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PRACTICUM TRAINING MANUAL

2024-2025

VEEMAH Consulting
Counseling and Psychological Services

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INTRODUCTION

COUNSELING AND PSYCHOLOGICAL SERVICES VEEMAH CONSULTING

Setting

VEEMAH is a private practice clinic located within the northern suburbs of Minneapolis. VEEMAH is certified by the state of Minnesota to provide mental health services to the community.

VEEMAH reserves the right to amend this manual at any time and will attempt to notify interns in writing. This manual and its policies are subject to ongoing review. VEEMAH reserves the right to modify, supplement, amend, or delete any of the provisions contained in this manual with or without prior notice. All interns are expected to be familiar with the material enclosed in this manual and demonstrate an understanding of this manual to their supervisor. Interns are required to demonstrate the competency to execute these policies effectively and efficiently.

Throughout your training with VEEMAH, you will have many opportunities to expand your knowledge and develop your skills. These opportunities will come in various ways, including but are not limited to formal in-service training sessions, supervisory meetings, informal staff gatherings, or feedback from other staff members in a 'give and take' format. VEEMAH expects each staff member to utilize these various interactions and assignments to enhance their knowledge and skills, thereby supporting the overall growth and development of the agency and its staff.

VEEMAH's Mission, Vision, and Values

To provide the highest quality of integrity-based care using evidence-based interventions and techniques so that our clients can:

Attain a healthier quality of life.

Improve their self-worth and values.

Resolve the core issues that are barriers to their progress.

Embrace the will to live and enjoy the subtleties of life.

Support clients of all identities concerning age, gender, culture, race, mental and physical abilities, ethnicity, sexual orientation, language, religion, spirituality, socio-economic status, political affiliations, etc.

Commitment to Anti-racism, Social Justice, Diversity, Equity, and Inclusion

VEEMAH, a culturally diverse organization, takes pride in offering culturally sensitive care.

VEEMAH is strongly committed to diversity and works to ensure that our diverse staff, including interns, feel fully valued and respected for the variety of backgrounds they bring to VEEMAH.

All staff are encouraged to practice self-awareness and examine their biases and prejudices. We aim to create an environment where interns feel safe exploring these issues, whether in training groups, staff meetings, or supervision. Supervisors and didactic trainers challenge and support interns in integrating diversity factors into case conceptualizations and service delivery. Therefore, we also expect our training staff to be committed to lifelong learning about cultural competence and to demonstrate a genuine desire to examine their attitudes, assumptions, behaviors, and values within a diverse context.

VEEMAH's Staff

VEEMAH's staff includes psychologists, clinical social workers, marriage and family therapists, a Licensed Drug and Alcohol Counselor, and professional clinical counselors. All senior clinical staff are licensed in the state of Minnesota. VEEMAH also relies on administrative support staff members who are responsible for assisting with the organization's administrative operations.

VEEMAH'S website is www.veemah.com

Team Members	Position	E-Mail
Vivian Ballah-Swaray, Psy.D. LP	Co-Owner, Treatment Supervisor, Training Director	vivianbs@veemahconsulting.com
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Interns		
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Jessica Walker, BA Saint Mary's University of Minnesota	Intern, Brooklyn Center Elementary School Peer Supervisor: Ursula Swaray	jessica@veemahconsulting.com
Rachelle R. Kanneh, BA, Clinical Trainee, Walden University	Intern, Brooklyn Center Junior/High School. Peer Supervisor: Veronica Swen	rachelle@veemahconsulting.com

Internship Program Philosophy

The Internship Training Program at VEEMAH provides training for clinical trainees in social work, marriage and family therapy, and counseling psychology. VEEMAH also offers preceptorships for master's-level nurse practitioner interns seeking counseling experience. Specifically, the program prepares interns for professional practice in various fields within an interdisciplinary framework. Its goal is for interns to develop skills in multiple areas, enabling them to function effectively as professionals in their respective disciplines. To achieve this, the program uses a Scholar-Practitioner model that combines experiential and didactic learning approaches. Additionally, VEEMAH offers interns opportunities to expand their knowledge and skills through exposure to different theoretical orientations and intervention approaches shared by other interns and our interdisciplinary staff.

The internship follows a sequential, developmental training process that builds on each intern's existing knowledge and skills while providing opportunities to develop and refine additional clinical abilities. Our goal is to support interns in their professional growth, helping them transition from graduate students to competent early-career therapists.

Overview of Training Year

Orientation

The first few weeks of orientation are intended to familiarize interns with VEEMAH's operations. The program aims to provide interns with an overview of VEEMAH's mission, values, structure, functions, and processes. It also helps clarify expectations, shares information about VEEMAH's history and policies, introduces other staff members, promotes team building, and encourages goal setting for the internship year.

Weekly Clinical Activities

Interns agree to work at least 20 hours of clinical duties weekly. This includes weekly individual and group supervision, as well as didactic training on the second and fourth Fridays **of each month**. It is your responsibility to attend all scheduled supervision and didactic sessions. If you cannot participate in supervision or attend didactic sessions for any reason, please notify your supervisor and copy Dr. Vivian in that email. Interns are expected to arrive on time for their daily assignments and conduct themselves with integrity at all times.

Interns provide diagnostic assessments and therapy to clients in the school and clinic settings. VEEMAH is in the process of establishing group therapies to help interns develop and improve

their group facilitation skills. Interns will discuss their treatment plans in ongoing groups and individual supervision to gain greater experience and competence in their clinical conceptualizations and interventions.

The goal for interns is to quickly establish a therapeutic relationship and assess whether clients' presenting problems are suitable for the treatment model. Interns develop skills in conducting assessments for various presenting issues, providing crisis intervention, offering solution-focused brief and long-term counseling, developing differential diagnoses, referring for medication evaluation, and collaborating with other resources.

Telehealth

VEEMAH's staff offers telehealth services to meet the urgent need for flexible service delivery. Interns can conduct remote virtual sessions with clients who are 11 years of age and older and live in Minnesota. Informed consent and telehealth guidelines will be discussed during orientation and updated as needed. Special online training on telehealth ethics will also be provided to interns. Additionally, meetings, including supervision and seminars, may be held virtually, in person, or in a hybrid format. Please note that the training plan described in this document might not fully reflect the quick and ongoing changes needed to ensure staff health and safety while maintaining ethical and professional standards of clinical care. Adjustments will be made, as necessary.

Diagnostic Assessment

Interns gain experience in discerning when a more comprehensive assessment is indicated in supervision and consultation. Interns gain competency in gathering additional psychosocial, mental health, and other contextual history to assist with differential diagnosis and brief treatment planning.

Crisis Intervention

Interns will have training on how to manage different crises during their ongoing clinical work with clients. They consult with their supervisor if a client poses a danger to themselves or others or is severely disabled.

Consultation

Interns provide consultation to social workers, teachers, peers, or their clients and families. Interns will also be asked to give a presentation on specific topics in the school.

Supervision

Interns participate in two hours of weekly clinical supervision. During individual sessions, interns are encouraged to develop reflective and introspective clinical and case conceptualization skills that support their growth as therapists. Interns understand that their supervisor is responsible for case management, introducing them to the agency's operations, training requirements, and providing mentorship and moral support. Feedback is continuous, with formal evaluations occurring mid-year and at the end of the internship. Direct observation of clinical work, such as reviewing a videotape session with a supervisor, is required during supervision.

Didactic Seminars

Didactic seminars are held on the **second and fourth Fridays of each month**. They focus on topics that are especially relevant to counseling practice.

Staff Meeting

This meeting functions as a quarterly staff gathering, including both an educational segment and a networking opportunity. Professional staff earn CEUs to support their growth and continue to connect with other staff members at VEEMAH and from the community.

Supervision Agreement

All interns are required to complete a supervision contract form at the start of the internship. This form will be completed with the Training Director and reviewed with delegated supervisors. A supervision agreement can be found in the Internship Orientation Binder.

Responsibilities of Supervisors

It is the supervisor's responsibility to schedule an appropriate amount of supervision time each week with their supervisee and be available at all times for consultation as needed. Supervisors are expected to follow the supervisory expectations outlined in their contract, as well as the professional ethics of the intern's respective board. Supervisors must ensure that their supervisees provide competent care to all clients and adhere to the established ethical guidelines of the profession. Supervisors are also responsible for providing regular feedback on their supervisees' progress. Additionally, supervisors are required to directly observe their supervisee's clinical work, which may involve observations during a wellness workshop or session or reviewing video recordings of clinical work.

Responsibilities of Supervisees

It is the intern's responsibility to review all cases with their supervisor. It is the responsibility of supervisees to stay current with documentation on all clients. At the beginning of the first meeting with a client, the supervisee must inform the client that they are an intern and are being supervised by a licensed clinician.

Supervisees are also responsible for informing the supervisor about all at-risk clients, all new clients, and updating the status of ongoing clients in supervision. Interns must consult immediately with Dr. Vivian or their supervisor as soon as possible if there is concern that a client may be a danger to themselves or others, and/or shows an inability to care for themselves. The supervisee is required to track their hours weekly to ensure that internship hour requirements are met. Additionally, all supervisors must sign their supervisee's monthly log.

Evaluation and Feedback

Interns are encouraged to provide ongoing verbal and written feedback throughout the training year. There are several venues for continuing feedback:

- Weekly clinical supervision allows for the supervisor and intern to engage in an ongoing feedback process.
- Formal written evaluations occur twice a year between the intern and the supervisor.
- Interns provide weekly evaluations of didactic presenters.
- Interns meet weekly with their supervisor and/or the Training Director and provide verbal feedback on their training experience.
- Interns complete our Post-Internship Survey at the end of their internship.
- The Training Director conducts exit interviews with each intern at the end of their internship.

Supervisors are expected to regularly give feedback to interns as well. Formal written evaluations are conducted twice a year. Clinical supervisors complete an Evaluation of Intern Competency Form midyear and at year's end. The ongoing evaluation process offers consistent feedback and assesses the goals set for the training year. Supervisors also collect input from other training staff to include in their assessments.

Profession-Wide Competencies

Interns are evaluated on the following Profession-Wide Competencies and related elements:

ETHICS AND LEGAL MATTERS

1. The intern demonstrates competence through their knowledge and acts in accordance with their board's ethical principles and code of conduct, Minnesota laws, regulations, rules, and policies governing their discipline at organizational, local, state, regional, and federal levels, as well as relevant professional standards and guidelines.
2. Intern demonstrates competence in their understanding and adherence to VEEMAH's clinical and administrative policies.
3. Intern demonstrates competence in the ability to recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas.
4. Intern demonstrates competence in ethically conducting themselves in all professional activities.

WORKING WITH CULTURALLY DIVERSE INDIVIDUALS

- Intern demonstrates competence in understanding how their own attitudes, biases, prejudices, worldview, personal and cultural history may impact how they understand and interact with those who are different from themselves.
- Intern demonstrates competence in their knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including training, supervision/consultation, and direct clinical service.
- Intern demonstrates competence in integrating knowledge and understanding of diversity and culture into assessment, diagnosis, case formulation, treatment planning, and interventions.
- Intern demonstrates competence in integrating awareness and knowledge of individual and cultural differences in the conduct of all professional roles.
- Intern demonstrates competence in applying a framework for working effectively with areas of individual and cultural diversity that have not been previously encountered in their career.
- Intern demonstrates competence and the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during the internship.
- Interns demonstrate cultural competence and develop the ability to engage in conversations with culturally diverse colleagues and clients professionally and respectfully.
- Intern demonstrates commitment to the ongoing development of multicultural and diversity competence by engaging in self-examination to increase awareness of beliefs, attitudes, and biases that may impact their professional work.

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS

- Intern demonstrates competence in behaving in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Intern demonstrates competence in the ability to engage in reflective practice regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Intern demonstrates competence in actively seeking and demonstrates openness and responsiveness to interpersonal feedback and supervision.
- Intern demonstrates competence in responding professionally to increasingly complex situations with a greater degree of independence.
- Intern demonstrates competence in the ability to connect with other interns and to be an integrated member of the internship experience.
- Intern demonstrates competence in time management skills.
- Intern demonstrates competence in accurately evaluating their level of clinical judgment and competency.
- Intern demonstrates competence in maintaining good working relationships with professional and support staff.
- Intern demonstrates competence in utilizing positive coping strategies with personal and professional stressors and challenges and can minimize their impact on clinical care.
- Intern demonstrates competence in the ability to provide constructive feedback to the supervisor and training staff.

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COMMUNICATION & INTERPERSONAL SKILLS

- Intern demonstrates skill in building and maintaining effective relationships with a diverse group of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Intern demonstrates competence in producing and comprehending oral, nonverbal, and written communications that are informative and well-integrated and demonstrates a thorough grasp of professional language and concepts.
- Intern demonstrates competence in practical interpersonal skills and the ability to manage difficult communication well.
- Intern demonstrates competence in handling differences openly, tactfully, professionally, and effectively.
- Intern demonstrates competence in the ability to navigate family professionally and effectively, social, academic, medical, and/or other environmental support systems for the benefit of the client.

ASSESSMENT SKILLS

- Intern demonstrates competence in the use of current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of the client's strengths and psychopathology.
- Intern demonstrates competence in understanding human behavior within its context (e.g., family, social, societal, and cultural).
- Intern demonstrates competence in the ability to apply the knowledge of functional and dysfunctional behaviors, including context, to the assessment and/or diagnostic process.
- The intern demonstrates competence in selecting and applying assessment methods that are based on the best available empirical literature and reflect the science of measurement and psychometrics. They collect relevant data from multiple sources and techniques appropriate

to the assessment's goals and questions, considering the relevant diversity characteristics of the service recipient.

- Intern demonstrates competence in interpreting assessment results by following current research and professional standards to inform case conceptualization, classification, and recommendations. They also guard against decision-making biases and distinguish between subjective and objective aspects of an assessment.
- Intern demonstrates competence in oral communication and written documentation of findings and implications of the assessment accurately and effectively, sensitive to a range of audiences.
- Intern demonstrates competence in the ability to assess a range of safety issues, including but not limited to child abuse, danger to self, danger to others, grave disability, and self-harm.
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INTERVENTION SKILLS

- Intern demonstrates competence in the ability to establish and maintain effective relationships with recipients of psychological services.
- Intern demonstrates competence in the ability to develop evidence-based intervention plans specific to the service delivery goals.
- Intern demonstrates competence in their ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Intern demonstrates competence in the ability to apply the relevant research literature to clinical decision making.
- Intern demonstrates competence in the ability to modify and adapt evidence-based approaches effectively when clear evidence is lacking.
- Intern demonstrates competence in the ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
- Intern demonstrates competence in the ability to provide services in a variety of modalities, which may include brief, long-term, individual, couples, group, crisis intervention, and outreach programming.
- Intern demonstrates competence in the ability to work with a range of presentations from developmental issues to more acute psychiatric conditions.
- Intern demonstrates competence in the ability to manage the termination phase of therapy effectively.
- Intern demonstrates competence in the ability to utilize resources and facilitate referrals.
- Intern demonstrates competence and the ability to direct care, when appropriate, to a higher level of care.

CONSULTATION INTERPROFESSIONAL INTERDISCIPLINARY SKILLS

- The intern shows they can apply knowledge of consultation models and practices with individuals, other healthcare professionals, interprofessional groups, or systems related to health and behavior.
- Intern demonstrates competence in understanding the difference between their clinical and consultative roles.
- Intern demonstrates competence in knowing when consultation/collaboration with others may be appropriate and/or needed.
- Intern demonstrates competence in responding in a timely fashion to phone, email, or in-person requests for consultation.

- Intern demonstrates competence and respect in collaborating with school staff, clinical social workers, marriage and family therapists, case managers, and other providers within the client's system.
- Intern demonstrates competence in the ability to actively seek consultation when treating complex cases or working with unfamiliar symptoms, presenting concerns, crises, and populations.
- Intern demonstrates competence in actively participating in discussions of consultation-related topics during team meetings and in case conferences.
- Intern demonstrates competence in effectively managing confidentiality issues during consultation.
- Intern demonstrates competence in working collaboratively and communicating effectively with the consultee.

Required Minimum Level of Achievement

The following scale is used to rate interns' level of achievement mid-year and end-of-year. It is expected that an intern will receive a minimum rating of 3 (Emerging Competence) on all elements of competence by mid-year and a minimum rating of 4 (Competence) on all aspects by the end of the year, indicating successful completion of the internship.

- 7. Mastery:** The intern demonstrates an exceptional strength in this area. The knowledge, awareness, or skill is consistently incorporated and evident in daily professional practice as an emerging psychologist.
- 6. Significant Strength:** The intern demonstrates a significant strength well above their developmental level. The knowledge, awareness, or skill is frequently applied to their practice with minimal structured assistance.
- 5. Strength:** The intern demonstrates a strength in the knowledge, awareness, or skill being evaluated and is slightly above their developmental level.
- 4. Competence:** The intern demonstrates a level of competence appropriate for entry-level practice in health service psychology and is actively working to further enhance competence in the knowledge, awareness, or skill area being evaluated. **This is the expected level of competence at completion of the training program.*
- 3. Emerging Competence:** While still a growth area, the intern demonstrates a basic foundation in knowledge, awareness, or skill, and is approaching a developmentally appropriate level of competency. **This is a common rating at mid-year of the internship.*
- 2. Significant Growth Area:** The knowledge, awareness, or skills should be a major focus of development for the intern. Specialized attention should be provided in supervision, and remedial work may be required for the intern to achieve competence. *(If a rating of 2 is given on any element in any competency area of the final evaluation, the intern does not successfully complete their internship).*
- 1. Remedial:** The intern lacks understanding and demonstrates minimal evidence of the knowledge, awareness, or skill. A specific remediation plan is required with increased supervision and careful monitoring to help the intern achieve competence. *(If a rating of 1 is given on any element in any competency area of the final evaluation, the intern does not successfully complete their internship).*

NA-Not applicable

U-Unable to Evaluate (Supervisor has not been able to assess this competency)

The Training Director reviews written evaluations. The information is utilized to make any necessary changes to the training program that supports the intern's professional development and maintains the effectiveness in achieving our goals and objectives. All evaluation forms may be found in the Internship Orientation Binder.

Evaluation of Supervisors

Interns will have the opportunity to provide feedback to their supervisors informally throughout the year and formally every other year. Interns complete a Supervisor Evaluation form at the mid-year and end-of-year milestones. In addition, interns complete quarterly seminar evaluations.

Training Program Evaluation

Interns have the opportunity to complete an end-of-year evaluation of their training experience. This feedback is used to evaluate training aims and goals and refine the program on an annual basis.

Problem Resolution

Due Process and Grievance Procedures

Most problems that arise during an internship are a regular part of the training process and will be managed informally during supervisory sessions. The discussion and resolution of these problems are seen as opportunities for each intern's professional growth. Similarly, grievance procedures and due process are envisioned as opportunities to collaborate in the remediation and/or resolution of problems or concerns regarding an intern's competence or progress.

The Psychology Internship Training Program will provide all interns with information relevant to professional standards, legal and ethical regulations, and guidelines, and offer opportunities to discuss the implementation of such standards.

Evaluation

The Psychology Internship Training Program uses a developmental model that builds on the knowledge interns bring. It offers opportunities to gain experience and training in various professional roles. This approach helps interns develop competencies, confidence, and skills throughout the year, preparing them to be ready for entry-level positions upon graduation.

Definition of Problematic Behavior

Problematic behavior broadly refers to interference in professional functioning, which can be seen in one or more of the following ways: 1) an inability or unwillingness to learn and apply professional standards; 2) an inability to develop professional skills to reach an acceptable competency level; and/or 3) an inability to manage personal stress, intense emotional reactions, or psychological issues that disrupt professional performance.

It is a matter of professional judgment to determine when an intern's behavior becomes problematic rather than simply concerning. Interns may display behaviors, attitudes, or characteristics that, although concerning and needing correction, are not unusual or excessive for trainees. Issues become apparent when they include one or more of the following traits:

1. The intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
3. The intern's quality of service delivery is significantly negatively impacted.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.
7. The problematic behavior has potential for ethical or legal ramifications if not addressed.
8. The intern's conduct harms the public perception of VEEMAH.
9. The problematic behavior harms other trainees.
10. The problematic behavior causes harm to a client.
11. The inappropriate behavior breaches proper interpersonal communication with VEEMAH's staff.

Guidelines for Addressing Problematic Behaviors

Having meaningful ways to address problematic behavior is crucial once it is identified. When implementing remediation or sanction interventions, training staff must be mindful and balance the needs of the intern, the involved clients, the training group members, the training staff, and other personnel. The following list offers remediation and sanction options to consider when addressing problematic behaviors. One or more of these actions may be applied. The Director of Clinical Training can be contacted at any time.

1. **Verbal warning:** To the intern by the Clinical Supervisor or Training Director emphasizes the need to improve the rating or discontinue the behavior under discussion. No record of this action is kept.
2. **Notice of Formal Review.** The intern will be notified in writing that an issue has been raised to a formal level of review, and a hearing will be held.
3. **Hearing:** The supervisor or staff member will hold a hearing with the Training Director and intern within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the Psychology Training Director is the supervisor raising the issue, an additional staff member who collaborates directly with the intern will be included at the hearing. The intern will have the opportunity to present their perspective at the hearing and/or to provide a written statement related to their response to the problem.

Hearing Outcome and Next Steps: The result of the hearing will be the following options (listed below) to be determined by the Training Director and staff present at the hearing. This outcome will be communicated to the intern in writing within five working days of the hearing:

1. **Written acknowledgment** to the intern formally acknowledges:
 - a) That the Training Director is aware of and concerned with the performance rating or behavior concern,
 - b) That the concern has been brought to the attention of the intern,
 - c) That the Training Director will collaborate with the intern to rectify the problem or skill deficits, and
 - d) That the behaviors associated with the rating are not significant enough to warrant more serious action at present.

The written acknowledgment may be removed from the Intern's file once the intern responds to the concerns and successfully completes the internship.

2. **Written warning** to the intern indicates the need to immediately improve the behavior resulting in the poor rating or to discontinue the concerning/problematic behavior. This letter will contain:
 - a) A description of the intern's unsatisfactory performance.
 - b) Actions needed by the intern to correct the unsatisfactory behavior.
 - c) The timeline for correcting the problem.
 - d) What action will be taken if the problem is not corrected?
 - e) Notification that the intern has the right to request an appeal of this action.

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

3. Schedule modification is a time-limited, remediation-focused, closely supervised training period designed to help the intern regain full functioning. Adjusting an intern's schedule is an accommodation aimed at supporting them in managing personal reactions to environmental stress, with the expectation that they will complete the internship. This period involves more intense supervision by the regular clinical supervisor in consultation with the Training Director. Several possible and simultaneous approaches may be used to modify the schedule, including:

- a) Increasing the amount of supervision, either with the same or other supervisors.
- b) Change in the format, emphasis, and/or focus of supervision.
- c) Recommending personal therapy.
- d) Reducing the intern's clinical or other workload.
- e) Requiring specific academic course work.

The Training Director, in consultation with the treatment supervisor, will determine the length of a schedule modification period. The termination of the schedule modification period will be determined, after discussions with the intern, by the Training Director in consultation with the primary supervisor.

4. Probation is also a time-limited, remediation-focused, closely supervised training period. Its purpose is to assess the intern's ability to complete the internship and to help restore the intern to a fully functioning state. Probation establishes a relationship that the Training Director systematically monitors for a set period, observing how the intern addresses, changes, or otherwise improves behaviors associated with the inadequate rating. The intern is informed of the probation in a written statement that includes:

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

If the Training Director determines that there has not been sufficient improvement in the intern's behavior to remove the probation or modify the schedule, then the Training Director will discuss course of actions with the treatment supervisor and the training committee. The Training Director will communicate in writing to the intern if the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Training Director has decided to implement. These may consist of the continuation of remediation efforts for a specified period, implementation of an alternative, or dismissal from the internship. The Training Director may discuss the issue with the Management Team if the intern will not complete the internship.

5. Suspension of direct service activities requires a determination that the welfare of the intern's clients has been compromised. Therefore, direct service activities will be halted for a specified period as decided by the Training Director in consultation with the primary supervisor. At the end of this suspension, the intern's supervisor, in consultation with the Training Director, will evaluate the intern's ability to function effectively and decide when direct service can be resumed.

6. **Administrative leave** involves the temporary withdrawal of all responsibilities and privileges at VEEMAH. If the probation period, suspension of direct service activities, or administrative leave interferes with the successful completion of the required training hours for the internship, this will be noted in the intern's file. The Training Director will inform the intern of the effects that administrative leave will have on the intern's stipend.
7. **Dismissal from the internship** involves the permanent removal of VEEMAH responsibilities and privileges. When specific interventions do not resolve the problematic behavior or concerns after a reasonable period and the trainee appears unable or unwilling to change their behavior, the Training Director will consult with the administrative team about the possibility of termination from the training program. Either administrative leave or dismissal would be enacted in cases of severe violations of the intern's board code of ethics, when imminent physical or psychological harm to a client is a major concern, or if there is a major disruption to others at VEEMAH, or if the intern is unable to complete the internship due to physical, mental, or emotional illness.

Due Process:

General Guidelines Due process ensures that the training program's decisions about interns are neither arbitrary nor personally based. Specific evaluative procedures apply to all interns, and appeal procedures are available for interns who wish to challenge the program's actions. All steps must be properly documented and implemented.

General guidelines are as follows:

1. The training program's expectations related to professional functioning are presented to psychology interns in writing and discussed both in group settings and with individual supervisors.
2. Formal evaluations occur with each supervisor at specified times. Evaluation is a mutual process and is meant to be a learning experience for both parties.
3. Problematic behaviors or concerns are clearly documented in writing, and the chances for discussion and clarification are offered if needed.
4. Interns are informed of due process procedures and written policies for appealing actions of the program when warranted.
5. The training program will institute a remediation plan for identified inadequacies, including a specified period of time for expected remediation. Consequences of not rectifying the inadequacies are clearly stated in writing.
6. The training program ensures that interns have sufficient time to respond to any action taken by the program.
7. The training program considers multiple professional sources when making decisions or recommendations regarding an intern's inadequate performance.
8. The training program documents the action taken by the program and its rationale and provides this documentation to all relevant parties.

Due Process and Appeals Procedures

The primary purpose of due process is to provide a mechanism by which all decisions made by the Training Director and supervisors regarding remediation and the intern's status at VEEMAH can be fairly reviewed. Due process is a mechanism by which an intern may appeal any decisions made or bring a specific complaint against a staff member.

Appeals Process

If an intern is dissatisfied with an evaluation or wishes to challenge any remediation actions taken by members of the training staff, they may request a review of the decision or actions.

1. If the intern wishes to challenge a decision made at any step in the Due Process procedures, they may request an appeal to the Training Director and their Supervisor. This request must be submitted via email to the Training Director within five working days of notification regarding the decision with which the intern is dissatisfied.
2. If requested, the Training Director will conduct the Appeal Hearing. It will consist of the Training Director (or another supervisor, if appropriate) and at least two other members of the training staff who collaborate directly with the intern.
3. The intern may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the Intern's request.
4. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information.
5. The review panel may uphold the decisions made previously or may modify them. If the intern is dissatisfied with the review panel's decision, they may appeal it in writing to the Director.
6. If the intern is dissatisfied with the decision, they may appeal the decision, in writing, to the Training Director.
7. Each of these levels of appeal must be submitted in writing within five working days of the decision being appealed. The Training Director has final discretion regarding the outcome.

Grievance Procedures

An intern may have a complaint against any element of the training program. This may include, but is not limited to, a VEEMAH's staff member(s), peers in training, a supervisor, exploitation, harassment, arbitrary, capricious, or discriminatory treatment, unfair evaluation practices, inappropriate or inadequate supervision or training, and violations of due process.

Interns should make every effort to resolve their complaints directly with the person who is the subject of the complaint. When such a resolution is not practical due to power and authority differences or other factors, interns are encouraged to seek consultation from a senior staff member to explore ways of resolving.

If resolution is not possible directly with the person who is the subject of the complaint, interns are then expected to discuss the situation with the Training Director.

Discussion with the Training Director may result in the implementation of conflict mediation processes as an initial step to assist in resolving the complaint. If the Intern wishes to lodge a formal complaint, it must be submitted in writing to the Training Director, providing sufficient details that describe the nature of the alleged infractions. The Training Director will then establish a fact-finding committee to investigate and review the complaint and recommend actions. The fact-finding committee will have 10 working days from receipt of the written complaint to issue its recommendations. A written response by the Training Director shall be issued within five working days thereafter.

Ethical and Professional Conduct

Ethical and professional conduct is a universally expected competency among professionals. VEEMAH adheres to the moral and ethical standards and practices set forth by the intern's respective boards, the laws and regulations set forth by the government, and VEEMAH's policies.

Intern Qualifications

Interns are graduate students who have completed the academic course requirement for their master's or are in the process of completing their doctoral programs and are eligible to earn supervised professional experience.

Equal Opportunity and Non-Discrimination Policy

VEEMAH does not discriminate based on race, religious creed, color, national origin, ancestry, physical or mental disability, medical condition, genetic information, marital status, age, sex, sexual orientation, gender, gender identity, gender expression, military status, veteran status, or any other characteristic protected by law, in connection with any aspect of employment at VEEMAH.

Observed Holidays

Labor Day

Thanksgiving and the day after

Christmas Eve and Christmas Day, New Year's Eve and New Year's Day, Martin Luther King Jr.

President's Day

Memorial Day

Juneteenth

Independence Day

Please be mindful that holidays, vacation, and sick leave hours are not included in your contracted "supervised professional experience" hours. The intern has contracted to complete the contracted hours of training, excluding holidays, vacation, or sick leave, and our policies are compatible with that contract.

Stipend

Interns receive \$400.00 stipend paid bimonthly on the 15th and 30th/31st, respectively. Interns are not eligible for healthcare benefits and other employee benefits such as PTO.

Record Keeping

The Training Director maintains a permanent file for each intern throughout the internship and for up to three years following its completion. Intern personnel files contain internship applications, onboarding documentation, copies of training materials, CEUs, Supervision Agreements, certificates of internship completion, hour logs, evaluation forms, and any remediation plan/due process documentation when applicable. Current intern evaluations, as well as all evaluative documentation related to the internship program, are stored in both paper and electronic files.

Operations in the Office

Managing Schedules

Interns are starting their clinical work experience. It is a vital part of their professional growth to learn how to manage their administrative, clinical, and personal schedules. Interns are expected to be available on the dates and times agreed upon with their supervisor or the Training Director. For safety and liability reasons, interns are not permitted to see clients in the clinic alone (before 9 am or after 5 pm without prior approval or notification to ensure a staff member is present). Additionally, interns are not permitted to schedule students during training seminars, meetings, or supervision.

Interns are discouraged from clumping administrative or clinical hours. VEEMAH believes that effective clinical work and demonstration of self-care require an equal distribution of clinical work, meetings/supervision, and administrative time within one's daily schedule. Interns are required to maintain hour logs and obtain supervisor signatures on a monthly basis. Interns submit completed, signed hour logs at their exit interviews.

Request for Leave

Interns must make formal written requests for vacation, expected medical leave/illness, and professional development. The request forms must be submitted to the Training Director as stated

in the instructions on the form. A copy of this form may be found in the Internship Orientation Binder.

Calling out Sick

Interns do not accrue sick time. However, if you are not well, have a fever, are contagious, or require medical care, interns must call in sick.

The procedure for calling in sick:

- 1) Email the Training Director, peer mentor, and your Supervisor as soon as you know you will be out of the office.
- 2) Cancel your clinical appointments by secure email or email the front desk staff to support you in doing so.

Security and Privacy Policies

Any material that contains client-identifying information, such as telephone messages, letters, and printed emails, must be shredded or kept securely. The shredder is located at the front desk.

All email correspondence with the client must be sent via secure messaging via Procentive or VEEMAH's work email.

Mailboxes and Messages

You will be assigned a mailbox in the file room. Please check it regularly. Please keep your mailbox clear by filing or recycling your mail.

Phones

All calls will come through the main office. You are advised not to share your number with clients. An alternative is to use a Google number. Please provide clients with the general VEEMAH phone number.

Computer

You will be provided with a laptop computer. Please do not place personal stickers or other information on/in your laptop. Laptops are the property of VEEMAH.

The Use of Videos

You may use your laptop for videotaping sessions for training purposes only, as well as for teletherapy and tele-supervision with Zoom. Videos are to be used with the client's consent for supervising sessions. You will receive training on our Videotaping Guidelines.

Office Supplies

Office supplies are stored in the cupboard on the right of the sink. Please check with the front desk staff for your office needs.

Mechanics of Therapy Sessions

Scheduling Clients

All clients are scheduled in Procentive. The front desk staff will initially schedule your appointments. However, if you provide services in the school, you may also be the one initiating your appointment with the client's parents. Once you have met with a client, you may schedule a recurring appointment for a minimum of six weeks. Therefore, all clients must have a recurring schedule of at least six weeks. Please check your schedule regularly throughout the day. The scheduler may also add clients to your schedule, and it is your responsibility to plan accordingly. The appointment module in Procentive is also used to schedule supervisions and didactics, as well as any other meetings and time off/vacation. It is recommended that you end sessions on time to allow for administrative business after each session.

Electronic Charts

All notes are written electronically as an encounter note in Procentive. In addition, your clinical notes are co-signed by your supervisor, who will provide you with feedback on your documentation

(safety assessment and planning, disposition, clinical assessment, diagnosis, and interventions). Clinical documentation is a legal record of your clinical work. Professional documentation is an expected competency. You will become acquainted with other aspects related to documentation (release of documents, informed consent) during orientation.

Session in Progress

Each office door is equipped with a “Session in Progress” sign. You must use it diligently and accurately so that you are not disturbed during sessions and are available if a staff attempts to reach you when you are not in session.

Treatment Information and Disclosures Statement

At the beginning of the first session, you are required by your respective Boards to provide all clients with a professional disclosure statement that informs the client of your training status at VEEMAH, supervisory requirements, qualifications, experience, and the nature of counseling. The disclosure form can be found in the Internship Orientation Binder. Additionally, you are required to indicate in your documentation that you informed the student of your trainee status. This will be reviewed in Orientation.

Please review our Treatment Information and Disclosures form to become familiar with our clinical services. As part of informed consent, please review this information (eligibility of services, confidentiality, cancellation/no-show policy) with each client.

Additional Policies and Procedures

Many of the forms and policies listed below may be found in the electronic Internship Orientation Manual. All materials are reviewed during the orientation, and interns will sign to confirm they have reviewed the manual at the end of the orientation. The intern may reference the manual throughout the year as needed.

Recording Sessions

Sessions will only be recorded with the client's written consent. Once a recording is made, it will be sent to your supervisor for supervision. Recordings must be deleted immediately following a revision by your supervisor. Interns will be using a HIPAA-compliant Zoom Health Platform for their remote clinical work, training, and supervision.

Dress Code

Staff at VEEMAH strive to provide a welcoming, professional, and safe environment for clients to explore personal issues in their lives. Interns are encouraged to consider the potential messages being communicated to or interpreted by clients and the professional community through their choice of dress and office décor. If you are uncertain about the appropriateness of your clothing or office decor for the professional work environment, please consult with your supervisor or the Training Director. Staff members who have concerns about an intern's style of dress or office décor will communicate these concerns directly to the intern. While interns are encouraged to develop their judgment about what constitutes appropriate professional attire and office décor, some guidelines about the appropriateness of clothing for the work environment include the following: shorts and the exposure of undergarments, cleavage, or midriff is not acceptable.

Training Staff

Each intern is assigned a clinical, and interns have opportunities to meet and work with a range of additional staff who may provide delegated supervision. All staff are available for consultation.

Cell Phone Courtesy

Bringing your phone to meetings and seminars and placing your phone on the table may be distracting, as it encourages you to pick up your phone and engage in another task. It also sends a message that you are not involved with others in learning spaces. Your attention and participation are required and appreciated. This also applies to smartwatches and while on Zoom.

Self-Disclosure

Consistent with our training program's goal of training ethical, competent, and professional therapists, there are opportunities throughout the year for personal exploration and self-reflection. Interns are encouraged to thoughtfully explore historical and personal data that may impact their clinical practice and to continue developing reflective and introspective skills that support their professional growth as therapists. VEEMAH strives to create an atmosphere in which interns feel safe exploring such issues in training groups and during supervision. Supervisors provide mentorship and consultation to trainees, supporting their exploration and professional development. Supervisors may consult with one another about trainees when appropriate. VEEMAH's internship program functions in a manner consistent with our respective Board's Disclosure of Personal Information.

Social Media Guidelines

Please be mindful of your use of social media. You should have no connection with your clients on any social media platform. Be aware of ethical and professional boundaries by reading your Board's ethical standards.

Self-Care

Caring for oneself is an ethical responsibility for clinicians. VEEMAH encourages interns to be mindful of their needs, stressors, and coping skills. Interns may use training spaces to process and find ways to manage a work/life balance and consider engaging in their therapy.

Criteria for the Successful Completion of Internship

To successfully complete the internship, each intern must meet the following criteria:

1. Successful completion of their required hours of Supervised Professional. Interns are responsible for completing administrative paperwork and tracking their accrued hours.
2. No significant ethical violations committed by the intern.
3. Supervisor evaluations indicate the intern's performance is consistent with the expected minimum level of achievement required by the end of the year.
4. All clinical documentation is completed and co-signed by their supervisor(s).
5. All required evaluations of supervisors, the training director, and the training program are completed.
6. The intern has received evaluations from all supervisors and has completed the exit interview with the Director of Training

Interns who successfully complete their Internship with VEEMAH are awarded a Certificate of Completion reflecting their accomplishment.

Signature Page to be turned in after you have completed the review of this Training Manual.

I acknowledge the receipt of VEEMAH's Practical Training Manual

Name: _____ Date: _____

Signed: _____

Treatment Director: Vivian Ballah-Swaray, PsyD, LP Date: _____

Signature: _____



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PERFORMANCE EVALUATION (CLINICAL)	
Staff Name: _____	Position: _____
Check One: 3 Months: _____ 6 Months: _____ End of Internship: _____ Annual: _____	
Date of Hire: _____	Date of Evaluation: _____
Key to Ratings: 5 <i>Excellent -- Outstanding performance that exceeds the job's requirements.</i> 4 <i>Very good -- Above average performance that exceeds the job's requirements.</i> 3 <i>Average -- Acceptable performance that meets the job's requirements.</i> 2 <i>Needs Improvement -- Minimally acceptable performance that meets some of the job's requirements.</i> 1 <i>Unsatisfactory -- Unacceptable performance that does not meet the job's requirements.</i>	
Evaluation Items	Circle One
1. Quality	
Accuracy	5 4 3 2 1
Completeness/Thoroughness	5 4 3 2 1
Oral/Written expression	5 4 3 2 1
2. Quantity	
Amount of work performed	5 4 3 2 1
Completion of work on schedule	5 4 3 2 1
3. Work Habits	
Attendance/Punctuality	5 4 3 2 1
Professional appearance	5 4 3 2 1
Observance of rules, regulations and safety	5 4 3 2 1
Compliance with work instructions	5 4 3 2 1
Seeking supervision when appropriate	5 4 3 2 1
Initiative	5 4 3 2 1
4. Interpersonal Skills/Attitude	
Ability to effectively communicate with all staff	5 4 3 2 1
Ability to effectively communicate with clients	5 4 3 2 1
Flexibility with tasks assigned	5 4 3 2 1
Constructive reaction to criticism	5 4 3 2 1
Ability to maintain positive attitude.	5 4 3 2 1
5. Job Related Functions	
Comprehension of treatment model	5 4 3 2 1
Adherence to clinical hours	5 4 3 2 1
Understands and operates within legal and ethical boundaries	5 4 3 2 1
Comfortable working with all clients populations	5 4 3 2 1
Competency in Utilization Reviews (if applicable)	5 4 3 2 1
Completion of chart documentation in a timely manner	5 4 3 2 1
6. Duties and tasks (see job description)	
Performance on assigned job duties as outlined in job description	5 4 3 2 1
Comments on duties or tasks: _____	
Overall Performance	5 4 3 2 1

Review Job Description:

☐ Reviewed no changes made

☐ Reviewed with changes

Past performance objective:

Accomplishments of the evaluation period:

Measurable goals for the next performance evaluation period (specific functions of the position):

Date of Review with Staff:

Staff's/ Signature:

Staff Comments:

Supervisor Comment:

Date of evaluation:

Evaluated by:

Treatment Supervisor

Date: _____

Signed: _____
Treatment Supervisor, if applicable

Date: _____



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Clinical supervision policy and procedure

Underlying principles

Treatment supervision is a crucial tool for managing and ensuring continuous improvement in service delivery. It involves balancing four key functions: administrative, evaluative, supportive, and clinical. Important elements include fostering a positive working relationship, adopting a client-centered approach, committing to professional development, and ensuring accountability. The following principles ensure high-quality Treatment supervision:

- a safe, trusting working relationship that promotes a learning alliance
- a practitioner's program with a culturally and contextually responsive focus
- active promotion of professional growth and development
- shared clinical responsibility, ensuring that the client's treatment goals are addressed
- a rigorous process that ensures ethical and legal responsibility
- an individualized approach based on the learning needs and style of the supervisee
- congruence with the values and philosophy of the agency.

Terms

A healthy **working relationship** is built on shared vision and goals, clear expectations, and the belief in the good intentions of staff members. It demonstrates reciprocal communication, where all parties provide comprehensive and timely information that is respectful. Each person is responsible for providing relevant information critical to their job function and the agency's mission. The working relationship recognizes the importance of the chain of command throughout all agency levels. The agency expects that this chain of command supports a structure with appropriate boundaries and decision-making at all levels. The chain of command is followed to ensure effective and efficient communication.

Trust is central to the working relationship. This is manifested in several ways:

- people are accountable for their work and job responsibilities
- confidentiality is maintained
- decisions are respected
- misunderstandings are pursued to clarify miscommunication, seek to understand the other person, air emotions, and reach a resolution.

The learning alliance is founded on the belief that supervisees have specific learning needs and styles that require attention in supervision. The relationship between supervisor and supervisee is best developed and maintained when this perspective is central. Supervisees engage in mutual assessment based on a mix of direct and indirect observations.

Guidelines for Treatment Supervision

The principles of Treatment supervision are made explicit by a clear contract of expectations, ongoing review and feedback, and a commitment to professional development.

Clear contract of expectations

It is crucial that the supervisor and supervisee clearly communicate their expectations regarding the process, method, and content of clinical supervision. This can advance the development and maintenance of a trusting, safe relationship.

The following information should be discussed early in the working relationship:

- models of supervision and treatment
- supervision methods and content
- frequency and length of supervisory meetings
- ethical, legal, and regulatory guidelines
- access to supervision in emergencies
- alternative sources of supervision when the primary supervisor is unavailable.

The supervisee will receive a job description that details essential duties and performance indicators.

Documentation

Supervisory sessions are documented with notes that highlight the session's focus, issues discussed, solutions proposed, and actions agreed upon. Supervisors will keep a folder for each of their supervisees. The folder will include clinical supervision summaries and personnel actions, such as memos, commendations, or other matters. Supervisees have full access to these folders.

Clinical supervision frequency

Each supervisee will receive four hours of supervision monthly. A combination of individual and group supervision may be used. Supervisors are to ensure that a minimum of 50 percent of this time is devoted to clinical, as opposed to administrative, supervision.

Ongoing review and feedback

The supervisee will be given an annual performance evaluation that reviews both job expectations and the clinical skills learning plan. Written records of the supervisee will be reviewed regularly. Supervisees will be given specific written feedback regarding their strengths and areas for improvement. The supervision system operates through direct observation of clinical work. This ensures that direct, focused feedback will be provided, increases the degree of trust and safety, and provides an accurate evaluation of skills development progress. Observations will be pre-arranged and take the form of sitting in on a session, co-facilitating, or recording. The supervisee will present a case at least once a month.

Commitment to ongoing professional development

The supervisee's learning plan should document goals, objectives, and methods to promote professional development. The plan should be completed within the first six months of employment and updated annually. Ongoing supervision should focus on achieving the identified goals. The agency supports supervisees' participation in training to achieve their professional development goals.

SUPERVISION CONTRACT

Details of parties to the contract	The contract is between Supervisor Supervisee
Duration of contract	Start Date: _____ Review Date: _____
Purpose of supervision	To monitor and promote the well-being of those utilizing the supervisee's services. To promote reflective practice and ongoing professional development. To monitor and promote professional competence and ethical practice. To provide support for the supervisee in their role.
Supervisee goals (Indicate goals for the next year)	
VEEMAH'S goal	To foster your growth and development by supporting you in achieving your identifiable goals To guide you in your work with clients and offer constructive feedback as needed To be a source of guidance and resources in your quest for both personal and professional development To follow the ethical guidelines of your professional board To provide the required training and training that you believe might be beneficial for your professional growth and development.

Frequency, duration, location	Frequency: once weekly Duration: 1 hour Time/day (renegotiated if necessary) Location In-person/video <i>Any changes must be formally notified to all parties by the person initiating the change. Requests for additional sessions must be negotiated with the supervisor.</i>
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Postponement and non-attendance	All parties agree that supervision is a priority, and every effort should be made to attend scheduled appointments. If the appointment cannot be kept by either the supervisee or supervisor, each agrees to notify the other in a timely manner and to reschedule another appointment at the time of postponement. Non-attendance without notice by the supervisee will be documented
Supervisee responsibilities	The supervisee must enter and sign a supervision note for each client discussed during supervision so that the supervisor can review and sign off on the note. Identifying and monitoring learning goals. Demonstrating commitment to an honest and open supervision relationship. Preparing for the supervision sessions by reflecting on practice issues to be explored and discussed. Reflecting on areas of strength and limitations concerning competency. Bringing ethical issues to supervision, including potential ethical breaches. Applying learning to practice. Requesting a review of supervision if the relationship is not working.
Supervisor responsibilities	Facilitating a structured learning experience suited to the supervisee. Demonstrating commitment to an honest and open supervision relationship. Maintaining confidentiality of supervisee, service user, and employing organization information except where there is an identified risk. Providing constructive feedback and challenge to support ongoing competence, confidence, and learning. Monitoring practice in regard to ethics, standards, and competencies. Supporting the supervisee to maintain their own well-being at work. Being familiar with philosophy, the relevant policy of the employing organization, and the requirements of the supervisee's role. Recording the supervision session as negotiated with the supervisee. Providing supervision reports as specified in this contract. Requesting review of supervision if the relationship is not effective.

Supervisee Scope of Practice	Provide individual and group psychotherapy to clients across the lifespan Complete progress notes within 24 hours of seeing each client Complete a diagnostic assessment within 48 hours of seeing each client Complete the treatment plan with the client on the 2nd or third session after the diagnostic assessment. Review and complete treatment plan every six months and as needed to be adjusted Complete diagnostic assessment every year Ensure that you use an outcome measure to evaluate the client's progress in therapy Ensure that all screening tools are completed and updated Review the informed consent and mandatory reporting procedure with clients at initial contact. Complete training and CEUs as it relates to your role Be on time and attend all scheduled supervision.
Organization's responsibilities	Supporting the supervisee to prioritize participation in supervision. Respecting the confidentiality of supervision. Considering the training and other professional development requirements that are identified in supervision. Notifying any changes to reporting requirements in a timely manner. Acknowledging receipt of supervision reports. Providing payment of the fee in a timely manner. Supporting review of the supervision arrangement as necessary.
Confidentiality	The content of supervision will be confidential to the supervisee and supervisor except in the following circumstances: <i>Mandated Reporting</i> <i>Violation of ethical standards</i>
Unsafe and unethical practice	If the supervisor has concerns about any of the safety and risk to clients, the supervisee, and/or the organization, and the concerns cannot be resolved within supervision in an appropriate timeframe, the supervisor will notify the supervisee's school and inform the supervisee that they are taking this action. Disciplinary actions will be explored at the organizational level
Dual relationships	<i>Supervisee must disclose any client or circumstances in which they believe a dual relationship is present, and the appropriate action must be implemented to ensure transparency and avoid breach of ethical issues.</i>
Personal issues	The supervisees' personal issues may be explored in supervision to the extent that they impact professional practice. The supervisee is responsible for identifying issues that may impact their practice. The supervisor is responsible for supporting the supervisee in reflecting on the impact of personal issues on their practice and for guiding them to seek assistance in managing these issues appropriately.

Termination	Any party may terminate this contract with one month's notice. However, as long as you are an employee/contractor with VEEMAH, you must attend scheduled supervision. If you choose not to participate in supervision, we will discuss the termination of your contract or employment.
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	Signature	Date signed
Supervisee		
Supervisor		

Contact details	Telephone	Email
Supervisee		
Supervisor		



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Supervisor Evaluation Form

Name: _____

Date: _____

Supervisor's Name: _____

Evaluations of supervisors by employees or interns are a crucial process for providing supervisors with feedback on their performance. Annual supervisor evaluations (at the end of the internship for interns) can be used to acknowledge a supervisor for a job well done. Yearly assessments can also highlight areas where improvement is needed. These evaluations can enhance communication between supervisors, employees, and interns.

Key for evaluating supervisors

E=Excellent, G=Good, S=Satisfactory, N=Needs Work, U=Unsatisfactory, Ø=No Opinion

Supervisory Functions

Promotes teamwork and good working relationships	E	G	S	N	U	Ø
Recognizes and addresses concerns in a timely manner.	E	G	S	N	U	Ø
Delegates authority appropriately	E	G	S	N	U	Ø
Encourages my training and development.	E	G	S	N	U	Ø
Provides a clear sense of purpose and direction for me	E	G	S	N	U	Ø

Comments:

Effective Communication

Seeks input and new ideas from all team members	E	G	S	N	U	Ø
Informs me about the status of my work and updates within the organization.	E	G	S	N	U	Ø
Communicates openly and honestly with peers, staff, and administration	E	G	S	N	U	Ø
Provides open and constructive feedback	E	G	S	N	U	Ø

Comments:

Maintains Positive Work Environment

Recognizes and rewards team–supportive actions and behaviors	E	G	S	N	U	Ø
Positively motivates employees	E	G	S	N	U	Ø
Provides a comfortable yet efficient work atmosphere	E	G	S	N	U	Ø
Supports me and helps me achieve results	E	G	S	N	U	Ø
Encourages initiative and innovation	E	G	S	N	U	Ø
Effectively deals with conflict.	E	G	S	N	U	Ø

Comments:

Knows the Operations of the Department

Understands employee workload	E	G	S	N	U	Ø
Is alert to potential problems within the department	E	G	S	N	U	Ø
Ensures that department activities are inclusive	E	G	S	N	U	Ø
Is a role model for continuous improvement	E	G	S	N	U	Ø

Comments:

Work Habits

Acknowledges own limitations and mistakes	E	G	S	N	U	Ø
Uses actions and behaviors that are consistent with his or her words	E	G	S	N	U	Ø
Maintains a positive work attitude	E	G	S	N	U	Ø
Uses time efficiently and effectively	E	G	S	N	U	Ø
Demonstrates a good work ethic	E	G	S	N	U	Ø

Comments:
