

Psychology Training Handbook

**Valley Mental Health
Administration Offices**
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VALLEY MENTAL HEALTH
Psychology Training Program

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I. Description of the Salt Lake Valley

Valley Mental Health operates a comprehensive program of services for residents of the Salt Lake, Summit, and Tooele Counties. This area enjoys a variety of cultural, industrial, and recreational advantages. Salt Lake is a major refugee/resettlement community for individuals worldwide.

Salt Lake City is the home of many nationally and internationally acclaimed professional groups including: Utah Symphony Orchestra, Repertory Dance Theater, Ballet West, Utah Jazz, Mormon Tabernacle Choir, Utah Opera Company, Pioneer Memorial Theater, and Utah Museum of Fine Arts. In addition, the University of Utah is located in Salt Lake City with Brigham Young University in adjacent Utah County.

The Salt Lake Valley is approximately thirty miles long and about fifteen miles wide. The other two counties served by Valley Mental Health include rural sites. The beautiful Wasatch Mountains enclose the Great Salt Lake on the Valley's east border. The climate provides residents with four distinct seasons.

Extraordinary recreational opportunities are close at hand for Valley residents throughout the year. The Utah landscape plays host to five national parks, seven national monuments, two national recreational areas, and seven national forests. Six major ski resorts are within thirty-five miles of the Salt Lake area and these resorts are the only ones in the nation located so close to an international airport. In fact, two of these are named two of the top ski areas in the United States by Skiing Magazine. Utah's average snowfall is thirty-seven feet in the mountains and sixty-two inches in the Valley. The average winter mountain temperature is twenty degrees while the Valley is thirty-seven degrees. The range of temperatures is from nineteen to ninety-two degrees. Open park land provides cross-country terrain. Salt Lake City hosted the 2002 Winter Olympics and there are opportunities to see and use the Olympic venues and the Olympic Caldron Park.

II. Valley Mental Health Vision and Mission Statement

Welcome to the Valley Mental Health team! We'd like to introduce you to our Organization and help you become more familiar with our history, vision, and mission.

Valley Mental Health exists to serve individuals who suffer from the great difficulties of mental illness and substance abuse. Our logo and vision/mission statement on the cover of this handbook tells it all. We do our very best to, first, help our clients gain "relief" from their immediate pain and stress. Then, we seek to help them "recover" what they have lost and, finally, to "rediscover" new areas of growth and opportunity in their life. The mission statement emphasizes that we partner with others in the community to provide multiple resources to benefit clients. We strive to make our services easy to find, use, and we focus on making each client experience quality service. Outpatient clinics in Salt Lake, Summit, and Tooele Counties have been placed in areas with an effort to make services more convenient for the people being served.

The Valley Mental Health system includes therapy units designed specifically for children, adolescents, adults, and persons with substance abuse issues. There are a variety of housing and treatment services for the seriously mentally ill. There is also a forensic unit to provide treatment to court ordered individuals. A strong emphasis overall is placed on employment goals and training that will help the client become more self-sufficient.

Valley Mental Health provides day treatment for adults, adolescents, and children. Adult day treatment provides ongoing skill building for individuals with severe mental illness. The needs of adolescents are addressed through treatment and education programs, working with school districts to provide education within treatment programs. Services are also provided for youth with a chemical dependency. Children with conduct-disorders and autism are provided treatment in specialized school programs (Carmen Pengree and CBTU).

III. Psychology Training Program Philosophy

The internship program at Valley Mental Health (“VMH”) has been accredited by the APA since 1985. The address for the APA’s Committee on Accreditation is as follows:

American Psychological Association
Susan F. Zlotlow, Ph.D., Director
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
Telephone: 202-336-5979

Our model reflects the practitioner scholar framework. A major component of the internship training is to move the interns from the basic skills and mechanics taught in graduate school, to developing the ability to make sound clinical decisions and increase self-reflection. We encourage the interns to see psychologists as consumers of research. Interns learn to discriminate what to apply to clinical practice from empirical data and research. Supervisors strive to generate knowledge through clinical practice and direct modeling in diverse clinical settings. There is an emphasis on the psychologists’ role as a leader and consultant, an evaluator and a diagnostician; therefore, providing useful clinical input to other disciplines in helping them determine treatment recommendations.

IV. Internship Training Goals

Each intern is expected to develop competencies in clinical skills and professional behavior. Our program has delineated five major areas of competency.

1. **Assessment and Testing:** The intern will be able to conduct a thorough interview and administer a Mental Status Exam. The intern will demonstrate knowledge and competency in using the DSM IV, know how to answer basic referral questions as related to personality, intellectual functioning, memory skills, and diagnosis. The intern will also know when to refer an individual to a specialized evaluation, such as a neuropsychological. The intern will develop skills in consulting with other disciplines regarding assessment issues. The writing of comprehensive and clear reports is essential.
2. **Treatment and Intervention for the Mental Health Program:** The intern will formulate treatment plans; work with numerous staff presenting problems and types of pathology, work with culturally diverse clients, the disabled population, and/or individuals with both medical and psychiatric issues. The intern will also gain basic knowledge of psychopharmacology. The intern will develop crisis intervention skills and be practiced in both long and short term therapies, evidence based treatments, and group modalities. The intern will become aware of appropriate use of outside resources.
3. **Treatment Evaluation:** The intern will gain knowledge of levels of care and appropriate use of a multi-level system such as is found at VMH. The intern will acquire knowledge on how to assess treatment outcome and will also be aware of quality improvement and its importance to evaluating treatment modalities.
4. **Professional Development:** The intern shall provide training to psychologists and staff in their particular areas of expertise which can include topics of their dissertation or specialized training. The intern will become aware of the organizational and funding issues inherent in operating a large comprehensive mental health system.
5. **Professional Behavior:** The intern should be open to feedback and use supervision effectively. The intern needs to be responsive to the patient's stated concerns and to the diversity of clients seen at VMH. The intern will learn to collaborate with other disciplines and will professionally get along with other interns, supervisors, and unit staff. The intern, on his/her assigned unit, will become an active participant in case reviews. The intern will be educated on ethical principles and knowledgeable as to the laws regulating the professional practice of psychology, including confidentiality, licensure, HIPPA, etc. The intern is responsible for good and timely on-line charting practices. The intern will follow policies and procedures set forth for staff at VMH. The intern is required to participate in the seminars and didactics and will be able to identify their own areas for further skill development. With direction by a supervisor, the intern will review current literature and know when to apply research to clinical practice. The intern will learn how to manage personal stress and learn to identify when personal issues may affect professional functioning.

V. Training Sites

Valley Mental Health is a comprehensive agency providing mental health services to Salt Lake County and the rural areas of Tooele and Summit Counties. There are several placement sites available. Time at each site is approximately twenty hours a week and each rotation is six months duration. The assessment rotation is mandatory and lasts the full twelve months. Major rotation sites include:

North Valley Outpatient Unit (“NV”)
Adolescent and Residential Treatment Center (“ARTEC”)
Forensics Unit

Rotations might also be possible at several specialty sites:

Research and Evaluation
Masters Program
Summit/Tooele Outpatient Units
Children’s Behavior Therapy Unit/Autism School

Valley Mental Health’s internship program offers an unusually rich range of diverse training options. The Preamble of the Policies and Procedures for Pre-doctoral Psychology Internship Training notes:

".....In targeting different patient populations, in exercising the expertise of different techniques, and in pursuing different theoretical models, the different units enjoy individuality from which the unified program draws diversity and strength. This provides for diverse training opportunities where differences are encouraged and protected."

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North Valley Unit

Purpose:

To provide outpatient treatment for residents in the north and east sections of the Salt Lake Valley area. Services include diagnostic evaluation, individual, family, and group psychotherapy, crisis coverage during working hours, and medication maintenance.

Population Characteristics:

Client demographic data is similar at all of the outpatient units. Approximately two-thirds of the adults seen have a chronic mental illness. The North Valley Unit also has a comprehensive Refugee Treatment Program, involving refugees from numerous countries worldwide. (Bosnia, Croatia, Afghanistan, Iraq, Somalia, Southeast Asia)

Training Opportunities:

- psycho-educational and psychotherapy
- individual and group therapy
- family therapy
- behavioral therapy and contracting
- medication management
- community consultation with interfacing social service agencies
- strong interdisciplinary approach
- psychological and neuropsychological assessment of adults

Treatment Modalities:

- dynamic psychotherapy
- short-term psychotherapy
- traditional group psychotherapy techniques
- crisis intervention techniques
- long-term maintenance and support therapy for chronically mentally ill population
- behavioral parent training
- family and couples therapy

Supervisor:

John Malouf, Ph.D.

Adolescent Residential Treatment and Education Center (ARTEC)

Purpose:

Implements a comprehensive and integrated treatment team approach to provide psychological, psychiatric, medical assessment, and educational services to children and adolescents. ARTEC provides a continuum of services ranging from outpatient psychotherapy to secure intensive residential treatment. Services include: case management services, therapeutic foster care, outpatient sex abuse day treatment, and residential treatment programs.

ARTEC has residential units which presently accommodate over one hundred clients ranging in age from twelve to eighteen years. For adolescents twelve to eighteen years of age who require a more secure setting there is an Observation and Evaluation Program which provides complete psychological assessment and an integrated report for treatment planning. There is also an Intensive Psychiatric Residential Treatment Program.

Training Opportunities:

--individual, group and family psychotherapy, behavior modification, milieu and recreation activities

Treatment Modalities:

--diagnostic assessment
--family systems therapy
--multifamily group
--traditional groups
--psychoeducational groups
--cognitive therapy

Supervisor:

Alyssa Levy, Ph.D.

Forensic Unit

The Forensics Unit is an outpatient program for adults with substance abuse problems, charges related to domestic violence, referrals from the Division of Child and Family Services, or a variety of other court- or probation-related referrals.

Under the umbrella of the Forensics Unit is the CATS substance abuse treatment program in the county jail, a small mental health program in the prison, and the CORE men's residential program for dually-diagnosed men with history of crimes and legal problems. Interns are likely to focus on treatment at the outpatient clinic with some possibility of special arrangements for opportunities in the other settings. The Forensic Unit serves both relatively high-functioning adults as well as those who qualify as Severely and Persistently Mentally Ill (SPMI). This program is also a partner with local Mental Health Courts.

The Forensic Unit has a large schedule of treatment groups and many clients participate in individual therapy. Services for the clients, and opportunities for collaboration across disciplines, are available with a psychiatric medical team, case managers, support staff, and probation officers whose offices are housed within the unit.

Interns at this program will gain proficiency in use of the American Society of Addiction Medicine Patient Placement Criteria Revised (ASAM PPC2) for determining and documenting appropriate level of substance abuse treatment, which is the standard of care for substance abuse treatment. Training will include a focus on understanding the stages of change (Prochaska & DiClemente) and selecting appropriate interventions, such as motivational interviewing, based on a person's readiness for change.

Liz Albertson, Psy.D., is the supervising psychologist at the Forensics Program. She has worked in the Forensic Unit since the beginning of 2010 when she transferred from the Alcohol and Drug Program of Valley Mental Health where she had worked since 2002. She previously had specialized in the treatment of mothers with addictions who were working on rebuilding their families while in recovery.

Assessment Rotation

The interns, during the assessment rotation, respond to requests from staff within the entire Valley Mental Health system for psychological assessments. Ted Harris, Ph.D. manages and supervises this rotation. Referrals involve all age groups, different diagnostic types, and differing levels of mental health severity. Specific issues relate to differential diagnosis, IQ, memory, functioning, treatment recommendations, and neuropsychological screenings. The intern learns what tests, observations, and collateral information are useful for each particular evaluation. Prior to conducting an assessment, the intern works closely with referring staff and Dr. Harris to clarify referral questions and determine appropriateness of the referral. The final product is a comprehensive report that is useful to the clinician and becomes a part of the VMH online client record. This rotation is a mandatory twelve-month placement (up to twenty hours a week) for each intern and is a major component of our internship. In addition, to Dr. Harris's supervision, interns review each others' reports in order to achieve writing competency.

VII. Description of Specialty Placement Sites

Summit Unit

The Summit Unit is an outpatient program in a rural setting providing mental health and substance abuse treatment. The services are provided at three sites, including Park City, a major ski destination. The unit offers individual, couple, family, and group therapy. Psychiatric support for medication management and twenty-four hour crisis coverage are also available.

Research and Evaluation Unit

The Research and Evaluation Unit provides information for VMH management, line staff, and the Salt Lake community. This unit participates in the Utah Mental Health Outcome System, collecting, analyzing, and reporting on a coordinated set of outcome measures throughout the public mental health system.

Training opportunities for interns include program evaluation, organizational consultation, psychotherapy research, and analysis of management data. This unit is managed by Catherine Carter, Ph.D. in instructional psychology.

Children's Behavior Therapy Unit (CBTU)

CBTU serves as a partial hospitalization program for children five to eighteen years of age who are hyperactive, aggressive, socially deficient, withdrawn, abused, or autistic. CBTU has three distinct programs: Day Treatment, Partial Day Treatment, and Acute Children's Extended Services. The basic treatment approach at CBTU is behavior therapy in an educational setting. High emphasis is placed on behavior management and self-control with an academic program in which the basic skills of reading, arithmetic, spelling, and writing are emphasized. The main approaches to treatment include high rates of teacher reinforcements for appropriate behavior, social skills training, behavioral contracting, a level system, a token economy, time-outs, response costs, over-correction procedures, and generalization.

Carmen B. Pingree School for Autism

The Pingree School is dedicated to the treatment of children with autism and their families. It provides "state of the art" interventions for autistic children from preschool to sixth grade. The school includes classes which integrate the child into normal classes. Through a contract with the University of Utah, the program is actively involved in research projects to improve and understand the treatment of autism. The program has received national recognition in the field of autism.

Master's Program

Masters is designed to serve adults fifty-five years and older who are experiencing mental health problems. The program is an outpatient model providing group, individual, family, medication management, and community referral. An example of the types of groups are: depression and anxiety, substance abuse, grief and loss, care giver support, early dementia, and anger management. Individual treatment is also offered.

Tooele Unit

The Tooele Outpatient Unit is in a rural setting which provides mental health and substance abuse treatment. The unit offers individual, couple, family, and group therapy. Psychiatric support for medication management and twenty-four hour crisis coverage are available.

VIII. Information on Psychologists Participating in the Training Program

Albertsen, Elizabeth, Psy.D.

Unit: Alcohol and Drug Unit
Degree: The Wright Institute
Internship: Valley Mental Health
Interests: Substance abuse treatment; neuropsychological assessment and individual treatment

Carter, Catherine, Ph.D.

Unit: Administration, Research and Evaluation
Degree: University of Utah, 1988
Internship: None
Interests: Research program evaluation

Harris, Ted, Ph.D.

Unit: Adult Centralized Evaluation
Degree: University of Mississippi, 1989
Internship: Valley Mental Health
Interests: Assessment and evaluation; sex offenders and juvenile justice

Kadera, Scott, Ph.D.

Unit: Master's Program
Degree: Brigham Young University, 1996
Internship: SIU University Counseling Center
Interests: Psychotherapy process and outcome; geropsychology; integrative models of psychotherapy and development; spirituality and mental health

Levy, Alyssa, Ph.D.

Unit: Adolescent Residential Treatment and Education Center (ARTEC)
Degree: Brigham Young University, 1991
Internship: Rush Presbyterian St. Luke's Medical Center; Shasta County Mental Health
Interests: Developmental milestone theory; object relationships geared to clinical population who present with pervasive developmental delays

Malouf, John, Ph.D.

Unit: North Valley
Degree: University of Utah, 1974
Internship: Veterans Administration Medical Center
Interests: The extension of family systems and communications models to other patient populations; ethics and training

McGill, Lizabeth, Ph.D.

Unit: Adult Centralized Evaluation; Chief Psychologist and Director of Training
Degree: Utah State University, 1979
Internship: Exceptional Child Center
Interests: Evaluation of disability/ability levels; diagnosis and medications.

IX. Policies and Procedures for Pre-doctoral Psychology Internship

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Preamble

The various units of VMH are united by the common goal of providing quality mental health care. The Psychology Training Committee staff are united by a shared administrative structure, a shared set of policies and procedures, and a shared aspiration to excellence. In targeting different patient populations, in using different techniques and from different models, the units enjoy individuality and uniqueness of focus. This provides diverse opportunities in placements.

1.0 Scope of Intern Experience

- 1.1 The pre-doctoral psychology internship consists of a minimum of 2,000 hours of supervised experience over a one-year period. The internship begins August 1st and ends July 31st.
- 1.2 It is the policy of the psychology internship at VMH to ensure a broad range of experiences to interns. Toward this goal, the following experiences are required of each intern:
 - 1.2.1 Interns are required to spend a minimum of four hours per week in supervision and at least two of the hours must be with a licensed psychologist.
 - 1.2.2 Interns have year-round access to the Chief Psychologist/Director of Training for guidance, questions, etc. There is a bi-monthly meeting for the interns with the Chief Psychologist/Director of Training.
 - 1.2.3 Interns shall receive training in professional seminar/consultative experiences provided by the VMH psychology internship seminars and system-wide presentations. The topics are deemed relevant to our internship goals and future practice.
 - 1.2.4 Interns shall provide direct clinical services with patients of VMH.
 - 1.2.5 Interns shall be expected to demonstrate doctoral levels of competence in the areas before the internship is completed:

Five Competency:

1. Assessment and Testing
2. Treatment and Intervention
3. Treatment Evaluation
4. Professional Development
5. Professional Behavior

2.0 Intern Qualifications

- 2.1 As stated in the APPIC Directory, there is a minimum requirement of 400 hours of AAPI intervention and assessment hours. In addition, there is a minimum of 750 AAPI grand total practicum hours required. Preference is given to APA accredited programs. Students on academic probation will be eliminated as will applicants who will not pass a mandatory BCI.
- 2.2 The VMH internship program is committed to practices of affirmative action and equal training opportunity in acceptance decisions.
- 2.3 The VMH internship program is committed to collaboration with university training programs and upholds the professional and ethical standards of the American Psychological Association.
- 2.4 The VMH internship program follows basic APPIC guidelines in terms of intern readiness. We require a letter of readiness from the chair of the applicant's university program.

3.0 Application Procedure

- 3.1 Intern selection is based on VMH's training philosophy and goals, looking for a balance between the candidate's depth of experience with therapy and skills.
- 3.2 The intern candidate's file is considered complete when VMH has received three letters of recommendation, an official transcript, a vita, and the completed APPIC application form.

4.0 Intern Selection

- 4.1 The Director of Training or other staff will describe training opportunities to prospective interns. Applicants may obtain more detailed information from the VMH website (www.vmh.com). Arrangements for visits should be made in advance by calling the Director of Training's office (801-264-2300).
- 4.2 A formal interview with core questions will be held with selected applicants after an initial review on each application by staff on the Psychology Training Committee. The interview will be conducted by members of the psychology staff and current interns. In-person interviews are preferred.
- 4.3 Final intern rankings are based on combined staff numerical ratings of both the written application material and the interview.
- 4.4 From this point forward APPIC procedures are followed in terms of matching and selection.

- 4.5 The most current information regarding stipend and benefits is in the yearly APPIC Directory.

5.0 Placement and Site Rotations

- 5.1 At the beginning of the internship, all interns shall be assigned (following consultation with the Director of Training) to one of the sites for the first six months. Assignments will be done so as to maximize interns' preferences and training needs.
- 5.2 The intern's request for a specialty training site shall be considered depending on the intern's experiences, goals, and supervision availability.
- 5.3 There is a concurrent twelve-month mandatory assessment rotation at the Adult Centralized Evaluation Unit.

6.0 Direction, Supervision and Consultation

- 6.1 Intern primary supervisors are Utah licensed psychologists.
- 6.2 Together with the Director of Training, supervisors will directly coordinate, supervise, and evaluate the development and experiences of the intern.
- 6.3 The supervisor has the responsibility to monitor the intern's behaviors, experiences, and activities at the site and will consult with the Director of Training regularly regarding the intern's progress at the Psychology Training Committee meetings.
- 6.4 Interns are required to follow all policies and procedures of the placement units and of VMH.
- 6.5 Beginning and closing dates of placement at a site will be established in consultation with the Director of Training and the supervisor at the particular site.

7.0 System Orientation

- 7.1 Upon first arriving, a two-day system-wide orientation meeting shall be held to promote the interns' identification with VMH system's objectives, needs, and operational procedures. This is the same class all new VMH employees attend.
- 7.2 The intern's supervisor at each site is responsible for orientation to the particular unit, unit management issues, protocols, and the online medical record system.
- 7.3 Interdisciplinary cooperation and collaboration with unit staff will be encouraged by the Director of Training and supervisors.

8.0 Interns' Evaluation

- 8.1 End of rotation evaluations of interns by the primary supervisor shall serve to provide feedback with regard to performance within the placement. The supervisor will obtain input from all unit staff working with the intern, discuss the evaluation, and complete our program's evaluation form.
- 8.2 Interns will also be asked to rate each supervisor on an evaluation form at the completion of the rotation. The intern can discuss their evaluation with the supervisor.
- 8.3 The Director of Training will review all evaluations and submit semi-yearly reports to the interns' academic program training directors.

9.0 Coordination with University Training Directors

- 9.1 Any controversies or questions raised regarding intern evaluations shall be appealed to the Psychology Training Committee under the leadership of the Director of Training.
- 9.2 If the Director of Training or any intern supervisor is dissatisfied with any aspect of an intern's performance, and if the issue has not been able to be resolved in dealing directly with the intern, the matter shall be brought before the Psychology Training Committee. If it is deemed appropriate, the Committee will develop a remedial program for the intern to rectify the areas of concern; a timetable for desired changes will be included. This process includes the intern. Remedial actions may be shared with the intern's graduate program at the discretion of the Director of Training.
- 9.3 Internship training and evaluation of the APA interns is the joint responsibility of VMH's staff and the university faculty from the interns' academic program.
- 9.4 University training directors will respond to the Director of Training when requesting information and assistance in the placement, supervision, and evaluation of students.
- 9.5 At the completion of the program, the Director of Training will send the university training directors a written evaluation of the intern's year-long performance. The evaluation will contain information about the nature of the intern's clinical assignments, areas of strength/improvements, and a description of the intern's professional behavior.

10.0 The Psychology Intern's Evaluation of the Program

- 10.1 The intern will complete a written year-end program review to present to the Director of Training.
- 10.2 There will be an individual exit interview for each intern with the Director of Training.

11.0 Self-Study

- 11.1 The Psychology Training Committee is responsible for conducting an on-going evaluation of the internship training program.
- 11.2 All interns are members of the Psychology Training Committee as their input is critical. Concerns, problems, and administrative issues are discussed in these monthly meetings.

12.0 The Chief Psychologist/Director of Training

- 12.1 The roles of Chief Psychologist and Director of Training within the VMH administrative structure are combined into one position.
- 12.2 The Chief Psychologist/Director of Training is appointed by the Chief Executive Officer of VMH and serves at her pleasure.
- 12.3 The Psychology Training Committee (under the leadership of the Director of Training) shall establish policy for psychology internships by:
 - 12.3.1 Identifying an optimal plan for providing depth and breadth of experience;
 - 12.3.2 Specifying requirements and electives;
 - 12.3.3 Specifying the sequencing and interconnections of various experiences;
 - 12.3.4 Developing trainee seminars and other vehicles to facilitate intern experiences and training; and
 - 12.3.5 Assuring intern exposure to at least two or three different sites.
- 12.4 The Director of Training shall have the line authority over psychology interns.
- 12.5 The Director of Training serves as the administration's principal advisor in matters related to the discipline of psychology and the psychology staff.
- 12.6 The Director of Training monitors the service delivery system according to standards for the providers of psychology services of the American Psychological Association to ensure the effective and appropriate utilization of the discipline in VMH. The Director of Training chairs discipline meetings, promotes the professional interests of the discipline, and consults with members of VMH staff regarding clinical and professional matters related to psychologists' expertise.
- 12.7 The Director of Training consults with Administration (Clinical Director, Management Team, and Program Managers) in the employment, evaluation, discipline, and termination of staff psychologists.

- 12.8 The Director of Training has the principal responsibility for the preparation of the annual report to the American Psychological Association.
- 12.9 The Director of Training maintains close collaboration with supervising psychologists.
- 12.10 The Director of Training shall maintain records of intern time deployment to document official inquiries from doctoral programs and licensing boards. Intern files will be housed at the office of the Director of Training.

13.0 Intern/Supervisor Evaluations

The VMH internship has delineated five training goal/competency areas which form the basis of their evaluations throughout the year. Specifically, these areas are: assessment and testing, treatment and intervention, treatment evaluation, professional development, and professional behavior. At the completion of each rotation, each supervisor will use our evaluation form to address the five targeted areas of competency. This evaluation will occur no later than the final supervisory meeting with the intern and will involve a discussion regarding strengths, weakness, and areas for future development in upcoming rotations. The intern will also provide feedback to the supervisor during this meeting detailing their experiences. They will also complete the supervision evaluation form.

Both completed evaluations will be given to the Director of Training for review. This feedback is critical in providing specifics in both the half-yearly and yearly reports to each intern's graduate program training director. These results and the input from the supervisors at the monthly psychology training meeting are the critical pieces used in evaluating each intern as they progress through our program. Intern evaluations of supervisors are useful in obtaining feedback regarding supervision quality. The Director of Training will provide feedback to supervisors in individual meetings.

13.1 Due Process/Grievance Policy

1. Remediation

Remediation actions will access due to an intern's deficient skill level in a major competency area, unwillingness to accept supervisory input to make positive changes, and/or violation of ethics, legal, or professional behaviors. The supervisor will initially discuss the issue with the intern, may adjust supervision meeting's frequency accordingly, and, in writing, designate specific remediation steps. These problems will be discussed with the Director of Training and a copy of the remediation plan will be provided to the Director of Training. If after several meetings positive resolution does not occur, a meeting will be scheduled with the intern, supervisor, and Director of Training. A plan of action will be discussed, developed, and written within that meeting to assure all agree and understand. The intern's graduate program training director will be provided with a copy of the plan.

2. Probation

If the remediation actions are not successful, the Director of Training will then meet with the Psychology Training Committee to consider probation. A probationary period would involve close supervision with active involvement from both the supervisor and Director of Training. All details, requirements, and expectations of the probation period will be in writing. The supervisor and the Director of Training will meet a minimum of once a month during the probationary time to monitor the intern's progress in addition to the intern's weekly supervision. It is the decision of the Director of Training as to whether or not the intern, during this time, should continue seeing clients. The Director of Training will discuss the intern's status with the graduate program training director.

3. Dismissal

Dismissal from the internship may occur if probationary attempts are deemed to have little or no behavioral impact or there are APA ethical violations and/or state legal violations. This action is decided by the Director of Training and Psychology Training Committee and will also involve consultation with VMH's legal counsel and HR Director. The intern will be notified, if appropriate, in person and provided with a written letter of the decision to dismiss. The Director of Training will report the decision to the intern's graduate program training director. APA will also be informed in writing of this action.

13.2 Intern Grievances

Formal procedures exist to help interns safely discuss concerns about their supervisors, the Director of Training, the training provided to them, or other issues regarding the program. These are involved in the current document Addendum B.

1. Grievance Regarding a Rotation or Supervisor

If the grievance is related to a specific rotation, it is recommended that the intern express their concerns to the specific supervisor. The supervisor and the intern are expected to engage in problem-solving to attempt to meet resolution. Should satisfactory resolution occur, the intern and supervisor may agree that formal written documentation is not necessary. Conversely, either party may request and develop written documentation to which the other party has the opportunity to attach a formal statement with their comments.

2. Grievance Regarding a Supervisor

If a satisfactory resolution is not achieved, or if the intern deems it unsafe to begin communication with the supervisor, the intern may take the grievance directly to the Director of Training. The Director of Training will offer a variety of responses, including direct problem-solving with the intern, the possibility of meeting with both the intern and the supervisor to assist in forming a plan to resolve the issue, and the possibility of including members of the intern's academic advisors. The Director of Training will document the nature of the grievance, the steps taken to form resolution, and the outcome. The intern will also provide a written formal statement for our record regarding the issue. Intern's issues with the Director of Training should initially be discussed with their immediate supervisor.

3. Grievance Regarding the Director of Training

The intern may request to have the grievance addressed at the next monthly meeting of the Psychology Training Committee or the intern may request a special session of the Psychology Training Committee without the Director of Training present. Written documentation is prepared regarding both the grievance and the Training Committee's resolution.

4. Grievance Regarding the Psychology Training

If the grievance is related to the training program, it is strongly encouraged that the intern express concerns to the Director of Training. The Director of Training may offer to include supervisors and/or a member of the intern's academic program in discussing the concerns. The intern and the Director of Training may agree that formal written documentation is not necessary. Conversely, either party may request and develop written documentation to which the other party has the opportunity to attach a formal statement describing the situation.

If the intern is not satisfied at this point they may request to present the grievance to the Psychology Training Committee. The intern may request a special session of the Psychology Training Committee. The intern presenting the grievance and the other interns and psychologists will work together with the goal of finding a satisfactory resolution. At this step, documentation is also prepared to be presented to the Director of Training.

Should the Committee and intern be unable to form an agreement on a resolution, the Committee will select the plan deemed most appropriate and meet with the intern to present the selected plan. This final selection and presentation of a plan will occur within two weeks of the complaint. This step will also be formally documented.

Written documentation will be kept in the intern's file and the intern will also be provided with a copy.

5. Harassment

Should the intern experience inappropriate workplace behaviors, such as sexual harassment, from any staff at VMH, the VMH director of Human Resources ("HR") should be informed by the intern. This will be handled through designated VMH HR policies concerning harassment. If the intern is comfortable in so doing, they should involve the Director of Training to direct them to VMH resources.

As written in the VMH Employee Handbook:

Unlawful Harassment: In accordance with applicable law, the Organization prohibits sexual harassment and harassment because of race, color, national origin, religion, physical or mental disability, age, gender, sexual orientation, or any other basis protected by applicable federal, state, or local law. All such harassment is unlawful and will be not tolerated.

X. APPIC Match Policies: 2012-2013

The following policies will guide the 2012 APPIC Match and Post-Match Vacancy Service. Adherence to these policies is a condition of membership in APPIC and of participation in the APPIC Match and/or Post-Match Vacancy Service.

Phase I of the Match

- The Rank Order List Submission Deadline is February 8, 2012 at 11:59 a.m. Eastern Time.
- Results of the Match will be released on APPIC Phase I Match Day, February 24, 2012.

Phase II of the Match

- The application deadline (see Policy 3a) is March 1, 2012 at 11:00 a.m. Eastern Time.
- The Rank Order List Submission Deadline is March 19, 2012 at 11:59 p.m. Eastern Time.
- Results of the Match will be released on APPIC Phase II Match Day, March 26, 2012.

- 1. These policies apply to all participants in the APPIC Match, including APPIC member internship programs, non-APPIC member internship programs, and student applicants.**
 - A. All participants shall abide by their agreements with APPIC for participation in the APPIC Match.
 - B. Internship training directors must ensure that all people involved in recruiting or selecting interns understand and adhere to these policies.
 - C. Directors of APPIC Doctoral Program Associates and other doctoral programs with students participating in the APPIC Match are requested to ensure that their students understand and adhere to these policies.
 - D. Violations of APPIC Match Policies or Match Agreements by applicants or programs may result in sanctions by APPIC (e.g., being barred from future Matches) or legal action by other Match participants. In addition, violations by applicants may result in disciplinary action by the applicant's graduate and/or internship programs.
- 2. Internship programs must offer all of their internship positions in Phase I of the APPIC Match.**
 - A. Positions for which funding is not assured should not be offered in the Match.

- B. Positions that are left unfilled in Phase I of the Match must be offered in Phase II of the Match, in accordance with Paragraph 8 and its subparagraphs below.
 - C. Positions that are not offered in Phase I of the Match, such as positions for which funding becomes assured after the Phase I Rank Order List deadline or newly created positions, may be offered in Phase II of the Match, in accordance with Paragraph 8 and its subparagraphs below.
 - D. Positions that are not offered in Phase I or Phase II of the Match can be communicated and/or offered to applicants only after the results of Phase II of the Match are released, in accordance with paragraph 9 and its subparagraphs below.
- 3. For both Phase I and Phase II of the APPIC Match, the AAPI Online application service must be used by applicants to apply to all internship programs that are participating in the Match. For both Phases of the Match, all applications must be submitted using the AAPI Online, and no site may request a printed copy of an applicant's application materials.**
- A. All programs participating in Phase II of the Match must accept applications until the application deadline for Phase II established by APPIC. Programs may elect to continue accepting applications for Phase II beyond the application deadline, but are not required to do so.
- 4. For Phase I of the Match, internship programs that conduct on-site or telephone interviews must make a reasonable effort to notify every applicant who submits a complete set of application materials as to his/her interview status.**
- A. Sites that conduct open houses to which all applicants are invited and conduct no other interviews are exempt from this interview notification requirement (this process should be clearly stated in the APPIC Directory Online and/or sites' publicity materials).
 - B. Notification of interview status for Phase I of the Match must occur no later than the interview notification date that appears in the program's APPIC Directory Online listing and/or other publicity materials, and may be communicated via e-mail, telephone, regular mail (to be received no later than the interview notification date), or other means.
 - C. For Phase II of the Match, notification of interview status is not required.
- 5. Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information pertaining to either Phase of the Match prior to the release of the results for Phase II of the Match.**

- A. Internship programs must include the following statement on their web sites and in their brochures: “This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.”
 - B. Internship programs may choose to inform applicants as to whether or not the applicants remain under consideration for admission (e.g., whether or not the applicants will be ranked) but may not communicate any other ranking information. The spirit of this item precludes any communication of rankings for either Phase of the Match prior to the release of the results for Phase II of the Match, however “veiled” or indirect such communication might be. However, sites and applicants are allowed to communicate about matters that do not involve the sharing of ranking information.
 - C. Internship programs and applicants may never solicit information regarding applicants’ and programs’ rankings at any time, either during the Match or after the Match results are released.
 - D. Internship sites that offer more than one program in the APPIC Match (i.e., sites with more than one program code number) are expected to ask applicants to identify the site’s programs to which they are applying. In addition, these sites may, for the sole purpose of arranging interviews, ask applicants to designate their preferences regarding the programs at the site for which they wish to be interviewed. These sites may request interview preference information only when it is essential for making interview arrangements, and such information may not be used for any other purpose in the selection process. Furthermore, these sites may not solicit any information about applicants’ final rankings of programs. Sites requesting interview preferences must state clearly in their written materials that these preferences will be used for arranging interviews only and for no other purpose.
 - E. Any ranking information that is communicated between applicants and internship programs, even though such communication is a violation of these policies, is non-binding and may be changed at any time prior to the Rank Order List submission deadline. The only binding rankings are the confidential Rank Order Lists that are submitted to the APPIC Match.
 - F. Internship programs may choose to provide applicants with information about the size of the applicant pool.
6. **Results of the APPIC Match constitute binding agreements between applicants, internship programs, and APPIC that may not be reversed without APPIC’s consent.**
- A. Failure to receive timely notification of the APPIC Match results, for any reason, does **not** constitute a release from the obligations of the APPIC Match.

- B. Appointments of applicants to internship positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the internship programs' written materials and provided to applicants in advance of the deadline for submitting rankings for the APPIC Match.
 - C. Internship training directors are encouraged to contact matched applicants by telephone as soon as possible after (but not before) 11:00 a.m. Eastern Time on the APPIC Match Day for each Phase of the Match. On each APPIC Match Day, no contact between internship sites and matched applicants should occur prior to 11:00 a.m. Eastern Time.
 - D. It is not necessary for internship training directors to contact applicants with whom they have not been matched.
- 7. Internship training directors must put in writing their appointment agreements with matched applicants in letters postmarked or e-mailed no later than 7 days following receipt of the APPIC Match results for each Phase of the Match.**
- A. Letters must be addressed to the applicants and must include confirmation of conditions of the appointment, such as stipend, fringe benefits, and the dates on which the internship begins and ends.
 - B. Copies of these appointment letters must be sent simultaneously to applicants' academic training directors.
- 8. Positions that remain unfilled in Phase I of the Match must be offered in Phase II of the Match to applicants who do not obtain a position in Phase I. Positions not offered in Phase I of the Match, such as positions for which funding becomes assured after the Phase I Rank Order List deadline or newly created positions, may also be offered to eligible applicants in Phase II of the Match.**
- A. All applicants who register for Phase I of the Match and who do not obtain a position in Phase I (e.g., those who withdraw or remain unmatched) are eligible to participate in Phase II of the Match. Applicants who match to a position in Phase I are not eligible to participate in Phase II. Applicants who do not register for Phase I cannot register for or participate in Phase II.
 - B. Only internship sites that register for Phase I of the Match are eligible to participate in Phase II of the Match.
 - C. All positions at an internship site that remain unfilled in Phase I of the match must be offered to applicants in Phase II of the Match. A site can decide not to offer an unfilled position in Phase II only if it decides not to fill the position in the program for the coming year (e.g., anticipated loss of funding, shifting of funding to other

- purposes). Removing an unfilled position from Phase II of the Match for any other reason requires APPIC approval.
- D. Internship programs with positions that are offered in Phase II of the Match may not take any actions to fill these positions prior to 11:00 a.m. Eastern Time on APPIC Phase I Match Day. Applicants who do not obtain a position in Phase I of the Match, along with other individuals acting on their behalf (e.g., doctoral program faculty), may not contact internship programs about available positions prior to 11:00 a.m. Eastern Time on APPIC Phase I Match Day. All applications to programs for Phase II of the Match must be submitted using the AAPI Online, as specified in paragraph 3 above.

9. Upon completion of both Phases of the APPIC Match, internship programs that have one or more open positions may then make other direct offers of admission (verbal or written) to applicants who are not already matched or to applicants who did not participate in the APPIC Match. Applicants who are not matched to a position may then receive other direct offers of admission.

- A. Internship programs with open positions after completion of Phase II of the Match may not take any actions to fill these positions prior to 11:00 a.m. Eastern Time APPIC Phase II Match Day. Applicants who are not matched to a position after completion of both Phases of the Match, along with other individuals acting on their behalf (e.g., doctoral program faculty), may not contact internship programs about open positions prior to 11:00 a.m. Eastern Time on APPIC Phase II Match Day.
- B. Prior to making offers to fill open positions, internship training directors must verify with applicants, to the best of their abilities, that the applicants have not previously been matched to other internship programs nor accepted other offers.
- C. Prior to making offers to fill open positions, internship training directors must ensure that doctoral programs have verified their applicants' eligibility and readiness for internship. Such verification can occur via a review of the appropriate application materials and/or via direct communication with the doctoral programs.
- D. Applicants may not accept an offer if they have been matched or have already accepted an offer from another internship program.
- E. An offer (verbal or written) that has been tendered by an internship program and accepted by an applicant constitutes a binding agreement between the program, the applicant, and APPIC that may not be reversed without APPIC's consent.
- F. The internship training director must put in writing the appointment agreement with the applicant in a letter postmarked or e-mailed no later than 7 days following acceptance of the offer by the applicant, as described in paragraphs 7A ad 7B.

10. Individuals who perceive violations of these policies are urged to request compliance with APPIC policies from the appropriate party (parties).

- A. Unresolved compliance problems should be resolved informally, whenever possible, through consultation among applicants, internship training directors, academic training directors, and/or APPIC, or by other informal means. APPIC sponsors an “Informal Problem Consultation” process (described on the APPIC web site) that is recommended for use in addressing these issues.
- B. Internship training directors who become aware of violations of these policies by other internship training directors should (a) urge the affected applicants and academic training directors to follow the informal resolution procedures described above, (b) directly contact the other internship training directors, and/or (c) use the APPIC “Informal Problem Consultation” process.
- C. Perceived violations of APPIC Policies and/or the Match Agreement that are not resolved through the APPIC “Informal Problem Consultation” process may be reported as a formal complaint to the APPIC Standards and Review Committee (ASARC).

11. If a formal complaint is filed with APPIC regarding an alleged violation of these policies, the APPIC Standards and Review Committee (ASARC) will evaluate the allegations and recommend an appropriate course of action to the APPIC Board of Directors. The APPIC Board of Directors is the body that ultimately determines the course of action. ASARC policies are described on the APPIC web site. Formal complaints regarding violations of APPIC policies should be filed by submitting an ASARC Complaint Form (available from the APPIC web site) to:

**Chair, APPIC Standards and Review Committee
17225 El Camino Real, Suite #170
Houston, TX 77058-2748
Phone: (832) 284-4080
Fax: (832) 284-4079**

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