

**Oklahoma Private Practice
Internship Consortium
Training Manual
2020-2021**

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TABLE OF CONTENTS

APPIC Membership	3
Notice of Nondiscrimination.....	3
Welcome	4
The Internship Experience	5
Training.....	5
Didactics	7
Supervision	7
Internship Guidelines	16
Contract and Benefits.....	17
Employee Complaints and Grievances	18
Remediation, Continuance, and Termination Procedures.....	20
OPPIC Doctoral Intern Performance Improvement Plan Form	23
APPIC Informal Resolution and Formal Complaint Process	25

APPIC Membership

The Oklahoma Private Practice Internship Consortium (OPPIC) is not a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). An application for provisional membership in APPIC has been submitted for review. Applicants should be aware that there is no assurance that membership in APPIC will be successfully achieved.

Notice of Nondiscrimination

The Oklahoma Private Practice Internship Consortium (OPPIC) does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, age, gender identity and expression, or military/veteran status in its programs and activities. Inquiries regarding non-discrimination policies should be conveyed to the following persons:

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Welcome

Welcome to the Oklahoma Private Practice Internship Consortium! We are very excited to have you working with us. The internship committee has been diligently working “behind the scenes” during the past few months in an effort to assure that you have a positive internship experience. As your Directors of Training, our focus is on just that: training. Our goal is to provide you with a well-rounded, well-organized internship experience, rich with opportunities to broaden and enhance your professional goals and competencies.

If you have any questions or concerns, please do not hesitate to contact your Primary Supervisor/Co-Director of Training. We are available to you via email, phone, or direct, face-to-face meetings. All issues will be considered promptly and in a confidential and professional manner.

Once again, we welcome you and we extend our best wishes for an exciting and productive internship year!

Sincerely,

Mary Ann Shepherd, Ph.D., HSP, BCBA-D, NCSP, Co-Director of Doctoral Training

Lindsey Bardwell, Ph.D., HSP, BCBA-D, Co-Director of Doctoral Training

The Internship Experience

Internship Goal

It is the goal of the Oklahoma Private Practice Internship Consortium (OPPIC) is to create a high quality, training program in Oklahoma to train psychologists to deliver evidence-based services within the state. Currently there are a limited number of internships in the state of Oklahoma. The lack of internships limits the number of applicants available for licensure in the state of Oklahoma and limits retention of trained professionals. It is the goal of the program to create a program that will lead to retention of qualified professionals in the state, improve the quality of services provided in Oklahoma, and reduce current wait lists.

Internship Aim

The aim of the OPPIC internship program is to prepare psychology interns to provide evidence based, ethical, and competent services in the delivery of health service psychology with children and adolescents. The program is a partnership between Oklahoma Pediatric Therapy Center - Behavioral Department, Cornerstone Behavioral Health and Pediatric Therapies, and Oklahoma State University School Psychology Graduate Program – OTISS Project.

Training

OPPIC embraces the scientist-practitioner model of education and training and promotes the use of empirically supported methods for the development and evaluation of treatment. The OPPIC treatment model is heavily grounded in the field of applied behavior analysis and emphasizes the use of evidence-based, ethical, and competent strategies of behavioral assessment, clinical diagnosis, and problem solving. Training is provided through a combination of supervised clinical field experiences in direct client service and scholarly activities. Training activities include consultation, evaluation, report writing, development of behavior plans and interventions, function-based assessments, school-based consultation, program evaluation, behavior therapy, treatment planning, and research presentation. Legal and ethical issues, and topics related to diversity and multiculturalism, are discussed through weekly didactics. Program goals, objectives, and expectations are specified in this manual. Interns are expected to review and understand the requirements necessary for successful completion of the program. These requirements are considered a mutual commitment by all parties, and OPPIC supervisors will ensure that all interns have the appropriate opportunities, supervision, and support to meet all requirements.

Phase One – Weeks 1 & 2

Interns will attend orientation to the clinic during the first two weeks of internship. They will receive training on electronic health records, billing and insurance procedures, general clinic procedures and be introduced to staff members, office personnel, and other departments. Interns will also be provided the agency handbook and internship materials for logging time and documenting supervision during this period.

Interns will spend their first two weeks observing clinical work completed by their Primary Supervisor. Interns will observe psychological evaluations from the intake, to assessment, scoring and data analysis, report writing, development of recommendations, and feedback to parents. Interns will also observe their Primary Supervisor during behavior consultation and behavior therapy appointments. Interns will work with their Primary Supervisor to develop their training goals and establish a plan for dividing their training between assessment, ABA therapy, and behavior therapy.

Phase Two – Weeks 3 & 4

Interns will be introduced to more clinical independence as they assist with their supervisor's case load. This will include independent assessment with observation and feedback, independent report writing with feedback, as well as more in-depth training in the ADOS administration.

Phase Three – Weeks 5+

Interns will be assigned independent cases with continued supervision, observation, and feedback. As their competence develops, their case load will become more diverse in regards to the complexity and nature of referral concerns. As quickly as is feasible, interns graduate to greater levels of autonomy. As appropriate, interns begin addressing a wider breadth of case diversity and establish areas of specialty. Interns keep daily logs of their activities and time spent, which are reviewed during weekly supervision. These logs and samples of the various types of written reports are kept on file. Each intern maintains didactic information, articles, handouts, and all continuing educational materials. By the end of the program each intern will have compiled a comprehensive portfolio of training experiences and products.

Although intern schedules vary, the time spent in activities during a typical week can be divided into the following percentages (Please note that Direct Service Activities & Treatment Planning/Documentation have various combinations of experiences, depending on the site):

Direct Service Activities	30%
Assessment	
Consultation	
Treatment (i.e., ABA)	
Treatment Planning and Documentation	55%
Scoring of Testing Materials	
Report Writing	
Treatment Planning	
Development Behavior Intervention Plans	
Supervision	10%
Didactics Seminars	5%

Didactics

Didactic presentations are aligned with the areas of training and provide information on topical subjects. Two hours per week are required, and presentations typically take place on Wednesdays as does group supervision. Scheduled training topics for 2020-2021 include the following:

ABA Consultation	Psychopharmacology
Assessment in Early Childhood	Professional Attitudes and Values
Cultural Competence	Racial Identity and Academics
Ethics in Applied Behavior Analysis	Record Keeping
Feeding Assessment and intervention	Risk Management in Psychological Practice
Insurance and Billing	Social Justice
Interdisciplinary Study	Self-Care
Parent Training	Supervision Considerations
Parent-Child Interaction Therapy	School-Based Motivational Interviewing
Public Speaking	Teletherapy

Interns are encouraged to take advantage of additional training opportunities. These trainings can include conferences, conventions, workshops, seminars, and other educational opportunities provided by local universities (Oklahoma State University, University of Central Oklahoma, University of Oklahoma), state psychological associations, and mental health agencies. Staff and intern attendance at relevant conferences and workshops is encouraged. Release time will be provided, and payment of registration fees and other costs may be made available.

Supervision

Interns will receive four hours of supervision per week with a minimum of 2 hours of individual supervision. The goal of supervision is to transition interns from students to independent practitioners. Supervision, as well as the internship itself, aims to produce qualified competent professionals who provide quality services to their communities and valuable contributions to the field. Supervisors will work closely with one another to continuously improve upon their supervisory skills through training and professional development. Individual supervision assignments will be based on assigned training location.

Group supervision will be provided by both training directors, and interns will have opportunities to consult with multiple professionals at their respective sites. **Supervisors will be legally and ethically responsible for all clients seen by the intern and will maintain a collaborative relationship with their assigned intern. The Supervisor will countersign all treatment notes and psychological reports.**

Individual Supervision: Primary supervisors for interns are licensed by the state of Oklahoma as Health Service Psychologists and as Board Certified Behavior Analysts. Primary supervisors will provide interns with two hours of face-to-face supervision per week. Interns will have the same Primary Supervisor throughout their internship. Secondary supervisors will be the Co-Director from the other primary site, who is actively involved in the training and professional development experience, as well as group supervision. Interns are expected to prioritize supervision, and to maintain a standing weekly appointment with their supervisor. Both the intern and the supervisor are responsible for ensuring that all required supervision hours are met.

Group Supervision: Interns will receive one hour per week of group supervision with their primary and secondary supervisors who are both licensed Health Service Psychologists. During group supervision, interns will have the opportunity to discuss cases with supervisors and consult with their fellow intern. Other licensed psychologists and trainees are invited to attend Group Supervision, to ensure a rich learning environment. Interns will decide with their Primary Supervisor which cases would be appropriate for Group versus Individual Supervision.

Interns will also receive one hour of additional supervision per week through OTISS. During OTISS supervision, interns will consult with a Board Certified Behavior Analyst on school-based systems-level consultation.

Placement Opportunities

Interns will be assigned to one of two training sites: Oklahoma Pediatric Therapy Center and Cornerstone Behavioral Health and Pediatric Therapies. Descriptions of each training site are listed below. In addition to their training site, interns will also participate in the OTISS project, and will spend part of their time assisting schools statewide in implementing multi-tiered systems of support. Placements will be decided the summer prior to internship. Interns are encouraged to discuss their areas of interest and career goals with directors to aid in the development of an individualized training experience.

Oklahoma Pediatric Therapy Center (OPTC)

The Oklahoma Pediatric Therapy Center is comprised of three clinics: the Applied Behavior Analysis (ABA) Clinic, the Assessment Clinic, and the Behavioral Therapy Clinic. Interns assigned to OPTC will have the opportunity to work in multiple clinics. Clinic rotations will be scheduled on an individual basis. Interns interests and professional goals will be taken into consideration during development of clinic rotation schedules.

ABA Clinic – The goal of the ABA clinic is to provide high quality, individualized ABA therapy to children diagnosed with Autism. Children receive on average five to fifteen hours of therapy per week depending on severity of diagnosis and individual client need/availability. Children receive therapy from a Registered Behavior Technician (RBT) under the supervision of a licensed Behavior Analyst, BCBA-D. Interns will have the opportunity to receive training in the service delivery and supervision of one or more ABA cases depending on intern training goals. The intern will be responsible for initial treatment assessment, treatment planning, service delivery, supervision of the RBT, and re- evaluation every 6 months.

Assessment Clinic – The goal of the Assessment Clinic is to provide comprehensive diagnostic assessments for children and adolescents suspected of having a mental health disorder or disability. Interns will be responsible for conducting a thorough background interview, administering standardized assessments, scoring and analyzing assessment data, writing a comprehensive assessment report, and delivering feedback to caregivers. The intern will conduct one to two assessments per week depending on intern training goals.

Behavioral Therapy Clinic – The goal of the Behavior Therapy Clinic is to provide individualized therapy to children and families of children diagnosed with Pediatric Developmental Disabilities and Childhood Mental Health Disorders. The intern will conduct an intake evaluation using functional assessment procedures, identify 1-2 behaviors to target for initial treatment and develop and train parents in intervention procedures. The intern will conduct follow up appointments to assess response to treatment interventions and target additional behaviors.

Cornerstone Behavioral Health and Pediatric Therapies (CSBH)

Cornerstone is a private, interdisciplinary clinic with two locations in the OKC metro area. Clinicians provide psychological evaluations for children ages 2-18 examining concerns of autism spectrum disorder, ADHD, anxiety, depression, and other behavioral disorders. Clinicians also have the opportunity to provide individual & family counseling, Parent-Child Interaction Therapy, and Applied Behavior Analysis. Other services provided in the clinic include Speech and Language Therapy, Occupational Therapy, Feeding Therapy and Social Skills Groups. Interns will have the opportunity to work alongside other disciplines for a more comprehensive training experience and have the ability to work with clients from urban, suburban, and rural Oklahoma. Cornerstone Behavioral Health & Pediatric Therapies is divided into three components: Assessment, Behavior Therapy, ABA – or a combination of all three.

Assessment: Interns will have the opportunity to shadow a licensed psychologist on active cases, assist with the assessment process, and then individually complete an evaluation from start to finish with the psychologist's feedback. After the completion of the training phase, the intern will carry a caseload of 1-2 assessments per week and will be responsible for the diagnostic interview, assessment, scoring of testing materials, comprehensive report writing, a feedback of findings with the parent. The intern will be provided with the unique experience of learning how to bill and be reimbursed from insurance companies within a private practice setting.

Behavior Therapy: Interns will have the opportunity to shadow a licensed psychologist on active cases and assist with treatment planning and assessment of progress towards treatment goals. After the training period, the intern will be assigned 8-10 behavior therapy clients. The intern will be responsible for the intake, identification of problem behaviors, functional assessment, treatment planning, and scheduling follow up appointments. The clinical orientation of behavior therapists at Cornerstone is heavily rooted in ABA. As such, the intern will have the opportunity to be supervised by a BCBA-D.

ABA Clinic – Cornerstone Behavioral Health & Pediatric Therapies has two separate ABA clinics (Edmond and MWC). Each clinic is supervised by a Board Certified Behavior Analyst. Children receive several hours of intensive ABA in the clinic, some hours in the home, and some in the school setting. Interns interested in more intensive ABA will be provided the opportunity to work alongside BCBA's as well as their Primary Supervisor who is a BCBA-D.

The Oklahoma Tiered Intervention System of Support Project (OTISS)

The Oklahoma Tiered Intervention System of Support, OTISS, is Oklahoma's intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. This model was developed by the 2011 Oklahoma State Personnel Development Grant II (OK SPDG II), a grant to the Oklahoma State Department of Education from the U.S. Department of Education; it continues to be supported by the 2017 State Personnel Development Grant III (SPDG III). The primary goal of OTISS is to improve student academic and behavioral outcomes using research-based interventions matched to the needs and levels of students. Critical components of OTISS include: Leadership, Teaming, Professional Development, Universal Screening/Benchmarking, Tiered Interventions, Progress Monitoring, Data-Based Decision Making, and Family Engagement.

Through OTISS, the intern will serve as an external site coach to schools participating in the OTISS grant. The intern will assist schools in implementing MTSS for reading, math, writing, and behavior. The intern will also assist the school in program evaluation. The intern will report site progress back to an oversight committee and to other site coaches. The intern will attend didactic training once weekly through the OTISS project.

Goals and Objectives for Interns

Profession-Wide Competencies:

The Oklahoma Private Practice Internship Consortium Training Program aims to prepare Interns for entry-level practice in the nine profession-wide competencies of Health Service Psychology that are outlined in this evaluation form. Each profession-wide competency contains a list of items comprising the competency. During the evaluation period (3 trimesters), each intern is rated on the items for each profession-wide competency. After each evaluation is complete, the doctoral intern's Primary Supervisor will send a copy to the Director of Clinical Training at the intern's graduate program so that the intern, Primary Supervisor, and Director of Clinical Training all have a copy for their records.

Research, Science, and Evaluation

Goal: The intern will demonstrate the ability to integrate science and practice. This includes the ability to produce new knowledge, critically evaluate and use existing knowledge to solve problems, and disseminate research. The intern will demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conferences, presentations, publications) at the local, regional and/or national level.

The intern will:

1. Seek and read scientific literature in domains relevant to clinical practice
2. Approach practice using processes of critical thinking, hypothesis testing, and other elements of the scientific method
3. Demonstrate evidence-based practice incorporating best available research, patient values, and sound clinical judgement
4. Use measures to evaluate progress and outcomes of clinical practice
5. Effectively use data to guide clinical decision making
6. Critically evaluate and disseminate research in a culturally sensitive and clinically relevant manner
7. Use research skills for quality improvement or program development as related to clinical services
8. Demonstrate research skills relevant to the clinical rotation

Ethical and Legal Standards

Goal: The intern will be knowledgeable and act in accordance with the current version of the APA Ethical Principles and Code of Conduct; relevant laws, regulations, rules, and policies governing

Health Service Psychology; relevant professional standards and guidelines; and relevant state statutes. Interns will be expected to recognize ethical dilemmas as they arise, apply ethical decision-making processes in order to resolve the dilemma, and conduct themselves in an ethical manner in all professional activities.

The intern will:

1. Demonstrate knowledge and adherence to APA Ethical Guidelines
2. Demonstrate motivation and initiative to learn about relevant state laws and policies
3. Recognize ethical dilemmas and applies ethical decision making process
4. Understand the range and the limits of psychological practice
5. Navigate professional role with appropriate boundaries

Individual and Cultural Diversity

Goal: The intern will develop the ability to conduct all professional activities with sensitivity to human diversity. Interns will demonstrate knowledge, awareness, sensitivity, and skills when working with diverse populations, demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; have knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities; possess the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles; and work effectively with individuals whose group membership, demographic characteristics, and worldviews are different from their own.

The intern will:

1. Provide psychological services to individuals from various backgrounds (ethnic, religious, cultural, SES) in a sensitive manner
2. Integrate awareness and knowledge of diversity in professional roles
3. Understand concept of disparities in health care services
4. Demonstrate awareness of own reaction to clients from various backgrounds and uses supervision to process and learn
5. Explore own implicit biases and impact on clinical care
6. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service

Professional Values and Attitudes

Goal: The intern will behave in ways that reflect the values and attitudes of psychology, including integrity, professional identity, accountability, lifelong learning, and concern for the welfare of others. Interns are expected to actively seek and demonstrate openness and responsiveness to feedback and supervision

The intern will:

1. Behave in ways that reflect the values of psychology
2. Engage in self-reflection and explores opportunities for professional growth
3. Demonstrate an openness and responsiveness to feedback
4. Represent psychology effectively across settings in the Private Practice setting
5. Present self to others in a professional manner (e.g., speech, dress, demeanor)
6. Respond professionally in increasingly complex situations with a greater degree of independence

Communication and Interpersonal Skills

Goal: The intern will develop interpersonal skills and communication skills to aid in service delivery, activity, and interaction with others in all activities and contexts. Additionally, interns will apply these skills to psychological reports and feedbacks with parents, clients, and school or agency staff.

The intern will:

1. Develop and maintain effective relationships with a wide range of individuals
2. Effectively communicate verbal, nonverbal, and written information
3. Demonstrate an openness and responsiveness to feedback
4. Be respectful and appropriate when communicating to various leaders in the health center
5. Demonstrate ability to have difficult conversations with clients, peers, supervisors, and other professionals

Assessment

Goal: The intern will demonstrate competence in conducting evidence-based assessments, including the ability to select, conduct, and interpret standardized psycho-educational assessments, structured and semi-structured interviews, and standardized behavioral checklists and screeners; conduct specialized assessments (i.e., ASD, AD); generate permanent products; and provide appropriate feedback to stakeholders

The intern will:

1. Conduct diagnostic interviews balancing rapport, information gathering, and understanding human behavior within its context
2. Demonstrate knowledge of functional and dysfunctional behaviors, patient strengths, psychopathology and selects appropriate DSM-5 diagnosis
3. Systematically collect information from a variety of relevant sources in a culturally sensitive manner
4. Select appropriate, empirically supported (when available) assessment tools (e.g., tests, interviews, etc.)
5. Interpret results competently with developmental and cultural sensitivity to inform conceptualization
6. Demonstrate accuracy in scoring, interpretation, and communicating findings to patients
7. Write coherent reports which addresses major issues, referral questions, and make appropriate recommendations

Intervention (e.g., individual, group, family therapy)

Goal: The intern will demonstrate competence in evidence-based interventions derived from a variety of theoretical orientations or approaches, with specific emphasis placed on evidence-based practice. The level of intervention includes individual and group, though other levels of intervention may be applicable (i.e., groups, families, communities, other systems).

The intern will:

1. Displays appropriate relationship skills with patients
2. Adjusts relationship based on client's developmental or cognitive level
3. Recognizes therapeutic boundaries and responsibilities
4. Is aware of own reactions to patients and addresses effectively in supervision
5. Develops an appropriate theory driven case formulation
6. Sets appropriate treatment goals that arise from case formulation
7. Selects appropriate empirically supported (when available & clinically indicated) intervention

8. Implements intervention with appropriate skill and flexibility
9. Tracks and manages therapy process and evaluates effectiveness of interventions
10. Takes responsibility for case management
11. Able to use safety planning with high risk and suicidal/homicidal patients
12. Manages crises and emergencies appropriately
13. Communicates as appropriate with relevant parties (e.g., parents, schools, referral source)
- 14.

Supervision

Goal: Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice, and the effective evaluation of those skills. Interns are expected to act as role models and maintain responsibility for the activities they oversee. Opportunities for supervision include working with practicum students and co-therapists in the provision of psychological services.

The intern will:

1. Understands ethical issues in the supervisory relationship
2. Respects supervisory process and accepts supervisor input
3. Seeks supervision appropriately and comes prepared for supervision
4. If relevant, provides effective supervision to a practicum therapist
5. Comprehends various models of supervision
6. If relevant, identifies "parallel process" in supervision and uses it effectively

Consultation and Interprofessional/Interdisciplinary Skills

Goal: The intern will intentionally collaborate with professionals and other individuals or interdisciplinary groups to address a problem, seek or share knowledge, and/or promote effectiveness in professional activities.

The intern will:

1. Demonstrates knowledge and respect for the roles and perspectives of other professions
2. Works effectively in a team based setting
3. Is able to approach difficult situations rather than avoid
4. Consults effectively with other members of the health care team

Internship Guidelines

The OPPIC Internship will meet the following criteria:

1. The internship provides training in a range of assessment and intervention activities conducted directly with clients.
2. Interns have at least one clearly designated staff member who is responsible for the integrity and quality of the training program. Both training directors are licensed by the Oklahoma State Board of Examiners of Psychologists (OSBEP).
3. Each doctoral intern has two or more doctoral staff as supervisors, both of whom have at least 2 years of experience and are actively licensed by the OSBEP (i.e., both Co-Directors). The Primary Supervisors for doctoral internship must be licensed as Psychologists.
4. At least 40% of the intern's time is spent in service delivery, which includes consultation and other indirect services. At least 25% of that time is direct service.
5. The internship includes a minimum of four hours per week of supervision; at least two hours per week are formal, face-to-face individual supervision.
6. An average of at least two hours per week is spent in training activities such as conferences, didactic presentations, psychology seminars, or additional individual supervision.
7. Dissertation/research is supported up to ten percent of the internship total hours at a rate of no more than four hours each week. Time is not cumulative. Supported study time must occur on site with the exception of one day of absence for dissertation defense.
8. Training is post-practicum level.
9. The internship has a minimum of two full-time interns at the internship level of training during applicant's training period.
10. Interns have the title of "Doctoral Intern."
11. The internship has a written statement or brochure that describes the goals and content of the internship, clearly stated expectations for quality and quantity of trainee's work and is available to prospective interns.
12. A year of full-time, supervised experience in the internship is defined as a minimum of 40 hours per week experience/employment for 52 weeks, providing for 2000 doctoral internship hours.

Contract and Benefits

The Oklahoma Private Practice Internship Consortium will provide the Intern with the following:

1. A written contractual agreement specifying the intern as an at-will employee for a term of one year (12 months) and terms of compensation including the amount of compensation and prorating of salary into twelve equal monthly paychecks.
2. An annual salary of \$22,000+ is paid as a stipend. This salary is expected for the 2020-2021 calendar year; however, OPPIC reserves the right to amend salaries when the new budget is approved. Auto mileage is reimbursed.
3. Employee benefits consistent with those of staff include:
 - a. Five days of sick leave and two professional days
 - b. Paid time off for major holidays (Labor Day, Memorial Day, New Year's Day, Christmas Day, Thanksgiving Day, and the 4th of July)
 - c. Student health insurance benefits
 - d. An appropriate work environment including adequate equipment, materials, secretarial support services, and office facilities (desk, bookshelf, phone, voice mail, email).

Each intern is provided with:

1. Internship Training Manual specifying goals and objectives for the internship.
2. Access to assessment protocols and testing equipment
3. Voice mail system and an email address.
4. Adequate office space
5. Copying and clerical support.

**Oklahoma Private Practice Internship Consortium
Doctoral Internship Program**

Employee Complaints and Grievances

The Oklahoma Private Practice Internship Consortium understands the importance of the rights and safety of its interns. Interns are strongly encouraged to discuss actual or potential conflicts with supervisors in a professional and collegial manner. Should any situation not be readily resolved with their Primary Supervisor/Co-Director of Training, then they should contact the alternative Co-Director of Training (Secondary Supervisor). The OTISS supervisor is also a source of consultation. The internship holds no tolerance for harassment, discrimination, or unfair treatment toward any employee. The internship acknowledges that APA and APPIC share these concerns for the safety and security of interns.

The intern is strongly encouraged to first attempt to resolve the issue informally with the party involved. If the intern has attempted to do so unsuccessfully or believes he or she is unable to do so without the assistance of an external party, the intern is encouraged to proceed through as many of the following steps as may be necessary for the resolution of the problem.

Informal Mediation

Either party may request a Co-Director of Training to act as a mediator, or to help in selecting a mediator who is agreeable to both the intern and supervisor. This person may be a member of either training site who is not directly involved with this complaint or their OTISS supervisor.

At this initial exploratory stage, the intern may speak confidentially to the staff member who will help to clarify the problem. If necessary, the staff member may, with the permission of the intern, perform an informal investigation which may include interviewing the parties involved or any party who has evidence concerning the validity of the complaint.

In some cases, this contact may be sufficient to resolve the complaint. Alternatively, mediation may result in recommended changes to the learning environment, or a recommendation that the intern change training sites in order to maximize the learning experience.

If informal mediation is unsuccessful in resolving the problem, then a formal grievance procedure will be initiated.

Formal Grievance Process

If this informal investigation fails to lead to the resolution of the concern, the intern may initiate the formal grievance process by sending a written request for intervention to the Owner(s) of the primary site.

The Owner(s) of the primary site will call a meeting of the Internship Committee (OTISS supervisor, Co-Directors of Training, and one additional licensed psychologist on staff) to review the complaint. If the complaint is directed toward one of the committee members, that person will not take part in the review process. If the grievance is regarding the Owner(s) of the primary site, it may be submitted directly to the Director of Training at Oklahoma State University.

The intern and Primary Supervisor will be notified of the date that such a review is occurring, and will be given the opportunity to provide the Committee with any additional information regarding the grievance. The Director of Clinical Training at the intern's graduate program will be informed, in writing, of the grievance and kept apprised of the review process, if not already informed (see above).

The Internship Committee will make every effort to determine the course of action that best promotes the intern's training experience. Once again, this may include recommended changes within the placement itself, a change in supervisory assignment or a change in rotation.

The intern will be informed, in writing, of the Internship Committee's decision and asked to indicate if he or she accepts or disputes the decision. If the intern accepts the decision, the recommendations will be implemented and the Director of Clinical Training at the intern's graduate program will be informed of the grievance outcome. If the intern disagrees with the decision, he or she may continue the grievance process with relevant professional organizations such as APA or APPIC.

Interns are also advised that they may pursue any complaint regarding unethical or unlawful conduct on the part of practitioners of psychology licensed in Oklahoma by contacting the office of the Oklahoma State Board of Examiners of Psychologists.

**Oklahoma Private Practice Internship Consortium
Doctoral Internship Program
Remediation, Continuance, and Termination Procedures**

The internship program aims to develop professional competence. Rarely, an intern is seen as lacking the competence for eventual independent practice due to a serious deficit in skill or knowledge, or due to problematic behaviors that significantly impact their professional functioning. In such cases, the internship program will help interns identify these areas, and provide remedial experiences or recommended resources, in an effort to improve the intern's performance to a satisfactory degree. Very rarely, the problem identified may be of sufficient seriousness that the intern would not get credit for the internship unless that problem was remedied. Should this ever be a concern, the problem must be brought to the attention of the Co-Directors of Training at the earliest opportunity, so as to allow the maximum time for remedial efforts

Remediation and Continuance

Formal Remediation will occur if an intern has received any scores of 1 (Beginner) on his/her first or second formative evaluation (and this score cannot be directly attributed to a lack of opportunity on the part of the program) and/or concerns occur in between formal evaluations that were not sufficiently remediated despite steps taken by the Primary Supervisor. Formal Remediation includes the following steps:

- A. The Co-Directors of Training will notify the intern, *in writing*, the following information, which will include feedback from the Primary Supervisor:
 1. If the concern(s) occur in between formal evaluations, the concern(s) will be sufficiently and thoroughly defined.
 2. If the concerns are directly related to a formal evaluation (i.e., an intern receives a score of 1 (i.e., Beginner) on the first or second evaluation), the Co-Directors will inform the intern that they have been notified of insufficient progress.
 3. The Co-Directors will detail the steps taken to informally remediate concerns and the outcome.
 4. The Co-Directors will inform the intern that a formal, Remediation Plan will be created by the Internship Training Committee during a Remediation Plan Meeting.
 5. The intern will be asked to respond in writing between the notice and the Remediation Plan Meeting, so that they may have input in regards to the plan.
 6. The intern will be provided with the date and location of the Remediation Plan Meeting and who will be in attendance (i.e., Internship Training Committee—Co-Directors, OTISS supervisor, Owner of primary site).
 7. In addition, the intern may request that a representative of the graduate program be invited to attend and participate as a non-voting member in any meetings of the Training Committee that involve discussion of the intern and his/her status in the internship.

- B. The Director of Clinical Training at the intern's graduate program will be notified, *in writing*, that Formal Remediation is necessary. The Director of Clinical training will also be provided with the above information (listed in "A") and will be asked to provide his/her input regarding the problem.
- C. The Remediation Plan Meeting will occur within 2 weeks of notice to the intern. During this meeting, the committee will review the concerns presented, the intern's response, and any input or feedback provided by the Director of Clinical Training at the intern's graduate program.
- D. The Internship Training Committee may need to make a decision as to whether it would be in the intern's best interests to remain in his/her current placement or whether a new placement will better assist in the intern's remediation. The Committee may issue guidelines for the type of rotation the intern should complete, in order to remedy such a deficit (A decision regarding whether the current placement is appropriate will be decided within 48 hours of the committee meeting; Should specific guidelines be created, the committee has one week to finalize these guidelines to present to the intern.)
- E. Considering all information, a formal Remediation Plan will be created and will specify the kinds of knowledge, skills, and/or behavior that are necessary for the intern to develop in order to remedy the identified problem(s). The final plan will be provided to the Primary Supervisor, intern, and Director of Clinical Training at the intern's graduate program, within 48 hours.
- F. The intern and the Primary Supervisor/Co-Director will report to the remaining members of the Internship Training Committee on a regular basis, as specified in the plan (not less than twice between the implementation of the plan and the next formative evaluation, or other specified date) regarding the intern's progress. At these meetings, it will be determined whether the Remediation Plan should be concluded, continued and modified or if the Internship Training Committee should proceed to Due Process procedures.
- G. It is expected that the Co-Directors of Training will have regular contact with the Director Clinical Training at the intern's graduate program, in order to solicit input and provide updated reports of the intern's progress. These contacts will be summarized and will be placed in the intern's file.

Termination

- A. If the intern is not making sufficient progress, or, if it becomes apparent that it will not be possible for the intern to receive credit for the internship, the Internship Training Committee will inform the intern and the Director of Clinical Training at the intern's graduate program, *in writing*, at the earliest opportunity.
- B. The decision for credit or no credit for an intern is made by the Internship Training Committee. The Internship Training Committee will base their decision on all available data, with particular attention to the intern's fulfillment of the Remediation Plan.

- C. The intern may appeal the Internship Training Committee's decision by sending a written response within 48 hours.
- D. The Internship Training Committee will meet within 1 week of the written response to vote on whether the written response warrants further remediation.
- E. Should further remediation be deemed appropriate given the intern's written response, an additional Formal Remediation Plan Meeting will be scheduled and a new plan will be created.
- F. At any point, the intern may go through the steps outlined in APPIC Informal Resolution and Formal Complain Process, if they do not agree with the Internship Committee's final decision (please see page 25 of the internship training manual).
- G. In the case of illegal behavior, the internship program will adhere to the termination policy outlined by their primary internship site Employee Handbook.

OPPIC Doctoral Intern Performance Improvement Plan Form

Date of Remediation Plan Meeting:

Name of Intern:

Primary Supervisor/Co-Director:

Names of All Persons Present at the Meeting:

Date for Follow-up Meeting(s):

Circle all competency domains in which the Intern's performance does not meet the benchmark:

Research, Science, and Evaluation

Assessment

Ethical and Legal Standards

Intervention

Individual and Cultural Diversity

Supervision

Professional Values and Attitudes

Consultation and Interprofessional/
Interdisciplinary Skills

Communication and Interpersonal Skills

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the Intern's attention and by whom:

A statement of the purpose of the hearing:

Committee findings of intern performance:

Recommendation(s) for disposition of the grievance:

Recommendation	Performance goal for Improvement	Performance Objectives	Date for Review

AGREED BY THE PARTIES through their authorized signatures

For and behalf of OKLAHOMA STATE UNIVERSITY, OTISS PROJECT

..... Date

Name:

For and behalf of OKLAHOMA PEDIATRIC THERAPY CENTER

..... Date

Name:

For and behalf of CORNERSTONE BEHAVIOR HEALTH AND PEDIATRIC THERAPIES

..... Date

Name:

CO-Director of Training – OPTC

..... Date

Name:

CO-Director of Training – CORNERSTONE

..... Date

Name:

Licensed Psychologist (Staff) – CORNERSTONE

..... Date

Name:

APPIC Informal Resolution and Formal Complaint Process

APPIC has established both an [Informal Problem Resolution](#) process and a [formal complaint](#) process in order to address issues and concerns that may arise during the internship or postdoctoral selection process or during the internship or postdoctoral training year. Applicants, current and recently-graduated interns and postdoctoral residents, Directors of Clinical Training (DCTs), internship and postdoctoral Training Directors, and training program faculty/staff are welcome to utilize these services. [APPIC policies](#) state that concerns must first be brought to the Informal Problem Consultation and Resolution process before a formal complaint is filed.

INFORMAL PROBLEM RESOLUTION

The goals of the Informal Problem Resolution (IPR) process are to provide guidance, consultation, and assistance in resolving the broad array of problems and challenges that may be encountered by concerned parties in the internship or postdoctoral context. The IPR process is confidential. In some instances, the IPR representative from APPIC interacts only with the individual seeking assistance; in other cases, when the individual grants permission, the IPR representative may talk with multiple parties in order to seek information or negotiate a resolution. Students and trainers have found this process to be an effective and efficient mechanism for handling the majority of problems and conflicts that arise regarding various aspects of internship and postdoctoral training. Here are some examples of situations in which an individual (or group of individuals) may make use of the IPR process:

An internship applicant or internship training director experiences what he/she perceives to be a violation of APPIC Match Policies.

An internship or postdoctoral training director has concerns about a student's competence or unethical/unprofessional behavior and wants to consult about possible options or solutions.

A current intern or postdoctoral resident believes that his/her internship or postdoctoral program is not in compliance with APPIC membership policies.

A current intern or postdoctoral resident is concerned about his/her training experience and wants to consult about options or solutions.

A Director of Clinical Training is concerned about a student's internship experience and wants to consult about options or solutions.

An applicant or trainee feels that he/she has been treated in an inappropriate, disrespectful, or discriminatory manner.

An intern or postdoctoral resident and/or an internship or postdoctoral Training Director would like guidance in handling issues related to medical concerns, pregnancy, child/elder care, family hardships, disability, etc.

An individual is unsure if a policy violation has occurred, or is unsure if his/her situation warrants a formal complaint or is best addressed by the informal problem resolution process.

In cases in which an intern applicant or current intern has concerns about his/her ability or willingness to attend or complete an internship, and is considering withdrawing from his/her Match or Clearinghouse commitment, the individual MUST contact the IPR representative before taking any action to withdraw. If you would like to seek confidential consultation or assistance with problem resolution, contact Dr. Steve McCutcheon, Chair, APPIC Board of Directors, at Stephen.McCutcheon@va.gov or (206)764-2895. The Chair will forward inquiries and concerns to a consultant.

FORMAL COMPLAINT PROCESS

Sometimes, serious problems cannot be adequately handled through the APPIC Informal Problem Resolution process. For these situations, a formal complaint may be filed with the APPIC Standards and Review Committee (ASARC). The purpose of ASARC is: (a) to investigate alleged violations of APPIC policies and procedures, (b) to recommend an appropriate response to the APPIC Board of Directors upon determining that a policy violation has occurred, and (c) to serve in a consultative or educative role when queries are made regarding APPIC policies and procedures. In response to a complaint filed with ASARC, the APPIC Board may decide to impose sanctions on individuals or training programs that violate APPIC policies.

For more information on the formal complaint procedures, please see the [ASARC Procedures for Handling Grievances and Violations of APPIC Policies](#). Please note that there are time limitations on the filing of formal complaints; see [Policy IV-B](#) for specifics. In addition, [APPIC policies](#) state that concerns must first be brought to the Informal Problem Resolution process before a formal complaint is filed. Questions about the formal complaint process may be directed to Dr. Mark Vogel, Chair of APPIC's Standards and Review Committee, at vogel1@msu.edu. Complaints should be filed using the ASARC Complaint Form ([download in Word format](#)) and submitted to:

Chair, APPIC Standards and Review Committee
10 G Street, NE, Suite 440
Washington, DC 20002