



**WCU Community Mental Health Services
Doctoral Internship in Clinical Psychology
Handbook
2018-2019**

WCU Community Mental Health Services
West Chester University
Wayne Hall, 8th Floor
125 W. Rosedale Avenue
West Chester, PA 19383

Table of Contents

WCU Community Mental Health Services at West Chester University	5
WCU Community Mental Health Services	5
West Chester University Psy.D. Program	5
West Chester University	5
Community Mental Health Services Doctoral Internship in Clinical Psychology	6
Financial Compensation, Benefits and Work Schedule	7
Program Policies and Procedures	7
University Statement of Non-Discrimination.....	7
Intern Recruitment and Selection.....	8
Application Requirements	8
Selection Criteria.....	9
Requirements for Successful Completion of Internship	9
Intern Evaluation, Retention and Termination Decisions.....	10
Grievance Procedures	11
Commitment to a Supportive Learning Environment.....	11
Program Aims and Competencies.....	11
Learning Elements.....	12
Psychological Assessment.....	13
Psychotherapeutic Interventions.....	13
Ethics, Diversity, and Professional Issues.....	13
Supervision Skills.....	13

Supervision.....	13
Evaluation of Intern Competencies	14
Appendix	15
Internship Due Process	15
Definition of Problematic Behavior	15
Remediation, Sanction Alternatives, Termination.....	16
Verbal Warning	16
Written Acknowledgment.....	16
Written Warning	16
Schedule Modification	16
Probation	17
Suspension of Direct Service Activities	17
Administrative Leave	17
Dismissal from the Internship.....	18
Internship Due Process: Policy.....	18
Internship Due Process: Procedures	19
Notice.....	19
Hearing.....	19
Subsequent Appeal	19
Disposition	20
Grievance Resolution Procedures for Psychology Interns:.....	20
WCU Non-Discrimination Policies.....	21
Affirmative Action Policy.....	21

Americans with Disabilities Act Policy	22
HIV/AIDS Policy	23
Sexual Harassment Policy	25
INTERN RECORDS	26

WCU Community Mental Health Services at West Chester University

WCU Community Mental Health Services

WCU Community Mental Health Services (clinic) is affiliated with the West Chester University Doctor of Psychology (Psy.D.) Program. In addition to the Doctoral Internship in Clinical Psychology, the clinic serves as a training center for graduate students in the Psy.D. Program and as a clinical research site for faculty in the Psychology Program. This affiliation provides resources and depth of training not found at other community mental health centers, as it allows our interns access to the rich resources of the University as well as the expertise of the faculty within the Psychology Department; it also provides opportunities for development of supervision skills and participation in research, if desired.

As a non-profit training and research facility, the clinic is able to provide low-cost, high quality psychotherapy and testing. We provide a wide range of psychological services as well as specializations in trauma-related disorders and child & adolescent mental health. We serve children, adolescents, adults, couples and families from all backgrounds. We receive referrals from the local school district, parole and probation, as well as other mental health and service agencies in the West Chester area.

In addition to direct service provided in our clinic, we have a Continuing Education Committee that sponsors continuing education programming for mental health practitioners in the West Chester area. We also provide outreach and psychoeducational programming to hospitals, agencies and schools in the local area. As such, the clinic helps the University meet its mission of providing accessible education to our students as well as service to the local community.

Below we provide a brief description of the Psy.D. Program and the University in order to help applicants better understand the Clinic setting.

West Chester University Psy.D. Program

The Psychology Department of West Chester University seeks to advance the discipline of Psychology as an area of scholarly, professional, and scientific endeavor. The program prepares students for a wide variety of career options, including those in teaching, research, and service delivery. All of the programs in the Psychology Department are designed to prepare students for lifelong education and participation in an increasingly diverse society. Department faculty have a wide range of research interests and the Psy.D. Program has developed two specialty tracks in trauma and child & adolescent mental health. The West Chester University Psy.D. Program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists.

West Chester University

West Chester University of Pennsylvania is the largest of the 14 public institutions in the Pennsylvania State System of Higher Education and the fourth-largest university in the Philadelphia area. The University offers more than 100 graduate and undergraduate programs in the arts and sciences, business and public affairs, the social sciences, visual and performing arts, health sciences and teacher

education. West Chester University is accredited by the Middle States Commission on Higher Education (MSCHE), and its programs by 20 accrediting bodies.

Facilities that serve the local community as well as the campus include speech/hearing and reading clinics; community mental health services; a planetarium; the library; and an extensive music library. Another way that WCU is a good neighbor is by providing unrivaled cultural opportunities to the residents of Chester County and beyond. Last year, 105,000 attended music, theater, dance, art and other cultural events on campus.

West Chester University is committed to providing access and offering high-quality undergraduate education, select post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania. West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs which benefit all people and which seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society.

Community Mental Health Services Doctoral Internship in Clinical Psychology

The internship program utilizes the Practitioner–Scholar Model, emphasizing the practical application of scholarly knowledge to community mental health. The primary goal of training a practitioner-scholar is the delivery of human services that takes into account individual, cultural, and societal considerations, consistent with the principles of evidence-based psychological practices. (Rodolfa, 2005). Interns are provided with training opportunities that improve their ability to think critically and engage in disciplined inquiry. Skill-building seminars, role-modeling, observation, professional education, and consultative guidance are used as supplementary learning methods.

The program takes a developmental view of training, transitioning interns from their graduate student status to that of independently functioning entry-level psychologists. At the beginning of the training year, interns complete a self-evaluation and work with the supervisor to develop an individualized training plan; over the course of the training year, the intern will be encouraged to participate in activities that allow greater independence and demonstration of specific competencies. Upon completion of the internship interns will have demonstrated technical competencies derived from supervised experience in: application of human diversity and ethical concepts to practice; diagnostic interviewing; psychological assessment; case conceptualization; treatment planning; individual and group psychotherapy; supervision. Interns will have opportunities to apply the current scientific knowledge in each of these areas. Interns will also have exposure to psychologists' many roles as administrators, clinicians, teachers, researchers, and consultants.

The internship emphasizes the provision of service to culturally diverse communities, as well as the treatment of underserved populations. Each intern is required to conduct individual and group psychotherapy, administer assessment batteries, and conduct comprehensive biopsychosocial evaluations during the course of the internship year. Interns may also begin specialized training in either

child and adolescent mental health or trauma-related disorders, and may seek additional training to fit specific areas of interest, such as research, consultation, administration and/or supervision.

Interns are expected to complete 2000 psychological service hours over the course of the internship year (12 months). At least 25% of the intern's time should be spent in direct clinical service delivery via face-to-face intervention and assessment, although in practice interns typically spend upwards of 50% of their time in direct service. Interns receive 4 hours of supervision weekly: 2 hours of face-to-face individual supervision with 2 doctoral-level psychologists on staff (one hour with each psychologist), and 2 hours of group supervision with a doctoral level staff psychologist. To foster competency in supervision, interns assist a licensed psychologist with the supervision of doctoral practicum students through both group and individual supervision. Interns also participate in an average of 2 hours of weekly didactic seminars on a variety of topics, including, but not limited to, evidence-based treatment protocols, assessments/psychological testing, intakes, diagnosis, supervision, etc.

Financial Compensation, Benefits and Work Schedule

The annual stipend for the 2018-2019 internship year is \$22,500 paid in 26 installments minus any deductions required by law or authorized by the intern. Appointments are offered conditional to satisfactorily passing the required background checks (State police, FBI clearance, Child Abuse Clearance).

The Community Mental Health Clinic is open Mondays 8:00AM – 8:00PM, Tuesdays 12:00PM – 5:00PM, and Wednesday – Friday 8:00AM – 5:00PM. Interns are expected to work 40 hours per week and may need to work outside of clinic hours if providing outreach or programming at other sites; the intern's schedule will be adjusted to ensure that it stays within a 40 hour work week.

Interns have access to the full-range of clerical and technical support available to all staff, faculty and students in the department. These services include, but are not limited to, scheduling appointments, Information Technology support, electronic medical record training, billing, library access, etc. Interns may also participate in the continuing education seminars offered by the clinic. Interns will participate in orientation and ongoing training/supervision around administrative functions. Interns are assigned an office in the department equipped with a desk, a telephone with voicemail, a computer with internet connection and email. All facilities at the University are compliant with the Americans with Disabilities Act; should an intern need additional support/accommodations, those requests can be made to the Training Director.

Program Policies and Procedures

University Statement of Non-Discrimination

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will continue to make every effort to provide these rights to all persons regardless of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admission, financial aid, educational or athletic programs, University-sponsored activities and programs, or in its employment practices. This policy is in compliance with

federal and state laws, including Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, and the Executive Order of the Governor of Pennsylvania. Any individual having suggestions, complaints, or grievances with regard to equal opportunity or affirmative action, or to request a translation of this publication into a language other than English, should be directed to Lynn Klingensmith, Social Equity Director/Title IX Coordinator, at lklingensmith@wcupa.edu or 610-436-2433.

Intern Recruitment and Selection

Application Requirements

The training program considers graduate students working toward their doctorate degree in Clinical or Counseling Psychology from an APA-accredited program. To apply, please submit the following:

- A completed APPI Internship Application online (<http://www.appic.org>), including cover letter, curriculum vitae or resume, official transcripts of all graduate work, and 3 letters of recommendation

Applicants selected for an interview will be notified by December 15, 2017. Criteria used to select intern applicants include experience as reflected in the résumé/CV and graduate transcripts, work sample, letters of recommendation, and the interview. Interviews are conducted in December and January. The interviews include an individual interview with the Internship Training Director and Director of Clinical Training, a meeting with graduate students in our Psy.D. Program, and a tour of the Department.

The Internship Training Program abides by APA, APPIC, and National Matching Service (NMS) guidelines in the selection of interns. In compliance with all APPIC guidelines, interns are notified about acceptance on the third Friday in February. No person at this facility will solicit, accept, or use any ranking-related information from any intern. APPIC provides copies of their policies and procedures and the National Matching Service policies on their website: www.appic.org. The website also provides information on filing grievances with the APPIC Standard and Review Committee should applicants perceive that policies have been violated.

West Chester University is an Equal Opportunity Employer. This internship does not discriminate on the basis of race, color, religion, sex (including pregnancy and gender identity), national origin, political affiliation, sexual orientation, marital status, disability, genetic information, age, membership in an employee organization, retaliation, parental status, military service, or other non-merit factor.

For additional information, please contact:

Leanne Valentine, Ph.D.
Director, WCU Community Mental Health Services
Internship Training Director
Wayne Hall, 8th Floor
125 W. Rosedale Avenue
West Chester, PA 19383
610-436-2493
Email: evalentine@wcupa.edu

Selection Criteria

Applicants must meet the following minimum requirements:

- Completed all coursework required for the Psy.D. or Ph.D. degree in an APA-accredited doctoral program in Clinical or Counseling Psychology
- Supervised clinical practicum training adequate and appropriate for a practitioner-scholar model internship (minimum of 400 clinical contact hours)
- Possess a Master's degree in Psychology or related field
- Passed comprehensive or qualifying examinations.

The applicant's interests, as expressed by their experience and training goals, should match the training opportunities offered by our internship. Applicants who aspire to work with underserved populations and who want to begin specialized training in the treatment of trauma-related disorders and/or child & adolescent mental health are encouraged to apply.

Requirements for Successful Completion of Internship

The internship is the capstone clinical experience in a doctoral student's graduate program. The internship provides opportunities for students to progress from doctoral student to independently functioning entry-level psychologist. As such, training and evaluation focuses on profession-wide competencies necessary for the development of competent, independent practice:

- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Research
- Assessment
- Intervention
- Supervision
- Consultation

Interns are expected to demonstrate High Intermediate (occasional supervision needed) to Advanced/Autonomous competency in each domain by the end of the internship year.

In addition, interns must remain in the internship for the entire 12 month rotation, completing a total of 2000 hours of clinical training; a minimum of 500 of those hours must be in the provision of direct face-to-face clinical services. Interns must attend didactics throughout the training year, averaging 2 hours weekly (100 hours total); thus, regular attendance is expected at all Internship Didactic Seminars. Any seminars that are missed must be made up by participation in an equivalent program, to be determined by the Training Director. In addition, all related paperwork must be completed, which includes:

- All assigned clinical documentation and administrative record-keeping
- All supervisor evaluation forms
- Internship Program Evaluation forms
- Quality Improvement proposal

Intern Evaluation, Retention and Termination Decisions

The training program is a sequential competency-based model leading to the development of independently functioning psychologists. Competency evaluation begins with orientation and ends with year-end evaluations, with additional formative and summative evaluations during the internship year. Criteria include demonstration of competencies in assessment and diagnosis, intervention, consultation, supervision, professional and ethical behavior, diversity issues, and use of practice-oriented research. Demonstrated competency in these areas is required for successful completion of the internship. Please see the Competency Assessment Form in the Appendix for more information.

Competency evaluation begins during orientation with a self-assessment and identification of goals for the internship training year. Supervisors provide regular feedback to the interns during weekly supervision, with two written, summative evaluations at the mid-point and end of the training year. At the mid-point evaluation, the supervisor and intern adjust the intern's training goals as necessary, based on progress to date. A final, summative evaluation is provided at the end of the training year. The two summative evaluations are discussed with the intern and signed by both the intern and the supervisor. Interns may respond to any portion of the evaluation with which they disagree and have the response included with the evaluation.

Interns are provided verbal feedback about their performance during weekly supervision. If a supervisor has concerns about the intern's performance in any area, the intern will first receive this information verbally with the expectation that performance will improve, with guidance from the supervisor. If performance does not improve, the supervisor will provide written feedback to the intern with specific performance expectations and a date by which performance is expected to improve; a copy of this written feedback is also given to the Training Director and the intern's doctoral program. If the intern continues to have significant difficulties ("Entry level" rating on the evaluation form) in two or more competencies and/or demonstrates unsatisfactory performance ("Needs remedial work" on the evaluation form) in one or more competencies then the remediation process is initiated. Remediation is individualized, based upon the needs of the intern, but may include additional supervision and/or didactic training. In addition, if a remediation process is initiated, the intern's doctoral training program will be notified of the deficiencies and consulted on the design of the remediation plan. In the event that performance continues to be unsatisfactory or other problems emerge, the intern is counseled verbally and concerns are documented. Subsequent corrective action steps include probation and mediation as final opportunities to address performance-related issues. Because formal supervision is provided weekly, most deficiencies can be identified well in advance of the formal biannual evaluations and any corrective actions that are necessary can be implemented. The interns' strengths and areas in need of growth are reviewed and discussed with all supervisors so that they can provide oversight, support, and corrective action throughout the training year.

Grievance Procedures

Should the intern disagree with a performance evaluation or decision about remediation, probation or termination, the internship program has a specific grievance procedure that the intern may follow. A copy of those procedures is provided in the Appendix.

Commitment to a Supportive Learning Environment

WCU Community Mental Health Services strives to provide a welcoming, supportive, and encouraging learning environment for all interns, including interns from diverse and underrepresented communities. As such, our Psychology Department, Psy.D. Program, and the internship training program actively recruit, retain and develop supervisors and interns with diverse backgrounds, cultures, and experiences. Didactic and experiential training fosters an understanding of cultural and individual differences and diversity as it relates to professional psychology. The Department, Program, and Internship conduct periodic self-assessments of the training climate in regards to diversity and take steps to maintain an atmosphere that promotes the success of all interns.

The program recognizes the rights of interns and faculty/staff to be treated with courtesy and respect. To maximize the quality and effectiveness of the interns' learning experiences, all interactions among interns, supervisors, and faculty/staff are expected to be collegial and conducted in a manner that reflects the highest standards of the profession. Should an intern at any time perceive that this is not the case, the intern is encouraged to bring those perceptions to the Training Director, Director of Clinical Training, or the Psychology Lead.

All faculty and staff associated with the internship training program are accessible to interns and available to provide guidance and supervision whenever needed to support successful completion of the internship. Faculty and staff are expected to serve as professional role models and engage in actions that promote interns' acquisition of knowledge, skills, and competencies consistent with the program's training aims. Should an intern at any time perceive that this is not the case, the intern is encouraged to bring those perceptions to the Training Director, Director of Clinical Training, or the Psychology Lead.

In order to increase Interns' comfort with addressing concerns about the program, we have designated the Director of Clinical Training of the PsyD program as Ombudsman for the interns. The Ombudsman is not directly involved in the internship training program, so may serve as an objective third party should the interns need consultation or assistance with addressing program-related issues.

Program Aims and Competencies

WCU Community Mental Health Services' Doctoral Internship Training Program builds upon the intern's competencies in the nine core competencies for health service psychologists:

- Research/Scholarly Inquiry
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes and behaviors
- Communication and interpersonal skills

- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional skills

In addition to the core competencies, interns are expected to develop an awareness of and ability to respond to the needs of consumers in community mental health settings and begin specialized training in either trauma-related disorders or child & adolescent mental health.

Learning Elements

The internship training program is designed to build on the training Interns received in their doctoral program. As such, the program is designed to provide significant opportunity for direct clinical services with close supervision and opportunity for additional training, including didactics. The majority of the training will take place in the clinic, with the intern providing direct service to clinic clients. Direct service will include individual, couples, family and group psychotherapy as well as psychological, educational, and neuropsychological assessments. Interns will also participate in community outreach activities, which may include provision of consultation and/or psychoeducational groups to providers and consumers in the community. Interns will provide all services under close supervision.

In addition to direct service, interns will assist with supervision of practicum students in both assessment and psychotherapy in order to begin development of competencies in supervision. Interns will provide individual supervision under consultation with a licensed psychologist to two practicum students, one providing individual therapy and one completing an assessment battery. Interns may supervise more than two practicum students during the course of the year, depending upon the training needs of the interns and duration of client contact by the practicum student (e.g. the intern may supervise 2-3 different practicum student assessments throughout the course of the training year). In addition, interns will run a practicum student supervision group, under the supervision of a licensed psychologist. The interns will rotate leadership of the supervision group; the licensed psychologist is present during each supervision group to provide assistance and give formative feedback to the interns.

Interns are expected to complete 2000 psychological service hours by the end of the training year. At least 25% of that time must be spent providing direct service; given the structure of the program, it is anticipated that Interns will spend 50% or more of their time in direct service delivery. Interns are expected to complete at least 4 integrated assessments over the course of the internship, and assist with supervision of at least two practicum students (one providing psychotherapy and one conducting assessments).

In addition to direct service, Interns will participate on average in two hours of didactics weekly, designed to augment the training received through direct service. Didactics will focus on assessment, intervention, supervision, ethics, diversity, and professional issues, with specific emphasis on professional issues in community mental health. Didactics are provided by Clinic staff, Psychology department faculty, and community partners. The seminars integrate clinical data, research findings, supervisory input and group discussion. The didactic schedule and associated readings will be provided at the beginning of the internship training year. In addition to scheduled didactics, the Clinic offers continuing education programs for psychologists throughout the year, which Interns are welcome to attend.

All training, both direct service and didactics, is grounded in the most recent research literature. The specific service activities and didactics are sequential, cumulative and graded in complexity so as to build on the skills and competencies acquired during doctoral training. A description of the didactic topics is provided below.

Psychological Assessment

Interns will develop intermediate to advanced competencies in the assessment and evaluation of clients through both interviewing techniques and formal psychological assessments. Learning activities include: (1) discussions of relevant clinical topics (e.g., interviewing, specific assessment tools, report writing, data integration, diagnosis, provision of feedback); (2) mock clinical interviewing; (3) reading and discussing select professional articles; (4) application of knowledge via clinical vignette exercises; and (5) case presentation/discussion.

Psychotherapeutic Interventions

Various models of case conceptualization and associated clinical interventions will be presented, including evidence based practices. The didactics also address common challenges in therapy such as responding therapeutically to patient anger. Learning activities include: (1) discussions of relevant clinical topics; (2) modeling and role-playing of intervention techniques; (3) reading and discussing professional articles; (4) application of knowledge via clinical vignette exercises; and (5) case presentation/discussion.

Ethics, Diversity, and Professional Issues

Didactics will incorporate the APA ethics code and include discussion of common ethical dilemmas faced by psychologists. Additionally, interns will be expected to identify and discuss professional issues and ethical problems they are currently facing or have already faced in the work setting. Presentation topics are broad and include but are not limited to implicit attitudes, spirituality and therapy, psychopharmacology, DSM-5 cultural formulation and interview, licensure and board certification, and current issues in community mental health, such as providing services to non-native speakers, reimbursement issues, and program development and evaluation.

Supervision Skills

Interns' development as clinical consultants and supervisors will be guided by staff and faculty as they assist with consultation and supervision of practicum students. Appropriate readings and group discussions on theoretical and process issues will be utilized to aid the interns' development as clinical consultants and supervisors.

Supervision

Interns receive a minimum of 4 hours of supervision weekly. Interns have 2 hours of individual, face-to-face supervision scheduled each week. All Interns have one primary supervisor, who is a licensed clinical psychologist and is responsible for overseeing and coordinating the intern's supervision throughout the internship training year. Interns will also participate in one hour of intern group supervision weekly with a licensed psychologist, and they will rotate leadership of a weekly one hour practicum supervision group under the supervision of a licensed psychologist. In addition, interns may receive individual consultation from other faculty with specific areas of expertise on individual cases. There is at least one

licensed clinical psychologist on site at all times who is available for immediate consultation/supervision as needed when interns are providing clinical care.

Evaluation of Intern Competencies

At the beginning of the training year, Interns are expected to complete a self-evaluation and identify specific goals for the training year. The Clinic is equipped with video recording equipment in all therapy rooms and Interns are expected to record all therapy and assessment sessions. Supervisors will evaluate Intern performance either through direct observation or by viewing the video recordings, providing continuous, formative feedback during weekly supervision sessions. Interns will also receive two summative (written) evaluations at the mid-point and end of the training year; interns may choose to adjust their training goals after the mid-point evaluation, as indicated. The summative evaluations are discussed with the intern and signed by both the intern and supervisor. Interns are also provided an opportunity to respond to the evaluation in writing if there are any disagreements or concerns with the evaluation.

By the mid-point of the training year, it is expected that the intern will achieve a rating of **High Intermediate** (occasional supervision needed) on at least 80% of the relevant clinical competencies (please see Psychology Trainee Competency Assessment Form, in the Appendix), with no rating lower than **Intermediate** (should remain a focus of supervision). By the end of the training year, Interns are expected to achieve a rating of **Advanced** (skills comparable to autonomous practice) on at least 80% of the relevant clinical competencies, with no rating lower than **High Intermediate** (occasional supervision needed). Interns must achieve ratings at these minimum thresholds or higher in order to graduate from the Internship program. In the event an intern receives a rating of **Entry Level** (continued intensive supervision is needed) on two or more competencies or **Needs remedial work** on any competency, the supervisor and the intern, with the input of the Training Director, will prepare a joint written remedial plan, with specific dates indicated for completion. Once completed, the intern's performance will be re-evaluated. Failure to achieve the minimum passing threshold by the specified date may result in a decision of the Training Director to terminate training, following the Internship Due Process, found in the Appendix.

At the time of both summative evaluations, Interns are expected to complete the Internship Training Evaluation Survey, which assesses their experiences within the Internship and how well the program is helping them meet their training goals and prepare them to work as professional psychologists. Graduates of the internship program are asked to complete an Intern Graduate Questionnaire six months after the conclusion of the internship. The purpose of this questionnaire is to obtain their perceptions of the program post-internship and gather information about employment.

Appendix

Internship Due Process

The intern supervisors and Training Director are responsible for clearly documenting any concerns about an intern's performance as soon as they are identified, discussing these with the intern, and working with the intern to correct the problem(s). For concerns of a more serious or significant nature, the intern's supervisors and Training Director will meet to discuss the specific problem(s), determine how and by whom the intern will be informed of the problem and specifically who will initiate efforts to correct the problem. A meeting will also be held between the intern, the Training Director and the intern's supervisors to gather information and evaluate options for resolving the problem. Depending on the seriousness of the issue(s), remedial options may be developed in consultation with the Psychology Lead. Following this meeting, a letter which outlines the concerns identified in the meeting and recommendations for corrective action is sent to the intern, with a copy to the intern's file, the intern's supervisors, the Training Director, and the Director of Clinical Training of the intern's doctoral program.

All interns at WCU CMHS are expected to maintain the standards established by the psychology profession and staff and faculty of WCU CMHS to successfully complete the internship. In order to safeguard student rights and to ensure the standards of the profession and the school, WCU CMHS has established policy and guidelines for discontinuation of an intern from internship. In addition to these policies, we have designated the Psy.D. Program's Director of Clinical Training as Ombudsman for the interns. The Ombudsman is not directly involved in intern supervision, yet is familiar with the department and clinic and can provide consultation to interns as needed for personal and/or programmatic issues.

Definition of Problematic Behavior

Problematic behavior is defined broadly as an interference in professional functioning. Concerns of sufficient magnitude to warrant consideration of remediation, sanction or termination of a Psychology Intern include, but are not limited to: a) incompetence to perform typical psychological services in this setting and an inability to attain competence during the course of the Internship (ratings below Intermediate, above); b) violation of the American Psychological Association *Ethical Principles of Psychologists and Code of Conduct (2016)* or of laws governing the practice of psychology established by the Commonwealth of Pennsylvania; or c) other behaviors which are judged as unsuitable and which hamper the Intern's professional performance. For example, an Intern who is unable to manage personal stress, strong emotional reactions, and/or psychological dysfunction to a degree that interferes with professional functioning may be recommended for termination. When an intern's behavior is considered problematic is a professional judgment. Trainees may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. However, should those behaviors attitudes or characteristics interfere with professional functioning, the Intern may be removed temporarily from direct clinical care during due process procedures if it is deemed necessary to protect clients.

Remediation, Sanction Alternatives, Termination

It is important to provide meaningful ways to address problematic behavior once it has been identified. When implementing remediation or sanction interventions, training staff must be mindful and balance the needs of the intern, the clients involved, members of the intern training group and staff.

Verbal Warning

Verbal warning is provided to the intern immediately and emphasizes the need to remedy the behavior under discussion.

Written Acknowledgment

Written acknowledgement is provided to the intern to formally acknowledge that:

- The Training Director and Psychology Lead are aware of and concerned about performance,
- The concern has been brought to the attention of the Intern,
- The Training Director and Psychology Lead will work with the Intern to rectify the problem or skill deficits, and
- The behaviors associated with the rating are not significant enough to warrant more serious action.

Written acknowledgment will be removed from the intern's file when the intern responds to the concerns and successfully completes the internship.

Written Warning

Written warning to the intern indicates the need to remedy an inappropriate action or behavior. This letter will contain:

- A description of the Intern's unsatisfactory performance;
- Actions needed by the intern to correct the unsatisfactory behavior;
- The time line for correcting the problem;
- What action will be taken if the problem is not corrected; and
- Notification that the Intern has the right to request a review of this action.

Schedule Modification

In an effort to help the intern return to acceptable functioning, the Training Director, Psychology Lead and supervisors may offer a time-limited, remediation-oriented closely supervised period of training. Modifying an intern's schedule is an accommodation made to help the Intern respond to personal reactions to environmental stress, with the full expectation that the Intern will complete training. This period will include closely scrutinized supervision conducted by the regular supervisor in consultation with the Training Director and Psychology Lead. Several possible and perhaps concurrent courses of action may be included when modifying a schedule. These include:

- Increasing the amount of supervision, either with the same or other supervisors;
- Changing the format, emphasis, and/or focus of supervision;
- Reducing the intern's clinical or other workload;
- Requiring specific didactic coursework.
- Recommending an independent psychological or psychiatric evaluation or personal therapy.

The length of a schedule modification period will be determined by the Training Director and Psychology Lead. The termination of the schedule modification period will be determined after discussions with the intern, the Training Director and the Psychology Lead.

Probation

Probation is a time-limited, remediation-oriented, closely supervised training period designed to assess the ability of the Intern to return to acceptable functioning and complete the internship. During probation the Training Director and Psychology Lead systematically monitor, for a specific length of time, the degree to which the Intern addresses, changes and/or otherwise improves the problematic behavior. The Intern is informed of the probation in a written statement that includes:

- The specific behaviors associated with the unacceptable rating;
- The recommendations for rectifying the problem;
- The time frame for the probation during which the problem is expected to be ameliorated; and
- The procedures to ascertain whether the problem has been appropriately rectified.

If the Training Director and Psychology Lead determine that there has not been sufficient improvement in the intern's behavior to remove the Probation, then they will discuss possible courses of action to be taken. The Training Director will communicate in writing to the Intern that the conditions for revoking the probation or modified schedule have not been met (i.e., reduced direct service hours and increased supervision).

Suspension of Direct Service Activities

Suspension of direct service activities requires a determination that the welfare of the intern's client or consultee has been jeopardized. Therefore, direct service activities will be suspended, reduced, or modified for a specified period as determined by the Training Director and Psychology Lead. At the end of the suspension period, the Intern's supervisor, in consultation with the Training Director, will assess the intern's capacity for effective functioning and determine when direct service can be resumed.

Administrative Leave

Administrative leave involves the temporary withdrawal of all responsibilities and privileges at WCU CMHS. If Probation, Suspension of Direct Service Activities, or Administrative Leave interfere with the successful completion of the training hours needed for completion of the internship, this will be noted in the Intern's file and the Intern's academic program will be informed.

Dismissal from the Internship

Dismissal from the internship involves the permanent withdrawal of all clinical responsibilities and privileges. If, after a reasonable time period, specific interventions do not rectify the problematic behavior or concerns and/or the trainee seems unable or unwilling to alter her/his behavior, the Training Director and Psychology Lead will meet to discuss the possibility of termination from the internship and training program. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, when imminent physical or psychological harm to a client is a concern, or the Intern is unable to complete the internship due to physical, mental or emotional illness. When an Intern has been dismissed, the Training Director will communicate to the Intern's academic program that the Intern has not successfully completed the internship.

Final disposition of a grievance decision involving the termination of the internship requires review and approval by the Psychology Department Chair. If the decision involves the withdrawal or suspension of the Intern from the site, or if the student wishes to make an appeal, the complaint may be reviewed by the appropriate parties within the Intern's doctoral program (i.e. the director of training).

Internship Due Process: Policy

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the internship program identify specific evaluative procedures which are applied to all trainees and provide appropriate appeal procedures to the Intern. All steps need to be appropriately documented and implemented. General due process guidelines include:

- During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. This will be discussed in both group and individual settings.
- Stipulating the procedures for evaluation, including when and how evaluations will be conducted.
- Articulating the various procedures and actions involved in making decisions regarding the problem behavior or concerns.
- Communicating, early and often, with graduate programs about any emerging difficulties with Interns and, when necessary, seeking input from these academic programs about how to address such difficulties.
- Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
- Providing a written procedure to the Intern that describes how the Intern may appeal the program's action. Such procedures are included in the Internship Handbook, which is provided to interns and reviewed during orientation.
- Ensuring that interns have sufficient time to respond to any action taken by the program.
- Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
- Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

Internship Due Process: Procedures

The Intern may challenge and request a review of evaluative actions. The steps involved in the Due Process procedure include:

Notice

The intern submits a written request for a review of an action to the Training Director. Once the notice is received WCU CMHS has three (3) work days to implement a review panel initiated by the Psychology Department Chair. The Chair will convene an Appeal Panel that will consist of 2 clinical faculty from the WCU Psychology Department and one Psychology supervisor of another APA-Accredited Psychology Internship Program. The specific composition is at the discretion of the Department Chair, with the exception that no one involved in the original action may be on the Appeal Panel. A representative of the University Counsel Office shall be available to consult with the Appeal Panel concerning Due Process issues. The Training Director shall present the position of the Internship Program. The Intern, together with any counsel or representative he or she may choose, shall present the appeal. The recommendation of the Appeal Panel will be forwarded to the Training Director for final disposition.

Hearing

The intern will have an opportunity to hear and respond to concerns. The intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.

a) Within five (5) work days, a hearing will be conducted in which the challenge is heard and relevant material presented. Within three (3) work days of the completion of the review, the Review Panel will submit a written report to the Training Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.

b) Within three (3) work days of receipt of the recommendation, the Training Director will either accept or reject the Review Panel's recommendations. If the Training Director rejects the Panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Training Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.

c) If referred back to the Panel, the Panel will report back to the Training Director within five (5) work days of the receipt of the Training Director's request for further deliberation. The Training Director then makes a final decision regarding what action is to be taken.

d) The Training Director informs the Intern and appropriate supervisors and if necessary members of the training staff of the decision and any action taken or to be taken.

Subsequent Appeal

The Intern will have an opportunity to appeal evaluative actions taken by the Internship program through submission of a letter to the Senior Vice Provost within five days of notification of the Hearing's decision. The Senior Vice Provost will then collaborate with the Training Director, Psychology

Department Chair and the Intern's applicable faculty member/or Director of Clinical Training within their graduate program in order to determine whether to take an alternate course of action or maintain the hearing's decision. Formal documentation will occur of the appeal decision.

Disposition

If the decision to terminate is made, the Training Director will direct Human Resources to terminate the Intern's appointment. If the decision is for continuation, the Training Director, the Intern's primary supervisors, and the Intern are responsible for negotiating an acceptable training plan for the balance of the Internship year.

Grievance Resolution Procedures for Psychology Interns:

The Training Director and staff associated with the Internship Training Program strive to maintain an environment in which Interns learn and grow professionally with a minimum of conflict and stress. Occasionally, however, situations may arise that call for informal or formal resolution using an established procedure. This policy provides resolution procedures that promote a positive training atmosphere and follow the APA *Ethical Principles of Psychologists and Code of Conduct*, while respecting WCU's organizational structure and processes. The guidelines, though not exhaustive, assist Interns in resolving grievances or conflicts between Interns and supervisory psychologists. Situations falling outside these guidelines should be discussed with the Internship Training Director or the Ombudsman.

As in other organizations, we attempt to resolve grievances or conflicts at the employee-supervisor level. Thus, in most cases, the intern begins by discussing the issue with the supervisor. Conflicts of a relatively minor nature involving the supervisor and intern, such as workload, client selection, or performance evaluation, are often resolved quickly and collaboratively without involving the Training Director. If this process fails, however, or if the grievance involves an issue of a more significant nature, such as a supervisor's misconduct toward the Intern, the intern should consult with the Training Director directly and without delay (or with the Psychology Lead or Ombudsman, if the concern is with the Training Director).

Some matters should be taken up with the Training Director or Ombudsman immediately. These include:

- Grievances involving the Internship program itself, such as the evaluation procedure; and
- A faculty or staff member's misconduct toward an Intern, such as harassment or unethical conduct involving the intern. For issues concerning the training program, prior consultation with the intern's graduate program Director of Clinical Training and/or the training supervisor may also be in order.

If you have questions regarding any of these procedures, or need assistance in identifying the individual(s) with whom you should consult, please see a supervisor, faculty member, Training Director, or Ombudsman.

Where the conduct of the Training Director is at issue, the Intern consults with the Psychology Lead. Prior consultation with, and assistance from, the intern's supervisor and/or graduate program Director of Clinical Training may facilitate this consultation.

If such procedures are used and are unsuccessful in resolving the complaint in the eyes of the Intern, then the Intern may enter a formal written statement about the grievance. When a written grievance is received, a formal meeting with a Grievance Panel, consisting of the supervisor, Training Director, and Psychology Lead will review the complaint. Should the grievance be against one of the people on the Grievance Panel, that person will be recused from the panel for this grievance review. The Grievance Panel will render a decision about the complaint that will be communicated in writing to all parties involved.

Some grievance may involve specialized processes through the University. Please see the University Policies below for more information.

WCU Non-Discrimination Policies

Affirmative Action Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, and veteran status. This policy applies to all members of the University community including students, faculty, staff and administrators. It also applies to all applicants for admission or employment and all participants in university-sponsored activities.

All management and supervisory personnel are directed to adhere to our policy of Affirmative Action and to take positive, aggressive steps to ensure equal opportunities. This means, in particular, that management and supervisory personnel guard against unlawful discrimination in any personnel action, including but not limited to recruitment, appointment, promotion, training, separation, or terms of employment. Furthermore, management and supervisory personnel must take affirmative action to improve our utilization of those persons underrepresented.

West Chester University will take all necessary steps to:

- Recruit, hire, utilize, train and promote for all job classifications without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations and services provided so as to further the principles of equal opportunity and affirmative action.
- Create and maintain a climate free from discrimination and harassment of any individual.
- Create and maintain a climate free from sexual harassment of any individual.
- Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.
- Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.

- Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990 and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the Director of Social Equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the Director of Social Equity, 13-15 University Avenue, Room #100, 610-436-2433.

All managers and supervisors have responsibility for actively initiating this policy, which will include input into the development, implementation, and monitoring of the University's Affirmative Action Plan and Social Equity Plan. In accordance with Executive Order 1979-15, "Performance evaluations for all supervisory and management employees shall include a rating of affirmative action, based on objective criteria regarding their implementation of the Affirmative Action Program."

Each individual at West Chester University is expected to help make affirmative action-equal opportunity a reality for all persons.

Americans with Disabilities Act Policy

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of Social Equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of Social Equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the [Office of Services for Students with Disabilities \(OSSD\)](#), which operates as a center for addressing the needs of students with disabilities and as a resource for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the

OSSD, 223 Lawrence Center, 610-436-2564. Students must register with the OSSD and provide appropriate medical documentation before an accommodation can be provided.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing Services, 202 Lawrence Center, 610-436-3307.

WCU provides an on-demand transportation service for students with disabilities that is consistent with transportation provided for nondisabled students. To make arrangements for accessible transportation, a student should contact the OSSD at 610-436-2564.

The division of Human Resource has been designated as the contact persons for employees and applicants seeking to request an accommodation. The Office of Human Resources is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation.

To find out whether a particular location is accessible or how to access a location, please contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the director of facilities planning at 610-436-3466.

For more information, see our [FAQs on Accommodating Persons with Disabilities](#)

- 1.) Nondiscrimination policies. The program must document non-discriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

HIV/AIDS Policy

Human Immunodeficiency Virus (HIV) infection and the resultant Acquired Immunodeficiency Syndrome (AIDS) have had a profound effect upon our entire society. In response to the epidemic of HIV infection, West Chester University establishes this policy to outline the method by which the University addresses students and employees who are exposed to the HIV, and to provide a safe working and living environment for all members of the University community.

West Chester University is committed to providing educational awareness about HIV infection and AIDS for the campus community and promoting appropriate prevention and control programs. Such programs shall be consistent with applicable laws, including the Americans with Disabilities, the Pennsylvania Human Relations Act and Pennsylvania Act 148 of 1990 (Confidentiality of HIV-Related Information Act), and shall be guided by the recommendations of the U.S. Public Health Service, the Centers for Disease Control and Prevention, and the American College Health Association.

Current medical evidence indicates that students or employees with AIDS or HIV infection do not pose a health risk to other students or employees in an academic setting. There has been no confirmed case of

HIV transmission as a result of casual contact. There is no reason to routinely exclude or limit participation of students or employees because they have asymptomatic or symptomatic HIV infection.

West Chester University has adopted the following procedures with respect to HIV infection:

- The University will take the necessary steps to safeguard the personal rights of persons infected with HIV. Discrimination on the basis of HIV infection, including emotional, verbal, or physical harassment, is expressly prohibited. Individuals who believe themselves to be the victims of discrimination on the basis of HIV infection should contact the Director of Social Equity, 13/15 University Avenue, Ext. 2433.
- Knowledge of an individual's HIV status shall not be a part of the employment requirement at the University or a condition for admission to University programs. No employee, student or applicant will be required to undergo HIV testing as a requirement for employment or admission to West Chester University.
- No otherwise qualified individual shall be prohibited from being employed, promoted or participating in any University program or activity, with or without appropriate accommodation, as a result of HIV/AIDS status unless there is a known risk posed to the health or safety of others.
- HIV status shall not be cause for a restriction to access of any University facility. There is no justification, medical or otherwise, for restricting the access of students or employees with HIV infection to the student union, theater, cafeteria, snack bars, gymnasiums, swimming pools, saunas, recreational facilities, or other public areas.
- An employee who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with his or her supervisor or with the Human Resource Services Department. A student who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with the Director of Student Health Services.
- The best currently available medical information does not indicate any risk to those sharing a residence with infected individuals. However, decisions about housing for students infected with HIV will be made on a case-by-case basis. Because of immune deficiencies caused by HIV infection, accommodations will be made for HIV infected students.
- All University records which refer to HIV infection or AIDS in a student or employee shall remain strictly confidential in accordance with University and the Commonwealth of Pennsylvania policies. Unless otherwise required by law, no information will be shared with faculty, administration, student, family members, or outside insurance carriers without the written consent of the student or employee for each instance of disclosure.
- The primary responsibility of the University with regards to HIV/AIDS is to promote a safe environment which can best be accomplished through education. Effective educational programs about AIDS and HIV are an activity of the highest priority for all areas of the University community. These shall include the development and dissemination of accurate, up-to-date information on the transmission, prevention and control of HIV to all employees and students. Specialized training shall be provided for employees with occupational exposure to bloodborne pathogens.

Individuals who are infected with HIV or who have a reasonable basis for believing they are infected with HIV are encouraged to seek medical advice and are expected to conduct themselves responsibly for the protection of other members of the University community. Student Health Services is equipped to

provide HIV testing and information about HIV infection and AIDS to students. The Counseling and Psychological Services Department is able to provide personal counseling for students. Wellness Promotion has information about HIV and AIDS, including books, articles, pamphlets, videos, and lists of internet sites, testing facilities, and counseling referrals available for the entire campus community.

Sexual Harassment Policy

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action and should be reported to the Title IX Coordinator/Social Equity Director.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when:

1. Submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. Submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment related decision affecting such an individual; or
3. The unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extra-curricular activities, or equal access to the University's resources and opportunities; or
4. Such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs, alcohol, or disability. Physical sexual acts include rape, sexual assault, sexual battery and sexual coercion.

The following types of behaviors may lead to a sexual harassment claim:

- Unwelcome physical contact of a sexual nature
- Comments, jokes, questions of a sexual nature
- Pressure for sexual activity
- Looks and gestures of a sexual nature
- Obscene photographs, cartoons, or graphics
- Stalking
- Domestic or dating violence

INTERN RECORDS

The Department of Psychology at WCU and Community Mental Health Services will document and maintain accurate records of each student's education and training experiences, evaluations, and any grievances/appeals for evidence of the student's progression through the program and for future reference and credentialing purposes. Records will be retained for no less than 10 years from the student's admission to the internship training program. Records are maintained in a locked file and/or password protected computer in the Training Director's office. Only the Training Director and Office Manager have access to these files; the Training Director follows all University protocol for storage and back up of electronic data files. Should an intern need copies of their records, the intern can contact the Training Director directly. Should the current Training Director leave the position, the incoming Training Director will be made aware of the location of all records and procedures for storage, back-up, and disposal.