

Internship Program

Doctoral Internship Program

POLICY

CAPS is committed to offering a full-time, twelve-month Doctoral Internship Program in Health Service Psychology and to providing high-quality training in the multiple functions carried out within a major university counseling center. Training facilitates the development of profession-wide competencies in the following areas: research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills. Additionally, supervised experiences are offered in individual and group counseling/psychotherapy, urgent evaluation and follow-up, assessment and diagnosis, consultation/outreach, research, supervision, and other activities appropriate to the setting. Professional development is fostered within the context of a service-delivery system which has a long-standing tradition of dedication to excellence in training.

PROCEDURES

I. APA ACCREDITATION OF THE INTERNSHIP PROGRAM AND APPIC MEMBERSHIP

The Assistant Director, Training is a licensed doctoral psychologist. 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) 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) maintaining membership in the Association of Psychology Postdoctoral and Internship Centers (APPIC), and 4) 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 of the [internship materials](#) available on the CAPS website each summer and is responsible for overseeing all contact with intern applicants. CAPS senior staff involved in training are consulted regarding any major program changes for the coming internship year.

The Assistant Director, Training is also responsible for communication with the Association of Psychology Postdoctoral and Internship Centers (APPIC). This includes maintaining inclusion of our Center in the APPIC Directory online, maintaining APPIC membership, registering for the Match, assuring that our recruitment and selection of doctoral intern applicants follows APPIC guidelines and procedures, providing APPIC with updated internship program information and assuring that appropriate website links are maintained with APPIC.

The Assistant Director, Training works in collaboration with the Associate Director for Operations and the Center for Collegiate Mental Health, as well as, the Coordinator of Technology to ensure that all relevant staff have appropriate access to the online APPIC Application for Psychology Internship (AAPI), that relevant data is downloaded for the doctoral intern selection process, and that applicant files are maintained for review. The Assistant Director, Training coordinates the intern selection process and is responsible for responding to applicant inquiries during the selection process. The selection process includes senior staff involved in the training program, as well as current doctoral interns and post-doctoral fellows. See [Penn State CAPS Doctoral Internship website](#) for specific requirements related to doctoral program preparation and experiences.

Approximately 36-38 doctoral intern applicants are interviewed each year. In a typical year, intern applicants have the option of a 2.5 hour interview via Zoom or they may choose to interview in person. The 2.5 hour interview via Zoom involves a 45 minute structured "official interview" with the Assistant Director, Training and two additional senior staff involved in intern training, a ½ hour meeting with a current intern or a current post-doc who was an intern during the past academic year, and two ½ hour meetings with two additional senior staff members involved in intern training. The in-person interview is approximately a half-day and includes the 45 minute structured "official interview", four ½ hour meetings with staff involved in the training program and an opportunity to go to lunch, at our expense, with a current intern or a current post-doc who was an intern during the past academic year. Applicants interviewing in person will also have the opportunity to meet with the Director of Penn State CAPS, if the Director is available. This meeting would occur in one of the ½ hour meeting slots. In rare circumstances, a phone interview may be done in place of an online interview via Zoom or an in-person interview. The Assistant Director, Training ensures that all applicants are informed of their interview status in a timely way. The Assistant Director, Training is also responsible for arranging all interviews and developing interview schedules for each applicant. Applicants are always encouraged to contact the Assistant Director, Training if they have any questions about the Internship Program. Applicants are also informed that the Assistant Director, Training can put them in contact with other senior staff members to learn more about specific training experiences (e.g., couples therapy concentration, research concentration).

Note: Due to the COVID-19 pandemic, all internship interviews for the 2022-2023 year will be done virtually and will be conducted via Zoom. Interviews will be three hours in length and will occur from 9 a.m. to 12 p.m. OR from 1 p.m. to 4 p.m. The "official interview" is a structured 45-minute interview with a set series of questions. The Training Director participates in all official interviews, along with two other staff members who rotate. All senior staff who are involved in the internship training program participate in a certain number of these interviews. We will also provide an opportunity to meet informally in three 1/2 hour meetings with three other members of our training staff. These are not structured interviews and are provided to help applicants learn about the program, provide a forum for applicants to ask questions and generally get a feel for our site and our staff members. Finally, we also provide an opportunity for applicants to meet with a current intern or one of our post-doctoral fellows who recently completed internship at our site. This will involve a 1/2-hour meeting with the current/former intern so that the applicant can hear the intern/former intern's perspective on their training experience at our site and ask any questions they might have.

Four full-time 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 internship. The Orientation includes: opportunities to meet with CAPS staff; meetings to learn about the range of opportunities and experiences included in the training program; opportunities to get oriented to CAPS policies and procedures, as well as scheduling and record keeping systems; information on campus and community referral sources; and information on [Student Affairs](#) at Penn State. Additionally, during the orientation period there are a number of other trainings and seminars that occur to ensure doctoral intern readiness to assume clinical responsibilities at our agency. For example, there is a 3.5 hour Ethical and Legal Issues seminar that introduces and reviews information as it relates to CAPS agency functioning. Suicide assessment training and information on hospitalization are also provided. Additional topic areas of focus during the orientation period include, but are not limited to, case management orientation, orientation to psychiatric services, group therapy training, and mandatory yearly trainings for all CAPS staff [e.g., Duress Alarm Training, Health Insurance Portability and Accountability Act (HIPAA) Training, and Title IX Training].

IV. TRAINING PROGRAM OVERVIEW

At the start of each semester, the Assistant Director, Training organizes the intern 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 [Doctoral Internship](#) pages of the Penn State CAPS website. Please refer to the 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 ensure the relevant meetings are placed in their schedules in Titanium, our electronic record keeping system. Interns are also provided with a [Supervision Agreement](#) that outlines in detail the expectations of supervision at CAPS. In the event that Telesupervision is required in place of in-person supervision, Post-Docs are also provided with a [Telesupervision Addendum](#) to the Supervision Agreement. Interns will review this agreement with the Assistant Director, Training during the orientation period and also with each of their individual psychotherapy supervisors while at CAPS for internship.

V. THE STRUCTURE OF THE INTERNSHIP TRAINING PROGRAM

Our supervisory/training structure consists of the Assistant Director, Training (who serves as the Director of Doctoral Intern Training and the Director of Post-Doctoral Training), Seminar Leaders/Co-Leaders, Program Coordinators, Individual and Group Psychotherapy Supervisors and a (6-7 person) Training Committee.

A. The Assistant Director, Training is in charge of developing training goals, overall program development and implementation, and the coordination and general oversight of the supervision of intern activities. The Assistant Director, Training meets regularly with interns to discuss training goals, progress toward goals and experiences. This includes several meetings at the beginning of each semester, as well as ½ hour monthly meetings. The Assistant Director, Training also meets with the interns every ~3 weeks for the Professional Development Seminar.

B. Within each Program Emphasis, the Coordinator of the corresponding agency function (e.g., Groups, Outreach, Assessment, etc.) is responsible for general program implementation, for individualized planning of intern activities in consultation with the Assistant Director, Training and for general oversight of supervision of interns within the specific program emphases.

C. Supervisors are responsible for monitoring, supervising, and collaborating with the Intern in each of their specific activities (e.g., individual counseling/psychotherapy, crisis/urgent assessment, consultation activities) and for completing relevant evaluation forms twice a year, typically at the end of the fall and spring semesters, unless a specific activity continues into the summer months, in which case a third evaluation form is then completed (e.g., for individual psychotherapy and if relevant, for group psychotherapy). In certain instances, an evaluation of a specific skill area is completed twice within one semester (at mid-point and end-point), as that experience is only offered one semester (e.g. Supervision of Supervision). Supervision consists of: 1) two hours of weekly individual psychotherapy supervision with a licensed psychologist, 2) two hours of weekly one-on-one group psychotherapy supervision with the senior staff group co-leader who is either a licensed psychologist, licensed professional counselor, licensed clinical social worker or licensed marriage and family therapist (one hour for each group that an intern is co-leading), 3) one hour of weekly group supervision for Urgent Evaluation and Follow-up clinical work with the CAPS Crisis Coordinator, who is a

licensed professional counselor, and 4) one hour of bi-weekly Assessment Supervision with a licensed psychologist. A group supervision format is also occasionally offered in specific seminars depending on the area of clinical focus.

D. Standing members of the 6-7 person Training Committee include the Group Therapy Coordinator, the Externship Coordinator and the Assistant Director, Training. The other three positions on the Training Committee rotate every two years among Senior Staff who are interested and involved in intern training. Additionally, a post-doctoral fellow may also serve on the Training Committee if the post-doc is doing a Training Concentration with the Assistant Director, Training.

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 assists in the revision/updating of training relevant forms/information (e.g. evaluation forms, program evaluations, recruitment materials, website information, etc.) and makes recommendations for programmatic changes on the basis of intern input, as well as feedback from those staff involved in providing the training. The Assistant Director, Training brings the recommendations of the Training Committee 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 intern training program to review intern performance, share perspectives, and to review the program itself. After completion of the spring/summer semester, there is a longer meeting to review intern feedback and make plans for the coming training year.

VI. THE EVALUATION SYSTEM FOR INTERNS

The Center has developed an evaluation system for interns based on the identification of minimum standards for the following: 1) the nine Profession-Wide Competencies, as described in the Standards of Accreditation in Health Service Psychology by the American Psychological Association (APA) Commission on Accreditation, 2) the 9 Primary Program Specific Emphases of the internship program, 3) the four Secondary Program Specific Emphases of the internship program and 4) any additional optional rotation area (e.g. optional summer Career Services rotation).

Separate evaluation forms have been developed for all 10 of the Primary Emphases of the internship program. Within the four Secondary Emphases that interns are able to select from, the Couples Therapy Concentration and the Research Concentration each have their own evaluation form to assess skills specific to these concentrations. Assessment of skills in Advanced Assessment and Consultation/Outreach are evaluated using the Primary Emphasis evaluation forms within these specific areas.

Specific items that assess achievement of the nine Profession-Wide Competencies are embedded within the Primary Emphasis and Secondary Emphasis evaluation forms. See the Penn State CAPS CoA [Profession-Wide Competencies Coding Key](#) for more specific details as to which items on which evaluation forms assess the nine competency areas.

Additional optional rotation areas are evaluated using the [Miscellaneous Evaluation Form](#) (e.g. optional summer Career Services Rotation).

All evaluation forms are available for review in the associated links below. Evaluation forms will also be reviewed during the Orientation Period.

The nine Profession-Wide Competencies include:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values and Attitudes
- Communication and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional/Interdisciplinary Skills

The nine Primary Emphases and evaluation forms include:

- [Individual Psychotherapy Supervisor's Report](#) (Evaluation completed Fall, Spring, & Summer)
- [Assessment Supervisor's Report](#) (Evaluation completed Fall & Spring)
- [Crisis Intervention and Consultation - Supervisor's Report](#) (Evaluation completed Fall & Spring)
- [Drug and Alcohol Supervisor's Report](#) (Evaluation completed Fall & Spring)
- [Group Evaluation Psychotherapy Supervisor's Report](#) (Evaluation completed Fall & Spring)
- [Multicultural Seminar and Case Conference Supervisor's Report](#) (Evaluation completed Fall & Spring)
- [Supervision of Supervision Supervisor's Report](#) (Evaluation completed at mid-point and end-point of Spring)
- [Program Evaluation-Research Supervisor's Report](#) (Evaluation Completed Fall & Spring)

- [Outreach/Consultation Supervisor's Report](#) (Evaluation Completed Fall & Spring)

Note: While evaluation of intern participation in the Psychiatric Seminar/Case Conference [[Psychiatric Seminar Case Conference Supervisor's Report](#) (Fall Only)] is no longer included as a primary emphasis in our internship training program, as the 6 session seminar/case conference only occurs for a short-time during the fall semester, we continue to have seminar leaders complete an evaluation form on intern's involvement in this activity to provide growth oriented feedback. However, meeting minimum level of achievement in this area is no longer considered a requirement for successful completion of internship.

The 4 possible Secondary Emphases and evaluations forms are below. Interns choose one of these four in spring semester.

- [Advanced Assessment](#) (Assessment Supervisor's Report from Primary Emphasis is completed)
- [Couples Therapy Evaluation](#)
- [Consultation/Outreach](#) (Outreach/Consultation Supervisor's Report from Primary Emphasis is completed)
- [Research Concentration Evaluation](#)

Miscellaneous Evaluation Form

As interns progress through the program, they are rated on their performance across all professional areas (the Profession-Wide Competencies and the Primary and Secondary Emphases of the internship program) using the below rating scale. The rating scale provides information not only on minimum competence (rating of "3"), but also on superior achievement (ratings of "4" and "5"). Performance in any additional optional rotation area(s) assessed using the Miscellaneous Evaluation Form is evaluated using a Satisfactory/Unsatisfactory rating scale.

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 by the end of the post-doc year)

3 - performs this activity well, usually without assistance and/or supervision. (the acceptable and typical level of intern performance by the end of the internship year)

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 across the nine Profession-Wide Competencies, the 9 Primary Emphases, in the one selected Secondary Emphasis, and in any selected additional optional rotation area(s).

Successful fulfillment of minimum standards is defined as:

- Achieving a minimum rating of "3" on all items across all evaluation forms that are coded as assessing the following seven Profession-Wide Competency areas by the end of the internship year.
 - Ethical and Legal Standards
 - Individual and Cultural Diversity
 - Professional Values and Attitudes
 - Communication and Interpersonal Skills
 - Assessment
 - Intervention
 - Consultation and Interprofessional/Interdisciplinary Skills
- Achieving an overall minimum competency rating of "3" on the Program Evaluation-Research Supervisor's Report and on the Supervision of Supervision Supervisor's Report by the end of the internship year. An overall minimum competency rating of "3" on each of these evaluations reflects achievement of the Research and Supervision competencies from the nine 9 Profession-Wide Competency Areas.
- Achieving an overall minimum competency rating of "3" in each Primary Emphasis by the end of the internship year.
- Achieving an overall minimum competency rating of "3" in the selected Secondary Emphasis by the end of the internship year.
- Achieving a "Satisfactory" rating by end of internship on the Miscellaneous Evaluation Form used to assess any additional optional area(s) of training.

Any ratings, on any item, on any evaluation form that are below a "3" at any point during internship will be discussed with the intern to identify areas for growth and to determine if a remediation plan is indicated. This is done to ensure successful fulfillment of the minimum standards as defined above by the end of the internship year. In certain instances, a remediation plan may be considered prior to supervisor completion of an evaluation form if the supervisor has reason to be concerned about an intern's performance in a given area (e.g., ethical violations occurring early on in the fall semester of internship, concerns related to professionalism occurring early on in the fall semester of internship, clinical skill set deficiencies observed early on in the fall semester of internship).

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. Supervisors are expected to make specific recommendations for growth/improvement for any items rated below a "3" and any need for a remediation plan will be determined.

Interns complete an [Activities Form](#) and a [Program Evaluation](#) at the end of the fall and spring semester. The Activities Form is again completed at the end of the summer. Interns also complete an [Intern Hours Log](#) which documents the total hours and total direct service hours acquired on internship. 2000 total hours, 500 of which must be direct services, are required in order to successfully complete the internship program.

As Penn State employees, interns receive the same benefits as other full-time CAPS staff members. Penn State is very generous with the amount of holiday (12 days), vacation (24 days), personal (2 days) and sick leave provided (12 days) to interns during the training year. This totals 10 weeks of time. Interns are encouraged to take time as needed. However, if interns take off large portions of time during the training year, they will find it difficult to meet the hours requirement for successful completion of internship. All hours worked from Mon.-Fri. between 8 a.m. to 5 p.m. should be included in the hours log. Interns are informed that time worked outside of the standard 40 hour work week reading articles for seminars, assessment scoring, note/report writing, conducting outreaches or post-ventions or reading articles/texts relevant to training or client care at CAPS count toward the 2000 total hours and should be included in their total hours. Additionally, any time spent participating in professional development activities count toward the total 2000 hours (e.g. dissertation defense, job interviews, conference attendance). Travel time does not count toward the 2000 hour total. Additionally, time working on dissertation does not count toward the total 2000 hours.

Finally, interns complete an evaluation of their [Individual Supervisor](#), an evaluation of their [Group Supervisor](#), and an evaluation of their [Assessment Supervisor](#). Evaluations of Individual Supervisors are completed at the end of the fall, spring and summer. Evaluations of Group Supervisors are completed at the end of the fall and spring, and possibly summer if interns co-lead a therapy group in the summer months. Evaluations of Assessment Supervisors are completed at the end of each semester in which assessment is conducted.

Interns are evaluated formally through the above procedures twice each year (at the end of Fall Semester and at the end of the Spring Semester). Individual Psychotherapy Evaluations and a Miscellaneous Evaluation Form (for those choosing the Career Services summer rotation) are also completed at the end of the Summer Session. A Group Psychotherapy Evaluation may also be completed at the end of summer if interns co-lead a summer group. 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 (urgent evaluation), intake/first appointment, 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 internship year, baseline assessments are done for each of the interns in certain basic areas of professional clinical responsibility [crisis (urgent evaluation), intake/first appointment, individual and group psychotherapy] required 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 in these specific clinical areas and by 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 they supervise. 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 if needed.)
- 3) Following completion of the evaluation forms, the intern should have an opportunity to meet individually with each supervisor for that semester. During these sessions, the supervisor gives written and verbal feedback to the intern first and then the intern will have the opportunity to provide the supervisor with feedback. The intern will provide written feedback to their individual and group psychotherapy supervisor(s) and may provide verbal feedback to other supervisors. If for some reason an intern feels unable to provide their individual supervisor or any of their group supervisors with feedback, they may discuss any concerns in doing so with the Assistant Director, Training. Both the intern and supervisor should sign and date all relevant evaluation forms.
- 4) All original signed evaluation forms are to be 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 intern's home department, along with the overall competency rating for the given area of supervision. The Assistant Director, Training is responsible for summarizing ratings for those Profession-Wide Competencies that are assessed across numerous items on different evaluation forms. Typically, an average score will be calculated for each of these Profession-Wide Competency areas, assuming all ratings are a minimum of "3". In instances where there are ratings below a "3", the Assistant Director Training will indicate which items received lower ratings and by which supervisors and will summarize any plans/procedures discussed/outlined to facilitate growth/improvement (e.g., remediation plan if needed).

5) At the end of the fall and spring/summer semester, the Assistant Director, Training completes a Summary Evaluation Form on each intern, based on information in the supervisor evaluation reports.

6) At the end of the fall and spring/summer semester, a copy of the Summary Evaluation Form is sent to the Director of Clinical Training at the intern's doctoral program. Accompanying the Summary Evaluation Form is a cover letter outlining any important additional information as it relates to training progress and achievement of training goals and expectations [e.g., any additional training recommended in a specific area(s), that remedial steps have been set up for the intern in a specific area(s)].

7) The Assistant Director, Training provides each intern with a copy of their Summary Evaluation Form and interns can discuss any concerns or reactions. None of the information included in the Summary Evaluation Form should come as a surprise, as supervisors will have already reviewed this feedback with interns.

8) A transition meeting may take place at the beginning of Spring Semester if needed, 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. A transition meeting can be initiated by the Assistant Director, Training, the fall or spring supervisor, or the intern.

9) At the end of the internship, the Director of Clinical Training at the doctoral intern's program is sent a letter informing them that the intern has or has not successfully completed the internship. If the intern has successfully completed the internship, the DCT will also receive a photocopy of the intern's certificate of completion of internship.

The Internship Program's Response to Ratings below "3":

When an intern performs below the expected level in any given area as defined above, 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/urgent evaluation, 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 (i.e. remediation plan) 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 their 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 (i.e. remediation plan). The results of this review will be provided to the intern in writing and will be kept in the

intern's internship file.

7. If sufficient improvement has been achieved as outlined in the remediation plan, then the intern, their home department (if appropriate) and other relevant staff will be informed in writing. If sufficient improvement has not been achieved, another plan of action will be drawn up, which could include extending the probationary period or termination from the internship, if certain benchmarks are not accomplished.

The types 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 and meets the required hours. This policy is clearly communicated to all incoming interns.

Any remediation plan is communicated to the doctoral intern's graduate program at the same time that formal evaluations are sent at the end of each semester, unless for some reason that timing 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 Internship 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 internship training program that occurs mid-semester fall and mid-semester spring. 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. Both the Assistant Director, Training and the Intern will sign and date the mid-semester feedback. 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, their ability to relate professionally with their intern cohort members and with others on staff, and their clinical skills. 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, including the Assistant Director, Training based on a need to know. To the extent that an intern's 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, to provide appropriate support in an effort to help the intern successfully complete the internship, and to ensure client welfare.

Intern seminar leaders and supervisors may 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. The Training Committee also meets at least bi-weekly to address training related tasks and to discuss any issues/concerns related to the training program more broadly. At times this may include discussion of the internship program and current intern progress.

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 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 intern. 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](#).

Following is the Penn State University Nondiscrimination Statement: "The University is committed to equal access to programs, facilities, admission and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated. Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Office, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901, Email: aao@psu.edu, Tel (814) 863-0471."

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 Assistant Director, Training and one selected by the intern. The Assistant Director, Training will serve 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, immediate dismissal will be recommended.

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. The previously outlined competency expectations imply that interns will be making adequate progress in the areas identified 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 by the end of the internship year is defined earlier.

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.

C. Interns are expected to maintain professional standards including:

1. Knowledge of and adherence to American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, APA Professional Practice 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 Commonwealth of Pennsylvania.
3. Knowledge and adherence to the professional standards of Penn State Counseling and Psychological Services as described by the training staff and/or as outlined elsewhere in the policies and procedures manual.

D. 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, as well as ensure client welfare. 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. Supervisors will consult with the Assistant Director, Training regarding any concerns that are impacting or may impact the intern's ability to perform their job responsibilities and/or impact client welfare. Please see the Supervision Agreement, discussed earlier, for additional information on supervisee and supervisor expectations for supervision.

E. 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. If recommended by the Office of Human Resources, Interns are expected to schedule an Orientation Session to learn about relevant Penn State Policies.

F. Interns are expected to dress appropriately as stated in the policies and procedures manual under Professional Attire: "CAPS staff members strive 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 Assistant Director, Training, the Externship Coordinator or a colleague." Interns are also expected to follow the Fragrance Free Policy as outlined in the policies and procedures manual.

X. MAINTENANCE OF INTERN RECORDS

The Assistant Director, Training is responsible for maintaining the records of all interns matched with our internship program since the initial accreditation of our program in 1983. Paper copies of records from the most recent 5 years are kept in a locked filing cabinet. Intern files greater than 5 years old are electronically stored.

XI. VACATION AND PROFESSIONAL DEVELOPMENT AND PROFESSIONAL LEAVE POLICY

Interns are university employees and are in a Psychologist I position, which is a Fixed Term I appointment. Interns are considered exempt staff and there is no paid overtime or comp time.

As university employees, interns earn 16 hours of vacation time per month, plus 8 hours of sick leave per month, plus two personal days over the course of the year, plus university holidays. The university vacation policy is very generous. However, please note, it is impossible to complete a 2000 hour internship, which is a requirement for internship in several states, if interns use all of their vacation time. 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.

Over the course of the internship year, interns will be given three professional development days to be used for activities such as their dissertation defense, job interviews and attendance at conferences/trainings. Any desire to use professional development for activities other than those just outlined should be discussed with the Assistant Director, Training. Interns should inform the Assistant Director, Training of their intent to use a professional development day and should also mark themselves out of the office. Once these three days are used, interns are required to use vacation time for professional development activities.

Professional development days not used during the internship are not paid out once the internship is complete. Accrued unused vacation time is paid out, but sick time and personal leave time are not.

Since time to work on dissertation 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 beyond the three provided professional development days should schedule themselves out of the office during those times. Time an intern spends working on their dissertation does not count toward the total 2000 hours required for internship.

Intern requests for all vacation or absences from the office must be submitted to the Assistant Director, Training via Workday. The Assistant Director, Training will review the request. Interns will be notified via Workday if the leave request is approved.

Time out of the office should be scheduled as far in advance as possible to avoid having to reschedule appointments. It is the responsibility of the intern to reschedule their own clients.

XII. Policy Regarding Training Funds for Interns

CAPS may be able to support additional training for interns, assuming funding is available. This would involve funding for a single training related to the intern's identified area of clinical interest or identified area of concentration. Any interest in such additional training should be conveyed via a written proposal that should be emailed to the Assistant Director, Training. Information required in the proposal includes: 1) rationale for how this training relates to the area of clinical interest or concentration and how the training will support the intern in working toward their training goals, 2) organization sponsoring the training, 3) date(s) and time frame of the training, 4) location of the training, and 5) cost of the training (registration, travel, hotel if needed). CAPS is unable to support attendance at a training that requires extensive travel and flight fees.

For all interns, CAPS may also be able to provide additional support, beyond the training funding outlined above, for attendance at the BIG 10 Counseling Center Conference. The BIG 10 Counseling Center Conference occurs in February of the internship year. CAPS ability to support all intern attendance at this conference will be dependent upon conference location and associated travel costs, as well as CAPS budget. Interns should inform the Assistant Director, Training of any interest in attending this conference.

XIII. 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 administrative support staff are primarily responsible for checking clients in when they arrive for in-person appointments. All in-person clients must check in with the administrative support staff. Clients presenting in-person for Urgent Assessment or for a First Appointment are directed to computer kiosks to complete the online intake forms. Counselors should check Titanium, CAPS electronic record management system, regularly for changes in appointment status indicating their in-person client's arrival.

Each intern has their own office with 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 Coordinator for Technology. Either person can assist you. 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 an administrative assistant.

XIV. 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 early August of one year and end in early 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 Health Service 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.

Penn State CAPS Office Manager will be in contact with doctoral interns prior to their start date to provide additional information regarding background checks and needed tasks to complete with Human Resources. 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 any time 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 allowed to schedule a benefits orientation meeting. Following that orientation, there can be another meeting with the HR Specialist in Student Affairs to answer any questions and to make selections regarding benefits.

XV. OTHER INFORMATION ABOUT EMPLOYMENT AT PENN STATE

Relevant Penn State University Policies regarding conditions of your employment can be found at <https://policy.psu.edu/policies/hr34> which outlines HR 34.

Reviewed by: Shannan Smith-Janik, Ph.D., Assistant Director of Training, Date: 08/09/2021

Signature: Natalie Hernandez DePalma, Ph.D., Interim Co-Director & Assistant Director, Clinical Services