

**GEORGIA STATE UNIVERSITY
COUNSELING CENTER**

INTERN TRAINING MANUAL
Doctoral Internship in Health Service Psychology

(Intern Policies)

Revised May 2021

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

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INTERNSHIP PROGRAM POLICIES

I. Rationale

The purpose of this documentation is to articulate the responsibilities and expectations of the Georgia State University Counseling Center Doctoral Internship Program in Health Service Psychology, 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 Center. The training staff works within a *practitioner-scholar* model with an emphasis on the development of the intern. This practitioner-scholar model focuses upon the practical integration of empirical knowledge into clinical work, guided by mentoring supervisory relationships, discussions with peers and senior staff in weekly case conferences and didactic training. 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 health service 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 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), regular individualized training and support from supervisors, and professional spaces designed to provide a forum for intellectual exchange as well as high quality supervisory and mentoring. Didactic, supervisory, and experiential training for interns are implemented with the intention of moving interns toward meeting program set minimal learning requirements of the nine professional wide competencies highlighted by the American Psychological Association (APA). Weekly meetings with the Coordinator of Training offer interns the opportunity for regular informal check-ins related to their needs as well as small group supervision.

The training staff is also committed to providing ongoing, informal assessments of each intern's progress in conjunction with formalized evaluations; both of which are designed to facilitate the intern's professional and personal growth. In addition, contact between each intern's Academic Training Director and the internship site Coordinator of Training (CoT) 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 for university students, assessing for clinical scope and makes appropriate referrals into and out of the university counseling center. The intern provides consultation and outreach/psychoeducational services to the university community on a regular and as needed basis. 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 \$ 26,059. 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. A small professional development stipend is also provided upon request to be applied toward professional development needs (e.g. EPPP study materials, professional travel, conference fees). All interns are expected to carry their own professional liability insurance coverage and copies are to be given to the Director of Training. Low cost liability insurance is available for student members of APA.

B. Reports to the Coordinator of Training.

Interns clinical work is supervised by their individually assigned supervisors as well as ultimately by the Director of the Counseling Center. Interns are administratively supervised by the Coordinator of Training 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:

1. Conducts initial consultation through the walk-in clinic.
2. Provides individual and couples (optional) therapy.
3. Provides crisis assessment/intervention and emergency coverage for the Center.
4. Conducts group therapy
5. Provides psychoeducational workshops and presentations.
6. Provides departmental consultation.
7. Conducts psychological assessments as relevant to Center's clinical care model.
8. Participates in Counseling Center committees and administrative meetings as needed.
9. Actively participates in training seminars and supervision. Attendance policy is that interns may not miss more than one seminar per semester without medical documentation. Make up assignments will be completed by each intern so that the curriculum is completed.
10. Attends all therapy sessions, seminars, and supervision regularly and punctually.
11. 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).
12. Completes a campus consultation "in-reach" project as approved by Coordinator of Training.
13. A minimum of 500 hours of direct client contact must be completed during the year. Total internship consists of 2000 hours for one year.
14. 4 hours per week are allotted for interns to work on their internship project (in-reach), dissertation, or a counseling center research project as approved by the Coordinator of Training.

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 intervention experience. Prior group therapy experience is 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, outreach on any campus of GSU, 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. Must comport in ways that are consistent with the identity of a professional psychologist (dress, manner, communication)

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 interviews via phone or online meeting platform. 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 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 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 6-month periods, each intern is assigned two hours per week of individual supervision with licensed psychologists to supervise their individual client caseload. Interns work with two supervisors (one primary and one secondary) and divide their caseloads enabling them to get two supervisory perspectives. Interns will be provided a list of eligible supervisors from the clinical staff. Every supervisor is a Licensed Psychologist. Interns are expected to gain intensive individual supervision with at least two licensed psychologists over the course of the internship year. However, in specific circumstances approved by the Coordinator of Training, interns may select to work with only one supervisor for 2 hours per week.

Supervisors monitor the intern's caseload, and co-sign all initial consultations, case notes, and termination summaries. 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 Center Policy & Procedures Manual.

Interns provide their supervisors and the CoT with updated copies of their Individual Client List (on Titanium) and Internship Log during the two formal evaluation periods throughout the year (End of Fall Semester in early Feb and Summer Semester in mid-July.). Supervisors or the CoT may ask for interns to update their Individual Client List and Internship Log for informal evaluations 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 the typical counseling center service limit upon approval by individual supervisor. 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 weekly *case conference* (1 hr) which is led by a licensed psychologist and attended by the training team members and senior staff; as well as in weekly *intern group supervision* with only interns and the Coordinator of Training (1hr). Group supervision provides interns with the opportunity to present cases to peers and training staff. Interns are encouraged to share openly with each other, benefit from hearing peer case presentations, and occasionally presentations by training staff as well. Supervision of individual clients is also provided during weekly *Consultation/Crisis Team* (1 hr) supervision which is led by the Coordinator of Urgent Care and Suicide Prevention. This hour of group supervision provides interns with the opportunity to present to peers and the Coordinator of Urgent Care those cases which have come up during their walk-in or crisis coverage during the week. This meeting provides an opportunity for weekly supervision of the initial consultation process, crisis interventions, as well as the crisis referral process.

Each intern provides the CoT with a written goal statement for the Internship (Internship Self-assessment form) at the beginning of the year. The CoT and supervising staff use these goals to help match Interns with supervisors. In addition, the interns provide the CoT and individual supervisors with a written self-assessment of PWCs across areas of *evidenced based intervention, evidence based assessment, ethical and legal standards, individual and cultural diversity, research, professional values and attitudes, communication and personal skills, consultation skills, supervision, and reflective practice*. They will also self-assess on areas of conceptualization, client relationship, insight, and supervisory goals. 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 a chosen midpoint in the Fall Semester (mid-November), supervisors may meet to informally evaluate their supervisees. Furthermore, individual supervisors meet for formal evaluation meetings and provide the Coordinator of Training with a written evaluation of their supervisee at the end of Fall and Summer semesters (beginning of February and mid-July). They cover areas such as assessment and therapeutic skills, professional standards, exit criteria, personal functioning, and use of supervision.

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. 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 have various opportunities to fulfill the requirement for training in group therapy. Groups can be based on population (e.g. African American Women, Transgender/Gender non-conforming, LGBTQ+, parents, graduate students, etc) or focus on therapeutic goals (e.g. emotional resiliency skill building, interpersonal process, depression and/or anxiety reduction, mindfulness instruction, etc). Interns are partnered with a senior staff member or post-doctoral fellow as a co-leader and co-develop specialized content for the group. If the intern is paired with a post-doctoral fellow to co-lead group, the pair will be supervised by a licensed psychologist who will meet with them periodically throughout the semester. Group therapy sessions are scheduled weekly and consist of 90-minute sessions. At the end of each session, interns have a 30-minute supervision with their co-leader where they are supervised on their group therapy interventions and conceptualization. In preparation for group, interns are encouraged to design and gain experience conducting pre-group interviews in which the intern assesses the client for group readiness and appropriateness. Didactic training on group therapy and theory is also provided as a part of the seminar series. Interns are also encouraged to explore adding to the center's group offerings according to their own professional interests and developmental goals.

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, in consultation with staff members providing outreaches, or on an as needed basis with the Director of Integrated Health Services who oversees the center's overall outreach provision. It should be noted that the interns are given training in outreach during their formal orientation and are invited to participate in regular meetings of the center's Outreach Team. Interns also collect feedback using electronic surveys from participants at the end of each outreach presentation. This feedback is submitted to the CoT and supervisors to improve future campus service provision as well as give interns feedback on presentation and community outreach skills. Interns may have the opportunity, as arises, to supervise a graduate level practicum student on provision of outreach presentations or structured workshops to the university community. Interns are also encouraged to independently design and implement outreach projects aligning their professional goals and university outreach needs.

D. **Supervision of Supervision**

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: at the time of this training manual publication this experience will occur through outreach teams which consist of a practicum student, intern, and senior staff member. Supervision of individual psychotherapy cases with a practicum student is not available at present. It may be available again in future training years. Supervision skills will be taught in the Supervision Seminar including role plays, didactics, and ethical dilemma discussion. In very select circumstances, with the approval of their individual supervisor and the Coordinator of Training, interns may request a supervision of supervision experience relating to group or co-therapy.***

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

Interns are supervised on their initial consultation and report writing, referral and crisis intervention skills, assessment of ethical issues, progress and termination reports by their individual supervisors and trained during orientation. Interns meet with the Coordinator of Urgent Care and Suicide Prevention for weekly crisis team supervision to review crisis assessment for identified students of concern and regular walk-in appointments. Supervision reviews escalation of clients, conceptualization of risk, clinical judgement, protocol procedures and referral to senior clinicians for back-up consultation. Supervision occurs weekly

for one hour and interns may consult with the daily assigned Clinician on Duty (a senior staff psychologist) or the Coordinator of Urgent Care, a licensed psychologist, as needed.

Interns use webcam in order to tape their initial consultations and/or triage sessions so that supervision can be facilitated as needed. Additionally, interns will come to group supervision each week prepared to discuss a challenging or novel crisis case that they have seen during walk-in that week.

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 provide 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 or early part of the Spring 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. Coordinator of Training will host periodic informal meetings with trainees to assess interns' professional development needs.

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. Interns are encouraged to explore their cultural identities in throughout various training modalities and supervision. Specific seminars on Culturally Competent Psychological Practice are taught during both the fall and spring seminar series. Assigned readings, media, and discussion serve to aid interns in the integration of knowledge about their own identity in the context of cultural and racial development theories, cultural humility, and social justice in professional psychology. Interns are also encouraged to participate in and initiate

outreach activities in the campus community that are in value alignment with these themes. Interns will have the opportunity to participate in the planning and the hosting of the annual Cultural Competency Summit at Georgia State University, typically hosted in Spring Semester. Registration fees for the summit will be covered so that each intern may attend the continuing education workshops during the conference along with training staff.

VI. General Supervision Procedures

Interns are fully informed of the following supervision procedures during orientation. They are provided copies of the evaluation form for Evaluation of Intern for Profession Wide Competencies for trainees which is available on each intern's desktop. At the two formal evaluation periods during the year (Mid-year and End of Year), there is an evaluation meeting where all supervisors and seminar leaders discuss with the CoT their assessment of each intern's progress. The supervisors and the CoT 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. In addition to scheduled review and feedback sessions, informal ongoing feedback is 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 an *Informed Consent for Self-Disclosure* form which reviews these expectations and discuss this with their assigned primary supervisor and the Coordinator of Training at the beginning of the internship year.

Interns are informed at orientation about formal evaluation meetings in early February and in mid-July. Other evaluation meetings may be scheduled as needed. Supervisors indicate that they will be providing the intern with feedback during formal meetings about their overall performance and progress throughout internship. All supervisors complete a written evaluation of the intern they supervise during their 6-month assignments based on the profession wide competencies set by APA along with other areas of clinical and professional development. The second round of evaluations occur toward the end of the training year (mid-July). Interns have the opportunity at the end of the Fall Semester to request a change of supervisor for the second half of their internship year in order to experience more supervisory styles and theoretical orientations. Supervision reassignments begin in February after mid-year evaluations are completed.

Successful evaluation is defined by intern performance meeting the Minimum Level of Achievement (MLA) on each APA Profession Wide Competency (PWC) by all evaluators. MLA at the mid-year point is denoted as being a rating of 3 or higher on *each* PWC assessment subitem and a mean rating of 4.0 or higher on the overall

average of subitems for each PWC. MLA at the end of the year is denoted as being a rating of 4 or higher on *each* PWC assessment subitem and a mean rating of 4.0 or higher on the overall average of subitems for each PWC.

Review of intern progress is typically complete once the CoT receives the evaluation summaries from all appropriate supervisors.

The CoT keeps each intern's home institution informed of the intern's training experiences and progress over the course of the internship year. Summary letters are written by the CoT and are sent at mid-year and at the year's end to the academic training director at each intern's home institution. At this time, the CoT 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.

At the midpoint and end of the year, interns also complete an *Evaluation of Internship* form that solicits their overall feedback regarding the various seminars and supervision as well as other training experiences. Each intern meets with the CoT at the end of the year to process training strengths and growing edges. A final report of the intern's progress is then sent to their home institutions.

VII. Summary of Individual Supervisor Responsibilities

- A. Individual supervisors meet with their intern supervisees 1 hour each week for supervision. Interns have a primary supervisor who is a full-time psychologist on staff. They also have a secondary supervisor who can be a full-time staff psychologist or can also be chosen from the pool of part-time psychologists. The total of individual supervision hours from the primary and secondary supervisors is 2 per week.
- B. Supervisors and the CoT share with the intern the responsibility for the intern meeting the goals and standards of the internship.
- C. Supervisors and the CoT 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 assist interns in appointment of long-term clients (1-2 max) when appropriate.
- D. Supervisors assist the intern in identifying appropriate client assignment recommendations for the center Director and Associate Director of Clinical Services to consider when reviewing recommendations for post-initial consultation/initial assessment/triage clients.

- E. The intern has the responsibility for keeping weekly progress notes regarding the clients seen. 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 and CoT monitor the intern's progress in meeting internship requirements (e.g. outreach activities) and assist (if needed) in their planning and execution.
- 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 staff.
- H. Both supervisors prepare written evaluations of the intern's progress twice during the year which are submitted to the Coordinator of Training. The evaluation forms are reviewed with the intern and compared to the intern self-evaluation form for growth and progress toward intern's self-assessed goals. They are then signed by both the supervisor and the intern and added to intern file. The intern may add written comments, if desired. Forms are submitted to the Coordinator of Training and filed by the Project Manager.
- 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.

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** (24 scheduled contact hours per week, consisting of walk-in/triage, individual, couples, and group therapy.) Other service time includes case notes, campus outreach, and committee work.
- B. Forty (40) hours per week have been assigned to the office (including lunches) and 4 hours per week have been assigned to research/dissertation, in-reach project, and other professional activity (total 44 hours).

- C. Case load was balanced to include a mixture of short-term and long-term clients from a variety of racial/ethnic, sexual, and gender identity backgrounds. Interns may see 1-2 long-term clients (i.e. longer than 3 months).
- D. A minimum of 5 outreach programs were conducted each semester and evaluations of outreach were collected by the intern and turned in to the Coordinator of Training.
- E. Intern provided walk-in initial consultation coverage for the Center up to eight hours per week.
- F. 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.
- G. Maintained regular and prompt attendance and participation in seminars (hours per week will vary given the different offerings per semester).
- J. Maintained regular and prompt attendance and participation in scheduled staff meetings as requested.
- K. 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).
- L. 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).
- M. Competency based evaluations (both individual and seminar) indicated that the intern's performance was commensurate with that expected of internship level training.
- N. Provide the Coordinator of Training with the following forms:
 - 1. Informed Consent Form Regarding Trainees Self-Disclosure
 - 2. Self-Assessment Report
 - 3. Goal statement for internship and supervision (Included in Self-Assessment Report)
 - 4. Mid-year and Final Intern Log
 - 5. Seminar Evaluations
 - 6. Supervisor Evaluation Forms at Mid-year and End of Year
 - 7. 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 Coordinator 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), sick leave, and vacation leave. Intern must complete their time sheet in the University’s One USG system and submit approval for leave through the system. Time sheets and leave requests should be completed ahead of time (except for sick leave) in order to ensure that the information is received by the CoT 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.

B. Steps to follow in taking leave time:

1. Submit request for leave time to the CoT. CC the Associate Director of Clinical Services.
2. Obtain CoT approval.
3. Complete time sheet on the One USG system (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. Sick Leave:

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 CoT to inform her of the illness.
3. When you return to work, complete the “sick leave” request of the time sheet on the One USG portal.

D. Professional Leave:

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

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 Minimum Level of Achievement (MLA) in Profession Wide Competencies (PWC). **If the intern fails to meet the MLA 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 intern's Academic institution and department is notified of any problems as soon as they are evaluated. The CoT 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 CoT will communicate with the intern and their home institution 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 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 the supervisor is the person with whom there is a conflict. In that case, the matter is brought to the Coordinator of Training who will intervene as appropriate.
3. If the supervisor is unable to intervene successfully, the intern and supervisor bring the matter to the Coordinator of Training.
4. If the Coordinator of Training is unable to intervene successfully, the matter

will bring the matter to the Director of the Counseling Center.

5. If the conflict is with the Director, consultation with another APA internship training director may be sought to help resolve the conflict.
6. If all 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 CoT, 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 of the intern that describes the intern's performance during the evaluation period and whether they meet the MLAs of the APA PWCs. The Coordinator of Training will add administrative feedback with regard to the intern's attendance, punctuality, professionalism, and other related issues.

2. The CoT 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.

- 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 levels of achievement. 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 documented in the intern's file. A copy will be provided to intern. 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 CoT and included in the intern's file.

4. Interns are expected to rate their overall experience of the internship at mid-year and end of the year on the *Evaluation of Internship Form*. 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) inability and/or unwillingness to acquire and integrate professional standards and ethics into one's professional behavior;
 - 2) inability to acquire professional skills in order to reach an acceptable level of competency and/or an inability to control personal stress;
 - 3) 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. Usage of sick leave in excess of what is earned per USG benefits stipulated (1hr per month) is considered interfering with clinical service delivery and may jeopardize successful completion of internship. In the case of a verified disability, such interference must manifest after reasonable accommodations have been made by the training site to accommodate the disability.
- b. Criteria which link this definition of impairment to particular professional behaviors are incorporated into the competency-based evaluation forms which are completed by supervisors 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) intern repeatedly and chronically does not acknowledge, understand, or address the problem when it is identified;
- 2) problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;
- 3) 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) problem manifests in more than one area of professional functioning;
- 5) a disproportionate amount of attention by training personnel is required;
- 6) trainee's behavior does not change as a function of feedback, remediation efforts, and/or time;
- 7) intern is unable/unwilling to carry expected program responsibilities;
- 8) 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) 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 Coordinator of Training will notify the intern's doctoral institution of the problems and the

actions being taken by the Training Committee. A copy of any report or letter sent to the home institution on behalf of the training program will be placed in the intern's permanent file.

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 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 their 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 they 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;
- 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 they 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 supporting 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 CoT 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.
 - 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 CoT, 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,
 - (4) the procedures designed to ascertain whether the problem has been appropriately rectified, or
 - (5) take no further action

- 4) The CoT 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 below section **4.b.1** 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 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 disagrees with an evaluation.

b. 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 the above, they must, *within 10 days of receipt of the Training Committee's decision*, inform the CoT, in writing, of such challenge.

- a) The CoT, the Director, and one staff member selected by the intern (Review Panel) 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 their 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, their home institution 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 below.

2) *Continuation of Inadequate or Substandard Evaluation.* If the Training Committee determines that there has not been enough 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 Counseling

Services that the intern will not successfully complete the internship, and/or

(4) communication which informs the intern that the Training Committee is recommending to the Director of Counseling 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 XII 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 www.gsu.edu/images/HR/GrievanceProcedure.pdf). (Utilizing the internal procedures does not preclude the staff member from using the university procedures after the internal decision is made.)

- a) The CoT 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 CoT and other two members determine that the alleged behavior in the complaint, if proven, would not constitute a serious violation the CoT 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 CoT and the other two

Training Committee members that there is a probable cause for deliberation by the Review Panel, the CoT 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 CoT 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 CoT, 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 CoT 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 Counseling Services. Decisions by the Review Panel shall be made by majority vote.
 - f) Within 5 days of receipt of the recommendation, the Director of Counseling 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, they can file a formal grievance using the university procedures in www.gsu.edu/images/HR/GrievanceProcedure.pdf.
- 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 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, they 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* – Coordinator of Training
 - (3) *next level supervisor* – Director of Counseling Services
 - (4) *next level supervisor* – Associate Vice-President of Student Health and Wellness

XII. University Formal Grievance Procedures

- A. For updated information on university level grievance definitions, policies, procedure and appeals, please reference Human Resources website at:
(www.gsu.edu/images/HR/GrievanceProcedure.pdf)

XIII. 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 Center) to *four per week*. If interns choose to provide therapy outside of the center, Georgia State University is not liable, nor will any Counseling 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 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 employees of the Board of Regents (BoR), must obtain Director of Counseling Service’s approval before working outside the Counseling 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.