

Toribio Psychological Services (TPS)



Health Service Psychology
Internship Manual for the
2025-2026 Training Year

Table of Contents

Content	Page
Introduction to Toribio Psychological Services (TPS)	3
Notice of Nondiscrimination	3
Intern Benefits	4
Doctoral Internship Training in Health Service Psychology	4
Internship Goals	5
Weekly Internship Schedule	6
Learning Half Day	7
Training Opportunities in Spanish	9
Supervision	9
Supervision Experience	9
Total Program Hours and Licensure	10
Intern Performance Evaluations	10
Program’s Expectations for Intern Performance	10
Due Process Procedure	11
Grievance Process Procedure	16
Appendix A: Internship Evaluation Forms	18
Appendix B: Intern Leave Request Form	31

Introduction to Toribio Psychological Services (TPS)

Toribio Psychological Services (TPS) was founded in 2019 by Dr. Janet Toribio as a small private practice in Clovis, CA. From the beginning, TPS focused on providing quality mental health services while creating a positive, unique experience for all patients and their families. Our mission is to offer quality mental health services to everyone by staying up to date with the latest research and delivering evidence-based interventions that facilitate positive change.

TPS expanded into a group practice on April 1, 2022, after the Sullivan Center for Children closed, with many of its staff, clinicians, and patients joining TPS. TPS also became the custodian of records for the Sullivan Center, which was founded by Dr. Kathy Sullivan in 1989. Dr. Sullivan was a prominent psychologist in the Central Valley who dedicated her career to enriching the lives of children and their families. TPS hopes to preserve and honor her legacy by continuing to serve this community.

Today, TPS consists of a team of over 15 clinicians and administrators who aim to provide the highest quality care in an outpatient mental health setting. At TPS, we provide psychotherapy, psychological assessments, and medication management for children, teens, and adults. TPS aspires to make mental health services accessible to everyone. By destigmatizing mental health and prioritizing wellness, we hope to facilitate positive changes that lead to happier, healthier, and fuller lives.

Our policies and procedures are informed by our five core values:

1. **Knowledge:** We value knowledge and believe that learning should never stop. We encourage a lifelong quest for professional and personal growth. We foster an environment that supports curiosity, inquisitiveness, and group discussion/consultation.
2. **Excellence:** We strive for excellence and aim to deliver superior quality services and products. We stay innovative and apply evidence-based research to our methods and techniques. We put our best foot forward in all we do.
3. **Respect:** We value respect for all and create a welcoming environment for our colleagues, learners, patients, and the community at large. Where dignity and teamwork prevail, there is no space for aggression.
4. **Hard Work:** We work hard and never settle for less than our personal best. We are not complacent and aim to exceed the standard of care.
5. **Integrity:** We have integrity and do the right thing, even when no one is watching. We value transparency and have no hidden agendas. We act in good faith, aim to be fair, and do what's just.

Notice of Nondiscrimination

Toribio Psychological Services is committed to providing equal employment opportunities for all employees. TPS does not discriminate based on race, color, religion, sex, national origin, or age. This includes hiring, firing, compensation, terms, conditions, and privileges of employment. TPS will not limit, segregate, or classify employees or applicants in any manner that would deprive

any individual of employment opportunities or negatively affect their status as an employee.

Intern Benefits

The following benefits are available to interns:

- Annual stipend of \$37,500
- Medical, Dental and Vision Insurance
- Paid time off (total of 22 days for educational/vacation/sick leave (15 days) and practice closures/holidays (7 days)).
- Paid sick leave (total of 5 days per fiscal year)
- 3 educational days (for activities such as attending or presenting at conferences, defending your dissertation) in addition to paid time off listed above.
- Each intern has individual computers with internet access. Toys and games are also available for work with children.
- Video cameras and digital audio recording devices are available on site to facilitate supervision of more challenging cases. Live video streaming is also available for live supervision.
- Interns receive free parking.
- Clerical and professional supplies and support.
- Access to the practice professional library.

Doctoral Internship Training in Health Service Psychology

Toribio Psychological Services (TPS) is pleased to offer four one-year, full-time doctoral internships in health service psychology. The training year begins on July 1, 2025, and ends on June 30, 2026. The internship at TPS focuses on training advanced-level doctoral students in traditional outpatient settings, addressing both child clinical cases and adult psychopathology. Its generalist model allows students to gain experience in providing individual psychotherapy to patients of all ages. All training experiences take place within our outpatient mental health facility. The skills gained by our students will prepare them to practice as independent practitioners in private practice or join a team of providers in a setting of their choosing.

The program aims to provide a breadth of experience in three core areas: Psychotherapy, Psychological Evaluations, and Consultation/Case Management.

Psychotherapy: Students will be expected to provide individual psychotherapy and maintain a steady caseload of patients throughout their internship. They will have the opportunity to work with children, teens, and adults with various presenting problems, including but not limited to anxiety, depression, autism, adjustment disorder, parenting difficulties, and grief. Opportunities to co-facilitate existing group therapy sessions and initiate new groups for group therapy will also be available.

Psychological Evaluations: An equal emphasis will be placed on developing strong assessment skills. Students will become familiar with a wide range of psychological evaluation measures, learning to administer and score standardized measures, interpret results, engage in differential diagnoses, and write comprehensive reports. They are expected to complete multiple psychological evaluations during their internship year. Training and supervision will cover evaluations for autism, intellectual disability, attention deficit-hyperactivity disorder, learning disorders, and socio-emotional disorders in both children and adults. Specialized training opportunities for immigration evaluations, gender-confirming evaluations, and independent educational evaluations in school settings will also be considered based on student interest.

Consultation/Case Management: Consultation and case management are other core skills that students will develop during their internship year. Students will work side-by-side with a board-certified child and adolescent psychiatrist, enhancing their case conceptualization skills. Additionally, our training facility provides opportunities to interact with professionals from diverse backgrounds and levels of experience. Students can consult with more senior psychological associates or licensed psychologists and have the opportunity to mentor college students interning at our facility. Working closely with their individual supervisors, they will manage therapy and assessment cases and connect their patients with community resources.

TPS is an inclusive practice that strives to make high-quality, evidence-based mental health services accessible to all, including families from low socioeconomic groups, diverse language backgrounds, and remote locations. As such, our students will have the opportunity to work with a diverse patient population. Our training program aims to equip students with the skills needed to address the unique needs of Central Valley residents, ensuring they are well-prepared to work with this specific population.

Internship Goals

The overall goals of the psychology internship training program at Toribio Psychological Services are multifaceted and aim to ensure that interns receive comprehensive, high-quality training that prepares them for professional practice. The overall goals of our internship training program coincide with the profession-wide competencies set forth by the American Psychological Association (APA), including:

- a. **Research:** Encourage the integration of scientific research and clinical practice. Interns will learn to apply research findings to their clinical work and to critically evaluate the evidence base for their interventions.
- b. **Ethical and Legal Standards:** Promote a strong understanding and application of ethical principles and professional standards. Interns will learn to navigate ethical dilemmas and demonstrate professionalism in all interactions with clients, colleagues, and the broader community.
- c. **Individual and Cultural Diversity:** Foster cultural awareness and sensitivity, enabling interns to effectively work with diverse populations. Training will include understanding cultural influences on behavior and mental health, and developing strategies to provide culturally competent care.

- d. **Professional Values, Attitudes and Behaviors:** Support the development of a strong professional identity. Interns will gain a clear sense of their roles and responsibilities as psychologists and develop confidence in their skills and professional judgment.
- e. **Communication and Interpersonal Skills:** Communication and interpersonal skills are vital for professional psychologists, enabling them to build rapport, effectively convey information, and collaborate with clients and colleagues. These skills involve active listening, empathy, clear articulation of ideas, and the ability to navigate complex social interactions.
- f. **Assessment:** Interns will develop the ability to administer, score, and interpret a wide range of psychological tests accurately. Interns must also demonstrate proficiency in integrating assessment data to form comprehensive, evidence-based diagnoses and treatment recommendations.
- g. **Intervention:** Psychological intervention competency for interns entails the ability to implement evidence-based therapeutic techniques effectively to address various mental health issues. Interns must also demonstrate skill in tailoring interventions to meet individual client needs and monitoring treatment progress to ensure optimal outcomes.
- h. **Supervision:** Interns will receive consistent and high-quality supervision and mentorship, as well as regular feedback, support, and guidance from experienced professionals to facilitate their growth and development. Interns have the opportunity to supervise as part of their training.
- i. **Consultation and Interprofessional/Interdisciplinary Skills:** Encourage collaboration with other healthcare professionals. Interns will learn to work effectively in interdisciplinary teams and understand the role of psychology within the broader healthcare system.

These profession-wide competencies are essential to all professional psychology activities and critical to service quality. Interns will be taught these competencies during their internship, and their growth and development will be evaluated in these domains.

Weekly Intern Schedule

While time spent in each activity can differ on a week to week basis, the basic breakdown of time spent in each activity is as follows (based on 40 hour week):

<u>Role</u>	<u>% of Time</u>
Direct Patient Care	50%
Administrative/Case Management	20%
Supervision	10%
Learning Half-Day	10%
Research/Professional Development	10%

Learning Half Day

Internship training is a progressive process designed to support the transition from student to professional practitioner. TPS follows a Practitioner-Scholar model, emphasizing professional clinical practice while teaching trainees to integrate scientific research, theories of human behavior, and philosophical ideas into their work as psychologists.

A key objective of the internship is to ensure that students are prepared to work at a post-doctoral level by the end of the training year. In addition to supervised practical experience in assessment and psychotherapy, formal training is a crucial part of the program. This includes seminars, didactic training, and case presentations. At TPS, most of these activities occur on Tuesday mornings and are collectively referred to as our “Learning Half Day”.

Formal training involves the courses described below:

The first course is a weekly seminar taught by Dr. Errol Leifer, a licensed neuropsychologist. Dr. Leifer’s seminars cover a wide range of psychological topics, including attachment theory, learned helplessness, the latest research in neurobiology, family systems, couples therapy, romantic love, and psychopathology across the lifespan. This seminar attempts to highlight the complexities of our human existence and addresses existential questions of life. The goal is for interns to apply these scientific and psychological theories to enhance their patient conceptualizations and inform their treatment decisions.

The second course, Didactics/Grand Rounds, is led by Dr. David Fox, a board-certified child and adolescent psychiatrist. This course features case presentations with treatment teams and is designed to train interns on interacting and consulting with various clinical professionals. Participants include psychiatrists, supervising clinicians, licensed and unlicensed treatment team members, interns, and practicum students. Initially, cases are presented by supervisors and advanced clinical providers to model effective case presentation and discussion within a team. Interns will also be expected to formally present their clinical cases and receive feedback from team members.

The third course, Advanced Psychotherapy Intervention Didactic, is taught by Dr. Steven Castro, a licensed clinical psychologist. Dr. Castro will meet with interns for 4 hours the first month and for 1 hour on the first Tuesday of every month thereafter. This course focuses on advanced concepts related to intervention, treatment, and patient case management. It covers topics involving therapeutic technique, case formulation, therapeutic alliance, intervention strategies, ethical and legal issues, cultural competence, assessment and diagnosis, crisis intervention, therapeutic process, treatment planning, group therapy, family and couples therapy, documentation, trauma informed care, and evidence-based practices.

These courses are designed to ensure that, upon completion of their training, interns possess the skills necessary to practice with post-graduate level knowledge and ability.

The fourth course, Advanced Assessment Technique Didactic, is taught by Dr. Anacary Ramirez, a licensed clinical psychologist. Dr. Ramirez will meet with interns for four hours during the first month and for one hour on the first Tuesday of each subsequent month. This course covers advanced concepts in psychological assessment and formal testing, including assessment techniques, diagnostic skills, test selection, report writing, ethical considerations, clinical interviewing, behavioral observations, feedback delivery, and the introduction of new assessment measures. These sessions are designed to ensure that, upon completion of the training, interns are confident and competent in the psychological assessment of neurodevelopmental disorders in both children and adults.

Every third Tuesday of the month, Dr. Toribio will lead a one-hour Spanish SOL (Supervision and Openness in Learning) seminar. SOL will feature guest presentations from bilingual faculty and staff. This seminar focuses on enhancing professional skills in providing psychological services in Spanish, including assessments, consultations, and interventions. Activities include developing psychological vocabulary, discussing cases in Spanish, and addressing diversity factors impacting evidence-based practice for Spanish-speaking populations. The goal is to support interns and build on their cultural competence.

Every fourth Tuesday of the month, Dr. Toribio will lead a one-hour Journal Club. Journal Club is a time for interns, licensed psychologists, psychological associates, and practicum students to gather to discuss and critique recent research articles relevant to the field of psychology. The sessions are designed to enhance critical thinking, promote evidence-based practice, and foster professional development. Participants are encouraged to analyze the methodology, results, and implications of the studies, as well as to consider their application to clinical practice. This collaborative environment also provides an opportunity for psychologists to stay updated on current advancements and trends in psychology.

Whenever there is a fifth Tuesday in a month, either an Advanced Psychotherapy Intervention Didactic or Advanced Assessment Technique Didactic course will be taught by Dr. Steven Castro or Dr. Anacary Ramirez, respectively.

Lastly, interns are required to participate in a 30-minute weekly staff meeting led by Dr. Janet Toribio. During these meetings, clinical and administrative staff review policies and procedures, discuss improvements to clinic operations, and identify areas needing attention. These meetings aim to teach interns effective communication in a large group setting and professional interaction with team members.

Training Opportunities in Spanish

Our doctoral internship offers specialized training for Spanish-speaking interns. These opportunities include conducting assessments in Spanish using our extensive library of culturally normed instruments, as well as providing psychotherapy in Spanish.

All interns will have the opportunity to participate in a monthly seminar, with guest presentations from bilingual faculty and staff. This seminar focuses on enhancing professional skills in providing psychological services, including assessments, consultations, and interventions in Spanish. Activities include developing psychological vocabulary, discussing cases in Spanish, and addressing diversity factors impacting evidence-based practice for Spanish-speaking populations. The goal is to support interns and build on their cultural competence.

Supervision

Each intern will have multiple supervisors and will receive a minimum of two hours of individual, face-to-face supervision per week, in accordance with APA guidelines. One hour of individual supervision will be devoted solely to the supervision of Therapy cases, while the other hour of individual supervision will be devoted solely to the supervision of Assessment cases. Interns will also participate in 2 hours of group supervision weekly, for a total of 4 hours of supervision each week. Interns will collaborate with and report to site supervisors, the Intern Coordinator/Training Director, and the Director of Psychological Services. Current clinical supervisors include:

Janet Toribio, Ph.D.
PSY 27777

Steve Castro, Psy.D.
PSY 26170

Anacary Ramirez-Ballinger, Ph.D.
PSY 34619

Supervision Experience

You will have the opportunity to supervise practicum students. Training in supervision will be provided through didactic seminars and formal oversight of your supervisory activities. Ultimately, responsibility for the patients will rest with a licensed clinical psychologist on staff. You are expected to video record supervision sessions with your supervisees to share with your supervisor, aiding in the development of your supervision competencies.

Total Program Hours and Licensure

In California, licensure requires 1500 predoctoral and 1500 postdoctoral hours of supervised practice, along with successful completion of the national written exam (EPPP) and the California Professional Law and Ethics (CPLÉE) exam. The doctoral internship at TPS exceeds these requirements, requiring each intern to complete 2000 hours of supervised practice. TPS interns can expect to spend approximately 40-45 hours per week on their responsibilities, including clinical service, supervision, seminars, administration, scoring, documentation, and report writing.

Intern Performance Evaluations

Intern informal evaluations are conducted throughout the year, while formal evaluations occur at mid-year (6 months) and at the end of the training year (12 months). Formal evaluations include direct supervision, either live or through video recording review, and informal evaluations may also involve direct supervision.

Evaluations assess trainees' strengths in areas such as diagnostic skills, interventions, assessment, professional practice, multicultural awareness, and response to supervision. Evaluation results are shared with trainees to set goals, plan for improvement, and refine performance. Trainees are also asked to evaluate their supervisors and the Training Program annually. These evaluations help review and enhance program strengths and weaknesses, supervisor performance, and overall program efficacy.

Intern formal evaluations, which occur at mid-year (6 months) and at the end of the training year (12 months) will be shared with the intern's graduate training director to provide feedback in regards to the intern's progress in the internship program.

Program's Expectations for Intern Performance

Interns are formally evaluated by their supervisors two times a year (mid-year and at the end). Interns may obtain a score of Not Applicable (0); Unacceptable Level of Competency (1); Partially Demonstrates Competency (2); Demonstrates Basic Competency (3); Demonstrates Strength in this Competency (4); or Demonstrates Advanced Competency (5). For an intern's mid-year evaluation an intern should have a score of 3 (Demonstrates Basic Competency) or higher for each individual domain. If any domain is below a three the site supervisors will list specific, quantifiable goals to reach success by the end of internship.

The minimal level of achievement expected for an intern to successfully complete the program is a domain score of 4 (Competent) or higher across each domain.

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty member raises a concern about the functioning and/or behavior of a psychology intern. These procedures are a protection of intern rights and are implemented to afford the intern with every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive. It is TPS's intention to apply this Due Process policy as written and a copy of this Due Process policy will be given to interns at the beginning of the training program. The purpose of the Due Process is to ensure understanding between the intern and site about the process. If policies change in the year, interns will be given advance notice before policies are changed in good faith.

Definition of a Problem

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

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

It is a professional judgment as to when an issue becomes problematic rather than of concern. Intern trainees may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring attention, are not unexpected or excessive for professionals in training. Issues typically are identified as problems that require remediation when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
3. The quality of services delivered by the intern is sufficiently negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required;
6. The trainee's behavior does not change as a function of feedback, and/or time;
7. The problematic behavior has potential for ethical or legal ramifications if not addressed;
8. The intern's behavior negatively impacts the public view of the agency;
9. The problematic behavior negatively impacts the intern cohort;
10. The problematic behavior potentially or actually causes harm to a patient.

Administrative Hierarchy and Definitions

TPS's Due Process Procedures occur in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. Staff roles included herein are defined as follows:

Supervisor: Any licensed staff member who provides direct supervision or teaching to an intern.

Training Director (TD): The licensed staff member who functions as the director of training. S/he leads the internship Training Committee and serves as a voting member.

Training Committee (TC): The governing body of the internship that includes all supervisors and TD.

Prior to Formal Due Process

When a supervisor believes that an intern's behavior is becoming problematic, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible to informally resolve the problem (consistent with APA ethical and professional guidelines: <http://www.apa.org/ethics/code/>). This may include increased supervision, didactic training, structured readings and/or informing the intern's home doctoral program. This process should be documented in writing in supervision notes and discussed with the Training Director and Training Committee but will not become part of the intern's professional file.

Steps in Due Process

If an intern's problem behavior or Competency Problem persists following an attempt to resolve the issue informally, or if an intern receives a rating below a "2" (Emerging Competency) on any learning element on a mid-year supervisory evaluation or a "3" (Basic Competency) on any learning element on an end-of-year supervisory evaluation, the following process is initiated:

(1) Notification Process

Immediate Notification

Ensures that concerns about an intern's professional behavior, clinical competence, or adherence to internship policies are communicated promptly, clearly, and comprehensively. The purpose of this section is to facilitate timely and transparent communication between the internship program and the intern, enabling early intervention and providing the intern an opportunity to address the issue proactively. Notifications will include three key components: a detailed description of the concern, identification of the specific policy or standard violated, and a timeline of relevant events.

The detailed description will objectively outline the issue, including specific behaviors, actions, or patterns of concern (e.g., repeated tardiness or missed deadlines). This description will be conveyed in a professional, respectful manner, free from subjective judgment. The notification will also reference the specific policy or standard that has been violated, whether from the APA

Ethical Principles of Psychologists and Code of Conduct, the internship handbook, or expectations outlined during orientation or supervision. Clear identification of the relevant standard ensures that the intern fully understands the expectations and areas needing improvement. Furthermore, the notification will include a timeline of events to provide context, listing dates, times, and key incidents that led to the concern. For example, if the issue pertains to a missed deadline, the notification may specify the due date, reminders given, and when the task was ultimately completed. Including a timeline ensures fairness by allowing the intern to understand the sequence of events and respond appropriately.

Method of Notification

Notifications regarding concerns about an intern's professional behavior, clinical competence, or adherence to policies will be delivered promptly and confidentially. These notifications will be sent to the intern's official program email address to ensure they receive and review the communication in a timely manner. In addition, the notification may be provided as a hard copy during a private meeting with a supervisor or designated program representative. This approach ensures the intern is informed directly and allows for immediate discussion or clarification if needed.

In addition to notifying the intern, a copy of the notification will be shared with the intern's faculty advisor or training director at their home institution. This ensures that all relevant stakeholders are informed and can provide guidance or support as needed. Sharing the notification with these individuals fosters transparency and ensures alignment between the internship program and the intern's academic institution in addressing concerns or violations. This process maintains professional standards while providing the intern with a consistent and collaborative support system.

Documentation

All notifications regarding concerns about an intern's performance or adherence to policies will be carefully documented and maintained in the intern's personnel file. This ensures an accurate and comprehensive record of any issues raised, the steps taken to address them, and the outcomes of the process. Proper documentation promotes accountability and consistency while providing a clear reference for future evaluations or decisions related to the intern's progress within the program.

Interns will have the right to access their personnel files to review the documented notifications and any related materials. This transparency allows interns to fully understand the nature of the concerns and their context. Additionally, interns are encouraged to provide written responses to any documented concerns. These responses will be included in their personnel file alongside the original notifications, ensuring that the intern's perspective is formally recorded. This process supports fairness, fosters open communication, and allows interns to take an active role in addressing and resolving any concerns raised during their internship.

Scheduled Meeting

A meeting will be scheduled within five business days of the intern's confirmed receipt of the notification. The details of the hearing process, including the steps and procedures involved, are outlined in the following section. This ensures that the intern is provided with a timely

opportunity for formal review, while maintaining a structured and transparent process for addressing the concerns at hand.

(2) Hearing Process

A hearing is initiated when concerns about an intern's performance, behavior, or adherence to policies remain unresolved after informal discussions or remediation efforts. It may also be called for significant violations of ethical, legal, or program standards, or if the intern formally requests a hearing to dispute previous findings or recommendations. The following outlines the hearing process:

1. The supervisor will meet with the Training Director (TD) and the intern within 5 days of the intern's confirmed receipt of the notification to present the documented concerns. If the TD serves as the intern's direct supervisor, an additional supervisor and a member of the Training Committee will be included in the meeting to ensure a comprehensive review.
2. The intern will have an opportunity to respond, ask questions, and provide any relevant context or explanations during the meeting and provide a written statement related to his/her response to the problem within 48 hours after the meeting. The goal is to reach a mutual understanding of the issue(s).
3. After discussing the problem and the intern's response, the supervisor and TD may:
 - a. Issue a "Written Acknowledgment" notice and create a Performance Improvement Plan (PIP) which formally acknowledges:
 - i. That the supervisor is aware of and concerned with the problem;
 - ii. That the problem has been brought to the attention of the intern;
 - iii. That the supervisor will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating as outlined in the PIP; and,
 - iv. That the problem is not significant enough to warrant further remedial action at this time.
 - v. This notice will be issued within 5 working days of the meeting and will be shared with the intern and the Director of Clinical Training at the intern's graduate institution.
 - b. Place the intern on a "Probation" which defines a relationship such that the supervisors and TD actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A PIP, which delineates what specific tasks will be assigned to assist the intern with the skill deficiency, will be written and shared with the intern and the Director of Clinical Training at the intern's graduate institution and includes:
 - i. The actual behaviors or skills associated with the problem;
 - ii. The specific recommendations for rectifying the problem;
 - iii. The time frame during which the problem is expected to be ameliorated; and,

- iv. The procedures designed to ascertain whether the problem has been appropriately remediated.
 - v. This statement will be issued within 5 working days of the meeting and will be shared with the intern and the Director of Clinical Training at the intern's graduate institution. At the end of this remediation period as specified in '3' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and also will be shared with the intern and sent to the Director of Clinical Training at the intern's graduate institution.
- c. In special cases, the intern may be allowed to switch supervisors within TPS. This option would be applicable in situations in which it is believed that the intern's difficulties are the result of a poor "fit" between the intern and supervisor and that the intern could be successful in a different supervisory relationship. This option would require a meeting of a review panel convened by the Training Director and consisting of him/herself, the intern's primary supervisor, and at least two other members of the Training Committee. Additional parties who are knowledgeable about the intern's abilities may be involved in order to inform decision making. This meeting, if deemed necessary by the Training Director, will be convened within 5 working days of the original meeting discussed in step 1.
4. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within TPS may be terminated. The decision to terminate an intern's placement would be made by the entire Training Committee and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 5 working days of the original meeting discussed in step 1, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, APPIC and the Director of Clinical Training at the intern's home doctoral program would be contacted within 5 working days of the decision.

(3) Appeals Process

If the intern wishes to challenge the decisions made, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing- an email will suffice- to the TD within 5 working days of notification regarding the decision made in step 3 or 4 above. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself (or another supervisor, if appropriate), the intern's primary supervisor, and at least one other member of the Training Committee. The intern may request a specific member of the Training Committee to serve on the review panel. The Appeals Hearing will be held within 5 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding the outcome.

Notifying the Sponsoring Doctoral Program

In order to maintain open communication and ensure that all relevant parties are involved in the intern's progress, the intern's sponsoring institution will be notified promptly when a concern is identified, ideally before entering the formal due process stage. This proactive communication ensures that the sponsoring institution is aware of the issue at the earliest opportunity, enabling them to provide guidance, support, or additional resources as needed. By keeping the sponsoring institution informed from the outset, we foster a collaborative approach that helps address concerns effectively and supports the intern's development in a comprehensive manner.

In rare cases where the intern's sponsoring institution has not been notified of the intern's problematic behavior prior to entering the formal due process stage, the sponsoring institution will receive a copy of the notification shared with the intern as soon as they enter the due process. This ensures that all relevant stakeholders are informed and can provide guidance or support as needed. Sharing the notification with these individuals fosters transparency and ensures alignment between the internship program and the intern's academic institution in addressing concerns or violations. This process maintains professional standards while providing the intern with a consistent and collaborative support system.

Grievance Process Procedures

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other clinical member, trainee, or the internship training program. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or TD in an effort to resolve the problem informally (consistent with APA ethical and professional guidelines: <http://www.apa.org/ethics/code/>).

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response in writing. Interns may also consult with APPIC at any time using APPIC's Informal Problem Consultation (IPC; <https://www.appic.org/Problem-Consultation>). The TD (or Training Committee member, if appropriate) will meet with the intern and the individual being grieved within 5 working days. In some cases, the TD or Training Committee member may wish to meet with the intern and the

individual being grieved separately first. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

1. The behavior associated with the grievance;
2. The specific steps to rectify the problem; and,
3. Procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or other Training Committee member will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the TD or other Training Committee member in writing within 5 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or other Training Committee member will convene a review consisting of him/herself and the Training Committee within 5 working days. The review will evaluate all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The Training Committee has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to a mediator to initiate the due process procedures outlined in the employment contract. If the review panel determines that the grievance against the staff member potentially can be resolved internally, the review panel will develop a second action plan that includes the same components as above. The TD or other Training Committee member will document the process and outcome of the panel meeting. The intern and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 5 working days. The panel will reconvene within 5 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be turned over to the employer agency to initiate the due process procedures outlined in the employment contract.

APPENDIX A:
INTERNSHIP EVALUATION FORM

Intern Formal Evaluation

Intern:	
Evaluator:	
Site:	
Activity:	Intern Formal Evaluation

Time Frame	Option
	July-December
	January-June

Select	Supervisory Contact
	Psychotherapy
	Assessment

Rating		Description
0	N/A	Not Applicable
1	Unacceptable Level of Competency	Significant competency deficit; basic skills are either absent or just emerging. Skills are substantially below basic proficiency. Remedial work is required in this area and intense and/or additional supervision is necessary. A Performance Improvement Plan (PIP) must be developed in this area.
2	Partially Demonstrates Competency	Minor competency deficit; basic skills are present but not fully integrated into work. Closer supervision occurs at this level. A PIP may be developed in this area.
3	Demonstrates Basic Competency	Competencies are at a level of basic proficiency. Intern is making progress and supervision is routine.
4	Demonstrates Strength in this Competency	Competency in this area is a strength and exceeds what is expected from a typical intern. A “4” rating is the basic level of competency needed at the end of the program for successful completion. This rating indicates readiness for entry-level practice.
5	Demonstrates Advanced Competency	Competency greatly exceeds expectation for an intern in this area.

Research (APA Competency a):

Interns demonstrate the substantially independent ability to critically evaluate research as it pertains to their clinical cases and make research informed judgements about treatment and intervention.

0	1	2	3	4	5
N/A					

Interns demonstrate the ability to evaluate and disseminate research through completion of a research informed presentation.

0	1	2	3	4	5
N/A					

Interns demonstrate the ability to review and disseminate research informed recommendations to patients and families.

0	1	2	3	4	5
N/A					

Research Comments:

Ethical and Legal Standards (APA Competency b):

Interns demonstrate knowledge and application of the “APA Ethical Principles and Code of Conduct”, “relevant laws, regulations, rules, and policies governing health service psychology”, and “relevant professional standards and guidelines”.

0	1	2	3	4	5
N/A					

Interns recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

0	1	2	3	4	5
N/A					

Interns conduct themselves in an ethical manner in all professional activities. The ethical behavior occurs with colleagues, supervisors, and clients.

0	1	2	3	4	5
N/A					

Ethical and Legal Comments:

Individual and Cultural Diversity (APA Competency c):

Interns have an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

0	1	2	3	4	5
N/A					

Interns demonstrate a solid grasp of the theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

0	1	2	3	4	5
N/A					

Interns have the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. Interns are expected to improve their knowledge of specific cultures and diversity variables and be alert to the way these features interact and impact both clinician and client.

0	1	2	3	4	5
N/A					

The intern demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity. The intern shows gradual increases in their own self-awareness and their emotional reactions to cultural and individual diversity.

0	1	2	3	4	5
N/A					

Interns show the ability to work effectively with individuals whose group membership,

demographic characteristics, or worldviews create conflict with their own.

0	1	2	3	4	5
N/A					

Individual and Cultural Diversity Comments:

Professional Values, Attitudes, and Behaviors (APA Competency d):

Interns behave in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

0	1	2	3	4	5
N/A					

Interns engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

0	1	2	3	4	5
N/A					

Interns actively seek and demonstrate openness and responsiveness to feedback and supervision regarding their work and behavior. When given feedback, they respond to the request of the supervisor and implement the supervisory suggestions.

0	1	2	3	4	5
N/A					

Interns respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

0	1	2	3	4	5
N/A					

Time management skills are practiced. Interns complete paperwork, charting, and other similar duties as needed. If deficiencies are noted, interns make appropriate changes to their work.

0	1	2	3	4	5
N/A					

Professional values, attitudes and behaviors comments:

Communication and Interpersonal Skills: (APA Competency e)

Interns develop and maintain effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, supervisees, support staff, and those receiving professional services. All are treated with respect and courtesy.

0	1	2	3	4	5
N/A					

Interns demonstrate a thorough grasp of professional language and concepts; produce, comprehend and engage in communications that are informative and well-integrated. Clinical notes and charting is accurate, integrated, and informative to the audience. Professional language is used in an appropriate fashion.

0	1	2	3	4	5
N/A					

Interns demonstrate effective interpersonal skills and the ability to manage difficult communication well. If needed, interns show the ability to both give and receive difficult communication with individuals. Interns recognize the need to discuss a difficult situation and manage their own behavior during this situation.

0	1	2	3	4	5
N/A					

Communication and Interpersonal Skills Comments:

Assessment (APA Competency f):

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

0	1	2	3	4	5
N/A					

Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

0	1	2	3	4	5
N/A					

Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

0	1	2	3	4	5
N/A					

Intern selects appropriate instruments to answer the referral question, develops an increasingly advanced test battery, and understands issues related to test security. Tests chosen have a strong evidence base and solid psychometric properties. Interns collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

0	1	2	3	4	5
N/A					

Intern follows standardization, appropriately “tests the limits”, shows good management of disruptive behavior, has accurate scoring, and keeps a tidy protocol.

0	1	2	3	4	5
N/A					

Intern shows the ability to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. The intern is able to interpret discrepant results.

0	1	2	3	4	5
N/A					

Test results are integrated and draw upon multiple data sources. Meaningful, appropriate, and evidence-based recommendations are generated based on data.

0	1	2	3	4	5
N/A					

Interns are able to communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. The completed written report is readable, appreciative of multiple audiences of the report (parent, school, therapist), and accurately formatted.

0	1	2	3	4	5
N/A					

Clinical feedback is given to the caregivers and/or patient directly. Feedback is provided in a meaningful and accurate manner that leads to better understanding of the patient.

0	1	2	3	4	5
N/A					

Assessment Comments:

Intervention (APA Competency g):

Interns establish and maintain effective relationships with the recipients of psychological services. Interns gather clinical information at intake, have an open, enthusiastic, and hopeful attitude with families, are sensitive to misunderstandings about therapy, and review confidentiality/ethical issues at the outset.

0	1	2	3	4	5
N/A					

Interns develop evidence-based intervention plans specific to the service delivery goals. Treatment plans are developed with client input, goals are measurable, meaningful, and achievable. Treatment is developed to directly address the presenting problem.

0	1	2	3	4	5
N/A					

Interns implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

0	1	2	3	4	5
N/A					

Interns demonstrate the ability to apply the relevant research literature to clinical decision making.

0	1	2	3	4	5
N/A					

Interns modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. They conduct periodic review of goals and show increasing ability to pivot during intervention to address a pressing concern. Goals are added or deleted if needed.

0	1	2	3	4	5
N/A					

Interns evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

0	1	2	3	4	5
N/A					

Intervention Comments:

Supervision (APA Competency h):

Interns demonstrate and apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals, in individual and/or group supervision, and through didactic experiences. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

0	1	2	3	4	5
N/A					

Interns demonstrate and apply the supervisory skill of observing in direct or simulated practice.

0	1	2	3	4	5
N/A					

Interns demonstrate and apply the supervisory skill of evaluating in direct or simulated practice.

0	1	2	3	4	5
N/A					

Interns demonstrate and apply the supervisory skill of giving guidance and feedback in direct or simulated practice. Interns provide knowledgeable feedback in supervisory contexts (peer-to-peer, medical professionals) that is delivered in a constructive and approachable manner, highlights important aspects of clinical care, and is developmentally appropriate to the receiving provider.

0	1	2	3	4	5
N/A					

Supervision Comments:

Consultation & Interprofessional/Interdisciplinary Skills (APA Competency i):

Interns demonstrate knowledge and respect for roles and perspectives of other professionals.

0	1	2	3	4	5
N/A					

Interns apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Interns accept feedback from families and other healthcare professionals and use this feedback to improve consultation and communication skills.

0	1	2	3	4	5
N/A					

Consultation & interprofessional/interdisciplinary skills Comments:

Strengths for the Intern:

Areas needing improvement:

Suggestions for Remediation (if applicable)

Date of Verbal Review with Intern: _____

Date(s) of Direct Observation used in part to make these ratings _____

Signatures

Intern

Supervisor

Supervisor Evaluation

Supervisor Name: _____

Evaluator Name: _____

Dates of Supervision: _____

Type(s) of experience with supervisor:

	Assessment
	Consultation/Liaison
	Research
	Therapy

Content/Curriculum (relevant, up to date, practical, fits my level of knowledge)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

Teaching Style (motivating, sets clear expectations, constructive, respectful)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

Clinical Approach (breadth of interventions, flexible, creative)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

Professional Role Model (attitude, demeanor, leadership, availability)

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

Overall Effectiveness

N/A	Significant Deficit	Improvement Needed	Average	Strength	Exceptional Strength
0	1	2	3	4	5

Comments: (Any other comments about supervision that you think the supervisor would find helpful)



APPENDIX B:
INTERN LEAVE REQUEST FORM

Intern Leave Request

Name: _____ Today's Date: _____

Date/Time Requested Leave Begins: _____

Date/Time You are Back at Work: _____

Reason for Leave: Vacation Sick Educational Other

If professional leave, please provide details:

Please indicate who will cover the following responsibilities in your absence:

- Outpatient Cases: _____
- Other: _____

In case of an emergency, is there a way we can contact you? _____

Please obtain the following signatures

Supervisor

Internship Director