



WAKE FOREST
COLLEGE

HEALTH AND WELLNESS CENTER
Doctoral Internship in Health Service Psychology

Internship Training Manual

Adopted March 30, 2007

Revised July 2023

development.

The internship program strongly values respect for diversity, an understanding of how one's own identities and experiences influence them as a psychologist/psychologist in training, an awareness of the cultural and individual differences that are present for clients or others we interact with in our roles, and an orientation towards social justice. The internship program supervisors strongly believe that to train interns to be multiculturally competent and to create an ideal environment for training and empowering interns of a variety of identities and cultures, supervisors must engage in the same critical self-reflection and awareness that they request of interns. We value authentic, theoretically based, self-reflective, and culturally humble practice, and we strive to meet the highest ethical standards as clinicians and supervisors working within an interconnected university community.

Internship Accreditation Information

The Lake Forest College Health and Wellness Center Doctoral Internship in Health Service Psychology has been accredited by the American Psychological Association since 2016. We are members of the Association of Postdoctoral and Psychology Internship Centers (APPIC) and participate in the APPIC Match (Program Code Number 127711), and follow all APPIC Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking related information from any intern applicant. Applicants are required to follow the guidelines developed by APPIC, which may be found on the APPIC web site (www.appic.org).

is not a requirement for consideration, but strong applicants are able to articulate their interest in completing their training in a college counseling center. The HWC seeks to train and provide services to individuals with diverse identities. As a training site, the program is committed to the recruitment, selection, and retention of diverse intern candidates. Individuals with underrepresented and/or minoritized identities are encouraged to apply to our site.

The minimum criteria for applicants include:

1. A minimum of 300 intervention hours prior to the application deadline
This was decreased to 250 intervention hours during the 2021 and 2022 Match application cycles due to the impact of the COVID-19 Pandemic on graduate student training.
2. Enrollment and good standing in an APA-accredited or CPA-academic doctoral program
 - a. Applicants from Clinical or Counseling Psychology program preferred
 - b. Applicants from School Psychology program will be considered, but not preferred
3. Completion of a minimum of three years of graduate training and at least two graduate-level clinical practica.
4. Approval of dissertation proposal by the rank deadline

Additionally, interns who match to our training program must successfully pass a background check before a final offer of employment is made. Background checks may include, but are not limited to, criminal history, national sex offender search, and motor vehicle history. According to Lake Forest College's Background Check policy, although a disqualification from employment is possible, a previous issue does not automatically disqualify an applicant from consideration for employment with Lake Forest College. Depending on a variety of factors (for example, the nature of the position, the nature of the issue, and the amount of time that has passed), the candidate may still be eligible for employment. Any questions about the Background Check Policy can be directed to Agnes Stepek, Director of Human Resources, at stepek@lakeforest.edu or 847-735-5036.

As a member of APPIC, the Health and Wellness Center's Internship Program participates in the National Matching Services Internship Matching Program. You must be registered for the Match to be eligible to match to our program. You can obtain instructions and download the Applicant Agreement required to register for the Match from the [National Matching Services](#) website.

Interested applicants can submit the electronic APPIC Application for Psychology Internships (AAPI Online) through the [AAPI applicant portal](#). A complete application includes:

1. A completed AAPI with essays, the standard application for APPIC
2. A cover letter (included in the online AAPI) stating your goals for internship and explaining your interests in training at Lake Forest College
3. A current curriculum vitae (included in the online AAPI)
4. 3 letters of recommendation (included in the online AAPI); it is preferred that at least two letters come from direct supervisors of your clinical work
5. Official transcripts for all graduate work (included in the online AAPI)

No supplemental materials are required by the Lake Forest College Health and Wellness Center.

The application deadline is in the first week of November each year. The specific application deadline varies from year to year and will be posted on the APPIC Directory and the Health and Wellness Center's websi

- Free access to campus Sports and Recreation Center
- Free parking

Each intern is provided a private office equipped with telephone, computer, and webcam. Interns have administrative support from the department assistant and support for developing outreach programming from student employees and peer educators. All necessary training materials are provided and additional materials necessary for outreach programming or other projects can be purchased with Health and Wellness Center funding with approval of the Director of Health and Wellness.

Further details about benefits can be obtained by contacting the Director of Human Resources, Agnes Stepek, at stepek@lakeforest.edu or 847-735-5036 or the Coordinator of Clinical Training, Kasey Schultz-Saindon, Ph.D., at schultzsaindon@lakeforest.edu or 847-735-5241.

Diversity and Non-Discrimination Policy

The Lake Forest College Doctoral Internship Program in Health Service Psychology strongly values diversity and is committed to providing an equitable, inclusive, and safe environment for each intern to learn and grow. Consistent with the American Psychological Association's charge that "professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to effectively with diverse individuals", one of the core goals of the training program is the development of respect

Any inquiries or concerns with respect to sex discrimination, sexual misconduct, or Title IX may be directed to LaShun McGhee, Title IX Coordinator; 555 North Sheridan Road, Lake Forest, IL 60045; 847-735-6009; TitleIX@lakeforest.edu.

A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 800-421-3481.

The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting discrimination based on disability) is Agnes Stepek, Director of Human Resources; 555 North Sheridan Road; Lake Forest, IL 60045; 847-735-5036; steppek@lakeforest.edu. Inquiries or concerns with respect to any other type of discrimination may also be directed to Agnes Stepek.

Consistent with this policy and the values stated above, the training program welcomes diverse applicants and actively seeks to create a diverse training environment. Diversity amongst trainees and faculty enrich the training experience for all involved and promote multiculturally

and supervision, and she utilizes an individualized, developmental, and relational approach to this area of her work. Ashley has taught as an adjunct instructor at Roosevelt University and also as a Master Trainer with The Body Project, an evidence-based, cognitive dissonance body-acceptance program. In her free time, Ashley likes to spend time with friends and host gatherings, arrange flowers and charcuterie boards, travel, read, explore different restaurants, and take mindful walks.

TRAINING ACTIVITIES

Intern activities are focused in the following areas: 1) direct service, 2) outreach, consultation, and interdisciplinary collaboration, 3) supervision of practicum therapists, 4) supervision and seminars, and 5) administrative time.

Direct Service

Direct services activities include individual and couples therapy, group therapy, initial consultation, intake assessment, diagnostic screening, case management, and crisis assessment/intervention. Clients served at the Health and Wellness Center represent a broad range of presenting concerns and diagnostic categories.

Intake Interviewing

All students seeking counseling services through the HWC first attend an intake appointment (60 minutes) or initial consultation (IC; 30 minutes, brief intake). Interns are expected to hold set times in their schedules for intakes/initial consultations throughout their training year. In this appointment, clinicians assess client needs, history, and acuity of presenting concerns to determine appropriate level of care and treatment recommendations. Following an intake/initial consultation, an intern may schedule a crisis follow up with a student, place the student on the waitlist, conduct case management to assist with referrals and/or other on- and off-campus resources, or begin individual therapy with the student. Through this clinical activity, interns can expect to develop interviewing skills, learn how to gather clinical information, conduct mental status evaluations, and foster early relationship and rapport building skills. Interns will also develop greater skills in diagnosis, case management, disposition decisions, and treatment planning. Interns typically are assigned 3 hours of intake slots (3 intakes) or 2 hours of initial consultations (4 initial consultations) in their schedule on a weekly basis. Intakes/ICs can be scheduled by students online through the Student Health Portal or by reaching out to the Health and Wellness Center directly. Students may schedule ICs/Intakes up to 12 hours before the time of the appointment.

Crisis Assessment and Intervention

During orientation, interns will receive training in evidence-based methods of assessing risk, managing crisis situations, and Health and Wellness Center procedures for such situations. Interns will have the opportunity to integrate this model in a range of clinical encounters, including intake interviews, initial consultations, individual therapy and case management sessions, scheduled and drop-in sessions with students in crisis, and consultation with other staff and faculty on campus regarding students of concern. Interns each cover walk-in crisis hours for at least one day per week. On these days, a designated hour is reserved for consultation with

students in crisis, though interns also may need to respond to drop-in clients with more urgent needs outside of this designated hour. Support and direct supervision of risk assessment and treatment plans is provided to assure client safety and facilitate interns' integration of effective crisis assessment and intervention skills. Supervisors are always available for support and supervision during these crisis encounters. When these sessions happen in person, interns are required to check-in with a supervisor about the assessed risk and crisis management plan before concluding the session. This in vivo supervision model both provides necessary support to interns in complex emergency situations and

management may include follow-up appointments with students whose disposition or treatment plan does not include individual therapy at the Health and Wellness Center. Case management sessions may focus on things such as safety planning, application of coping skills, exploring motivation for ongoing counseling, providing short-term support, and connection to other resources and off-campus referrals. Case management also involves interns' effective management of their caseload in a small but busy counseling center. Interns will learn to distinguish between short-term, long-term, and group therapy dispositions for cases and build skills in communicating with clients about treatment plans, referrals, and termination.

Group Therapy

The Health and Wellness Center offers multiple therapy groups each semester. Each intern is provided training in and the opportunity to co-facilitate semester-long interpersonal process groups which foster interpersonal growth, the resolution of emotional issues, insight into relational patterns, emotionally corrective experiences, and behavioral change. Interns typically have the opportunity to lead one interpersonal process group each semester of the academic year. Interns may also have opportunities to facilitate drop-in groups or psychoeducational groups/workshops, dependent on interest and the needs of the community. Interpersonal process groups are often scheduled to extend beyond 5pm, including processing/supervision time with the intern's co-facilitator/supervisor. Adjustments will be made to the intern's schedule to adjust for this time and ensure the intern does not work beyond 37.5 hours per week.

Diagnostic Screening/Specialized Assessment

While the Health and Wellness Center does not engage in extensive diagnostic assessment, interns will gain experience with outcome assessment, substance use assessment and intervention, ADHD screenings, and therapeutic assessment. Outcome assessment is conducted with all Health and Wellness Center counseling clients, and interns are expected to utilize this data to help inform their therapeutic work. Substance use assessment and intervention is conducted most often with students who are mandated for an alcohol and other drug assessment through the student conduct system. This 2-session assessment and intervention involves an interview, assessment/screening tools, and providing feedback from a motivational interviewing approach. ADHD screenings are utilized for students who are seeking to understand their learning or attention difficulties. The screening process is designed to help students determine whether they have a need for further testing. ADHD Screenings and substance use assessment and interventions are added to intern's schedules periodically when students present requesting these services. Demand for these services fluctuate from year to year. Interns can expect to complete at least 3 ADHD screenings and 1- substance use assessment and interventions throughout the internship year, though they may complete a larger number of them in years where the demand is higher.

Outreach, Consultation, and Interdisciplinary Collaboration

Community wellness is a core value of the Health and Wellness Center, and community-based interventions are an important skill for psychologists working on a college campus. Thus, training in outreach and consultation and the theories and evidence to guide such activities is an important part of the training experience.

Outreach

The Health and Wellness center has an active outreach program that strives to provide students

Interns have opportunities to engage in the administration and evaluation of our training and clinical programs. Throughout the course of the year interns can expect to learn a great deal about the administration of an integrated university counseling and health center. Additionally, they serve on the intern selection committee and have opportunities to evaluate and help to improve elements of the training program as well as other programs and systems on campus. During the summer semester, interns work closely with staff members to adjust and improve the training program and clinical services of the Health and Wellness Center. They will also learn skills in developing and evaluating their own community-based outreach programming.

Supervision of Practicum Therapists

Interns provide supplemental supervision of one advanced practicum therapist. They meet with their supervisee for 1 hour per week during the academic year (90 minutes per week for the first 6 weeks of the fall semester). Interns can expect to supervise one advanced practicum therapist in the fall semester and a different advanced practicum therapist in the spring semester. In this supplemental supervision, the intern will supervise a portion (up to half) of the advanced practicum therapist's cases. Interns will be provided support for their development as a supervisor and supervision around the welfare of their supervisee's clients in supervision of supervision with the Coordinator of Clinical Training and their individual supervision with their supervisor who is also the primary supervisor of the advanced practicum therapist. Interns are expected to video record their provision of supervision.

Supervision and Seminars

Supervision, didactic seminars, and other informal training experiences are integral aspects to the training of interns. Close and intensive supervision with ongoing evaluation and feedback is seen as the backbone of the training experience. We believe that in preparing to be professional psychologists, interns sh

recordings of therapy sessions during supervision. Supervision will be focused on professional growth and increased self-awareness. Interns can expect supervision to assist them in developing the skills necessary to use themselves as an important instrument of change in the counseling relationship. One focus of supervision is on solidifying each intern's own therapeutic style and theoretical approach. Interns can expect to improve their ability to track the effectiveness of their interventions.

Supervision of Group

While an intern is facilitating a therapy group, 30 minutes of weekly individual supervision will be provided by the licensed psychologist co-facilitator. If approval is given for an intern to lead a group with a trainee co-facilitator or without a co-facilitator, supervision will be provided by a licensed psychologist.

Case Consultation

Case consultation is a group supervision designed to complement the intern's individual supervision. During this supervision, interns, advanced practicum therapists, and staff rotate sharing about current clients and showing video recorded therapy sessions. Intentionality is given to discussing clients and therapists within their multicultural contexts. Attention is given to the impact of these intersecting identities on the client's presenting concerns and the therapeutic relationship. In addition to asking questions, brainstorming ideas about future directions for clinical work with specific clients, and receiving feedback from others about their clinical strengths and growth areas, interns will have the opportunity to provide constructive feedback to fellow trainees and staff.

clinical/counseling psychology in particular and the application of clinical services in general. The seminar also provides additional training on diagnostic considerations and issues, treatment approaches, and clinical populations. Readings, case materials, and didactic presentations are used to facilitate

Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, and New Year's Day.

Interns are considered non-exempt staff and are paid on an hourly, non-exempt basis under FLSA. Interns will report their working time, sick time, and personal time off electronically through the ADP system. Timecards are due on Fridays every two weeks and need to be approved by the Coordinator of Clinical Training by noon on Monday. Interns are expected to keep track of when they need to submit their timecards. The due dates are determined by the Director of Human Resources and can be accessed in the Human Resources section of my.lakeforest.edu.

It is expected that interns do not work more than 37.5 hours per week. If a work activity, such as group therapy or an outreach event, is scheduled outside of the scheduled working hours, it is expected that interns and supervisors will work together to adjust the intern's schedule for that week. Ideally the intern would be able to adjust their schedule in the same work week so that they do not work more than 37.5 hours in that week. If this is not possible an attempt will be made to adjust the schedule within the same two-week pay period. If it is not possible to adjust the intern's hours to keep them under 37.5 hours (for example, when the intern has taken a crisis call over a weekend), the intern will need special approval from the Director of Health and Wellness for the extra time worked. This time should be reported in ADP.

Extended Leave

The Lake Forest College Health and Wellness Center recognizes that for some interns an unexpected need may arise for extended leave during the training year, such as for medical conditions or family needs. In such a situation, the training program recognizes the desire to allow a reasonable amount of time off as required by the situation while also ensuring that the intern meets the requirements for completion of the training program. In the event of a situation requiring extended leave, the intern is expected to work together with the Coordinator of Clinical Training to determine a plan for completion of internship hours. Extended leave in excess of the allocated paid time off will be unpaid. A plan for completion of internship hours may include utilizing paid time off, utilizing previously accrued flex time, working additional hours following the extended leave, working on limited projects and seminars from home, and extending the internship training period to allow accumulation of hours not covered by vacation time, flex time, or working from home. The approval of unpaid leave may require collaboration between Human Resources, the Coordinator of Clinical Training, and the intern's graduate program.

Professional Development/Dissertation Release Time

It is recognized that interns may be at various stages in the process of completing their dissertation during the internship year. The training program views dissertation completion and the job search process as important tasks for interns during their internship training year. Dissertation release time is granted on an as needed basis. Interns can expect to receive 2 to 4 days of dissertation release time throughout the year, dependent on need. Dissertation release time can be utilized for things such as data collection, data analysis, meetings with advisors or dissertation committee, dissertation writing, and dissertation defense. Efforts will be made to maintain fairness in dissertation release time between interns, and interns may be encouraged to take this time during slower clinical times. The program recognizes that each intern may have different needs related to dissertation and asks interns to understand that because of this equality in terms of exact number of dissertation release days may not always be possible. If it is useful in

the dissertation completion process, IBM SPSS Statistics software can be installed on an intern's work computer at their request. Time away from work for the job search process, such as interviews and travel to interviews may be necessary. Just as with dissertation release time, this time is considered professional development time and is granted on an as needed basis. Requests for professional development or dissertation release time should be discussed in person with the Coordinator of Clinical Training and followed up with an email request for documentation purposes. This time is recorded as working time in ADP.

Degrees, Titles, and License Status

Interns are expected to list their highest completed degree in a mental health field on their professional Lake Forest College materials, such as business cards, email signatures, and door signs. Because interns are practicing under the supervision of staff licensed as clinical psychologists, they are not practicing under any current or previous professional license that they may have the credentials for (such as, but not limited to, Licensed Professional Counselor, Licensed Clinical Professional Counselor, Licensed Social Worker, or Licensed Clinical Social Worker). Interns are not allowed to list any current or previous professional license on their Lake Forest College materials. Interns' official job titles are "Psychology Intern." Interns should note that they will not have completed their doctoral programs until they have successfully completed the internship and all other degree requirements. Thus, no staff should refer to interns with the title "doctor" during the course of internship.

Liability Insurance

It is required that each intern carry their own professional liability insurance. Some graduate programs may have already purchased professional liability insurance for their students. Professional liability insurance companies generally have plans for graduate students in training. Policies need to have minimum limits of \$1,000,000/\$3,000,000. Interns are required to provide a copy of their policy to the Coordinator of Clinical Training prior to seeing clients.

Internship Hours Requirements

For successful completion of the internship program, interns are required to complete 1,950 total hours. Of these hours, a minimum of 500 hours are required to be face to face clinical hours. Activities that can count towards this time are intakes, triage appointments, individual counseling, group counseling, couples counseling, case management, crisis assessment, and consultation. If necessary, provision of supervision and outreach hours may be counted as clinical time, but there is a preference that interns reach 500 clinical hours in addition to any time spent doing outreach. The Coordinator of Clinical Training will work together with the Director of Health and Wellness to periodically check each intern's progress regarding clinical hours. Any concerns that the Training Committee has about the intern's progress regarding clinical hours will be communicated to the intern. Interns are encouraged to ask for reports about their hours and/or track their hours for themselves in addition to the automatic tracking in the Electronic Health Record. Interns who do not meet the overall 1,950 hours requirement or the 500 clinical hours requirement at the end of the 12 month internship may not successfully pass the internship. It is recognized that many internships continue to have a 2,000 hour requirement to complete internship. The vast majority of states do not require 2,000 internship hours to be eligible for

licensure. However, interns are encouraged to look into the hours requirements for the states in which they may wish to seek licensure. If an intern wants to ensure that they are able to document 2,000 internship hours, they should discuss with the Coordinator of Clinical Training what opportunities may exist for earning extra hours. Things such as voluntary reading, attendance at conference or other trainings, and attendance at non-

authority, avoid dual relationships with trainees, and look to the APA Ethical Principles of Psychologists and Code of Conduct and consultation with each other for guidance when questions arise. Specific policies and principles that apply include the Lake Forest College policy on Consensual Romantic or Sexual Relationship and Evaluative Authority, APA Ethics Principle 7.07 proh

The formal evaluations are not seen as replacement for informal verbal feedback which is carried on throughout the internship program year. It is expected that the interns should have been presented with their areas of deficiency or misconduct and given an opportunity to ameliorate them prior to the formal evaluations or any request for a special review.

Definition of Problematic Behavior

For purposes of this document, intern Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior,
2. An inability to acquire professional skills in order to reach an acceptable level of competency, or
3. An inability to control personal stress, strong emotional reactions and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment as to when an intern's behavior escalates and becomes problematic. Interns may exhibit behaviors, attitudes, or characteristics which, while of concern and in requirement of remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as Problematic Behavior when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified,
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training,
3. The quality of services delivered by the intern is sufficiently negatively affected.
4. The problem is not restricted to one area of professional functioning,
5. A disproportionate amount of attention by training personnel is required to deal with the intern and his/her behavior, and/or
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.
7. The behavior has potential for ethical and legal ramifications if not addressed.
8. The behavior shows a persistent insensitivity to diversity considerations related to race, ethnicity, nationality, gender, sexual identity, physical ability, religion, age, size, or other aspects of human diversity.
9. The intern's interpersonal style interferes with their intraprofessional and interdisciplinary relationships with peers, coworkers, supervisors, and/or supervisees.

GUIDING PRINCIPLES TO ENSURE DUE PROCESS

- c. The behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship program.

3. **Written Warning** to the intern indicates the need to discontinue an inappropriate action or behavior. This letter will contain:

- a. A description of the intern's unsatisfactory performance,
- b. Actions needed by the intern to correct the unsatisfactory performance,
- c. The timeline for correcting the problem,
- d. What action will be taken if the problem is not corrected, and
- e. Notification that the intern has the right to request a review of this action.

Copies of the written warning will be kept in the intern's file and the due process procedures file and will remain there with further documentation of progress in remediating the identified problem or other further steps in the process.

4. **Schedule Modification** is a time-limited, remediation-oriented closely supervised period of training to help facilitate the intern's return to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship program. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Director of Health and Wellness and the Coordinator of Clinical Training. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

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

The length of a schedule modification period will be determined by the Director of Health and Wellness and the Coordinator of Clinical Training in consultation with the Training Committee. Termination of the schedule modification period will be determined, after discussions with the intern, by the Director, and in consultation with the Training Committee.

5. **Probation** is also a time-limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the Director of Health and Wellness and Coordinator of Clinical Training systematically monitor for a specific length of time, the degree to which the student addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement which includes:

- a. The specific behaviors associated with the unacceptable rating

- d. The procedures to ascertain whether the problem has been appropriately rectified.

If the Director of Health and Wellness and Coordinator of Clinical Training determine that there has not been sufficient improvement in the intern's behavior to remove the probation or schedule modification, then the Director of Health and Wellness and Coordinator of Clinical Training will discuss with the Training Committee possible courses of action to be taken. The Director of Health and Wellness and Coordinator of Clinical Training will communicate in writing to the intern that the conditions for revoking the probation or schedule modification have not been met. This notice will include the course of action the Director of Health and Wellness and Coordinator of Clinical Training have decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the Director of Health and Wellness and Coordinator of Clinical Training will communicate to the Training Committee if the intern's behavior does not change, the intern will not successfully complete the internship program. The intern may choose to accept the conditions or may challenge the decisions (see **Procedures for Appeal by an intern** on p.37)

6. **Suspension of Direct Service Activities** requires a determination that the welfare of the intern's clients or consultee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Director of Health and Wellness and the Coordinator of Clinical Training. At the end of the suspension period, the supervisor in consultation with the Director of Health and Wellness and Coordinator of Clinical Training will assess the intern's capacity for effective functioning and determine when direct service can be resumed. The intern may choose to accept the conditions or challenge the decision (see **Procedures for Appeal by an intern** below).

Procedures for Appeal by the Training Program on p.40.

5. Once a decision has been made, the intern, the training institution of the intern, and other appropriate individuals are informed in writing of the action taken within 3 working days.
6. If

following reasons: ethical or legal violations of professional standards or laws; professional incompetence; infringement on the rights, privileges, or responsibilities of others.

1. The Director of Health and Wellness and Coordinator of Clinical Training will review the grievance with members of the Training Committee and determine if there is reason to proceed and/or if the behavior in question is in the process of being rectified.
2. If this group determines that the alleged behavior, if proven, does not constitute a serious violation, the Director of Health and Wellness shall inform the staff member who may be allowed to renew the complaint if additional information is provided.
3. If the group determines that there is probable cause for deliberation by a Review Panel, the Director of Health and Wellness will notify the staff person and obtain permission to inform the intern. The staff member will have five working days to respond to the request and will be informed that failure to grant permission may preclude further action. If no response is received within five days, or permission to inform the intern is denied, the Director, Coordinator of Clinical Training, and the Training Committee shall decide whether to proceed with the matter.
4. If the intern is informed, a Review Panel is convened consisting of the Director of Health and Wellness, the Coordinator of Clinical Training, a Student Affairs staff member selected by the Director of Health and Wellness, and one member selected by the intern (this member may be another intern). The Review Panel will receive any relevant information from both the intern and/or staff member as relevant to deliberations. The Review Panel will proceed in the same manner as outlined in the section for **Procedures for Appeal by an Intern**.
5. The Training Program may appeal the decision made by the Review Panel. Please see **Procedures for Appeal by the Training Program** on p. 40.

Grievance Procedures

Situations where intern raises a formal complaint or grievance

There may be situations in which the intern has a complaint or grievance against a supervisor, staff member, other interns, or the program itself and wishes to file a formal grievance. The intern should:

1. R).nMC /Span κ

4. If mediation fails, the intern can file a formal grievance in writing with all supporting

Appendix A: Training Program Competencies and Elements

Competency VII: Intervention	
Psychotherapy	
1	Demonstrates the ability to establish and maintain effective therapeutic relationships with clients presenting with different types of concerns.
2	Effectively helps clients identify reasonable and attainable clinical goals, with awareness of the distinction between short-term and long-term treatment
3	Develops evidence-

21	Demonstrates flexibility in therapeutic technique and theoretical approach, including the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
22	Evaluates intervention effectiveness and adapts intervention goals and methods based on this ongoing evaluation.
23	Maintains accurate, comprehensive culturally sensily se01 0 0 1 504.1 744.84 Tehensg ev

4	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
5	Demonstrates interpersonal effectiveness and flexibility across a range of professional activities and with a diverse range of people
6	Communicates needs in supervision. Prioritizes topics in supervision to be efficient in addressing clinical issues while maximizing opportunities for learning and growth.
7	Demonstrates confidence in utilizing strengths to contribute to the goals and objectives of the Health and Wellness Center and Office of Student Affairs.
8	Demonstrates an understanding of how cultural factors may be impacting professional relationships and interpersonal communication.

Competency IV: Professional Values and Attitudes	
1	Behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, department, professional identity, accountability, lifelong learning, and concern for the welfare of others.

7	Demonstrates understanding of the influence of cultural identity on the supervisory relationship. Discusses issues of diversity with supervisee in relation to both the supervisee's work with clients and the supervisory relationship.
8	Provides guidance and feedback to supervisee with the goal of helping supervisee grow in their clinical skill
9	Role models professional responsibility in the supervisory relationship (i.e. timeliness of feedback, clear communication of expectations, modeling of self-awareness, openness to feedback, maintaining agreed upon supervision schedule).
10	Regularly observes recordings of supervisee clinical work during supervision with supervisee and outside of supervision when needed
11	Accurately evaluates supervisee's progress and skill through scheduled formal evaluation and informal, ongoing evaluation. Effectively communicates feedback about supervisee progress and results of evaluation to supervisee.