Evaluation Form
Delete	6	Intern Feedback Form
Delete	7	Schedule of all seminar topics and presenters for the internship year

Add Upload Files Below

- ☒ 1. Letter of support from the Affiliated Organization:
- ☒ 2. Nonprofit Entity IRS determination letter:
- ☒ 3. Training program designated leader's Curriculum Vitae:
- ☒ 4. Due process policy:
- ☒ 5. Student Performance Evaluation Form:
- ☒ 6. Intern Feedback Form:
- ☒ 7. Schedule of all seminar topics & presenters for the internship year:

Please complete all required fields before saving and moving to the next page

© 2015 American Psychological Association
750 First St. NE, Washington, DC 20002-4242
Telephone: (800) 374-2721; (202) 336-5500
TDD/TTY: (202) 336-6123

[APA Home](#) [Contact](#) [Press Room](#) [Advertise](#) [APA PsycNET®](#) [Privacy Statement](#) [Terms of Use](#) [Accessibility](#) [Website Feedback](#) [Site Map](#) [Help](#)

**APPROVED AS TO
TERMS AND CONDITIONS**

By:

Tammy K. Fields, Director, Youth Services

**APPROVED AS TO FORM AND
LEGAL SUFFICIENCY**

By:

Assistant County Attorney



June 24, 2015

RE: APA Grant Application for Internship Program

To Whom It May Concern:

This correspondence serves as a Letter of Support from the Youth Services Department Director with respect to the APA Grants for Internship Program application submitted by Palm Beach County to support the Youth Services Internship Program. The Youth Services Department (Department) is a leader in service delivery for low income families and underserved populations in Palm Beach County, helping to grow brighter futures for and transform the lives of youth and families in the community.

The mission of the Department is to "Administer programs and initiatives of the Board of County Commissioners to ensure the healthy growth, development, education, and transition of children and youth to young adulthood and the workforce." The Doctoral Internship program at the Department is offered through the Residential Treatment and Family Counseling Division (Division), offering specialized programs for families who need professional support in their efforts to raise healthy functioning children. Through compassionate, caring and comprehensive services, the Division maintains and strengthens the integrity of families. The Division is committed to fostering healthy individual and family functioning in families where youth have been identified as "at-risk" for entering the juvenile justice system, dropping out of school, getting involved with gangs, running away from home, substance use, and entering the child protective system. The Internship program is integral to the mission of the Department because its existence allows for high quality, low cost care in a workforce with critical shortages. Interns have allowed the county to continue to better serve the large population in need of professional support.

The Department's annual budget is primarily funded by ad valorem dollars. The Department receives annual appropriations from the Palm Beach County Board of County Commissioners (BCC), of which a portion is allocated to fund and support two intern stipends for the Education & Training section of the Division. Although the internship programs are contingent upon the annual appropriations to the Department by the BCC, the Department is committed to providing available resources to ensure continuation of the Internship program. Additionally, each training site within the Division contributes resources which assist the Internship program to achieve its goals and objectives, including the dedication of staff time toward training and supervision, facilities, training materials, and clinical opportunities.

In conclusion, I fully support the efforts to seek external funding to support the development of professional psychologists who will assist in offering professional support to a community in need. Please let me know if you require additional information. Thank you for your consideration of the grant application.

Sincerely,

A handwritten signature in black ink, appearing to read "Tammy K. Fields", is written over a horizontal line.

Tammy K. Fields, Director
Palm Beach County Youth Services

Youth Services Department

50 South Military Trail, Suite 203

West Palm Beach, FL 33415

(561) 242-5700

FAX: (561) 242-5708

www.pbcgov.com



**Palm Beach County
Board of County
Commissioners**

Shelley Vana, Mayor

Mary Lou Berger, Vice Mayor

Hal R. Valeche

Paulette Burdick

Steven L. Abrams

Melissa McKinlay

Priscilla A. Taylor

County Administrator

Robert Weisman

"An Equal Opportunity
Affirmative Action Employer"

Official Electronic Letterhead

CINCINNATI OH 45999-0038

001340.428400.2828.5036 1 AT 0.406 530



BOARD OF COUNTY COMMISSIONERS
PALM BEACH COUNTY
PO BOX 4036
WEST PALM BCH FL 33402



01340

RECEIVED

2014 MAR 27 AM 10:25

SHARON R. BOYD
BOARD OF CO COMMISSIONERS

CUT OUT AND RETURN THE VOUCHER AT THE BOTTOM OF THIS PAGE IF YOU ARE MAKING A PAYMENT,
EVEN IF YOU ALSO HAVE AN INQUIRY.

REC'D P/R

2014 MAR 27 PM 1:16

SHARON R. BOYD
BOARD OF CO COMMISSIONERS
PAYROLL

The IRS address must appear in the window.

0248254921

BODCD-TE

Use for payments

Letter Number: LTR4076C
Letter Date : 2014-03-27
Tax Period : 000000



596000785

INTERNAL REVENUE SERVICE

CINCINNATI OH 45999-0038



BOARD OF COUNTY COMMISSIONERS
PALM BEACH COUNTY
PO BOX 4036
WEST PALM BCH FL 33402

596000785 YH BOAR 00 2 000000 670 000000000000

CINCINNATI OH 45999-0038

In reply refer to: 0248254921
Mar. 27, 2014 LTR 4076C 0
59-6000785 000000 00

00024110

BODC: TE

REC'D P/R

2014 MAR 27 PM 1:16

BOARD OF COUNTY COMMISSIONERS
PALM BEACH COUNTY
PO BOX 4036
WEST PALM BCH FL 33402

SHARON R. BOON, CLERK
BOARD OF CO COMM PB CL
PAYROLL



001340

Federal Identification Number: 59-6000785
Person to Contact: Darlene Evans
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This responds to your request for information about your federal tax status. Our records do not specify your federal tax status. However, the following general information about the tax treatment of state and local governments and affiliated organizations may be of interest to you.

GOVERNMENTAL UNITS

Governmental units, such as States and their political subdivisions, are not generally subject to federal income tax. Political subdivisions of a State are entities with one or more of the sovereign powers of the State such as the power to tax. Typically they include counties or municipalities and their agencies or departments. Charitable contributions to governmental units are tax-deductible under section 170(c)(1) of the Internal Revenue Code if made for a public purpose.

ENTITIES MEETING THE REQUIREMENTS OF SECTION 115(1)

An entity that is not a governmental unit but that performs an essential government function may not be subject to federal income tax, pursuant to Code section 115(1). The income of such entities is excluded from the definition of gross income as long as the income (1) is derived from a public utility or the exercise of an essential government function, and (2) accrues to a State, a political subdivision of a State, or the District of Columbia. Contributions made to entities whose income is excluded income under section 115 may not be tax deductible to contributors.

TAX-EXEMPT CHARITABLE ORGANIZATIONS

An organization affiliated with a State, county, or municipal government may qualify for exemption from federal income tax under section 501(c)(3) of the Code, if (1) it is not an integral part of the government, and (2) it does not have governmental powers inconsistent with exemption (such as the power to tax or to exercise enforcement or regulatory powers). Note that entities may meet the requirements of both sections 501(c)(3) and 115 under certain circumstances. See Revenue Procedure 2003-12, 2003-1 C.B. 316.

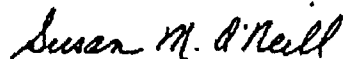
BOARD OF COUNTY COMMISSIONERS
PALM BEACH COUNTY
PO BOX 4036
WEST PALM BCH FL 33402

Most entities must file a Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code, to request a determination that the organization is exempt from federal income tax under 501(c)(3) of the Code and that charitable contributions are tax deductible to contributors under section 170(c)(2). In addition, private foundations and other persons sometimes want assurance that their grants or contributions are made to a governmental unit or a public charity. Generally, grantors and contributors may rely on the status of governmental units based on State or local law. Form 1023 and Publication 4220, Applying for 501(c)(3) Tax-Exempt Status, are available online at www.irs.gov/eo.

We hope this general information will be of assistance to you. This letter, however, does not determine that you have any particular tax status. If you are unsure of your status as a governmental unit or state institution whose income is excluded under section 115(1) you may seek a private letter ruling by following the procedures specified in Revenue Procedure 2007-1, 2007-1 I.R.B. 1 (updated annually).

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,



Susan M. O'Neill, Department Mgr.
Accounts Management Operations

Shayna M. Ginsburg, Psy.D.
Palm Beach County Youth Services Department
Residential Treatment and Family Counseling Division
Education and Training Center
100 Australian Avenue, Suite 210
West Palm Beach, Florida 33406
sginsbur@pbcgov.org
(561) 233-4460

Educational History

- 2007 Psy.D., Clinical Psychology, Child/Family Emphasis Area
Alliant International University, California School of Professional Psychology
San Francisco, CA
- 2004 M.A., Clinical Psychology, Child/Family Emphasis Area
Alliant International University, California School of Professional Psychology
San Francisco, CA
- 2002 B.A., Majors: Psychology and Government, Minor: Hebrew Language
Georgetown University, College of Arts and Sciences
Washington, D.C.

Licensure

Florida license to practice psychology: #PY7829

Professional Experience

- 2013-Present **Chief of Clinical Services: Education and Training**
Palm Beach County Youth Services Department
Education and Training Center –West Palm Beach, FL
- Administration and supervision of outpatient clinical services
 - Training director for APPIC member doctoral psychology internship, psychology post-doctoral program, and practicum student field placements
 - Development and maintenance of continuing education workshops and parent education programs
 - Implementation of outcome research study to determine therapy success
 - Provide community outreach
- 2008-2013 **Psychologist**
Palm Beach County Youth Affairs Division
Education Center –West Palm Beach, FL
- Provide outpatient family therapy to at-risk children, adolescents, and families
 - Facilitate parent education groups employing evidence based programs
 - Conduct psychological evaluations for intellectual, educational, social, emotional, and behavioral functioning
 - Diagnose behavioral, mental, and emotional disorders
 - Develop and present didactic trainings and continuing education workshops

- Supervise clinical psychology Master's and Doctoral-level practicum trainees and interns in provision of therapy, completion of psychological evaluations, and professional development
- 2007-2008 **Clinical Psychology Postdoctoral Resident**
Palm Beach County Youth Affairs Division
Youth Service Bureau – West Palm Beach, FL
- Provided outpatient family therapy to at-risk children, adolescents, and families Conducted psychological evaluations for intellectual, educational, behavioral, social, and emotional functioning
 - Developed grand rounds presentations
 - Facilitated group and individual parent education groups
 - Supervised therapy and psychological evaluations for clinical psychology practicum trainees
- 2006-2007 **Clinical Psychology Doctoral Intern**
Palm Beach County Youth Affairs Division
Youth Service Bureau / Highridge Family Center – West Palm Beach, FL
- Provided family therapy to at-risk children, adolescents, and families in outpatient and residential settings
 - Conducted psychological evaluations for intellectual, educational, behavioral, social, and emotional functioning
 - Led group as part of a diversionary program for court involved adolescents Facilitated parent education groups
 - Provided group therapy and psychoeducation to adolescents on a variety of therapeutic topics
 - Consulted with staff
 - Served as member of a multidisciplinary team.
- 2005- 2006 **Psychology Trainee**
Psychological Services Center – Oakland, CA
Child and Family Track
- Provided individual therapy to children and adolescents at outpatient clinic
 - Conducted psychological, psychoeducational, and neuropsychological evaluations
 - Provided therapeutic and consultative services in a school to children in a special day class
 - Led weekly skill-based groups addressing the needs of emotionally and behaviorally disturbed children
 - Attended multidisciplinary didactic trainings and seminars
- 2004-2005 **Psychology Trainee**
O.M.I. Family Center – San Francisco, CA
- Provided individual therapy and case management to children and adults
 - Led skill-based and support groups for children and adolescents
 - Conducted intake assessments, diagnosed individuals, and presented intakes at case conferences

- 2003-2004 **Psychology Trainee**
O.M.I. Family Center – San Francisco, CA
- Conducted intake assessments and telephone screenings
 - Co-led weekly psychoeducational groups for adults and social skills groups for children
 - Visited clients at board-and-care homes to provide supportive therapy

Related Work Experience

- 2005- 2006 **Therapist**
Edna Brewer Middle School – Oakland, CA
- Provided individual therapy to learning disabled and severely emotionally disturbed children in a special day class
 - Provided consultative and therapeutic services in a milieu setting
 - Led weekly groups designed specifically to address the special needs of individuals in the class, including impulse control, anger issues, and social skills
 - Conducted psychological, psychoeducational, and neuropsychological assessments
- 2004- 2006 **Suicide Prevention Hotline Volunteer**
Institute on Aging – San Francisco, CA
- Answered phone calls from and placed calls to a geriatric population with mental health concerns in order to provide emotional support, medication reminders, and well-being checks
 - Offered grief counseling, assessment, and crisis intervention
- 2004 – 2006 **Residential Group Home Relief Counselor**
Youth Homes, Inc. – Walnut Creek, CA
- Provided care to severely emotionally disturbed children and adolescents in group homes and shelters
 - Led support groups
 - Dispensed medications

Teaching Experience

- 2005- 2006 **Psychodiagnostic Assessment Teaching Assistant**
Alliant International University – San Francisco, CA
- Instructed and supervised graduate students in the administration, scoring, and interpretation of objective and projective psychological assessment tools
 - Evaluated student work and provided feedback

Publications

Ginsburg, S. & Moghaddam, F. (2003). Culture clash and patents: Positioning and intellectual property rights. In R. Harre and F. Moghaddam (Eds.) The self and others: Positioning individuals and groups in personal, political, and cultural contexts (pp.235-249). Westport: Praeger Publishers/Greenwood Publishing Group [Chapter]

Ginsburg, S. (Submitted). An Integrative Group Model Treatment Program for Binge Eating Disorder.

Professional Presentations

ADHD: Diagnosis, Presentation, and Treatment
Adult Learning Theory
Clinical Hypnosis with Children and Adolescents
Clinical Supervision
DSM-5: An Overview
Effective Interventions for Children and Adolescents with ADHD
Elimination Disorders
Ethics: Florida Laws & Rules
Ethics: Maintaining Professional Boundaries
Motivational Interviewing
Positive Parenting Skills
Resistance in Therapy

Professional Memberships

American Psychological Association (APA)

References

Available upon request

Palm Beach County Youth Services Department
Doctoral Internship in Psychology
Due Process Guidelines

Introduction

This document provides Youth Services interns and staff with an overview of the identification and management of trainee problems and concerns, a listing of possible sanctions, and an explicit discussion of the due process procedures. Also included are important considerations in the remediation of problems. We encourage staff and trainees to discuss and resolve conflicts informally, however if this cannot occur, this document was created to provide a formal mechanism for Youth Affairs to respond to issues of concern. This Due Process Document is divided into the following sections:

I. Definitions: Provides basic or general definitions of terms and phrases used throughout the document.

II. Responsibilities: Provides general descriptions of the responsibilities of both the trainee and the training program.

III. Evaluation and Review: Provides general information about evaluation of the trainee, supervisors, didactic activities, and training program.

IV. Due Process Procedures for Responding to a Trainee's Problematic Behavior: Provides our basic procedures, notification process, and the possible remediation or sanction interventions. Also includes the steps for an appeal process.

V. Grievance Procedures: Provides the guidelines through which an intern can informally and formally raise concerns about any aspect of the training experience or work environment. This section also includes the steps involved in a formal review of the intern by Youth Affairs.

I. Definitions

Trainee

Throughout this document, the term "trainee" is used to describe any person in training who is working in the agency including a psychology doctoral practicum student, doctoral psychology intern, postdoctoral psychology resident, social work intern, marriage and family therapy intern, or mental health counseling intern.

Site Supervisor

Throughout this document the term "site supervisor" is used to describe the staff member who oversees clinical activities at Youth Services.

Training Director

Throughout this document the term “training director” is used to describe the staff member who oversees training activities at Youth Services. The Training Director will always be consulted prior to consulting with the Youth Services Department’s Residential Treatment and Family Counseling Division Director.

Division Director

Throughout this document the term “division director” is used to describe the staff member who oversees the Youth Services Department’s Residential Treatment and Family Counseling Division.

Training Committee

Throughout this document the term “training committee” is used to describe the group comprised of the Training Director and the site supervisors.

Due Process

The basic meaning of due process is to inform and to provide a framework to respond, act, or dispute. Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that the Training Program identify specific procedures which are applied to all trainees’ complaints, concerns, and appeals.

Due Process Guidelines

1. During the orientation period, trainees will receive, in writing, Youth Services’ expectations related to professional functioning. The Training Director will discuss these expectations in both group and individual settings. Trainees will provide signatures to indicate they have received and understand the guidelines.
2. The procedures for evaluation, including when and how evaluations will be conducted, will be described. Such evaluations will occur at meaningful intervals.
3. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
4. Youth Services will communicate early and often with the trainee and the trainee’s academic program, when needed, if any suspected difficulties that are significantly interfering with performance are identified.
5. The Training Director will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. If a trainee wants to institute a grievance process, this document describes the steps of how a trainee may officially appeal this program’s action.
7. Youth Services’ due process procedures will ensure that trainees have sufficient time, as described in this due process document, to respond to any action taken by the program before the program’s implementation.
8. When evaluating or making decisions about a trainee’s performance, Youth Services staff will use input from multiple professional sources.
9. The Training Director will document in writing, and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

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; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment when a trainee's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problematic behavior typically becomes identified when one or more of the following characteristics exist:

1. The intern does not acknowledge, understand, or address the problem when it is brought to their attention;
2. When the quality of services delivered by the intern is sufficiently negatively affected;
3. The problem is not merely a deficit of skills that can be rectified by training;
4. More than one area of professional functioning is affected;
5. A disproportionate amount of attention by training personnel is needed in order to address the problem;
6. The intern's behavior does not change as a function of feedback, remediation efforts, or time;
7. The problematic behavior has potential ethical or legal ramifications if not addressed;
8. The intern's behavior negatively impacts the public view of the agency.
9. The problematic behavior negatively impacts the intern class.

II. Responsibilities

Responsibilities of the Internship Training Program. The Palm Beach County Youth Services Department seeks to provide the trainee with a learning environment that fosters the integration of personal values, attitudes, and functioning with professional functioning. General responsibilities include:

1. Provide psychology trainees with information regarding relevant professional standards and guidelines as well as a forum to discuss implementation of such standards.
2. Provide trainees with information about and an appropriate forum to discuss relevant legal regulations and ethical principles governing the practice of psychology.
3. The training program will provide written evaluations of the trainee's progress addressing knowledge and adherence to professional standards, professional skill competency, and relationship of personal functioning to the delivery of professional services. Evaluations are designed to facilitate change and professional growth.

The training program will maintain contact with the trainee's academic program regarding progress during the training year. The training program is also responsible for maintaining appropriate mechanisms for which inappropriate trainee behavior is brought to the attention of the trainee, grievance procedures, and due process guidelines.

Responsibilities of the Psychology Intern. The Palm Beach County Youth Services Department Doctoral Internship aims to provide the intern with the opportunity to begin assuming the role of a professional psychologist. The internship site makes available the setting, experience, and supervision to begin this process. At the beginning of each rotation, psychology interns and their primary supervisors are responsible for collaboratively formulating learning objectives. Intern objectives include the following:

1. Knowledge of and conformity to relevant professional standards, including but not limited to the APA Ethical Principles of Psychologists and Code of Conduct and the Florida Board of Psychology Statutes and Rules.
2. Acquisition of appropriate professional skills, including knowledge of psychopathology, application of ethical principles, child/adolescent development, diagnostic skills, assessment skills, psychotherapy intervention, and case management.
3. Management of personal functioning, such as recognizing the relationship between personal functioning and effectiveness as a professional psychologist, management of personal stress, effective time management, appropriate use of and response to supervision, psychological adjustment, development of professional identity, and meeting academic or educational demands.

III. Evaluation and Review

Evaluation of Supervisors, Training Program, and Didactics by Psychology Intern. Formal Evaluations of the clinical supervisors by psychology interns occur at the completion of each rotation. The psychology intern rates the supervisor on the quantity and quality of the supervision, and any aspects of the supervisory relationship. Additionally, the structure of the clinical rotation is evaluated, including rotation specific orientation and training, diversity of experiences and clients, and level of clinical challenge. The Formal Evaluation of Supervisor forms are submitted to and held by the Training Director until the supervisor has completed the evaluation of the psychology intern. This ensures that the evaluation of the intern by the supervisor is not affected by intern comments and feedback regarding the supervisor. The Training Director reviews all evaluations of supervisors by interns, and discusses any significant instances of concern with the supervisor. In the event that the Training Director is the intern's supervisor, the intern may elect to have another member of the Training Committee hold onto the intern's comments and feedback until after the intern is evaluated.

Didactic trainings are evaluated with Program Evaluation forms measuring the activity's objectives, speaker's knowledge, relevance of the topic, usefulness of the training, audio/visual aids, and the facility. The forms are collected and reviewed. Trainings rated positively and as useful are considered for the next training schedule. Those trainings rated negatively and not useful are not considered for future use or may be revised to better meet the needs of the trainees. At the final internship committee meeting, a review of the didactic training schedule is

completed with the training committee members and interns. Feedback from this meeting guides the decisions for the next class' training schedule.

Intern Evaluation. Evaluation of the intern's objectives should be a continuous process. Clinical supervisors may formally or informally evaluate interns at any time during their training, and submit their assessment of the intern's performance to the Internship Training Director or Internship Training Committee. At monthly meetings, the Training Committee reviews the performance and progress of each intern. At the end of each rotation, each clinical supervisor completes a formal evaluation of the intern, and the evaluation form is reviewed with the intern. The supervisor and the intern each sign the evaluation form, which is submitted to the Training Director for review. The Training Director then sends copies to the student's university-based Director of Clinical Training.

IV. Due Process Procedures to Respond to Problematic Behavior

A. Procedures for Responding to Inadequate Trainee Performance.

When a trainee is not performing at a satisfactory level of competence, or if a staff member or another trainee has concerns about a trainee's behavior, including but not limited to ethical or legal violations, professional incompetence, or clinical skills deficiencies, the following procedures will be initiated:

1. In some cases, it may be appropriate to speak directly to the trainee about these concerns and in other cases a consultation with the Training Director will be warranted. This decision is made at the discretion of the staff or trainee who has concerns.
2. Once informed of the specific concerns, the Training Director will determine if and how to proceed.
3. If the staff member who brings the concern to the Training Director is not the trainee's site supervisor, the Training Director will discuss the concern with the site supervisor(s).
4. The site supervisor is expected to discuss this with the intern, increase supervision/guidance, and direct the intern to other appropriate resources, such as didactics, individual therapy, etc. At this step, no formal communication with other members of the training committee is required. However, the site supervisor is responsible for documenting what concerns led to the discussion, any remedial steps that were agreed upon, and a timeline for completing the remedial activities.

Procedures for Continued Deficiencies in Intern Performance.

If performance deficiencies persist after discussion and remedial steps were taken, the site supervisor will communicate concerns in writing to the Training Director. [In the event the Training Director is the clinical supervisor, another member of the Training Committee is provided with documentation of the reported intern inadequacies.] This communication should include copies of any internal memoranda or documentation of prior discussion with the intern.

1. The supervisor and Training Director will meet to discuss the problem and determine what action needs to be taken.
2. The trainee will be notified in writing that such a meeting is occurring and will have the opportunity to provide a written statement in response.

3. A meeting between the site supervisor, the Training Director, and trainee takes place, during which the problem and the trainee's response are discussed.
4. The outcome of the meeting is to decide which courses of action to take. *See Section IV B below.*

B. Notification Procedures to Address Problematic Behavior or Inadequate Performance

It is important to have meaningful ways to address problematic behavior once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the problematic trainee, the clients involved, other trainees, the training staff, other agency personnel, and the community. All evaluative documentation will be maintained in the trainee's file. At the discretion of the Training Director, in consultation with the training committee, the trainee's academic program will be notified of any of the actions listed below. If at any time a trainee disagrees with the notifications, the trainee can appeal. *See Grievance Procedures - Section V.*

1. Verbal Notification to the trainee emphasizes the need to discontinue the inappropriate behavior under discussion.
2. Written Notification to the trainee formally acknowledges and includes:
 - a) that the site supervisor and training director are aware of and concerned with the behavior,
 - b) that the concern has been brought to the attention of the trainee,
 - c) if the concern is not egregious, that the site supervisor and training director will work with the trainee to rectify the problem or skill deficits, and
 - d) a description of the trainee's unsatisfactory performance, including:
 - i) actions needed by the trainee to correct the unsatisfactory behavior;
 - ii) the time line for correcting the problem;
 - iii) what sanction(s) may be implemented if the problem is not corrected; and
 - iv) notification that the trainee has the right to request an appeal of this action.

C. Remediation and Sanctions

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration. The remediation and sanctions listed below may not necessarily occur in that order. The severity of the problematic behavior plays a role in the level of remediation or sanction. The trainee's status will be reviewed at the end of the time period specified. The Training Director will inform the trainee's academic program of the problem, the rationale for the action, and the specific action to be completed by the trainee and training program. At the time of the review, the problem may be rectified or the trainee may be placed on probation. If at any time a trainee disagrees with the notifications, the trainee may grieve. *See Grievance Procedures - Section V.*

1. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying a trainee's schedule is an accommodation made to assist the trainee in responding to personal reactions

to environmental stress, with the full expectation that the trainee will complete the traineeship. This period will include more closely scrutinized supervision conducted by the site supervisor in consultation with the training director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include but are not limited to:

- a) increasing the amount of supervision, either with the same or additional supervisors;
- b) change in the format, emphasis, and/or focus of supervision;
- c) recommending personal therapy;
- d) reducing the trainee's clinical or other workload;
- e) requiring specific academic coursework.

The length of a schedule modification period will be determined by the site supervisor in consultation with the training director. The termination of the scheduled modification period will be determined, after discussions with the trainee, by the site supervisor in consultation with the training director.

2. Probation is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete the traineeship and to return the trainee to a more fully functioning state. Probation defines a relationship in which the site supervisor and training director systematically monitor, for a specific length of time, the degree to which the trainee addresses, changes, and/or otherwise improves the behavior. The trainee is informed of the probation in a written statement that includes:
 - a) the specific behaviors associated with the unsatisfactory performance;
 - b) the remediation plan for rectifying the problem;
 - c) the time frame for the probation during which the problem is expected to be ameliorated;
 - d) the procedures to ascertain whether the problem has been appropriately rectified.

Additionally, the Training Director will notify the trainee's academic program of the probation status, conditions, and time frame. If the training director determines that there has not been sufficient improvement in the trainee's behavior to remove the Probation or modified schedule, then the training committee will discuss possible courses of action to be taken. The training director will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include a revised remediation plan, which may include continuation of the current remediation efforts for a specified time period or implementation of additional recommendations. Additionally, the training director will communicate that if the trainee's behavior does not change, the trainee will not successfully complete the training program.

3. Suspension of Direct Service Activities requires a determination that the welfare of the trainee's client(s) or the community has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the training committee. At the end of the suspension period, the training committee will assess the trainee's capacity for effective functioning and determine if and when direct service can be resumed.

4. Leave of Absence involves the temporary withdrawal of all responsibilities and privileges at Youth Affairs. If the Probation Period, Suspension of Direct Service Activities, or Leave of Absence interferes with the successful completion of the training hours needed for completion of the traineeship, this will be noted in the trainee's file and the trainee's academic program will be informed. The training director will inform the trainee of the effects the leave of absence will have on the trainee's stipend, privileges, and estimated date of completion.
- 5a. Dismissal from the Training Program involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the training committee will discuss with the Division Director the possibility of termination from the training program. Either administrative leave or dismissal 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 trainee is unable to complete the training program due to physical, mental, or emotional illness. The Division Director will make the final decision about dismissal.
- 5b. Immediate Dismissal involves the immediate permanent withdrawal of all agency responsibilities and privileges. Immediate dismissal would be invoked, but is not limited to 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 trainee is unable to complete the training program due to physical, mental, or emotional illness. In addition, in the event a trainee compromises the welfare of a client(s), the agency, or the community by an action(s) which generates grave concern from the supervisor(s) or Training Director, the Division Director may immediately dismiss the trainee from Youth Affairs. This dismissal may bypass steps identified in notification procedures (Section IV B) and remediation and sanctions alternatives (Section IV C). When a trainee has been dismissed, the Training Director will communicate to the trainee's academic program that the trainee has not successfully completed the training program.

V. Grievance Procedures

In the event that a trainee has a complaint or grievance against a supervisor, staff member, other trainee, or the training program itself and wishes to file a formal grievance, the following procedure should take place:

1. Bring the issue to the supervisor, staff member, other trainee, or Training Director in an effort to resolve the problem.
2. If there is no resolution, or if it is inappropriate to bring the issue to the other person, the problem should be brought to the Training Director. If the Training Director is not available or is the object of the complaint or grievance, the issue should be raised with the Division Director.
3. If the Training Director or Division Director is unable to resolve the issue, a Training Committee member acceptable to the intern will be chosen to attempt resolution of the matter. Documentation from both parties will be sought.

4. If mediation is unsuccessful, the Training Director will convene a review panel consisting of the Training Director, Training Committee members, and the Division Director. If the complaint or grievance is against a staff member from another discipline, an additional Review Panel member from that discipline may be chosen. The Review Panel will review all documentation and, if necessary, have an opportunity to interview the parties. The Review Panel has final discretion regarding the outcome.
5. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts that are unable to be resolved through informal means. Nothing here precludes attempted resolution of difficulties by adjudication at a school or university level. Interns who pursue grievances in good faith will not experience any adverse personal or professional consequences.

In the event that a trainee does not agree with any of the aforementioned notifications, remediation, or sanctions, the following procedure is to occur:

1. The trainee should file a formal appeal in writing with all supporting documents, with the Training Director. The trainee must submit this appeal within five work days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).
2. The Training Committee will convene a review hearing within three work days of receiving the trainee's written grievance. The trainee's challenge is heard and evidence is presented. The trainee has the right to hear all of the facts and have the opportunity to dispute or explain his or her behavior. The Training Committee makes a decision by majority vote on what action is to be taken.
3. Within three work days of the review hearing, the Training Director and the trainee meet to discuss the decision, and a written copy of the decision is provided to the trainee and the trainee's graduate program Director of Clinical Training.
4. The trainee has three work days to accept or appeal, in writing, the Training Committee's decision. If the trainee appeals, another hearing is convened within five work days, with the Training Committee and the Division Director present. The trainee may have a representative in attendance. Evidence is presented and the Training Committee and Division Director make a decision. This decision is presented in writing to the trainee and the trainee's academic program within three work days.



Palm Beach County Youth Services Department
Intern Evaluation
Doctoral Internship Goals, Objectives, and Competencies

Intern Name:

Rotation (choose one): Residential - Highridge Family Center

Outpatient – Education and Training/Youth and Family Counseling

Date Evaluation Completed:

Supervisor Completing Form:

Type of Review:

Initial Review

Mid-Placement

Final Review

Other (please describe):

Rate each item by responding to the following questions using the scale below:

**Unsatisfactory/
Fails to meet
Expectations**

**Fair/
Marginally
meets
Expectations**

**Good/
Meets
Expectations**

**Very Good/
Exceeds
Expectations**

**Superior/
Surpasses
Expectations**

**No
Opportunity
to Observe**

1

2

3

4

5

N/O

If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

Comments should be provided for each training goal. Near the end of the rating form you will also have the opportunity to provide a narrative evaluation of the trainee's current level of competence.

Unsatisfactory/
Fails to meet
Expectations

Fair/
Marginally
meets
Expectations

Good/
Meets
Expectations

Very Good/
Exceeds
Expectations

Superior/
Surpasses
Expectations

No
Opportunity
to Observe

1

2

3

4

5

N/O

YOUTH SERVICES DEPARTMENT

Doctoral Internship Goals, Objectives, and Competencies

I. EVIDENCE BASED PRACTICE IN INTERVENTION	1	2	3	4	5	N/O
A. Case Conceptualization and Treatment Planning.						
<i>Appropriately conceptualizes and describes presenting issues.</i>	1	2	3	4	5	N/O
B. Implementation of Therapeutic Interventions.						
<i>Demonstrates ability to use and prioritize interventions consistent with client's clinical presentation.</i>	1	2	3	4	5	N/O
<i>Applies EBP concepts in implementation of interventions.</i>	1	2	3	4	5	N/O
C. Crisis Intervention						
<i>Appropriately assess for risk of harm to self or others.</i>	1	2	3	4	5	N/O
<i>Demonstrates capacity to manage high-risk clinical situations effectively and ethically.</i>	1	2	3	4	5	N/O
D. Therapeutic Skills						
<i>Builds rapport with most clients.</i>	1	2	3	4	5	N/O
<i>Demonstrates self-awareness and impact of self on therapeutic relationship.</i>	1	2	3	4	5	N/O
<i>Appropriately uses and responds to non-verbal communication.</i>	1	2	3	4	5	N/O
<i>Recognizes client response to treatment and adapts treatment accordingly.</i>	1	2	3	4	5	N/O
<i>Demonstrates skill in multiple treatment modalities</i>	1	2	3	4	5	N/O
<i>Demonstrates flexibility in building therapeutic relationship and implementing treatment based upon client's perspective/context.</i>	1	2	3	4	5	N/O
<i>Terminates therapy appropriately and effectively.</i>	1	2	3	4	5	N/O

COMMENTS:

Unsatisfactory/
Fails to meet
Expectations

Fair/
Marginally
meets
Expectations

Good/
Meets
Expectations

Very Good/
Exceeds
Expectations

Superior/
Surpasses
Expectations

No
Opportunity
to Observe

1

2

3

4

5

N/O

II. EVIDENCE BASED PRACTICE IN ASSESSMENT						1	2	3	4	5	N/O
A. Diagnostic Skill											
Demonstrates a thorough working knowledge of psychological diagnostic nomenclature.						1	2	3	4	5	N/O
Utilizes historical, interview, and psychometric data to diagnose accurately.						1	2	3	4	5	N/O
Uses effective decision-making process to determine diagnoses						1	2	3	4	5	N/O
B. Instrument Selection, Administration, and Scoring											
Selects appropriate assessment instruments.						1	2	3	4	5	N/O
Accurately administers and scores assessment instruments.						1	2	3	4	5	N/O
Demonstrates skill in using multiple instruments within specified assessment domains.						1	2	3	4	5	N/O
C. Test Interpretation											
Appropriately interprets results of assessment instruments.						1	2	3	4	5	N/O
D. Clinical Formulation											
Identifies and synthesizes relevant data into a cohesive understanding of client's functioning and treatment needs.						1	2	3	4	5	N/O
Generates recommendations consistent with assessment findings.						1	2	3	4	5	N/O
E. Report Writing											
Integrates relevant data to answer presented assessment questions in psychological report.						1	2	3	4	5	N/O
Writes reports in a professional manner appropriate to audience.						1	2	3	4	5	N/O
F. Communicating Results											
Appropriately conveys assessment results, conclusions, and recommendations to client and relevant parties.						1	2	3	4	5	N/O

COMMENTS:

Unsatisfactory/
Fails to meet
Expectations

Fair/
Marginally
meets
Expectations

Good/
Meets
Expectations

Very Good/
Exceeds
Expectations

Superior/
Surpasses
Expectations

No
Opportunity
to Observe

1

2

3

4

5

N/O

III. INTER-PROFESSIONAL AND INTERDISCIPLINARY CONSULTATION						
	1	2	3	4	5	N/O
A. Multidisciplinary Collaboration						
Demonstrates an understanding of using a team approach to provide clinical services.	1	2	3	4	5	N/O
Collaborates with supervisors, staff, and other trainees across discipline within own agency.	1	2	3	4	5	N/O
Collaborates with professionals across agencies.	1	2	3	4	5	N/O
B. Theories and Methods of Consultation						
Demonstrates a knowledge of theories and methods of consultation.	1	2	3	4	5	N/O

COMMENTS:

IV. SUPERVISION						
	1	2	3	4	5	N/O
A. Theories and Methods of Supervision						
Demonstrates knowledge of models of supervision	1	2	3	4	5	N/O
B. Effective use of Supervision						
Demonstrates an understanding of the supervision process	1	2	3	4	5	N/O
Respectfully communicates supervision needs and preferences	1	2	3	4	5	N/O
Seeks supervision to address challenges and barriers in clinical work.	1	2	3	4	5	N/O
Arrives adequately prepared for supervision.	1	2	3	4	5	N/O
Demonstrates openness and non-defensiveness in supervision.	1	2	3	4	5	N/O
Demonstrates willingness and ability to integrate feedback to improve clinical skills and to further professional development.	1	2	3	4	5	N/O
Works with supervisor to set goals and tracks progress toward and achieving goals.	1	2	3	4	5	N/O

COMMENTS:

Unsatisfactory/
Fails to meet
Expectations

Fair/
Marginally
meets
Expectations

Good/
Meets
Expectations

Very Good/
Exceeds
Expectations

Superior/
Surpasses
Expectations

No
Opportunity
to Observe

1

2

3

4

5

N/O

V. CULTURAL AND INDIVIDUAL DIVERSITY	1	2	3	4	5	N/O
A. Cultural Awareness						
<i>Demonstrates an understanding of how individual and cultural diversity affects psychological and personality development.</i>	1	2	3	4	5	N/O
<i>Demonstrates awareness and respect for individual and cultural differences with clients.</i>	1	2	3	4	5	N/O
<i>Demonstrates awareness and respect for individual and cultural differences with supervisors, staff, and other trainees.</i>	1	2	3	4	5	N/O
B. Effects of Cultural Considerations on Clinical Activities						
<i>Considers cultural issues in case conceptualization and diagnosis.</i>	1	2	3	4	5	N/O
<i>Considers cultural issues in selection of assessment and treatment modalities.</i>	1	2	3	4	5	N/O
<i>Demonstrates understanding of own cultural background and its impact on work with diverse clients.</i>	1	2	3	4	5	N/O
C. Evidence-Informed approach to cultural considerations						
<i>Utilizes scholarly literature and other resources to inform practice with diverse clients.</i>	1	2	3	4	5	N/O

COMMENTS:

Unsatisfactory/
Fails to meet
Expectations

Fair/
Marginally
meets
Expectations

Good/
Meets
Expectations

Very Good/
Exceeds
Expectations

Superior/
Surpasses
Expectations

No
Opportunity
to Observe

1

2

3

4

5

N/O

VI. RESEARCH	1	2	3	4	5	N/O
A. Application of Scientific Knowledge to Practice						
Demonstrates knowledge of theories and methods of program evaluation.	1	2	3	4	5	N/O
Integrates evidence-based theoretical/conceptual framework into practice.	1	2	3	4	5	N/O
Demonstrates an understanding and ability to effectively communicate individual theoretical approach to client interventions.	1	2	3	4	5	N/O
Utilizes scholarly literature in determining treatment approach.	1	2	3	4	5	N/O
Utilizes supervision to discuss how to apply scientific knowledge in work with clients.	1	2	3	4	5	N/O
COMMENTS:						

VII. ETHICAL AND LEGAL STANDARDS	1	2	3	4	5	N/O
A. Knowledge of Ethical, Legal, and Professional Standards						
Demonstrates knowledge of APA Ethical Principles.	1	2	3	4	5	N/O
Demonstrates knowledge of Federal and State Laws for Psychologists.	1	2	3	4	5	N/O
Consults with supervisor on ethical issues or potential issues in clinical work.	1	2	3	4	5	N/O
B. Adherence to Ethical Principles and Guidelines						
Demonstrates ethical conduct with clients, co-workers, and others.	1	2	3	4	5	N/O
Demonstrates the ability to use a systemized approach in dealing with ethical concerns.	1	2	3	4	5	N/O
COMMENTS:						

Unsatisfactory/
Fails to meet
Expectations

Fair/
Marginally
meets
Expectations

Good/
Meets
Expectations

Very Good/
Exceeds
Expectations

Superior/
Surpasses
Expectations

No
Opportunity
to Observe

1

2

3

4

5

N/O

VIII. PROFESSIONAL VALUES AND ATTITUDES	1	2	3	4	5	N/O
A. Professional Awareness						
Demonstrates awareness of setting and systemic functioning, and works appropriately within that setting	1	2	3	4	5	N/O
Attends and engages in scheduled appointments, training activities, and meetings consistently and on-time	1	2	3	4	5	N/O
B. Interpersonal Relationships						
Communicates with clients, supervisors, and others in a professional and respectful manner	1	2	3	4	5	N/O
Maintains appropriate boundaries in professional and clinical relationships	1	2	3	4	5	N/O
C. Self Awareness						
Demonstrates appropriate physical conduct, including attire, consistent with context.	1	2	3	4	5	N/O
Engages in self-reflection and demonstrates understanding of the impact of self on others	1	2	3	4	5	N/O
Demonstrates effective self-care.	1	2	3	4	5	N/O
Demonstrates professionalism across all settings/situations related to professional role	1	2	3	4	5	N/O
D. Clinical Documentation						
Writes professional case notes and other clinical documentation.	1	2	3	4	5	N/O
Completes all required documentation in a timely manner.	1	2	3	4	5	N/O
E. Case Management						
Demonstrates effective management of clinical responsibilities.	1	2	3	4	5	N/O
Follows proper procedure in protecting client information and case files.	1	2	3	4	5	N/O

COMMENTS:

Unsatisfactory/
Fails to meet
Expectations

Fair/
Marginally
meets
Expectations

Good/
Meets
Expectations

Very Good/
Exceeds
Expectations

Superior/
Surpasses
Expectations

No
Opportunity
to Observe

1

2

3

4

5

N/O

IX. COMMUNICATION AND INTERPERSONAL SKILLS						
	1	2	3	4	5	N/O
A. Provides Clear and Effective Written Communication						
Provides clear, effective written communication in written clinical notes and assessment reports.	1	2	3	4	5	N/O
Provides clear, effective written communication when engaging with other professionals.	1	2	3	4	5	N/O
B. Exemplifies Respectful and Professional Interpersonal Skills						
Consults and cooperates with other disciplines in the service of clients.	1	2	3	4	5	N/O
Provides a clear overview to others regarding behavioral health issues.	1	2	3	4	5	N/O
Demonstrates the ability to respond to questions from non-behavioral health professionals regarding general behavioral health issues and concerns on behalf of clients.	1	2	3	4	5	N/O
Demonstrates the ability to communicate effectively and professionally to all audiences.	1	2	3	4	5	N/O
C. Presents Scholarly Information to an Audience of Professionals.						
Prepares information appropriate to the education and experiences of participants.	1	2	3	4	5	N/O
Delivers information in a manner appropriate for adult learners.	1	2	3	4	5	N/O

COMMENTS:

Overall Assessment of Intern's Current Level of Competence

Please provide a brief narrative summary of your overall impression of this intern's current level of competence. In your narrative, please be sure to address the following questions:

What are the intern's particular strengths?

What are the intern's particular weaknesses?

Do you believe that the intern has reached the level of competence expected by the program at this point in training?

If applicable, is the intern ready to move to the next level of training, or independent practice?

Training Director: _____ Date: _____

Site Supervisor: _____ Date: _____

Intern: _____ Date: _____



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

I. INTERN INFORMATION

This Program Evaluation is utilized by Palm Beach County Youth Services Department to continually enhance its training program. All responses are reviewed by the Training Director and shared with the Training Committee, and your feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the Training Committee to address the problematic item, so please include detailed explanatory comments whenever applicable in order to help us respond most effectively.

1. Your full name:

2. Current Rotation:

- ☐ **Outpatient:** Education and Training Center/Youth & Family Counseling
- ☐ **Residential:** Highridge Family Center



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

II. WEEKLY GROUP TRAINING ACTIVITIES

3. Didactic Training (Wednesday mornings)

	Poor	Fair	Good	Very Good	Excellent
Overall quality of lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of lecture topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Group Supervision (Thursday mornings)

	Poor	Fair	Good	Very Good	Excellent
Overall Quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance/Usefulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please provide additional comments/feedback about the group training activities:



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

III. OVERALL QUALITY OF TRAINING IN MAJOR AREAS OF PROFESSIONAL FUNCTIONING

For the following questions, please consider the training you have received through didactic and professional development opportunities, as well as, experiential training.

6. Evidence-Based Practice in Intervention

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comment	<div></div>				

7. Evidence-Based Practice in Assessment

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comment	<div></div>				

8. Ethical and Legal Standards

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comment	<div></div>				

9. Individual and Cultural Diversity

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

III. OVERALL QUALITY OF TRAINING IN MAJOR AREAS OF PROFESSIONAL FUNCTIONING

For the following questions, please consider the training you have received through didactic and professional development opportunities, as well as, experiential training.

10. Research (Application of scientific knowledge to practice)

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

11. Professional Values and Attitudes

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

12. Inteprofessional and Interdisciplinary Consultation

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

13. Supervision (Participation as Supervisee)

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

14. Communication and Interpersonal Skills

	Poor	Fair	Good	Very Good	Excellent
Quality of Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment

15. Please provide additional comments/feedback about the Youth Services Department's overall training in the major areas of professional functioning.



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

IV. PRIMARY TRAINING SITE

16. Training Site (Current Rotation)

	Poor	Fair	Good	Very Good	Excellent
Overall quality of training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clarity of expectations and responsibilities for Intern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breadth of clinical intervention experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of clinical challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfaction with number of client contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paperwork load	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate level of independence for intern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Case load at current rotation was appropriate to meet educational needs

☐ Yes

☐ No

18. Please provide additional comments/feedback about your current rotation site:



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

V. SUPERVISION

19. Helpfulness of Supervision

	Poor	Fair	Good	Very Good	Excellent
Rotation Site Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Availability of Supervisors

	Poor	Fair	Good	Very Good	Excellent
Rotation Site Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Supervisors as Role Models

	Poor	Fair	Good	Very Good	Excellent
Rotation Site Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Frequency of Supervision

	Poor	Fair	Good	Very Good	Excellent
Rotation Site Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

23. Intern's Satisfaction with Supervision

	Poor	Fair	Good	Very Good	Excellent
Rotation Site Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Effectiveness of Teaching

	Poor	Fair	Good	Very Good	Excellent
Rotation Site Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training Director	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please provide additional/feedback about your supervision experience:



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

VI. MISCELLANEOUS

26. Orientation to the Internship program and services provided by the Division

	Poor	Fair	Good	Very Good	Excellent
Overall quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/Recommendations for enhancement

27. Orientation to current rotation (outpatient or residential)

	Poor	Fair	Good	Very Good	Excellent
Overall quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/Recommendations for enhancement

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

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



YOUTH SERVICES DEPARTMENT INTERNSHIP PROGRAM EVALUATION

VII. THANK YOU!

Thank you for your very important feedback!

Didactic Schedule 2014-2015					
DATE	TIME	LOCATION	TOPIC	SPEAKER	CEs
8/11/2014	1:00-3:00pm	Site specific	YA Orientation for Psychology Doctoral Interns	Shayna, Twila	
8/13/2014	9:30am-11:30am	Ed Center	Orientation for students and new staff	Shayna, Twila, Tanya	
8/20/2014	9:30am-11:30am	Ed Center	Compassion Fatigue	Shayna Ginsburg	
8/27/2014	9:30am-11:30am	Ed Center	Clinical interviewing	Shayna Ginsburg	
9/3/2014	9:30-11:30am	Ed Center	CMP Training for New Users	Tanya, Shayna	
9/10/2014	8:30-11:30am	HRFC	Understanding Families	Richard Pytel	3 CE's
9/17/2014	9:30-11:30am	HRFC	Genograms	Richard Pytel	2 CE's
9/24/2014	9:30-11:30am	HRFC	Youth Court, FVIP	Scott Dean, Brian Hardwick, Amanda Rowe	
10/1/2014	9:30-11:30am	HRFC	Ethics: Florida Laws and Rules	Shayna Ginsburg & Laura Levin	2 CE's
10/8/2014	9:30-11:30am	HRFC	Autism Spectrum Disorder	Kelly Everson	2 CE's
10/15/2014	9:30-11:30am	Ed Center	Psychological Evaluations	Shayna Ginsburg	
10/22/2014	9:30-11:30am	HRFC	Neurodevelopmental Disorders in Adolescence	Dennette Hall	2 CE's
10/29/2014	9:30-11:30am	HRFC	Therapeutic Alliance in Adolescence	Laura Levin	2 CE's
11/5/2014	9:30-11:30am	HRFC	Ethics: Boundaries	Shayna Ginsburg & Laura Levin	2 CE's
11/12/2014	9:30-11:30am	HRFC	Understanding the Baker Act Process for Youth	Seth Bernstein, Sharon Tarlow, Kim Williams	2 CE's
11/19/2014	9:30-11:30am	HRFC	DSM-5	Kelly Everson	2 CE's
11/26/2014			HAPPY THANKSGIVING		
12/3/2014	9:30-11:30am	HRFC	Suicidality	Kelly Everson	2 CE's
12/10/2014	9:00-11:30am	Ed Center	Psychology Internship Application Review	Internship Committee	
12/17/2014	9:30-11:30am	HRFC	Motivational Interviewing	Shayna Ginsburg	2 CE's
12/24/2014			HAPPY HOLIDAYS		
12/31/2014			HAPPY HOLIDAYS		
1/7/2015		HRFC	INTERVIEWS	Internship Committee	
1/14/2015		HRFC	INTERVIEWS	Internship Committee	
1/21/2015	9:00-11:30am	Ed Center	Psychology Internship Rank List Meeting	Internship Committee	
1/28/2015	9:30-11:30am	Ed Center	Professional Development: CVs, Post Docs, Licensure	Shayna Ginsburg	
2/4/2015	9:30-11:30am	HRFC	Attachment Theory and Mentalization	Susan Boklaga	2CE's
2/11/2015	9:30-11:30am	HRFC	Teen Dating Violence Prevention	Ché Hurt	2 CE's
2/18/2015	9:30-11:30am	HRFC	Structural/Strategic Family Therapy Pt1	Kelly Everson	2 CE's
2/25/2015	9:30-11:30am	HRFC	Structural/Strategic Family Therapy Pt2	Kelly Everson	2 CE's
3/4/2015	9:30-11:30am	HRFC	Domestic Violence	Randee Kogan & Amber Ahern- Victim Service	2 CE's
3/11/2015	9:30-11:30am	HRFC	Immigration Law 101	Shane O'Meara- Legal Aid Society	

3/18/2015	9:30-11:30am	HRFC	Treatment of Co-Occurring Disorders in Adolescents	Kelly Everson	2 CE's
3/19/2014	9:00am-4:00pm	HRFC	CPI	John Harre	
3/25/2015	9:30-11:30am	HRFC	Clinically Sensible Evidence Based Treatment	Laura Levin	2 CE's
4/1/2015	9:30-11:30am	HRFC	Exceptional Student Education	Cheryl Harris	
4/8/2015	9:30-11:30am	HRFC	Self Injurious Behavior	Stephanie Larson	2 CE's
4/15/15	9:30-11:30am	HRFC	Religion-Related Child Maltreatment	Malissa Tigges	2 CE's
4/22/2015	9:30-11:30am	HRFC	Colorism	Ché Hurt	2 CE's
4/29/2015	9:30-11:30am	HRFC	Microaggressions and Marginalized Populations	Malissa Tigges	2 CE's
5/6/2015	9:30-11:30am	HRFC	Trauma in Children & Adolescents Pt 1	Laura Levin	2 CE's
5/13/2015	9:30-11:30am	HRFC	Trauma in Children & Adolescents Pt 2	Laura Levin	2 CE's
5/20/2015	9:30-11:30am	HRFC	Providing Parent Support for Clinicians	Kelly Everson	
5/27/2015	9:30-11:30am	HRFC	Clinical Supervision	Shayna Ginsburg	2 CE's
6/3/2015	9:30-11:30am	HRFC	Crimes Against Children	Twiler Smith, Randee Kogan, Edward Russo	2 CE's
6/10/2015	9:30-11:30am	HRFC	ADHD and Co-Occurring Diagnoses	Brandi Rials	2 CE's
6/17/2015	9:30-11:30am	HRFC	Group Therapy Part 1	Brandi Rials	2 CE's
6/24/2015	9:30-11:30am	HRFC	Group Therapy Part 2	Brandi Rials	2 CE's
7/1/2015	9:30-11:30am	HRFC	Working with Children of Incarcerated Parents	Malissa Tigges	
7/8/2015	9:30-11:30am	HRFC	Compassion Fatigue	Shayna Ginsburg & Ché Hurt	
7/15/2015	9:30-11:30am	HRFC	Shame and Resiliency	Kris Gross	
7/22/2015	9:30-11:30am	HRFC	Bullying	Kelly Kamel	2 CE's
7/29/2015	9:30-11:30am	HRFC	Adoption	Laura Levin	
8/5/2015	9:30-11:30am	TBD	Intern Retreat	Internship Committee	



Youth Services Department
 50 South Military Trail, Suite 203
 West Palm Beach, FL 33415
 (561) 242-5700
 FAX: (561) 242-5708
 www.pbcgov.com

**Palm Beach County
 Board of County
 Commissioners**

Shelley Vana, Mayor
 Mary Lou Berger, Vice Mayor
 Hal R. Valeche
 Paulette Burdick
 Steven L. Abrams
 Melissa McKinlay
 Priscilla A. Taylor

County Administrator

Robert Weisman

TO: Honorable Shelley Vana, Mayor
 and Board of County Commissioners

FROM: Tammy K. Fields, Director
 Youth Services Department

THRU: Jon Van Arnam, Assistant County Administrator
 County Administration

DATE: June 24, 2015

RE: *2015 APA Grants for Internship Program – due June 30, 2015*

Pursuant to Section 309.00 of the Palm Beach County Administrative Code and PPM#CW-F-003, your signature is required for Youth Services grant application to the American Psychological Association's (APA) Grants for Internship Program (grant application attached). The application is due to the APA not later than June 30, 2015 and the required method for grant submission is electronically through the APA website. The Program Guidelines are also attached for your review.

As part of your authorization of this grant application, Youth Services is also requesting that you designate Shayna Ginsburg, Chief Clinical Services Education & Training, through the County Administrator, to act as the County's representative for the purpose of electronically signing the grant application on-line.

The grant application is for a total of \$14,900 with no County matching funds required. Staff will submit this item for ratification on the Board's July 21, 2015 County Commission Agenda.

Reviewed by: Shelley Vana 6/25/15 Date OFMB 6-25-15 Date
 Asst County Attorney Date

Approved by: Shelley Vana Date
 Shelley Vana, Mayor Date

Pursuant to Section 309.00 of the Palm Beach County Administrative Code, I hereby designate Shayna Ginsburg to electronically submit, on-line via the APA website, the attached application for the APA Grants for Internship Program.

Approved by: Robert Weisman 6/20/15 Date
 Robert Weisman, County Administrator Date