

INTERNSHIP TRAINING MANUAL

DOCTORAL INTERNSHIP PROGRAM IN HEALTH SERVICE PSYCHOLOGY

Counseling and Psychological Services
Stony Brook University

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TABLE OF CONTENTS

Overview	3
Internship Appointment	3
Program Rights and Responsibilities	4
Program Rights	4
Program Responsibilities	5
Intern Rights and Responsibilities	5
Intern Rights	5
Intern Responsibilities	6
Evaluation Objectives and Procedures	7
Intern Evaluations	7
Program Evaluations	8
Release of Information for Publications/Electronic Material	9
COVID-19 and Training	
Telesupervision Policy	9
Maintenance of Records	10
CAPSTONE	11
Due Process and Grievance Procedures	12
Identification and Management of Behaviors of Concern	12
Definition of Problematic Behavior	12
Remediation and Sanction Alternatives	12
Due Process: General Guidelines	17
Procedures for an Intern Appeal	18
Grievance Procedures	19
Ad Hoc Advisory Committee Process	21
Other Areas of Formal Review	21
Internship Departing Details	22

OVERVIEW

Counseling and Psychological Services (CAPS) at Stony Brook University is committed to maintaining a psychology internship program that facilitates clinical training and professional development for doctoral psychology students working with a university population. The internship is structured to provide training and clinical experience in intake evaluations and diagnosis, individual brief and long-term therapy, group therapy, on-call and crisis management, risk assessment, and supervision of practicum trainees. Additionally, interns have the opportunity to specialize their training by electing to participate in an apprenticeship activities.

INTERNSHIP APPOINTMENT

Four psychology internship positions with the New York State employee title of Counselor, Staff Level 3 are available annually. The internship appointment is for twelve (12) months, for approximately 40 hours per week, with a start date in early to mid August. Interns are paid a (2025-2026) total salary of \$44,000 (which includes location pay), with university professional UUP staff benefits (health insurance for individuals, dependents, and domestic partners, prescription, dental, and vision plans, parking, gym and library privileges). Time off is as follows:

- Twelve (12) legal holidays
- Twelve (12) sick days
- Twelve (12) days annual leave
- Five (5) professional days

Vacation leave approval will be based on satisfactory progress toward accrual of direct clinical service hours required to complete internship (minimum 500). Interns are required to submit requests in writing for time off two weeks in advance. Interns are required to supply administration with a record of all time taken off. In unforeseen events, such as blizzards or other severe weather making travel hazardous, it is left to the discretion of the Executive Director and Training Director (TD) whether or not to excuse interns from attending work; in such cases, interns must still record those days as days absent and charge vacation time. The TD will contact you, or you may contact the TD, in the event of severe weather.

Administrative assistance is provided by CAPS support staff to help with office procedures, clinical records and payroll time sheets.

PROGRAM RIGHTS & RESPONSIBILITIES

Program Rights

CAPS has the right to expect interns to conduct themselves in a manner that is in accordance with the ethical and professional guidelines of the American Psychological Association.¹ Specifically, **CAPS has the right to expect interns to:**

1. Read, understand and (if necessary) seek clarification of this statement of rights and responsibilities;
2. Function within the principles set forth by the laws and regulations of the state of New York;
3. Behave in a manner that promotes professionalism and is in accordance with the standards and expectations of CAPS at Stony Brook University;
4. Maintain professionalism in receiving appropriate feedback from supervisors, professional staff, and agency personnel;
5. Provide professionally appropriate feedback regarding the training program and/or CAPS experience;
6. Participate actively in the training, service and overall activities of CAPS;
7. Exhibit professionally appropriate conduct at all times, including if Due Process is initiated; and,
8. Meet training expectations of basic competencies in the areas of assessment and diagnosis, individual and group psychotherapy, beginning skills in supervision, crisis interventions and risk assessments, ethical and professional behavior, issues of diversity, reflective practice, utilization of research-based interventions, and working as part of an interdisciplinary team.

¹ CAPS has the right to expect interns to have accurately represented themselves personally and professionally within their APPIC applications and prior to their arrival at CAPS. Misrepresentation is deemed a violation of standards of the profession that warrants immediate dismissal from internship. Should behavior of an intern meet standards enumerated in A-D under “Other Areas of Formal Review,” p. 18 below, the internship program reserves the right to advance to immediate dismissal of intern.

Program Responsibilities

CAPS is responsible for providing developmentally appropriate training opportunities to interns that are aimed at advancing interns' knowledge and skills in a manner that is sequential, cumulative and graded in complexity. CAPS internship is responsible to provide the structural support in the service of developing interns' professional advancement. CAPS staff members have a responsibility to conduct themselves in a manner that is in accordance with ethical and professional guidelines, including guidelines set forth by the American Psychological Association² and the laws and regulations of the state of New York. As well, **CAPS has the responsibility to:**

1. Provide a clear statement of general rights and responsibilities at the outset of the internship, contained herein;
2. Treat interns with professional respect and with recognition of the professional background each intern brings to the internship process;
3. Provide training opportunities that are appropriate to an intern level of training and that are sequential, cumulative, and graded in complexity (including attention to the gradual increase in the number of clients each intern is seeing, as well as the diversity of the caseload and the opportunity for interns to observe intakes/on-call situations prior to conducting risk assessments) and which allow interns to develop basic competencies in the areas of assessment and diagnosis, individual and group psychotherapy, beginning skills in supervision, crisis interventions and risk assessments, ethical and professional behavior, issues of diversity, reflective practice, utilization of research-based interventions, and working as part of an interdisciplinary team.
4. Provide supportive opportunities that foster professional development (including a two-week orientation process when interns arrive; the provision of one hour per week for interns to have the option to meet informally as a group);
5. Provide supervision (a minimum of 2 of which are individual supervision provided by licensed psychologists);
6. Provide ongoing and timely evaluation that is specific, respectful and relevant;
7. Invite ongoing feedback about and evaluation of the training program and/or any supervising staff therein, and receive such feedback anonymously;
8. Offer options for resolving conflicts, including informal resolution procedures and Due Process/Grievance procedures (contained herein); and,
9. Respect the personal property and privacy of the interns.

² Staff members who practice in related fields are expected to maintain professional behavior in accordance with their professional membership organizations (e.g., National Association of Social Workers Code of Ethics, ethical guidelines of the American Psychiatric Association, etc.).

INTERN RIGHTS AND RESPONSIBILITIES

Intern Rights

CAPS interns are accorded with certain rights, including the expectation of a meaningful and developmentally appropriate training experience in the context of a professional training environment. Interns have the right to be trained by professionals who behavior in accordance with ethical and professional guidelines. **Interns have the right to:**

1. Receive a clear statement of general rights and responsibilities at the outset of the internship contained herein;
2. Be treated with professional respect and with recognition of the professional background each intern brings to the internship process
3. Receive training at internship level in basic competencies pertaining to the areas of assessment and diagnosis, individual and group psychotherapy, beginning skills in the areas of assessment and diagnosis, individual and group psychotherapy, beginning skills in supervision, crisis interventions and risk assessments, ethical and professional behavior, issues of diversity, reflective practice, and working as part of an interdisciplinary team.
4. Receive ongoing evaluation that is specific, respectful and relevant;
5. Offer ongoing feedback about and evaluation of the training program and/or any supervising staff therein, and the right to submit such feedback anonymously;
6. Initiate an informal resolution of problems that might arise during training (i.e., regarding supervision, case assignments, professional consideration) through a request to the individual concerned and/or to the internship Training Director (TD);
7. Receive Due Process and/or appeal to the Director of CAPS, to manage and assess problems if informal resolution has failed (either with a supervisor, staff or TD), or to determine when rights have been infringed upon;,
8. Respect for one's personal property and privacy.

Intern Responsibilities

CAPS interns are responsible to conduct themselves in a manner that is in accordance with APA ethical and professional guidelines. **Specifically, interns are expected to:**

1. Read, understand and (if necessary) seek clarification of this statement of rights and responsibilities. It is assumed that these responsibilities will be exercised and their implementation is viewed as a function of competence;
2. Behave within the principles set forth by the laws and regulations of the state of New York;
3. Be open to professionally appropriate feedback from supervisors, professional staff, and agency personnel;
4. Behave in a manner that promotes professionalism and is in accordance with the standards and expectations of CAPS at Stony Brook University;

5. Provide professionally appropriate feedback regarding the training program and/or CAPS experience;
6. Participate actively in the training, service and overall activities of CAPS;
7. Exhibit professionally appropriate conduct at all times, including if Due Process is initiated
8. Meet training expectations by developing basic competencies in the areas of assessment and diagnosis, individual and group psychotherapy, beginning skills in supervision, crisis interventions and risk assessments, ethical and professional behavior, issues of diversity, reflective practice, program evaluation, and working as part of an interdisciplinary team.
9. Maintain awareness of documents required from one's academic department and inform TD in a timely fashion.

EVALUATION OBJECTIVES AND PROCEDURES

Intern Evaluations

The training staff of the CAPS psychology internship program is committed to providing ongoing evaluation of the intern's performance for the purpose of facilitating change and growth. Systematic feedback, which provides the intern with information regarding his/her progress, occurs through one informal evaluation in October and two scheduled formal evaluations in January and July. Self-evaluation is encouraged as it is considered to be essential to the development of a competent and professional psychologist.

Prior to the beginning of the internship year, interns complete self-assessments of their knowledge, skills and attitudes regarding the following areas:

- Intake and diagnosis
- Initial consultations, risk assessment, and crisis intervention
- Providing individual psychotherapy
- Providing group psychotherapy/workshops
- Providing brief interventions/consultation
- Cultural Competence
- Providing supervision
- Working with psychiatry
- Additional areas in intern's area of interest (Apprenticeships)

In these self-assessments, interns describe what they believe their competencies to be at this phase of their professional development. During orientation, interns have an opportunity to discuss their goals and objectives for their internship year with the TD. Self-assessments and internship goals are shared with the training staff so that careful attention may be paid in supervision and seminars to strengths that each intern brings as well as to learning edges in experience and individual goals for the internship year.

Interns are formally evaluated in October ("Interim Evaluation"), January ("Midyear Evaluation") and July ("Final Evaluation") with evaluation materials that were developed

in an effort to link the evaluation process to program goals and objectives in a clear and quantifiable manner, as required by the American Psychological Association's Commission on Accreditation. Samples of CAPS' evaluation forms will be provided during the orientation period. The interim evaluation (October) is in narrative format; formal evaluations (in January and July) are based on competencies as outlined in the Standards of Accreditation by the American Psychological Association. Quantitative ratings are indicated on evaluations, with a scale that is based on expected level of achievement for level of training. Areas of focus which emerge are worked on throughout the internship year. Interns are not expected to achieve the highest scores on these forms, particularly on the Midyear Evaluations. However, it should be noted that interns are expected to receive a minimum of a "5" average on Midyear Evaluations and a minimum of a "6.5" average on Final Evaluations, with no scores at 5 or below on any individual competency on the Final Evaluation for the successful completion of internship.

The TD will initiate communication with the DCT in the intern's academic program regarding any concerns about intern performance. Copies of Midyear and Final Evaluations are sent to the DCT in the intern's academic program after they have been completed (reviewed and signed by both the intern and the supervisor).

Feedback and discussion during supervision is continuous so that if goals are not being met, feedback is given to an intern prior to Midyear or Final evaluations, enabling the intern to focus their energy on the identified areas. Should the intern require additional support and/or resources to achieve competency thresholds, Due Process procedures may be activated. The initiation of these steps is for the express purpose of providing that additional support.

Program Evaluations

Evaluation procedures are reciprocal, though we recognize inherent power differentials in supervisory relations such that evaluations are not symmetrical. Interns are asked to provide candid feedback to their supervisors in an ongoing fashion, or to speak with the TD about those programmatic and/or supervisory issues not easily discussed with supervisors. Interns are invited to complete anonymous feedback about the internship program in January ("Midyear") and July ("Final") and one year post-completion. These anonymous evaluations are reviewed by training staff.

RELEASE OF INFORMATION FOR PUBLICATIONS/ELECTRONIC MATERIAL

We solicit written permission from trainees for inclusion of biographical details on our CAPS website in descriptions of the training program and CAPS services. With your permission, we will include your name, graduate program and university, your first post-internship employment position, and a brief biographical statement of your choosing.

We seek additional authorization for the use of photographs (either individual or group) on the website. As a trainee, you are under no obligation to grant permission to have the above information be included in such materials. Any decision that you make with regard to inclusion or exclusion of name, information or photographs will have no effect on your successful completion of the training experience and will have no bearing upon your evaluations during the training experience.

TELESUPERVISION POLICY

Telesupervision was adopted and offered as an alternative to in-person supervision beginning in March 2020 as a result of the national state of emergency due to the COVID-19 pandemic.

Telesupervision is defined by APA CoA as supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical location as the trainee. In-person supervision is defined by APA CoA as supervision of psychological services where the supervisor is physically in the same room as the trainee.

The aims and anticipated training outcomes for telesupervision parallel those of in-person supervision. As with in-person supervision, interns are expected to participate fully in the supervision hour with clinical case discussion, review of clinical documentation, review of audio/video recordings, reflections on countertransference, and open and non-defensive stance toward supervisory feedback.

The internship program adheres to the telesupervision requirements issued by the APA Commission on Accreditation (APA CoA) through its *Standards of Accreditation for Health Service Psychology* [Standard II.C.3.] and corresponding Implementing Regulation [C-15 I.], and is currently following the CoA's most recent guidance (updated December 1, 2021) allowing for flexibility in the use of telesupervision (e.g., exceeding 50% of supervision, for supervision of initial training experiences).

Telesupervision is to be conducted using Stony Brook University's HIPAA-compliant Microsoft Teams software.

Regardless of whether the supervision occurs via telesupervision or in-person, the Primary and Secondary Supervisors for the intern (a doctoral-level psychologist who has been licensed in NY state for a minimum of two years) maintain overall responsibility for all supervision.

MAINTENANCE OF RECORDS

Consistent with requirements for APA-accredited internship, CAPS will maintain the following documents indefinitely: copies of Evaluations, Certificate of Completion, and Summary of Training Experiences (including seminar schedule and breakdown of individual and group supervision provided).

Additionally, the following items are maintained in an intern's file:

- AAPI
- Intern Acceptance Letter
- Intern Self-Assessments
- Performance Program
- Clinical Services Manual Signature Page
- Training Manual Signature Page
- Consent for Inclusion of Info on the Website
- Internship Departing Details
- Resignation Letter
- Letter of Completion

END OF YEAR CAPSTONE

Interns present CAPStones at the end of internship year, typically in late June. CAPStones last from 45 minutes to one hour and can be a combination of presentation and discussion.

A CAPStone is an opportunity for an intern to have space to do an end of year presentation to staff and trainees that illustrates one or more of the following:

- Professional growth in the past year;
- Professional knowledge/area of expertise that you'd like to share (e.g., your dissertation research) and how it connects or relates to the setting at CAPS;
- An area of special interest/specialization that has developed in the past year (e.g., an apprenticeship experience);
- Illustrations of clinical work as it relates to professional growth/perspectives.

Some examples of previous CAPStones include:

- A talk about the intern's experience of leading Mindfulness Meditation groups;
- A discussion of the CARE team process and Mandated Assessments;
- A clinical case study with emphasis on countertransferential material;
- A discussion of cultural factors in psychotherapy with illustrative examples and countertransferential reflections;
- A summary of feedback from Focus Groups for Black/African-American students;
- A discussion of the role of peer-led support;
- A talk about a personal and professional journey;

Although the CAPStone is not formally evaluated, we consider it akin to a professional presentation. We encourage interns to take the preparation seriously but not to be too serious! Intern CAPStones are opportunities for interns and staff to engage with interns in a structured way at the culmination of the intern training year.

PSYCHOLOGY INTERNSHIP
COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
STONY BROOK UNIVERSITY:
DUE PROCESS AND GRIEVANCE PROCEDURES

IDENTIFICATION AND MANAGEMENT OF BEHAVIORS OF CONCERN

If a CAPS training staff member becomes concerned about an intern's professional development or behavior during the internship, he/she will direct this information to both the Primary Supervisor (PS) and the Training Director (TD). If discussion(s) of the concern with the intern is sufficient and corrective actions can be agreed upon, those actions are sufficient. If, upon further discussion with the intern, it is decided that additional feedback or action is warranted, a meeting with the intern, the PS and the TD will be arranged. Agreement with the intern on corrective alternatives might include further training in a specific area, referral to outside resources, an agreement regarding renewed focus by supervising staff on remediation of a specific behavior, or other specified training activities. If the identified behavior continues, it is then defined as "problematic behavior" and due process procedures are followed in accordance with the steps outlined below. If, however, the problematic behavior identified is so egregious that inquiry into immediate suspension or dismissal is warranted, due process will begin at these steps as described in this document.

DEFINITION OF PROBLEMATIC BEHAVIOR

Problematic behavior is defined as interference in professional functioning in one or more of the following areas: The intern is unable and/or unwilling to:

1. Meet professional standards in his/her professional behavior;
2. Demonstrate professional skills at an acceptable level of competency;
3. Manage behaviors that are observed to directly affect professional conduct.

Problematic "behaviors" discussed herein may refer to specific behaviors, as well as to attitudes; they may reflect conflict or skill deficit, or may be a reflection of characteristics integral to the intern's character presentation. There is a distinction drawn between an intern whose behavior is "of concern" and an intern who is exhibiting "problematic behavior." Although trainees may exhibit behaviors or attitudes that are of concern (e.g., issues with timeliness of paperwork, scheduling, attendance to nonclinical professional activities), these behaviors are not unexpected for professionals in training. The PS/TD's judgment that a specified behavior has become "problematic" rather than "of concern" is the final determination.

Problematic behaviors typically become identified when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is

- identified;
- 2. The problem is not merely a reflection of a skill deficit which could be rectified by academic or didactic training or supervision;
- 3. The quality of services delivered by the intern is negatively affected to the point of detriment to the client, CAPS, and/or the university;
- 4. The problem is not restricted to one area of professional functioning;
- 5. The identified aspect of professional functioning is linked to a clear pattern and not based on an isolated incident;
- 6. A disproportionate amount of attention to address the behavior is required from training personnel;
- 7. The trainee's behavior does not change as a function of feedback or time;
- 8. Multiple and similar observations are made by more than one supervisor/staff member.

REMEDIATION AND SANCTION ALTERNATIVES

It is important to have meaningful ways to address problematic behavior when it arises. In implementing remediation or sanction alternatives, staff will take care to balance the needs of the intern, the clients involved, the members of the intern cohort, the training staff, and others affected by the behavior(s). These remediation or sanction alternatives include the following. Please note that the remediation and sanction alternatives may be enacted nonsequentially, depending upon the severity of the problematic behavior exhibited:

1. Verbal Warning. The PS and TD will communicate an observation of problematic behavior(s) to the intern and discuss what is required for rectification. No record of this action is kept.
2. Written Acknowledgement to the intern formally acknowledges that the:
 - a) TD is aware of and concerned about the problematic behavior;
 - b) TD's concern has been brought to the attention of the intern;
 - c) TD and supervisors will work with the intern to rectify the problematic behavior;
 - d) behaviors are not significant enough to warrant more serious action at this time.

The written acknowledgement will be communicated to the intern's academic program and kept in the intern's file. The written acknowledgment will be removed from the intern's file when the intern demonstrates competent response to the concerns and successfully completes the internship. However, should the identified problematic behavior(s) continue, action of a written acknowledgement may be followed by any one or several of the consequences below.

3. Written Warning to the intern indicates that inappropriate action(s) or behavior(s) must desist. This letter will contain:
 - a) a description of the problematic behavior(s);

- b) actions to be taken by the intern to correct the problematic behavior(s);
- c. the time line (to be defined in context) for correcting the problematic behavior(s);
- d) the actions that will be taken if the problem is not corrected;
- e) notification that the intern has the right to request a review of this action within ten (10) days. (Note that request for a review is different from an intern appeal; see below, “Procedures for an Intern Appeal”).

A copy of the written warning will be kept in the intern’s file and a copy will be sent to the intern’s academic program. The TD, in consultation with the intern’s PS and the CAPS Director, may give consideration to removing this letter at the completion of the internship. If the letter is to remain in the file, documentation should be included that contains the position statements of the parties involved.

4. Schedule Modification is a time-limited, remediation-oriented, closely supervised period of training designed to rectify the problematic behavior. Several possible and potentially concurrent courses of action to remediate identified problems include but are not limited to:

- a) increased supervision;
- b) change in format, emphasis and/or focus of supervision and training;
- c) recommendation of personal psychotherapy/psychiatric treatment for psychological difficulties;
- d) reduction of the intern’s duties;
- e) addition of special academic coursework or other activity.

The length of a schedule modification period will be determined by the TD in consultation with the intern’s PS and the CAPS Director. If the schedule modification assists the student in correcting the problematic behavior(s), as determined by the TD in consultation with the intern’s PS and the CAPS Director, then the intern may resume working with his/her original schedule.

5. Probation (with pay) is also a time-limited, remediation-oriented, more closely supervised period of training. Its purpose is to assess the ability of the intern to complete the internship and return to a fully functioning level, and is initiated by issuance of a written notice of “Probation.” This notice defines a process by which the Training Committee (to be identified at the beginning of each internship year by the TD), relevant staff (supervisors, seminar leaders and others as the situation requires) and the TD, actively and systematically monitor, for a specified length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior(s). The probation is a written statement to an intern and to the intern’s academic institution and includes the:

- a) fact of probationary status;
- b) specific factors associated with the problematic behavior(s), if applicable;
- c) specific recommendations for rectifying the problematic behavior(s);
- d) time frame for the probation during which adequate progress toward ameliorating the problem should be made and documented (to be determined);

- e) procedures designed to ascertain whether the problem has been appropriately ameliorated.

At this point, the intern has an opportunity to respond to the Internship Program's concerns and to appeal the action (see below, "Procedures for an Intern Appeal"). If, after the previously specified period of time, the TD determines that there has not been sufficient improvement in the intern's behavior to remove the probation and/or modified schedule, then the TD will discuss with the PS and the CAPS Director possible courses of action to be taken. The TD will communicate, in writing, to the intern that the conditions for revoking the probation have not been met. This notice will include the course of action the TD has decided to implement, which may include continuation of the remediation efforts for a specified time period or implementation of an alternative. Additionally, the TD will communicate to the CAPS Director and to the intern's academic program that if the intern's behavior does not change, the intern will not successfully complete the internship.

6. Temporary Suspension (with pay). The Training Committee may decide to issue a "Temporary Suspension." If an intern is charged with violating the APA Code of Ethics, he or she may be temporarily suspended from engaging in any or all clinical services. Such suspensions can come from the TD or the CAPS Director. All temporary suspensions become effective immediately upon notifying the intern of the suspension (in writing and orally). The intern is given a written notification (including reasons) for the suspension within one work day. A date will be set for a special review meeting at which time the TD will review the special conditions imposed and progress made toward ameliorating the problematic behavior. With a temporary suspension:

- a) The TD will meet with the intern to review the temporary suspension status and conditions. The intern may choose to accept the status and conditions or may choose to appeal the action. The procedures for appeal are described in the next section of this document.
- b) The TD will inform the intern's academic program, indicating the rationale for the Training Committee's decision, and the action taken by the Training Committee. Feedback and suggestions from the Training Director of the intern's academic program will be sought. The intern will receive a copy of the letter sent to the academic program. Another copy of the letter will be placed in the intern's permanent file, maintained at the CAPS.
- c) The status of a probation or temporary suspension rating will be reviewed no later than the limits identified in the probation or temporary suspension statement, usually within four to six weeks.

If the issue is resolved, no further action will be taken and the temporary suspension status will be removed (although the letter will remain in the intern's file); the intern's academic program will be notified of removal of temporary suspension status. If however the Training Committee determines that there has not been sufficient improvement in the intern's behavior, the Training Committee will communicate, in writing, to the intern, that the conditions for revoking the temporary suspension have not

been met. The Committee may then adopt any one of the following methods or take any other appropriate action:

- a) It may issue a continuation of the temporary suspension for a specified period of time, with subsequent re-evaluation by training staff;
- b) It may issue an administrative leave, or
- c) It will invoke a dismissal from the internship site.

At this stage, Human Resources will be consulted to confirm actions are in accordance with University and Union policy and procedure.

7. Administrative Leave (with pay). Prior to consideration of Administrative Leave, the TD and Director will consult with Human Resources to ensure conformation with New York State and University regulations. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges of the setting. In an administrative leave, the intern is not allowed to continue to engage in specific professional activities until there is evidence that adequate amelioration of the problem behavior has occurred. The intern's academic program will be informed of the action. A copy of a letter outlining the administrative leave will be kept in the intern's file and will be sent to the intern's academic program. The TD will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits. Administrative leave will be invoked only in cases of severe violations of the APA Code of Ethics, when imminent physical or psychological harm to the client is a major factor, or when the intern's problematic behavior is of sufficient significance to warrant consideration of leave.

8. Dismissal from the Internship involves the permanent withdrawal of all agency responsibility and privileges. When specific interventions do not, after a reasonable time period, rectify the problematic behavior, the TD will discuss with the CAPS Director the possibility of termination from the internship program. As with administrative leave, dismissal would be invoked only in cases of severe violations of the APA Code of Ethics, when imminent physical or psychological harm to the client is a major factor, or when the intern is unable to complete the internship due to the significant problematic behavior under review. The internship program reserves the right to immediately advance to the Due Process step of dismissal should the intern present severe violation or imminent risk factors described in the sentence above. When an intern has been dismissed, the TD will communicate to the intern's academic department that the intern has not successfully completed the internship.

Following a remediation process, it is possible that the internship program will respond to the intern by giving the intern a limited endorsement, specifying those settings in which it is probable that the intern could function adequately and/or recommending and assisting the intern in implementing a career shift. All of the above steps need to be adequately and appropriately documented in ways that are consistent with the due process procedures (see description below).

PROCEDURES FOR RESPONDING TO PERFORMANCE PROBLEMS EXHIBITED BY AN INTERN

Training staff complete midyear (January) and end-of-year (July) comprehensive Developmental Process/Competency Assessment Forms of each intern's work. Any unacceptable ratings are discussed during Supervisor's Meetings. If the intern receives an unacceptable rating from any of the evaluation sources, or if a staff member has concerns about an intern's behavior at any point in the internship (e.g., ethical or legal violations, concerns regarding competence), the following procedures will be initiated:

- 1) The staff member will consult with the TD to determine if there is reason to proceed with remediation or whether continued individual supervision (with specific recommendations) is sufficient to remedy the situation.
- 2) If the staff member who brings the concern to the TD is not the intern's Primary Supervisor (PS), the TD will discuss the concern with the intern's PS.
- 3) If, after discussion between the TD, PS, and other supervisors as applicable, it is decided that individual supervision is considered sufficient, the intern is informed of the difficulty by the TD and special attention is focused on the area of concern until either the next evaluation period or another time to be determined by parties involved, depending on the difficulty identified. If the behavior of concern is considered to be "problematic behavior," the TD will call a special Training Review. The Review Group is comprised of the Internship Training Director, the CAPS Director, the CAPS Associate Director and the intern's supervisors. The Review group will meet to discuss the concerns and possible courses of action to be taken to address the issues.
- 4) Whenever a decision has been made about an intern's status within the agency, the TD will inform the intern in writing and will meet with the intern to review the decision. This meeting may include the intern's PS.
- 5) If the intern accepts the decision, any formal action taken by the training program may be communicated in writing to the intern's academic department. This notification indicates the nature of the concern and the alternatives implemented to address the concern. The intern may choose to challenge the action, and these procedures are presented below (see below, "Procedures for an Intern Appeal").

DUE PROCESS: GENERAL GUIDELINES

Due process is a written procedure that comes into use when an intern's behavior is problematic. Due process ensures that problems are addressed in a systematic manner and that decisions about interns are not arbitrary or personally based. All steps must be appropriately documented and implemented. General due process guidelines include:

1. During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. These expectations are discussed in both individual and group settings.
2. Providing the intern with information about procedures for evaluations, including

- when and how evaluations will be conducted.
3. Articulating the various procedures and actions involved in making decisions regarding behaviors of concern or problematic behaviors.
 4. Communicating with academic programs about difficulties with interns as they arise and, when necessary, seeking input from programs about how to address such difficulties.
 5. Instituting, when necessary, remediation and sanction alternatives for identified problems, including a time frame for identifying the problems.
 6. Providing a written procedure (“Notice”) to the intern that describes how the intern may hear the concern (“Hearing”) and respond to the program’s actions (“Appeal”). These procedures are included in the intern handbook, which is provided during orientation.
 7. Ensuring that the intern has sufficient time to respond to actions taken by the program (see Appeal Procedures below).
 8. Using input from multiple sources (e.g., forming a Review Committee) when making decisions or recommendations regarding an intern’s performance.
 9. Providing written documentation to all relevant parties regarding the actions taken by the program and the rationale for those actions.

PROCEDURES FOR AN INTERN APPEAL

An intern must have an opportunity to appeal the actions taken by the program in regards to identified problem behavior. The following are guidelines for an intern to respond to remediation-oriented actions, including timeline for responses:

1. An intern may, within ten (10) days of the communication of Probation, Temporary Suspension, Administrative Leave or Dismissal, submit a letter to the TD requesting an appeal. An appeal may be requested on the following grounds:
 - a) Denial of the described due process granted to the intern in any part of the evaluation procedure;
 - b) Denial of the opportunity to fairly present data to refute conclusions drawn in the evaluation.
2. Within five (5) working days of the receipt of the appeal request, the TD will convene an Appeals Committee consisting of two CAPS staff members selected by the TD and two CAPS staff members selected by the intern. The composition of the Committee should exclude the Director of the CAPS, the TD, the Primary Supervisor, the staff member in question, and other current interns.

The procedures invoked for a special fact-finding review by this committee are as follows:

- a) The intern and his or her supervisors and the staff member involved will be notified that a special review meeting will be held.
- b) The Appeals Committee may request the presence of or a written statement from individuals as it deems appropriate.
- c) The intern may submit to the Appeals Committee any written statements he or

she believes to be appropriate, may request a personal interview, and/or may request that the Committee interview other individuals who might have relevant information. The supervisor or staff member involved will also be afforded the same opportunity.

- d) Following the fact finding review, the Appeals Committee or its designated member will communicate the summary of their findings and any recommendations to the TD, within two (2) working days of the end of their deliberation.
3. Following the review by the Appeals Committee, the TD takes appropriate action. Such action is not limited to, but may take the form of any of the following:
 - a) Accept the supervisor's or staff member's report of problematic behavior(s) and recommend a program of remediation.
 - b) Request a new report to be written to include specific changes in the statement of problems or recommendations by the supervisor or staff member involved.
 - c) Request that the Appeals Committee re-write the evaluation, or request that the TD re-write the evaluation or add an addendum to the report of the supervisor or staff member.
 - d) Place the intern on probation for a specific time period, during which time changes in the intern's professional functioning according to an identified remediation program are to be implemented.
 - e) Recommend to the CAPS Director dismissal of the intern from the training program.
 - f) Accept (with possible revisions) recommendations by the Committee on behalf of the trainee, and adjust the intern's training program accordingly (e.g., by replacing supervisor, adjusting schedule to minimize contact with staff member, recommend remediation of staff member by his/her supervisor, etc.).
4. In the event that the TD is the supervisor or the staff member involved in the appeal, the review will go directly to the CAPS Director.
5. If an intern is dissatisfied with the decision of the TD, he/she may request a second and final review. This request must be submitted in writing within five (5) working days after the intern has been notified of the TD's decision. The CAPS Director will conduct the review.

GRIEVANCE PROCEDURES

In general, interns are encouraged to work actively to create training experiences that fit their needs and interests, and to work with the CAPS staff to ensure that their needs, as well as the Internship Program's needs, are met. Feedback (both positive and negative) to staff members/supervisor or the TD is welcome.

A grievance procedure is a process that is invoked when an intern has a complaint against the training program. To protect the needs and rights of all interns, a formal complaint

procedure has been developed for any situation not covered above and in cases where informal discussion is not sufficient to resolve conflict. Grievance procedures may be initiated when an intern encounters difficulties or problems during the training year and include when the intern:

1. Disagrees with a standard evaluation by a supervisor (not an evaluation where a problem behavior is described);
2. Has a complaint concerning a supervisor regarding a situation other than an evaluation (e.g., unavailability of a supervisor, inadequate supervision);
3. Has a complaint about workload issues, personality clashes, or other staff conflict;
4. Perceives harassment from a supervisor, staff member or other intern.

The following steps are followed to address a complaint:

1. The intern is here encouraged to speak directly with the staff member/supervisor involved for a resolution, depending on the problematic situation;
2. If the situation is not resolved, or if the intern prefers not to speak directly to the staff member/supervisor, the intern may discuss the complaint with the TD and possibly the PS (unless it is the PS with whom the problematic situation has arisen). The TD will then facilitate a meeting between the intern and the staff member/supervisor. In the event that the complaint is against the TD and could not be resolved in discussion with her, the intern may discuss the complaint with the CAPS Director, replacing the TD or appointing a designee for that role. In the event that the complaint concerns a support staff member, the PS and/or TD will consult with the CAPS Director, who may then facilitate a meeting between the intern and that staff member.
3. If the TD and/or Director cannot resolve the issue, the intern should file a formal complaint in writing, including all supporting documents, with the TD. If the intern is challenging a formal evaluation, the intern must do so within five (5) work days of receipt of the evaluation.
4. Within three (3) days of receiving a formal complaint from an intern, the TD must consult with the CAPS Director. At this point, an Ad Hoc Advisory Committee will be formed by the CAPS Director. This Committee will follow procedures outlined below (“Ad Hoc Advisory Committee Process”).

AD HOC ADVISORY COMMITTEE PROCESS

A committee will be convened by the CAPS Director to resolve a formal complaint. The Ad Hoc Advisory Committee will include the TD and/or the Primary Supervisor, the intern, the staff member/supervisor, a member selected by the TD, and an intern advocate selected by the intern. The CAPS Director may not be selected as member of the committee.

1. A hearing will be convened within five (5) work days, in which the challenge/complaint is heard and relevant material presented. Within three (3) work days of the completion of the review, the Ad Hoc Advisory Committee will submit a written report to the CAPS Director, including any recommendations for further action. Recommendations made by the Committee will be decided by

- majority vote.
2. Within three (3) work-days of the receipt of recommendations, the CAPS Director will either accept (skip to item 4 below) or reject them; rejection of the Committee's recommendations may only be due to an incomplete or inadequate evaluation of the dispute. With rejection, the CAPS Director refers the matter back to the Committee for further deliberation and revised recommendations.
 3. If referred back to the Committee, the Committee will report back to the CAPS Director within five (5) work-days of the receipt of the request for further deliberation. The CAPS Director then makes a final decision regarding what action is to be taken, within three (3) work-days of the receipt of this recommendation.
 4. The TD will inform the intern, staff members involved and, if necessary, members of the training staff and/or CAPS staff of the decision and any action taken or to be taken.
 5. If the intern wishes to dispute the CAPS Director's final decision, the intern has a right to contact the University Human Resources services or Employee and Labor Relations to discuss the situation.

OTHER AREAS OF FORMAL REVIEW

A formal review may be initiated at any time by an intern, by members of the professional CAPS staff, by other trainees, or by support staff. The following situations may call for filing of a grievance and activation of a formal review. When a staff member is charged, standard University procedures with the UUP or CSEA contracts are applied to the dispensation of the case. When an intern is charged, the review procedure described in this document is used first and University procedures are followed secondarily, as deemed necessary. The list below is suggestive but not all-inclusive of the types of situations that may arise (separate from the official evaluation procedures previously described):

- A. Violation of the APA Code of Ethical Principles of Psychologists and Specialty Guidelines for the Delivery of Services;
- B. Insubordinate behavior;
- C. Exploitative behavior;
- D. Violence.

In the case of perceived unlawful harassment (sexual/racial/other), the intern shall be referred to the University's Office of Diversity and Affirmative Action for assistance. See <http://ws.cc.stonybrook.edu/diversity/testsite/index.html>. In the case of actual or threatened workplace violence, the University Police should immediately be notified. Should the intern be noted for any violations stated in A-D, the internship program reserves the right to skip to advanced steps of remediation and sanction alternatives, as described in item #8 under Remediation and Sanction Alternatives, above.

INTERNSHIP DEPARTING DETAILS

(page to be submitted to TD on last day)

	Initial	
1.		Please ensure that all clinical documentation is complete and work with your supervisor regarding any arrangements about transfers/referrals for clients who need continued treatment.
2.		Please delete everything in your share drive and on your hard drive.
3.		Please be sure that your Closing Summary for each client contains information about what the patient was told about the termination, referral, reinitiating services at CAPS in the Fall, etc. Transfers to CAPS staff must be done in consultation with your supervisor.
4.		Please <u>don't</u> delete anything in Mediat within the date range of your time at CAPS . All clinical and schedule records in Mediat need to remain intact.
5.		Please share with/forward to Marissa your final tally of your documented <u>direct service</u> hours.
6.		Please take anything from your office that you brought to CAPS, and leave anything that was there when you arrived. We can work with you to arrange that things are returned to you and to retrieve items from you if needed.

Please forward your phone to the front desk and provide your phone and extension and password so that we may access it:

Phone extension:	Password:
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Please provide the following information:

Name:			
Address:			
Cell #:		Email:	
Name of next employment setting:			

Type of setting (e.g., College counseling center; group practice, community mental health, etc.):
Is this a formal post-doc placement? (Y/N):

The following items must be returned:

Item	SBU Photo ID	Parking hangtag	Digital voice recorder	Key to office (if you were given one)	Laptop
Who did you give it to?					

Total number of direct service hours accrued: _____