

Psychological Center for Expert Evaluations, Inc.
Pre-Doctoral Psychology Internship Program:
Training Manual
2014-2015

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Psychological Center for Expert Evaluations, Inc.

INTRODUCTION

The Psychological Center for Expert Evaluations, Inc. (PCEE) was established in January 2012, by Dr. Kristin Tolbert, a Florida Licensed Psychologist with a background in clinical and forensic psychology. From the start, PCEE's mission has been simple; we work hard to be the very best at what we do - every single day. Our commitment to excellence has come from a true appreciation of the importance of our work and is based on our belief that every client, litigant, attorney, and judicial decision maker should have the ability to feel confident in our expertise and our commitment to the highest ethical standards.

Our clinicians and staff members are also carefully selected based on their ability to have fun and be a little silly, to be kind to one another, and to maintain a great office atmosphere. The right intern will also be internally motivated to reach their full potential, will be receptive to constructive feedback, and will possess a fine balance of confidence, competitiveness, and humility.

If you believe your professional goals and attributes are in line with ours, we strongly encourage you to send over your application today! Thank you so much for your interest in our placement, and we look forward to hearing from you soon!

Training Philosophy and Model

The Psychological Center for Expert Evaluations, Inc.'s Pre-Doctoral Training Program was developed in 2014. Although it cannot be guaranteed, it is our goal to become an approved APPIC member by the end of the 2014-2015 internship training period.

Our practice is grounded in a practitioner-scholar model of training and are committed to assisting interns in integrating critical thinking skills, a strong foundation in theory, scientific inquiry, and empirical literature to inform their clinical practice. We emphasize a training approach that encourages interns to become more cognizant of the underlying thought processes, intellectual and conceptual frameworks, and belief systems that guide their work and to think more critically about how they make decisions at clinical choice points.

Consistent with our model of training, learning is experiential. Interns “learn by doing”, with supervision and mentoring. Thus, interns participate in a wide array of forensic-oriented psychological services including: psychological evaluation, clinical intake assessment, individual therapy, couples therapy, family therapy, therapeutic and non-therapeutic supervised visitation, crisis intervention, outreach and workshop development, and clinical supervision of practicum trainees. Interns have opportunities to work closely with psychologists who vary in theoretical orientations and areas of specialization (such as crisis intervention, suicide prevention, career development, etc.). As part of our multidisciplinary team, interns regularly interact with psychologists, psychiatrists, primary care physicians, social workers, case managers, attorneys, judges, magistrates, and various judicial assistants. Interns have the opportunity for supervision by a number of senior staff as well as supplementary learning opportunities in didactic skill-

building seminars and through co-therapy, clinical team participation, and ongoing professional continuing education programs.

The PCEE Internship Program utilizes a developmental sequential training process. Interns are provided a planned sequence of training experiences that increase in the level of required skill, complexity, challenge and autonomous functioning across the internship year. A broad range of supervision and training experiences are offered to meet individual and group training needs.

Training experiences are structured to be sequential, cumulative, and graded in complexity based on interns' individual needs, areas of strength and interest, and skill level. We assess each intern's entry-level skills across the core service areas of the center, as well as in overarching areas. Over time, interns are expected to assume greater responsibility and to function more autonomously within the collaborative environment of the counseling center.

Content and personal growth areas emphasized in our training program reflect the values, philosophy and priorities that the PCEE training staff considers essential to the development of competent, responsible functioning as a psychologist. In addition to our focus on a scholarly approach and the development of clinical skills, we prioritize multicultural competence, ethical practice, self-reflection, initiative to learn, and interpersonal and communication skills.

Throughout the internship, emphasis is placed on increasing multicultural competence. PCEE staff is strongly committed to addressing the needs of a diverse student body and providing culturally sensitive services, as well as continuing to develop in our own multicultural competence. PCEE values people of every background having access to our services and being treated with respect and dignity. The professional ethics and standards of the various mental health fields represented at PCEE set a framework for understanding how facets of identity (e.g., gender, ethnicity, race, sexual orientation, age, physical and mental abilities, religious beliefs, and socioeconomic class) enhance the understanding and treatment of all people. We have an approach to mental health that integrates physical, emotional, social, and cultural dimensions.

Interns will be expected to actively participate in activities designed to increase multicultural awareness, knowledge, and skills and to work with clients of diverse identities and experiences.

Our program expects interns to acquire and use knowledge of ethical and legal principles and professional practice guidelines to guide all of their work. Awareness of ethical functioning is integrated into training on multiple levels within the program in order to help interns apply ethical functioning and learning throughout their careers.

It is our belief that developing competence as a psychologist requires openness to personal exploration. Interns will be encouraged to use their own thoughts and feelings as a tool to better understand client dynamics and choose effective interventions. Interns will be supported in considering their values, beliefs and the assumptions that underlie their work as psychologists.

We believe that training is most beneficial with interns who take initiative and actively participate in their training. Thus, throughout the internship year, interns are engaged in assessing their own needs and progress and understanding how they see themselves as emerging professionals.

A Developmental, Sequential Training Process

The PCEE training program is organized developmentally. Interns begin the year with orientation which is aimed at helping them to transition into the organization and community, to become part

of the staff, and in their roles as interns. During orientation interns also become much more aware of the PCEE approach to training and the hopes and expectations we have for their year with us. They participate in activities aimed at helping them clarify their needs, current level of training, and hopes and expectations for the year. There are sessions scheduled during orientation to introduce interns to the training experiences and activities in which they will participate during the year. These sessions focus on providing information, didactic training, and some modeling of clinical and professional behavior.

As interns begin to participate in training activities and service provision, they are provided information, encouraged to observe and/or consult frequently until we are clear about their skill level in each function and they feel confident to move forward. Supervisors track whether interns' assessment of their competence levels is accurate and whether they need more support than they realize or encouragement to move forward from their comfort zone. It is anticipated that Interns will potentially be at different levels of competency on different tasks, both from each other and from their own level of proficiency on other tasks. Similarly, it is expected that interns will develop at different rates as they move through different aspects of the program.

Training in each skill area will utilize a developmental approach incorporating the following modalities:

- Orientation will provide interns a general introduction to all areas of functioning included in the internship and will provide background conceptual and/or didactic frameworks for many areas. Additionally some orientation sessions may focus more extensively on some skill areas and Interns will receive more extensive training in these areas, including skills required to be competent to begin performing the activity.
- Seminar sessions offered throughout the year will continue to provide background conceptual and/or didactic frameworks for an array of relevant topics. Sessions may provide more in depth explorations of various topics or may encourage interns to contemplate their experiences thus far in the area or to integrate their didactic and/or scientific knowledge with their provision of the service.
- Participation in service delivery team and staff meetings will initially provide interns an opportunity to hear how senior staff conceptualize their work, and will help interns become familiar with some of the issues and challenges associated with each area of service provision. As interns become more involved with service provision, service delivery team becomes a place where they can get multiple sources of input into their work.
- Observation of staff on triage will provide interns an opportunity to become familiar with the competencies required to provide triage and the procedures utilized by the agency in performing the service. Observation helps interns to clarify questions that they have and leads to discussion of best practices. Interns will then begin providing triage. For the first few weeks, participation may include providing triage in conjunction with a staff member.
- Interns will develop in their competency in each area as they participate in training activities including: discussions and review of video recordings of their sessions in supervision; discussions and case presentations in multicultural mentoring; participation in service delivery team; didactic seminars; interaction and discussion with other interns.

- Supervisors and the training committee will be evaluating and giving feedback to interns to encourage their development, identify areas needing extra attention and provide remediation.
- As staff becomes clear about an intern's level of competency and confidence in a particular area, the intern will be encouraged to function more autonomously and with more complex presentations in that area.
- Supervision and other training activities will encourage interns to incorporate their increased level of competency and confidence into their self-concept as a professional. Interns will thereby feel increasingly able to take on additional challenges and encourage their own growth.

INTERNSHIP PROGRAM GOALS AND OBJECTIVES

Overall Training Goals

The overall goal of the training program is to help interns develop into ethical, competent psychologists who can integrate the values and qualities believed to be essential to the field of professional psychology. A priority in our training program is to support interns in the development of multicultural and ethical competencies. Additionally, the PCEE internship program focuses on encouraging the self-awareness and professional behavior which contribute to effectiveness as a psychologist. Another goal is to help our interns develop into practitioners who can function autonomously and as part of a team. Throughout their training, interns will utilize and build on their knowledge of psychological theory and research, and will integrate a scientific approach into their practice of psychology.

Interns will be exposed to diverse training opportunities to increase their professional development and growth as psychologists. The program trains generalists who are particularly prepared for forensic work, but who are also able to perform in a variety of other positions, especially outpatient settings. Internship is a time to build on the competencies achieved in prior training, in order to reach a point of readiness for professional functioning. The PCEE training program provides developmentally-targeted experiences and supervision that help interns move from areas of comfort in order to maximize growth. Interns expand their skill base through exposure to a diversity of clinical phenomena and approaches to treatment. Knowledge of clinical theory, empirically-validated treatment, and clinical research provide a framework through which to consider clinical training experiences. Interns explore the underlying values, belief systems and assumptions that guide their approach to treatment. During the year, interns further develop in their skill level, increase awareness of their individual theoretical orientation and therapeutic style and increase in their understanding of ethical and multicultural competence, as part of developing a coherent professional identity.

More specifically, our goals for training are consistent with competency benchmarks provided by the American Psychological Association. These benchmarks include two categories: foundational competencies and functional competencies. The foundational and functional competencies addressed in our training and evaluation of interns are presented below.

Foundational Competencies

The foundational competencies developed during internship are integrated into multiple levels of professional functioning. These overarching ideas, values, skills and qualities are central to the PCEE internship. Competencies in these areas arise from experiences in many skill areas and through an integration of different training experiences and strategies. Functioning in these areas is integral to development and success as a professional psychologist.

Professionalism. Professionalism competencies include integrity, deportment, accountability, concern for the welfare of others, and professional identity. The following are also aspects of professionalism.

Individual and cultural diversity. Competencies related to individual and cultural diversity include the following: self-awareness in terms of individual differences, cultural diversity, and context; awareness of others in terms of individual differences, cultural diversity, and context; understanding the interaction of self and others in terms of individual differences, cultural diversity, and context; and applying knowledge, skills, and attitudes regarding dimensions of diversity to professional work.

Ethical legal standards and policy. Competencies related to ethical legal standards and policy include knowledge of legal and professional standards and guidelines, awareness and application of ethical decision making, and ethical conduct.

Reflective practice/self-assessment/self-care. These competencies include aspects of self-awareness, recognizing personal limits, willingness to adjust practices based on new information, self-care, and seeking supervision independently as needed.

Relationship. Relational competencies include developing and maintaining effective relationships with a wide range of clients and colleagues, being able to tolerate and manage difficult communication, and maintaining professionalism in written, verbal, and non-verbal communication.

Science. Competencies related to science include an advanced level of knowledge concerning psychological principles, and a scholarly approach to practice.

Functional Competencies

Interns participate in various direct service areas at our practice and thereby have opportunity to “learn by doing” with supervision and guidance. Through these experiences and corresponding training strategies, interns become competent to provide interventions and clinical services as entry level practicing psychologists.

Evidenced-Based Practice. This competency includes knowledge of evidence-based practices, and the integration of such into clinical work.

Assessment. Assessment competencies include psychometric knowledge, an understanding of assessment methods, accurate diagnosis, conceptualization skills, and effectively communicating results verbally and in written reports.

Intervention. Competencies related to intervention include treatment planning, clinical skill, and outcome measurement.

Consultation. Consulting competencies include assuming the role of a consultant, addressing referral questions appropriately, effectively communicating findings, and applying related literature to consultation practice.

Teaching. Teaching competencies include demonstrating knowledge of didactic learning strategies, and applying them to peer education and psycho-education situations.

Supervision. Competencies related to supervision include understanding the supervisory role, demonstrating knowledge of models of supervision, and effective skill development.

Interdisciplinary systems. These competencies include awareness of differing worldviews and roles of other professionals, participating and contributing as part a diverse team, and developing collaborative relationships over time despite differences.

TRAINING STRATEGIES

Orientation

The first few weeks of the internship incorporate an extensive full time orientation which introduces the Interns to the organization and training program. Orientation provides an overview of services offered by PCEE and the skills required to perform these services. Some aspects of the orientation are designed to help interns become more aware of themselves as they make the transition into the intern role and phase of training. The experiences, goals and training strategies of the internship program are discussed and interns define their own personal goals.

Other activities are designed to help the interns get to know the agency and the staff and to become part of the PCEE organization; these sessions involve interactions with other staff, trainees and key campus agencies and colleagues.

Staff Professional Development Activities

Interns have the opportunity to participate in continuing education activities designed for our staff. Some examples may include treating anxiety disorders, a conference on PTSD treatment, autism spectrum disorder, interpersonal violence, and sexual assault.

Staff Meeting

PCEE staff meets for one hour weekly to discuss administrative and professional issues relevant to the functioning of PCEE. Through observation of administrative functioning and participation in discussion of current administrative issues, interns have the opportunity to develop a sense of how they interact with organizational structure.

Supervision

Supervision at PCEE is based on a developmental model. Interns participate in developmentally targeted experiences with supervision that is designed to facilitate Interns functioning at increasingly higher levels of competence, sophistication, autonomy, responsibility, and complexity over the Internship year. Supervision assists Interns to identify their strengths and growth edges and supports and encourages them in the process of moving from areas of comfort to maximal growth. Each Intern receives a minimum of two hours of individual supervision per week, from two different licensed psychologists.

Didactic Seminar

Didactic presentations offered throughout the year will continue to provide background conceptual and/or practical skills for an array of relevant topics. The following is a list of topics to be presented by week. The order of didactic presentations may be different than listed below to accommodate time-sensitive training needs, and other topics may be presented as-needed.

<u>Week</u>	<u>Topic</u>
1	HIPAA: Federal & State Law (including limits to confidentiality)
2	Overview of Child Protective Services (including abuse reporting, case management, and referrals)
3	Overview of Adult Protective Services (including abuse reporting, case management, and referrals)
4	APA Ethical Principle of Psychologists and Code of Conduct
5	APA Record Keeping Guidelines
6	APA Forensic Specialty Guidelines
7	Florida Statutes: 61.20, 61.13, and 39
8	AFCC Guidelines for Court-Involved Therapy
9	Psychotherapist/Patient Privilege (including when to disclose/not disclose, and waiving privilege)
10	Domestic Violence and Batterer's Intentions
11	Parenting Education: Nurturing Parenting Programs
12	Forensic Assessment: Selecting Tests that Withstand Courtroom Scrutiny
13	Assessment of Malingering
14	Parenting Capacity Evaluations / Termination of Parental Rights
15	Child Custody Evaluations: Statutory Guidelines
16	Child Custody Evaluations: Professional Ethical Guidelines
17	Child Custody Evaluations: Aspirational Guidelines (APA, AFCC, AAML)
18	Child Custody Evaluations: Other Considerations (best interest factors, parenting plans, timesharing arrangements)
19	Relocation Evaluations
20	Fitness For Duty Evaluations
21	Substance Abuse Evaluations
22	Involuntary Assessment / Involuntary Commitment (including Baker Act and Marchman Act)
23	Competency Evaluations
24	Sanity Evaluations
25	Mitigating Factors Evaluations
26	Incapacity/Guardianship Evaluations (geriatric population)
27	Psychosexual Evaluations
28	Violence Risk Assessments (including limitations of predictions)
29	Therapeutic and Non-Therapeutic Supervised Visitation
30	Overview of the Legal System: Overall Structure and Different Courts (criminal, family, dependency, juvenile, probate, drug, mental health, etc.)
31	Overview of the Legal System: Courtroom Etiquette

32	Overview of the Legal System: Roles of a Forensic Psychologist at Varying Stages of the Litigation Process
33	Forensic Psychologist Community Resources, Referral Sources, and Marketing Strategies
34	Forensic Psychologist Safety Concerns
35	Applying Research to Evaluations And Therapy
36	Case Law Research
37	Administrative Codes and Rules of Procedure
38	Educating the Court
39	Qualifying as an Expert
40	Fact Witness vs. Expert Witness Testimony (including boundaries of expert opinion)
41	Testimony vs. Deposition
42	Rebuttal Witness Testimony
43	Work Product Review
44	“Behind the Scenes” Consulting vs. Disclosed Expert Consulting
45	Disclosures and Informed Consent: Information that is Mandatory to Include In Forms
46	Multicultural Competence, including APA Practice Guidelines for LGBT Clients
47	Ethical and Effective Supervision
48	Avoiding And Managing Board Complaints
49	CV Reviews
50	Professional Organizations And Affiliations: AFCC, APA, and ABPP

Hours of Experience

To meet the internship goals and objectives, interns must complete the following requirements in regards to hours of experience:

- Total Hours of the Internship: 2000
- Direct Service Hours: 500

Hours will vary and will be based on a variety of factors, including case availability and the supervisor's judgment of the intern's training needs. A typical week may include the following:

- Individual Therapy: Average between 3-5 hours/week
- Couples/Family/Reunification Therapy: Average between 3-5hours/week
- Therapeutic or Regular Supervised Visitations: Average between 3-5 hours/week
- Providing Assessments/Interventions with an inmate population: Average of 8 hours/week (optional participation, to be established at the start of internship)
- Supervision of Practicum Students: Potentially up to 1 hour/week
- Psychological Evaluations/Interpretation: Average between 5-10 hours/week
- Writing reports, case notes: Average between 5-10 hours/week

- Individual Supervision: 2 hours/week
- Mentoring/Supervision (in a group): 1 hour/week
- PCEE Didactic Seminars: 2 hours/week
- Attendance at court hearings: for observation & potentially for testimony
- Potential for attendance at off-site continuing education seminars
- Appointment setting, phone calls, emails, faxes, filing client information

STRUCTURE OF THE INTERNSHIP TRAINING PROGRAM

Training Director Responsibilities

The PCEE Internship Program is directed by the lead licensed psychologist who is the Training Director. The Training Director assumes overall responsibility for the design, implementation and administration of the Internship Program. Responsibilities include, but are not limited to: setting and prioritizing of goals, objectives and competencies addressed by the program; program design, implementation and evaluation; resource allocation and program development, growth and improvement. The Training Director is also responsible for: assigning supervisors and overseeing supervision, intern selection, evaluation and feedback, and ensuring interns' readiness for internship completion.

Supervisor Responsibilities

General responsibilities. Interns at PCEE are supervised by at least 2 staff at any given time for different functions. Regardless of the kind of supervision being provided, each supervisor has the following general responsibilities:

- Maintain clinical responsibility for cases under supervision
- Clearly establish parameters of your own role as supervisor (i.e. style, issues covered, and negotiable areas)
- Assess level of competence and modify supervision to the appropriate level, given our developmental model of training
- Establish, in conjunction with the supervisee, training goals for supervision within the time frame allotted
- Delineate expectations for supervision
- Provide ongoing feedback on the supervisee's skills, style, dynamics, etc., in a manner that is facilitative and constructive
- Integrate ethical and multicultural considerations into supervision
- Provide early feedback to the supervisee and the lead licensed psychologist in the case of a concern about the trainees' progress, professionalism, or competence
- Complete the six month and twelve month evaluations of the supervisee and process the evaluations within supervision. This may include evaluations for the supervisee's department as well

- Modify the nature of input and process of supervision in response to supervisee needs and developmental level
- Receive and process evaluations by the supervisee during supervision
- Participate in the relevant supervisor's meetings on a regular basis
- Serve as a professional role model for supervisees in accordance with ethical and professional guidelines as noted by APA
- Demonstrate respect for the Interns and practicum students as one would other colleagues, acknowledging diversity in values, culture and experience
- Protect the supervision session from unnecessary interruptions within the hour and over time (i.e. phone calls, frequent schedule changes, etc.)
- Take primary responsibility for the supervisory relationship and, when there are difficulties, take responsibility to address or resolve those difficulties either directly or through consultation
- Arrange adequate supervisory coverage if absent
- Keep records of supervision sessions in accord with APA requirements
- Integrate relevant research, clinical literature and a scholarly approach into input about clinical practice

Responsibilities of individual clinical supervisors. Clinical supervision in our model of training provides opportunities for the following:

- To deepen connections among empirical and theoretical knowledge and clinical experience
- Increase awareness of issues of difference and of how to integrate multicultural models and interventions into practice
- Apply ethical constructs to clinical practice
- Strengthen clinical skills
- Promote the comprehensive growth, self-awareness and development of the intern into a competent psychologist. Specifically, supervision will help promote the development of the competencies specified under the goals section of this manual.

The focus of supervision will be:

- Accurate assessment and understanding of clinical situations
- The ability to conceptualize and elaborate hypotheses about what is going on with the client
- Awareness of clinical decision-making and choice points in therapy
- Sensitivity to dynamics and interpersonal process in the room
- Awareness of an intern's reactions and feelings as a useful source of clinical information

- Awareness of when an intern's reactions are hindering treatment
- Identifying supervisee's strengths and areas of growth, providing feedback about these areas, and helping supervisee's integrate competencies
- Awareness of own limitations in knowledge, skills, and experience when working with diverse populations, as well as trying to improve on these skills

By facilitating the above skills, supervision will promote the intern's ability to make appropriate technical interventions and to build working alliances. Our philosophy of training and supervision is based on the developmental perspective that psychologists at different levels of training and experience have different needs for challenge and support. In response to developmental needs, the focus of supervision may shift over time from facilitating concrete skill development to deepening self-knowledge, awareness of counter-transference concerns, and confidence in one's theoretical orientation and therapeutic style. In response to a supervisee's growing autonomy and assumption of responsibility, the supervisor's role will shift. Initially the supervisor will take more responsibility for initiating discussion, defining issues, and providing direction and structure. Eventually, as a trainee matures, a supervisor will serve more as a consultant, stepping into the former role when needed to address challenging clinical situations.

Responsibilities regarding individual supervision:

- Provide supervision that involves both the training of the supervisee and monitoring the welfare of the client
- Monitor the supervisee's other record keeping including intake assessments and progress notes
- Monitor the appropriateness and diversity of the client case load according to the supervisee's ability level, time commitments, and training needs
- Facilitate the professional growth of the supervisee by attending to professional issues, career issues, and transition issues concerning development from trainee to professional staff
- Assist the supervisee in balancing agency demands

Responsibilities regarding supervision of supervision. Interns will supervise a practicum student either in the fall or the spring semester. Supervision of this work takes place in a group format. Supervisor responsibilities include:

- Supervise the intern's supervision, which involves the training of the intern, the welfare of the practicum student, and monitoring the welfare of the client
- Monitor intern knowledge of the developmental model of supervision
- Be available to practicum students as needed regarding the supervisory relationship
- Be attentive to own training needs as a supervisor and address these needs in staff supervisors meetings

Supervisee Responsibilities

In order to develop the skills and characteristics necessary to becoming an effective psychotherapist, the intern needs to be an active and responsible participant in the learning process. And because being an effective therapist involves interpersonal skills, self- knowledge and intense self-reflection, the intern needs to be open to learning about herself/himself. The self-growth that occurs is often at an intense pace and involves personal vulnerability. While supervisors and staff are available to provide structure and support throughout this development, it is incumbent on the intern to engage in the process in a manner that facilitates success. The following guidelines are meant to clarify expectations, as well as provide some structure for how to be active and reflective in supervision.

- Be on time and prepared for client and supervision sessions.
- Establish, in conjunction with the supervisor, training goals for supervision within the time frame allotted.
- Actively work on processing and conceptualizing what has occurred in therapy sessions.
- Accurately and appropriately document clinical services.
- Provide progress notes for weekly review. Notes are to be completed as specified in the staff manual and should be written with an appreciation of their purpose in mind. They should track the course of evaluation and treatment, communicate with other providers and provide a legally sound document.
- Participate actively in supervision by being prepared and organized with video/audiotapes, progress notes, and questions and concerns about case management.
- Take responsibility for your own development by being forthcoming about needs and challenges in your work.
- Be aware of your own level of competence and follow ethical guidelines by consulting appropriately and asking for assistance, even if this means exposing mistakes or areas of inadequacy.
- In situations where responsibility for a service is shared (e.g. group, some workshops, consultations, some crisis interventions) the trainee takes on leadership tasks appropriate to the role and level of clinical skill. This is decided through discussions with co-leaders.
- Be aware of and follow ethical guidelines.
- Strive to be aware of your own biases and prejudices in approaching clients, clinical information, colleagues and organizational systems.
- Work to actively identify and own your areas of strength, as well as those areas that need development.
- Complete evaluations of the supervisor and process them within supervision.

- Complete self-evaluations as scheduled and process the supervisor's written evaluations of the supervisee's work within supervision.
- Participate actively in the supervisory relationship, and take increasing responsibility for the working relationship as the year proceeds.
- In the event of any concern about the supervisory relationship, follow the guidelines delineated in the "Standards of professional conduct" section.

PROFESSIONAL STANDARDS AND GUIDELINES

Standards of Professional Conduct for Interns

All interns are expected to comply with the APA Ethics Code of Conduct. Policies include but are not limited to: non-discrimination and non-harassment, confidentiality, HR policies, requirements for on-line training and testing required by the Environment of Health and Safety, and Joint Commission specified regulations. Interns are expected to conduct themselves ethically, responsibly and professionally and to follow the same standards of behavior required of all PCEE professional staff. It is our intent at PCEE to provide effective services in a competent, respectful and ethically informed manner. Thus, it is expected that interns are aware of and maintain behavior within the scope of APA ethical guidelines and HIPAA standards, especially around issues of practicing within one's competence level, confidentiality, disclosure of information, maintaining appropriate boundaries and multicultural competence. In order to work together as an effective team, we have to treat one another with respect and strive to communicate effectively. Interns and other trainees are expected to behave in a manner that promotes professional interaction within PCEE and is in accordance with the standards and expectations of the center. This would include treating all staff, fellow trainees and clients in a considerate, respectful and professional manner at all times, including when working out disagreements or conflicts. Furthermore, conveying respect requires the earnest effort to become aware, and considerate of values/beliefs based upon cultural, ethnic, racial, gender, sexual orientation, age, ability, religious, etc.

In addition to the professional behavior expected of all staff, there are certain expectations of interns, commensurate with their roles and needs, as participants in a training program. At PCEE, we view training as an active process that requires interns to take responsibility and actively participate in defining and communicating their own training needs. In addition, the following expectations are also geared to maximize the gains trainees are likely to derive from the program.

- Attend, be on time and be prepared for supervision and other training activities and clinical responsibilities
- Advise appropriate staff if unable to attend training activities or other responsibilities
- Be cognizant of and meet specified deadlines
- Fill out requested evaluations in a timely manner
- Follow appropriate and professional guidelines if problems are encountered

- Maintain appropriate boundaries and negotiate multiple roles within the training program, staff and University
- Be aware of and follow all responsibilities delineated in the training manual
- Take initiative and contribute your skills as part of the PCEE team
- Use good judgment in choice of attire in order to appear professional

Conflict is a natural part of teams of people working together. However, the atmosphere in the organization is directly impacted by the manner in which conflict is addressed and managed. Thus, it is important to maintain responsible and professional behavior in attempting to resolve interpersonal conflicts, differences and disagreements. It is also recognized that power differentials within the organization may sometimes make it difficult to resolve a conflict directly, especially if the person with whom you are having difficulty has authority over you and is in a position to evaluate you.

Positive steps toward resolving a conflict could include any of the following:

Attempt to discuss the situation/disagreement directly with the person involved. It is always appropriate, but not necessarily required, to seek consultation regarding a disagreement from one's supervisor. If the conflict involves these people, other resources for consultation might include other supervisors or directly with APA. One of the purposes of consultations is to try to slow down the process of conflict resolution in order to sort out and clarify assumptions, expectations, and misunderstandings. If consultation is sought, discuss the outcome with one's supervisor. Give direct feedback, after appropriate consultation and preparation, rather than talking about the person in question to others. While an intern would be encouraged to initiate resolution of a conflict, to the extent that staff members are aware of a conflict, it is expected that staff would initiate and model conflict resolution by taking the steps outlined above. Defining and initiating resolution of a conflict should never lead to punitive or retaliatory behavior.

Trainee/Staff Relationship Guidelines

PCEE is committed to promoting the personal and professional development of all trainees. This process of development is fostered by respect for each trainee as an individual and with an atmosphere of openness and honesty in communication. Our goal is to create an environment conducive to learning where trainees feel safe and respected. We strive to foster positive mentoring relationships while not compromising our ability to adequately maintain objectivity and serve in an evaluative role. Staff is encouraged to form strong, authentic, supportive relationships with trainees in which they can serve as positive role models, supervisors, and mentors while also maintaining appropriate and clear boundaries and operating within the ethical guidelines specified by APA.

INTERN SELECTION PROCEDURES

General Criteria

The PCEE intern selection process is designed to choose interns who are well suited to the training opportunities we offer and who evidence interest in and/or potential for development in

the areas emphasized by our program. In our selection procedures we are attempting to seek out those applicants who evidence the following characteristics:

- Show particular interest through their past experience and/or future career goals in working in a forensic setting
- Are well-trained in the field of psychology and able to expand their knowledge
- Value diversity and have sought experiences that evidence a commitment to becoming multiculturally competent
- Are committed to understanding the ethical guidelines of our field and applying them to ethical practice, and have sufficiently good judgment to behave in an ethical and professional manner
- Demonstrate ability for self-reflection and openness to feedback to learn and grow
- Have the interpersonal skills to successfully relate to clients and other staff
- Have demonstrated a past history of success in their academic and practicum experiences
- Possess clinical skills indicating readiness for internship
- Can actively engage in, and take initiative in, their own training

Practicum and Academic Preparation Requirements

All formal academic coursework, accepted dissertation proposal, and practicum training requirements should be completed prior to the beginning of internship. Applicants are expected to have participated in at least one practicum experience in a counseling center or which in some way indicates interest in areas consistent with the work and goals of our center and/or our training program. Furthermore, there should be evidence in the strength of the application, nature and sophistication of responses to interview questions, and qualities alluded to in recommendations that the applicant has benefited and developed as a result of their experiences and coursework (in addition to accumulated the hours and course credits).

Professional Presentation, Attire, and Tattoos

Interns represent PCEE while in court, consulting with attorneys, meeting with clients, and interacting with professionals affiliated with government agencies. Therefore, to be considered for an internship appointment, candidates must demonstrate a level of professionalism in presentation and attire that is congruent with PCEE staff. Successful candidates will not have visible tattoos, including on hands or arms.

Non-Discrimination Policy

Consistent with the APA's non-discrimination policy, PCEE's internship program does not discriminate against individuals on the basis of: race/ethnicity, gender/sexual identification, sexual orientation, religion, age, ability status, or any other factor unrelated to ability to participate in the internship program. PCEE is committed to ensuring that the program is accessible to all interns. On the most basic level, we comply with our agency's non-discrimination policies. Finally, the training program seeks out feedback from current and past interns in order to make any necessary modifications regarding restricting program access.

INTERN APPOINTMENTS

Stipend and Benefits

Interns receive one-year appointments as pre-doctoral psychology interns at Psychological Center for Expert Evaluations, Inc. The appointments are to be effective from the beginning of July to the end of June the following year. The start date for each year is the Monday following July 4th. If July 4th falls on a Monday for a given year, then the appointment shall start the following Monday. The annual salary is \$21,000, paid in increments on a bi-weekly basis. Appointments are offered conditional to satisfactorily passing the required criminal background check. Interns must obtain their own professional liability (malpractice) insurance for the scope of their practice.

Vacation and Sick Days

Interns are provided with 80 hours of paid time off per year, to be used at agreed upon times during the internship or during unexpected illnesses. Sufficient vacation days must be saved to be used for dissertation and job-seeking. Interns are not paid at the end of the internship for any unused sick or vacation days. In addition, interns are given the same holidays that PCEE staff receive, generally consistent with federal holidays.

Dissertation and Job Search

Intern job search and dissertation activities for professional development must take place after hours or during approved paid time off.

Intern Work Schedule

PCEE is regularly open Monday through Friday, 9:00 a.m. to 6:00 p.m. Interns are expected to work during those hours, with a one hour lunch, unless other arrangements are approved by the Coordinator of Training. In addition, Interns may occasionally be required to work outside of typical work hours. Clients must be scheduled between 9:00 am and 7:00 pm. The PCEE internship is a yearlong program which requires interns to accrue a minimum of 2000 total hours, with at least 500 of these hours in direct service. Interns must work throughout the year to meet this requirement.

Tracking Hours

It is the responsibility of the interns to keep track of their hours on an ongoing basis and provide updates upon request to their supervisor or lead psychologist.

Licensure

States vary in their requirements for licensure in terms of hours, credentials of supervisors and required paperwork. Interns are responsible to learn about licensure requirements of states in which they are interested in obtaining licensure and providing required forms to the lead licensed psychologist.

Office Space

Each intern is assigned an office space, which may be shared by other staff members, for their use throughout the year. Interns are encouraged to create a welcoming and professional office space for clients, colleagues, and other visitors. Interns are encouraged to be cognizant of what their office décor may communicate to others.

Computers

Interns are expected to be intentional and thoughtful about their computer use, including what is downloaded and what is sent or forwarded to staff. Each intern has an e-mail account and is listed as a resource on the PCEE website. However, e-mail is not a secure or confidential form of communication. What is sent over e-mail (or fax) may be accessed by persons for whom the message was not intended, such as if records are subpoenaed. Caution must always be used when contacting clients through these methods.

Administrative Assistance

During orientation, interns receive information about administrative processes at PCEE, including expectations for turning in their schedules and making schedule changes. They also receive office keys, and receive passwords for each testing program.

Policies and Procedures

Interns are expected to follow the policies and procedures of Psychological Center for Expert Evaluations, Inc. The policies and procedures may be updated from time to time. Please contact the office manager for a copy of the most recently updated Policies and Procedures Manual.

SUPERVISOR ASSIGNMENT PROCEDURES

Each intern receives two hours of individual supervision per week from two different licensed senior psychologists. Based on intern needs and training goals, sometimes interns maintain continuity with one of these supervisors throughout the entire year and switch their second supervisor in January. Other times, both supervisors are changed in January. We believe that there is value in multiple supervisory perspectives throughout the year and our program is designed so that interns have exposure to a variety of staff members in supervision. Individual supervisors are initially assigned by the lead psychologist with the input of the training committee and the interns.

PROGRAM EVALUATION

PCEE is committed to developing and improving our internship program. Regular input from interns about their experiences and perceptions of the program is essential to our being able to make necessary modifications and improvements. Interns formally evaluate the training program at the end of the year. Interns meet regularly with their supervisors and are encouraged to raise concerns and /or provide input during these meetings. PCEE is responsive to trainee concerns, and has used trainee feedback to make changes in the content, structure and processes of the program. Supervisors and training staff are also involved in proposing changes.

INTERN EVALUATION

Our training program has specific goals, objectives and competencies that were delineated above. Evaluations of interns assess how well interns have performed relative to these specific criteria. The major purpose of assessment is to provide the intern feedback in order to facilitate

professional growth and development. Feedback to interns throughout the year maximizes the benefit of the internship training and guides them in assessing their progress as they move through the program. Helping interns to identify areas of strength, as well as growth edges, can assist them to focus and prioritize their efforts during internship year. Interns are still in training and it will sometimes be the case that evaluations reveal areas in which the intern needs to make improvements in order to achieve the competency expected by the program. This is usually accomplished by defining the problematic area, focusing on growth and development in this area, and reassessing to determine improvement and whether the intern has overcome the deficit.

The Evaluation Process

In the context of their supervisory relationships, interns receive ongoing feedback to provide validation of their strengths and to target areas/skills for further growth and in need of improvement. Formal evaluation primarily occurs at two distinct points during the year at six months and at twelve months, and informally at three months. At the three-month evaluation, the procedure is less formal with feedback from the staff being conveyed to the intern by the lead psychologist and individual supervisors. For the formal evaluations, training staff pool input regarding the performance of the trainees in all aspects of their training. On the basis of both the information presented and on the evaluation forms completed by the individual supervisors, the lead psychologist and the individual supervisors schedule a time with the intern to provide feedback and discuss the evaluation. Individual supervisors then have opportunity to follow up with the intern regarding expanded goal-setting, questions that may have come up for the intern, etc. However, it is the expectation at PCEE that individual supervisors will be providing the intern ongoing feedback throughout the course of the semester so that the intern is able to set appropriate training goals and is not surprised by the formal evaluations.

Interns also meet monthly with the lead psychologist to discuss any matters of concern, including those related to feedback and evaluation. During this meeting, discussion revolves around how the internship experience is progressing, and the trainee is provided with the opportunity to discuss the quality of supervision and other aspects of the training experience. Interns are also invited to schedule any additional meetings as needed with the lead psychologist, or their individual supervisors, should they have any concerns, questions, or reactions they would like to discuss.

Overview of Internship Evaluation Requirements

We consider that there are some abilities, qualities and areas of competency that are essential to achieve if an intern is going to be able to function adequately as a professional psychologist. If an intern does not meet a minimum threshold in any of these areas, he/she should not precede further in his/her professional career unless these inadequacies are overcome. Overarching goals of the internship program address competencies that underlie many areas of functioning required in the program. Thus, meeting certain objectives within these goals may be essential in viewing a trainee as ready to move forward from internship to a professional role.

Minimum Thresholds for Achievement for Expected Competencies

In general, interns are expected to achieve at least a “3” on each competency by the end of the internship. A “3” on our evaluation indicates a given competency description is “*Mostly* characteristic of the trainee’s behavior”. Exceptions can be considered at the discretion of the

lead psychologist and training committee. There are several situations in which an Intern may score a “1” (1= *Somewhat* characteristic of the trainee’s behavior) and still be considered to have met minimum thresholds for achievement. Situations in which an exception can be considered include: 1) an otherwise strong intern (mostly “3”s or above) scores a “1” in an isolated area(s) of functioning on which the intern has been progressing but is still not quite at mastery; 2) a problem surfaces or is recognized at the end of the internship and there has been progress towards resolution, but there is not enough time to work it through to the point of mastery; and 3) a severe problem (e.g. illness, a family emergency, etc.) has temporarily impeded the intern’s usual level of performance in a manner which is expected to be transient (i.e. not expected to have long-term effects on the intern’s competency provide professional services in the future). Exceptions will only be considered in cases where overall the intern has performed well, has strong compensating strengths in other areas, understands the problem, is actively engaged in improving, and mastery seems foreseeable in the near future. Exceptions will not be considered if an intern scores a “0” (0 = *Not at all/slightly* characteristic of the trainee’s behavior).

Definition of Unsatisfactory Progress and/or Problematic Behavior:

While it is the professional judgment of PCEE supervisors and training staff that determines areas of concern in trainee development, these concerns can typically be classified into one or both of the following two areas:

1. Skill deficiency
2. Problematic behavior

Unsatisfactory progress due to skill deficiencies and/or problematic behavior can be broadly defined as an interference in professional functioning that is demonstrated in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate skills in order to reach an acceptable level of professional competency and/or behavior
- An inability and/or unwillingness to acquire professional skills in order to reach a satisfactory level of progress and competency
- An inability to effectively manage personal stress, strong emotional reactions, and/or psychological concerns which interfere with professional functioning.

Unsatisfactory progress due to skill deficiencies and/or problematic behavior is identified when one or more of the following characteristics are demonstrated:

- The trainee does not acknowledge, understand, or address the problem when it is identified
- The problem is not a reflection of a skills deficit which can be rectified by academic, didactic, or clinical training
- The quality of services delivered by the trainee is sufficiently negatively affected
- The problem is not restricted to one area of professional functioning
- Ongoing disruptive interpersonal behavior

- The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time

It is important to note that there are certain circumstances or conditions that may impact the trainee's ability to meet the various requirements of internship at any point during the training year (e.g., medical or physical conditions, family concerns, loss of a significant other). In these individual instances, it will be the purview of the lead psychologist, in consultation with the PCEE training committee, to determine the decisions that will be implemented to assist the trainee and/or to determine if these instances eventually warrant classification as unsatisfactory progress.

In such cases, the lead psychologist, in consultation with the training committee will continue to assess whether, given the circumstances, the trainee is able to work within an expected level of competence. Depending on the situation, the lead psychologist may make modifications in order to meet the needs of the trainee, the clientele, and the agency. The lead psychologist has the option of discontinuing the intern's stipend if s/he is no longer able to perform the required responsibilities. If the trainee decides to terminate the internship contract, the lead psychologist will document all hours the intern has accumulated but will not be able to provide a Certificate of Completion of the Internship. The lead psychologist and training committee are committed to following due process.

Due Process

As described above, corrective action may be taken when an intern has demonstrated a skill deficiency and/or problematic behavior. Due process ensures that decisions about trainees are not arbitrary or personally based. The basic meaning of due process is to inform and to provide a framework to respond, act, or dispute.

During the orientation period, trainees will receive in writing PCEE's expectations related to professional functioning. The Training Director will discuss these expectations in both group and individual settings. The procedures for evaluation, including when and how evaluations will be conducted will be described. Such evaluations will occur at meaningful intervals. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described. PCEE will communicate early and often with the trainee, and when needed the trainee's home program, if any suspected difficulties that are significantly interfering with performance are identified. The Training Director will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies. If a trainee wants to institute an appeal process, the steps of how a trainee may officially appeal this program's action are described below. PCEE due process procedures will ensure that trainees have sufficient time (as described in this due process document) to respond to any action taken by the program before the programs implementation. When evaluating or making decisions about a trainee's performance, PCEE staff will use input from multiple professional sources. The Training Director will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

Basic Procedures. If a trainee receives an unacceptable rating from any of the evaluation sources in any of the major categories of evaluation, or if a staff member or another trainee has

concerns about a trainee's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

- In some cases, it may be appropriate to speak directly to the trainee about these concerns, and in other cases a consultation with the Training Director will be warranted. This decision is made at the discretion of the staff member or trainee who has concerns.
- Once the Training Director has been informed of the specific concerns, the Training Director will determine if and how to proceed.
- If the staff member who brings the concern to the Training Director is not the trainee's supervisor, the Training Director will discuss the concern with the trainee's supervisor(s).
- If the Training Director and supervisor(s) determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Training Director will inform the staff member who initially brought the complaint.
- The Training Director and supervisor(s) may meet to discuss possible courses of action, (as listed below).

Notification Procedures. It is important to have meaningful ways to address problematic behavior once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the problematic trainee, the clients involved, other trainees, the training staff, and other agency personnel. All evaluative documentation will be maintained in the trainee's file. At the discretion of the Training Director, the trainee's home academic program will be notified of any of the actions listed below.

1. Verbal Notice to the trainee emphasizes the need to discontinue the inappropriate behavior under discussion.
2. Written Notice to the trainee formally acknowledges:
 - a. that the Training Director is aware of and concerned with the behavior,
 - b. that the concern has been brought to the attention of the trainee,
 - c. that the Training Director will work with the trainee to rectify the problem or skill deficits, and
 - d. that the behaviors of concern are not significant enough to warrant more serious action.
3. Second Written Notice to the trainee will Identify Possible Sanction(s) and describe the remediation plan. This letter will contain:
 - a. a description of the trainee's unsatisfactory performance;
 - b. actions needed by the trainee to correct the unsatisfactory behavior;
 - c. the timeline for correcting the problem;
 - d. what sanction(s) may be implemented if the problem is not corrected; and

- e. notification that the trainee has the right to request an appeal of this action. (see Appeal Procedures)

If at any time a trainee disagrees with the aforementioned notices, the trainee can appeal (see Appeal Procedures).

Remediation and Sanctions. The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the Training Director and supervisor(s). The remediation and sanctions described below may not necessarily occur in the order they are listed. The severity of the problematic behavior plays a role in the level of remediation or sanction. If at any time a trainee disagrees with the sanctions listed below, the trainee can appeal (see Appeal Procedures).

- *Schedule Modification.* A time-limited, remediation-oriented, closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying a trainee's schedule is an accommodation made to assist the trainee in responding to personal reactions to environmental stress, with the full expectation that the trainee will complete the traineeship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Training Director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
 - increasing the amount of supervision, either with the same or additional supervisors;
 - change in the format, emphasis, and/or focus of supervision;
 - recommending personal therapy;
 - reducing the trainee's clinical or other workload; and/or
 - requiring specific academic coursework.

The length of a schedule modification period will be determined by the Training Director in consultation with the supervisor(s). The termination of the schedule modification period will be determined, after discussions with the trainee, by the Training Director in consultation with the supervisor(s).

- *Probation.* This is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete the traineeship and to return the trainee to a more fully functioning state. Probation defines a relationship in which the Training Director systematically monitors for a specific length of time the degree to which the trainee addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement that includes:
 - the specific behaviors associated with the unacceptable rating;
 - the remediation plan for rectifying the problem;
 - the time frame for the probation during which the problem is expected to be ameliorated, and

- 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 trainee's behavior to remove the Probation or modified schedule, then the Training Director will discuss with supervisor(s) possible courses of action to be taken. The Training Director will communicate in writing to the trainee that the conditions for revoking the Probation or Modified Schedule have not been met. This notice will include a revised remediation plan, which may include continuation of the current remediation efforts for a specified time period or implementation of additional recommendations. Additionally, the Training Director will communicate that if the trainee's behavior does not change, the trainee will not successfully complete the training program.

- *Suspension of Direct Service Activities.* This requires a determination that the welfare of the trainee's client(s) or PCEE has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the Training Director in consultation with the trainee's supervisor(s). At the end of the suspension period, the trainee's supervisor(s) in consultation with the Training Director will assess the trainee's capacity for effective functioning and determine if and when direct service can be resumed.
- *Administrative Leave.* This involves the temporary withdrawal of all responsibilities and privileges at PCEE. If the Probation, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the traineeship, this will be noted in the trainee's file and the trainee's academic program will be informed. The Training Director will inform the trainee of the effects the Administrative Leave will have on the trainee's stipend and accrual of benefits.
- *Dismissal from the Training Program.* This involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the Training Director will discuss with the Training Director and Director the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the training program due to physical, mental or emotional illness. The Director will make the final decision about dismissal.
- *Immediate Dismissal.* This involves the immediate permanent withdrawal of all agency responsibilities and privileges. Immediate Dismissal would be invoked in, but is not limited to, cases of severe violations of the APA Code of Ethics, when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the training program due to physical, mental or

emotional illness. In addition, in the event a trainee compromises the welfare of a client(s) or PCEE by any action(s) that generates grave concern from the Training Director or the supervisor(s), the Training Director may immediately dismiss the trainee from PCEE. This dismissal may bypass steps identified in notification procedures and remediation and sanctions alternatives. When a trainee has been dismissed, the Training Director will communicate to the trainee's academic department that the trainee has not successfully completed the training program.

Appeal Procedures. In the event that a trainee does not agree with any of the aforementioned notifications, remediation or sanctions, or with the handling of a grievance – the following appeal procedures should be followed:

1. The trainee should file a formal appeal in writing with all supporting documents, with the Director. The trainee must submit this appeal within 5 work days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).
2. Within three work days of receipt of a formal written appeal from a trainee, the Training Director will consult with the supervisor(s) and then decide whether to implement a Review Panel or respond to the appeal without a Panel being convened.
3. In the event that a trainee is filing a formal appeal in writing to disagree with a decision that has already been made by the Review Panel and supported by the Training Director, then that appeal is reviewed by the Training Director in consultation with the supervisor(s). The Director will determine whether a new Review Panel should be formed to reexamine the case, or the decision of the original Review Panel is upheld.

Grievance Procedures. In the event a trainee encounters difficulties or problems not related to evaluation (e.g. poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during his/her training program, a trainee can:

1. Discuss the issue with the staff member(s) or trainees involved;
2. If the issue cannot be resolved informally, the trainee should discuss the concern with the supervisor(s) who may then consult with the Training Director, other staff members, and/or other trainees.
3. If the supervisor(s) cannot resolve the issue of concern to the trainee, the trainee can file a formal grievance in writing with all supporting documents, with the Training Director.

When the Director has received a formal grievance, within three work days of receipt, the Director will implement Review Procedures as described below and inform the trainee of any action taken.

Review Procedures / Hearing. When needed, a Review Panel will be convened by the Training Director to determine the appropriateness of a Remediation Plan/Sanction for a Trainee's Problematic Behavior OR to review a grievance filed by the trainee. The Panel will consist of three staff members selected by the Training Director with recommendations from the

Supervisor(s) and the trainee who filed the appeal or grievance. The Training Director will appoint a Chair of the Review Panel. In cases of an appeal, the trainee has the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern. In response to a grievance, the trainee has a right to express concerns about the training program or PCEE staff member and the PCEE program or staff has the right and responsibility to respond. The following guidelines apply to the Review Panel:

- Within five (5) work days, a Panel will meet to review the appeal or grievance and to examine the relevant material presented.
- Within three (3) work days after the completion of the review the Panel will submit a written report to the Training Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
- Within three (3) work days of receipt of the recommendation, the Training Director will either accept or reject the Review Panel's recommendations. If the Training Director rejects the recommendation, the Training Director may refer the matter back to the Panel for further deliberation and revised recommendations or may make a final decision.
- If referred back to the Panel, a report will be presented to the Training Director within five (5) work days of the receipt of the Director's request of further deliberation. The Training Director then makes a final decision regarding what action is to be taken and informs the affected parties and, if applicable, their Supervisor(s).

If the trainee disputes the Training Director's final decision, the trainee has the right to appeal through following steps outlined in the above Appeal Procedures section.

INTERN EXIT CRITERIA AND GRADUATION

Interns must meet required standards and finish required tasks as follows, in order to successfully complete the internship program:

- Interns must responsibly complete all tasks associated with their internship responsibilities, especially termination with all patients and documentation of all clinical work
- Interns must score a rating of at least "2" (2 = *Moderately* characteristic of the trainee's behavior) in all specified areas of evaluation
- Interns must turn in to the lead psychologist an accounting that shows that they have met total and direct service hour requirements
- Interns must turn in to the lead psychologist all supervisor evaluations
- Interns must provide the lead psychologist with a list of documentation/evaluations required by their departments and contact information where the information is to be sent

- Interns must provide the lead psychologist with contact information.
- Interns must turn in to the lead psychologist all keys and complete all required forms/tasks for human resources

Please discuss any questions or concerns you may have with your training director.

Thank you for your cooperation and we look forward to a great year!