

WSU CPSC Doctoral Internship in
Health Service Psychology
Training Program Manual

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Introduction

Acknowledgements

Acknowledgment of Responsibility

Each psychology intern is responsible for the reviewing this content of the manual. Psychology interns are required to sign an “Acknowledgement of Responsibility” form which signifies they have read and understand the contents of this document.

Security Agreement

Psychology interns are required to sign an “Information Security Agreement” stating that they understand the parameters for using the equipment and informational systems at the Weber State University (WSU) Counseling and Psychological Services Center (CPSC).

Confidentiality Agreement

Psychology interns are required to sign a “Confidentiality Agreement” stating that they understand the parameters of sharing mental health information at WSU.

Weber State University

Weber State University was founded in Ogden, Utah as Weber Stake Academy in 1889. “Weber” comes from the name of the county where the university is located. Weber County was named after John Henry Weber, an early American fur trapper. In 1933, the academy was made a state junior college. Following World War II, the college outgrew its downtown campus and moved to the present site on the foothills of the Wasatch Mountains, overlooking Ogden and the Great Salt Lake. Weber State College awarded its first baccalaureate degree in 1964. In 1991, the college became Weber State University, appropriately symbolizing its role as Utah’s first comprehensive regional university that also retains a community college mission. More than 26,000 students study full- and part-time, and WSU provides a student/faculty ratio of 21:1, helping to ensure personal attention in education. WSU offers more than 250 undergraduate degree programs and 11 graduate degree programs.

Diversity on Campus

53% of WSU students are female and 44% are male. While the majority of students on campus identify as White or Caucasian, 9% of WSU students identify as Hispanic, 2% identify as Asian and Pacific Islander, 2% identify with two or more racial or ethnic groups, 1% identify as African American, 1% are international students, and 0.4% are Native American. Ninety-one percent of the students at WSU are residents of Utah, with 71% of students hailing from either Weber or Davis counties in Utah. Seventy-seven percent of WSU students are employed, and most of those students work either full- or part-time off campus. The average age of students at WSU is 26.

Counseling and Psychological Services Center (CPSC)

CPSC is located in the Student Services Center and is one of several areas within the Division of Student Affairs. CPSC is a multi-disciplinary center and professional staff include Psychologists, Licensed Clinical Social Workers, Clinical Mental Health Counselors, a Marriage and Family Therapist, and a Psychiatric and Mental Health Nurse Practitioner. CPSC employs three front-desk staff who provide

administrative support and are often the first contact point for clients of CPSC. CPSC maintains an active training program. Undergraduate students are involved in training through the Outreach Team. Graduate students from other universities in Utah come to CPSC for practicum training. CPSC also trains psychology interns, accepting two psychology interns per year.

Philosophy, Mission, and Vision

The mission of the Counseling and Psychological Services Center is to enhance the psychological growth and development of the diverse Weber State University community. We support the academic experience by providing brief mental health counseling, outreach, and consultation services that help individuals to identify barriers, improve coping, and achieve personal goals.

The Doctoral Internship in Health Service Psychology expands on these goals by providing a mutually beneficial arrangement in which competent graduate students in psychology are provided with extensive training in an open-enrollment, non-traditional university setting. In turn, these individuals help to diversify the CPSC staff and expand scope of services provided to the University.

The Doctoral Internship in Health Service Psychology core values are:

- To prepare psychology interns for the practice of professional psychology.
- To provide a supportive and encouraging learning environment.
- To provide a breadth of experience that is graduated, cumulative, and increasing in intensity.
- To promote and respect cultural and individual diversity in staff, psychology interns, and clients.

CPSC Services

All students who are enrolled at WSU are eligible to participate in counseling services. CPSC offers the following modes of service delivery:

- Brief Individual Therapy: Students may receive up to 12 sessions of individual therapy per academic year after their initial intake. This service is available to all eligible students whose concerns can be adequately addressed via brief therapy. Longer-term services may be offered to students on a limited basis, following consultation with the professional staff. No more than 10% of a psychology intern's caseload may consist of long-term clients.
- Couples and Family Therapy: Couples and family therapy are available to any student couple or family when one partner or member of the family is an enrolled student, and when the focus of therapy is on a couple or family issue. Couples or families can be seen for up to 12 sessions per academic year.
- Group Therapy: Group therapy sessions are not limited, and any enrolled student may attend an unlimited number of groups, provided they are appropriate for the specific group. CPSC offers interpersonal process groups, closed themed groups, and open educational groups.

- Crisis Intervention: Crisis or emergency services are offered on an as-needed basis during business hours only. Psychology interns are expected to participate in crisis coverage following adequate training, under close supervision.
- Psychiatric Services: Students must actively participate in a therapy modality in an on-going basis in order to be eligible for psychiatric services. Psychiatric services at CPSC are designed to be short-term in nature, and after two to three semesters most students will be referred to a community provider for on-going care.
- Attention-Deficit/Hyperactivity Disorder (ADHD) Screening Assessments: Students who are interested in medication management for ADHD will first complete a screening assessment with a psychologist, psychology resident, or psychology intern. This assessment will include review of records, completion of symptom checklists, and completion of tests of attention. An integrated report will be produced for use by CPSC providers for treatment planning.

In addition to clinical services, CPSC also provides outreach and consultation services. These services frequently take the form of presentations to the campus community and they may be formal or informal. CPSC is the home of mental health experts on the WSU campus, so CPSC also frequently consults with other departments, individual colleagues, or parents and students about other mental health related topics. Professional collaboration is an important part of our work at CPSC.

Application Information

Prohibited Discrimination Policy

Weber State University is committed to protecting the personal rights of all responsible students and employees by providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, veteran status, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere. Unlawful discrimination undermines human dignity and the sense of community WSU seeks to foster.

Discrimination and harassment are illegal and specifically prohibited by the constitutions, statutes, precedents and regulations of the United States and Utah. It is the policy of the University to vigorously enforce these laws among its students and employees. A grievance procedure is available to enforce this policy. Individuals who believe any of these rights have been violated should review information available at the Affirmative Action/Equal Opportunity website (<http://weber.edu/aaeo>). Note that persons who participate in this grievance procedure in good faith are protected against retaliation for doing so. Questions may also be directed to the Office for Civil Rights, U.S. Department of Health and Human Services, 1961 Stout Street, Room 1185 FOB, Denver, Colorado 80294-3538, Voice Phone 303-844-2024, Fax 303-844-2025, TDD 303-844- 3439.

University Commitment to an Inclusive Community

Pivotal to Weber State University's mission is the need to embrace and value the diversity of its members. Acknowledging the uniqueness of each individual, we seek to cultivate an environment that encourages freedom of expression. Because the University is a community where inquiry is nurtured and

theories are tested, every individual has the right to feel safe to express ideas that differ from those held by other members of the community. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will and respect. Therefore, expressions or actions that disparage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to the mission of Weber State University.

Preparation for Internship

CPSC expects that applicants to the Doctoral Internship in Health Service Psychology will have a solid background in the theory and practice of psychology. Successful applicants are expected to have passed their comprehensive examinations by the application deadline. Dissertations or culminating projects should be successfully proposed by the start of internship on August 1. As we cannot "unaccept" an applicant, the applicant must intend to propose prior to the start of the internship. If proposal is not successfully complete, applicants must be prepared to describe their realistic intentions to propose and provide a reference who can support their plans. Preference may be given to individuals who will have defended their dissertations or culminating projects by the start of internship. Successful applicants will have completed at least three years of graduate training and will have accrued at least 450 AAPI Intervention and Assessment Hours. All graduate coursework must be completed by the end of the academic year prior to the start of internship. Applicants from clinical and counseling psychology programs are preferred. Programs can culminate in either a degree of Psy.D. or Ph.D. Applicants from APA-accredited programs are preferred but not required. Applicants from non-accredited programs must complete a course of study that is similar to that expected from an accredited program. CPSC accepts applicants through the official Match process and requires the use of the APPI.

Benefits

Interns will receive the following:

- 11 paid holidays
- 10 paid personal days to be used for vacation, sick time, or other leave time (psychology interns are asked to reserve five of those days for the final week of the internship program)
- Medical and dental benefits
- Weekly release time for professional development
- Paid attendance at continuing education events attended by CPSC staff
- Paid membership in the Utah Psychological Association
- \$100 professional development funds to be put toward continuing education

Application Procedures

CPSC uses the APPI Online system. Applicants must submit a completed APPI including the required essays, a cover letter outlining their interests in the program (should not be a substitute for essay 5), transcripts, and three letters of reference through the APPI Online. Applications are due December 1st at noon in Mountain time zone. Individuals invited to interview will be notified by December 15. Interviews will be completed by January 15.

Intern Selection Process

Applications

The CPSC Doctoral Internship in Health Service Psychology solicits applications through The National Matching Service. Though we are not yet members of the Association of Postdoctoral and Internship Centers (APPIC), our program utilizes the standard online application endorsed by APPIC. Applications will be drawn from individuals who register for Match and, as needed, from individuals who go through Match Phase II. CPSC abides by all APPIC policies with regard to Match and will not accept individuals who are not matched to the program or accepted, post-match, through the post-match vacancy service.

Application Review

All applications will be reviewed by psychologists on staff and by other designated professionals involved with CPSC. These individuals will comprise the intern selection committee. Applicants will be rated by members of the committee according to criteria developed by the committee. Ratings will be averaged and the results used to rank applicants under consideration. An applicant will be removed from consideration if a minimum rank level is not met, if specific application criteria are not met, or if one or more committee members raise strong enough concerns that other members agree to remove the applicant from consideration. Once applicants are ranked, the top 12-15 individuals will be invited for interviews.

Applications will be reviewed by the Training Director as they are received, and will be evaluated by members of the intern selection committee following the December 1 deadline. One or more committee meetings will be held following the December 1 deadline so that final applications can be reviewed, applicants and rankings can be discussed, and a list of individuals to be invited for interviews can be developed prior to December 15.

Invitations for Interviews

The 12-15 top-ranked applicants will be offered interviews by telephone and email no later than December 15. All other applicants will be notified by email that they are not going to be offered interviews. Video-conferencing interviews are strongly encouraged, though phone interviews are allowable. On-site interviews will not be offered. An open house will be held following completion of the interview process for those applicants interested in seeing the site, but such a visit will not be required.

Interviews will be held on two to three days and multiple applicants will be scheduled each day. Interviews will be scheduled for one to two hours. They will consist of an overview of the program and an interview with CPSC staff. At the end of the interview, applicants will be informed of our process for ranking them and will be allowed to ask questions about our center and our Match process.

Individual interviews will include a uniform set of questions to address preparation for internship, fit with the center, goals for internship, and ability to work as a team. Applicants may be provided with specific

case studies and asked to provide a case conceptualization. They may also be asked to discuss a difficult case from the past, provide specific examples of professional conflicts and how they have been overcome, or respond to other relevant questions. Preferences for supervision may also be discussed.

Following completion of all interviews, the intern selection committee will meet again to discuss candidate responses and to rank candidates for match.

Match

APPIC utilizes a procedure called Match for assigning interns to programs. CPSC cannot confirm independently whether or not we will accept a certain individual. APPIC has specific regulations about how Match is discussed to which the candidate and the site must adhere. CPSC indicates a list of individuals it would accept if matched, and we rank those according to preference. If individuals are matched, CPSC is obligated to work with them. The same is true for individuals matched to CPSC.

One Friday in February is designated as Match Day, the day on which all candidates will be informed whether or not they have been matched to a site. Those who do not match will be eligible for Phase II and may apply to any programs with remaining empty slots. If, on Match Day, CPSC is notified that our psychology intern positions were not filled, we will proceed to enter Phase II.

Phase II Procedures

Following Match Day, remaining internship candidates can begin applying to unfilled sites. A deadline is set for receipt of applications, and programs with unfilled spaces go through a second round of interviews, and a second ranking process. Again, APPIC has specific procedures to follow during Phase II, but a general description of our procedures follows.

Applications

CPSC will accept applications from a similar applicant pool during Phase II. Applications will again consist of the APPI Online. Some alterations to requirements may be made, but preparation for internship is generally assumed to be the same as that sought for Match application.

Selection of Interns through Phase II

Once applications are reviewed, a second round of video-conferencing interviews will be scheduled. CPSC will follow similar procedures for evaluating and ranking applicants, and will participate in Phase II according to established regulations.

Conditions of Hire, Stipend, and Benefits

CPSC adheres to all university policies and procedures. All applicants receiving a conditional offer of employment are subject to a university-paid background screening.

CPSC offers a regionally competitive stipend, and that stipend will be reevaluated periodically to ensure CPSC remains a competitive site. Generally, this stipend is divided and paid to psychology interns on the same pay schedule as other staff at CPSC.

CPSC offers health, dental, and other benefits in accordance with a package through the university. Questions about current benefits should be directed to the training director, Jamie E. Brass, Psy.D., at jamiebrass@weber.edu.

CPSC provides membership in the Utah Psychological Association (UPA) for psychology interns. This benefit allows psychology interns access to the UPA email listserv and other member benefits. CPSC will also provide for registration fees for psychology interns for all continuing education events which all CPSC staff attend. In addition, CPSC provides a sum of \$100 per psychology intern to be used for professional development.

It is expected that CPSC psychology interns will preserve vacation hours to be taken during the final week of the internship year. The final week of the internship year often coincides with a WSU holiday, so it is anticipated that psychology interns will need to preserve four days of vacation time for this purpose. Because of their classification with the university, it is possible that psychology interns will be eligible for more leave time than they can take and still meet requirements for the internship program. Psychology interns should note that they must complete a total of 2000 hours during the course of their internship. CPSC values self-care, and to promote establishment of a work environment that encourages appropriate use of leave time, CPSC will consider all university holidays and the preserved vacation hours to be used at the end of the internship year to be part of the 2000 hours. In addition, CPSC will consider an additional five days of leave time as part of the 2000 hour total. Psychology interns are encouraged to be mindful of their additional leave time and the impact of using more leave time both on their own training experience and on the staffing of CPSC.

CPSC interns will provide proof of their own professional liability coverage for the duration of their time at CPSC.

Contractual Agreement with Intern's Doctoral Program

CPSC cooperates and coordinates with each intern's doctoral program regarding training needs and progress. Typically, because we honor the contract between WSU CPSC and APPIC, we do not enter into additional contractual agreement with any specific academic program. Review of this policy occurs on a case-by-case basis in order to best serve the needs of interns.

Training Program Overview

Counseling and Psychological Services Center

CPSC is accredited by the International Association of Counseling Services and is an integral part of the Student Affairs Division at Weber State University. CPSC provides individual, couples, family, and group counseling services, as well as psychiatric, crisis, and outreach/consultation services.

Doctoral Internship in Health Service Psychology and CPSC

CPSC is dedicated to providing quality services to WSU and considers the Doctoral Internship in Health Service Psychology an integral part of our ability to do so. Psychology interns are considered part of the clinical staff and a valuable part of the CPSC team. CPSC will strive to provide psychology interns with both a depth and breadth of experience and to integrate their individual training needs and interests into the internship program.

Aims, Competencies, and Outcomes.

CPSC's aim is to help advanced psychology students continue their training and become competent, ethical practicing professionals. To that end, CPSC utilizes a developmental model to train psychology interns in the application of evidence-based practices to therapeutic work. We aim to produce internship graduates who feel competent working with a wide variety of presenting problems in a diverse community and who can easily apply their research-based knowledge to their practices. CPSC will adhere to the profession-wide competencies established by the American Psychological Association. Phrasing for all competencies areas has been taken from the American Psychological Association Committee on Accreditation Implementing Regulations, section C. CPSC has identified the following outcomes for all psychology interns:

Competency area: Research

Psychology interns will demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national level.

Outcomes:

1. The psychology intern demonstrates the ability to disseminate research-based information to colleagues via completion of a seminar training to the CPSC staff. This two-hour training will be based on an area of interest for the intern. Completion of this seminar will take place during the second half of the internship.
2. The psychology intern submits at least one proposal to present scholarly research or activity at an appropriate local, regional, or national venue. Psychology interns are strongly encouraged to submit proposals to present at the Utah University and College Counseling Centers conference.

Competency area: Ethical and Legal Standards

Psychology interns will be knowledgeable of and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing psychology; and relevant professional standards and guidelines. Psychology interns will recognize ethical dilemmas and apply ethical decision-making processes. Psychology interns will conduct themselves in an ethical manner in all professional activities.

Outcomes:

1. The psychology intern will articulate ethical principles relevant to psychologists and will demonstrate adherence to those principles via resolution and appropriate documentation of ethical dilemmas as they arise.
2. The psychology intern will demonstrate clear knowledge of local regulations, including but not limited to mandated reporting statutes and limits to confidentiality. The psychology intern will articulate those regulations clearly to clients in a verbal informed consent process designed to complement written documentation.
3. The psychology intern will develop and articulate an ethical decision-making model, particularly designed for use when a clear direction is not evident. The psychology intern will apply that model in both role-plays and work with clients.
4. The psychology intern will learn about interprofessional ethics and how they apply within a multidisciplinary setting.

Competency area: Individual and Cultural Diversity

Psychology interns show an understanding of how their own personal/cultural history may affect how they interact with people different from themselves. They will have knowledge of the current theoretical and empirical knowledge base as it relates to diversity. They will show an ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. They will independently apply knowledge in working effectively with the range of diverse individuals and groups.

Outcomes:

1. The psychology intern will use a self-assessment to guide personal and internship-based learning in areas of diversity throughout the internship experience.
2. Through participation in educational seminars, the psychology intern will develop and demonstrate a body of knowledge of the ways in which cultural and other areas of diversity impact human experience and contribute to successful therapy outcomes.
3. The psychology intern will reflect on her/his own personal areas of diversity and how they intersect with her/his work with clients, and will demonstrate consideration of these factors in work with clients.
4. Specific training emphasis will be placed on areas of diversity common among WSU students (religious diversity, Latino populations, non-traditional students, and first generation college students). The psychology intern will demonstrate an understanding of and respect for individual and cultural difference within these areas in therapeutic and other professional work.

Competency area: Professional Values and Attitudes

Psychology interns behave in ways that reflect the values and attitudes of psychology. They engage in self-reflection. They demonstrate openness and responsiveness to feedback and supervision. They respond professionally in increasingly complex situations with a greater degree of independence.

Outcomes:

1. The psychology intern will articulate values and attitudes that are held by the profession of psychology and will demonstrate self-reflection about his/her own manifestations of professionalism. This reflection will include ways in which behaviors and attitudes that are not directly work-related may nonetheless impact others' perception of the psychology intern's professionalism.
2. The psychology intern will consider possible responses in cases where professional values and attitudes are not consistent with the psychology intern's own personal values and attitudes.
3. The psychology intern will participate openly in supervision and demonstrate responsiveness to feedback.
4. The psychology intern will proactively work to ensure his/her own needs are being met within the program, and will seek to remedy problems or address grievances in a professional manner.

Competency area: Communication and Interpersonal Skills

Psychology interns will develop and maintain effective relationships with a wide range of individuals. They will produce and comprehend oral, nonverbal, and written communications. They will demonstrate effective interpersonal skills.

Outcomes:

1. The psychology intern will complete required paperwork and other work product in a timely manner, and will provide completed work that is thorough and clearly understood.

2. The psychology intern will demonstrate good working and interpersonal relationships within the CPSC office and wider university setting.
3. The psychology intern will serve on a university committee to aid in development of interoffice communication and working interpersonal skills.

Competency area: Assessment

Psychology interns select and apply assessment methods that draw from empirical literature and collect relevant data using multiple sources and methods. They interpret assessment results to inform case conceptualization, classification, and recommendations. They communicate findings in an accurate and effective manner.

Outcomes:

1. The psychology intern will identify appropriate methods of providing assessment and diagnosis of individual clients of CPSC. Multiple methods of assessment, including comprehensive interview, will be considered.
2. The psychology intern will participate in on-going seminars to develop skills in comprehensive assessment.
3. The psychology intern will complete ADHD screening assessments in accordance with CPSC policy.
4. The psychology intern will compile all assessment data into comprehensive reports and notes. Work produced will be suitable for release to other providers if required for coordination of care.
5. The psychology intern will be aware of ways in which individual and cultural diversity can impact assessment, and factors this awareness into assessment-related decisions.

Competency area: Intervention

Psychology interns establish and maintain effective relationships with the recipients of psychological services. They develop evidence-based intervention plans and implement interventions informed by the current scientific literature. They apply the relevant research literature to clinical decision making. Psychology interns modify and adapt evidence based approaches to meet individual client and evaluate intervention effectiveness.

Outcomes:

1. The psychology intern will demonstrate understanding of evidence based practices in individual therapy, including Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, and Dialectical Behavior Therapy, and articulates how those practices have been demonstrated to have efficacy with presenting problems commonly seen at CPSC.
2. The psychology intern will use evidence-based practices in individual therapy with diverse populations, adapting them as appropriate for each client.
3. The psychology intern will demonstrate understanding of evidence-based practices for group therapy, including process and psychoeducational groups, and articulates how those practices have been demonstrated to have efficacy with presenting problems commonly seen at CPSC.
4. The psychology intern will apply evidence-based practice as co-leader of a group at CPSC.
5. The psychology intern will show consideration for diversity in delivering group therapy services.
6. The psychology intern will demonstrate understanding of evidence-based practices in couples therapy and will articulate how those practices have been demonstrated to have efficacy with presenting problems commonly seen at CPSC.
7. The psychology intern will demonstrate skill in applying evidence-based practices in co-therapy for a couple.

8. The psychology intern will demonstrate skill in applying evidence-based practices in couples therapy as the sole therapist.
9. The psychology intern will consider diversity when providing couples counseling.
10. The psychology intern will demonstrate understanding of evidence-based practices in crisis intervention.
11. The psychology intern will demonstrate skill in applying evidence-based practices in crisis intervention.
12. The psychology intern will show awareness of ways in which individual and cultural diversity may impact crisis intervention, and adapts interventions appropriately.
13. The psychology intern will appropriately document interventions in clinical notes.

Competency area: Supervision

Psychology interns demonstrate knowledge of supervision models and practices. They apply this knowledge in direct or simulated practice with psychology trainees or other health professionals.

Outcomes:

1. The psychology intern will demonstrate self-reflection about her/his own skills as a supervisor, and will openly consider options for improving competence.
2. The psychology intern will participate in skills-based seminars to learn developmental and competency-based supervision skills.
3. The psychology intern will apply skills learned in supervision of doctoral practicum students or master's level interns who are also providing services at CPSC. If appropriate trainees are not available, the intern will demonstrate application of these skills in regularly-scheduled simulated practice with other interns or professionals at CPSC.
4. The psychology intern will practice self-reflection and skill improvement through active participation in supervision-of-supervision, and by discussing supervision skills and competencies with his/her own supervisor.

Competency area: Consultation and Interprofessional/Interdisciplinary Skills

Psychology interns demonstrate knowledge and respect for the roles and perspectives of other professions. They apply this knowledge in direct or simulated consultation.

1. The psychology intern will demonstrate knowledge of appropriate times to consult other professionals about client care, and will appropriately engage in and document such consultation.
2. The psychology intern will serve on a division-wide or university wide committee to provide interdisciplinary consultation and work toward part of the university's larger mission.
3. The psychology intern will demonstrate appropriate outreach skills to non-client students, faculty, and staff at the university.
4. The psychology intern will develop a working relationship with another department on campus and use this relationship to identify an area of need and develop a targeted, mental health-oriented outreach intervention for that department. The psychology intern will effectively implement that intervention.

Internship Structure

The internship is structured as a full-time clinical experience encompassing 12 months of training. Psychology interns are expected to accrue the minimum number of hours required for licensure. In Utah, psychologists are license-eligible after completing 4000 hours of supervised clinical practice. The internship will be structured to provide 2000 hours of such service. This suggests interns will complete 50 weeks of training during their one-year program, although this model can be adapted in the case of

extenuating circumstances. CPSC acknowledges that individual circumstances may impact training, and that individual states vary in their requirements for licensure. CPSC will strive to ensure that all psychology interns complete 2000 hours of training, but will consider the hour requirement of the internship to be passed if a psychology intern completes at least 1900 hours of training. CPSC uses a capstone model for internship, and the internship will be an independent program. It will provide training specific to working with a university population in a university counseling center.

Plan

Interns will participate in a self-assessment of their strengths, needs, and goals for their internship year and will use this self-assessment to guide the individualization of their direct service experiences. Each intern will engage in specific experiences, such as group therapy, psychological evaluations, and intake assessments, but each intern can also tailor those experiences to their needs and goals such that, if desired, interns are able to leave the CPSC Doctoral Internship in Health Service Psychology having initiated work in a specialty area.

Location

Interns are expected to work at the Ogden campus of WSU. All interns will be working within Weber County in Utah. This is a desert environment with warm summers and cold winters. Interns will be expected to travel in snowy conditions, provided conditions are safe for driving and roads are not closed, to reach campus in the winter. Utah offers a public transportation system including commuter rail and buses, and interns will have access to the university-sponsored Ed Pass for public transportation.

Sequence

The CPSC Doctoral Internship in Health Service Psychology will take a developmental approach to sequencing direct service experiences. Psychology interns will participate in orientation for the first two to three weeks of the year, learning about CPSC policies and procedures for direct service interventions. They will then observe CPSC clinicians engaging in provision of these services. Following that, psychology interns will be directly observed (via live video monitoring) as they begin to work with clients. Psychology interns will then begin to work with increasing independence. They will provide selected examples of their work to discuss with their supervisors. If needed, certain aspects of this sequence can be revisited or repeated to ensure that each psychology intern is ready to engage in all activities in a professional manner.

Training Curriculum

Training Philosophy and Methods

The CPSC Doctoral Internship in Health Service Psychology will utilize a developmental model for training purposes. We are invested in training practitioners who are able to access, read, and interpret research information such that they can appropriately apply it to their work. Evidenced-based practices are used by our agency and will be taught to all psychology interns.

Training will employ multiple methods. All psychology interns will participate in formal seminars and didactic experiences designed to impart new knowledge. They will be provided with opportunities to learn via direct observation of from other clinicians. They will engage in practice that will integrate information learned formally into therapeutic interventions. And they will also impart knowledge to others through formal trainings, informal discussion, and outreach to the community.

Content

Each psychology intern's training program will be individualized based on his or her self-assessment, but will include the following elements each week:

- At least 4 hours of individual and group supervision
- 3 hours of seminar
- 3 hours of release time for professional development purposes
- Intake assessments assigned according to clinical load over the preceding two weeks
- 12-17 hours of direct therapeutic interventions, including crisis coverage for half of one day per week
- 1-2 hours of group therapy
- Approximately 10 hours of paperwork and preparation time.

Other tasks will occur on a regular basis and will include CPSC meetings and trainings, committee meetings, and other tasks as assigned.

Resources Available to Psychology Interns

Psychology interns will also have access to individual office spaces to engage in therapy and complete tasks. Each office will be equipped with appropriate furniture, file cabinets, computers, and camera equipment. Psychology interns will also have access to libraries of professional reading materials. Staff support is provided for psychology interns and includes assistance with such tasks as scheduling appointments, answering phone calls, and providing basic administrative support.

Orientation

Psychology interns begin their training with CPSC by completing a two- to three-week orientation program. They will be exposed to an overview of the mission, training model, and operations of CPSC. Psychology interns will become familiar with our various policies and procedures and receive an overview of the course of training and expectations of the CPSC Doctoral Internship in Health Service Psychology. During this process, psychology interns will begin developing relationships within the campus community, become familiar with the administrative functions of the department, and learn the record keeping system at CPSC. They will receive training on conducting intakes, select primary supervisors, and develop goals. During the orientation period, the Training Director shall serve as the primary supervisor until psychology interns select their primary supervisors.

During the first two weeks, psychology interns get to know each other and build collaborative working relationships with one another and with all supervisors. They learn about the supervisors' theoretical orientations, philosophies, styles, and expectations, as well as clinical and research interests of each. After hearing from available supervisors, psychology interns will meet as a cohort to choose a primary and secondary supervisor for the first half of their year. Psychology interns will then meet with their supervisors to begin collaboratively developing training goals.

Assessment and Intervention Activities

Overview

To provide a breadth of training to best prepare psychology interns for professional practice, psychology interns will engage in a number of assessment and intervention activities. Each psychology intern is expected to conduct intake assessments, provide therapy to individuals and couples, and co-lead a therapy group. Approximately 25 hours per week of a psychology intern's time will be spent in these activities. With allowances for initial training, vacation, and other leave, this should ensure that the psychology intern completes 500 hours of direct client service prior to completion of the internship year. This will constitute at least 25% of the total internship experience. Psychology interns will also engage in outreach projects on campus to provide community education and primary prevention services, and to help combat mental health stigma.

Intake Assessments

Psychology interns will be assigned intake appointments according to an established algorithm used by professional staff. This system determines the optimal number of intakes based on number of clients seen in the preceding two-week time frame. Intake assessments are scheduled for 50-60 minutes. Psychology interns will first observe an intake, then conduct one while being observed, and will then proceed to conducting intakes independently while video recording for supervisor purposes.

Psychology interns are generally expected to continue to work with the individuals they see for intake assessments. Exceptions are when the psychology intern is not competent to provide services due to lack of training or when the client requests a specific therapist. Additionally, psychology interns are permitted, and encouraged, to consult with each other during group supervision as to the training needs of each and refer clients to each other, as appropriate and with supervisor permission.

Direct Therapy Services

Psychology interns are expected to schedule 15-21 hours of direct therapy services per week. The psychology intern will have some flexibility in terms of type and amount of services provided, but generally will be expected to complete a total of 21 hours per week of individual, family, couples, and group therapy services.

Group Therapy Services

Each psychology intern will work with a co-leader in an established CPSC group, or will work with a secondary supervisor to develop a new therapy or education group. The psychology intern will be expected to contribute to group discussion in an appropriate manner, consult with the co-leader before or after group, and participate in completion of group notes and other paperwork. The psychology intern's authority will be secondary to the co-leader, but he/she will take on an increasing leadership role within the group as the internship year progresses. The psychology intern should take the lead more often than not by the end of the internship experience. At least one hour per week in a psychology intern's schedule will be spent in group therapy. Depending on the psychology intern's preference, a longer group or multiple groups may be undertaken, at which time other therapy direct service hours will be adjusted as needed.

CPSC groups change depending on need, but generally include:

- Interpersonal Process Group
- ADD/ADHD Group
- Feel Better Fast Group
- Women's Group
- LGBTQ Support Group
- Navigating Faith and Sexuality Group
- Meditation Group

Outreach

Psychology interns will participate in campus outreach events as members of the CPSC staff. These events include tables at major campus activities, specific presentations to classes or campus groups, and provision of psychoeducation and prevention services. All psychology interns will be asked to participate in at least four minor outreach projects over the course of the year. Psychology interns will also research, develop, and conduct a major outreach project as described later in this document.

Crisis Interventions

Crisis interventions are an integral part of professional employment in many areas, and the CPSC Doctoral Internship Program allows for opportunities to experience this type of work. Each psychology intern will be expected to take one half-day crisis shift per week, during which time they will be expected to take the lead in completing any assigned crisis sessions. A licensed mental health professional will share that crisis time to provide assistance, supervision, and intervention as needed. To help prepare psychology interns for this experience, crisis intervention will be covered in-depth during orientation and early training seminars.

Supervisors and Supervision

Psychology interns will participate in at least four hours of supervision weekly. They will have a primary individual supervisor, and will likely receive secondary supervision from other individuals for purposes of supporting group and couples therapy. As described below, primary supervision will rotate once during the year. Psychology interns are expected to be present and prepared for supervision, to use supervision for reflection on their development as practicing professionals, and to demonstrate integration of feedback into their therapeutic work. In addition to primary supervision, intern meetings and case consultation meetings will also be considered supervisory in nature. Those activities are described in a subsequent section.

Primary Supervision

Primary individual supervision will be offered to psychology interns each week for two hours. Primary supervision will be provided by licensed psychologists who meet state requirements for providing such supervision. In keeping with Utah standards, primary supervisors will have been licensed for at least two years prior to providing supervision. Primary supervisors will be rotated at the midpoint of the program so that each psychology intern works with supervisors in different capacities. Although psychology interns will be consulted on their preferences for supervisors, such preferences will be limited by supervisor availability and scheduling concerns. For purposes of supervision, video recording of all sessions will be required. Informed consent for recording is incorporated into CPSC intake documents. All psychology

interns will discuss their status as psychology interns under supervision, and the recording requirement, prior to starting the intake with any client. The primary supervisor will take responsibility for the intakes and therapy cases seen by psychology interns being supervised, and will co-sign all relevant reports, notes, letters, and summaries. Any information related to intake assessments and provision of therapy will be co-signed by the primary supervisor prior to the psychology intern's departure from CPSC. The primary supervisor will also take responsibility for guiding the psychology intern's work in outreach programming and group therapy. Other relevant topics will include scholarly review of advancements in the field of psychology, discussion of outreach and committee work, and major projects.

Group Supervision

Psychology interns will receive group supervision in the form of participation in weekly case consultation and twice-monthly supervision-of-supervision.

Case Consultation

This weekly group supervision will 1.5 hours in duration. Psychology interns will work to develop their case conceptualization skills, formally present on specific cases and receive feedback and direction, and observe as supervisors present on their own cases. Each intern will be expected to make extended presentations on at least five clients. They will be encouraged to choose diverse clients with a variety of presenting problems utilizing a variety of treatment modalities. Twice per month Case Consultation will occur with all CPSC staff, and presentations will rotate among the staff with two people presenting per session. The remaining weeks will include psychology interns and at least one licensed psychologist and will focus on presentations by psychology interns only.

Supervision-of-Supervision

CPSC psychology interns will be provided with opportunities to supervise graduate students in mental health fields. In years when such an opportunity is not available, they will be provided with formal opportunities to practice supervision via peer role plays. Twice monthly Supervision-of-Supervision meetings, led by an appropriately licensed member of the CPSC staff, will provide psychology interns with the opportunity to discuss issues related to provision of supervision and receive support and guidance from each other and from CPSC professional staff.

Additional One-on-One or Group Supervision

Psychology interns should also expect to work with additional secondary supervisors in the areas of group and couples counseling. These supervisory experiences will be scheduled as needed, and the relevant supervisors will be appropriately licensed members of the CPSC staff, though they may not be psychologists. All psychology interns can expect to work with CPSC's Licensed Marriage and Family Therapist in their work with couples. A psychology intern's primary supervisor will still maintain responsibility for all clinical work, and will sign all notes, regardless of secondary supervision.

If a psychology intern is interested in developing an area of specialty practice, the psychology intern may be assigned to work with an additional supervisor for that purpose. This additional supervisor may be any member of the clinical staff who has been independently licensed for at least two years.

Use of Video Recording in Supervision

For training purposes, psychology interns are required to videotape all therapy sessions with clients. Therapy sessions will be recorded with the written consent of the client, and such consent is integrated

into the standard CPSC consent form. Once a video recording is made and transferred to the supervisor via the in-house server, the recording must be deleted from the memory card of the camera. All videos should be transferred and deleted at the end of the day, and video cameras and memory cards should be locked in desk drawers after hours. After recordings have been utilized for supervision they must be deleted from the server.

Seminars

All psychology interns will participate in weekly seminars. Formal seminars include the Diversity Seminar, the Intervention Seminar, Intern Meetings, and Professional Issues Seminar. All seminars will be provided by or facilitated by appropriately licensed members of the CPSC staff. At the beginning of the internship experience, all interns will be surveyed to determine what topics are of particular interest to them. Some topics will be presented every year, but several seminars will be left up to the choices of the interns each year. An average of three hours of training time per week will be spent in seminars which will start in the third week of the internship.

Diversity Seminar

This seminar will last for two hours once per month. Prior to beginning this on-going seminar, psychology interns will participate in self-assessments to determine areas of strength and weakness in terms of working with diverse populations. These self-assessments will guide this seminar, which will provide both a general overview of working with diverse populations and more focused coverage of certain specific populations. It will also encourage psychology interns to think critically about the ways in which all people are diverse and how to both honor individual difference and incorporate it into therapy as appropriate. Annually, this seminar will address:

- Multicultural theory and practice
- Religion and spirituality
- Latino/a populations
- Non-traditional students
- First generation students
- LGBT populations

Additional topic areas, depending on psychology intern interest and need, may include:

- International students
- Asian and Asian-American students
- African and African-American students
- Native American students
- Students with disabilities

- Muslim students
- Students experiencing faith crises
- Therapy with trans* individuals

Intervention Seminar

This seminar will focus on provision of therapy services within CPSC. It will be held for one hour once per week. Intervention seminar will focus on provision of individual, group, couples, and crisis interventions. It will address issues related to assessment, diagnosis, and outreach. Emphasis will be on provision of evidence-based treatment within and outside of CPSC, and on diversity issues as they impact treatment. Specific areas to be addressed annually include:

- Treatment using Cognitive Behavioral Therapy
- Treatment using Dialectical Behavior Therapy
- Treatment using Acceptance and Commitment Therapy
- Group therapy theory and practice
- Couples counseling theory and practice, including co-therapy
- Crisis intervention
- Assessment using formal tests, screening measures, and in-session feedback
- Outreach programming for the university community
- Common diagnoses at CPSC as well as diagnoses seen in other settings, including serious and persistent mental illness
- Adjunctive treatments available within CPSC and on campus
- Use of research to inform treatment

Additional topic areas, depending on psychology intern interest and need, may include:

- Domestic and relationship violence
- Conducting therapy in a language other than English
- Eye Movement Desensitization and Reprocessing (EMDR)
- Stress management
- Meditation/Relaxation
- Psychiatric interventions and psychopharmacology

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Drug and alcohol treatment
- Question, Persuade, Refer (QPR) suicide prevention model
- Disordered eating

Intern Meeting

Intern meeting will occur every other week and last for one hour. This seminar, conducted by the Training Director, will include process discussions, mutual support, and mentoring. Every fourth meeting will be conducted by the psychology interns without the presence of the training director to allow the psychology interns time to reflect together.

Professional Issues

The professional issues seminar will occur weekly for one hour and will draw from a number of topics relevant to practicing professionals. Psychology interns will participate in self-assessments to help determine which topics will be of most interest and benefit. Psychologists and other professionals within the center and from the local community will be invited to speak on topics specific to their area of expertise. Annually, this seminar will address:

- Ethics, including ethical decision making
- Professionalism, including an exploration of the professional vs. personal realms of psychologists, professional values and attitudes, and the role of a psychologist
- Supervision theory and practice, including formal guidelines for supervision
- Interprofessional consultation
- Communication, including having difficult conversations with peers, supervisors, and clients
- Career areas for psychologists, including university counseling centers, private practice, integrated care, community mental health, and administration

Additional topic areas, depending on psychology intern interest and need, may include:

- Working in a hospital setting
- Loan repayment
- Compassion fatigue
- Faculty positions
- Salary negotiation
- Licensure preparation

Major Projects

Major Outreach Project

Each psychology intern is expected to partner with a campus group to identify an area of need, develop an outreach project, and present that project to a campus group and its clients/stakeholders. The purpose of this project is to expose psychology interns to the mutual benefits of outreach programming and consultation.

Psychology interns will begin work on this project during the first half of their internships. They will work closely with their primary supervisors to develop a project outline which will then be approved by the supervisor. Should any funds or supplies be necessary, these should be approved using established CPSC policies and procedures. During the second half of the internship, the psychology intern will work with a new primary supervisor and will continue to develop and prepare the program, ultimately presenting the project as outlined. The primary supervisor will attend the presentation and will assist the psychology intern in eliciting feedback from project attendees.

This project is anticipated to be completed during the second half of the internship. Each psychology intern will begin with a self-assessment of areas of interest, and then will identify an appropriate campus group with which to work. No more than two psychology interns may work with any given agency. Depending on need some agencies may only accept one psychology intern or may not have a need for outreach in a given year. Psychology interns will work with a representative from their selected campus group to identify specific needs that overlap with the psychology intern's interest areas, and will work to develop a program based on those overlapping areas. Outreach projects should be designed to provide education on a mental health topic, provide training on a mental health topic, or help develop a program area for the group. The culminating project should be discrete and should last at least two hours. The two hours need not be consecutive, if the audience or need does not allow for it. Upon consultation with the primary supervisor, a psychology intern may also elect to complete a major outreach project that will be used by the campus group and student population, but which does not result in a presentation.

Potential campus organizations with which an intern may work are:

- Athletics
- Education Access and Outreach
- Housing
- LGBTQ Resources Center
- Nontraditional Students Center
- Services for Students with Disabilities
- Veterans Services
- Weber Cares (Campus Food Pantry)

- Women’s Center
- Nontraditional Student Center
- Center for Multicultural Excellence
- International Students and Scholars Center

Psychology interns may also work to develop contacts and projects with groups not on this list. All work is subject to ethical and legal codes and to approval by the primary supervisor and the center.

Major Presentation

Continuing education and an ability to understand and disseminate scholarly research are integral to our field. Therefore, each psychology intern will develop a major presentation to present to all CPSC clinical staff. These presentations, which will be held after the first quarter of the internship and will be scheduled during regular staff training times, will be 1.5 hours in duration. Major presentations should be based on research and should provide added knowledge, skills, or interventions for the staff to use. Psychology interns may choose to present on their dissertation topic, if appropriate. Consultation on the major presentation should be done with the intern’s primary supervisor and that supervisor will approve the presentation. When appropriate, CPSC will also invite other graduate trainees and campus partners to attend these presentations.

Potential presentation topics include:

- Empirically supported treatments
- Overviews of interventions for a particular disorder
- Integrating community supports to treatment
- Overcoming stigma

Other Aspects of Training

Release Time

The Doctoral Internship in Health Service Psychology is dedicated to helping all psychology interns accomplish their degrees and licensure requirements in a timely fashion. As a result, three hours of release time will be offered per week. This time must be used for purposes that will further a psychology intern’s graduate studies and/or career. Interns cannot simply use this time to go home early. Appropriate tasks for release time include dissertation work, independent research, accrual of additional clinical hours, and EPPP study time. Utah accepts licensure applications after completion of 4000 total approved clinical hours. Thus, some psychology interns may use their release time to expedite the licensure process shortly after internship/graduation.

Committee Membership

To help further the goal of developing appropriate skills in professional consultation and interprofessional collaboration, all psychology interns will serve on a committee outside of CPSC. Available committees will vary from year to year. CPSC will seek to provide psychology interns with a choice of committees to attend, to allow psychology interns to choose a committee that helps promote an area of professional interest.

Paperwork and Preparation Time

All additional time in a week will be considered time for paperwork and client/project preparation. This time will be scheduled into a psychology intern's schedule. Client cancellations and no-shows will also be used to complete paperwork and preparation, provided it is not possible to schedule someone from a waiting list for those times.

Evaluation Procedures

Schedule of Formal Evaluations

Psychology interns will be formally evaluated by all supervisors and relevant supplemental personnel twice per year. Prior to the first evaluation, psychology interns will be informally evaluated following their first quarter with the agency. This informal evaluation will allow psychology interns to consider their progress thus far and begin to implement any necessary changes prior to the first formal evaluation. Psychology interns whose performance is of concern may be required to engage in remediation of skill deficits or unprofessional behavior. The first formal evaluation will take place at the internship midpoint. The final evaluation will take place about one week prior to termination of the internship experience.

Evaluation Format

Evaluations will be completed according to the CPSC standard format, using an extensive assessment of current psychology intern functioning. Supplemental evaluations will be completed by all relevant personnel for each psychology intern (including committee chairs, group co-leaders, front desk staff, and others), and results will be incorporated by the primary supervisor into the overall evaluation. Primary supervisors will discuss the evaluation with the psychology intern. Each skill will be rated on a 9-point Likert scale, with higher ratings indicating better performance. Psychology interns are expected to obtain average ratings of five or greater in all areas by the mid-year evaluation. Average scores lower than five, or low scores in a specific area of concern, will result in development of a remediation plan with the psychology intern. Psychology interns are expected to obtain an average rating of a seven or greater in all areas by their final evaluation in order to graduate from internship.

Supervisor Evaluations

All personnel with some supervisory role will have the opportunity to rate relevant psychology interns on clinical skills required to accomplish the goals of the internship. In some cases, one supervisor may provide primary oversight for certain skills. Results from these two to three supervisor evaluations will be averaged to determine the psychology intern's current level of functioning. In case of significant discrepancies between ratings by different supervisors, supervisors will meet to discuss the situation and agree upon an appropriate rating for that skill. Individual supervisors are also encouraged to give direct feedback to each psychology intern during regular supervision sessions.

Supplemental Evaluations

Supplemental evaluations will be completed by other individuals with whom the psychology intern has worked during the evaluation period. These evaluations will follow a modified format. They will not be averaged into the psychology intern's overall evaluation score. However, because professionalism and appropriate interactions with other center personnel are highly valued, reports of unprofessional interactions with other personnel will be discussed by supervisors and may be used in the evaluation process. It is expected that psychology interns will achieve positive evaluations in this area. Supplemental evaluations may be sought from such individuals as: group co-leaders, other clinicians, and front-desk staff. The number of supplemental evaluations sought, and from whom, will be determined by each psychology intern's individual plan and activities during the evaluation period.

Communicating with Doctoral Programs

CPSC recognizes that communication between doctoral training programs and internship programs is of critical importance to the overall development of competent new psychologists. The internship is a required part of the doctoral degree. While the internship staff assesses the student's performance during the internship year, the doctoral program is ultimately responsible for evaluation of the student's readiness for graduation and entrance into the profession. Therefore, evaluative communication must occur between the two training partners, consistent with such consultation throughout the student's prior training.

Given this partnership, CPSC has adopted the following practices:

- All psychology interns will be informed of the practice of communication between the doctoral program Director of Clinical Training (or faculty designate) and Doctoral Internship in Health Service Psychology Training Director (or designate).
- Once a student has been matched with an internship site, the internship and doctoral program Directors of Clinical Training will communicate about the specific training needs of the student, so that the internship Training Director has sufficient information to make training decisions that will enhance the individual psychology intern's development.
- During the internship year, the Directors of the two programs will communicate as necessary to evaluate progress in the psychology intern's development. This will include a minimum of two formal evaluations (one at mid-year and one at the end of the year), and may also include regular formal (written) or informal communication.
- The psychology intern has the right to know about any written communication that occurs and can also request and should receive a copy of any written information that is exchanged.
- In the event that problems emerge during the internship year (i.e., a psychology intern fails to make expected progress), the Directors of the two programs will communicate and document the concerns and their planned resolution. Both doctoral program and internship program policies for resolution of training concerns will be considered in developing necessary remediation plans. Progress in required remediation activities will be documented, and that information will be communicated to the doctoral program.

Personnel Issues

Time Keeping/Requesting Time Off

Psychology interns are expected to work 40 hours weekly and are considered to be full-time. CPSC is generally open from 7:30 AM to 5:30 PM Monday through Thursday and 7:30 AM to 4:30 PM on Fridays. During semester breaks and summer semester the center closes at 4:30 PM. Psychology interns will work during the center's regular business hours and will be scheduled to work from 8:30 AM – 4:30 PM Monday through Friday.

When psychology interns wish to take scheduled time off, they should make a request to the CPSC Training Director and their primary supervisor at least two weeks in advance. It is the psychology intern's responsibility to reschedule or arrange coverage for any activities or responsibilities missed as a result of any absence.

Psychology interns who need to take time off due to illness are responsible for notifying CPSC of their absence. Psychology interns must notify the front desk staff and their primary supervisors in the event of unplanned absence. It is appropriate for psychology interns to leave a message on the center voice mail (if they call before the center opens) and to leave a message for their primary supervisor via his or her preferred method of communication.

Psychology interns should be mindful of their training requirements, and the requirements associated with completing a 2000 hour internship when scheduling leave time. Psychology interns may be eligible for more leave than would be possible to take and still complete internship requirements.

Parental Leave

CPSC acknowledges that many individuals may choose to have or adopt children during the internship year. To help accommodate psychology intern's possible need for appropriate parental leave to allow for bonding with new children, post-partum recuperation, and/or establishment of breast feeding, while also ensuring that psychology interns meet the program's requirements, CPSC will work with psychology interns regarding parental leave. In the event that parental leave is required, WSU, local, state, and federal regulations will be considered. In consideration of client needs and overall needs of the center, CPSC requests that any psychology intern requesting parental leave provide as much advance notice as possible. CPSC acknowledges that psychology interns are not required to disclose a need for parental leave prior to Match day. A written agreement will be developed that addresses the amount of leave time that will be taken, the extent to which paid leave is available, and a plan for the psychology intern to complete the requirements of the training program. Upon return from parental leave CPSC will work with psychology interns to provide for space for expression of breast milk (if a mother chooses to breast feed) or leave to accommodate care for sick children. Psychology interns are strongly encouraged to consider their own training needs, and the need to complete specific hour requirements, when making requests for parental leave.

Working with Human Resources

When psychology interns first arrive on campus, they will meet with the Human Resources Department to complete required employment forms. Human Resources personnel will also explain the nature and extent

of any benefits psychology interns receive as a function of being temporary employees of WSU. Psychology interns are also required to attend Human Resources orientation for new employees.

Dress Code

CPSC does not maintain a formal dress code. Psychology interns should keep in mind that CPSC's primary focus is providing professional services to the campus community, and to a diverse population of students. Our staff strives to balance appearing warm and approachable, reflecting our individuality, and maintaining a professional image. We acknowledge that personal expression is an important value, and that our lack of a dress code may generate uncertainty. Any questions or concerns about appropriate attire should be brought to the Training Director for clarification. Likewise, if CPSC personnel have concerns about the professionalism of a psychology intern's presentation, the psychology intern will be informed in a private, candid conversation that reflects our training philosophy.

Due Process and Grievance Policy

This section outlines CPSC's procedures for identifying and managing problems and concerns for all trainees, including psychology interns. It includes a list of possible sanctions and a discussion of the due process procedure. It also includes important considerations for the remediation process. CPSC encourages staff and trainees to discuss and resolve conflicts informally, but if that cannot occur, these policies were created to provide a formal mechanism for CPSC to respond to issues of concern.

Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that CPSC identify specific procedures that are applied to all trainee complaints, concerns, and appeals.

Rights and Responsibilities

Trainees 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 ethical guidelines of their professions.
- To be treated with professional respect and with recognition that the trainee brings a wealth of experience with her/him.
- To on-going evaluation that is specific, respectful, and pertinent. Evaluations occur at specified times, with the procedures for evaluation clearly stated in writing.
- To engage in on-going evaluation of the training program.
- To initiate informal resolution of problems that might arise in the training experience through communication with the individual concerned and/or the Training Director or CPSC Director.
- To due process to deal with remaining problems after informal resolution has failed, or to determine when rights have been violated.

- To privacy and respect of one's personal life.

Trainees have the responsibility:

- To read, understand, and clarify when necessary the statements of rights and responsibilities and the CPSC policies and procedures manual and training manual.
- To maintain behavior within the scope of their professional ethical guidelines.
- To behave within the bounds set forth by the laws and regulations of the State of Utah.
- To be open to professionally appropriate feedback from supervisors, CPSC staff, other trainees, and university staff.
- To behave and present themselves in a manner that promotes professional interaction and is in accordance with the standards and expectations of CPSC, WSU, and the mental health professions.
- To give professionally appropriate feedback regarding the training experience.
- To conduct themselves in a professionally appropriate manner if due process is initiated.
- To actively participate in training, service, and overall activities of CPSC.
- To meet training expectations by demonstrating proficiency in:
 - Counseling and therapy skills
 - Assessment skills
 - Group therapy
 - Outreach program development and implementation
 - Participation in the training, service, and educational activities of CPSC

Overview of Due Process Guidelines

During the orientation process, trainees will receive a written description of CPSC's expectations related to professional functioning. The Training Director will discuss these expectations in both group and individual settings, and will revisit them with trainees throughout the training process.

- Procedures for evaluation, including when and how evaluations will be conducted will be described. Evaluations will occur at meaningful intervals as described in the training manual. Trainees will also receive a description of various policies and actions involved in decision-making regarding problem behavior and trainee concerns.
- CPSC will communicate early and often with trainees and, when needed, the trainee's academic program, if any performance problems are identified.

- Various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
- The Training Director will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
- If a trainee wants to institute an appeal process, this section describes the steps of how a trainee may officially appeal this program's action.
- CPSC due process procedures will ensure that trainees have sufficient time (as described in this section) to respond to any action taken by the program before the action is implemented.
- When evaluating or making decisions about a trainee's performance, CPSC staff will use input from multiple professional sources.
- The Training Director will document, in writing, the actions taken by the program and the rationale for all actions. This documentation will be provided to all relevant parties.

Problematic Behavior

Problematic behavior is defined as an interference in professional functioning which is reflected in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior.
- An inability to acquire professional skills in order to reach an acceptable level of competency.
- An inability to retain an acceptable level of professional functioning in the context of stress, emotional reactions, and/or other psychological conditions.

It is a professional judgment when a trainee's behavior becomes problematic rather than simply concerning. Trainees may exhibit behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problematic behavior typically becomes identified when one or more of the following characteristics exist:

- The trainee does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.
- The quality of services delivered by the trainee is sufficiently negatively affected.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training personnel is required.

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

Responding to Problematic Behavior

Basic Procedures

If a trainee receives an “unacceptable” rating from any evaluation source in any of the major categories of evaluation, or if a staff member or another trainee has significant concerns about a trainee’s behavior the following procedures will be initiated.

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

Notification Procedures to Address Problematic Behavior or Inadequate Performance

In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the problematic trainee, the clients involved, members of the trainee’s training group, the training staff, other agency personnel, and the campus community. All evaluative documentation will be maintained in the trainee’s file. At the discretion of the Training Director (in consultation with the Director and in keeping with other policies), the trainee’s academic program will be notified of any of the actions listed below.

- Verbal Notice to the trainee emphasizes the need to discontinue or initiate the behavior under discussion.
- Written Notice to the trainee formally acknowledges:
 - That the Training Director is aware of and concerned with the behavior.
 - That the concern has been brought to the attention of the trainee.

- That the Training Director will work with the trainee to rectify the problem or skill deficits.
- That the behaviors of concern are not significant enough to warrant more serious action.
- Second Written Notice to the trainee will identify possible sanction(s) and describe the remediation plan. This letter will contain:
 - A description of the trainee's unsatisfactory performance.
 - Actions required for the trainee to correct the unsatisfactory behavior.
 - A reasonable timeline for correcting the problem
 - A notification of sanction(s) that may be implemented if the problem is not corrected.
 - Notification that the trainee has the right to request an appeal of this action (see Appeal Procedures)

If at any time a trainee disagrees with the aforementioned notices, the trainee can appeal using the Appeal Procedures outlined below.

Remediation and Sanctions

The implementation of a remediation plan with possible sanctions should occur only after careful consideration by the Training Director, relevant members of the training staff, and the Director. The remediation and sanctions listed below may not necessarily occur in the order presented. The severity of the problematic behavior will play a role in the level of remediation or sanction.

- Schedule Modification is a time-limited, remediation-oriented, closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying the trainee's schedule is an accommodation made to assist the trainee in adjusting his or her behavior appropriately, with the full expectation that the trainee will complete the internship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Training Director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
 - Increasing the amount of supervision, either with the same or additional supervisors.
 - Change in the format, emphasis, and/or focus of supervision.
 - Recommending resources to assist the intern in achieving remediation goals. Such recommendations could include personal therapy. A list of community practitioners and other resources is available on the CPSC website.
 - Reducing the trainee's clinical or other workload.
 - Requiring specific academic coursework.

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

- Probation is also a time-limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the trainee to complete the training experience and to return the trainee to a more fully functioning state. Probation defines a relationship in which the Training Director systematically monitors, for a specific length of time, the degree to which the trainee addresses, changes, and/or otherwise improves the behavior of concern. The trainee is informed of the probation in a written statement that includes:
 - The specific behaviors associated with the decision to implement probation.
 - The remediation plan for rectifying the problem.
 - The time frame for the probation during which the problem is expected to be ameliorated.
 - The procedures used to ascertain whether the problem has been appropriately rectified.

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

- Suspension of Direct Service Activities requires a determination that the welfare of the trainee's client(s) or the campus community has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the Training Director in consultation with the supervisor(s) and Director. At the end of the suspension period, the trainee's supervisor(s) in consultation with the Training Director will assess the trainee's capacity for effective functioning and determine if and when direct service can be resumed.
- Administrative Leave involves the temporary withdrawal of all responsibilities and privileges at CPSC. 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 training experience, this will be noted in the trainee's file and the trainee's academic program will be informed. The Training Director will inform the trainee of the impact the administrative leave will have on the trainee's stipend and accrual of benefits, if relevant.
- Dismissal from the Training Program involves the permanent withdrawal of all CPSC responsibilities and privileges. When specific interventions do not, after a reasonable time period,

rectify the problem behavior or concerns and/or the trainee seems unable or unwilling to alter behavior, the Training Director 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 relevant Code of Ethics, when imminent physical or psychological harm to a client is a major factor, the trainee is unable to complete the training program due to illness. The Director will make the final decision about dismissal.

- Immediate Dismissal involves the immediate permanent withdrawal of all CPSC responsibilities and privileges. Immediate dismissal would be invoked but is not limited to cases of severe violations of the relevant Code of Ethics, when imminent physical or psychological harm to a client is a factor, or the trainee is unable to complete the training program due to illness. In addition, in the event a trainee compromises the welfare of any client, staff member, or the campus community by an action or actions which generates grave concern from the Training Director or the supervisor(s), the Director may immediately dismiss the trainee from CPSC. This dismissal may bypass steps identified in the notification procedures and remediation and sanctions alternatives. When a trainee has been dismissed, the Training Director will communicate to the trainee's academic program that the trainee has not successfully completed the training program.

CPSC will consult with APPIC and other appropriate agencies when appropriate throughout this process. If at any time a trainee disagrees with the aforementioned sanctions, the trainee can implement *Appeal Procedures*.

Appeal Procedures

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

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

Grievance Procedures

Trainee Grievance Procedures

In the event a trainee encounters difficulties or problems unrelated to evaluation of his/her performance (e.g., poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during the training program, the trainee can:

- Discuss the issue with the staff member(s) involved.
- If the issue cannot be resolved informally, the trainee should discuss the concern with the Training Director, who may then consult with other staff members or the Director if needed. If the concerns directly involve the Training Director, the trainee can consult directly with the Director.
- If the Training Director and Director cannot resolve the issue of concern to the trainee, the trainee can file a formal grievance, in writing with all supporting documents, with the Director.

When the Director has received a formal grievance, within 3 working days of receipt the Director will implement Review Procedures as described below and inform the trainee of any action taken.

Review Procedures/Hearing

When needed, a review panel will be convened by the Director to make a recommendation to the Director about the appropriateness of a Remediation Plan/Sanction for a trainee's problematic behavior OR to review a grievance filed by a trainee.

- The panel will consist of three staff members selected by the Director with recommendations from the Training Director and the trainee who filed the appeal or grievance. If possible and appropriate, the panel will include an individual from outside the center who can provide an unbiased opinion and help ensure objectivity. The Director will ensure that no staff member directly involved in the appeal or grievance is on the panel. The Director will appoint a Chair of the review panel.
- In cases of an appeal, the trainee has the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern.
- In response to a grievance, the trainee has the right to express concerns about the training program or CPSC staff member and the CPSC program or staff has the right and responsibility to respond.

Within 5 working days, a panel will meet to review the appeal or grievance and examine the relevant material presented.

Within 3 working days after the completion of the review the panel will submit a written report to the Director, including any recommendations for further action. Recommendations made by the panel will be made by a majority vote if a consensus cannot be reached.

Within 3 working days of receipt of the recommendation, the Director will either accept or reject the Review Panel's recommendations. If the Director rejects the recommendation, the Director may refer the matter back to the panel for further deliberation and revised recommends or may make a final decision.

If referred back to the panel, a report will be presented to the Director within 5 working days of the receipt of the Director's request for further deliberation. The Director then makes a final decision regarding what action is to be taken and informs the Training Director. The Training Director informs the trainee and/or any staff members involved, as well as necessary members of the training staff, of the decision and any action taken or to be taken.

If the trainee disputes the Director's final decision, the intern has the right to appeal through the steps outlined in *Appeal Procedures*.