

# SOUTHWEST LOUISIANA PSYCHOLOGY INTERNSHIP CONSORTIUM

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**APPIC Member #2243**

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*Aiding in promoting quality community mental healthcare by offering quality  
mental healthcare training*

# 2016 – 2017

## SOUTHWEST LOUISIANA PSYCHOLOGY INTERNSHIP CONSORTIUM

### Program Description

Counseling Services of Southwest Louisiana (CSSL) sponsors a pre-doctoral psychology internship consortium in conjunction with other mental health/psychiatric services providers in the Calcasieu and surrounding parishes; seated in Lake Charles, Louisiana. The city of Lake Charles is conveniently located off Interstate-10 between Houston, Texas (142.8 miles) and New Orleans, Louisiana (205.2 miles).



The Southwest Louisiana Psychology Internship Consortium is an organized training program in professional psychology. The internship program is an APPIC member site. The internship consortium provides structured training experiences with the primary focus on the contemporary practice of psychology requiring an ever-broadening range of skills and competencies in order for practitioners to meet the burgeoning demands of today's society. The program consists of 2000 hours of training and experience. Interns work 40-50 hours a week. At least 25% of the intern's time is in direct patient/client contact (minimum 500 hours).

The primary training site is Counseling Services of Southwest Louisiana, an assessment and therapy center. Consortium member facilities include area hospitals (adult gero-psychological unit, neuropsychological rehabilitation center), outpatient clinics (psychiatric clinical research, addictions center), and Calcasieu Parish intervention services (juvenile detention/intervention center). Doctoral students in clinical and counseling psychology programs are urged to apply. There are two full-time internship positions available for the upcoming internship year. Under supervision of licensed psychologists, interns provide psychological and neuropsychological evaluation, cognitive rehabilitation, consultation, training, individual, family, and group counseling, behavioral interventions, and crisis intervention services in a variety of clinical settings. Training assignments are made to assure that each intern has the opportunity to serve clients of different ages, cultures, SES, and minorities, as well as to provide assessment and

intervention to patients with various needs and diagnoses. Special effort is made to provide interns with clinical experience in low base rate disorders and life span issues (child to geriatric).

## **Philosophy**

Southwest Louisiana Psychology Consortium training philosophy is set within the bio-psychosocial model (Engel, 1977). This model guides training experiences at every level of the program. Training within the bio-psychosocial model begins with the assumption that illness and disease processes are multiply-determined by biological, environmental, social and psychological factors. These factors contribute to disease and illness in a hierarchical fashion. Each level needs to be addressed in order to effectively intervene within a person or system. Changes in one area may also bring about changes in another domain within the hierarchy. Further elaboration on the original model is made by Carr (1999) who states that each individual is a system of biological, behavioral, cognitive, sociocultural and environmental factors that constantly interact. According to Carr, stress in any of these domains may disrupt the entire system. When an individual is unable to compensate adequately for such disruption, problematic behaviors or symptoms may emerge. Clinical work within this model is guided by the philosophy that all of the above factors need to be considered during assessment, case formulation and treatment.

Training occurs within the context of a behavioral health treatment center. We provide training and applied experience in the assessment and treatment of psychological and behavioral disorders in persons, conjoined with clients manifesting severe mental illness. We have the working goal of producing intern graduates who use critical thinking to conceptualize human services within an outcome-driven bio-psychosocial recovery-oriented framework. We train interns to conduct psychological evaluations, formulate and implement therapeutic interventions, and use data to guide treatment decisions within the challenging populations of individuals with mental pathologies and severe mental illness. Our training program considers, at a fundamental level, social, environmental, biological, behavioral, and cognitive factors in clinical care. All activities involve an emphasis in helping interns 'learn how to learn' and to apply critical thinking and the use of empirically based treatments that will readily generalize to other clinical populations and settings. During the intern rotations, clinical supervisors provide direct learning experiences in assessment and treatment that will result in the intern having an advanced understanding of the effects of each of the above-mentioned variables on symptom manifestation and the development of behavior problems. Results of the psychological evaluation are incorporated with evaluations from other disciplines such as neurology, general medicine, physical therapy, etc. to form a larger, integrated document that reflects a bio-psychosocial model of care and clinical case formulation. Clinical decisions are informed by knowledge from the extant scientific literature in concert with the practice of testing hypotheses on a case-by-case specific basis and the (related) importance of referring to objective clinical data (empiricism) in daily decision-making.

Carr, J.E. (1999). Proposal for an integrated sciences curriculum in medical education. *Teaching and Learning in Medicine, 10*, 3-7.

Engel, G.L. (1977). The need for a new medical model: A challenge for biomedicine. *Science, 196*, 129-136.

### **Intern Selection**

The interview process consists of a formal on-site interview. The candidates are assessed on their goodness-of-fit to the program and opportunities the internship program has to develop areas of interest valued by each potential candidate. Concluding prospective intern interviews, the Doctoral Training Committee meets and ranks the candidates according to their interview responses and applications. The numerical ratings from the interview are weighted with the committee's impression of the candidate to form the rank order that is submitted to APPIC's match system.

Interns are assigned to both a primary and secondary supervisor during this initial week of training. The assignment of supervisors is based on consideration of the needs and professional interests of each intern and unique supervision style and experiential and training background of the supervising psychologists.

During the initial phase of training, site orientation allows each intern to develop familiarity with their training settings and staff from other disciplines. During this phase, interns will have the opportunity to observe supervisors as they function in different work roles. Interns may observe their supervisor administering a test battery, conduct psychological assessments, and attend site-specific staffing. This phase of training may last for one or two weeks, depending on intern experience. This is followed by the assignment of clinical cases and the implementation of regular supervision.

#### Member sites:

Christus St. Patrick Hospital

Counseling Services of Southwest Louisiana

Office of Juvenile Justice Services

Southwest Louisiana Charter Academy

Lake Charles Clinical Trials

Lake Charles Memorial Hospital

Methodist Children's Home

The Consortium reserves the right to add or drop additional member sites depending on need, interest, or availability.

## **Supervision**

Interns meet with rotation supervisor(s) and the Director of Training weekly. As per American Psychological Association guidelines, interns receive a total of 4 hours for supervision weekly with at least two of those hours consisting of individual face to face supervision (from their direct clinical supervisor who is a licensed psychologist). Interns receive a high level of quality in individual supervision while at the site. Due to the number of available licensed supervisors, each intern will have one primary supervisor, as well as access to a secondary supervisor. Supervisors have an 'open-door' policy with respect to supervision. Evaluation and feedback are an integral part of the training program. Interns will be formally evaluated twice during the training year. Interns will also participate in formal and informal evaluation of both the training program and their supervisory experience. Evaluations of each interns' progress will be completed by the primary supervisor in collaboration with the intern and other professionals who have worked closely with the supervisee. *Appendix A details the formal grievance/due process procedures.*

## **Didactic Presentations**

Didactic presentations occur weekly and cover a wide range of topics (e.g., professional ethics, professional roles and responsibilities, working with special populations, to include assessment and intervention-related topics). Didactic sessions are two hours in length. Consortium faculty and board members rotate as presenters based on areas of expertise and availability.

## **Internship Faculty**

Lawrence Dilks, Ph.D.: a licensed psychologist with 42 years of clinical neuropsychological experience and 25 years in academia as a full-time professor, serves as the site director of CSSL in Lake Charles, LA. He holds the position of coordinator of Psychology Services, Department of Psychiatry at Christus-St. Patrick Hospital in Lake Charles, LA. In addition to his regular duties conducting psychological assessments, individual therapy, and supervisory capacity for university practicum students, Dr. Dilks is active in forensic applications with the local justice authorities, as well as publishing research posters, co-authoring a general psychology handbook for undergraduate students, submitting chapters in a national medical textbook, and presents symposiums at numerous regional and national conferences, as well as sitting on the board of directors for the Southwest Psychological Association. Dr. Dilks serves as a direct supervisor to each of the clinical interns.

Allyson D. Bennett, PhD is a licensed clinical psychologist (License No. 1130). She was awarded her Ph.D. in Clinical Psychology with a concentration in psychology and law from the University of Alabama. She presently holds a position of teaching at McNeese State University, as well as the position of Sub-investigator/Rater for Lake Charles Clinical Trials which conducts

a wide range of psychological assessments for psychopharmacological clinical trials including diagnostic assessments on both inpatient and outpatient bases. Dr. Bennett provides consultation for area Autism treatment centers. Further expertise includes crisis evaluations entailing assessment of suicidality, homicidality, and/or grave disability in children and adolescents; development and implementation of crises plans; provision of individual and family therapy and Dialectical Behavior Therapy (DBT). Dr. Bennett serves as a primary supervisor, as well as a secondary supervisor, as the need arises.

Kimberly S. Hutchinson, Ph.D. is a licensed clinical psychologist. She received her PhD from Fielding Graduate University with a concentration in neuropsychology and completed a fellowship in Rehabilitation Psychology. Dr. Hutchinson has clinical and research interest in geriatric populations, with an emphasis in neurocognitive disorders and illnesses. Dr. Hutchinson is a member of the clinical staff at Counseling Services of Southwest Louisiana. She is a clinical site supervisor at Lake Charles Memorial Hospital and supervisor for the postdoctoral program. In conjunction with Dr. Dilks, she recently co-authored a cognitive rehabilitation workbook. She has also co-authored journal articles and professional poster presentations on a wide range of research topics including paraffin solvent exposure, West Nile Virus, Charot-Marie-Tooth disease, and traumatic brain injury. Further experience involves public speaking engagements with Lamar University on the topic of intimate partner violence, violence issues against women, comparison of custody laws, cognitive rehabilitation, and issues of poverty and the effects on family and the individual. She was a panel member at the Southwest Louisiana Psychological Association annual conference discussing the internship crisis in clinical psychology, and at the Louisiana Brain Injury annual conference on topic of the effects of toxic exposure.

Jerry Whiteman, PhD: is a clinical psychologist who is a retired professor from McNeese State University where he taught/trained in the specialty of counseling. He maintains his profession in working as a counseling psychologist. Dr. Whiteman will serve as a supervisor for the internship program. He also participates in the faculty rotation for the provision of didactic training.

Darrell Turner, PhD: is a clinical psychologist specializing in forensic work. Dr. Turner will serve as an outreach supervisor for the internship program.

### **Intern Support**

Office Space: Interns share office space at each site that includes high speed internet and email access for professional purposes. Interns have supervised access to system telephones that may be used for educational/training related long distance calls.

Library Access: Interns are encouraged to remain current with developments in the field and the developmental center's library is a resource for interns to obtain access to a broad range of psychology journals and books. The Health Library at Lake Charles Memorial Hospital provides the latest health and medical information for medical professionals by making these resources

more accessible. Online resources that are available to interns include full text journal articles, e-books, dissertations, videos, etc.

Research: Interns are allowed up to four hours per week to work on their dissertation at supervisor discretion. Once the dissertation is complete, interns may also utilize up to four hours per week for research.

## **Internship Objectives**

It is the aim of the program to assist in the development of generalist practitioners who demonstrate a strong foundation in both the clinical and research aspects of professional practice in the field of psychology. Interns are expected to build a clinical and research foundation that incorporates the behavioral, biological, cognitive, developmental, interpersonal, and spiritual realms that influence human behavior. Through a range of diverse placements, interns will hone their skills necessary to represent the professional of psychology. Clinical training activities include, but are not limited to, assessment, diagnostics, psychotherapy services, in-service training, workshops, professional conventions, and research.

### Assessment:

Interns are expected to conduct a variety of assessments on children, adolescents, and adults. Assessment areas include the evaluation of children and adults for a wide variety of needs that includes addressing behavioral, cognitive, and emotional issues, identification of learning disabilities, and academic difficulties. This area of training includes neuropsychological assessment opportunities.

### Diagnostic and Intervention Skills:

Use of the DSM-5 and relevant psychological literature is emphasized in the diagnostic process.

### Report Writing:

The ability to develop professional report writing skills is required of interns. Throughout the training year, interns are introduced to a number of report writing formats. Interns train in the written communication of diagnostics impressions, test results/findings, and recommendations.

### Individual/Group Psychotherapy:

Interns are expected to provide individual or group psychotherapy services with individuals with both children and adults. Services may be co-facilitated with other allied health professionals.

### Family Counseling:

Interns are expected to conduct family/couples therapy, utilizing appropriate theory and techniques. The family intervention opportunities may incorporate recommendations from other professional source when priority services are deemed critical to regain/maintain stability (e.g., oversight of parent-child reunification).

#### Consultation:

During the course of the training program interns are expected to demonstrate the ability to work as a member of a multidisciplinary treatment team. Members may include mental health professionals, medical professionals, judges, lawyers, law enforcement/probation, school administrators, teachers, parents, and other individuals. The consultation process may include the development and implementation of formalized intervention plans.

#### Crisis Intervention:

Interns become active members of the organizational structure of each placement site and as such are actively involved in crisis intervention in response to situations such as occurrences or threats of suicide or other forms of violence where intervention is appropriate, needed, and places the intern out of direct harm. Post-incident debriefings with supervisors are required. This includes training in the areas of violence risk assessment and intimate partner violence.

#### Multicultural/Minority Issues:

Cultural and personal diversity of the individual is observed as a key aspect in the development of a sensitive, respectful, and effective practitioner.

#### Policies and Ethics:

Interns are trained in the federal, state, and local policies related to the professional practice of psychological services. Interns are expected to be knowledgeable and proficient in the American Psychological Association ethical standards and guidelines.

#### Professional/Psycho-educational Presentations:

Interns will prepare and present presentations for professional training. Routine opportunities for case presentations are provided.

#### Research:

The training program introduces the intern into ongoing or new research activities. Interns are granted opportunity to conduct individual research projects, to include dissertation.

The program is an organized training program in professional psychology. The internship consortium provides structured training experiences with the primary focus on the contemporary practice of psychology requiring an ever-broadening range of skills and competencies in order for practitioners to meet the burgeoning demands of today's society. The program consists of 2000 hours of training and experience. Interns work 40-50 hours a week. At least 25% of the intern's time is in direct patient/client contact (minimum 500 hours). Stipend is approximately \$27,000.

There are two full-time internship positions available for the upcoming internship year. Placement assignments are made via committee and are subject to change based on intern



interests and best fit. Given the consortium model, new placement opportunities may arise prior to the beginning of the internship. Anticipated placements include:

**2014-2015 Placements**

| <b>INTERN</b> | <i>Counseling Services</i> | <i>Memorial Hospital</i> | <i>LC Clinical Trials</i> | <b>SATELLITE Outreach</b> |
|---------------|----------------------------|--------------------------|---------------------------|---------------------------|
| #1            | 12 hours                   | 16 hours                 | -                         | 4 hours                   |
| #2            | 12 hours                   | -                        | 16 hours                  | 4 hours                   |

Counseling Services of Southwest Louisiana:

Counseling Services of Southwest Louisiana (CSSL) is a multi-practitioner general psychology service which provides services by contract to several agencies, and provides out-patient services for clients across the lifespan (e.g., childhood to geriatric). Licensed psychologists as well as Licensed Professional Counselors provide assessment and treatment for a variety of populations and needs. CSSL offers:

- Individual, family, relationship, and marriage therapy for improving marital/couple, parent-child, or other family relationships
- Grief and bereavement therapy for those experiencing clinically significant life disruptions associated with loss
- Career support and therapy for those wanting to find meaningful work or to resolve work-related problems
- Counseling for those in transitional phases such as divorce, remarriage, and retirement
- Therapy serves for intervening and overcoming anxiety and mood disturbances
- Support for healthy relationships
- Psychological testing
- Anger resolution both individually and in group settings
- Therapy for Attention Deficit-Hyperactivity Disorder for children and adults

Interns are exposed to numerous facets of mental health issues, including forensic settings, assessment and scoring procedures, as well as therapeutic interventions, under the supervision of primary and/or secondary supervisor(s). The Training Director oversees the services occurring at and through CSSL, with placement consisting of part-time on-site assignment for each intern. CSSL forms the foundation of the internship training experience, with weekly group and individual supervision conducted by the Training Director. During this placement experience interns are expected to work collaboratively on clinical cases with each other and other staff members as needed.

### Lake Charles Memorial Hospital:

Lake Charles Memorial Hospital is the region's largest family-centered medical complex, serving the healthcare needs of Southwest Louisiana and Southeast Texas. The mission of Lake Charles Memorial Hospital is to identify and improve the health of the people of southwest Louisiana by providing a full spectrum of innovative services-including health education, disease prevention, and diagnostic and treatment options-in a personalized, caring and safe manner throughout the region. Memorial Hospital is fully licensed by the Joint Commission on Accreditation of Healthcare Organizations. Established in 1952, Memorial Hospital is a 324-bed facility with acute care and women's health facilities in the Lake Charles' community. Internship placement at Memorial is a 12-month, part-time placement. On-site individual supervision is conducted weekly, with unscheduled supervision occurring on an as-needed basis to address the psychological health needs of the patients. The Training Director and other supervisors oversee the intern's placement development.

### Lake Charles Clinical Trials:

Lake Charles Clinical Trials (LCCT) is a psychiatric research clinic under the director of Board Certified Psychiatrist Dr. Kashinath Yadalam. Typically, 12-15 studies are underway at any given time. Clinical trials are conducted using new medications that will with an aim to reduce symptoms for individuals with a wide range of mental disorders to include but not limited to:

- Alzheimer's Disease
- Anxiety Disorders
- Autism / Asperger's Disorder
- Bipolar Disorder
- Major Depression
- Schizophrenia

Interns integrate as a member of the clinical trials and research team. During this part-time 12-month placement, interns are involved in the assessment and diagnosis of DSM-5 disorders to determine patient inclusion and exclusion criteria prior to study clearance. Interns provide individual and family therapy services as needed to maintain continuity of care for patients who are in need of crisis support and service titration during the course of their study participation. Interns conduct relevant assessment/screening/interventions (e.g., cognitive rehabilitation). Interns are expected to obtain and maintain Good Clinical Practice credential, as well as other site/study specific trainings. Weekly individual supervision is an integral component of site placement. An on-site licensed psychologist oversees the intern's training experience. Supervision occurs regularly with the site supervisor to ensure site acclimation and quality patient care.

### Office of Juvenile Justice System (Outreach):

The mission of the Juvenile Justice System is to provide consistent, temporary, secure confinement and quality rehabilitative services designed for juvenile offenders and their families

in a manner that is responsive to their needs. The Juvenile Detention Center provides temporary secure confinement and care to juveniles referred from local law enforcement agencies, state agencies, Federal Agencies and from the local Probation, Drug Court, and Families In Need Services (F.I.N.S.) departments. The center is equipped to house 38 juveniles, male and female, ranging from 10 to 17 years of age.

The Juvenile Detention Center was opened in 1968. The facility consists of 18 rooms, 2 observation rooms, 2 recreation rooms, 2 classrooms, and 2 fenced recreation yards. The staff consists of a Director of Detention, Assistant to the Director, Nurse, Shift Supervisors, Detention Officers, Cooks, and Maintenance personnel. Medical services are provided 3 days a week by the LSU Health-Sciences Center. Two Master's Level Counselors provide counseling, suicide screening, and assessments for the detention center. The intern's role is to work in conjunction with facility staff and the Training Director in providing individual and group therapy services. The Training Director provides consultation and supervision to the staff and interns regarding juveniles who have mental health and substance abuse problems.

## APPENDIX A

# Southwest Louisiana Psychology Internship Consortium

## Due Process/Grievance

Conflict resolution procedures are implemented when 1) a Site Clinical Supervisor or member of the Southwest Louisiana Psychology Internship Consortium (SWPC) training faculty has concerns about the performance or behaviors of an intern; 2) when an intern or faculty member of the Consortium has concerns about the Site Clinical Supervisor or affiliated training site; or 3) when an affiliated training site or intern has concerns about the Consortium. All conflict resolution procedures should be fair, impartial, and respectful to all parties. As used in this Manual, the term “due process” refers to the policies and procedures for conflict resolution and for decision making regarding remediation, probation, suspension or termination from SWLPIC as they are described in this manual.

One aspect of the training process involves the identification of growth and/or problem areas of the intern. A *concern in professional growth* is defined as a behavior, attitude, or other characteristic, which, while of concern and requiring remediation, is not excessive, or outside the domain of behaviors for professionals in training. These concerns are typically amenable to informal management procedures or amelioration. The next level of problem behavior is a *professional competency problem* that can be broadly defined as interference in professional functioning which is reflected in one or more of the following ways: 1) not integrating professional standards into one's repertoire of professional behaviors; 2) not developing the professional skills necessary to reach an acceptable level of competency; and/or 3) exhibiting personal stress, psychological dysfunction, and/or strong emotional reactions which interfere with professional functioning. Specific evaluative criteria, which link this definition of *professional competency problems* to particular professional behaviors, are incorporated in the evaluation forms completed by supervisors. More specifically, behaviors will typically become identified as *professional competency problems* if they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified,
2. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training,
3. The quality of services is negatively affected,
4. The problem is not restricted to one area of professional functioning,
5. A disproportionate amount of attention by training staff is required,
6. The intern's behavior does not change after feedback, remediation efforts, and/or time.

At any time during the year a site staff member may designate some aspect of an intern's performance as inadequate or problematic. By the same token, an intern may take issue with a staff member regarding a particular behavior or pattern of behaviors, with the entire staff, or Consortium regarding policy or procedure. In all cases, it is expected that the complainant will first take the issue directly to the person(s) involved and that the parties will work to resolve the issue in a manner satisfactory to both. In the event that either party feels dissatisfied with the outcome, the grievance and appeal procedures outlined below are established to aid in the resolution of problems. If an intern has concerns regarding an affiliated site's provision of learning experiences or other issues during the internship, these should be discussed promptly with both the Site Clinical Supervisor and the Training Director, and documented, as appropriate. It is the intern's responsibility to inform the Site Clinical Supervisor and Training Director of *any and all concerns*, as soon as they arise. The goal will be to work collaboratively to determine the most appropriate course of action to address the concerns. If a Site Clinical Supervisor has concerns regarding an intern, these are discussed promptly with the intern and the Training Director and documented, as appropriate. It is the Site Clinical Supervisor responsibility to inform the intern and the Training Director of any and all concerns, as soon as they arise. Again, the goal is to work collaboratively to determine the most appropriate course of action to address the concerns.

#### **A. Grievance Procedures Initiated by an Intern:**

If a problem arises at the internship site at any point during the internship, the intern is encouraged to seek a resolution at the informal level first, unless she or he believes this would place him or her in a vulnerable or compromised position. It is likely that the majority of interns' concerns can be addressed through informal discussion with the Site Clinical Supervisors and with the Training Director.

If a problem arises which cannot be resolved within the site setting, the intern can file a formal grievance by summarizing his or her concerns in a letter to the Training Director. The grievance is then discussed with the Training Director, who may request additional written information from the intern or the site.

The Training Director is responsible for keeping records of formal grievances and documenting the outcomes of the grievance in the student's internship file. Unless there are *extenuating circumstances*, the expectation is that the Training Director, the Site Supervisor, and the intern work collaboratively to address intern grievances in order that the intern may continue at the site. In cases in which the grievance is directed towards the Training Director, grievances will be heard by the chair of the Advisory Board in accordance with the established grievance procedures. In these circumstances the chair of the Advisory Board will assume record keeping authority, to include maintaining the student's internship file for the duration of the internship. An intern does not have the authority to terminate a placement unilaterally. If the intern is not satisfied with the resolution, he/she may appeal the decision according to the procedure below (Section E, below).

## **B. Grievance Initiated by a Site Toward an Intern:**

Whenever a site staff person or supervisor has concerns about an intern's behavior or performance, the following general steps are followed, in order:

Notice. The intern receives notice that a problem has been identified and that the internship is addressing the problem. Notice may be informal, verbal, or written:

- a) Informal Notice. When a site staff person feels that an intern is not performing in an appropriate or professional manner, it is the staff person's responsibility to informally provide that feedback to the intern.
- b) Verbal Notice. If the problem is not resolved, the Site Clinical Supervisor is informed and discusses the concern with the intern in a supervisory session. The intern is provided with 10 working days for problem remediation as well as potential consequences if unresolved.
- c) Written Notice. If the preceding steps have not resolved the problem, then the Site Clinical Supervisor prepares a written communication of warning to discontinue the inappropriate behavior. This document contains the position statements of the parties involved in the dispute and is placed in the intern's file. Such action is only taken by mutual consent of the Training Director and the Site Supervisor.
- d) EXCEPTION: Should an intern commit a felony, have sexual contact with a client, or commit any other serious violation of ethical conduct, she or he is placed on suspension within 24-hours. Further disposition determined by the training staff, which may include reporting the incident to outside agencies and the intern's academic institution. This action is taken to protect the interns' clients from harm. A decision regarding the intern's final status will be rendered. The intern retains the right to appeal the decision according to the procedure outlined below.

## **C. Levels of Disciplinary Consequences and Remedial Actions:**

Once a problem has been identified in the intern's functioning and/or behavior, it is important to have procedures to remediate the particular difficulty. The intern's home program will also be informed of any disciplinary action. The following are potential consequences, listed in order of the severity of the problem under consideration: (1) Probation; (2) Extension of Internship; (3) Suspension; or (4) Termination. During the process, if it is warranted, there may be a temporary reduction or removal of the intern's case privileges. Each of these consequences is described below.

### **1. Probation.**

Probation is a time-limited and remediation-oriented consequence. The primary purpose of probationary action is to provide the intern with the opportunity to improve his or her performance. The intern is placed on probation for a 30 day period during which his or her behavior is closely monitored by the Clinical Supervisor in consultation with the rest of the training staff at the site. Termination of probationary status occurs

upon demonstrated improvements in the intern's functioning, as determined by the entire site training staff. The Training Director then communicates the termination of probationary status to the intern within two working days of the final date. The Training Director is notified immediately of the decision to place the intern on probation and of the disposition following the probationary period.

There are four reasons why an intern might be placed on probation:

- a) Inadequate response to supervision: It is expected that, during weekly supervision, Site Clinical Supervisors will provide regular verbal feedback to interns regarding their performance. If a Site Clinical Supervisor has provided feedback and guidance to which an intern has not adequately responded, the supervisor may place the intern on probation. It is critical that the supervisor have detailed documentation of this feedback and the intern's failure to respond to such feedback.
- b) Specific incident or incidents. A Site Clinical Supervisor may place a student on probation following one incident, or a series of incidents, such as inappropriate, unacceptable, unprofessional behavior at the internship site or while functioning in the role of intern at a designated site.
- c) Formal evaluation ratings of *below acceptable level* on a formal intern evaluation may result in probationary status or failure of the internship, depending on the nature and severity of the area(s) of concern.
- d) Noncompliance with site and/or consortium paperwork requirements, failure to submit required internship documents, such as proof of malpractice insurance, in a timely fashion, as well as failure to complete Consortium or site paperwork (client records), or other requirements in a timely and satisfactory manner, may result in probationary status. The decision to place an intern on probation will be made collaboratively by the intern's Training Committee. The decision to place the intern on probation is communicated to the intern both in writing and in person in a meeting with the Site Clinical Supervisor within 24-hours. A written remediation plan is developed. Remedial plans may include, but are not limited to: specific behavioral change requirements, additional supervision and mentoring, and/or a repeat of all or part of an internship. The remediation plan is developed by the Site Clinical Supervisor in collaboration with the other members of the intern's Training Committee.

A formal letter and remediation plan will be sent from the Site Clinical Supervisor to the intern, with a copy to the rest of the Training Committee, outlining the concerns identified in the meeting, consequent probationary status, and the remediation requirements. The intern must sign and return this letter to the Site Clinical Supervisor within 48-hours, and a copy is sent to the Training Director.

An intern's refusal to accept the site's remediation plan constitutes an immediate voluntary withdrawal from the internship Consortium. The intern's home program is informed. Interns have the option of appealing the decision to place him/her on probation and the terms of the remediation plan. The intern's home program will be informed of the intern's probationary

status and the terms of the remediation plan. During the probationary period, the Site Clinical Supervisor keeps the Training Director informed of any and all relevant issues regarding the intern. Also during the probation period, the Site Clinical Supervisor provides regular and timely feedback to the intern regarding his or her progress on the corrective recommendations, and also sets a date for another formal, written review. This date might be the next quarterly evaluation date, or sooner, depending on the nature of the concern(s). The outcome of the next formal review may be a suspension of probation at the site, continued probation at the site, or termination of the internship. Interns on probation continue to receive their stipend, unless the terms of the remediation plan require a reduction in privileges or hours spent at the site. In this latter case, the intern's stipend will be adjusted accordingly.

## 2. Extension of the Internship and/or Recommendations for a Second Internship

When the intern's behaviors or skills need remediation, and when the intern has made some progress toward change, but sufficient progress has not been made prior to the end of the internship, the intern may be required to extend his or her stay at the clinical site in order to complete the requirements. In some cases, the intern may be required to complete part or all of a second internship. In both cases, the intern must demonstrate a capacity and willingness for full remediation, and the intern's home academic program is notified and consulted. Stipends for additional hours or for an additional internship will be negotiated on a case-by-case basis.

## 3. When an intern fails to maintain the required minimum level of malpractice insurance.

The length of suspension is determined by the nature of the situation and its resolution. However, it is expected that every effort will be made by all involved parties to expedite the process in the best interest of the intern and the clients served. Interns who are suspended will be required to make up the hours lost by extending the internship or repeating an internship at another site. In most cases, interns who have been suspended are barred from the site and do not collect their stipend during the term of the suspension.

## 4. Termination

Interns are expected to maintain the standards established by the psychology profession and by the Consortium in order to continue in the Consortium. In order to safeguard intern rights and to ensure the standards of the profession and the Consortium, the Consortium has established policies and guidelines for termination of an intern from an internship.

The Site Clinical Supervisor bears legal responsibility for the intern's clinical work at the internship site. Thus, the Site Clinical Supervisor may recommend termination of the internship in extreme cases in which an intern's performance places a client (or clients) at risk. The Training Director may recommend termination of an intern's internship for repeated noncompliance with the Consortium's internship requirements. The intern may be suspended from the site pending the outcome. As with all decisions affecting the intern, the intern reserves the right to appeal the decision of termination.



Reasons for Considering Termination from an Internship. While definitive parameters of behavior would be impossible to list, the following problems are examples of unacceptable practices and standards:

- a) The intern demonstrates great difficulty relating to other individuals, such as difficulty interacting with patients appropriately and effectively; not maintaining a sufficient client caseload; interacting inappropriately with others at the internship site; and/or demonstrating an inability to distinguish between professional and social relationships.
- b) The intern does not, in the judgment of the supervisor, respond appropriately to supervision.
- c) The intern does not follow agency policies.
- d) The intern exhibits inappropriate and unprofessional behavior regarding appearance and general demeanor.
- e) The intern does not adequately and consistently adhere to components of the remediation plan set during a probation or suspension period.
- f) The intern displays insufficient awareness of self or of his or her negative or inappropriate impact on others (supervisors, other staff, colleagues or clients).
- g) The intern does not demonstrate appropriate self-care, such as seeking help for his or her medical or emotional problems. It is expected that all interns will have control of personal stressors, and if indicated, take appropriate measures to address stressors that could interfere with their performance. It is also expected that, under such circumstances, the intern will comply with the Site Clinical Supervisors' and the Training Director's decisions regarding what is in the best interest of the intern's clients.
- h) The intern's behavior shows disregard for the legal and ethical guidelines for psychologists, as outlined in the Ethical Principles of Psychologists and Code of Conduct.
- i) The intern does not practice in accordance with evaluative and other criteria set out in this manual.
- j) The intern does not practice in accordance with evaluative and other criteria established by the internship site.

In all cases, the intern is also formally notified in writing by the Training Director or a representative of the Advisor Board within 5 working days. The intern's academic institution is also informed by telephone and in writing by the Training Director.

#### **D. Temporary Reduction or Removal of Case Privileges.**

At any point during this process, if it is determined that the welfare of the intern or the client has been jeopardized, the intern's case privileges are significantly reduced or suspended for a minimum of 5 working days. At the end of this time, the intern's Site Clinical Supervisor, in consultation with the site training staff and the other members of the intern's Training Committee, assesses the intern's capacity for effective functioning and determine whether or not the intern's case privileges are to be reinstated. An intern's stipend may be reduced for the period of time when his/her case privileges are temporarily reduced or suspended.

#### **E. Appeals Procedure.**

It is expected that most conflicts will be resolved collaboratively between the intern and the members of the intern's Training Committee. However, the following procedure applies when an intern wishes to make a formal appeal of a decision reached by the Site Clinical Supervisor or Training Committee. If the appeal is at the level of a Verbal or Written Notice:

1. The intern submits the appeal in writing within 5 working days to the Site Clinical Supervisor and the Training Committee.
2. A meeting of the intern's Training Committee is convened within 5 working days. The intern is invited to attend this meeting to present his/her concern in person if he/she so desires, but the intern's attendance is not required.
3. The Training Committee will render a decision regarding the intern's appeal within 5 working days.
4. If the appeal is at the level of Probation, Suspension, or Termination, or if the procedure above does not result in a resolution that is satisfactory to the intern:
  - a) The intern submits the appeal in writing to the Advisory Board within 5 working days.
  - b) The Advisory Board convenes within 5 working days.
  - c) The Advisory Board reviews the intern's appeal and convenes within 5 working days to deliberate the issue. The intern is invited to the meeting of the Advisory Board to present his/her concerns and to answer questions. If the intern refuses to attend the meeting of the ad hoc committee, the meeting will proceed without the intern. After the intern has an opportunity to speak and answer questions, the intern is then excused from the meeting while the Advisory Board deliberates on the issues. Within 5 days of the committee meeting, the intern and the Training Director are informed of the committee's decision in writing. The decision of the Advisory Board is final and no further appeals are possible.

During the appeals process, the safety of the intern's clients must be given primary importance. Accordingly, while the appeal is being considered, the intern will be expected to comply with the restrictions on his/her case privileges imposed by the site (see Section D, above).

**APPENDIX B**

**AUTHORIZATION TO RELEASE INFORMATION**

PATIENT: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

**NOTIFICATION OF INTERN/STUDENT SUPERVISION**

Doctoral Interns in Clinical Psychology are students assigned to clinical rotations to gain additional learning experiences in working with patients. Doctoral Interns are supervised in their performance of clinical practices to assure patient care and safety is not compromised.

Doctoral Interns, during clinical rotations, are supervised by Licensed Psychologists. The supervising psychologist is responsible for all Doctoral Interns that are assigned to him/her. The supervising psychologist is consulted in decisions made regarding therapy interventions and the selection and administration of psychological tests.

**NOTICE OF SHARING PRIVILEGED INFORMATION WITH CLINICAL SUPERVISOR**

As a doctoral intern in Clinical Psychology, I am required to be under supervision with a Licensed Clinical Psychologist, Lawrence Dilks, Ph.D. Information obtained during services will be shared directly with Dr. Dilks. If you have any questions and/or concerns, you may contact Dr. Dilks at (337) 431-7194.

**CONSENT TO PARTICIPATE IN PSYCHOLOGICAL SERVICES**

\_\_\_\_\_  
*INITIAL* I have read this notification form or, at my request, had the form read to me.

\_\_\_\_\_  
*INITIAL* I have had the opportunity to ask questions and have received answers to those questions.

\_\_\_\_\_  
*INITIAL* I have been notified that I will be receiving services by a Doctoral Intern in Clinical Psychology.

\_\_\_\_\_  
*INITIAL* I authorize \_\_\_\_\_ to share my information with for the purpose of intern supervision and quality of care.

\_\_\_\_\_  
*INITIAL* I understand that any tests or reports which are a normal part of my clinical record will remain in my clinical record at \_\_\_\_\_.

\_\_\_\_\_  
*INITIAL* I understand that audio/video recordings may be required in completing some tests and that these records will be destroyed once their use in completing testing has been finished.

\_\_\_\_\_  
*INITIAL* I freely consent to treatment under the conditions outlined above.

\_\_\_\_\_  
PATIENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF CUSTODIAL PARENT, IF PATIENT IS A MINOR

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Doctoral Intern in Clinical Psychology

\_\_\_\_\_  
DATE



Comments:

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| <b>IV</b> | <b>Creative Thinking &amp; Problem Solving Skills</b>             | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|-----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1         | Seeks to comprehend and understand issues in their larger context | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2         | Breaks down complex tasks/problems into manageable pieces         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3         | Brainstorms/develops options and ideas                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4         | Respects input and ideas from other sources and people            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5         | Demonstrates an analytical capacity                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

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| <b>V</b> | <b>Professional &amp; Career Development Skills</b>      | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|----------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1        | Seeks to understand personal strengths and weaknesses    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2        | Exhibits self-motivated approach to work/profession      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3        | Demonstrates ability to set appropriate priorities/goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4        | Exhibits professional behavior and attitude              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5        | Shows interest in determining career direction           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

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| <b>VI</b> | <b>Interpersonal &amp; Teamwork Skills</b>                    | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|-----------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1         | Relates to co-workers effectively                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2         | Manages and resolves conflict in an effective manner          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3         | Supports and contributes to a team atmosphere                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4         | Controls emotions in a manner appropriate for work/profession | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5         | Demonstrates assertive but appropriate behavior               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

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| <b>VII</b> | <b>Organizational Effectiveness Skills</b>                       | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1          | Seeks to understand and support the organization's mission/goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2          | Works within the norms and expectations of the organization      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3          | Works within appropriate authority and decision-making channels  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4          | Demonstrates confidentiality                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5          | Interacts effectively and appropriately with supervisor          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| <b>VIII Basic Work Habits</b>                                | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Reports to work as scheduled                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Is prompt in showing up to work and meetings               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Exhibits a positive and constructive attitude              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Dress and appearance are appropriate for this organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| <b>IX Character Attributes</b>   | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Brings a sense of values and integrity to the job                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Seeks to serve others even at the risk of personal inconvenience           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Respects the privacy of others   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Behaves in an ethical manner   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Respects the diversity (religious/cultural/ethnic) of co-workers/clientele | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| <b>X Industry-Specific Skills: Placement Specific</b>   | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Skills or competencies important to the profession or career-field (represented by your organization) that have not been previously listed in this evaluation: <i>identify and rate below</i> |                          |                          |                          |                          |                          |                          |
| 1 _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 _____   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

| <b>XI Overall Performance</b>                              | <b>1</b>                 | <b>2</b>                 | <b>3</b>                 | <b>4</b>                 | <b>5</b>                 | <b>n/a</b>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 Would you supervise this intern again?                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Would your organization host this intern again?          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Would you recommend this student to other organizations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Why or why not?:

- 4 Overall Performance of this intern:
- Unsatisfactory  
 Poor  
 Average  
 Good  
 Outstanding

I have    I have not discussed this assessment with the intern.

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_