Psychology Internship Training Program Handbook

The Children’s Center
350 S 400 E
Salt Lake City, UT 84111
A Day at The Children’s Center

The stress in their voices is unmistakable. The pain that accompanies their words resonates in our hearts. For most, weeks or possibly months went by before they could get themselves to pick up the phone and call The Children’s Center for help. They agonize over whether their child really has a problem. They dread being told that their parenting skills are to blame. They worry that grandma’s, or the sitter’s, or the childcare worker’s diagnosis might be right. They fear that the divorce will leave the child scarred for life. Some are terrified to admit that they find parenting exhausting and are consumed with guilt when they allow feelings of great animosity toward the child to float to the surface of their consciousness. And some are in a dire crisis because their child has just been expelled from preschool (again) and won’t be allowed to return until they’ve gotten help.

The collective pain is sometimes palpable within the walls of The Children’s Center. The anguish can be seen on the faces of parents who are here for their first visit, filling out forms in the waiting room. Some wait in silence, some play anxiously with their children, and some relax in the corner with a magazine; relieved to find a calm moment while their child plays. Those who are already receiving help eagerly await their therapy appointment, knowing that their story will be heard and that, together, we’ll find a way to ease the stress at home. For them, The Children’s Center staff has offered a beacon of hope and they are often overheard exclaiming their trust in us to the newer, anxious parents.

When the therapists greet the families, their faces show relief. The children smile and run ahead to the office, eager to explore the toy they played with during the last visit. The parents settle into a chair ready to recount the highs and lows of their week. Some cry as they talk about their fears, anxieties, and worries. Some shout as they talk about loss, anger, and deep unremitting frustration. The therapists listen, reflect, offer insight, process feelings, help create new understandings, and offer hope.

The group therapists are seen hugging the child who is filled with delight because he’s graduating from his therapeutic preschool therapy group. His parents beam with pride and satisfaction because life is no longer filled with so much strife. Even their relatives and closest friends comment about having seen the remarkable changes in their child. And the daycare staff is welcoming him back with open arms! The child’s mother reaches out to her therapist, she pauses, but then decides to go ahead and give her a hug because she can’t hold back her deep appreciation and the warm feelings that have developed over many months. The therapist reminds her that she can call anytime if she needs help in the future. As the family heads toward their car the staff takes a moment to reflect on how much they will miss the family, and
share brief anecdotes about something the child would always say, or do that would make them laugh.

As the therapist heads back to the office, the phone rings. She takes a deep breath before picking up the receiver. The mother on the line is desperate. There’s chaos in the background; children are yelling, it sounds like another is crying. “I’m not sure where to turn but I was given this number” says the mother. “I’m at my wit’s end and I really need help” she utters, her voice cracking. The therapist reaches for her pen and an intake form . . .
Focused – Cognitive Behavior Therapy (TF-CBT) and Child Parent Psychotherapy (CPP), and Attachment, Regulation, and Competence (ARC) will be a primary focus of the internship. Interns will also be exposed to evidence-based group treatments using the Incredible Years program for parents and children. Didactic training will also guide interns in the application of attachment theory to clinical practice. Training in behavioral and cognitive strategies to assist families struggling with children’s emotional and behavioral problems will be provided as well.

In order to effectively prepare interns to enter the workforce as professionals we will spend time on ethical issues, court testimony, and building professional relationships with colleagues and outside agencies. Interns will learn to consult with our partner child serving agencies, daycares, schools and DCFS during the year. In order to prepare interns to assume a supervisory role opportunities to assist with supervision of either our Therapeutic Preschool Groups or a practicum student will also be made available.

We are committed to training interns to work with culturally diverse families. Training in working with diversity will be provided in our intern seminar. In addition, we make translators available to any family who does not use English as their primary language. Interns are taught to incorporate translators into therapy sessions with sensitivity to issues of confidentiality.

Our focus is on assisting interns in their professional development by providing intensive training, which includes supervision, lectures, and regular consultation with the clinical team. Our primary theoretical focus utilizes attachment theory as the foundation upon which we conceptualize case formulation. The application of attachment theory to clinical practice is emphasized throughout the training year to guide and inform our relationship-based treatments with children and families. A combination of parent-child therapy, individual child therapy, and our intensive treatment through our daily therapeutic preschool groups are used to meet the needs of our clientele. By the end of the year our interns are well equipped to treat children and families incorporating a wide range of emotional and behavioral disorders. In fact, by year’s end, interns will have been exposed to almost all of the DSM 5 disorders diagnosable in young children. Throughout the year, interns will be provided training in areas critical to their professional development as a psychologist, including: Research; Ethical and legal standards; Individual and cultural diversity; Professional values, attitudes, and behaviors; Communication and interpersonal skills; Assessment; Intervention; Supervision; and Consultation and interprofessional/interdisciplinary skills.

**Referrals**

As a private, non-profit agency, The Children’s Center provides services to all families regardless of their ability to pay. The Children’s Center receives over 2000 referrals during a typical year. The referrals come from numerous sources including:

- Pediatrician/ Family Practice Physicians
- Family/ Friends
- Present/ Former Clients
- Social Agencies
- Division of Child & Family Services
- News Media Reports
- Day Cares/ Pre-Schools/ Head Start
- Other/ Misc.
Assessments

Children arrive at The Children’s Center frightened, anxious, and scared. They don’t trust adults to be reliable caregivers. They have never felt a sense of safety or security and have a hard time focusing on more typical activities of childhood. Their parents, frustrated by months of aggravation, frustration, and their own stress, have little left to give. The whole family seems desperate for help.

During our history well over 30,000 children have walked through our doors, each with their own unique story. They have been greeted by the warm, reassuring smile of a team of office support staff, clinicians, and group facilitators ready to give themselves to help the child and his or her family get back on track.

When children and families come to the Center, we provide a thorough Mental Health Assessment. Depending on the family’s needs, we may schedule a psychological or psychiatric evaluation to clarify the child’s diagnosis and assist with treatment planning. Our treatment focuses on the child but always incorporates the child’s caregivers and family system. We know that we cannot “change” a child. Their families are often struggling with divorce, intergenerational poverty, violent neighborhoods, drug and alcohol problems, and depression. We never ignore these problems. Instead, interns are taught to carefully assess the family system and provide family focused treatment to help develop a strong foundation upon which the child can rely on to begin to heal. Because of this philosophy interns will often work with a number of their families on their caseload for the duration of the internship. We believe that exposure to long-term models is a critical component of an internship experience that prepares students for a professional career with families.

During the internship, students will learn to evaluate the impact of trauma on young children and their families. They will learn to assess Autism Spectrum Disorder and work with the impact of the diagnosis on the caregivers. And they will assess and treat children with attachment disorders, anxiety, depression, Oppositional Defiant Disorder, and Attention-Deficit/Hyperactivity Disorder. As well, students will learn to help families manage sleep issues, toileting problems, and appetite concerns.

Therapeutic Preschool Program

Our therapeutic preschool groups provide intensive care for children who have been unable to succeed in regular childcare programs. The children are transported to one of our Centers and attend groups from either 9am to 12 pm, or from 12 pm to 3 pm depending on their age. The groups are composed of two therapeutic preschool facilitators and nine children. The children receive treatment five days a week, and are with us for an average of nine months. While the children are in the therapeutic preschool program their families also participate in outpatient family therapy.
We invite you to look through our brochure and encourage you to call us if you have any additional questions about our program.

We believe we have developed an enriching, exciting, and challenging program. We hope that this piques your interest and that you will continue to carefully read this brochure and let us know how our program meets your training needs. On behalf of the training committee, we look forward to reviewing your application. Please know that we appreciate the time you will invest in completing this application and thus we will carefully review your entire application.

Internship Policies

Supervision Requirements Policy

The core of the training program is the supervised clinical experience that challenges the intern to expand his or her conceptual and practical skills in the assessment and treatment of psychological disorders of young children. As an intern, you will be receiving a minimum of two hours of individual supervision each week with licensed psychologists. One supervisor will oversee your clinical intervention work, while a separate supervisor will assist you with your assessments. Interns receive one hour of group supervision with a staff psychologist and/or postdoctoral psychology resident. This component of the training program is intended to provide additional support for the intern cohort and to foster collegial relationships and collaborative interactions. Finally, interns participate in two hours of weekly didactic seminars focused on issues relevant to therapy and psychological evaluations. In addition, interns will be provided an opportunity to supervise either a practicum student receiving training at The Children’s Center or paraprofessionals from the Therapeutic Preschool Program. Interns will also receive one hour of individual or group supervision focused on their supervision of the practicum student or preschool paraprofessionals. The interns are considered to be full members of our clinical team. As such they also attend our monthly professionals training where we process challenging cases and present trauma treatment information.

A typical 40-hour week finds trainees attending and participating in:

- Direct therapy and assessment (10-15 hours)
- Psychological Didactic Training Seminar (2 hours)
- Case Conference (2 hours)
- Supervision (4 hours)
- Peer Consultation (2 hours)
- Paperwork, Collateral contacts, etc. (10-15 hours)
- Therapeutic Preschool Observations/Interventions (1-3 hours)

Good training is best accomplished in an atmosphere of mutual respect between staff and interns. We believe that the best learning environment is one in which one learns by doing.
and where learning is fun. We attempt to create such a learning environment by treating interns as colleagues.

**Supervisor Responsibilities**

1. Coordinate the training responsibilities with appropriate personnel.

2. Complete a training agreement with each trainee that specifies the professional skills to be acquired and the types of training experiences to be received and supervised in the particular training site.

3. Provide a minimum of 2 hours of individual clinical supervision per week to each trainee and maintain a written record of the supervision. Use and maintain samples of audio and video recordings of therapy and assessment for supervision as appropriate.

4. Co-sign all written records of interns, such as progress notes and psychological assessment reports.

5. Assure that interns are familiar with and adhere to the Ethical Principles of Psychologists and Code of Conduct. Also, assure that they are sensitive to the image of The Children’s Center and do nothing to discredit themselves, The Center, or Psychology as a profession.

6. Provide guidance to interns pertaining to legal matters.

7. Help coordinate services with programs in other community agencies.

8. Hold individual evaluation sessions with assigned trainees as needed and at least once per quarter. Maintain written records of evaluations.

9. Forward a written evaluation of the intern’s performance to the intern’s university Training Director each quarter.

10. Function as liaison between trainees and other staff members.

11. Assure that each trainee gets the best possible training experience and meets internship related needs that are not specifically listed herein.

12. Serve as coordinator or interpreter of the total agency and facilitate intern’s professional relationships with the agency.

**Selection and Academic Preparation Requirements Policy**

Our deadline for receipt of applications is **November 15**. We will select those candidates who will be invited for an interview and notify candidates by e-mail by **December 1** informing the applicant whether s/he will be invited for an interview. You may call our office on or after December 1 to ascertain the status of your application. We ask selected applicants to join us for a full day interview in order to meet our psychology team and have an
opportunity to interact directly with the children in our Therapeutic Preschool Program. Since you will be working with the children please feel free to dress casually as you will be sitting on the floor, playing, and might be helping with an art project as well! We are happy to offer telephone interviews for applicants who are finding the costs of interviewing prohibitive or who are unable to attend our scheduled interview that is usually the third week of January. The selection and notification process will follow APPIC Match guidelines. This internship site agrees to abide by the APPIC policy that no person in this training program will solicit, accept or use ranking-related information from any internship applicant.

The Children’s Center employs two full-time interns annually. Placements are offered to students from clinical, counseling, or school psychology doctoral programs. Psychologists who are involved in re-specialization programs in clinical, counseling or school-psychology may also apply.

- A student applying for a full-time internship must have completed a Master’s Degree or the equivalent in a doctoral program that does not require a Master’s Degree.
- Applicants must be enrolled in a doctoral program accredited by an accrediting body recognized by the U.S. Secretary of Education and the American Psychological Association. Alternatively, applicants from programs accredited by the Canadian Psychological Association will also be considered.
- A letter from the Director of the student’s program, which specifies that all of the requirements necessary to begin the internship have been fulfilled, is required. (This is included in the APPIC application.)
- For applicants enrolled in universities that require a dissertation or doctoral project, completion of the proposal is required prior to applying. Completion of the project or defense of the dissertation is required prior to beginning internship.
- Applicants must express interest in working with children and families.
- Applicants must demonstrate direct care practicum experience (e.g., therapy and psychological assessment) that includes work with children and/or families.
- Applicants demonstrating academic and practicum experiences with an emphasis on young children and families will be given special consideration.
- Interns selected for the internship must satisfactorily complete a criminal background check.

Upon acceptance to the Psychology Training Program, interns will be assigned to the Downtown Children’s Center. In order to prepare for the year, selected interns are encouraged to complete a free webinar on Trauma-Focused Cognitive-Behavioral Therapy prior to beginning their internship. The webinar can be accessed at https://tfcbt.musc.edu/.

**Salary, Benefits, and Resources Policy**

The internship stipend is $22,000 and is paid in equal installments over 24 bi-weekly pay periods. With the IRS ruling of 1983, stipends are no longer tax-free; they are taxed as regular income. Both Federal and State taxes are deducted.

Annual leave benefits provided to employees at The Center are also offered to interns. Interns work 40 hours per week and often can fulfill their 2,000-hour commitment while also taking sick leave and vacation time. Interns are given 10 sick days and 10 vacation days at the
start of the internship that can be used during the year. Any request for professional leave must be approved by the Training Director in advance.

Each intern is provided an office and all equipment and furniture (e.g., desk, chairs, computer, phone, etc.) necessary to fulfill assigned duties. Toys, books, and other materials that can be used in working with children are also provided. Interns have access to office support staff for help with scheduling and other administrative issues. Any training materials required during the internship year will be provided by The Children’s Center at no cost to interns.

Given our focus on early childhood, we recognize the importance of providing care to young children. With that in mind, we aim to be compassionate and understanding around the needs of interns in providing care to their own child. The Children’s Center does not have a comprehensive policy around parental leave, and instead chooses to work collaboratively and creatively with each intern to find a mutually beneficial solution. The agreed upon solution will consider all facets, including (but not limited) the following: allowing for sufficient time to bond with new children, healing from delivery, establishing breastfeeding, and managing postpartum issues. The Center will also ensure that the intern is able to satisfactorily complete all requirements for the program’s internship.

**Nondiscrimination Policy**

The Children’s Center works with diverse families in terms of socioeconomic status, race and ethnicity, sexual orientation, and many other factors. Many of our clients do not speak English and some families are refugees from a variety of countries around the world. As a result, our program strongly values diversity in our staff and interns. Applicants of diverse backgrounds are strongly encouraged to apply, and selection into our training program is not restricted based on any factors not directly related to success in our internship program. As an agency, The Children’s Center provides equal opportunities for employment for everyone in hiring, job assignment, rate of pay, promotion, transfer, demotion, or discipline regardless of race, color religion, age, gender, sexual orientation, national origin, language, ancestry, or other disability that does not prohibit performance of essential job functions.

**Intern Evaluation and Record Maintenance Policy**

The internship program begins on September 1. Internship appointments are for a continuous 12-month period during which **2,000 hours** of supervised training will be acquired. The 2,000 accrued hours credited to the Internship is post-practicum and pre-doctorate.

**Intern Rights:**

1. The right to a clear statement of general rights and responsibilities upon entry into the internship, including a clear statement of the goals, objectives and parameters of the training experience.
2. The right to training by professionals who practice in accordance with the APA ethical guidelines and the Utah State Psychologists Licensing Act.

3. The right and privilege to be treated with professional respect, recognizing the training and experience the intern brings with him/her.

4. The right to ongoing evaluation that is specific, respectful, and pertinent.

5. The right to engage in an ongoing evaluation of the training experience.

6. The right to initiate an informal resolution of problems that might arise in the training experience (e.g. supervision assignment) through request to the individual concerned and/or the internship Training Director.

7. The right to due process to manage problems after informal resolution has failed or to determine when the intern’s rights have been infringed upon.

8. The right to privacy and respect of one’s personal life.

**Expectations for Performance / Intern Responsibilities:**

1. The responsibilities to read, understand, and clarify, if necessary, the rights, responsibilities, expectations, goals, and objectives of the internship.

2. The responsibility to be familiar with and maintain behavior within the scope of the APA ethical guidelines and the laws and regulations specified by the State of Utah (Utah State Psychologists Licensing Act).

3. The responsibility to conduct oneself in a professional manner and to comply with all psychology staff policies and procedures.

4. The responsibility to actively participate in all scheduled training, weekly supervision, provision of clinical services and the overall activities of The Children’s Center.

5. The responsibility to meet training expectations, goals and objectives by developing competency and skill in: Research; Ethical and legal standards; Individual and cultural diversity; Professional values, attitudes, and behaviors; Communication and interpersonal skills; Assessment; Intervention; Supervision; and Consultation and interprofessional/interdisciplinary skills.

6. The responsibility to complete a training agreement and identify personal training goals with the individual supervisor at the beginning of internship and at each quarter evaluation.

7. The responsibility to keep the supervisor informed of therapeutic action taken with each patient. Interventions such as crisis visits, home visits, letters, CPS referral and court appearances require prior approval by the supervisor.
8. The responsibility to be open to professionally appropriate feedback from immediate supervisors, professional staff, and agency personnel.

9. The responsibility to prepare for all assigned duties by becoming familiar with expectations and reading appropriate literature, manuals, and/or test materials.

10. The responsibility to maintain appropriate medical records and comply with Quality Assurance Standards related to psychology documentation. All written documentation must be co-signed by the supervisor.

11. The responsibility to provide professionally appropriate feedback regarding supervision, scheduled training activities, and the overall internship experience.

12. The responsibility to bring any problem experienced to the attention of the Training Director and to conduct oneself in a professionally appropriate manner if the due process procedure is initiated.

**Evaluation Process:**

The Psychology Internship Program continually assesses each intern’s performance and conduct through weekly individual supervision. Supervisors provide timely feedback regarding performance during these scheduled supervision meetings. A Supervision Checklist form for both assessment and therapy is completed on a weekly basis by the interns’ supervisors. An additional source of evaluation data is provided by the Training Committee, which is chaired by the Training Director and consists of the interns’ supervisors and other psychology staff members. Training Committee members share information and review each intern’s progress on a monthly basis, including the weekly Supervision Checklist forms. Based on these cumulative evaluations, the Training Director, direct supervisors, and intern may modify the intern’s training plan to better meet his/her training needs and the program’s requirements. The purpose of these ongoing assessments is to ensure progress and retention in the training program, and ultimately successful completion of the internship.

Formal evaluations are also conducted at the end of each quarter. Feedback from the evaluations facilitates the intern’s professional growth by acknowledging strengths and identifying performance and conduct areas that need improvement. The Training Committee meets at the conclusion of each quarter to review and rate each intern’s progress based on the Psychology Training Program’s goals and objectives. During this review, a formal vote regarding each intern’s “pass status” and their readiness to progress in the internship is held. Based on the Training Committee’s findings, a written evaluation is prepared and reviewed with each intern to discuss the results of the evaluation, review progress, and offer recommendations. The evaluation clearly identifies the intern as having passed or not passed the specified quarter period. The written evaluation is then signed by both the program’s Training Director and the intern to indicate that it has been reviewed. The Training Director sends a copy of each end-of-quarter evaluation to the intern’s doctoral program Training Director. Any concerns or difficulties that are identified on the end-of-quarter evaluations may be addressed using the appropriate steps listed under Procedures for Responding to Problematic Performance and/or Conduct found in the Due Process and Grievances Procedures Policy. Alternatively, Due Process procedures can be initiated before an end-of-quarter evaluation if the need arises.
Access to and Maintenance of Records:
The Executive Director, Training Director, members of the Training Committee, and the agency’s Clinical Director are allowed access to written evaluations of an intern. An intern’s doctoral program Training Director also has access to records related to an intern’s progress. A current or former intern may also request that the records be released to other parties (e.g., state licensing boards).

The internship Training Director maintains paper copies of all Certificates of Completion for each intern indefinitely. These certificates are used to assist interns in verifying successful internship completion as they seek to become licensed and for other verification purposes, as requested by the former intern. End-of-quarter evaluations, documentation of monthly Training Committee meetings, and Supervision checklist forms are kept for at least seven years after internship completion. Documentation for any intern grievances or due process measures are also kept in an intern’s file. Written forms are maintained by the Training Director in intern-specific files.

Communication with Interns’ Graduate Programs:
The internship Training Director is responsible for communicating with each intern’s graduate program about the intern’s activities and progress. At the end of each quarter, a copy of the end-of-quarter evaluation is forwarded to the intern’s academic Training Director of their doctoral program. At any time, if a problem arises that requires due process procedures, the Training Director will inform the academic Training Director of the sponsoring doctoral program. The doctoral program’s Training Director will be encouraged to provide input to assist in resolving the problem.

Due Process and Grievance Procedures Policy
In the event that an Intern demonstrates deficiencies in their performance or conduct the following Due Process Guidelines will be implemented. For clarification “Due Process” relates to concerns about intern performance. “Grievance Procedures” relates to concerns the intern may have about the training experience. The Due Process Guidelines specify the steps that will be taken to manage problematic psychology intern conduct and/or performance and ensure fairness in the program’s decision about the intern.

This document provides guidelines for managing problematic psychology intern conduct and/or performance. These guidelines are consistent with APPIC and APA CoA standards. These guidelines emphasize due process and ensure fairness in the program’s decision about
Due Process: General Guidelines

Due Process ensures that decisions made about the interns are not arbitrarily or personally based. It requires that the training program identify specific evaluation procedures that are applied to all interns and provide appropriate appeal procedures available to the intern. All steps must be appropriately implemented and documented. The general due process guidelines include the following:

1. During the internship orientation the program’s expectations for professional functioning are reviewed.
2. Internship evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions involved in making decisions about problematic performance and/or conduct are outlined for the interns.
4. Doctoral program Training Directors are informed of any difficulty with interns, and when appropriate, input from the doctoral program Training Director is sought regarding how to address the difficulty.
5. Remediation plans are developed and implemented for identified inadequacies. Each plan includes a timeframe for expected remediation and specifies the consequences for failure to rectify the inadequacies.
6. Interns are provided sufficient time to respond to any action taken by the program.
7. Interns receive a written description of the procedures they may use to appeal the training program’s action. These procedures are included in the Internship Handbook, which is provided to and reviewed with the interns during the internship orientation.
8. Decisions and recommendations regarding the interns’ performance and/or conduct are based on input from multiple professional sources.
9. Programs’ actions and the rationale are documented in writing and provided to all relevant parties.

Formal Evaluation and Complaint Procedures:

The Psychology Internship Program continually assesses each intern’s performance and conduct. Feedback from the evaluations facilitates the intern’s professional growth by acknowledging strengths and identifying performance and conduct areas that need improvement. At the mid-point and end of each quarter, supervisors provide written evaluations and meet with the intern to discuss their assessment, review progress, and offer recommendations. The evaluation clearly identifies the intern as having passed or not passed their rotation. The written evaluation is then signed by both the supervisor and the intern to indicate that it has been reviewed. The Training Committee also conducts a formal vote regarding each intern’s “pass status” and their readiness to progress in the
The evaluation is then forwarded to the Training Director who sends a copy of each end-of-rotation evaluation to the intern’s graduate program Training Director. Any concerns or difficulties that are identified on the end-of-quarter evaluations may be addressed using the appropriate steps listed under Procedures for Responding to Problematic Performance and/or Conduct.

An additional source of evaluation data is provided by the Training Committee, which is chaired by the Psychology Training Director and consists of the interns’ supervisors and other psychology staff members. Training Committee members share information and review each intern’s progress on a monthly basis. Based on these cumulative evaluations, the Training Director and the intern may modify the intern’s training plan to better meet his/her training needs and the program’s requirements.

Communication with Interns’ Graduate Programs:
The Training Director is responsible for communicating with each intern’s graduate program about the intern’s activities and progress. At the end of each quarter, a copy of the supervisor’s evaluation is forwarded to the intern’s academic Training Director. At any time, if a problem arises that requires sanctions and brings into question the intern’s ability to successfully complete the internship program, the Training Director will inform the academic Training Director of the sponsoring graduate program. The academic Training Director will be encouraged to provide input to assist in resolving the problem.

Formal Evaluation and Complaint Procedures:
The Psychology Internship Program continually assesses each intern’s performance and conduct. Feedback from the evaluations facilitates the intern’s professional growth by acknowledging strengths and identifying performance and conduct areas that need improvement. At the mid-point and end of each quarter, supervisors provide written evaluations and meet with the intern to discuss their assessment, review progress, and offer recommendations. The evaluation clearly identifies the intern as having passed or not passed their rotation. The written evaluation is then signed by both the supervisor and the intern to indicate that it has been reviewed. The Training Committee also conducts a formal vote regarding each interns “pass status” and their readiness to progress in the internship. The evaluation is then forwarded to the Training Director who sends a copy of each end-of-rotation evaluation to the intern’s graduate program Training Director. Any concerns or difficulties that are identified on the end-of-quarter evaluations may be addressed using the appropriate steps listed under Procedures for Responding to Problematic Performance and/or Conduct.

An additional source of evaluation data is provided by the Training Committee, which is chaired by the Psychology Training Director and consists of the interns’ supervisors and other psychology staff members. Training Committee members share information and review each intern’s progress on a monthly basis. Based on these cumulative evaluations, the Training Director and the intern may modify the intern’s training plan to better meet his/her training needs and the program’s requirements.

Communication with Interns’ Graduate Programs:
The Training Director is responsible for communicating with each intern’s graduate program about the intern’s activities and progress. At the end of each quarter, a copy of the supervisor’s evaluation is forwarded to the intern’s academic Training Director. At any time, if a problem arises that requires sanctions and brings into question the intern’s ability to successfully complete the internship program, the Training Director will inform the academic Training Director of the
sponsoring graduate program. The academic Training Director will be encouraged to provide input to assist in resolving the problem.

**Definition of Problematic Performance and/or Conduct:**
Problematic behavior is defined broadly as an interference in professional functioning which is reflected in one of the following ways: 1) an inability or unwillingness to integrate professional and legal standards into his/her repertoire of professional behaviors; 2) an inability to acquire professional skills that reach an acceptable level of competency; 3) unprofessional conduct.

It is a matter of professional judgment as to when an intern’s behaviors are serious enough to fit the definition of problematic performance and/or conduct rather than reflecting typical behavior, attitudes or characteristics which, while of concern and require mediation, are not unexpected or excessive for pre-doctoral interns in training. Problems typically become identified as impairments 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 skill deficit, which can be rectified by academic, experiential, or didactic training.
3. The quality of service delivered by the intern is significantly impaired.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The trainee’s behavior does not change as a function of feedback or remediation efforts and/or time.

**Procedures for Responding to Problematic Performance and/or Conduct:**
The training program has well-defined procedures to guide its response to interns that demonstrate problematic performance or conduct. If an intern receives an “unacceptable rating” from his/her supervisor on the evaluation indicating inadequate skill development, or a staff member has concerns about the intern’s behaviors (e.g., ethical or legal violation and professional competence), the following procedures will be initiated:

**NOTICE:** The first step in the Due Process Procedure will be to notify the intern of a problematic behavior that has been identified by the supervisor.

1. The first step is an informal attempt by the supervisor to address the concern. If the intern is not performing at a satisfactory level, the supervisor is expected to discuss this with the intern, increase the intern’s supervision, and direct the intern to other appropriate resources to address the deficit area (e.g., assign readings). The internship Training Director is notified of the concern at this time, and the supervisor will keep a written record of the discussion and corrective steps agreed upon. The expectation is that the concerns will be resolved within one month, unless otherwise specified in the written record. At this time, the internship Training Director will notify the intern’s doctoral program Training Director that a Due Process Procedure has been initiated.
Feedback from the doctoral program Training Director will be solicited, as well as suggestions to support the remediation process, if deemed necessary.

2. If within one month (or time specified in written record) the supervisor who initiated the Due Process Procedure determines that remediation has been successful in sufficiently addressing the outlined concerns, the supervisor will inform the intern and internship Training Director of successful remediation. The internship Training Director will then inform the doctoral program Training Director of successful remediation.

3. If after one month (or time specified in written record) the supervisor who initiated the Due Process Procedure determines that remediation has not been successful in sufficiently addressing the outlined concerns, the Process will proceed to a Hearing.

**HEARING:** A formal meeting will be conducted within two weeks of the supervisor’s determination that initial remediation steps were not successful in resolving the issues. The purpose of the hearing is to give the intern an opportunity to hear and respond to the concerns about the intern’s problematic behavior.

4. If the problem addressed in Step 1 persists, or a problem arises that is judged to be a serious legal and/or ethical violation that cannot be remedied by actions outlined in Step 1, the supervisor will communicate his/her concerns with the internship Training Director. The internship Training Director will meet with the intern, his/her direct supervisor(s), and when appropriate, the Clinical Director and/or the Executive Director, to discuss problematic performance and/or conduct and develop a remediation plan (to address the problematic behavior). During this meeting the intern will be given the opportunity to respond to the identified concerns. Taking the staff and intern’s perspective into consideration, a remediation plan will be developed that reflects a time-limited, remediation-oriented supervised period of training. The plan is designed to return the intern to an appropriate functioning level with the full expectation that the intern will complete the internship. Once written, a copy of the remediation plan will be provided to the intern’s doctoral program Training Director. Feedback from the doctoral program Training Director will be solicited, as well as suggestions to support the remediation process, if deemed necessary. Each remediation plan will include the following:

   a. a description of the intern’s unsatisfactory performance or problematic behaviors;
   b. recommended actions needed from the intern to correct the identified problems;
   c. supportive intervention/modifications made to the intern’s training program (e.g., increase supervision, change focus of supervision, require coursework or readings, reduce caseload and recommend personal therapy);
   d. a time line for correcting the problem; and
   e. the action to be taken if the problem is not corrected.

Note: If sanctions interfere with the successful completion of the training hours needed for the internship, this will be noted in the intern’s file and his/her academic program will be notified. If deemed appropriate, special arrangements may be made to address this issue.
**APPEAL:** If the intern, at any time during this process, believes that his/her point of view is not being appropriately considered the intern may appeal the decision with the Executive Director and the Administrative Director, as well as a representative from the Personnel Committee of the Board of Directors of The Children’s Center. Information from this meeting will be taken into consideration for the next steps of the Due Process Procedure.

5. If the remediation plan developed in Step 4 is unsuccessful in addressing the problematic performance and/or conduct within the timeframe identified, the Training Director will meet with the Training Committee to discuss further courses of action. These may include one of the following sanctions or actions:

   a. **Modified Remediation Plan** – It may be determined that continuing the remediation plan with specific modification is the most appropriate intervention (repeat Step 4). When the problem is considered severe, an intern may be (1) required to complete a remediation plan and (2) concurrently placed on probation.

   b. **Probation** – The purpose of probation is to assess the intern’s ability to complete the internship and return to an appropriate level of functioning. Probation is time limited and remediation-oriented. During this closely supervised training period, the Training Director and supervisor(s) monitor the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. During the probation period, the intern may be suspended from engaging in certain professional activities until there is evidence that the problem behaviors have been rectified. **The intern will be given written notice of the probation that includes the following information:**

      1) a description of the problematic performance and/or conduct;
      2) specific recommendations for rectifying the problems;
      3) the length of the probation period, during which the problem is expected to be rectified; and
      4) procedures to ascertain whether the problem has been appropriately rectified.

   c. **Dismissal from the Internship Program** – When a combination of interventions does not rectify the problematic performance and/or conduct within a reasonable time, or when the trainee seems unable to alter his/her behavior, the Training Committee will consider the possibility of termination from the internship. Dismissal may also occur in cases of violations of the APA Code of Ethics, in particular, when imminent physical or psychological harm to a client is a major factor or when the intern is unable to complete the internship due to physical, mental or emotional illness. If Dismissal from the Internship Program is deemed a possibility, the Administrative Director, APPIC Match Coordinator, and the intern’s doctoral program Training Director will be notified.

6. The Training Director will meet with the intern, the intern’s supervisor(s) and the Executive Director and/or Clinical Director to review the required remedial steps or sanctions. The intern may accept these conditions, or challenge the Training
Committee’s action as outlined in the Psychology Intern Grievance Procedures below. In either case, the Training Director will inform the intern’s doctoral program of the problematic performance/conduct and the specified procedures implemented by the Training Committee to address the concern.

Psychology Intern Grievance Procedures:
The following Grievance Procedure will be invoked if an intern has a complaint against the training program. Complaints may include, but are not limited to, concerns about evaluations, supervision, stipends/salary, harassment, or other workplace concerns. In the event an intern has difficulty with a supervisor, has disagreements with any Training Committee’s decision regarding their status in the program, or has other grievances about the training, the intern has a right to a hearing and appeal and should:

1. Raise the issue with his/her supervisor in an effort to resolve the problem in a more informal manner.

2. If the issue cannot be resolved with the individual supervisor, the issue should be discussed with the Training Director or the Executive Director in the event that the Training Director is the immediate supervisor. The Training Director or Executive Director will make a written record of the intern’s initial complaint.

3. HEARING: A formal meeting will be conducted within two weeks of the intern’s notification of complaint to the Training Director or the Executive Director. The purpose of the hearing is to give the intern an opportunity to formally express his or her concerns and to be advised of any subsequent steps in the process. The Training Director or Executive Director will make a written record of the intern’s complaint and any subsequent steps that were outlined in the meeting.

4. APPEAL: If the problem cannot be resolved to the intern’s satisfaction with the Training Director and/or the Executive Director, the intern has the right to contact the Administrative Director of The Children’s Center to discuss the situation and, if necessary, file a written complaint or grievance that will be reviewed with the Personnel Committee of The Children’s Center’s Board of Trustees within two weeks of submitting the complaint to the Administrative Director.

5. The Training Director and/or Administrative Director will meet with the intern within one week of the Personnel Committee’s meeting to review the findings of the Committee and make recommendations and create a written plan to address the intern’s grievance. The written plan will include a specified timeline for any identified steps, as well as a date of completion. A follow-up meeting is scheduled to review progress towards resolution of concerns and documented in the written plan. The Training Director, Administrative Director, and intern will sign the written document acknowledging agreement with the steps outlined in the document. The Training Director will also inform the intern’s doctoral program Training Director of the grievance filed, as well as actions taken to remedy the issue.

6. A resolution to the grievance is defined by the intern, Training Director, and Administrative Director acknowledging that the written plan was carried out as agreed upon in the written document.
Instructions for completing the Application

Please complete the APPIC Standard Application Form, available at www.appic.org. If you have any further questions about completing the application or about our training program, please feel free to contact me at (801) 966-4251 or by email at jmitchell@tccslc.org

We look forward to having the opportunity to review your application!

Douglas Goldsmith, Ph.D.
Executive Director/Training Director

Applications are due by November 15

Our APPIC program code is # 5961

Disclosure of accreditation status: This program is not currently accredited by the APA. Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditat