Internship Program

POLICY

CAPS is committed to offering a full-time, twelve month doctoral internship program and to providing high-quality training in the multiple functions carried out within a major university counseling center. Interns receive intensive supervision in individual and group counseling/psychotherapy, crisis intervention, assessment and diagnosis, consultation, outreach, research and other activities appropriate to the setting.

PROCEDURES

I. APA ACCREDITATION OF THE INTERNSHIP PROGRAM AND APPIC MEMBERSHIP

The Assistant Director, Training is responsible for: 1) maintaining contact with the American Psychological Association (APA) as it relates to the accreditation status of the internship program, 2) for completing all reports and arranging site visits as requested by APA (with the assistance of other staff as requested by the Assistant Director, Training), 3) for maintaining membership in the Association of Postdoctoral and Psychology Internship Centers (APPIC), and 4) for ensuring that the training program is in compliance with the requirements of APA and APPIC.

II. RECRUITMENT AND SELECTION OF INTERNS:

The Assistant Director, Training, is responsible for providing the CAPS webmaster with the latest revisions for the internship materials available on the CAPS website each summer and is responsible for overseeing all contact with intern applicants. Senior staff involved in training are consulted regarding any major program changes.

The Assistant Director, Training is also responsible for communication with the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Assistant Director, Training also maintains inclusion of our Center in the APPIC Directory online, maintains APPIC membership, assures that our recruitment and selection of doctoral intern applicants follows APPIC guidelines and procedures, and assures that appropriate website links are maintained with APPIC.

The Assistant Director, Training works in collaboration with the Associate Director for Research and Technology to insure that all relevant staff have appropriate access to the online APPIC's, that relevant data is downloaded for the doctoral intern selection process, and that applicant credential files are maintained and updated. The Assistant Director, Training coordinates the staff intern selection efforts. The Assistant Director, Training is also responsible for responding to applicant inquiries during the selection process. The selection process involves both senior staff involved in the training program and current doctoral interns and post-docs.

Approximately 36 doctoral intern applicants are interviewed each year. Intern applicants have the option of a 45-minute structured Skype interview or they may opt to come in person. The in-person visit is approximately a half-day and includes a 45 minute structured "official interview", several half hour meetings with staff involved in the training program, and an opportunity to go to lunch with a current intern at our expense. In rare circumstances, a phone interview may be done in place of a Skype or in-person interview. The Assistant Director, Training insures that all applicants are informed of their interview status in a timely way. The Assistant Director, Training is also responsible for arranging all interviews, developing interview schedules for each applicant that include a variety of staff members, and providing intern applicants an opportunity to go to lunch with a current intern at CAPS's expense.

Typically four interns are selected each year.
III. ORIENTATION OF INTERNS:

The Assistant Director, Training arranges an Orientation Program which lasts for approximately the first two and a half weeks of the intern’s experience (mid-late August.) The Orientation includes opportunities to meet with CAPS staff, learn about the range of opportunities and experiences included in the training program, get oriented to CAPS policies and procedures, get oriented to scheduling and record keeping systems, learn about referral sources, and become familiar with Student Affairs. Additionally, ethical and legal issues are reviewed as they relate to CAPS agency functioning and suicide assessment training is provided along with a number of other training seminars to ensure doctoral interns readiness to assume clinical responsibilities at this agency.

IV. TRAINING PROGRAM OVERVIEW:

At the start of each semester the Assistant Director, Training organizes the training schedule for the semester with input from senior staff members who teach intern seminars and supervise intern activities. The details of the program are outlined clearly on the internship website: http://studentaffairs.psu.edu/counseling/doctoralinternship.shtml. Please refer to our website for the most up-to-date description of the training program. At the start of each semester all staff involved in the training program and the current interns are provided with a master schedule of training seminars for the semester. Staff and interns are expected to place the relevant meetings in their schedules in Titanium.

V. THE STRUCTURE OF THE INTERNSHIP TRAINING PROGRAM:

Our supervisory/training structure consists of the Assistant Director, Training (who also serves as the Director of Intern Training), Program Coordinators, Supervisors and a Training Committee.

A. The Assistant Director, Training is in charge of developing training goals, overall program development and implementation, and the coordination and general supervision of intern activities within Program Emphases. The Assistant Director, Training maintains a close and active working relationship with interns on a regular basis.

B. Within each Program Emphasis, the Coordinator of the corresponding agency functions (e.g., Groups, Outreach, Assessment, etc.) is responsible for assessment of skills, for general program implementation, and for individualized planning of intern activities in consultation with the Assistant Director, Training.

C. Supervisors are responsible for monitoring, supervising, and collaborating with the Intern in each of his or her specific activities (e.g., individual counseling/psychotherapy, crisis intervention, consultation activities) and for completing relevant evaluation forms twice a year, typically at the end of the fall and spring semesters.

D. A Training Committee consisting of the Assistant Director, Training, the Practicum Coordinator and three to four other staff members who are actively involved in the training program also meet every month for at least one hour to discuss training issues in the center more broadly. The Training Committee acts in an advisory capacity to the Assistant Director, Training with respect to the internship program. The Training Committee reviews summaries of feedback from current and past interns. The Training Committee also makes recommendations for programmatic changes on the basis of intern input, as well as feedback from those staff involved in providing the training. The Training Committee brings the recommendations to all staff involved in the training program, as well as to the administrative team for their input. The Assistant Director, Training creates minutes of the Training Committee meetings and these are shared with others on staff involved in the training programs.

E. There are also periodic meetings (typically 1-2 times per semester) for all staff involved in the training program to review intern performance, share perspectives, and to review the program itself. At the end of each spring semester there is a longer two hour meeting to review intern feedback and make plans for the coming year.

VI. THE EVALUATION SYSTEM FOR INTERNS:

The Center has developed an evaluation program for interns based on the identification of minimum standards for the primary and secondary emphases of the internship program. Separate evaluation forms have been developed for the majority of the professional activity areas. Skills in the emphasis areas of Individual Psychotherapy, Group Psychotherapy, Crisis Intervention, Couples Therapy, Assessment/Diagnosis, Consultation/Outreach, Research, Multicultural Seminar/Case Conference, Psychiatric Seminar/Case Conference, and Supervision of Supervision are all evaluated on separate forms. Multicultural Competence is assessed under the Professional Characteristics section of each form (see below), as well as by the Multicultural Case Conference Seminar Leader. Additional areas may be evaluated using the Miscellaneous Form. These forms are available for review in the Intern Supervisor Evaluation Forms section of the CAPS Wiki P&P Manual. They will be reviewed during the Orientation Period.
As interns progress through the program, they are rated on their performance in these professional activities on the scale below:

5 - performs this activity with outstanding quality, initiative and adaptability (comparable to experienced staff).

4 - performs this activity independently with more than acceptable quality (the acceptable and typical level of post-doc performance).

3 - perform this activity well, usually without assistance and/or supervision. (the acceptable and typical level of intern performance.)

2 - can perform this activity, but requires supervision and assistance.

1 - is not able to perform this activity satisfactorily.

0 - not applicable

In order to successfully complete the internship, interns must fulfill the minimum performance standards in each of the professional areas. Successful fulfillment of minimum standards is defined as achieving an overall competency rating in each area of 3.0 or more by the end of internship. The skill areas evaluated provide information not only on minimum competence, but also on superior achievement in all of the areas.

In conjunction with quantitative ratings, interns also receive qualitative feedback on each skill area as well as a summary evaluation of strengths and areas needing improvement. The summary evaluation includes recommendations for further training if needed.

Interns complete an Activities Form 2.0.docx and an evaluation of program form at the end of fall and spring semester. An Activities Form 2.0.docx is also completed at the end of summer. Interns also complete an intern log which documents the completion of 2000 hours as well as the completion of 500 hours of direct service in order to successfully complete the internship program. Interns also complete an evaluation of their primary supervisor at the end of each semester.

Interns are evaluated formally through the above procedures twice each year (at the end of Fall Semester, and in the Spring, and possibly at the end of Summer Session if needed) in some areas. In other areas, interns are evaluated only at the end of the fall and/or spring sessions, depending on the training activities in a given semester. Baseline assessments are done early in the fall semester in the areas of crisis, intake, individual therapy and group therapy in order to focus training as needed.

The following sequence is employed for the formal evaluation of interns:

1) BASELINE ASSESSMENTS: Early in the intern’s experience, baseline assessments are done for each of the interns in certain basic areas of professional clinical responsibility (crisis, intake, individual and group psychotherapy) to be covered during the training year. These evaluations are useful in tailoring the program in appropriate ways to meet specific intern needs (as deemed necessary by supervisors and the Assistant Director, Training).

2) At the end of each semester, the Assistant Director, Training reminds all supervisory staff to complete evaluation forms for each intern supervised by them. These forms are available for review in the Intern Supervisor Evaluation Forms section of the CAPS Wiki P&P Manual. Supervisors are responsible for completing the appropriate form for each activity that they have supervised the intern on during that semester (See Assistant Director, Training for assistance in obtaining these forms from the CAPS Wiki if needed.)

3) Following completion of these forms, the intern should have an opportunity to meet individually with each supervisor for that semester. During these sessions, the supervisor gives verbal feedback to the intern and if desired, the intern may give feedback to the supervisor. Both should sign and date the forms.

4) All signed evaluation forms are given to the Assistant Director, Training for review and integration. In addition, each supervisor is expected
to provide the Assistant Director, Training with an electronic summary paragraph to be included in the report to the home department, along with the overall competency rating for the given area of supervision.

5) At the end of the semester, the Assistant Director, Training completes a Summary Evaluation Form on each intern, based on information in the primary supervisors’ reports and the electronic summaries which have been sent.

6) At the end of each semester, a copy of the Summary Evaluation Forms are sent to the Director of Training, at the intern’s doctoral program, along with a cover letter outlining any important additional information (e.g., that remedial steps have been set up for the intern in particular areas).

7) The Assistant Director, Training provides each intern with a copy of their Summary Evaluation Form and interns can discuss any concerns or reactions.

8) A transition meeting may take place at the beginning of Spring Semester which involves the intern meeting with both their fall individual psychotherapy supervisor and their spring individual psychotherapy supervisor. At this meeting, the fall supervisor discusses intern strengths as well as areas of growth. Suggestions for future work are discussed, and the intern has the opportunity for dialogue as well.

At the end of the summer, the Director of Training of the intern’s home institution is sent a letter informing him or her that the intern has or has not successfully completed the internship.

The Internship Program’s Response to Ratings below 3:

When an intern performs below our expected level in any given area (defined as an overall rating in an area below 3) the following procedures are employed:

1. The supervisor discusses the evaluation with the intern.

2. The supervisor, the Assistant Director, Training, the coordinator of the particular area (e.g., groups, crisis, consultation and outreach) and the intern will meet to review the rating and discuss the potential subsequent plan of action for addressing the issue. The Assistant Director, Training may also meet with the supervisor and/or intern individually.

3. After the above meeting, the Assistant Director, Training will produce a written document of understanding to all parties concerned, which formally states the areas of concern, the plan for action, the specified length of a probationary period, specifications for any additional supervision to be provided, as well as the procedures which will be used to assess whether sufficient improvement has been achieved.

4. The Assistant Director, Training will meet with the intern to review the above document. The intern may choose to accept the conditions presented or may choose to appeal the action. The procedures for appealing the action are presented elsewhere.

5. The Assistant Director, Training may inform the intern’s home department and the Center’s training staff about the nature of the low rating and the action to be taken for remediation. The intern will be provided with a copy of all written communication with his/her home department and will have the opportunity to provide a written response.

6. The status of the low rating will be reviewed no later than the next evaluation period or upon expiration of the probation period, as outlined in the document of understanding described above. The results of this review will be provided to the intern in writing and will be kept in the intern’s file.

7. If the problem has been rectified to the satisfaction of the supervisor and the Assistant Director, Training, then the intern, their home department (if appropriate) and other relevant staff will be informed in writing. If the problem has not been rectified, another plan of action will be drawn up which could include extending the probation period or termination from the internship, if certain benchmarks are not accomplished.
The sorts of steps which might be suggested to aid in the remediation of poor intern performance include the following: increasing supervision with the same or different supervisors, changing the format, emphasis and/or focus of supervision, altering the intern’s caseload, requiring specific remedial work (readings, seminars, etc.), requiring a leave of absence, and/or a second internship.

At times, personal counseling/psychotherapy may be suggested, however the intern will always be free to accept or reject this recommendation. Whether the intern accepts this recommendation or not, it is the problematic behaviors which will be subsequently assessed. No release of information would be sought.

Our general stance is to facilitate the intern’s completion of the internship if at all feasible. However, under no circumstances will the Assistant Director, Training certify completion unless the intern meets minimum performance criteria in all areas. This policy is clearly communicated to all incoming interns.

This type of situation is communicated to the graduate department at the same time that formal evaluations are sent at the end of each semester, unless for some reason the timing of those evaluations does not seem appropriate. The Assistant Director, Training reserves the right to consult with the home department of the intern on an as needed basis to foster good communication between the home department and the program.

**Informal Evaluation**

In addition to the formal evaluation procedure outlined above, there is at least one informal evaluation meeting of the senior staff involved in the training program that occurs mid-semester fall. Interns are given a written summary by the Assistant Director, Training after this meeting and interns have an opportunity to discuss the feedback with the Assistant Director, Training at that time. Supervisors are also encouraged to provide direct feedback to interns they are supervising on an ongoing basis so that the summary feedback does not come as a surprise. During any informal evaluation meetings regarding the interns, it is expected that all supervisors and seminar leaders who are working with interns are free to share observations regarding the interns and their adjustment to the demands of the internship program, their participation in seminars, and their ability to relate professionally with their intern cohort members and with others on staff. Supervisors will be respectful of personal information that is shared in the context of supervision, but will be free to use their professional judgment regarding how much information to share with others on the senior staff, based on a need to know. To the extent that their personal stress may be impacting their clinical work and their performance as an intern in all of the realms outlined above, it may be shared to some degree. Generally this information will be shared with the purpose of determining what if any accommodations may be needed in the program in order to maximize the learning for the intern and to provide appropriate support in an effort to help the intern successfully complete the internship.

Intern seminar leaders and supervisors also meet approximately every 6 weeks to discuss how the internship is going and to share observations and concerns about the interns, the training program, and the cohort.

**VII. GRIEVANCE PROCEDURES FOR INTERNS:**

The following grievance procedures have been developed for interns at the Center for Counseling and Psychological Services.

1. **For Grievances connected with decisions regarding intern evaluation and performance.**

   Within one week of receiving a formal memo from the Assistant Director, Training (AD) outlining any remedial steps, the intern may appeal the action taken by informing the Assistant Director, Training in writing of such an appeal. Upon receipt of the appeal, the following process will be initiated:

   a. The Assistant Director, Training will convene a Review Panel within one week consisting of the Assistant Director, Training, a training staff member selected by the Assistant Director, Training and a training staff member selected by the intern. If the grievance is with the Assistant Director, Training, the Assistant Director, Clinical Services will replace the Assistant Director, Training in each of these steps.
b. The Review Panel, chaired by the Assistant Director, Training, will hear the intern’s appeal and their supporting evidence.

c. The intern has the right to hear all the facts presented against them and has the opportunity to present their view. The Review Panel will determine by consensus what action should be taken. The intern will receive a copy of the report and will be informed of the decision.

d. If the intern does not accept the recommendation of the Review Panel, they may within one week appeal to the Director of CAPS, who will then have one week to accept the review panel’s action, reject the review panel’s action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. If the last option is chosen, the Review Panel will submit a report of the further deliberations back to the Director, with a copy to the supervisor. The Director will then make a final decision regarding action to be taken.

e. If as a University employee, the intern has been an employee less than 12 months and is therefore still in the probationary period, the intern is not eligible to process a complaint through the appeals procedure as defined in HR-79. This does not apply to any claim of discrimination which falls under the purview of the Affirmative Action Office or the Equal Opportunity Staff Discrimination Review Committee.

2. Other Grievances

It is possible that interns and/or staff may have grievances that fall outside of the normal evaluation procedure.

If a staff person has a grievance with an intern or vice versa, the staff person should first discuss this grievance with the intern and determine whether a reasonable resolution can be achieved.

If it is not satisfactorily resolved, the staff member (or intern) should come to the Assistant Director, Training and discuss the situation. The Assistant Director, Training would then have the option to meet with both parties to determine if a resolution could be achieved, or to convene a committee consisting of one person selected by the AD and one selected by the intern, with the AD as chair to investigate the matter and come up with recommendations.

The intern would be entitled to the grievance procedures outlined above.

Should the intern commit a felony, have sexual contact with a client, or perform any other serious violation of ethical conduct, they will be placed on suspension immediately. Further disposition will be determined by the Director in consultation with the training staff and with the Office of Human Resources. If an employee is guilty of theft or other major act of misconduct, the supervisor shall recommend immediate dismissal.

3. University Grievance Policy

VIII. PROBATIONARY PERIOD:

When a person begins employment with the University in a standing or fixed-term I appointment, they are considered a probationary employee of the university. During the probationary period, such an employee cannot use the staff general grievance procedure, and the employee’s employment may be terminated without recourse to the procedure.

If a probationary employee accepts a different job within the University, the employee will serve a new probationary period. An employee who has completed a fixed-term I appointment will not start a new probationary period on reappointment, if the employee is to be reappointed to that position on a fixed-term I or standing appointment within three consecutive months following termination of the appointment.

The employee’s probationary period starts on the employee’s first day of employment and lasts for 12 consecutive months; provided, however, that any month in which an employee does not work at least half of normally scheduled work time for that month will not be counted toward completion of the probationary period.

IX. RESPONSIBILITIES OF INTERNS:

A. Interns are expected to demonstrate competency by the time the internship is complete in the variety of professional activities in which they will be engaged. These activities include:
Individual Counseling/Psychotherapy
Group Counseling/Psychotherapy
Crisis Intervention/Urgent Evaluations
Couples Therapy (Optional)
Assessment/Intake
Drug and Alcohol Counseling
Research (Optional)
Program Evaluation
Outreach/Consultation
Multicultural Competence
Consultation with Psychiatric Services
Provision of Supervision
and optional concentration areas and rotations.

The above competency expectations imply that interns will be making adequate progress in the above areas (as assessed by periodic evaluations described in the Evaluation of Interns above) and that interns will achieve a level of competency by the completion of the internship which will enable them to function independently as a psychologist, knowing when to seek consultation. Minimal level of competency in this program is defined as an overall rating of 3 on each of the evaluations by the end of the training year.

B. Interns are expected to demonstrate Professional Values and Attitudes when approaching work-related tasks including, but not limited to:

- integrity, appropriate behavior in formal situations, sense of professional identity, accountability, investment in lifelong learning, concern for the welfare of others, self-reflection regarding one’s personal and professional functioning, engagement in activities that facilitate growth clinically and professionally, openness and responsiveness to feedback and supervision, independence when appropriate, good judgement when consulting with staff regarding complex clinical situations, and ethical responsibility throughout their professional activities, as well as interpersonal interactions.

These characteristics will be assessed by each of the major supervisors on their evaluation forms. Interns are expected to have an overall rating of 3 or above in each of these areas when averaged across supervisors and no more than one score of 2 or less in each of these dimensions by the end of the internship year in order to satisfactorily complete the internship.

As part of these, interns are expected to maintain Professional Standards including:

1. Knowledge of and adherence to APA Ethical Principles of Psychologists, Standards for Providers of Psychological Services, Specialty Guidelines, and any other relevant professional documents.

2. Knowledge of and adherence to the laws and regulations relevant to the practice of psychology in the State of Pennsylvania.

3. Knowledge and adherence to the professional standards of the Center for Counseling and Psychological Services as described by the training staff and/or as outlined elsewhere in this policies and procedures manual.

C. Interns are expected to make maximal use of the supervisory opportunities offered through the doctoral internship training program at CAPS. Maximal use of supervision includes, but is not limited to: regular attendance at supervisory sessions, preparation for supervisory sessions, appropriate use of supervisory sessions, effective communication with supervisors and appropriate response to feedback both positive and negative. These characteristics will be assessed by each of the major supervisors and interns are expected to have an overall rating of 3 or above in each of these areas when averaged across supervisors. Interns are encouraged to let supervisors know if there are personal difficulties that are causing a strain on their professional functioning, so that supervisors can provide support and assistance as needed. Because interns have multiple supervisory relationships in the context of this program, interns may choose the supervisor with whom they feel most comfortable discussing the impact of personal concerns on their professional functioning.
D. As employees of the Penn State University, interns are subject to all policies which guide university employees. The first 12 months of employment at Penn State is considered to be a probationary period. Following the first 12 months of employment employees are no longer considered to be on a probationary status and at that time a number of Penn State Policies become applicable. Interns are expected to attend an Orientation Session with the Human Resources Representative for Student Affairs who is responsible for informing interns about relevant Penn State Policies. In addition, all interns receive a Staff Employee Handbook which outlines policies.

E. Interns are expected to dress appropriately as stated in capsm 2.17- Professional Attire: CAPS staff strives to provide a professional and safe environment for clients to explore sensitive areas in their lives. How we dress contributes to the environment that our clients experience. It is important that our clothing styles do not create an overly casual, distracting or sexualized environment. It is also important to distinguish between dress clothes which may be appropriate for a social function and professional clothing. When present at CAPS these guidelines should apply whether or not you are seeing clients. If you have questions about this please consult with your supervisor, the internship training director, the post-doc coordinator, the practicum coordinator or a trusted colleague.

X. VACATION AND PROFESSIONAL LEAVE POLICY

As university employees, interns earn 16 hours of vacation time per month, plus two personal days over the course of the year, plus 11 university holidays. The university vacation policy is very generous and we are required to provide the time. At the same time, it is impossible to complete a 2000 hour internship, which is a requirement for internship in several states, if all of that time is used for vacation. To deal with this problem, wanting to ensure interns are seen as employees and obtain university benefits like health insurance, and at the same time complete the requirements for the internship, we have created the following policies.

Since dissertation time is not provided to interns, interns are free to take vacation time periodically to work on their dissertations. Interns using vacation time for dissertation research or other professional activities (e.g. conferences, job interviews) should schedule themselves out of the office during those times.

Intern requests for all vacation or absences from the office must be submitted first to the Assistant Director, Training who will then pass them along to the Director and Office Manager. There is a formal Vacation/Leave Request form for interns to complete. Forms can be found in the mailroom in the Student Health Center. Leave for conferences should include all information regarding the conference. When approved, the original form is returned to the staff member.

Vacation should be scheduled as far in advance as possible to avoid having to reschedule appointments. It is the responsibility of the counselor to reschedule their own clients.

XI. ADMINISTRATIVE ASSISTANCE

As part of Orientation, interns will have a meeting with members of the administrative support staff for orientation to office procedures. The Orientation will also cover how to most effectively work with the administrative support staff to accomplish work related tasks.

There is an Office Manager and five administrative support staff at CAPS. One administrative support staff person is at the CAPS Office in the Bank of America Building, one is at the CAPS Office in the Allenway Building in downtown State College and three administrative support staff are in the CAPS office in the Student Health Center, which is where the interns are located. The staff assistants are primarily responsible for checking clients in when they arrive for appointments. All clients must check in with the front office staff. Urgent clients and those coming for their first session are directed to computer kiosks to complete the online intake forms. Counselors should check Titanium regularly for changes in appointment status indicating their client’s arrival.

CAPS uses Titanium as its record keeping system. Each intern has a computer that has Titanium on it. Counselors are responsible for entering all individual session case notes, correspondence, etc. in Titanium. All staff, including interns, have access to a speech recognition software system (Dragon Speak) to assist with documenting notes. Training in this software will be provided as a part of your orientation.

Any hard copies of referral forms, outside records, release of information, etc. to be scanned into a client’s record can be placed in the bin located on the counter in the workroom next to printer and will be scanned into the client records by the staff assistants.

Titanium related issues (i.e., unlocking notes, system glitches, etc.) should be reported to the Office Manager or the Associate Director responsible for Titanium management, who can assist. All other computer issues should be reported to the IT Help Desk at 5-7210 or help@sa.psu.edu.

There are supplies in the supply cabinet in the mail room that are available for work related tasks, along with a copier, fax machine and a shredder. These are all available for work related tasks, though the copier should not be used for high volume copying. High volume copying requests for work related tasks can be made through the office manager. Large quantities of materials to be shredded may be given to a staff assistant.

XII. FINANCIAL ASSISTANCE

Much of the information included here is also included in the official letter of offer. The doctoral intern positions are defined as a Fixed Term I appointments and begin in mid August of one year and end in mid August of the following year on the dates specified in the letter of offer. This position will primarily involve advanced training and skill development, and as such the positions are referred to as doctoral interns in professional psychology. The salary for this position has been specified in the letter of offer and doctoral interns are paid monthly. Doctoral Interns will receive full University employee benefits during the year long appointment.
In order to initiate employment, it will be necessary for doctoral interns to set up an appointment with the Human Resource Specialist in Student Affairs prior to the end of July before the appointment begins, in order to complete all the necessary paperwork for the August payroll. This appointment can take place anytime prior to that date. It will be necessary to present documentation that establishes identity and employment eligibility for completion of the Employment Eligibility Verification (I-9) form. A list of acceptable documents will be provided in the letter of offer. One item from List A or an item from both List B and List C will need to be presented. It will also be necessary to provide a voided check or savings account number to authorize direct deposit for paychecks.

Once employment at Penn State begins, doctoral interns will be scheduled for a benefits orientation meeting. Following that orientation there will be another meeting with the HR Specialist in Student Affairs to answer any questions and to make selections regarding benefits.

XIII. OTHER INFORMATION ABOUT EMPLOYMENT AT PENN STATE

Relevant Penn State University Policies regarding conditions of your employment can be found at http://guru.psu.edu/policies/OHR/hr34.html which outlines HR 34.

Reviewed by: Shannan Smith-Janik, Assistant Director of Training, Date: August 21, 2017

Signature: Ben Locke, Senior Director, 8-14-1017