



## **CLINICAL PSYCHOLOGY INTERNSHIP**

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# CARES PSYCHOLOGY INTERNSHIP PROGRAM

## Table of Contents

Introduction .....	2
Aims of the Program.....	2
Philosophy of the Program.....	2
Overall Goal of the Training Program .....	3
Training Goals and Objectives.....	3
CARES Training Program in Clinical Psychology.....	3
Professional Development over the Internship Year .....	4
The Context of the Training Program .....	7
Agency Background .....	7
The Internship Experience .....	7
Clinical Program Placement .....	7
Supervision of Interns .....	8
Training Resources and Facilities .....	8
Curriculum Training Topics.....	9
Intern Selection Criteria .....	10
Benefits and Human Resources .....	11
Cultural Diversity and Statement of Nondiscrimination.....	11
Cultural and Individual Diversity .....	11
Statement of Nondiscrimination .....	11
The Training Program Faculty .....	11
Accreditation Status .....	11
Policies and Procedures.....	12
Performance Evaluation of Interns.....	12
Due Process.....	12
Grievance Procedures.....	14

## **Introduction**

Community Assistance Resources and Extended Services Inc. (CARES) Internship Program follows a Practitioner-Scholar Model of clinical training incorporating 2,000 hours of supervised clinical experiences. It is expected that interns will engage in direct provision of services around 50% of their time. Weekly individual and group supervision is provided, as well as a robust schedule of didactic seminars to enhance interns' knowledge and skills.

2-4 interns will participate in a 12-month training program in the year 2021-2022

## **Aims of the Program**

The aims of the CARES Psychology Internship Program is to prepare doctoral candidates for careers as psychologists who are proficient in providing comprehensive clinical evaluations and therapeutic interventions for individuals with developmental disabilities and/or mental health conditions, from young children to adulthood. The importance of personal and professional growth is emphasized in all aspects of the training program. The internship program is dedicated to upholding the highest standards of ethical and professional conduct. Furthermore, CARES internship program takes pride in its past trainees who have obtained state licensure and employment in a variety of settings.

## **Philosophy of the Program**

Designed in the Practitioner-Scholar Model, CARES internship program consists of varied training experiences to facilitate a smooth transition from doctoral study to professional functioning through the acquisition of advanced clinical skills that integrate theory and practice. Interns carry caseloads of children, adolescents and/or adults with disabilities and/or mental health diagnoses, and provide services to individuals, groups and/or families.

All interns obtain advanced training in assessment, diagnosis and evaluation, and are exposed to numerous evidence based intervention and treatment modalities. Interns gain expertise in behavioral intervention, individual psychotherapy throughout the lifespan, outpatient assessment and treatment, and family and group psychotherapy.

Interns gain skills and knowledge by working side by side with supervising psychologists. This apprenticeship model allows for frequent direct observation of supervisors, as well as immediate consultation, feedback, and teaching. Regularly scheduled and intensive supervision is conducted according to cognitive and behavioral theoretical orientations. Throughout supervision, interns are challenged to explore and self-reflect on their learning and clinical decisions. Supervisors work in close proximity with interns and are readily available to teach, supervise, mentor, and consult them on clinical decisions.

Psychology Interns work with multidisciplinary teams that include Board Certified Behavior Analysts (BCBA), special education teachers, social workers, speech and language pathologists, occupational and physical therapists, and Psychiatric professionals. This working environment provides a unique opportunity for collaborative learning and leads to a more holistic understanding of the individual from various facets.

We believe that the internship program is a mutual learning experience. Interns bring a fresh perspective and new ideas that provide the opportunity for supervisors to keep pace with new trends in the field. Their background and experiences add depth to the learning atmosphere in the internship program, and they provide a vital level of energy and enthusiasm to the supervisory process. This allows them to grow

professionally and also contribute to the growth of their supervisors.

## **Overall Goal of the Training Program**

The goal of the CARES Clinical Psychology Internship Program is to prepare doctoral candidates for careers as psychologists who are proficient in assessment and intervention for children and adults with Autism, Intellectual and Developmental Disabilities and/or mental health issues, including Anxiety, Depression, Disruptive Behaviors, ADHD, and PTSD. Particular emphasis is given to intensive training in Applied Behavior Analysis (ABA), cognitive-behavioral therapy, diagnostic testing, and comprehensive report writing. The implementation of evidence-based interventions is supported with fidelity to the models.

A core focus of internship training is the impact of multicultural values, language, and behavioral principles on the therapeutic process. The vast age range of individuals served at CARES (birth to adulthood) allows for a rich experience of disorder manifestation and intervention across the life span. CARES programs serve a historically underserved population of Chinese and Hispanic immigrant families as well as the wide range of NYC residents. Many staff are bilingual, and interpretation is provided in the language of the client. Our clinicians develop targeted, culturally sensitive behavioral interventions to help our clients enhance their skills and achieve personal outcomes across multiple settings. This multicultural diversity provides interns with a profuse opportunity to observe and learn how diversity informs and interfaces with clinical practice.

The internship year facilitates a smooth transition from doctoral study to professional functioning through the acquisition of advanced clinical skills that integrate theory and practice. Clinical experience, along with didactics and supervision, assist interns in developing critical thinking, self-reflection, and interpersonal skills to provide the tools and strategies which will be needed throughout the course of their career.

## **Training Goals and Objectives**

Our training program has identified the following goals and objectives to be achieved over the course of the CARES internship.

### **CARES Training Program in Clinical Psychology**

<b>Goals</b>	<b>Objectives</b>
1- Competence in methods of assessment and diagnosis.	a. Apply knowledge of clinical interviewing and assessment methods. b. Gain skills integrating data from a variety of sources to conceptualize diagnosis. c. Consider environmental contributions to observed symptoms in the context of differential diagnoses.
2- Develop competence with therapeutic interventions.	a. Develop evidence based treatment goals. b. Successfully implement interventions. c. Acquire skills monitoring progress. d. Learn to recognize when adjustments are needed.
3- Cultural competence and understanding of diversity.	a. Develop sensitivity to diverse client populations. b. Recognize cultural differences which may be impacting observed or reported behaviors. c. Enhance ability to modify/apply appropriate assessment and treatments with diverse populations.

4- Achieve competence identifying the client's needs and perspective.	<ul style="list-style-type: none"> <li>a. Facilitate skills of adjusting approaches to needs and perspectives.</li> <li>b. Develop the ability to discuss diagnoses and treatments with clients and their families.</li> </ul>
5- Implement Ethical practices.	<ul style="list-style-type: none"> <li>a. Learn to identify ethical challenges.</li> <li>b. Conduct him/herself according to APA ethical guidelines.</li> <li>c. Apply ethical principles to practice.</li> </ul>
6- Participate as a member of multidisciplinary team.	<ul style="list-style-type: none"> <li>a. Enhance consultation skills with other professionals.</li> <li>b. Improve ability for accurate and comprehensive documentation of services and approaches.</li> </ul>
7- Apply evidence based knowledge to practice.	<ul style="list-style-type: none"> <li>a. Enhance intern's ability to evaluate the research literature relating to evidence based practice.</li> <li>b. Support intern's ability to apply evidence to clinical practice.</li> </ul>
8- Learn models of supervision, roles and responsibilities.	<ul style="list-style-type: none"> <li>a. Expose interns to diverse supervisory styles.</li> <li>b. Broaden intern's knowledge and application of supervision models.</li> </ul>
9- Develop competence applying behavioral methods of assessment and treatment.	<ul style="list-style-type: none"> <li>a. Increase intern's knowledge of the principles of behavioral assessment and treatment.</li> <li>b. Develop intern's skill in applying behavioral treatments.</li> <li>c. Teach interns to perform Functional Behavior Analysis.</li> <li>d. Develop intern's skills in methods of documenting, evaluating and interpreting behavioral data.</li> </ul>

## Professional Development over the Internship Year

The major goal of the Training Program is to gradually develop interns' competence in successfully performing their task as a psychologist. Interns are expected to increase their autonomy within all components of the Training Program. These competencies are assessed on three levels: Basic, Intermediate, and Advanced. Each of these levels is defined below as they specifically relate to each competency area.

### ***Assessment:***

#### Basic:

The focus of this level is mastering the principles of a clinical interview, basic assessment strategies, and choosing appropriate tests for evaluation. Interns are provided with opportunities to observe and then demonstrate the administration of basic psychological assessment under supervision.

#### Intermediate:

Interns advance to performing psychological evaluations independently. They are expected to conduct, administer, score tests accurately, and write organized testing reports in a timely manner. Interns at this level gain mastery in analyzing test scores and understanding of tests in terms of client diagnosis, behavior, and brain functioning.

#### Advanced:

Interns expand their mastery in the array of assessment tools required for diagnostic evaluations. They assume greater autonomy in performing comprehensive assessments. They are expected to fully integrate multiple sources of clinical information in their assessments and diagnosis (test scores, clinical interview, diversity factors, client history, previous reports, and medical information where appropriate).

Interns give case presentations of the full process of evaluation, beginning with the reason for referral, assessments conducted, diagnoses, and recommendations.

### ***Clinical Interventions:***

Interns are assigned clinical cases with regard to the case complexity and the intern's ability to address the treatment needs of the client.

#### Basic:

Interns are taught how to deliver effective behavioral interventions and provide psychotherapy. Through modeling and observations, interns are trained and coached extensively in the aforementioned skills. Interns at this level, demonstrate the ability to develop rapport and establish a therapeutic relationship with clients.

#### Intermediate:

Interns advance to interact independently with clients. Their responsibilities increase to provide individual and group psychotherapy as well as comprehensive psychological assessment. At this level, interns are expected to successfully carry out treatment plans, write appropriate clinical notes, and demonstrate the ability to manage limits/boundaries in the therapeutic relationship, assess and modify diagnoses as appropriate.

#### Advanced:

Interns at this level are expected to demonstrate increasing autonomy in planning interventions and assume greater leadership. They are able to develop treatment plans, formulate comprehensive case conceptualizations, treat a variety of diagnoses, and apply research and theoretical orientations to treatment.

### ***Supervision:***

#### Basic:

Interns learn through observation and modeling. At this stage, they are expected to demonstrate readiness to identify when, why, and how to intervene. Interns at this level are able to successfully engage in the supervisory relationship, seek supervision when appropriate, and discuss diagnoses and treatment plans.

#### Intermediate:

As interns gain competency with the basic responsibilities of a given program, supervisors will gradually expand the range of clinical opportunities and interventions expected of interns. Interns at this level are expected to discuss psychotherapy process and obstacles to progress, engage in anticipatory planning of treatment, joint problem solving, and review short and long term treatment strategies. Interns will also develop their ability to apply research, and alternate therapy approaches learned in supervision to therapy cases.

#### Advanced:

Interns exhibit a greater level of independence when planning and applying clinical intervention and assessment. They are able to discuss more complex psychotherapy processes in supervision and apply supervision knowledge with other health professionals. At this stage, supervision shifts toward a consultation model.

### ***Diversity Training:***

#### **Basic:**

Interns demonstrate an awareness of diversity factors in multiple populations and develop greater understanding to various cultures.

#### **Intermediate:**

At this level, interns are capable of recognizing how cultural diversity may affect the therapist and client in clinical treatment and assessment. They are able to process diversity factors in supervision.

#### **Advanced:**

Interns identify diversity factors which may affect intervention and therapy. They demonstrate a greater level of autonomy in processing and reconciling diversity factors when performing clinical assessment and intervention.

### ***Ethics and Professional growth***

#### **Basic:**

Interns are expected to conduct themselves professionally. They demonstrate responsible work habits, follow all policies of the agency, meet deadlines, and keep accurate records. They show sensitivity to diversity and professionalism when interacting with staff and clients.

#### **Intermediate:**

At this level, interns increase their confidence in conducting psychotherapy and psychological assessments, as well as applying ethical principles. They are able to understand and demonstrate their specific role as a psychologist on a multidisciplinary team and recognize how their role is distinct from other disciplines. They can accept and effectively utilize feedback from supervisors to improve their clinical skills. They are able to better define career goals and express case conceptualizations that are based on research and theory.

#### **Advanced:**

Interns gain competency in their roles as evaluators, diagnosticians, and therapists. They demonstrate the capability to apply ethical principles to clinical practice. Interns are able to demonstrate more of a leadership role in their clinical opinions with interdisciplinary team members and supervisors.

## **The Context of the Training Program**

### **Agency Background**

CARES is a nonprofit organization, which has served over 6,000 individuals across the life span with Autism Spectrum Disorder (ASD) Intellectual Disabilities and other Developmental Disorders, and their families since its inception in 2005. In recent years, CARES has added new clinical programs to diagnose and treat both children and adults with mental health conditions, such as anxiety, depression, disruptive behaviors, ADHD, and PTSD. Interns spend their time across three of CARES' treatment programs, Early Intervention, Clinical Services and Adult Day Habilitation. In addition, CARES offers opportunities for eligible children and their families to participate in multiple program options including the Children's Health Home, Home and Site based Respite, Community Habilitation and prevocational programs.

The CARES clinical population is extremely diverse, including individuals from a wide array of cultures, disabilities, ethnicities, religions, and socio-economic levels represented in the New York City Metropolitan area. CARES' programs serve a historically underserved population of recent Chinese and Hispanic immigrant families who are caring for children with significant impairments. Many CARES staff are bilingual. Interpretation of evaluations is provided in the language of the client. Our clinicians develop targeted, culturally sensitive behavioral interventions to enhance skills and achieve personal outcomes across multiple settings.

### **The Internship Experience**

#### **Clinical Programs and Placement**

Interns will be engaged in three of CARES' programs – Early Intervention/Insurance Based Applied Behavior Analysis (ABA) Programs, Clinical Services, and Adult Day Habilitation.

**The Hand in Hand Early Intervention/Insurance Based ABA programs** serve approximately 300 children and families each year. Early intervention services are provided, to children ranging in age from birth to 3 years, in a variety of settings, including the child's home, community locations, and our early childhood centers. In addition, when clinically justified, services may be provided in the community such as a daycare, playground, supermarket, or other appropriate community settings. Our Early Intervention Centers provide curriculum-based classroom instruction using the principles of ABA. Methods include Discrete Trial Training, Natural Environment Teaching, and Social Skills Groups for toddlers who are diagnosed with Autism. Interns receive rigorous training in the theory and practice of ABA, provided by Board Certified Behavior Analysts (BCBA) at the beginning of the internship year. After completion of the training, interns are assigned their own cases where they deliver behavioral services to young children as well as provide counseling support for parents and caregivers. Intern's training and supervision in ABA may also occur with children enrolled in the home-based insurance program, for children who have already aged out of the Early Intervention Program, depending on the best match of age, the family's language and culture.

**Clinical Services** - CARES operates two NYS licensed outpatient clinics for children and adults, one for individuals with developmental disabilities (certified by OPWDD under Article 16), the other for individuals with mental health issues (certified by OMH under Article 31). The OPWDD clinic delivers comprehensive evaluations and therapeutic services for children and adults with known or suspected

developmental disabilities, and the OMH clinic delivers services to children and adults with mental health issues, including anxiety, depression, disruptive behaviors, ADHD, PTSD and personality disorders.

Interns' caseload includes treating patients in both clinical programs. This enriches the interns' opportunity to deliver varied therapeutic modalities for individuals across the life span, supporting clients and their families, as well as learning to provide group interventions. In addition, interns will develop clinical proficiency in the theories and methods of psychological assessment and diagnosis. They will administer comprehensive diagnostic evaluations for individuals across the life span with Autism, Intellectual, Developmental Disabilities and those presenting with a variety of mental health conditions.

**Adult Day Habilitation program** serves post-secondary school students with a variety of developmental disabilities in center and community-based settings. Community and day habilitation programs focus on developing and enhancing skills in areas such as activities of daily living, communication and social interactions, prevocational training, and self-advocacy. Interns will be trained in a variety of community locations. These can include recreational sites and trips to places of interest. In this program, interns will be trained in providing individual and group therapy to decrease challenging behaviors, develop treatment plans to achieve personal goals, support individuals to participate in integrated community settings, and provide behavioral consultations.

CARES programs employ multidisciplinary teams consisting of Psychologists, Social Workers, Board Certified Behavior Analysts, Speech and Language Pathologists, Occupational, Physical Therapists, and Psychiatric Professionals. This interaction and approach afford interns a rich array of experiences across a broad range of disciplines.

CARES conducts an active ongoing research program. Topics addressed include analyses of various behavioral methodologies, interventions and curricula to evaluate efficacy. Interns with a keen interest in pursuing research may participate in ongoing CARES research studies; this may take the form of performing pre or post-assessments, data collection, statistical analyses, literature reviews, and other potential contributions.

## **Supervision of Interns**

Intern supervision is provided by CARES staff members or by qualified affiliates of CARES with clinical responsibility for the client. Interns receive regularly scheduled and intensive supervision, including two hours of individual supervision and two hours of group supervision provided by licensed psychologists throughout the internship year. Interns also receive additional weekly one hour supervision from a BCBA. Supervision is such that it becomes less prescriptive and more consultative as the year progresses. During individual and group supervision, interns are challenged to thoughtfully explore and reflect on their learning and clinical decisions. This allows interns to present cases, expand their repertoire of clinical interventions, plan treatment, and monitor treatment progress.

## **Training Resources and Facilities**

Interns will be provided with access to all of the assessment materials, scoring materials, computers and forms needed to provide comprehensive clinical evaluations and related reports. Some tests can be implemented via iPads which can be available for use when clinically indicated. Services are provided at varied sites in the home/community as well as at CARES' 3 locations, 1 in Manhattan, 1 in Brooklyn and 1 in Monticello, New York.

## **Curriculum Training Topics**

Weekly didactic seminars focus on core issues in developmental disabilities, assessment and diagnostic strategies, as well as clinical interventions. The robust schedule of didactic seminars is targeted to enhance interns' knowledge and skills in the areas of developmental disabilities, assessment, and mental health. The didactic seminars are provided by seasoned professionals in a wide range of materials. They cover the theories which guide treatment methodologies, provide strategies for active implementation, as well as facilitating differential diagnoses. Previous didactic seminars have included the following topics.

### **ADHD Assessment and Treatment**

#### **ADOS-2 Training**

#### **Applied Behavior Analysis RBT Training - workshop Series**

#### **Bayley Scales of Infant and Toddler Development - 4<sup>th</sup> Edition**

#### **Challenging Behaviors**

#### **Child Abuse and Sexuality**

#### **Cognitive Behavioral Therapy for Depression and Anxiety**

#### **CP and Motor Disorders**

#### **Cultural Competency and Diversity**

#### **Dialectical Behavior Therapy**

#### **Developmental Milestones and Red Flags**

#### **Early Intervention in NYS - Assessment and Intervention**

#### **Ethical Issues in Clinical Practice**

#### **Evolution of the DD field**

#### **Genetic Causes of ID/DD**

#### **Mandated Reporting**

#### **Mindfulness-based CBT**

#### **Neuropsychological Assessment**

#### **Nutrition & Feeding Disorders in People with DD**

#### **Parent-Child Relationships**

#### **Person-Centered Planning**

#### **Postural Care/PT for Children and Adults with ID/DD**

#### **Program Evaluation**

#### **Psychopharmacology**

#### **Speech and Language Disorders**

#### **Substance Abuse and Addictions**

#### **Suicidal Prevention Assessment**

#### **Toxic Stress and the Science behind Brain Development**

#### **Trauma-Informed Therapy**

## Intern Selection Criteria

The CARES Psychology Intern Program follows the standard Association of Postdoctoral Psychology Internship Centers (APPIC) guidelines and participates in the APPIC match program (APPI) for intern selection. This internship site agrees to abide by the APPIC policy that no person at the training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Applicants should provide information, including graduate school transcript, curriculum vitae, a (redacted) psychological evaluation, and three letters of reference. Acceptance to the program after the match is conditional upon successful completion of background and FBI fingerprint checks. Random drug testing may be conducted. Our site will not hire interns who test positive for any illicit substance without a prescription from an authorized health care professional. Any criminal convictions may render a candidate unsuitable to work with children and adults with disabilities by the NYS Justice Center. A current medical form evidencing general good health and the required vaccinations is necessary for participation in the CARES Internship program due to NYS Department of Health regulations.

Members of the Training Committee review all applications submitted. Special focus is given to applications which show that the candidate possesses a strong interest in individuals with Developmental Disabilities and Mental Health. Applications by candidates coming from Clinical, Counseling, School, Developmental, Neuropsychology, and Health Psychology programs (Ph.D. and PsyD) may be accepted. Preference is given to applicants from APA and CPA accredited programs.

Qualified applicants are contacted by email or phone for interviews. Applicants are invited to **interview by ZOOM** and interviews typically last between 60 and 75 minutes. As our services and staff are classified in NYS as essential personnel, our programs are operating with appropriate COVID-19 precautions and distancing, we are offering applicants options of either in person or ZOOM interviews. The structured interviews are conducted by 2-3 members of our training committee. During the interview, applicants are to respond to general questions related to their prior experience, training, assessment and therapy. In addition, applicants are asked to respond to a following of questions following two vignettes. Following the interview process, applicants are rated based on their demonstration of clinical knowledge, experience, self-awareness, organization skills, professionalism and expressed interest in learning and mastering new skills.

Candidates must have completed all academic coursework and comprehensive examinations leading to a doctoral degree, from a degree granting program in professional psychology e.g., clinical, counseling, school, prior to the start of the internship. A minimum of 500 hours of supervised practicum experience in child or adult settings is a preliminary requirement. We prefer applicants who have completed at least ten integrated psychological, psychoeducational or neuropsychological reports. Applicants from minority and/or disability backgrounds or who are fluent in another language are strongly encouraged to apply.

Questions regarding the program or application procedure may be addressed to:

Sharon Shkedi, PsyD, Training Director  
CARES, Inc.  
465 Grand Street, 2nd Floor  
New York, NY 10002  
212-420-1970  
sshkedi@caresnyc.org

## **Benefits and Human Resources**

Interns receive a yearly stipend of \$36,000 which is paid semimonthly. All required deductions for federal, state and local taxes and all authorized voluntary deductions are withheld automatically from the paycheck. Arrangements for direct deposit of paychecks can be made through the Human Resources. This position includes employee paid health insurance, \$25/month towards your cellphone expenses and a subsidy towards a monthly MetroCard (for public transportation) for community-based travel. Funds for the internships come from the clinical services, donations and state contracts which CARES obtains.

The agency provides vacation time to ensure that its employees have adequate rest from their job responsibilities. Interns are entitled to two weeks of paid vacation and six paid personal or sick days. CARES observes many national and Jewish holidays and provides time off with pay. Additional time off may be available for work-related conferences or bereavement, where applicable.

## **Cultural Diversity and Statement of Nondiscrimination**

### **Cultural and Individual Diversity**

CARES is committed to supporting cultural and individual diversity. CARES' didactic and clinical trainings are designed to increase understanding and sensitivity of cultural and individual diversity. We welcome candidates from various racial, ethnic, religious, and cultural backgrounds. Both client population and staff are representative of the diverse composition of New York City. The internship program makes ongoing efforts to recruit and maintain a diverse staff.

### **Statement of Nondiscrimination**

CARES is committed to the principle of equal employment opportunity. Under no circumstances will CARES discriminate on the basis of sex, race, creed, color, religion, national origin, ancestry, age, marital status, sexual orientation or preference, disability which can be reasonably accommodated, veteran status, or any other protected characteristic as established by law. This policy of Equal Employment Opportunity applies to all policies and procedures related to recruitment and hiring, compensation and benefits, termination and all other terms and conditions of employment.

## **The Training Program Faculty**

Sharon Shkedi, Psy.D.

Peter Vietze, Ph.D.

Russell Esmail, Ph.D.

Leah Esther Lax, Ph.D.

Chana Tilson, M.A., BCBA, LBA

## **Accreditation Status**

The CARES Internship is an APPIC Member Program.

## **Policies and Procedures**

A Policy and Procedure Manual is given to interns during orientation. Key policies and procedures are reviewed with interns. Policies and procedures are available for internship applicants upon request. To ensure the intern is well informed, all policies are reviewed and any resulting questions of the intern are addressed at the initiation of their internship.

## **Performance Evaluation of Interns**

An intern's performance is evaluated at least twice during the year unless otherwise warranted. When any evaluation procedures are undertaken the results of the evaluation are shared with the intern's graduate training director. It is an important process of the internship to provide feedback, guidance and evaluations to interns to inform their practice.

- a. The evaluation will include summary information of intern's performance in all major competence areas that are a focus of internship training.
- b. Interns have the opportunity to review their evaluation with supervisors to ensure the fullest possible communication between supervisors and interns.
- c. Evaluation procedures provide feedback that validates trainees' achievements by noting areas of unusual strength and excellence and facilitate trainees' further growth by identifying areas that would benefit from additional training.
- d. The program provides the doctoral psychology intern's graduate training director with feedback concerning the intern's progress in the internship program.

## **Due Process**

### *Definition of Problematic Behavior*

During the course of the internship, situations may arise in which the intern's level of performance, attitude, and willingness to perform duties or inability to control personal reactions may interfere with the intern's professional functioning to a degree that rises to a level of a problem in the opinion of the intern's supervisor. Such behaviors may include but are not limited to:

Failure to follow through on supervisor's recommendation(s) as identified in supervision

- A skill deficit that cannot be improved by intervention through supervision
- Behavior(s) which require an inordinate amount of attention from the supervisory staff
- Behavior(s) that negatively impacts client care
- Behavior(s) that negatively affects the intern's ability to function on a team
- Behavior(s) that violates agency standards

### **1. Initial Discussion.**

If an intern exhibits problematic behavior (see above) which is identified by the supervisor and/or Training Director, the supervisor and/or Training Director will initially conduct an informal discussion with the intern regarding the problematic behavior and the intern will be provided with the opportunity to respond to the concerns, including providing any documentation in support of the intern's position.

### **2. Notice:**

In the event that the problematic behavior continues despite the informal discussion, the intern will be provided with written notice that a meeting with the Training Committee (Training Director, a Senior Clinical Supervisor and the Program Director) will be convened. The intern's academic graduate Training Director will be informed of the situation and will be kept apprised of all developments

which occur from the point of notice and going forward. The intern's academic graduate training director will be offered the opportunity to submit any relevant information regarding the intern, to the committee.

### **3. Hearing:**

At this meeting, the intern will be provided with the opportunity to hear the concerns regarding the problematic behavior(s) and to respond to them. The action for remediation and a timetable for correction will be reviewed at this meeting as well. If necessary, the meeting will be adjourned to allow the intern to prepare a more comprehensive response or provide documentation.

### **4. Remediation**

a. *Remediation Plan* - If Training Committee concludes that the behavior is amenable to remediation, and does not place the safety of patients at risk, a remediation plan will be prepared in writing and agreed to by the Training Committee and the intern. The remediation plan will be in place for 30 days, and will be reviewed thereafter by the Training Committee with the intern. The remediation plan will specify any supports the program will put in place to address the situation (e.g., additional supervision, scheduling changes etc.) as well as the behavioral alterations which are expected from the intern. The intern will be notified that they will be placed on probation for the following 30 days.

b. *Probationary Period* - The intern will be advised that they are in a probationary period pending their adherence to the remediation plan. At the end of probationary period the Training Committee will reconvene and review what has occurred during the 30 day period, i.e., either the matter has been fully resolved, progress has occurred or the behavior is continuing. In the event the behavior has been resolved, the intern will be notified that the probationary period has concluded successfully. In the event substantial progress has occurred, but the problematic behavior still continues, the committee may consider extending the probationary period for an additional 30 days. In the event the problematic behavior continues with minimal or no improvement during the probationary period, the Training Committee will consider dismissal of the intern.

c. *Dismissal from the Internship* – If, after multiple corrective measures have been implemented and all stages of due process have occurred, the intern is unable or unwilling to correct the problematic behavior, in consultation with the intern's graduate Training Director, the intern may be dismissed from the internship.

### **5. Appeal Procedures:**

a. Within 7 days of each step identified above, the intern will be provided with the opportunity to appeal the actions taken by the program in respect of the identified problematic behavior. Notice of the appeal and the basis for the appeal with any supporting documentation must be submitted by the intern in written form to the Training Committee members. The appeal process will involve a senior licensed psychologist who did not participate in the initial hearing and who is not the Training Director of the program.

b. Within 14 days of the receiving the appeal from the intern, a meeting with the Senior Licensed Clinician will be held.

c. A formal written decision will be provided to the intern within 7 days of this meeting.

## **Grievance Procedures**

At all times during the internship, interns have the right to make a grievance about any element of the training program. Some examples may include, but are not limited to, an intern experiencing problems with the training program due to allegations of poor or absent supervision, unreasonable workload and/or unreasonable scheduling.

### **1. Initial Discussion:**

The intern should first try to settle the grievances through informal discussion with his or her supervisor.

### **2. Complaint:**

In the event that the grievance cannot be settled through informal discussion, the intern can submit a written complaint to the Training Director. Such complaints shall set forth any and all details alleged by the intern. In the event the grievance is with respect to an alleged action of the supervisor, the intern shall be advised to bring the grievance to the Training Director. If the grievance is with respect to an alleged action of the Training Director, the intern will be advised to bring the grievance to the Program Director. The recipient of the complaint shall convene a meeting of the Training Committee within 7 days of receipt.

### **3. Review Process:**

The grievance will be reviewed by the Training Committee (if the allegation is regarding an alleged action of the Training Director he or she will be excused and replaced by another senior clinician on the committee that will review this incident).

The grievance review process will include a review of the written complaint and any relevant data, by the committee. The committee shall prepare a report, setting forth its recommendations and provide it to the intern, within 7 days of the meeting.

### **4. Appeal Procedure:**

- a. The intern will be afforded the opportunity to appeal any decision of the committee within 7 days of receiving the report and recommendations. Notice of the appeal and the basis for the appeal with any supporting documentation, must be submitted by the intern in written form, to the Training Committee members. The appeal process will involve a senior licensed psychologist who did not participate in the initial hearing and who is not the Training Director of the program.
- b. Within 14 days of the receiving the appeal from the intern, a meeting with the Senior Licensed Clinician will be held.
- c. A formal written decision will be provided to the intern within 7 days of this meeting.