GEORGIA STATE UNIVERSITY
COUNSELING & TESTING CENTER

INTERN TRAINING MANUAL
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(Intern Policies)

Revised July 2014

Intern Responsibilities,
Supervisor and Internship Program Responsibilities,
Intern Evaluation and Due Process Procedures

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I. **Rationale**

The purpose of this documentation is to articulate the responsibilities and expectations of the Georgia State University Counseling & Testing Center Internship Program, individual supervisors, and psychology interns. Evaluation procedures and schedules are also outlined in detail so that all parties may be as informed and are as clear about options as possible.

II. **Philosophy of Training**

Training is an activity of importance at the Counseling & Testing Center. Interns are considered an integral part of the professional staff and are encouraged to actively participate in all aspects of the center's functioning and to assume a major role in the delivery of services.

Most of the psychologists on staff participate in the training program through supervising interns on their individual caseloads and/or leading various intern training experiences (i.e. seminars, additional supervision, participation in case conferences, group therapy). Additionally, interns have opportunities to interact with a multidisciplinary staff including psychiatrists, licensed clinical social workers, nutritionists, licensed professional counselors, and health educators. Staff clinicians represent a variety of theoretical orientations, however there is a common theme of focusing on culturally competent conceptualization and intervention. Interns are asked to participate in this focus by sharing in individual and group supervision settings about the impact of cultural issues and cultural identity within the therapeutic setting. Interns are asked to sign an informed consent related to full participation in professional and personal development related to cultural competence.

The aim of the internship program is to train culturally competent counseling and clinical psychologists who will be knowledgeable about and skilled in the many aspects of a comprehensive, urban, university counseling center. Training experiences are designed to help interns refine and further the depth as well as breadth of their functioning as competent, effective psychologists whether they are intervening on an individual level or consulting within the campus community in a systemic intervention. Staff psychologists use scientific findings and inquiry to inform their clinical work as well as their instruction, and apply their clinical experience to their scholarly/research pursuits. Readings will be assigned from recent research, and interns are expected to read them. In addition, multi-media training modules will be provided to interns on selected topics, and interns are expected to review these materials.
III. **Program Responsibilities**

The training staff recognizes the important developmental transitions which interns typically face during their internship year. The internship program is thus designed to provide interns with formal and informal opportunities to facilitate growth during this critical professional year. The staff puts effort into offering a well-planned orientation, clear and realistic program expectations, regularly scheduled evaluation meetings (Mid Year and End of Year) which encourage an exchange of information between interns and the training staff, individualized training and support from supervisors, seminars designed to provide a forum for exchanging ideas as well as offering high quality supervisory and mentoring experiences. Bi-weekly administrative meetings with the training director offer interns the opportunity for regular informal check-ins related to their needs.

The training staff is also committed to providing ongoing, informal assessments of each intern's progress as well as systematic formalized evaluations designed to facilitate the intern's professional and personal growth. In addition, contact between each intern's Academic Training Director and the internship site Training Director (TD) is intended to help the Training Committee (TC) further individualize training experiences for interns and develop internship procedures that can maximize intern growth and development. These contacts are also designed to facilitate communication between the training site and the home department when needed.

IV. **Job Description for Psychology Intern**

A. **Job Summary**

The doctoral intern provides individual, couples, crisis intervention and group counseling to students experiencing social, emotional, and vocational difficulties under the supervision of a licensed psychologist. The intern conducts initial consultations with university students, makes assessments, and makes appropriate referrals. The intern provides consultation and outreach/psychoeducational services. The internship is typically for the period of early August of one year to the last day of July of the next year and carries a stipend of $24,200. Interns are provided with the opportunity to purchase health insurance, dental insurance, and additional benefits through the University’s Human Resource Center. Interns are scheduled to attend a required New Employee Orientation during the first two weeks of their Orientation where they are introduced to their benefits package and other university employee perks. Interns are given 12 vacation days, 12 sick days, and 3 professional leave days.
B. Reports to the Training Director.
Interns clinical work is supervised by their individually assigned supervisors as well as ultimately by the Associate Director for Clinical Services. Interns are administratively supervised by the Training Director who approves any leave time and provides feedback at the mid year and end of year report with regard to overall performance and professionalism.

C. Essential Duties and Responsibilities:
Conducts initial consultation through the walk-in clinic.
Provides individual and couples (optional) therapy.
Provides crisis intervention and emergency coverage for the Center.
Conducts group therapy.
Provides psychoeducational workshops and presentations (Minimum of 5 per semester).
Provides departmental consultation.
Conducts psychological assessments and/or crisis screenings.
Participates in Counseling & Testing Center committees and administrative meetings as needed.
Actively participates in training seminars and supervision.
Attends all therapy sessions, seminars, and supervision regularly and punctually.
Maintains up-to-date client files (i.e., all intake notes are completed within 2 days and all termination notes are completed within 2 weeks and signed by a licensed psychologist).
Completes a campus consultation “in-reach” project as negotiated with training director.
A minimum of 500 hours of direct client contact must be completed during the year.
Total internship consists of 2000 hours for one year.
4 hours per week are allotted for interns to work on their internship project (in-reach), dissertation, or a counseling center research project as negotiated with the Training Director.

E. Minimum Qualifications:

1. EDUCATION: Must be a current Doctoral student in an APA accredited Clinical or Counseling Psychology program which requires an internship. Must have satisfactorily completed all coursework and doctoral comprehensive exam. Approved doctoral dissertation proposal is highly recommended.

2. EXPERIENCE: Must have completed 450 hours of doctoral level practicum, 150 hours of direct client contact, and 75 hours of supervision. Prior group therapy experience recommended. Counseling Center practicum experience or equivalent preferred. APA accredited program required.

3. KNOWLEDGE, SKILLS, AND ABILITIES: Knowledge of individual and group therapy intervention practices and methods. Knowledge of crisis intervention strategies. Ability to plan, implement, evaluate and report job activities and responsibilities. Ability
to communicate effectively in writing and to prepare written documents. Ability to communicate effectively whether in person or by electronic or other means. Ability to respond to emergency situations in a timely manner. Ability to maintain a consistent and dependable full-time work schedule. Ability to occasionally travel to meetings, supervision, or other training activities. Must possess the emotional stability and maturity to handle the rigors of the internship experience. Must possess the skills necessary for translating theory into practice. Must possess the ethical behaviors appropriate to the practice of psychology. Must possess the interpersonal skills appropriate to the practice of psychology. Must demonstrate the capacity to participate in supervision constructively and be able to modify behavior in response to feedback.

**Application and Selection Procedures:** To apply for the Georgia State University Internship Program, applicants must provide the following:

1. A cover letter stating the applicant’s interest in the internship program
2. APPI Online application for Internship available at the APPIC website (www.appic.org)

All applications are reviewed by a designated deadline. Every application is reviewed by two training committee members. Up to 20 applicants are selected after an initial screening and rating process of the applications under review. Selected candidates are offered phone or Skype interviews. Interviews are typically scheduled to last an hour and include members of the training committee. Additionally, there is an optional open house date that all applicants are invited to attend should they desire to informally tour the Center and meet training staff.

**APPIC Match Policies:**

The Georgia State University Counseling & Testing Center adheres to all policies and procedures outlined by the Association of Psychology Postdoctoral and Internship Centers (APPIC) for the recruitment and selection of doctoral interns.

**Equal Opportunity and Affirmative Action Policy:**

The following policy in its entirety is located on the Office of Affirmative Action website at www.gsu.edu/oddep. The Georgia State University Counseling & Testing Center adheres to all policies outlined and overseen by the Office of Affirmative Action:

It continues to be the policy of Georgia State University to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, religion, national origin, sex, age, sexual orientation, veteran status or disability.

The university's affirmative action program and related policies are developed in compliance with Executive Orders 11246 and 11375, as amended; the Rehabilitation Act of 1973 (Sections 503 & 504) and the Americans with
Disabilities Act of 1990 (Title 11) and their implementing regulations; the Age Discrimination in Employment Act of 1967; and the Vietnam Era Veterans Readjustment Assistance Act of 1974, as it amends 38 U.S.C. 4212.

In conformance with the federal regulations listed above, Georgia State University does not discriminate against any employee or applicant for employment or against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified. Persons wishing to file complaints under the provisions of this policy should contact the Director of Affirmative Action at Ten Park Place South-Suite 460, Atlanta, GA 30303-3083, 404-413-2567.

V. The Intern Assessment Process

A. Individual Caseload Supervision

For each of the two six month periods, each intern is assigned two hours per week of individual supervision with a licensed psychologist to supervise their individual client caseload. Interns have the opportunity to work with either one supervisor for both hours, or to choose to work with two supervisors and divide their caseloads enabling them to get two supervisory perspectives each term. Interns will be provided a list of eligible supervisors from the clinical staff. Every supervisor is a 3 years or more Licensed Psychologist. Interns thus have intensive individual supervision with at least two licensed psychologists over the course of the internship year.

Interns are assigned up to two supervisors each for one hour per week. Supervisors monitor the intern's caseload, and co-sign all initial consultations, terminations, and case notes. Webcam recordings, discussion, and role plays are utilized. All tapes are kept in an electronic folder and are managed according to confidentiality policies as outlined in the Counseling & Testing Center Policy & Procedures Manual.

Interns provide their supervisors and the TD with updated copies of the Individual Client List (On Titanium) and the Internship Log (on your computer under training) during the two formal evaluation periods throughout the year (End of Fall Semester in February and Summer Semester in mid-July.). Supervisors or the TD may ask for interns to update their Individual Client List and Internship Log for informal evaluations (mid-Fall) as well. Information from these forms is used to help Interns balance their caseloads in order to meet their goals and the program's requirements. Interns should have a diverse client profile in terms of race/ethnicity, gender, age and clinical issues, all of which is monitored by supervisors. 1-2 clients may be carried longer than 6 months. Supervision with other counseling staff or psychiatrists on specific individual clients, group clients, or couples is arranged as desired or needed.

Group Supervision of individual clients is provided during the Case Conference
(1 hour per week) which is led by a licensed psychologist. Group supervision provides interns with the opportunity to present cases to peers and training staff. Interns are encouraged to share openly with each other and also to benefit from occasionally hearing the case presentations of training staff as well. Supervision of individual clients is also provided during the Consultation/Crisis Team (1 hour per week) which is led by a licensed psychologist. Group supervision provides interns with the opportunity to present cases to peers and training staff which have come up during their walk-in or crisis coverage during the week. This meeting provides an opportunity for weekly supervision and discussion of the initial consultation process, crisis intervention, as well as the referral process.

Each intern provides the TD with a written goal statement for the Internship (Internship Self-assessment form) at the beginning of the year (see your computer I drive under the Training section). The TD and supervising staff use these goals to help match Interns with supervisors. In addition, the interns provide the TD and individual supervisors with a written self-assessment of competencies across areas of Diagnosis, Treatment, Use of Supervision, Development of Self as a Professional, as well as general strengths (clinical, personal and professional) and areas that need work (clinical, personal and professional) (See your computer I drive under Training section). Both the information from goal statements and the self-assessment instruments are reviewed during the formal evaluation periods by supervisors to help the intern create appropriate learning experiences.

In the context of their supervisory relationships, interns receive ongoing feedback regarding their professional strengths as well as their areas/skills in need of improvement, most particularly in the areas of individual counseling and psychotherapy. At mid-November, supervisors may meet to informally evaluate their supervisees. Furthermore, individual supervisors meet for formal evaluation meetings and provide the Training Director (TD) with a written evaluation of their supervisee at the end of Fall and Summer semesters (beginning of February and beginning of July). They cover areas such as assessment and therapeutic skills, professional standards, exit criteria, personal functioning and use of supervision. The supervisors’ assessments are provided to the Training Director.

At the end of each evaluation period, the supervisors review and discuss their evaluations with the intern during their regular supervision hours. This process is designed to provide both evaluative feedback and assistance to the intern in developing appropriate learning experiences. Interns are also expected to provide written as well as verbal feedback to each supervisor on a Supervisor Evaluation Form (see computer I drive under Training). Perceptual and/or factual differences between the supervisor's evaluation and that of the intern (or vice versa) are expected to be resolved during this evaluation meeting. Procedures for addressing unresolved perceptions are described later in this document.
**B. Supervision of Group Therapy**

Interns are supervised on their group therapy skills by the psychologist co-leading the group (1/2 hour after each group session).

Instruction in unstructured group therapy is also provided in the Group Therapy Seminar.

**C. Supervision of Outreach**

Outreach/consultation training is also offered as part of an apprenticeship model where interns co-plan and co-lead workshops with senior staff. Supervision of training in outreach may be addressed in individual supervision or interns are invited to consult with staff members who have expertise in an area of interest to the intern. It should be noted that the interns are given training in outreach during their formal orientation. Interns also collect feedback using electronic surveys from participants in their outreach presentations (see I drive under Training). This feedback is submitted to the TD and supervisors to discuss specific feedback as necessary.

**D. Supervision of Intern Supervision of Practicum Students**

Interns are supervised on their supervision of practicum students during Supervision of Supervision Seminar that is led by a psychologist with clinical and supervisory experience and expertise. Additional supervision is provided where needed by individual supervisors. NOTE: During 2014-15 this experience is not available; there is not a practicum class at CTC during this training year. It may be available again in future training years. Supervision skills will be taught in the Supervision Seminar including role plays and didactics.

**F. Assessment/Referral/Crisis Intervention Supervision**

Interns are supervised on their initial consultation and report writing, referral and crisis intervention skills, ethical issues, problems of assignment, progress and termination reports by their supervisors and trained during Orientation. Supervision of this nature is also provided as needed by the Associate Directors of the CTC who serve as “Clinician of the Day” (COD) and the Director of Psychological and Health Services. Interns may use webcam in order to tape their initial consultations and/or triage sessions when needed.

**G. Supervision of Ethical Issues**

Training in ethics is integrated throughout the training program by the training staff to familiarize interns with ethical issues that frequently are encountered in this setting. Although interns are expected to have some knowledge of the current APA ethical guidelines, seminars, case conference, and individual supervision provides a forum where the application of the principles can be examined. All supervisors and seminar leaders track each intern’s appropriate application of
ethical principles into his or her clinical practice. The training program views ethics as a central aspect of professional development.

H. **Professional Development**
Interns are viewed as developing professionals. Professional development seminar is offered during the latter part of the Fall semester. Guest speakers from the community may be invited as outside resources. Interns are encouraged to network with GPA for assistance in job placement. Each year, Interns are invited to attend the annual GPA Internship conference where topics such as licensure and post-doctoral training are introduced. In addition, professional development activities are offered throughout the year for staff and all trainees, including interns.

I. **Cultural and Individual Differences**
The development of an appreciation and understanding of differences as a developmental process starts with the identification and understanding of one's own cultural identity. Understanding cultural and ethnic stage development theory from one's own experience enhances learning. Interns are encouraged to explore their cultural identities in various ways as discussion of this issue is infused throughout seminars and case conference. Specific seminars on Culturally Competent Psychological Practice are taught during both the fall and spring seminar series. Through assigned readings, forms of media, and discussion, interns are encouraged to integrate knowledge with their own internal experiences. Interns are also encouraged to participate in and initiate outreach activities toward facilitating exploration of diversity in the campus community, under supervision of the staff of the Counseling & Testing Center. Interns will have the opportunity to participate in the planning and the hosting of the 7th Biennial Cultural Competency Conference at Georgia State University which will occur in the spring of 2016.

VI. **General Supervision Procedures**
Interns are fully informed of the following supervision procedures during orientation. They are given copies of the evaluation form for Evaluation of Intern for Psychotherapy Interventions at that time. At the two formal evaluation periods during the year (Mid-Year and End of Summer), there is an evaluation meeting where all supervisors and seminar leaders discuss with the TD their assessment of each intern's progress. The supervisors and the TD are thus availed of the opportunity to gather and integrate feedback regarding the collective experiences of every supervising psychologist who has had significant interactions with the intern. It should be noted that ongoing informal feedback are provided to the interns through individual supervision, seminars, and case conferences. The Training Committee also consistently discusses training issues or needs regarding the internship program throughout the training year.
Interns are provided with informed consent regarding the expectations associated with developing cultural competency as a psychologist in training at this site. Interns are asked to sign a consent form which reviews these expectations and discuss this with their supervisor and the Training Director at the beginning of the internship year. (SEE INFORMED CONSENT FORM FOR SELF DISCLOSURE in the APPENDIX).

The TD and supervisors inform the interns at the beginning of Fall Semester that there will be formal evaluation meetings in early February and in mid-July. Other evaluation meetings may be scheduled PRN. Supervision reassignments are made starting in February. Supervisors indicate that they will be providing the intern with feedback from these meetings. Supervisors give interns feedback about their overall performance and progress throughout internship. All supervisors complete a written evaluation of the intern they supervise during their 6 month assignments (See computer I drive under Training). The second round of evaluations occur toward the end of Summer semester.

If no significant aspect of the intern's performance has been rated "below general standard for interns in training" by any of the evaluators, the review of intern progress is typically complete once the TD receives the evaluation summaries from all appropriate supervisors.

The TD keeps each intern's home university informed of the intern's training experiences and progress over the course of the Internship year. Summary letters are written by the TD and are sent at mid-year and at the year's end to the academic TD. At this time, the TD may also elicit feedback regarding how well the program is meeting the interns’ needs and expectations throughout the training year as needed.

At the end of each seminar, the seminar leaders solicit verbal feedback about the seminar. Each intern also fills out an evaluation form of the seminar and seminar leader (see computer I drive under Training).

At the middle and end of the year, interns also complete an Evaluation of Internship form (see your computer I drive under Training) that solicits their overall feedback regarding the various seminars and supervision as well as other training experiences. Each intern meets with the TD at the end of the year to process training strengths and growing edges. A final report of the intern’s progress (letter) is then sent to the home department.

VII. Summary of Individual Supervisor Responsibilities

A. Individual supervisors meet with their intern supervisees 1 hour each week for
B. Supervisors and the TD share with the intern the responsibility for the intern meeting the goals and standards of the internship.

C. Supervisors and the TD monitor the size and composition of the intern's client load and the number of weekly contact hours. They also assist the intern in determining treatment plans and therapeutic goals. Supervisors also assist interns in determining which clients may be seen for longer than three months.

D. Supervisors assist the intern in identifying appropriate client assignment recommendations for the Associate Director of Clinical Services to consider when reviewing recommendations for post-initial consultation/initial assessment/triage clients.

E. The therapist (intern) has the responsibility for keeping weekly progress notes regarding the clients he/she sees. Supervisors review initial progress notes on a weekly basis. Initial consultations are to be completed within 24 hours and signed by supervisors by the next supervision session, and termination notes are to be completed within 2 weeks and signed by supervisors.

F. Supervisors monitor the intern's progress in meeting internship requirements (e.g. outreach activities) and assist (if needed) in their planning and execution, and monitor them for quality control.

G. Supervisors may relinquish the responsibility for the supervision of outreach activities and/or other service activity (e.g., group counseling, couples counseling, consultation, etc.) to other qualified supervisors.

H. Both supervisors prepare written evaluations of the intern's progress twice during the year which are submitted to the training director. The evaluation forms are compared to the intern self-evaluation form. They are then signed by both the supervisor and the intern. The intern may add written comments, if desired.

I. Upon the termination of a client by an intern, the supervisor should review the contents of the client's folder and co-sign the termination notes prepared by the intern counselor.

VIII. Exit Criteria

The following exit criteria were selected, because they meet APA and licensing board requirements, the specific needs of the Center as a service and training agency and the professional experience and competency needs of psychologists-in-training. In order to
successfully complete the internship, an intern must thus demonstrate attainment of the following criteria:

A. **Total training time** should reach at least **2000 hours**. A minimum of **500 hours** has been spent in **direct client contact** (at least 24 contact hours per week, which includes walk-in/atriage, individual, couples and group therapy if available, and supervision of practicum students if that experience is available during the given training year.) Other service time includes case notes, campus outreach, and committee work.

B. Forty (40) hours per week have been assigned to the office and 4 hours per week have been assigned to research/dissertation, in-reach project, and/or process group (total 44 hours).

C. Case load was balanced to include a mixture of short-term and long-term clients, racial/ethnic minority clients, sexual minority clients, and male and female clients. Interns may see 1-2 long-term clients (i.e. longer than 3 months).

E. Either:

1. Led or co-led one therapy group, support group or structured, theme-based group for at least one semester. Receive intermediate or advanced competency evaluations.

2. Led or co-led 2-3 short term seminar/workshops in the stepped care model per semester. (Surviving a Break-Up, Feeling Better, Beating Insomnia, Mind Over Mood, Should I Stay or Should I Go?)

G. A minimum of 5 outreach programs were conducted each semester.

H. Intern provided walk-in initial consultation coverage for the Center up to eight hours per week.

I. A minimum of 4 hours per week has been spent in regularly scheduled formal face-to-face supervision, at least 2 hours of individual, and 2 hours of group supervision.

J. Maintained regular and prompt attendance and participation in seminars, which hours per week will vary given the different offerings per semester.

K. Maintained regular and prompt attendance and participation in scheduled staff meetings.

L. Maintained quality clinical records in accordance with the Center's procedures
(i.e. Initial Consultations must be completed in 24 hours and Termination Notes must be completed within 2 weeks. Progress notes must be done weekly. All notes must be signed by Supervisor).

M. Maintained ethical standards and conduct (e.g. sees clients on time, consults appropriately, did not cancel scheduled walk-in/initial consultations without arranging coverage, maintains clear boundaries).

N. Competency-based evaluations (both individual and seminar) indicated that the intern's performance was commensurate with that expected of internship level training.

O. Provide the Training Director with the following forms:
   1. Informed Consent Form Regarding Trainees Disclosure of Personal Information
   2. Self-Assessment Report
   3. Goal statement for internship and supervision (Included in Self-Assessment Report)
   4. Mid-year and Final Intern Hourly Log
   5. Seminar and Supervisor Evaluation Forms
   6. Mid-year and Final Internship Evaluation Report

IX. Intern Leave Procedures

A. Any time an intern is “on leave” he/she should submit a leave request to the Director of Training for approval. This applies to professional leave (e.g., conference, workshops, going back to home institution for a dissertation or CVA meeting, working on research), vacation leave, job interviews). Additionally, anytime an intern is out of town, on vacation, or sick, he/she will need to complete their time sheet in the University’s ADP system (located on the University’s website under Human Resources). The time sheet should be completed ahead of time (except of course for sick leave) in order to ensure that the information is received by the Director of Training for approval and by Human Resources. In case of sick leave, prior approval is obviously impossible and therefore the time sheet should be completed upon returning. Approval from the Director of Training is necessary prior to leaving.

B. Steps to follow in taking leave time:

   1. Submit request for leave time to the Director of Training. CC the Associate Director of Clinical Services and Business Manager as well.

   2. Obtain Training Director’s final approval.
3. Complete time sheet on the ADP format (located on University website under Human Resources).

4. Arrange coverage for any Walk-In /Housing on call time that will be missed during the leave.

C. If intern is sick:

1. Call the Front Office and inform them of the fact you will not be in the office. Have the front office contact clients, supervisors, leaders, etc.

2. Contact the Director of Training to inform her of the illness, follow up with an email and cc this to the Business Manager.

2. When you return to work, complete the “sick leave” portion (ONLY) of the time sheet on the ADP format (located on University website under Human Resources).

D. Professional Leave:

1. Submit request for professional leave to the Director of Training.
2. Obtain Director’s approval.
3. Arrange coverage for any Walk-In/Housing on call time that will be missed during professional leave.

X. Conditions for Continuance and Termination

A. In general, continuance of employment for psychology interns is dependent upon satisfactory work performance in terms of their job description. Graduation from the internship is dependent upon satisfactory completion of the internship exit requirements. Satisfactory performance is defined in terms of receiving evaluations that indicate a standard level of proficiency. If the intern receives an overall rating of substandard performance in any of the major competency areas we evaluate, then impairment may be designated and the following procedures apply.

B. Continuance in employment then depends on the intern’s ability to respond to remediation. The Academic Department is notified of any problems as soon as they are evaluated. The TD solicits feedback from the department regarding proposed measures of remediation. If the intern is unable to respond to remediation within the guidelines set forth below and continues with substandard performance, then recommendations may include termination of employment. Should this occur, the TD will communicate with the intern and the Academic Department that the intern has not successfully completed the internship. However, every effort will be made to ensure as constructive an
intervention as possible as early as possible to help the intern to assess the range and severity of the problem areas and determine a reasonable course of action that is intended to facilitate the intern’s future development.

XI. Due Process and Grievance Procedures and Policies

A. Procedures for Conflicts Between Intern and Others at the Counseling Center

Interns having a conflict with others at the Counseling Center (another intern, support staff, senior staff, Training Director, or Director) should attempt to resolve the issues as follows. If the conflict has already led to a negative evaluation for the intern, the intern can utilize the challenge procedures (see D. 2) or can initiate formal grievance procedures (see Georgia State website at www.gsu/images/HR/GrievanceProcedure.pdf).

1. Make an attempt to work through the conflict with the other party.

2. If the attempt is unsuccessful, bring the matter to your supervisor who will intervene as appropriate, unless that is the person with whom there is a conflict. In that case, bring the matter to the Training Director who will intervene as appropriate.

3. If the supervisor is unable to intervene successfully, the intern and supervisor bring the matter to the Training Director. (This step should be included even when the other party is the Training Director.)

4. If the Training Director is unable to intervene successfully, the Training Director will bring the matter to the Director.

5. If all of the above have failed, the intern has the right to follow the grievance procedures of the university.

B. Procedures for Evaluation

1. Evaluations occur at regularly scheduled points during the internship year. Informal evaluations may be scheduled for mid-Fall Semester in November. Formal evaluations are scheduled for February and July. All training faculty, including supervisors and seminar instructors, meet at each of designated evaluation times to discuss each intern’s progress through the internship program. The purpose of these evaluation sessions is to integrate feedback on intern performance from as many sources as possible and provide the TD, Training Committee and supervisors with sufficient information on intern progress to provide program modifications when needed in order to appropriately support and challenge each intern. The primary and secondary supervisors are responsible for completing a written evaluation (see computer I Drive under training) of the intern that describes the intern’s performance during the evaluation period. The Training Director
will add administrative feedback with regard to the intern’s attendance, punctuality, professionalism, and other related issues.

2. The TD is responsible for integrating feedback into a report that is sent twice a year to the intern’s academic training director. All evaluation reports will conclude with the most appropriate evaluation statement listed below checked off.

a) The intern is performing within general standards. Any problems encountered are seen as normal professional developmental issues.

b) Problems identified in the report have been noted and are significantly below minimum standards of practice. A plan of remediation has been identified and will be addressed in subsequent supervision.

c) Problems reflected in this report warrant discussion and/or further action by the Training Committee.

3. Interns and supervisors meet at a scheduled evaluation session to exchange feedback. During the informal evaluation sessions, this feedback is oral, while during the formal evaluations the feedback exchange is both written and oral. During formal evaluation sessions, the supervisor and intern will discuss the written evaluation of the intern and the intern’s evaluation of the supervisor prior to submitting both forms to the training director. The intern’s evaluations, signed by both intern and supervisor, will be included in the intern’s file. The intern’s signature does not necessarily reflect agreement with the content, but rather that the document has been presented to and reviewed by the intern. Interns may provide a written reaction to the evaluation report. The intern’s written reaction is also submitted to the training director and included in the intern’s file.

4. Interns are expected to rate their overall experience of the internship at midyear and at the end of the year on the Intern Training Evaluation (see your computer under training). Interns are also invited to share their experiences of the strengths and weaknesses of the internship with the training director during administrative seminar. The TD and Training Committee use written and oral feedback from the interns to modify the internship program as appropriate.

C. Procedures for Responding to "Substandard Performance" by an Intern

1. Definitions

a. **Intern Impairment**: is defined as an interference in professional functioning that is reflected in one or more of the following ways:

   1) an inability and/or unwillingness to acquire and integrate
professional standards and ethics into one's repertoire of professional behavior;

2) an inability to acquire professional skills in order to reach an acceptable level of competency and/or an inability to control personal stress;

3) an inability to control personal stress, psychological dysfunction or excessive emotional reactions which interfere with professional functioning;

4) a health problem (or verified disability) which interferes with the delivery of clinical service, or leads to an extended work leave that jeopardizes the fulfillment of the minimum time requirements as stated in the Internship Contract. In the case of a verified disability, this interference has to manifest after reasonable accommodations have been made by the Site to accommodate the disability.

b. Criteria which link this definition of impairment to particular professional behaviors are incorporated into the competency-based evaluations forms which are completed by supervisors and seminar instructors during the internship. Impairment is defined concretely as receiving an evaluation statement which indicates general substandard performance as cited above or as a result of health problems or verified disability which significantly interferes with work performance (after reasonable accommodations have been made in the case of disability).

c. Distinguishing problematic behavior from impaired functioning: While professional judgment is involved in assessing when an intern’s behavior is considered impaired rather than just problematic or in need of improvement, the latter refers to behaviors, attitudes or characteristics, which, while of concern and requiring development, are not unexpected or excessive for professionals in training. Problems typically become identified as "impairments" when they include one or more of the following characteristics:

1) the intern repeatedly and chronically does not acknowledge, understand, or address the problem when it is identified.

2) the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training.

3) the quality of services delivered by the intern is negatively impacted to a significant degree; or as a result of the problem, the quantity of services falls short of the minimum required in the Internship Contract;,
4) the problem is likely to be manifest in more than one area of professional functioning;

5) a disproportionate amount of attention by training personnel is required and/or

6) the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

7) the intern is unable/unwilling to carry expected program responsibilities.

8) the intern is not able to successfully complete exit criteria.

9) staff members and peers identify the intern as having repeated difficulties relating to others professionally.

10) the problematic behavior has potential for ethical or legal ramifications if not addressed.

d. Notification

In the event there are serious problems as the result of an intern’s violation of ethical standards or inability to perform his/her internship duties, the training director will notify the intern’s doctoral training program of the problems and the actions being taken by the Training Committee. A copy of any report or letter sent to the home university on behalf of the training program will be placed in the intern’s permanent file maintained by the training director.

2. Remediation

a. Several possible, and perhaps concurrent courses of action to remediate identified impairments include but are not limited to:

1) Increased supervision, either with the same or other supervisors,

2) Change in the format, emphasis, and/or focus of supervision,

3) Recommendation/requirement of personal therapy when the problems are psychological in nature. The parties involved should clarify the manner in which therapy contacts will be used in the intern evaluation process,

4) Reduction of the intern's clinical or other workload and/or the requirement
of specific academic course work,

b. When a combination of the above interventions do not, after a reasonable time period, rectify the impairment, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may need to take more formal action, including such actions as:

1) Giving the intern a limited endorsement, specifying those settings in which she/he could function adequately, or specifying that the intern has been passed, but is considered to have passed with reservations (e.g., an intern whose clinical skills were judged as adequate but who demonstrated great difficulty with paperwork deadlines);

2) Communicating to the intern and academic department/program that the intern has not successfully completed the internship;

3) Recommending and assisting in implementing a career shift for the intern, and/or,

4) Terminating the intern from the internship training program.

5) Recommendation, when appropriate, of a leave of absence and/or a second internship at another setting.

All the above steps need to be adequately and appropriately documented in ways that are consistent with due process procedures that are outlined explicitly in the following section.

3. Due Process Procedures

a. General Guidelines

Due process ensures that decisions made by programs about interns are not arbitrary or personally based, but requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the intern so he/she may challenge the program's action. General due process guidelines include:

1) presenting interns, in writing, with the program's expectations related to professional functioning,

2) stipulating the procedures for evaluation, including when and how evaluations related to professional functioning.
3) articulating the various procedures and actions involved in making
decisions regarding impairment,

4) communicating, early and often, with graduate programs about any
suspected difficulties with interns, seeking input from these academic
programs on how to address such difficulties,

5) instituting, with the input and knowledge of the graduate program, a
remediation plan for identified inadequacies, including a time frame for
expected remediation and consequences of not rectifying the inadequacies,

6) providing a written procedure to the intern which describes how the intern
may appeal the program's action. These procedures are included in the
Internship Training Manual and are made available to the intern at the
beginning of the internship,

7) ensuring that interns have sufficient time to respond to any action taken by
the program,

8) using input from multiple professional sources when making decisions or
recommendations regarding the intern's performance, and

9) documenting, in writing and to all relevant parties, the action taken by the
program and it's rationale.

b. **Specific Procedures**

If an intern receives an overall evaluation statement indicating inadequate or
substandard level of competence for an intern - that is a) problems identified in
the report have been noted and are significantly below minimum standards of
practice. A plan of remediation has been identified and will be addressed in
subsequent supervision or b) problems reflected in this report warrant discussion
and/or further action - by any of the evaluation sources, then the intern will be
defined as "impaired" and the following procedures may be initiated:

1) The TD will meet with the individual supervisors to discuss the rating and
determine what action needs to be taken to address the issues reflected by
the rating.

2) The intern will be notified, in writing, if any formal review is occurring
and the Training Committee will receive any information or statement
from the intern related to his/her response to the rating.

3) In discussing the inadequate rating and the intern's response, if available,
the Training Committee may adopt any one or more of the following methods or may take any other appropriate action. It may issue a:

a) "Acknowledgment Notice" which formally acknowledges a) that the Committee is aware of and concerned with the rating, b) that the rating has been brought to the attention of the intern, c) that the Training Committee will work with the intern to rectify the problem or skill deficits addressed by the rating, and d) that the behaviors associated with the rating are not significant enough to warrant more serious action.

b) "Probation" which defines a relationship such that the Training Committee, through 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 behavior associated with the inadequate rating. The probation is a written statement to the intern and includes:

1) the actual behaviors associated with the inadequate rating,
2) the specific recommendations for rectifying the problem,
3) the time frame for the probation during which the problem is expected to be ameliorated, and,
4) the procedures designed to ascertain whether the problem has been appropriately rectified, or
5) take no further action

4) The TD will then meet with the intern to review the probationary conditions. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented in section D of this document. The intern also may file a formal grievance through the university procedures. Procedure for filing a formal grievance are in Section XI. (For purposes of filing a grievance, the final decision will not have occurred until the intern has gone through the process of a challenge. The intern has five days from the date that the intern is informed of the decision of the internal Review Panel to file a formal grievance.)

5) If either the Acknowledgment Notice or the Probation Action occurs, the TD will inform the intern's home university, indicating the nature of the inadequate rating, the rationale for the TC action, and the action taken by the TC. The intern shall receive a copy of the letter to the home university.

6) Once the Acknowledgment Notice or Probation is issued by the Training Committee, it is expected that the status of the rating will be reviewed no
later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement.

7) If the rating has been rectified to the satisfaction of the Training Committee, the intern, sponsoring university and other appropriate individuals will be informed and no further action will be taken.

4. Situations in Which Grievance Procedures are Initiated

a. There are four situations in which grievance procedures can be initiated:

1) when the intern challenges the action taken by the Training Committee (Intern Challenge),

2) when the Training Committee is not satisfied with the intern's action in response to the Training Committee’s action (Continuation of the Inadequate Rating),

3) when a member of the Counseling & Testing Center staff initiates action against an intern (Intern Violation)

4) when an intern wishes to formally issue a complaint against a member of the training staff or when an intern is in disagreement with an evaluation.
Each of these situations, and the course of action accompanying them, is described below:

1) **Intern Challenge.** If the intern challenges the action taken by the Training Committee as described in VIII above, s/he must, within 10 days of receipt of the Training Committee's decision, inform the TD, in writing, of such as challenge.

   a) The TD, the Director, and one staff member selected by the intern will convene to hear the challenge and review the evidence presented. The intern retains the right to hear all facts with the opportunity to dispute or explain his or her behavior.

   b) Within five days of the completion of the review hearing, the Review Panel will complete its report, including any recommendations for further action. Decisions made by the Review Panel will be made by majority vote.

   c) Once a decision has been made, the intern, sponsoring university and other appropriate individuals are informed in writing of the same action taken.

   d) If the intern wishes to appeal this decision, the intern will follow the procedures for a formal grievance (see Section XI).

2) **Continuation of Inadequate or Substandard Evaluation.** If the Training Committee determines that there has not been sufficient improvement in the intern's behavior to remove the substandard rating under the conditions stipulated in the probation, then a formal Review Panel will be convened.

   a) The Training Committee will communicate, in writing, to the intern that the conditions for revoking the probation have not been met. The Committee may then adopt any one of the following methods or take any other appropriate action. It may issue a:

      1) continuation of the probation for a specified time period,

      2) suspension whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved,

      3) communication which informs the intern that the Training
Committee is recommending to the Director of Psychological and Health Services that the intern will not, if the behavior does not change, successfully complete the internship, and/or

(4) communication which informs the intern that the Training Committee is recommending to the Director of Psychological and Health Services that the Intern be terminated immediately from the internship program.

b) Within 5 working days of receipt of the Training Committee's determination, the intern may respond to the Training Committee's action by (1) accepting the action or (2) challenging the Training Committee's action.

c) If a challenge is made, the intern will follow the procedures for a challenge in section 2a. above or may file a formal grievance using the university procedures (see Section XI of this manual or in the New Classified Employee Manual found in the Human Resources website).

d) Once a decision has been made, the intern, sponsoring university and other appropriate individuals are informed in writing of the action taken.

3) **Intern Violations.** Any staff members of the Center may file, in writing, a grievance against an intern for any of the following reasons: a) unethical or legal violations of professional standards or laws, b) professional incompetence, or c) infringement on the rights, privileges or responsibilities of others. The staff member can utilize the procedure below or can utilize the university grievance procedures (see Section XI). (Utilizing the internal procedures does not preclude the staff member from using the university procedures after the internal decision is made.)

a) The TD will review the grievance with 2 members of the Training Committee and determine if there is reason to proceed and/or if the behavior in question is in the process of being rectified.

b) If the TD and other two members determine that the alleged behavior in the complaint, if proven, would not constitute a serious violation the TD shall inform the staff member who may be allowed to renew the complaint if additional information is provided.

c) When a decision has been made by the TD and the other two
Training Committee members that there is a probable cause for deliberation by the Review Panel, the TD shall notify the staff member and request permission to inform the intern. The staff member shall have five days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within 5 days or permission to inform the intern is denied, the TD and the two Training Committee members shall decide whether to proceed with the matter.

d) If the intern is informed, a Review panel is convened consisting of the TD, two members selected by the staff member, and two members elected by the intern. The Review Panel receives any relevant information from both the intern or staff member as it nears on its deliberations.

e) A review hearing will be conducted, chaired by the TD in which the complaint is heard and the evidence presented. Within 10 days of the completion of the review hearing, the Review Panel shall communicate its recommendation to the intern and to the Director of Psychological and Health Services. Decisions by the Review Panel shall be made by majority vote.

f) Within 5 days of receipt of the recommendation, the Director of Psychological and Health Services will either accept the Review Panel's recommendation and provide alternative action, or refer the matter back to the Review Panel for further deliberation. The Panel then reports back to the Director within 10 days of the receipt of the Director's request for further deliberation. The Director then makes a final decision regarding what action is to be taken.

g) Once a decision has been made, the intern and staff member will be informed in writing of the action taken. If either the intern or the staff member is dissatisfied with the actions taken, he/she can file a formal grievance using the university procedures in Section XI.

4) Intern Initiating Formal Grievance Procedures

a) Interns are encouraged first to try to resolve the grievance informally using the above outlined procedures. If these efforts fail or the decision is not acceptable to the intern, the intern should follow the guidelines for grievance procedures outlined in Appendix K for classified employees.
b) If an informal or internal resolution of the grievance fails, the intern may seek confidential consultation and mediation services from the Office of the Ombudsperson.

c) If the intern alleges discrimination on the basis of race, color, religion, national origin, sex, age, disability, or veteran status, he/she may contact the Affirmative Action Office.

d) For the university grievance procedures, “supervisors” are defined as follows:

(1) “immediate supervisor” - Supervisor

(2) “next level supervisor” - Training Director

(3) “next level supervisor” - Director of Psychological and Health Services

(4) “next level supervisor” Associate Vice-President of Student Affairs

I. Grievance Definitions (check website for most up-to-date procedures at www.gsu.edu/images/HR/GrievanceProcedure.pdf.)

*Grievance-formal expression of an unsatisfactory work condition for any reason.

*Appeal-grievance relating to suspension, demotion or dismissal. This grievance is initiated with the supervisor who took the adverse personnel action.

*Complaint-a grievance for an unsatisfactory work condition other than suspension, demotion, or dismissal.

*Grievant-the party who makes a complaint or appeal as a formal expression of unsatisfactory work condition for an reason.

The following policies and procedures relative to grievances shall apply to all regular classified employees as defined in the New Classified Employee Handbook of Georgia State University. A dean or vice president may choose to use the procedures for resolving complaints of faculty members who are performing administrative tasks with the area over which the dean or vice president has authority. However, such use must be consistent with the Statutes of Georgia State University.

II. Grievance Policies

*A classified employee of Georgia State University who desires to make a job-related complaint, or who desires to appeal a decision concerning his or her complaint rendered earlier at the supervisory level, or anyone appealing his or her suspension, dismissal or demotion has the right to seek redress by following the procedures described herein.
If the grievance originated in Human Resources and/or will be reviewed at any point in the complaint or appeals process by the Asst. Vice President, Human Resources, then the request for a Board of Review Hearing will be forwarded to the Director, Affirmative Action. In this instance, the Director, Affirmative Action will assume all the duties and responsibilities herein assigned to the Asst. Vice President, Human Resources.

*The party initiating the grievance has the burden of proving allegations raised in the grievance.*

*Any individual exercising his or her rights under this grievance procedure will be treated fairly, and the grievance will be given prompt and unbiased consideration. An individual using this procedure, or who are requested to provide information so the facts can be determined, will not be penalized or harassed for exercising his or her rights.*

*Each step of these procedures has specific time limits that shall be observed. The time limit of the grievance procedure will begin on the next business day following the effective date of the adverse personnel action. The time limit for each step after beginning a grievance procedure begins on the next business day after completion of the preceding step. For the purpose of this procedure, a business day is defined as any day the university is open and the staff is required to report. Normal business hours are 8:30 a.m. until 5:15 p.m. The time requirements for processing a grievance can be modified or suspended for the grievant by the president of the institution when such suspension or modification is judged appropriate.*

*In the cases of absence of a reviewing official, the decision-making authority for grievances may be delegated to an individual within that department.*

*Any individual wishing to file a grievance must exhaust these internal grievance procedures prior to grievances to an external organization or agency. In the event an individual elects to pursue a grievance with an external agency before all internal procedures are exhausted, then compelling circumstances must be presented to and accepted by the appropriate vice president or dean prior to resuming the internal grievance process.*

### III. Grievance Procedures

a. Anyone who has direct knowledge of the case.

b. Anyone employed in the same department as the appellant or management’s representative.

c. Anyone who served as a committee member or chairperson on the most recent hearing.

1. Of the three names each chooses, the grievant and reviewing official selects one person to be an alternate.

2. If one of the grievant and reviewing official selects one person to be an alternate. If one of the grievant’s members is challenged and removed from the Board, the alternate chosen by the grievant replaces the removed member, vice versa for the reviewing official’s member who is removed.

3. Within 10 business days after receipt of the committee selection, the Asst. Vice president, Human Resources will appoint a chairperson for the Board of Review Hearing Committee, from the university at large. The chairperson will arrange to have a recorder
present.

4. The Chairperson of the Board of Review Hearing Committee will notify the following of time, date, and place of the Board of Review hearing:

* The grievant
* The grievant’s immediate supervisor
* Members of the Board of Review
* The Asst. Vice President, Human Resources
* The dean or vice president of the area
* Any witnesses who are listed by the grievant as having direct knowledge of the circumstances of the grievance.
* The alternate member and the recorder

The chairperson also requests the grievant and management’s representative (who may not be excluded) to provide in duplicate all documentary evidence and/or witnesses that they intend to use in presenting their case.

**Note: If the immediate supervisor is the dean, the vice president of the area is notified. If the immediate supervisor is the vice president, the president is notified.**

Evidence or witnesses not submitted may not be used during the hearing unless the party presents compelling evidence as to why the material or witnesses were not made available to the committee and the other party prior to the hearing. The committee will decide whether such evidence or witnesses shall be allowed.

The date for the hearing shall not be earlier than seven (7) or more than ten (10) business days from the date of the appointment of the Board of Review Hearing Committee.

5. Within three business days after the appointment of the Board of Review:
   a. The Asst. Vice President, Human Resources must be forward a record of the grievance to the Chairperson.
   b. The grievant and management’s representative must submit all documentary evidence and a list of all witnesses either party intends to use to the chairperson.
      * This must be submitted no later than 9:00 a.m. on the third day after appointment of the Board of Review.
      * Each party may pick up the other party’s documentary evidence and list of witnesses in the chairperson’s office after 10:00 a.m. on the same day as submitted. (It will be necessary for each party to sign for the evidence at the time received.)
   c. The chairperson will call a brief meeting of the committee to share the evidence prior to the hearing, and distribution of documents will be made.

6. The Asst. Vice President, Human Resources will be available to familiarize the
grievant with the university’s grievance procedure. This procedural information only and
is provided at the request of the grievant.
7. Both parties will be permitted to have either a personnel advisor or legal counsel
present at the hearing. However, the advisor or counsel may only confer with the
respective party and may not question witnesses, the committee members, or any other
party. The advisor or counsel may not address the committee at any time. (The
committee itself may also have a legal advisor.)
8. The Board of Review Hearing:

   a. Both parties have the right to confront and cross-examine witnesses at
the hearing. When a witness cannot or will not appear, the Board of
Review may, by affidavit, record and consider the sworn statement of the
witness if the witness statement is needed.
   b. Actual hearing proceedings will be informal, and strict rules of legal
procedure will not be followed. The chairperson of the committee will
determine how the hearing is conducted and the relevancy of the evidence.
The chairperson’s decisions may be overturned by a majority vote of the
Board of Review committee members, will be tape recorded.
   c. All witnesses, including the grievant and the management
representatives, will take this oath: You do solemnly swear or affirm that
the testimony that you are about to give before this committee will be the
truth, the whole truth and nothing but the truth. The witnesses, grievant
and management representatives should individually respond to the oath
and state of their names for the record.
   d. Grounds of Challenge of Board of Review Hearing Committee
Members. Challenges of Committee Members must be made prior to the
start of the presentation of the case. Reasons for challenge are:
      * Bias for or against one of the parties
      * Individual participated in or witnessed the incident involved

If a challenge is made, the basis for the challenge will be stated and supporting evidence
presented.

1. The opposing party may comment on the challenge.
2. The challenged party and all others except remaining committee
members will leave the room after the evidence for the challenge is
presented.

After discussion, the remaining regular members of the committee will vote on the
challenge. A majority vote is required to unseat a committee member.

1. If the vote is a tie, the challenge has failed.
2. If the challenge is successful, the alternate will become a
member of the hearing committee. If more than one challenge is
successful, the hearing committee may not be fewer than three members. (If fewer than three members remain, a new committee will be selected using a list of potential Board of Review members as described in Section H.

If a challenge is not made or fails, then the alternate will be dismissed prior to the start of the deliberations.

e. The order of presentations of the case will be as follows:

1. Grievant
2. Management Representative
3. Grievant Witnesses
4. Management’s Witnesses
5. Summary by Management Representative
6. Summary of Grievant

f. Calling and questioning witnesses:

1. Each party may call and question its own witnesses.
2. The other party may cross-examine the witnesses but the time used for cross-examination will be included in the cross examiner’s time for presentation.
3. The committee members (but not the recorder) may question any witnesses; such questions will not be included in either party’s time limit. (See subsection j, below).
4. The party asking questions should not testify while questioning a witness. If he or she has evidence germane to the issues involved, he or she should make his or her statement and subject himself or herself to cross-examination.

Note: Cross examination is limited to one such opportunity per witness.

g. Time:

Each party is limited to a total number of one and one-half hours for the presentation. Included in this time are questions to witness and their responses, cross-examination of the other party’s witnesses and summations. The committee may grant additional time to both parties if it becomes necessary in the judgment of a majority of the committee.

h. Evidence:

All relevant evidence, including hearsay, may be admitted and made a part of the record. Additional documentary evidence offered by either party, management or grievant, if it
complies with Paragraph 5, Subsection b, should be introduced by:

1. Handling the document to the recorder for labeling.
2. Exhibiting the document by testimony (may be waived)
3. Identifying the document by testimony (may be waived)
4. Reading or exhibiting the document to ensure proper insertion into the record.
5. Time used to offer evidence is included in the total time allotted to that party.

i. Attendance at the Hearing:

1. The hearing will be closed to anyone but the parties, the parties’ representatives, committee members, committee counsel, recorder and an advisor brought in by each party.
2. If no challenges to the committee have been made, the alternates will be dismissed when the committee is impanelled.
3. All potential witnesses with the exception of the grievant, the administrative representative and their counsel/advisors must leave the hearing room until they are called to testify.

j. Request for additional information:

1. If at the conclusion of the hearing, the Board of Review Hearing Committee believes it needs to hear other witnesses or to obtain additional information, a second meeting/hearing will be scheduled within seven business days. The Asst. Vice President, Human Resources will assist the panel in obtaining any additional information that it requires. All interviews with witnesses will take place in the presence of the full committee and both parties will be recorded on tape.
2. When any university official is requested to submit additional information in connection with a pending hearing, that official must submit the requested information within five business days of the committee’s request. If it is impossible to comply with such a request within the five-day period, the official must notify the committee of the reason for the delay, and the additional time for submission of the requested information will be given at the discretion of the committee. Any additional information will be made available to all parties.
3. Any subsequent meetings/hearings that are deemed appropriate by the committee must be scheduled within five business days of the previous meeting.
k. Deliberations and Voting:

1. At the close of all evidence, the members of the committee (does not include the recorder or alternates) will meet in closed session.

   a. Full and free discussion by all members will be encouraged.
   b. A determination of findings of facts for the final report will be made (findings must be supported by evidence in the record).
   c. Conclusions and recommendations will be made.

Voting: A majority vote determines all issues. The chairperson casts an equal vote with all members.

1. A final written report must be prepared by the committee and include the elements listed above in Paragraph k l (a,b,c); and all documentary evidence must be attached. All members of the committee must sign the report. Committee members who have a dissenting opinion must so note on the report and may file a minority report.

m. Upon completion (within five business days of the conclusion of the hearing), the report shall be forwarded to the appropriate vice president or dean. The committee report is advisory in nature and is not binding. If there are any special recommendations regarding the matter, they may be forwarded separately and confidentially to the appropriate vice president or dean. The grievant will not have access to these recommendations.

n. After reviewing the record of the hearing and the recommendations of the committee, the vice president or dean must notify in writing the grievant, the management representative and the hearing committee chairperson of his or her decision. The chairperson will notify the other committee members of the vice president’s or dean’s decision. A copy of the hearing committee report, excluding any confidential recommendations that will not be shared with the grievant, must also be forwarded to the grievant and the management representative. This process should be completed within three business days of the receipt by the vice president or dean of the report and the hearing committee.

Note: If the president was the next level of appeal in the grievance procedure all steps outlined as the vice president’s or dean’s responsibility will be followed by the president.

I. Appeal to the Provost

If the grievant wishes to appeal the decision of the dean or vice president, a written request for a further review of the matter must be made to the provost.
within five business days of receipt of the decision of the dean or vice president. This request must set forth the reasons for the appeal and the redress desired. The provost will review the record of the hearing, the decision of the vice president or dean and the letter of appeal and will make a decision on the appeal within fifteen business days of the receipt of the letter form the grievant. There will be no additional hearings. The grievant will be notified by letter of the provost’s decision. A copy of the provost’s letter will be forwarded to management’s representative and to the president.

*Note: This step only applies to those employees who have not at any point during the appeal process had their case reviewed by the Vice President, Academic Affairs.*

**J. Appeal to the President:**

If further appeal is desired, the grievant must submit a written request for review to the president within five business days of the receipt of the vice president’s or dean’s letter. This request must include the reason(s) for the appeal and the redress desired. There shall be no additional hearings. The president will respond to the grievant within 15 business days of the grievant’s request for review.

*Note: If the president is the next level of appeal in the grievance procedure, the appeal is forwarded directly to the president for review.*

**K. Further Appeal**

If the grievant is not satisfied with the president’s decision, a review by the Board of Regents may be requested, in writing, within 20 calendar days of the date of the written notification of the president’s decision. This request must state the decision appealed and the redress desired, and will be acted upon in accordance with the provisions of Article IX of the By-Laws of the Board of Regents of the University System of Georgia.

**XII. Limitations on Outside Practice**

In order to assure quality service to clients and receive the most benefits from training, interns agree to limit the number of outside client contact hours (i.e. client contact outside of the Counseling & Testing Center) to *four per week*. If interns choose to provide therapy outside of the center, Georgia State is not liable, nor will any Counseling & Testing Center supervisors provide supervision for these clients. Such clients will also be seen on the intern’s own time, not University time (i.e. such clients are not to conflict with the scheduled 44 Counseling & Testing Center hours). *If interns provide consultation for pay during these hours, University policy mandates that they must take Vacation Leave to do so.* At the end of internship, any cases that interns intend to refer to their own private practice must be presented to the Peer Review Committee. *Interns, as all employees of the BOR, must obtain Director’s approval before working outside the Counseling & Testing Center. There is a form that should be completed that indicates the limits to outside*
employment and should be completed each semester the employee requests permission to work an outside job. This form must be approved in advance by the Director.
APPENDIX

Forms and Documents

All forms are located in the I drive under Training.

General Forms
Intern Self-Rating, Interest Areas and Individualized Learning Objectives
Internship Log
Informed Consent Regarding Self Disclosure Form-Intern

Supervision Evaluation Forms
Supervision of Group Psychotherapy
Supervision of Supervision
Evaluation of Individual Supervision
Evaluation of Intern for Psychotherapy Interventions
Evaluation of Internship (Mid-year and Final) Form

Seminar Evaluation Form
APPENDIX

General Forms
Intern Self-Rating, Interest Areas and Individualized Learning Objectives
Internship Log
INTERN SELF-RATING, INTEREST AREAS AND
INDIVIDUALIZED LEARNING OBJECTIVES

Name of Intern: ____________________ Date _____:

Directions: Rate each item on this form according to the following scale. Circle items you are most interested in working on.

1=I think I need a lot of work in this area
2=I think I need some work in this area.
3=I think I am basically competent in this area
4=I think I good skills in this area.
5=I think I have excellent skills in this area.

1. Personal Counseling and Psychotherapy

   A. Conceptualization: Overall: 1 2 3 4 5 NA

       1. The ability to integrate counseling/psychotherapy
          theory and practice. 1 2

       3 4 5 NA

       2. Understanding of client’s dynamics and problems. 1 2 3 4 5 NA

       3. The ability to integrate client data (formal assessment,
          client-therapist process, current client material,
          history, etc.) Into meaningful conceptualizations. 1 2 3 4 5 NA

       4. The ability to formulate treatment goals and strategies. 1 2 3 4 5 NA

       5. The ability to convey conceptualizations in a form
          (written or verbal) which is clear and understandable. 1 2 3 4 5 NA

       6. The ability to articulate his or her own theoretical orientation. 1 2 3 4 5 NA

       7. Conceptual knowledge of trauma issues such as phase-specific
          treatment, theories, treatment models, and vicarious traumatization
          1 2 3 4 5 NA

       8. Conceptual knowledge of racial identity development and the impact
          Of both privilege and oppression on the therapeutic relationship. 1 2 3 4 5 NA

   Comments:

   B. Insight: Overall 1 2 3 4 5 NA

   I think I can demonstrate:

       1. Awareness of self and impact on client. 1 2 3 4 5 NA

       2. Awareness of personal feelings toward client. 1 2 3 4 5 NA

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3. Recognition of my own limitations in treating clients. 1 2 3 4 5 NA
4. Awareness of my own progress and development as a therapist. 1 2 3 4 5 NA
5. Awareness of difference between vicarious traumatization and countertransference reactions in myself 1 2 3 4 5 NA
6. Awareness of my own multiple identity statuses with regard to privilege. 1 2 3 4 5 NA

Comments:

C. Relationship with Client:

Overall: 1 2 3 4 5 NA

I think I can demonstrate:

1. The ability to foster a good working relationship with clients (e.g., and neither create too much distance, nor collude with client). 1 2 3 4 5 NA
2. Sensitivity to client’s nonverbal behavior and sub-processes (e.g., innuendos, indirect communications). 1 2 3 4 5 NA
3. The ability to use the client’s language and use technical language judiciously. 1 2 3 4 5 NA
4. The ability to understand what the client is saying and the skill to verbalize that meaning (empathy). 1 2 3 4 5 NA
5. The ability to maintain appropriate therapeutic boundaries. 1 2 3 4 5 NA
6. The ability to therapeutically work with empathic failures 1 2 3 4 5 NA
7. The ability to therapeutically work with boundary disruptions 1 2 3 4 5 NA
8. The ability to therapeutically work with impossible situations 1 2 3 4 5 NA
9. The ability to hold onto hope when the client demonstrates overwhelming hopelessness 1 2 3 4 5 NA

Comments:

D. Treatment and Techniques:

Overall: 1 2 3 4 5 NA

I think I can demonstrate:

1. The ability to recognize and handle client resistance. 1 2 3 4 5 NA
2. The ability to process the client-therapist relationship with the client (e.g., use immediacy in session; process transference and countertransference issues; discuss how presenting problems are manifesting themselves in the therapeutic relationship). 1 2 3 4 5 NA
3. The ability to use comments and questions to facilitate

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</thead>
<tbody>
<tr>
<td>1. Clients’ exploration of thoughts, feelings and behaviors.</td>
<td>1 2 3 4 5 NA</td>
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<td>4. The ability to appropriately challenge the client.</td>
<td>1 2 3 4 5 NA</td>
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<td>5. Flexibility and responsiveness to client; can switch gears when necessary.</td>
<td>1 2 3 4 5 NA</td>
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<td>6. Awareness of and sensitivity to the timing of interventions.</td>
<td>1 2 3 4 5 NA</td>
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<td>7. The ability to help clients see how present problems may result from past experiences.</td>
<td>1 2 3 4 5 NA</td>
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<td>8. Familiarity with different techniques and tailor techniques to the client and the clients’ particular problems.</td>
<td>1 2 3 4 5 NA</td>
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<td>9. The ability to support and reinforce the clients’ progress.</td>
<td>1 2 3 4 5 NA</td>
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<td>10. The ability to explore clients’ thoughts and feelings during all phases of therapy.</td>
<td>1 2 3 4 5 NA</td>
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<td>11. The ability to recognize and ethically, calmly and professionally respond to emergency clients.</td>
<td>1 2 3 4 5 NA</td>
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Comments:

III. List your goals for this training experience:

IV. List your goals for supervision:

V. List your perceived clinical strengths and growing edges:
Internship Log

Intern: __________________________ Evaluation Period:  Mid-Year ___ Final ___
Evaluation Date: __________________

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td><strong>Counseling Services</strong></td>
<td></td>
</tr>
<tr>
<td>Individual Therapy</td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td></td>
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<tr>
<td>Couples Therapy</td>
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<tr>
<td>Group Therapy</td>
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<tr>
<td>Prescreening Interviews for Group</td>
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<tr>
<td>Initial Assessments</td>
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<tr>
<td>Triage Hours (hours actually saw clients)</td>
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<tr>
<td>Assessments (if any)</td>
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<tr>
<td>Name of Test(s)</td>
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<tr>
<td>Number of Tests</td>
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<tr>
<td><strong>Subtotal for Counseling Services</strong></td>
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<tr>
<td><strong>Training</strong></td>
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<td>Attending Seminars</td>
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<td>Receiving Group Supervision</td>
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<td>Receiving Individual Supervision</td>
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<tr>
<td>Receiving Informal Supervision/Consultations</td>
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<td>Providing Individual Supervision</td>
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<tr>
<td>Providing Informal Supervision/Consultations</td>
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<tr>
<td>Interviewing Internship Candidates</td>
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<tr>
<td><strong>Subtotal for Training</strong></td>
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<td></td>
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<tr>
<td><strong>Programming</strong></td>
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<td>Other Counseling Center Workshops</td>
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<tr>
<td>General Outreach Programs</td>
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<td>List</td>
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<tr>
<td><strong>Subtotal for Programming</strong></td>
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<tr>
<td><strong>Professional Development</strong></td>
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<tr>
<td>In-reach university consultation project</td>
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<tr>
<td>Conferences/Workshops attended</td>
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</table>
List:__________________________________________
__________________________________________
__________________________________________

Scholarship/Research Projects
Dissertation

Subtotal for Professional Development

Administrative/Preparation
Committee Meetings
Case Conference
Paperwork/Preparation

Subtotal for Administrative/Preparation

TOTAL DIRECT CONTACT (Counseling Services + Providing Supervision or Informal Supervision/Consultation + Interviewing Internship Candidates + Programming)

TOTAL INDIRECT CONTACT (Rest of Training + Professional Development + Administrative/Preparation)

Date:______________________

Intern Signature: ____________________________________________

Supervisor/Training Director Signature: ___________________________