



VIOLENCE INTERVENTION PROGRAM

Doctoral Psychology
Internship Training Program
Manual

2022-2023

Doctoral Psychology Internship Program Training Manual

TABLE OF CONTENTS

Table of contents.....	i
I. Introduction.....	4
A. Acknowledgments & Agreements.....	4
B. Our Agency & It's Mission.....	4
C. Internship History.....	5
D. Internship Setting.....	5
II. VIP-CMHC Policies and Procedures.....	7
A. VIP-CMHC Policies and Procedures.....	7
1. Equal Employment Opportunity Statement.....	7
2. Drug-Free & Alcohol-Free Workplace.....	7
3. Working with Human Resources.....	8
B. Ethical and Legal Standards.....	8
1. American Psychological Association.....	8
2. California State Law.....	9
C. Intern Program Admissions.....	9
1. Selection Procedures.....	10
2. Duration of Internship.....	10
3. Intern Financial Support.....	10
4. Contractual Agreement with Interns Academic Program.....	11
D. Time Keeping and Requesting Time Off.....	11
1. Time Keeping.....	11
2. Requesting Time Off.....	11
E. Dress Code.....	11
III. Training Philosophy.....	12
A. Internship Profession-Wide Competencies.....	12
1. Research.....	12
2. Ethical and Legal Standards.....	13
3. Individual And Cultural Diversity.....	13
4. Professional Values, Attitudes, and Behaviors.....	14
5. Communication and Interpersonal Skills.....	15
6. Assessment.....	15
7. Intervention.....	16
8. Supervision.....	17
9. Consultation.....	17
IV. Intern Training Experiences.....	19
A. Internship Orientation.....	19
B. Clinical Service Delivery.....	19
C. Supervision.....	20
D. Didactics.....	21
E. Clinical Administrative Tasks.....	21
F. Interns Rights and Responsibilities.....	22

V. Evaluation Procedures.....	23
A. Intern Evaluation Process.....	23
B. Evaluation of Program.....	23
VI. Due Process and Grievance Guidelines for Interns.....	24
A. General Guidelines for Due Process.....	24
B. Definition of Problematic Behavior.....	25
C. Due Process Procedure for Responding to Problematic Performance by an Intern.....	25
D. Due Process Procedures for Responding to Inadequate Performance by an Intern.....	28
E. Review Panel and Process.....	29
F. Intern Appeal Process.....	29
G. Grievance Procedure.....	30



I. INTRODUCTION

Please note: The information contained in this training manual is for the 2022.2023 Cohort and is subject to change based on feedback received from APA, VIP-CMHC HR, or as the result of yearly analysis of the proximal and distal data that is collected each cohort. Changes to the training manual take place each June in preparation for the next training year. Please direct any questions about potential changes to the VIP-CMHC Training Director.

A. Acknowledgements & Agreements

Please direct any questions about any of the following acknowledgements, agreements, or forms to the VIP-CMHC training Director or Director of Human Resources prior to signing the form in question.

Acknowledgement of Responsibility

Each Doctoral Psychology Intern is responsible for the review and content of VIP Community Mental Health Center (VIP-CMHC) Policy & Procedures Manual as well as the Doctoral Psychology Internship Training Program Manual. Interns are required to sign an “Acknowledgement of Responsibility Form” which signifies that they have read and understand the contents of these documents, including the Due Process and Grievance Guidelines.

Confidentiality Agreement

Doctoral Psychology Interns are required to sign a “Confidentiality Agreement” stating that they understand the parameters of sharing mental health information at the VIP-CMHC.

Information Security Agreement

Doctoral Psychology Interns are required to sign an “Information Security Agreement” stating that they understand the parameters of using the equipment and informational systems at VIP-CMHC.

B. Our Agency & Its Mission

The Violence Intervention Program was founded by Dr. Astrid Heppenstall Heger in response to a system in which victims were “diagnosed” as having been abused and were then tossed into the child welfare system, with few resources or support. The original mission of the Violence Intervention Program was to provide a better outcome and brighter future for children experiencing abuse.

Today, the Violence Intervention Program has grown to a multidisciplinary team helping children, adults, and elderly clients through a variety of clinical programs. For over 35 years, the mission of the Violence Intervention Program has been to protect and treat all victims of family violence and sexual assault.

VIP envisions a community where no child, woman, or elder is hurt by someone they should have been able to trust. We seek to significantly better the lives of those who have been abused and assaulted by providing comprehensive forensic, medical, and mental health services that promote not only healing

but also personal growth and success. The goal is to work together with passion and focus to provide a complete continuum of supportive services for extremely vulnerable individuals who lack other resources. VIP helps approximately 20,000 individuals each year touched by violence. Our combined around-the-clock medical and mental health programs along with our educational enrichment, and support and advocacy services to children in foster care and other victims of child abuse and neglect, domestic violence, sexual assault, elder abuse, and dependent adult abuse are giving real solutions to individuals that may have no other hope. VIP works to increase services for those without financial resources or health coverage especially those under the care of the state and establish community-based advocacy and prevention programs for the early identification of abuse. We continually strive to answer the needs and advance the welfare of children and families to end the cycle of violence.

C. Internship history

The Doctoral Internship in Professional Psychology at The Violence Intervention Program Community Mental Health Center was enthusiastically inaugurated in 2007 with the principle that training new professionals is both a privilege and a responsibility. The internship was specifically developed to meet the needs of qualified Doctoral interns who needed or preferred a part-time internship experience. The first internship class included two part-time interns who entered the program in September 2007. The first class graduated at the end of August 2008, and another two interns began their internship in September 2008. In 2008, the internship became a member of the California Psychology Internship Council (CAPIC) and began participating in the CAPIC match. In 2016, the internship site became a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The current training program begins on the Tuesday after Labor Day and is completed at the end of August.

D. Internship setting

Established over 35 years ago, the Violence Intervention Program (VIP) is a multidisciplinary family advocacy center that provides medical, forensic, mental health, advocacy, and supportive services to victims of child abuse, neglect, sexual assault, domestic violence, elder abuse, and dependent adult abuse. VIP's current signature programs include: the Community-Based Assessment and Treatment Center (CATC)/"Hub" for victims of abuse; the Sexual Assault Center; the Adolescent Care and Transition (ACT) Clinic for high-risk youth and teens in foster care; and specialized intensive and outreach programs in support of stable, permanent placements for high-risk foster youth; Outpatient Care Services (OCS) services provided in the home for families unable to access mental health services on-site at VIP; the Alexis Project serving the LGBTQ+ community; the Fetal Alcohol Spectrum Disorder (FASD) Clinic; Geriatric Clinic and mental health and support services, including individual, group, and family therapy, school-based therapy, case management and supportive services, health and parenting education, and mentoring and tutoring. Because of the diverse community we serve, all services are provided for free on an ongoing basis and are bilingual and multicultural.

VIP focuses on intervention, treatment and prevention, and functions as a public-private partnership that includes the LAC+USC Medical Center where the LAC+USC VIP HUB is located. This HUB is the largest in the County of Los Angeles, and according to Los Angeles County 2008-2009 Civil Grand Jury, representing more than three times as many children as Los Angeles County's next largest HUB. The VIP HUB is the only HUB open 24/7 and supported by satellite services in East San Gabriel Valley. The

HUB currently provides medical and mental health assessments as a collaborative between DHS, DCFS and VIP-CMHC funded through a contract with DMH.

The VIP-CMHC was opened twenty years ago as an independent nonprofit agency to provide comprehensive mental health and support services for child victims and their nonoffending family members. It provides individual, group, and family therapy; developmental screening and referrals; psychological assessments and testing; case management and assistance with housing and basic needs; health and parenting education; academic advocacy; mentoring and tutoring; and therapeutic arts and crafts activities. All services are bilingual and multicultural. VIP-CMHC is incorporated as a 501(c)3 exempt nonprofit corporation, and is governed by a seven member volunteer Board of Directors that provides fiscal oversight, resource development, and professional expertise.

Currently the VIP evaluates 60% of all children entering foster care, with numbers approximately 900-1100 each month. VIP-CMHC sees an average of 800 child clients each year for ongoing mental health services. VIP partners with several organizations including the DCFS, DHS, DMH, the court system, hospitals, the Los Angeles Sheriff's Department, the Los Angeles Police Department, local schools, and many community-based programs. Because of sound management and successful service to children and families, the administrative and development staff have been able to create opportunities for expansion, including three successful capital campaigns to renovate underused county facilities into beautiful, practical medical and mental health clinics that are viewed as safe havens by families. VIP-CMHC has also been called upon to pilot new programs that were ultimately embraced and underwritten by the County, including the medical HUB, the Alexis Project, and FASD clinic. The organization's contracts with DMH have consistently grown over the years and the list of potential clients waiting for referrals for therapists has decreased. VIP-CMHC has a very active volunteer program that focuses on matching college students and working professionals with child victims and children in foster care as mentors and tutors.

The VIP serves an estimated 20,000 victims of violence each year. Approximately 88% are Latino, 4% African American, 4% Caucasian, 2% Asian, and 2% other. The VIP draws most clients from the neighborhoods surrounding LAC+USC Medical Center, victims, and service providers from all over the County rely on the VIP's continuous and comprehensive intervention and treatment services.

II. VIP-CMH Policies and Procedures

A. VIP-CMHC Policies and Procedures

Doctoral Psychology Interns follow all Policies and Procedures as detailed in the employee handbook and, as such, all applicants receiving a conditional offer of employment are subject to the VIP-CMHC Policy and Procedures.

1. Equal Employment Opportunity Statement

VIP Community Mental Health Center (VIP-CMHC) is committed to providing a professional work environment free from discrimination and harassment, including discrimination and harassment based on a protected category, and an environment free from retaliation for participating in any protected activity covered by this policy. VIP-CMHC is committed to providing equal employment opportunities to all employees and applicants for employment. Accordingly, we have adopted and maintain this anti-discrimination policy designed to encourage professional and respectful behavior and prevent discriminatory and harassing conduct in our workplace. We will implement appropriate corrective action(s), up to and including formal discipline, in response to misconduct, including violations of VIPCMHC's anti-discrimination policy, even if the violation does not rise to the level of unlawful conduct.

All employees are expected to assume responsibility for maintaining a work environment that is free from discrimination, harassment, and retaliation. Employees are encouraged to promptly report conduct that they believe violates this policy so that we have an opportunity to address and resolve any concerns. Managers and supervisors are required to promptly report conduct that they believe violates this policy. We are committed to responding to alleged violations of this policy in a timely and fair manner and to taking appropriate action aimed at ending the prohibited conduct.

2. Drug-Free & Alcohol-Free Workplace

To help ensure a safe, healthy, and productive work environment for our employees and others, to protect Agency property, and to ensure efficient operations, the Agency has adopted a policy of maintaining a workplace free of drugs and alcohol. This policy applies to all employees and other individuals who perform work for the Agency.

The unlawful or unauthorized use, abuse, solicitation, theft, possession, transfer, purchase, sale, or distribution of controlled substances, drug paraphernalia or alcohol by an individual anywhere on Agency premises, while on Agency business (whether on or off Agency premises) or while representing the Agency, is strictly prohibited. Employees and other individuals who work for the Agency also are prohibited from reporting to work or working while they are using or under the influence of alcohol or any controlled substances, which may impact an employee's ability to perform his or her job or otherwise pose safety concerns, except when the use is pursuant to a licensed medical practitioner's instructions and the licensed medical practitioner authorized the employee or individual to report to work. However, this does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test, to the extent an employee is subject to any drug testing requirement, to the extent permitted by and in accordance with applicable law.

3. Working with Human Resources

In addition to the aspects of working with HR above, interns attend an HR onboarding new employee orientation during which they will complete necessary forms and paperwork including tax-withholding forms. Human Resources personnel will also explain the nature and extent of any benefits they receive as a function of being temporary employees of VIP-CMHC.

B. Ethical and Legal Standards

1. American Psychological Association

VIP-CMHC staff functions in accordance with the highest possible ethical standards and adheres to the published code of the American Psychological Association (APA) about ethical aspirations and acceptable behaviors for therapists. A copy of the latest version of the APA Ethical Guidelines is accessible online at: <http://www.apa.org/ethics/code/index.aspx>. Please note the following, as it is a section that interns may not have previously read or paid attention to:

- §5.01 of the Ethical Principles of Psychologists and Code of Conduct.
 - a. Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.
 - b. Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.
 - c. Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.
- The two aspects of this section most relevant for interns in the doctoral training program at VIP-CMHC are concerning previously earned degrees and when to use the title of “Doctor.”
 - o If you have a degree that is from an unrelated field or one that is not actively related to your current status as an intern at VIP-CMHC, (e.g., a doctorate in another field such as Marketing or Business), you will not display the credentials for this degree on your business cards, email signature, or other areas where clients may mistake the degree as relating to your work at VIP-CMHC.

o If you are licensed under a Master’s level license or other licensure that is unrelated to your status as a doctoral intern at VIP-CMHC (e.g., LPCC, LMFT) you will not display this license on your business cards, email signature, or other areas where clients may mistake you as working under your own license at VIP-CMHC.

o You are not ethically allowed to use the title of “Doctor” until you have completed all aspects of your academic degree – including successful completion of internship, even if you have a doctorate in a different field. Family and friends might be confused once you defend your dissertation and/or walk in your graduation ceremony (if it happens before the end of internship); however, it is important to remind them that you are not officially a doctor until all steps of your education are completed (including internship) and you receive your diploma.

2. California State Law

In addition to the APA Ethical Guidelines, VIP-CMHC staff adheres to the laws and regulations of the State of California, as they apply to mental health practitioners. These laws and regulations are accessible online at: http://psychology.ca.gov/laws_regs/ Please note the following sections that interns may not have previously read or paid attention to:

- BPC §2903 states: “No person may engage in the practice of psychology, or represent himself or herself to be a psychologist, without a license granted under this chapter, except as otherwise provided in this chapter.”
- BPC §2902(c) states: A person represents himself or herself to be a psychologist when the person holds himself or herself out to the public by any title or description of services incorporating the words “psychology,” “psychological,” “psychologist,” “psychology consultation,” “psychology consultant,” “psychometry,” “psychometrics” or “psychometrist,” “psychotherapy,” “psychotherapist,” “psychoanalysis,” or “psychoanalyst,” or when the person holds himself or herself out to be trained, experienced, or an expert in the field of psychology. All situations presenting ethical issues or concerns are reviewed carefully, occasionally involve outside consultation, and are resolved in accordance with recognized professional codes.

C. Intern Program Admissions

The aim of our doctoral internship program is to prepare you to become a competent, versatile, and culturally aware trauma informed Psychologist. We are committed to promoting excellence and competence with psychological skill levels and strive to provide experiences that allow for interpersonal depth and enhanced clinical ability within a multicultural framework. The training year begins on the Tuesday after Labor Day and ends during the last week of August. We have two to three doctoral internship positions available each year. Applicants must have attended an APA accredited doctoral program. To apply to our program, applicants must have completed their comprehensive exams and successfully proposed their dissertation. Applicants must have a minimum of 500 face-to face intervention hours certified by their Director of Clinical Training at time of application and have completed all necessary coursework prior to the start of our internship. We prefer applicants who have demonstrated experience with children, adolescents, and families and who can speak clearly to this experience in their cover letter, essays, and letters of recommendation. Doctoral Psychology Interns

may conduct group therapy, individual therapy, assessment, and crisis intervention. Interns are typically scheduled 40 hours a week between the hours of 8:00am to 8:00pm Monday through Thursday and 8:00am to 6:00pm on Friday. California regulations stipulate an intern can count a maximum of 44 hours per week toward Supervised Professional Experience (SPE) hours. Interns are expected to acquire a minimum of 1,850 hours during their training year to successfully complete the internship. The average number of hours earned by interns each year is closer to 1,900, with many interns choosing to work extra hours to bring their total SPE to 2,000. Interns are urged to know the hour requirement for states where they anticipate getting licensed to make certain they earn enough hours during the internship year.

1. Intern Selection Procedures

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. Additionally, we adhere to all APPIC guidelines and participate in the Computer Matching process for selecting our interns. To register with the National Matching Service, access their website at: <http://www.natmatch.com/psychint>. After the closing deadline, all completed applications will be reviewed over the next three weeks. All applicants will be notified by email on or before December 15 of their status with our program. Interviews typically take place during the first two to three weeks of January. The Training Program is intentional in only offering interviews via free video conferencing software. We do not allow in-person interviews so that applicants who may not have the financial means to travel or who may have responsibilities that interfere with their ability to travel are not discriminated against by not being able to attend an in-person interview. Our interviews typically last approximately 45-60 minutes and involve all members of the Training Team who are available at that time. At the completion of interviews, candidates will be rank-ordered and submitted to APPIC. We do not notify applicants if the program does not rank them.

2. Duration of Internship

The internship at VIP Community Mental Health Center provides a full-time, one-year, paid internship. The internship year begins the Tuesday after Labor Day and ends the full week in August, and interns are required to acquire a minimum of 1,850 hours in order to successfully complete the internship.

3. Intern Financial Support and Benefits

- Each intern is paid a stipend of \$32,000 for the training year. This stipend is divided into 26 bi-weekly payments. Interns complete an electronic non-exempt timesheet.
- VIP-CMHC provides professional liability coverage for all agency-related clinical activities.
- Each intern receives a VIP-CMHC Benefits package that includes the option to select medical, dental, vision insurance.
- Interns receive all VIP-CMHC holidays and seasonal days (typically 12 days per year). Interns accrue up to 15 Personal Time Off days (PTO).
- Professional development time is provided to attend conferences, job search interviews, dissertation meetings, and other meetings related to academics. Approval of professional development time is contingent upon the approval of the VIP-CMHC primary supervisor.

- Each intern office is equipped with a computer that provides access to our electronic health record (Careologic) and has internet access, word processing, and email capabilities. Additionally, each office is equipped with a phone with voicemail that is accessible through the phone or the computer.

4. Contractual Agreement with Intern's Academic Program

We cooperate and coordinate with each intern's academic program regarding training needs and progress. We do not enter into additional contractual agreements with any specific academic program, and instead honor the contract between VIP-CMHC and APPIC.

D. Time Keeping and Requesting Time Off

1. Time Keeping

The full-time schedule for an intern is 40 hours weekly. VIP-CMHC is typically open from 8:00 am to 8:00 pm, Monday through Thursday and 8:00am to 6:00pm Friday. Full-time interns typically work 8 hours a day, Monday through Friday. On occasion, interns will need to work later into the evening to meet the needs of the center. Interns complete an electronic timesheet for each two-week pay period.

2. Requesting Time Off

Requests for scheduled time off must be made to the Primary Supervisor at least two weeks in advance of when the time off is requested. It is the intern's responsibility to reschedule or arrange coverage for any activities or responsibilities missed. Interns who need to take time off due to illness are responsible for notifying VIP-CMHC of their absence. Interns must notify their primary supervisor in the event of an unplanned absence. It is appropriate for interns to either send a text message or make a phone call.

E. Dress and Personal Appearance

Doctoral Interns are expected to report to work well groomed, clean, and dressed according to the requirements of your position. Some employees may be required to wear uniforms or safety equipment/clothing. Please contact your supervisor for specific information regarding acceptable attire for your position. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work well-groomed and wearing the proper attire.

III. Philosophy of training

The primary goal of the Doctoral internship is to provide comprehensive training leading to competency as a practicing psychologist. As noted above, the internship was specifically developed in 2007 to meet the needs of qualified Doctoral interns who prefer or need a part-time internship experience. However, through the years it has expanded into a full-time internship. All the didactic and experiential components of this program have been developed to allow interns to assume increasing responsibilities as they move towards greater autonomy over the internship course. Thus, the program fosters the development of professional competencies as well as professional identity as a psychologist. The program also fosters the development of multicultural competence.

The internship provides supervised clinical and didactic experiences with a particular emphasis on fostering multicultural competence and a deep grounding in ethical principles. Each intern is expected to develop strong clinical skills with clients from diverse cultural backgrounds and gain a secure sense of self as a competent and ethical psychology professional. Interns also gain experience in outreach and consultation.

The internship is based on the practitioner-scholar model. The program values experiential learning with formal supervision as well as informal opportunities to consult with staff as needed. The internship program also values research and critical thinking skills, and interns are encouraged to integrate recent research into their work and to learn about and employ empirically based practices. The training program also values collaboration and consultation, and interns are invited and encouraged to foster collaborative relationships with all members of the staff.

A. INTERNSHIP PROFESSION-WIDE COMPETENCIES

The training program operates under the principle that early career professionals need to develop a strong professional identity within their own discipline and an ability to work collaboratively with other mental health care professionals. We believe that this development happens through experience, supervision, and mentoring. We expect interns to demonstrate self-awareness, self-management, social awareness, cultural awareness, and social management with increasing levels of responsibility over the course of the year as these skills will provide a strong foundation for independence in the practice of Psychology. Additionally, VIP-CMHC provides interns the opportunity to broaden their knowledge and skill base through exposure to a variety of theoretical perspectives and intervention approaches. Using an integrated context, we strive to foster professional respect and the building of professional cohesiveness within the VIP-CMHC staff, across disciplines, and within the community. In keeping with APA Standards of Accreditation, we expect interns of the VIP-CMHC Internship Training Program to respond professionally in increasingly complex situations, with a greater degree of independence on the following profession-wide competencies over the course of the academic year:

1. Research

We expect graduates of the VIP-CMHC Internship Training Program to demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case presentations, outreach programming, publications, and presentations). This includes the ability to produce new knowledge and to use existing knowledge to solve problems.

You will demonstrate competency in this area by reading, interpreting, discussing, and implementing research/articles on a day-to-day basis in all your activities at VIP-CMHC (e.g., seminars, supervision, outreach programs). We measure this competency by looking specifically at the following elements:

- Intern actively participates in seminars, case presentations, and outreach experiences that involve reading, discussing, and applying research.
- Intern demonstrates competence in the ability to independently and critically evaluate and discuss empirically supported research and its application to their clinical work.
 - Intern demonstrates the ability to discuss how psychological theory and research apply to clinical practice in supervision.
- Intern demonstrates understanding of the basics of program evaluation theory and can disseminate data through the preparation and delivery of a program evaluation.
- Intern demonstrates competence in the ability to formulate a case conceptualization within their own preferred theoretical orientation and the ability to draw from other orientations.

2. Ethical and Legal Standards

We expect graduates of the VIP-CMHC Internship Training Program to demonstrate ethical and legal responsibility in all areas and to operate with knowledge of relevant state laws and regulations, to be knowledgeable of, and acting in accordance with, the APA Ethical Principles of Psychologists and Code of Conduct, and to follow relevant professional standards and guidelines. You will demonstrate competency in this area by actively participating in discussions around ethical dilemmas in supervision, seminars, and meetings, completing case notes, SPE logs, and other assignments within the necessary periods. We measure this competency by looking specifically at the following elements:

- Intern demonstrates knowledge of, and acts in accordance with, the APA Ethical Principles and Code of Conduct.
- Intern demonstrates knowledge of, and acts in accordance with, all relevant professional standards and guidelines. This includes the policies and procedures outlined by VIP-CMHC.
- Intern demonstrates knowledge of, and acts in accordance with, California laws and regulations related to the practice of psychology.
- Intern demonstrates competence in the ability to recognize ethical dilemmas and applies ethical decision-making processes.
- Intern demonstrates the ability to attend effectively to the ethical and legal requirements of abuse or neglect reporting.
- Intern demonstrates the ability to attend effectively to the ethical and legal requirements of emergency and/or crisis situations.
- Intern demonstrates competence in conducting self in an ethical manner in all professional activities.

3. Individual and Cultural Diversity

We expect graduates of the VIP-CMHC Internship Training Program to develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. You will demonstrate competency in this

area actively attending to themes of culture and diversity in presentations, case conceptualizations, assessments, notes, and supervision. We measure this competency by looking specifically at the following elements:

- Intern can articulate knowledge and understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with others, including those who are different from themselves.
- Intern demonstrates understanding of the current theoretical and empirical knowledge base, and the ability to integrate this knowledge to address diversity in all professional activities (e.g., research, direct service, outreach, and other professional activities).
- Intern demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, direct service, outreach, and other professional activities).
- Intern demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their career.
- Intern demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Intern demonstrates the ability to apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

4. Professional Values, Attitudes, and Behaviors

We expect graduates of the VIP-CMHC Internship Training Program to respond professionally in increasingly complex situations and to behave in ways that reflect the values and attitudes of psychology. You will demonstrate competency in this area by actively engaging in self-reflection, discussion of personal/professional challenges in appropriate settings, participating in discussions surrounding professional development, difficult conversations, and feedback, and by developing and maintaining a selfcare/resiliency plan to manage stress in an adaptive manner. We measure this competency by looking specifically at the following elements:

- Intern behaves in ways that reflect the values and attitudes of psychology, including integrity, development, professional identity, and lifelong learning.
- Intern behaves in ways that reflects concern for the welfare of others.
- Intern demonstrates the ability to evaluate accurately their own level of clinical judgment, competency, and accountability.
- Intern demonstrates competence in utilizing positive coping strategies with personal and professional stressors and challenges and can minimize their impact on clinical care.
- Intern demonstrates competence in case management and time management using the timeframes established in the VIP-CMHC Policy and Procedure Manual.
- Intern maintains complete records of all client contacts and pertinent information.
- Intern engages in self-reflection regarding one's personal and professional functioning.
- Intern actively engages in activities to maintain and improve performance, wellbeing, and professional effectiveness.
- Intern actively seeks feedback and supervision.
- Intern demonstrates openness and responsiveness to feedback and supervision.

5. Communication and Interpersonal Skills

We expect graduates of the VIP-CMHC Internship Training Program to demonstrate strong communication and interpersonal skills in all domains. You will demonstrate competency in this area by showing strong interpersonal skills in all domains and relationships and utilizing non-verbal and verbal communication (both written and oral) to provide/receive feedback, present on topics related to mental health, write concise notes and assessments, and communicate necessary information during times of crisis. We measure this competency by looking specifically at the following elements:

- Intern demonstrates the ability to develop and maintain effective relationships with other interns and to be an integrated member of the internship program.
- Intern demonstrates the ability to develop and maintain effective relationships with colleagues, communities, organizations, supervisors, and staff.
- Intern demonstrates the ability to develop and maintain strong working relationships with those receiving professional services.
- Intern demonstrates competence in the ability to provide constructive feedback to others in an open, responsive, and non-defensive manner.
- Intern demonstrates competence in being open, responsive, and non-defensive to interpersonal feedback.
- Intern demonstrates the ability to produce and comprehend verbal and nonverbal communications that are informative and well-integrated and demonstrates a thorough grasp of professional language and concepts.
- Intern demonstrates the ability to produce written communications that are informative, well integrated, and demonstrates a thorough grasp of professional language and concepts.
- Intern demonstrates effective interpersonal skills and the ability to engage in and manage difficult communication well.
- Intern demonstrates effective communication skills in documentation of crises, emergencies, and mandated reporting situations.
- Intern demonstrates the ability to reflect accurate and salient information in record keeping.
- Intern demonstrates the ability to use a variety of educational strategies and techniques to engage and connect with individuals to provide effective presentations.

6. Assessment

We expect graduates of the VIP-CMHC Internship Training Program to demonstrate competence in conducting culturally sensitive and aware evidence-based assessment and diagnosis within the scope of trauma informed care. You will demonstrate competency in this area by being able to accurately and effectively diagnosis someone based on clinical interviewing and assessment of context, culture, and behaviors that may be influencing their mental health; and by being able to engage in all aspects of assessment resulting in a report that accurately and succinctly encompasses the experience of the client. We measure this competency by looking specifically at the following elements:

- Intern demonstrates current knowledge of diagnostic classification systems.
- Intern demonstrates current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

- Intern demonstrates understanding of human behavior within its context (e.g., family, socially, societal, and cultural).
- Intern demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including necessary context to the assessment and/or diagnostic process.
- Intern demonstrates the ability to gather accurate and relevant data through selecting and applying assessment methods that draw from the empirical literature reflecting the science of measurement and psychometrics and takes into consideration relevant diversity aspects.
- Intern demonstrates the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment, as well as relevant diversity characteristics of the service recipient.
- Intern demonstrates the ability to interpret assessment results using current research, professional standards, and guidelines while guarding against decision-making biases and distinguishing the aspects of assessment that are subjective from those that are objective.
- Intern demonstrates the ability to use current research, professional standards, and guidelines to inform case conceptualization, classification, and recommendations while guarding against decision-making biases and distinguishing aspects that are subjective from those that are objective.
- Intern demonstrates the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- Intern demonstrates knowledge of psychiatric classification, DSM diagnoses, and criteria needed to develop accurate diagnostic formulations.
- Intern demonstrates the ability to assess danger to self, danger to others, and grave disability.

7. Intervention

We expect graduates of the VIP-CMHC Internship Training Program to demonstrate competence in culturally aware evidence-based interventions from a variety of theoretical orientations or approaches that are consistent with the scope of trauma informed care. Interns demonstrate competency in this area by establishing and maintaining effective therapeutic relationships that use evidence-based plans informed by the literature, diversity characteristics, and contextual variables. We measure this competency by looking specifically at the following elements:

- Intern establishes and maintains effective relationships with recipients of psychological services.
- Intern develops evidence-based intervention plans specific to the service delivery goals.
- Intern implements interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Intern demonstrates the ability to provide evidence-based services in a variety of modalities including, but not limited to, brief therapy, long-term therapy, individual therapy, crisis intervention, and outreach.
- Intern demonstrates the ability to provide evidence-based services in a variety of modalities including, but not limited to, Individual and group psychotherapy.
- Intern demonstrates the ability to apply relevant research literature to clinical decision-making.
- Intern demonstrates the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

- Intern demonstrates the ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
- Intern demonstrates competence in the ability to work with a range of issues from developmental concerns through psychiatric conditions.
- Intern demonstrates competence in collaborating with clients in crisis to develop appropriate short-term safety plans.
- Intern demonstrates the ability to conduct an initial assessment, develop a case conceptualization, determine appropriate treatment, make appropriate case disposition recommendations, and terminate treatment when appropriate.

8. Supervision

We expect graduates of the VIP-CMHC Internship Training Program to be knowledgeable of the science and methods of providing supervision. You will demonstrate your ability to apply this knowledge in practice by actively participating in case consultation, providing feedback to others in seminars and supervision, acting as mentors and role models and actively taking charge of assigned outreach and programming experiences. We measure this competency by looking specifically at the following elements:

- Intern demonstrates knowledge of supervision models and practices.
- Intern demonstrates the ability to act as a role model and maintain responsibility in any activities they lead (e.g., outreach experiences).
- Please note that we consider providing feedback to your intern colleagues in group supervision and case consultation meetings as one application of this supervision competency. We consider the feedback you provide on your intern colleague's assessment report and Major Case Presentation as reflective of this competency. We also will engage in role-playing and video supervision review as a part of the Supervision.

9. Consultation and Interprofessional / Interdisciplinary Skills

We expect graduates of the VIP-CMHC Internship Training Program to demonstrate the intentional collaboration of professionals in the field of Psychology, and with other professionals, individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. We measure this competency by looking specifically at the following elements:

- Intern demonstrates knowledge and respect for the roles and perspectives of other professions.
- Intern demonstrates competence in understanding the difference between their clinical and consultative roles.
- Intern demonstrates awareness of when consultation or collaboration with other professionals is appropriate.
- Intern demonstrates the ability to consult or collaborate with others including individuals, families, other health care professionals, interprofessional groups, or systems related to health and behavior when appropriate.
- Intern demonstrates competence and respect in working with psychiatrists, other mental health professionals, community partners, and staff.
- Intern demonstrates the ability to work collaboratively with staff in response to debriefing requests around critical incidents that impact the community

IV. Intern Training Experiences

A. Internship Orientation

Upon arrival, interns participate in an orientation to VIP-CMHC. During this time, we familiarize interns with an overview of the VIP-CMHC mission, the VIP-CMHC training model and aims, and the overall operations of VIP-CMHC. We plan tasks and activities that we believe promote interns getting to know each other and settling into their new environment. During orientation, interns also become familiar with our administrative and clinical policies and procedures, as detailed in both the VIP-CMHC Policy & Procedures Manual and this Training Manual, along with our electronic record keeping system and our training expectations.

B. Clinical Service Delivery

Clinical service delivery comprises 45% of a typical weekly schedule for an intern. The Training Program selected this number after determining the percentage of service delivery that best trains interns to be prepared to work in the field upon the completion of internship. We want our interns to be able to leave internship and succeed in a setting that would require 65% direct service. Additionally, some states have a minimum number of direct service hours required. Interns are strongly encouraged to be aware of how many direct service hours are required in states they may choose to apply for licensure in after completion of the training program. We define service delivery to include intake assessment, group, individual, and crisis psychotherapy. It also includes outreach, workshops, assessments, and consultations done in the service of clients (e.g., consulting with a teacher or family member about a client). The following helps to define our direct service types:

- **Crisis Intervention:** VIP-CMHC offers crisis intervention at LAC-USC hub location as needed. Interns must consult with licensed staff in cases where clients present as a danger to self, danger to others, or appear to be gravely disabled. When critical incidents occur (such as the need for hospitalization), licensed staff members make the decision with input from the intern (i.e., an intern should never be the one who decides if someone is “okay” enough to leave after reporting SI/HI). Interns and their primary supervisor and/or the director will then determine the appropriate information to share with child welfare and medical departments.
- **Same Day Assessment (SDA):** VIP-CMHC in collaboration with the LAC-USC hub offers Same Day Mental Health Assessments to children, youth, and families. The SDA appointment is used to screen and assess a client’s mental health need, determine recommendations, and make linkages.
- **Intake Assessment:** VIP-CMHC offers intake assessments to assess clients presenting problem and current functioning. In other words, a complete psycho-social assessment is completed. Upon completion of Intake Assessment, intern will provide ongoing weekly psychotherapy.
- **Individual Therapy:** Interns will be assigned 16 ongoing clients to provide psychotherapy to.
- **Group Therapy:** The intern has the option to co-facilitate group therapy with another staff member. We generally offer groups around social skills, anger management, mindfulness, parenting, and Fetal Alcohol Spectrum Disorder (FASD).
- **Clinical Consultation:** Interns are encouraged to consult with supervisors and staff when needed. If an intern is uncertain how to best with a particular individual or department, they are asked to check with their primary supervisor for help with how to best consult on a particular topic or situation.

C. Supervision

All doctoral interns (as defined by BPC §2911) are required to receive supervision. In keeping with C-14 I from the APA Standards of Accreditation, supervisory relationships are a) evaluative and hierarchical, b) extend over time, and c) have the simultaneous purposes of enhancing the professional functioning of the intern; monitoring the quality of services offered to clients; and serving as gatekeeper for those who are to enter the profession. Supervisors and interns are required at all times to be in compliance with the Board of Psychology's laws and regulations and with the APA Ethical Principles and Code of Conduct (CCR §1387.1(c), (d), (e), (j) and 1387.2(b), (c), (h)) The following are supervision requirements in the state of California:

- **Supervision Agreement Document:** Supervision agreements must be signed prior to the accrual of SPE hours per CCR §1387(b)(10). We complete the California Board of Psychology Supervision Agreement on the first day of internship (and as one of the first tasks of internship) with the Primary Supervisor.
- **Supervisor Requirements:** Primary supervisors must be a psychologist licensed by the California Board of Psychology (CCR §1387.1) and have completed a six-hour course in supervision every two calendar years (CCR §1387.1(b)). All supervisors must be employed by VIP-CMHC and available to the intern 100% of the time the intern is accruing SPE (CCR §1387(b)(6)). To be in compliance with California Law, the primary supervisor provides a minimum of one hour of direct, individual, face-to-face supervision each week during which the trainee accrues hours, and the trainee receives supervision 10% of the total of hours worked each week (CCR §1387(b)(4)). To be in compliance with the APA Standards of Accreditation (Standard II.C.3.b-c) interns must receive at least four (4) hours of supervision each week, with at least two (2) hours per week of individual supervision during the course of the internship year.

Supervisors ensure that all SPE, including recordkeeping, is in compliance with the APA Ethical Principles and Code of Conduct (CCR §1387(b)(4)). Supervisors monitor the welfare of the intern's clients (CCR §1387.1(f)), and the performance and professional development of the intern (CCR §1387.1(h)). The primary supervisor must also monitor the supervision performance of all delegated supervisors that is required in CCR §1387.1(n).

- **Trainee Requirements:** Interns may not have proprietary interests in the business of their primary or delegated supervisors and cannot serve in any capacity that would hold influence over their supervisor's judgment in providing supervision (CCR §1387(b)(3)). Interns cannot have ever been a psychotherapy patient of the supervisor (CCR §1387.1(k) and 1387.2(l)). Interns cannot function under another mental health license while accruing SPE (CCR §1387(b)(9)). Interns must ensure that each client they see is informed, prior to the rendering of services by the intern, that: (1) the intern is unlicensed and is functioning under the direction and supervision of the supervisor, and (2) the primary supervisor shall have full access to the client records in order to perform supervision responsibilities (CCR §1387.1(g) and 1391.6(b)).
- **Supervised Professional Experience (SPE):** Interns must maintain SPE logs (CCR §1387.5) to keep track of their daily activities as documented in Titanium.
 - Weekly and Monthly Logs must be completed and submitted to your primary supervisor within one week of the experience being recorded.
- **Verification of Experience:** At the conclusion of the internship year, the Training Program completes a Verification of Experience Form (VOE form) (CCR §1387(b)(10)). As with the supervision agreement, the intern is given a signed original, a copy of original forms is placed in their intern file. Per directions from the Board of Psychology, we will give you your original

supervision agreements and VOE forms in a sealed and signed envelope at the end of your internship. When you apply for licensure, the Board of Psychology directs you to include that envelope.

- **Use of Video Recording in Supervision:** Interns will be asked to record some therapy sessions with clients. Recordings are used to provide direct observation of the work that is occurring with the clients. All clients are asked to sign a written consent form to allow video recording to occur. This form is included in the Intake Packet each client fills out at their initial appointment.

Sessions are recorded using a camera attached to the computer in their office. Recordings must be deleted from the hard drive of the intern's computer at the end of the training year.

- **Types of Supervision Received at VIP-CMHC:**
 - Primary Supervision (individual clinical supervision): Interns meet with their primary supervisor for one (1) hour per week. Over the course of the year, we expect interns to prepare for supervision and, with increasing levels of independence, be able to provide an overview of their caseloads and to determine priority cases for more in-depth clinical supervision. In the event that your primary supervisor is unavailable due to a conference, illness, or other leave of absence, interns meet with the Training Director or Director to receive primary supervision.
 - Delegated Individual Supervision: Interns meet with their delegated supervisor for one (1) hour per week. Over the course of the year, we expect interns to prepare for supervision and, with increasing levels of independence, be able to provide an overview of their caseloads and to determine priority cases for more in-depth clinical supervision. In the event that your primary supervisor is unavailable due to a conference, illness, or other leave of absence, interns meet with the Training Director or Director to receive secondary supervision.
 - Delegated Group Supervision (group clinical supervision): Interns meet weekly with the delegated group supervisor for two (2) hours weekly. In the event the delegated supervisor is unavailable due to a conference, illness, or other leave of absence, interns meet with another delegated supervisor.

D. Didactics

The training program has designed didactic and experiential components that familiarize interns with interventions grounded in theory and research, acquaint interns with theoretical understanding, and provide effective clinical interventions. Each summer the anticipated training calendar for the year is created. Please refer to this calendar for topics.

E. Clinical Administrative Tasks

Interns are provided with time during their weekly schedule to engage in administrative tasks such as client paperwork, returning email/phone calls, and preparing for sessions. Each week you should plan for 10 hours of clinical administrative time on your schedule.

By the time you leave VIP-CMHC, your session notes should take you 10 minutes or less to write. The sooner you reach this goal, the more time you will have for self-care and balance. As a general rule of thumb, if you are spending more than 10 minutes on the note, the session was either a high-risk session, a complicated session, OR (most likely) you are spending too much time trying to capture every detail. Remember, your notes should be CONCISE and only document relevant and necessary information (such as themes and your interventions) while avoiding inappropriate details.

Create a regular schedule for completing notes. Ideally, you will end your session at the 50- minute mark and complete your note in the remaining 10 minutes. If you find it difficult to complete the note directly after a session, make certain you are setting aside enough time each day to complete your notes (e.g., if you have 5 individual sessions, you should have 50 minutes set aside to complete their notes). Establish the habit of completing your notes each day before leaving and plan your schedule accordingly. Work with your supervisor to find the schedule that works best with your style and needs.

F. Intern's Rights and Responsibilities

1. Interns have the right:
 - to a clear statement of general rights and responsibilities upon entry into the training program, including a clear statement of goals and parameters for the training experience.
 - to be trained by professionals who behave in accordance with the APA ethical guidelines.
 - to be treated with professional respect and with recognition that the trainee brings a wealth of experience with them.
 - to ongoing evaluation that is specific, respectful, and pertinent. Evaluations occur at specified times, with the procedures for evaluation clearly stated in writing.
 - to engage in ongoing evaluation of the training experience.
 - to initiate informal resolution of problems that might arise in the training experience through a request to the individual concerned, the Training Director, or APPICs informal problem consultation process (<https://www.appic.org/ProblemConsultation>).
 - to due process to deal with problems after informal resolution has failed or to determine when rights have been violated.
 - to privacy and respect of one's personal life.
2. Interns have the responsibility:
 - to read, understand, and clarify, when necessary, the statements of rights and responsibilities.
 - to maintain behavior within the scope of the APA Ethical Principles and Code of Conduct.
 - to behave within the bounds set forth by the laws and regulations of the State of California.
 - to be open to professionally appropriate feedback from supervisors, VIP-CMHC staff, and another trainee.
 - to behave in a manner that promotes professional interaction and is in accordance with the standards and expectations of VIP-CMHC.
 - to give professionally appropriate feedback regarding the training experience.
 - to conduct oneself in a professionally appropriate manner if due process is initiated.
 - to actively participate in training, service, and overall activities of VIP-CMHC.
 - to meet training expectations by demonstrating proficiency in the Profession-Wide Competencies established by the Standards of Accreditation for APA.

V. EVALUATION PROCEDURES

A. Intern Evaluation Process

The training year follows a developmental model that supports and builds on the knowledge interns bring, provides opportunities to gain experience and training in fundamental practice areas in trauma informed Psychology. Interns build competence (attitude, skills, and knowledge) and confidence in their practice throughout the year and are afforded more autonomy as appropriate. Evaluations with supervisors monitor the development and readiness of interns at mid-year and again at end-of-year.

Training and supervision are more structured and focused on the onset of the internship year. As the year progresses, the interns assume more responsibility for identifying their needs and becoming proactive about getting those needs met. Our goal is that all graduates of our training program leave with the ability and competency to practice as entry-level health service psychologists. To make certain that interns are on track to meet the requirements of the internship, we engage in the following evaluation procedures:

- Twice a year, at mid-year and end of year, supervisors and interns review progress towards goals. Supervisors complete the “School Intern Evaluations” in consultation with other staff members who are in a position to evaluate the intern’s progress. Each supervisor then reviews the evaluation in person with the supervisee, providing both verbal and written feedback. The feedback is provided by the primary supervisor.
- A copy of each intern’s evaluation form is placed in his or her file and is shared with the Director of Clinical Training (DCT) at the intern’s doctoral training site. The evaluation form is shared via a secure and encrypted email both at mid-year and end of year.
- Informal evaluation and feedback is provided throughout the year in supervision, group supervision and case consultation meetings by supervisors.

This structure for ongoing evaluation provides regular feedback and evaluation of the intern throughout the training year. To pass internship, interns are expected to be active participants in meetings, group supervision, and individual supervision. If an intern is not meeting performance standards, a developmental remediation plan is put into place for the intern to bring them up to the expected level of competency (see Due Process & Grievance Policy section of this manual for details).

B. Evaluation of Program

At the end of each academic year, interns are asked to complete the “Program Evaluation Form” to provide feedback about the training program. This feedback will be considered in future program development. Interns are also encouraged to provide informal feedback at any time to their supervisors and/or training director.

VI. DUE PROCESS AND GRIEVANCE PROCEDURES FOR INTERNS

A. General Guidelines for Due Process

The Psychology Doctoral Internship at the VIP Community Mental Health Center, Inc. is committed to facilitate a professional environment where advanced training can take place. The training faculty places a high premium on creating an environment that is professional, responsive to feedback, and flexible enough to accommodate individual needs and requirements. This document provides interns and staff an overview of the identification and management of intern problems and concerns, a listing of possible sanctions and an explicit discussion of the due process procedures. Also included are important considerations in the remediation of problems.

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Training Program identify specific evaluative procedures which are applied to all trainees and provide appropriate appeal procedures available to the intern. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. Discussing these expectations in both group and individual settings.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding the problem behavior or concerns.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. Providing a written procedure to the intern which describes how the intern may appeal the program's action.
7. Ensuring that interns have enough time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
9. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

B. Definition of Problematic Behavior

Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment as to when an intern's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified 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; and/or
6. the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

C. Due Process Procedure for Responding to Problematic Performance by an Intern

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff must be mindful and balance the needs of the intern, the clients involved, members of the intern training group, the training staff, and other agency personnel.

1. Verbal Warning to the intern emphasizes the need to discontinue the inappropriate behavior under discussion. No formal record of this action is kept.
2. Written Acknowledgment to the intern formally acknowledges:
 - a) that the Training Director (TD) is aware of and concerned with the performance rating,
 - b) that the concern has been brought to the attention of the intern,

- c) that the TD will work with the intern to rectify the problem or skill deficits, and
- d) that the behaviors associated with the rating are not significant enough to warrant more serious action.

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

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 behavior;
- c) the time line 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.

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

4. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the intern 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. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the TD. 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;
- e) requiring specific academic coursework.

The length of a schedule modification period will be determined by the TD in consultation with the primary supervisor and the Director. The termination of the schedule modification period will be

determined, after discussions with the intern, by the TD in consultation with the primary supervisor and the Director.

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 TD systematically monitors for a specific length of time the degree to which the intern 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;
- b) the recommendations for rectifying the problem;
- c) the time frame for the probation during which the problem is expected to be ameliorated, and
- d) the procedures to ascertain whether the problem has been appropriately rectified.

If the TD determines that there has not been enough improvement in the intern's behavior to remove the Probation or modified schedule, then the TD will discuss with the primary supervisor and the Director possible courses of action to be taken. The TD will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the TD has decided to implement. This may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the TD will communicate to the Director that if the intern's behavior does not change, the intern will not successfully complete the internship.

6. Suspension of Direct Service Activities requires a determination that the welfare of the intern's client has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the TD in consultation with the primary supervisor and Director. At the end of the suspension period, the intern's supervisor in consultation with the TD will assess the intern's capacity for effective functioning and determine when direct service can be resumed.

7. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The TD will inform the intern of the effects the administrative leave will have on the intern's stipend.

8. Dismissal from the Internship 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 TD will discuss with the 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 intern is unable to complete the internship due to physical, mental or emotional illness. When an intern has been dismissed, the TD will communicate to the intern's academic department that the intern has not successfully completed the internship.

D. Due Process Procedures for Responding to Inadequate Performance by an Intern

If an intern receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member has concerns about an intern's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The staff member will immediately consult with the Training Director (TD) to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If the staff member who brings the concern to the TD is not the intern's primary supervisor, the TD will discuss the concern with the intern's primary supervisor within 24 hours.
3. If the TD and primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the TD will inform the staff member who initially brought the complaint within 24 hours.
4. The TD will meet with the Intern Supervisors Committee (IS) to discuss the performance rating or the concern within 5 working days of reported concern.
5. The TD will meet with the Director and primary supervisor to discuss the concerns and possible courses of action to be taken to address the issues within 5 working days of reported concern.
6. Whenever a decision has been made by the Director or TD about an intern's training program or status in the agency, the TD will inform the intern in writing and will meet with the intern to review the decision within 1-2 working days. This meeting may include the intern's primary supervisor. If the intern accepts the decision, any formal action taken by the Training Program may be communicated in writing to the intern's academic department within 24 hours. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
7. The intern may choose to accept the conditions or may choose to challenge the action within 3 working days.

E. Review Panel and Process

1. When needed, a review panel will be convened by the Director. The panel will consist of three staff members selected by the Director with recommendations from the TD, Human Resources and the intern involved in the dispute. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.

2. Within five (5) work days, a hearing will be conducted in which the challenge is heard, and relevant material presented. Within three (3) work days of the completion of the review, the Review Panel submits a written report to the Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.

3. Within three (3) work days of receipt of the recommendation, the Director will either accept or reject the Review Panel's recommendations. If the Director rejects the panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.

4. If referred back to the panel, they will report back to the Director within five (5) work days of the receipt of the Director's request of further deliberation. The Director then makes a final decision regarding what action is to be taken.

5. The TD informs the intern, staff members involved and if necessary members of the training staff of the decision and any action taken or to be taken.

6. If the intern disputes the Director's final decision, the intern has the right to contact the Department of Human Resources to discuss this situation.

7. All the above steps will be appropriately documented and implemented in ways that are consistent with due process procedures, including opportunities for Interns to initiate the grievance proceedings below to challenge the decisions.

F. Intern Appeals Process

Interns who disagree with any Training Committee decision regarding their status in the program, are entitled to appeal the Committee's decision. Appeals must be made in writing (an email will suffice) to the Training Director within 5 working days of receipt the Training Committee's notice or other decision. The Intern must provide an explanation of why the Intern believes the Training Committee's action is unwarranted. Failure to provide such information will constitute a withdrawal of the challenge. Following receipt of the Intern's challenge, the following actions will be taken.

1. Within 10 business days of receiving an appeal request the Training Director will conduct and chair a review hearing with the Intern and all members of the Training Committee in which the Intern's challenge is heard and any evidence is presented by the Training Director and/or Intern's supervisors.

2. Within 10 working days of completion of the review hearing, the Training Committee will issue a written summary of its decisions and recommendations and will inform the Intern of its decision(s).
3. Once the Training Committee has informed the Intern and submitted its report, the Intern has 10 working days within which to seek a further review of his or her appeal by submitting a written request to the Chief Operating Officer of VIP. The Intern's request must contain brief explanations of the appeal and of the desired settlement he or she is seeking, and it must also specify which policies, rules, or regulations are believed to have been violated, misinterpreted, or misapplied. In addition, the Intern must forward copies of the request to the Department of Human Resources.
4. The Chief Operating Officer of VIP and the Human Resources Representative will then conduct a review of all documents submitted and render a written decision. They will render their decision within a reasonable time frame of receipt of the Training Committee's report, and within 10 working days of receipt of an Intern's request for further review if such request was submitted.
 - a. The Chief Operating Officer of VIP and the Human Resources Representative may either accept the Training Committee's action, reject the Training Committee's action and provide an alternative, or refer the matter back to the Training Committee for further deliberation.
 - b. The committee will report back to the Chief Operating Officer of VIP and the Human Resources Representative within 10 working days of the request for further deliberation.
 - c. The Chief Operating Officer of VIP and the Human Resources Representative will then make a final decision regarding actions to be taken.
5. If the Chief Operating Officer of VIP and the Human Resources Representatives' final decision does not resolve the Intern's written request for further review to his or her satisfaction, the Intern has three working days within which to appeal in writing to the Violence Intervention Program Community Mental Health Centers' Director of Human Resources. The Director of Human Resources or his/her designees shall conduct a review of the grievance and render a written decision that will be final and binding.
6. Once a final and binding decision has been made, the Intern, sponsoring graduate program and other appropriate individuals will be informed in writing of the action taken.

G. Grievance Procedure

In the event an intern encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, an intern can:

- a. Discuss the issue with the staff member(s) involved;
- b. If the issue cannot be resolved informally, the intern should discuss the concern with the TD or member of the management team; if the grievance is against the TD the intern may file a grievance directly with Human Resources Department;

c. If the TD or member of the management team cannot resolve the issue, the intern can formally challenge any action or decision taken by the TD, the supervisor or any member of the training staff by following this procedure:

1. The intern should file a formal complaint, in writing and all supporting documents, with the TD, or Human Resources Department if the complaint is against the TD. If the intern is challenging a formal evaluation, the intern must do so within 5 days of receipt of the evaluation.
2. Within three days of a formal complaint, the TD must consult with the Director and Human Resources and implement Review Panel procedures as described below.
3. The individual being grieved will be asked to submit a response in writing within 10 business days.
4. The Training Director (or other appointed party) will meet with the intern and the individual being grieved within 10 working days. The Training Director has the discretion to meet with the intern and the individual being grieved separately first.
5. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:
 - a. the behavior associated with the grievance
 - b. the specific steps to rectify the problem
 - c. procedures designed to ascertain whether the program has been satisfactorily rectified
6. The Training Director (or other appointed party) will document the process and outcome of the meeting.
7. The intern and the individual being grieved will be asked to report to the Training Director (or other party) in writing within 10 working days of the plan of action being implemented to determine whether the issue has been adequately resolved.
8. If the plan of action fails, the Training Director (or other party) will convene a review panel consisting of him/herself and at least two other members of the Training Committee within 10 working days of this determination. The intern may request one specific member of the Training Committee to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. Decisions of the review panel are final and binding on the intern and all persons or entities connected with UWW. 8. If the review panel determines that a grievance against a staff members cannot be resolved internally, or it is not appropriate to be resolved internally then the issue will be turned over to the University of Wisconsin-

Whitewater Department of Human Resources & Diversity in order to initiate the due process procedures outlined in the staff member's employment contract.

9. If the review panel determines that the grievance against the staff member has the potential to be resolved internally, the review panel will develop a second action plan which will include: a. the behavior associated with the grievance b. the specific steps to rectify the problem c. procedures designed to ascertain whether the program has been satisfactorily rectified

10. The process and outcome of the panel meeting will be documented by the Training Director (or other party).

11. The intern and the staff member being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days of the issuance of the second action plan.

12. The panel will reconvene within 10 working days to again review the written documentation and determine whether the issue has been adequately resolved.

13. If the issue has not been resolved by the second meeting of the panel, the issue will be turned over to the employer agency for successful resolution. 14. In the case of legal or harassment concerns, the intern is entitled to pursue University of Wisconsin- Whitewater's reporting procedures available through the Equal Employment Opportunity/Affirmative Action Office and/or reporting procedures of the individual's professional organization.