Alicia's Place Clinical Psychology Doctoral Internship Handbook 2026-2027

APPIC Member # 2622

https://alicias.place

Contact: Training@Aliciasplace.org; 757-785-5540

Primary Office: 1021 Eden Way North, Suite 109, Chesapeake, Virginia 23320

Secondary Office: 1013 Eden Way North, Suite A Chesapeake, Virginia 23320

TABLE OF CONTENTS

Alicia's Place----3
Mission Statement----3
Type of Program----3
Internship Program in Clinical Psychology----5
Introduction----5
Training Philosophy and Structure----6
Training Staff----11
Intern Resources and Support----14
Internship Placement----14
Criteria----15
Selection Process----17
Quality Control----19
Student Evaluations----22
Supervisor and Training Program Evaluations----23
Due Process and Grievance Procedures----23
Internship Completion----29

APPENDICES

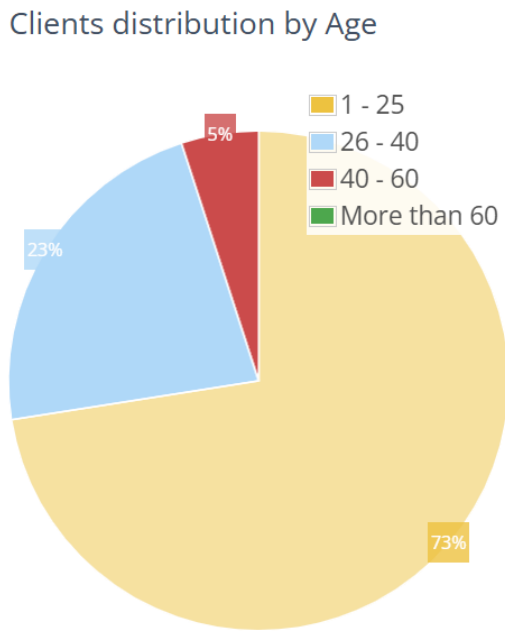
A: Pay Period Schedule----32
B: Holiday Schedule----33
C: Stipend, Benefits, and Resources Policy----34
D: Intern Leave Request Form----35
E: Leave Compensation Log Example----36
F: Training Activity Log----37
G: Didactic Training Schedule----38
H: Telesupervision Policy----41
I: List of Competencies----42
J: Diversity and Nondiscrimination Policy----44
K: Intern Selection and Academic Preparation Requirement Policy----45
L: Communication and Records Maintenance Policy----46
M: Intern Evaluation and Supervision Policy----47
N: Doctoral Intern Evaluation Form----48
O: Intern Supervisor Evaluation Form----53
P: Training Program Evaluation Form----55
Q: Performance Improvement Plan----59
R: Certificate of Completion----61
S: APA Ethical Standards----62

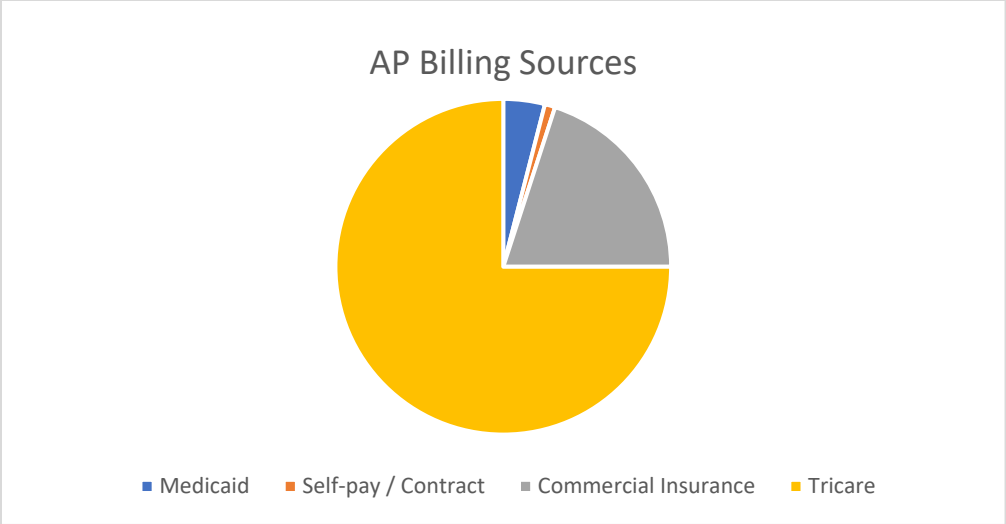
Alicia's Place

Mission Statement: Alicia's Place (AP) seeks to offer our clients Peace and Empowerment through the provision of psychological assessment and treatment services. We are committed to helping people heal from trauma and stress so that they may more readily create a healthy and happy life trajectory for themselves.

AP is a non-profit, outpatient organization that provides services in two locations in the Hampton Roads area. AP provides services to all ages, with assorted DSM-5-TR diagnoses, from all areas of socioeconomic status. Many forms of payment are accepted, including private insurance, Medicaid, Medicare, and self-pay clients. The primary presenting issues treated at AP include, but are not limited to, trauma, depression, anxiety, behavioral challenges, relationship concerns, and personality concerns. Trainees have the opportunity to provide the following services: consultation, assessment, individual therapy, family therapy, and couples therapy. The focus of Alicia's Place is to help individuals achieve both peace and empowerment by overcoming their fears/anxieties. Staff use research- and evidence-based treatments, with a concentration in cognitive behavioral approaches, to maximize results for each client.

During a typical training year, clinicians at AP serve the following communities, in addition to graduating approximately 50 families from PCIT services:





Alicia's Place is centrally located in the heart of Hampton Roads, with two offices less than a mile apart in Chesapeake, VA. This close proximity fosters collaboration among staff, flexibility in service delivery, and shared access to resources—creating a dynamic and supportive environment for both clients and trainees. The location of these offices within such a densely populated and diverse area provides trainees with access to a wide-ranging client population, offering rich opportunities for clinical growth and culturally informed care.

Hampton Roads is a vibrant and diverse region located in southeastern Virginia, encompassing several cities and counties surrounding the Chesapeake Bay. Known for its rich history, thriving economy, and scenic waterfronts, Hampton Roads offers a unique blend of urban amenities and natural beauty. The region is home to several military installations, including Naval Station Norfolk, making it a hub for military activity and defense-related industries. Additionally, Hampton Roads boasts a dynamic cultural scene, with a variety of museums, theaters, and festivals celebrating its maritime heritage and multicultural identity. With its bustling port facilities, miles of sandy beaches, and numerous outdoor recreational opportunities, Hampton Roads attracts residents and visitors alike who seek a balanced lifestyle amidst its coastal charm and metropolitan amenities.

With long-established relationships in the community, AP has a strong reputation for delivering supervision and training with the highest of standards and excellence. Students depart AP knowing that they have the education and quality of training to continue successful practice as future licensed professionals.

Internship Program in Clinical Psychology

1. Introduction

Alicia's Place Doctoral Internship in Clinical Psychology (hence referred to as "AP Internship Program") became a member of APPIC in 2024 and is currently in the process of pursuing accreditation from the American Psychological Association (APA). Questions related to the program's accredited status can be directed to the Commission on Accreditation*. We offer training to interns each year. "Interns" are described as those who are entering their internship year within their doctoral program in clinical psychology. Those participating in the AP Internship Program are subject to the general policies and procedures as outlined in this manual. Each intern is given access to this manual prior to orientation, with additional review during the orientation process.

The AP Internship Program is offered as a full-time internship, providing those admitted into the program with a multitude of training and educational opportunities to use and further develop clinical skills across diverse settings, with varying populations. All interns will complete a total of 2,000 hours of clinical hours across a 12-month period, at a rate of 40 hours per week. The stipend currently offered is $30,000, with most payments occurring on a monthly basis (see Appendix A). Interns are provided up to 80 hours of leave, inclusive of holidays, vacation, and sick leave. Professional leave of up to 5 days for external trainings or conferences is also permitted and may be considered part of the internship training hours. Understanding that, while discouraged, interns may on occasion work more than 40 hours in a given week, interns are permitted to convert any hours in excess of 40 hours per week into additional hours of leave (i.e., comp time). Interns may use up to 80 hours of comp time throughout the training year. Of note, there are 80 hours of holiday time throughout the year (see Appendix B), so interns must plan accordingly. Typical work week shifts are eight hours (9am to 6pm), with a 1-hour lunch break, Monday through Friday. There is occasional variance in schedule times for other activities, as approved by supervisors. These details are laid out further in the Stipend, Benefits, and Resources Policy (see Appendix C).

*Office of Program Consultation and Accreditation American Psychological Association
750 1st Street NE, Washington, DC 20002; Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

When taking leave, the Intern Leave Request Form (see Appendix D) must be submitted and approved by your supervisor, preferably a minimum of two weeks in advance. It is the intern's responsibility to notify clients in advance of any planned absence. To the extent feasible, any missed direct service hours should be made-up within that calendar month. Scheduled supervision must be rescheduled if missed. If other meetings/ trainings, such as didactic, supervision series, or journal club, are missed due to illness or pre-approved vacation, interns are expected to obtain/read the information and discuss the content with their supervisor the following week.

2. Training Philosophy and Structure

The internship program at AP is grounded in a developmental training model and a strengths-based perspective, both of which are foundational to the Division's philosophy in preparing interns and delivering preventive and therapeutic services to children, adolescents, caregivers, and families. The program offers training opportunities informed by scholarly research and best practice models to assist trainees in transitioning from the student role to the role of skilled clinical psychologist, competent to provide care in diverse settings. Training is structured to promote growth across the nine core profession-wide competency areas identified in the field of professional psychology (see list below). AP's aims and objectives are consistent with the competencies found on Appendix I. It takes place across two offices and is facilitated by a culturally diverse group of interdisciplinary professionals. The model integrates weekly didactic and experiential learning, along with the application of psychological theory and research. Clinical staff are hands on, providing immediate feedback via attendance in sessions, scheduled meetings, or use of a one-way mirror training room. Experiential training includes, but is not limited to:

- Individual therapy
  - Parent Child Interaction Therapy (PCIT)
  - Trauma-Focused CBT (TF-CBT)
- Family Therapy
- Co-therapy
- Comprehensive Psychological Assessment
  - Personality
  - Psycho-educational Evaluations

- Court-Ordered
- Parenting Capacity
- Diagnostic

- Didactic Training/Presentations
- Community Outreach
- Consultation
- Private Practice Management
- Electronic Health Records usage (Ensora)

Alicia's Place is dedicated to offering interns a comprehensive and diverse training experience in psychological intervention. Here's how Alicia's Place ensures breadth of **training in psychological intervention:**

1. Supervision by Experienced Clinicians: Interns receive individual and group supervision from licensed psychologists and other experienced licensed clinicians (e.g., LPCs, LCSWs) who specialize in various therapeutic modalities. These supervisors offer guidance, feedback, and support as interns develop their clinical skills and implement interventions with clients.
2. Training in Evidence-Based Practices: Alicia's Place emphasizes the use of evidence-based practices in psychological intervention. Interns receive training in empirically supported treatments for common mental health disorders, such as cognitive-behavioral therapy (CBT), Parent-Child Interactional Therapy (PCIT), and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT).
3. Experiential Learning Opportunities: Interns have the opportunity to observe and participate in therapy sessions and conduct individual therapy under supervision. These experiential learning opportunities allow interns to apply theoretical knowledge to real-world clinical situations and develop their therapeutic skills.
4. Tailored Training Experiences: Alicia's Place recognizes that interns have different interests and career goals within the field of psychology. Therefore, interns have the flexibility to pursue specialized training experiences in areas such as trauma-informed therapy, child and adolescent therapy, based on their individual interests and professional development needs.
5. Cultural Competence Training: Alicia's Place values cultural competence in psychological intervention. Interns receive training on how to provide culturally sensitive and

responsive therapy to clients from diverse cultural, ethnic, and linguistic backgrounds. They learn to recognize and address cultural factors that may impact the therapeutic process and treatment outcomes.

6. Interdisciplinary Collaboration: Interns collaborate with other mental health professionals within the community, such as psychiatrists, social workers, occupational therapists, developmental pediatricians, and case managers, providing comprehensive care to clients. They learn to work effectively as part of a multidisciplinary team and coordinate treatment services to meet the complex needs of clients.

7. Continuing Education and Professional Development: Alicia's Place supports interns' ongoing learning and professional development in psychological intervention through continuing education seminars, workshops, and conferences. Interns are encouraged to stay updated on the latest research findings and best practices in psychotherapy to enhance their clinical skills and effectiveness as therapists. Interns also participate in didactic training provided on-site and are required to present and facilitate discussion on a clinical area of study.

8. Ethical and Legal Considerations: Interns receive training on ethical and legal issues related to psychological intervention, including informed consent, confidentiality, boundaries, HIPAA compliance, the ethics of teletherapy, and professional conduct. They learn to navigate ethical dilemmas and adhere to ethical guidelines and legal regulations governing the practice of psychology. The link to the APA Ethical Standards is provided on Appendix S.

Alicia's Place is committed to providing interns with a comprehensive and diverse training experience in psychological assessment. Here's how Alicia's Place ensures breadth of **training in psychological assessment:**

1. Supervision with experienced psychologists: Interns receive individual and group supervision from licensed psychologists who specialize in psychological assessment. These supervisors provide guidance, feedback, and support as interns conduct assessments, score and interpret results, and develop formulations and treatment recommendations.

2. Diverse Assessment Tools: Interns have the opportunity to administer a wide range of assessment instruments, including intelligence tests, personality inventories, neuropsychological measures, projective tests, and objective measures. They learn to select appropriate measures based on referral questions, client characteristics, and cultural considerations.

3. Cultural Competence Training: Alicia's Place emphasizes the importance of cultural competence in psychological assessment. Interns receive training on conducting culturally sensitive assessments, recognizing and addressing biases, and adapting assessment methods to diverse cultural and linguistic backgrounds.
4. Multimodal Assessment Approaches: Interns learn to integrate information from multiple sources, including clinical interviews, psychological assessment measures, collateral reports, and behavioral observations, to form comprehensive diagnostic impressions and treatment recommendations.
5. Specialized Training Opportunities: Alicia's Place offers specialized training opportunities in areas such as forensic assessment, child and adolescent assessment, adult assessment, and trauma-informed assessment. Interns have the option to pursue additional training in these areas based on their interests and career goals.
6. Interdisciplinary Collaboration: Interns collaborate with other mental health professionals in the community, including psychiatrists, social workers, occupational therapists, and educators, in conducting comprehensive assessments and developing integrated treatment plans.
7. Ethical and Legal Considerations: Interns receive training on ethical and legal issues related to psychological assessment, including informed consent, confidentiality, test selection, interpretation, and communication of results. They learn to navigate ethical dilemmas and adhere to professional best practice standards.

During the first 2 weeks at Alicia's Place, students can expect to complete their orientation process. Alicia's Place has a heavy focus on working with children/families, as well as working with trauma, and as such all students will be expected to complete Parent-Child Interaction Therapy (PCIT) training as well as Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) training early in their intern year. Training in these areas is provided by AP staff. Passing competencies for each of these is a requirement of the AP internship program.

At Alicia's Place, all clinical, assessment, training, consultation, program, and outreach services create an environment where all people feel welcome. As a team, AP staff attempt to facilitate mutual respect and understanding among people of diverse racial, ethnic, and national backgrounds, including sexual orientations, mental and physical abilities, languages spoken,

ages, religion and/or spiritual beliefs, socioeconomic backgrounds, and all other types of diversity. Diversity training is a goal here at Alicia's Place. This training ensures that all interns develop the knowledge, skills, and awareness necessary to provide comprehensive psychological services to all members of the public. Additional information concerning AP's commitment to diversity can be found in the Diversity and Nondiscrimination Policy (see Appendix J). The AP internship program requires growing competency in individual and cultural diversity. These competencies were developed to comply with the APA statement on preparing professional psychologists to serve a diverse public.

Full-time students are expected to work 40 hours per week. In order to ensure the best possible experience, the AP internship program is broken down as follows:

- **8-10 therapy clients per week**
  - Client caseload will grow over the span of the internship year.
  - Supervisors must provide in vivo supervision via telehealth on a minimum of three cases throughout the year.
- **4-8 hours per week of assessment related activities (2 batteries per month)**
  - The goal by the end of the training year is that final reports will be able to be written, submitted to supervisor, and ready to provide to the client within three weeks of the last testing day. Supervisors will help interns progress towards this goal throughout the course of the training year.
- **14 hours per week of documentation, treatment planning, research, etc.**
- **2 hours per week of didactic training (see Appendix G)**
  - Interns must prepare and present a minimum of one 1–2-hour didactic presentation on a clinical or professional topic of their choosing. The topic must be reviewed and approved by a supervisor. Presentations will occur during regularly scheduled interagency didactic time.
- **2 hours per week of group supervision**
  - To better facilitate discussion, case presentations may be occasionally requested. Interns will also participate in and facilitate 4-6 discussions on literature or research relevant to their clinical work and professional development, or supervision theory, research, and practice.

- **1 hour per week of individual supervision for assessments and 1 hour per week of individual supervision for therapy cases**
    - Supervision may be provided in-person or virtually dependent on supervisor schedule and in-office availability. More information concerning telesupervision can be found in Appendix
- **1 hour staff meeting per month facilitated by Alicia Meyer, Ph.D., LCP**

In order to ensure that interns are adequately meeting hourly and program requirements on a continual basis, the following documents will need to be submitted to their supervisor on a monthly basis:

1. The Leave Compensation Log (see Appendix E) –Interns may document any time spent outside of the 40 hours required. Eighty hours of leave is already accounted for as part of the intern stipend. Up to an additional 80 hours can be traded for overtime hours. This helps to ensure that interns are still meeting the program's full-time equivalency and training objectives, while still being able to enjoy holiday and vacation time. Of note, extended leave due to unforeseen circumstances (i.e., maternity leave, family emergency, etc.), may be given upon approval from the primary supervisor, Training Director, and Executive Director. If granted due to special circumstances, the internship year may be extended in direct proportion to the time missed.
2. The Training Activities Log (see Appendix F) –Interns must document how their direct and indirect hours are being accounted for. Please use an hour tracking platform, as well as Ensora, to keep up with your hours and transfer them to this document. This will help supervisors keep track of your monthly progress towards hourly requirements.

**Any concerns regarding progress towards successfully completing the program will be discussed with interns in a timely manner in order to adequately solve problems together.

Training Staff

Alicia Meyer, Ph.D., LCP, Executive Director

Dr. Meyer has devoted the last decade of her career to the assessment and treatment of traumatized children and their families. She has held positions as the Director of Mental Health at multiple Child Advocacy Centers, President of the Tidewater Academy of Clinical

Psychologists, and President and Legislative Advocate for the Virginia Academy of Clinical Psychologists. She is also a National TF-CBT Trainer and Global PCIT Trainer. She is the founder of Alicia's Place.

Education/Training: Bachelor's Degree from Brown University, Ph.D. from Catholic University of America, Internship at the Medical University of South Carolina

Clinical Interests/Specializations: Child abuse, violence against women, military trauma, anxiety, healthy parenting practices, parent-child relationships, forensic assessment, expert witness testimony.

Annie Levin, Psy.D., LCP, Training Director

Dr. Levin has a passion for and specializes in the treatment of children, adolescents, and adults who have experienced traumatic events. She also works with individuals experiencing depression, anxiety, and behavior management difficulties. Prior to obtaining her Psy.D., Dr. Levin held positions at ChildHelp USA, a youth residential treatment facility for maltreated and at-risk youth in Virginia; the Rape, Abuse, and Incest National Network (RAINN) in Washington, DC; and the Tree House Child Assessment Center in Maryland. Additionally, Dr. Levin worked in several teaching assistant positions at ASPP, including classes in assessment, diversity, and psychodynamic therapy. Dr. Levin is certified in TF-CBT as well as a certified supervisor in TF-CBT, and is seeking certification in PCIT. She is a member of the Virginia Academy of Clinical Psychologists. Dr. Levin has been with Alicia's Place since July 2018 and has been the Clinical Director since September 2023.

Education/Training: Bachelor's Degree from the College of William and Mary, Psy.D. from the American School of Professional Psychology, Argosy University, Northern Virginia, Internship at St. Peters Hospital Dorothy B. Hersch Regional Child Protection Center.

Clinical Interests/Specializations: Trauma across the lifespan, anxiety, depression, women's issues and empowerment, healthy parenting practices, behavior management, forensic assessment.

Ridjie Chery, Psy.D., LCP

Dr. Chery specializes in individual, family, and group psychotherapy with children, adolescents, and adults. She treats clients with a wide range of emotional, behavioral, and adjustment

problems, such as anxiety, stress, depression, and relationship problems. Prior to obtaining her Psy.D., Dr. Chery was employed in the group home setting, working with individuals with an intellectual disability (ID). She is trained in and seeking certification in TF-CBT and PCIT. Additionally, Dr. Chery is trained in administering psychological assessments, including intellectual functioning (IQ), personality assessment, behavioral assessment, academic achievement, vocational, pre-employment screenings for police officers, and pre-adoption evaluations. Dr. Chery has been the President of the Tidewater Academy of Clinical Psychologists, and she is a member of and CEU Chair for the Virginia Academy of Clinical Psychologists. She has been with Alicia's Place since March 2019.

Education/Training: Bachelor's degree from Virginia Commonwealth University, Psy.D. from the American School of Professional Psychology, Argosy University, Northern Virginia, Internship and Post-Doctoral Fellowship at Community Counseling Center of Mercer County

Clinical Interests/Specializations: Women's issues and empowerment, depression, anxiety, relationship issues, psychological assessment

Gabriella Hill-Alexander, Psy.D., LCP

Dr. Hill-Alexander has a heart for serving children, adolescents, and their families, through individual therapy and family therapy models. Prior to obtaining her Psy.D., she completed clinical training at various settings, such as private practice, university-based counseling center, and community mental health agencies, and government funding agencies. Dr. Hill-Alexander treats a wide range of emotional, behavioral, and interpersonal difficulties, such as anxiety, depression, social skills development, and parent-child relationships. She has completed training in TF-CBT and is certified in PCIT and PEERs. Furthermore, she is trained in providing psychological evaluations for children and adults with learning disorders, neurodevelopmental disorders, mood disorders, and trauma-stressors disorders. Dr. Hill-Alexander has been at Alicia's Place since September 2022.

Education/Training: Bachelor's degree from Emmanuel University, Psy.D. from Regent University, Internship and Post-Doctoral Fellowship at Palm Beach County Youth Services Department.

Clinical Interests/Specializations: trauma, parent-child relationships, depression, anxiety, behavioral management, relational issues, psychological assessment.

3. Intern Resources and Support

Interns at Alicia's Place are provided with a range of resources to support their professional development and clinical work. Each intern is assigned access to an individual office or therapy room at one of our two locations. These spaces are equipped to support direct service provision and include access to client waiting areas, client restrooms, and separate staff bathrooms, an administrative office, and PCIT/observation rooms. Our facilities feature observation rooms outfitted with one-way mirrors, microphones, headsets, and bug-in-the-ear technology to support live coaching and supervision. AP interns also have access to a myriad of therapeutic games, tools, and activities suitable for working with children and adults. Additional resources include a curated library, assessment materials, and—if needed—loaner laptops for clinical documentation or telehealth. AP also employs a team of administrative professionals that are available to assist with paperwork, billing, community resources, and general support. Interns will also receive a unique agency email address and access to other communication and documentation systems used within the agency (i.e., Google Meets, Ensora). Office equipment, such as printers, scanners, and fax machines, is available for intern use. Should interns require additional supplies or materials, they are encouraged to speak with administrative staff and their assigned clinical supervisor for assistance or approval. In the interest of health and safety, personal protective equipment such as masks, gloves, hand sanitizers, and cleaning supplies are available.

Internship Placement

1. Criteria

The clinical psychology internship program at Alicia's Place is a highly competitive and rigorous program designed to provide aspiring psychologists with hands-on experience and training in a clinical setting. The criteria for selecting candidates for these internships typically involve a combination of academic achievements, clinical experience, personal attributes, and professional skills. See Appendix K for the Intern Selection and Academic Preparation Requirement Policy. Key criteria considered include the following:

Education: The program accepts only interns with adequate and appropriate training prior to the internship. Completion of formal academic coursework at a degree-granting program in clinical

psychology is required. Participation in an APA- or CPA accredited clinical or counseling psychology doctoral program is strongly desired, while not required.

Clinical Experience: Previous clinical experience is a crucial component of internship selection criteria and should be demonstrated and emphasized in clinical hours documented, a curriculum vitae (CV), the 4 required essays, and a de-identified assessment report. Clinical experience may include practicum placements, externships, or previous work experience in mental health settings. Candidates should have a minimum of 400 intervention hours and diverse clinical experiences, such as working with different populations or utilizing various therapeutic approaches, are often preferred. Candidates should also have prior experience treating trauma populations. Candidates are expected to have completed a minimum of 100 assessment hours and written at least eight integrative reports. If the candidate expects to earn additional direct service hours after the application is submitted, this information should be specifically divided by intervention and assessment and noted on the AAPI in the section asking for anticipated hours prior to internship. Additionally, if these requirements have not been met, applicants must provide a rationale demonstrating their competence in assessment and/or therapy. In exceptional cases, alternative experiences or strengths may be considered in lieu of these specific criteria, particularly when other aspects of the application reflect a high level of clinical skill and preparedness.

Letters of Recommendation: Internship applications require a minimum of 2 letters of recommendation from faculty members, supervisors, or other professionals who can speak to the candidate's clinical skills, professionalism, and suitability for the internship.

Match with Program Emphasis: Different internship programs may have specific areas of emphasis or specialized training tracks (e.g., child psychology, neuropsychology, health psychology). While Alicia’s Place caters to all populations, there is an emphasis on treating children/adolescents and trauma, with preference given to those with strong backgrounds in these areas. Candidates should carefully research the program to ensure that their interests and career goals align with the internship's focus.

Personal Statement: A well-written personal statement is an opportunity for candidates to articulate their professional goals, clinical interests, and reasons for pursuing a specific internship

program. This statement should demonstrate a clear understanding of the program's mission and how the candidate's background and experiences align with it.

Interview Performance: Shortlisted candidates are often invited for interviews as part of the selection process. During the interview, candidates are assessed on their interpersonal skills, clinical judgment, ethical decision-making, and ability to work effectively within a multidisciplinary team.

Diversity and Inclusion: Many internship programs prioritize diversity and inclusion, seeking candidates from varied backgrounds who can contribute to a culturally competent and inclusive clinical environment. Candidates with experience working with diverse populations or who have a demonstrated commitment to diversity may have an advantage.

Professionalism and Ethical Conduct: The AP internship program expects candidates to adhere to professional standards and ethical guidelines. Demonstrating integrity, maturity, and a commitment to ethical practice is essential throughout the application process.

Fit with Supervisory Style and Organizational Culture: Finally, the internship program seeks candidates who are a good fit for the supervisory style and organizational culture. This includes qualities such as openness to feedback, willingness to learn, self-reflection and self-awareness, and the ability to collaborate effectively with supervisors and peers.

Overall, the criteria for selecting candidates for clinical psychology internships are multifaceted and aim to identify individuals who possess the academic, clinical, interpersonal, and professional competencies necessary for success in the field of clinical psychology.

2. Selection Process

The selection process for a clinical psychology internship program is a rigorous and competitive procedure that involves multiple stages to identify the most qualified candidates. The following outlines the typical selection process:

Application Submission: Prospective interns submit comprehensive application materials, which include a curriculum vitae (CV), copy of transcripts, letters of recommendation, and a personal statement. These materials provide an overview of the candidate's academic background, clinical experience, research interests, and personal attributes.

Initial Screening: The internship program's selection committee reviews all submitted applications to identify candidates who meet the basic eligibility criteria and possess the necessary qualifications for the internship. This initial screening involves assessing factors such as academic performance, clinical experience, and the match between the candidate's interests and the program focus areas at Alicia's Place.

Shortlisting Candidates: After the initial screening, the selection committee shortlists a subset of candidates who will proceed to the next stage of the selection process. Shortlisted candidates typically demonstrate exceptional qualifications, including strong academic records, relevant clinical experience, and compelling personal statements that align with the program's mission and values.

Interviews: Shortlisted candidates are invited to participate in interviews, which may be conducted in-person or via video conference. The purpose of the interview is to further evaluate the candidates' interpersonal skills, clinical judgment, ethical reasoning, and fit with the culture and supervisory style at Alicia's Place. During the interview, candidates may be asked about their clinical experiences, career goals, research interests, and approaches to working with diverse populations.

References and Background Checks: As part of the selection process, the internship program may contact the candidates' references to obtain additional insights into their qualifications, professional demeanor, and suitability for internship placement. Background checks may also be conducted to ensure compliance with the program's standards and regulations.

Ranking: AP training staff will hold meetings shortly after final interviews being completed in order to determine applicant rankings. The full application package and information gathered from the interview process are utilized to determine applicant rankings. As part of our intern selection process, candidates are reviewed using a semi-structured scoring rubric to ensure consistency, transparency, and alignment with program goals. This rubric evaluates key components of each candidate's training, clinical experience, and level of fit for the program. As a member of APPIC, AP participates in the national internship matching process by submitting its applicant rankings to the National Matching Service (www.natmatch.com/psychint). Candidates and their graduate program Directors of Clinical Training are contacted accordingly following release of computer match results.

Offer and Acceptance: Once the matching process is completed, Alicia's Place will extend offers to matched candidates, who then have ***two weeks*** from the date of the offer to accept or decline the offer. See Appendix L for the Communication and Records Maintenance Policy. Candidates carefully consider factors such as program reputation, location, supervision quality, and professional development opportunities before making their decisions.

Orientation and Onboarding: Successful candidates who accept offers participate in orientation sessions and undergo onboarding procedures to prepare for their internship experience. This will include orientation to the program's policies and procedures, introduction to supervisory staff and fellow interns, as well as training in relevant administrative and clinical practices and interventions.

Overall, the selection process for a clinical psychology internship program is designed to identify candidates who demonstrate exceptional academic achievement, clinical competence, interpersonal skills, and professionalism, ensuring that interns are well-prepared for the challenges and responsibilities of clinical practice in psychology.

3. Quality Control

Quality control measures for students in an internship program are essential to ensure that interns receive a high standard of training and supervision, ultimately preparing them for competent and ethical practice in the field of psychology. Clinical supervisors at Alicia's Place are expected to deliver evaluations each semester for clinical psychology interns that are multifaceted, serving both the interns and the internship program in several important ways. By assessing interns' performance at regular intervals, supervisors can track their development, identify areas of strength, and pinpoint areas needing improvement. This ongoing monitoring ensures that interns stay on track with their training aims and objectives. Quarterly evaluations provide interns with valuable feedback on their clinical skills, professionalism, and overall performance. Supervisors can highlight interns' strengths, acknowledge their achievements, and commend them for their progress. Conversely, evaluations also identify areas where interns may need additional support or further development, enabling supervisors to provide targeted guidance and resources.

The internship program aims to provide training informed by scholarly research and best practice models to equip trainees in their transition from the student role to that of a skilled clinical

psychologist capable of providing competent care for diverse populations. This overarching aim is operationalized through the following objectives across the nine profession-wide competency areas. The objectives provide broad descriptions of expected intern competencies, which are further operationalized into specific, observable behaviors within the program's evaluation forms.

1. Interns will demonstrate skills as professionals in the provision of legal and ethical practice.
    a. Interns will demonstrate awareness of legal and ethical standards in professional practice.
    b. Interns will demonstrate the ability to apply legal and ethical standards in professional practice.
    c. Interns will follow Alicia's Place policies and procedures of psychologists.
2. Interns will demonstrate standard proficiency in clinical assessment.
    a. Interns will demonstrate skills in diagnosing mental disorders and disabilities following current research and professional standards and guidelines.
    b. Interns will demonstrate the ability to select and apply appropriate assessment methods and instruments that draw from the best available and empirical literature and reflect the science of measurement and psychometrics.
    c. Interns will collect relevant data using multiple sources and methods appropriate to the identified goals and questions of assessment, as well as relevant diversity characteristics of the client.
    d. Interns will demonstrate skills with cognitive and/or academic assessment.
    e. Interns will demonstrate skills with a variety of personality assessments.
    f. Interns will demonstrate the ability to guard against decision-making biases and the ability to distinguish the aspects of assessment that are subjective from those that are objective.
    g. Interns will demonstrate skills with a variety of behavioral assessment.
    h. Interns will demonstrate skills in interpretation and integration of assessment data following current research and professional standards and guidelines.
    i. Interns will demonstrate skills in developing appropriate and useful recommendations based on assessment data and following current research and professional standards and guidelines.

j. Interns will demonstrate the ability to accurately summarize and clearly and sensitively communicate assessment findings in writing to a range of audiences.

k. Interns will demonstrate the ability to accurately summarize and clearly and sensitively communicate assessment data in oral form to a range of audiences.

3. Interns will demonstrate standard proficiency in intervention.

a. Interns will demonstrate skills in clinical interviewing and therapeutic skills.

b. Interns will demonstrate appropriate use of language with clients (i.e., shift verbal style to communicate effectively).

c. Interns will demonstrate the ability to build therapeutic relationships with clients.

d. Interns will demonstrate sensitivity to client issues.

e. Interns will demonstrate awareness of their own emotional responses to the client.

f. Interns will demonstrate the ability to explore issues in depth with clients.

g. Interns will demonstrate the ability to apply relevant research literature to clinical decision-making.

h. Interns will demonstrate the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

i. Interns will demonstrate the ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

j. Interns will demonstrate the awareness of basic crisis intervention skills, as needed.

k. Interns will demonstrate the ability to develop and communicate clinical case formulations.

l. Interns will demonstrate the ability to develop evidence-based intervention plans specific to the service delivery goals.

4. Interns will demonstrate standard proficiency in consultation.

a. Interns will demonstrate the ability to provide consultation and collaboration with various constituencies appropriate to the setting in which services are provided.

5. Interns will demonstrate standard proficiency in cultural and individual differences and diversity.

a. Interns will demonstrate awareness of and sensitivity to issues related to working with clients with diverse backgrounds.

b. Interns will demonstrate skills in working with clients with diverse backgrounds and experiences.

6. Interns will demonstrate professional behavior.

a. Interns will listen well.

b. Interns will express themselves well orally.

c. Interns will demonstrate emotional maturity.

d. Interns will demonstrate the ability to work with setting personnel in a positive, non-threatening manner.

e. Interns will demonstrate the ability to adapt to change flexibly.

f. Interns will demonstrate initiative.

g. Interns will demonstrate a professional demeanor.

h. Interns will be on time to meetings and other internship activities.

i. Interns will demonstrate time management, and complete paperwork in a timely fashion.

7. Interns will demonstrate standard proficiency in supervision.

a. Interns will demonstrate openness to feedback and accept constructive feedback objectively, non-defensively, and professionally.

b. Interns will reflect upon their abilities and limitations and think of ways to maximize potential and minimize limitations.

c. Interns will be actively involved in supervision, bringing questions and ideas.

8. Interns will demonstrate standard proficiency in research.

a. Interns will demonstrate knowledge of research methods and the application of research to psychological practice.

b. Interns will demonstrate the ability to use scholarly literature and evidence-based practices in their professional activities.

9. Interns will demonstrate standard proficiency in communication and interpersonal skills.

a. Interns will demonstrate effective oral and written communication skills in professional settings.

b. Interns will demonstrate effective interpersonal skills when working with clients, families, colleagues, supervisors, and other professionals.

To maintain good standing in the AP internship program, students must maintain minimum levels of competency on quarterly outcome measures. See Appendix M for the Intern Evaluation and Supervision policy. The intern is evaluated every semester (Fall, Spring, Summer) using the Doctoral Psychology Intern Evaluation Form (see Appendix N). The minimum level of achievement for all learning elements is a 2 on the first evaluation, 3 on the second evaluation, and 4 on the final evaluation. The rating scale for each evaluation is a 5-point scale, with the following rating values: 1 = Remedial, 2 = Beginning/Developing Competence, 3 = Intermediate Competence, 4 = Proficient Competence, 5 = Advanced Competence. In addition to this formal evaluation, interns will receive ongoing feedback throughout their training regarding their clinical skills and progress toward activity/hour requirements to ensure continued development and movement toward competency. If an intern receives a score below the minimum level of achievement on an evaluation form, or if supervisors have reason to be concerned about the student's performance or progress, the program has due process procedures that may be implemented in order to give an opportunity to remediate and meet the minimal level of achievement. The Due Process guidelines can be found in the Internship Handbook. If remediation is unsuccessful and minimal levels of achievement cannot be obtained, the intern may be subject to termination from the internship. If remediation is unsuccessful and/or the intern is unable to obtain the minimal level of achievement by the final evaluation, the interns will be unable to successfully complete the internship program.

Interns will also have the opportunity to provide feedback to the training program to help us evaluate effectiveness as supervisors and a training program in helping you progress towards competency. See Appendix O for the Supervisor Evaluation Form and Appendix P for the Training Program Evaluation, which will be completed each semester. In addition to this formal evaluation, supervisors will inquire about your feedback periodically throughout your intern experience to better our program. We also have staff meetings which will occur once a month from August to December and then every two months though the remainder of the training year. This will allow us to self-assess our effectiveness as a program, problem solve any supervisor challenges concerning intern progress, and make changes deemed appropriate based on feedback received.

Due Process and Grievance Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. ALICIA'S PLACE's Due Process procedures occur in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. ALICIA'S PLACE may initiate contact with an intern's home doctoral program at any point in the Due Process procedures in order to best support the intern.

Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program and carry responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the intern include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns and striving to meet the aims and objectives of the program.

ALICIA'S PLACE has the right to implement these Due Process procedures when they are called for as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

Definition of a Problem

For purposes of this document, a problem is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

1) the intern does not acknowledge, understand, or address the problem when it is identified;
2) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
3) the quality of services delivered by the intern is sufficiently negatively affected;
4) the problem is not restricted to one area of professional functioning;
5) a disproportionate amount of attention by training personnel is required;
6) the trainee's behavior does not change as a function of feedback, and/or time;
7) the problematic behavior has potential for ethical or legal ramifications if not addressed;
8) the intern's behavior negatively impacts the public view of the agency;
9) the problematic behavior negatively impacts other trainees;
10) the problematic behavior potentially causes harm to a patient; and/or,
11) the problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

When a supervisor or other faculty/staff member believes that an intern's behavior is becoming problematic or that an intern is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may

include increased supervision, didactic training, and/or structured readings. Supervisors should clearly indicate that the intern has entered the Informal Review phase of the Due Process Procedures. The supervisor or faculty/staff member who raises the concern should monitor the outcome.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a rating below the minimum level of achievement required on any learning element on a supervisory evaluation, the following process is initiated:

A. Notice: The intern will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.

B. Hearing: The supervisor or faculty/staff member will hold a Hearing with the Training Director (TD) and intern within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional faculty member who works directly with the intern will be included at the Hearing. The intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.

C. Outcome and Next Steps: The result of the Hearing will be any of the following options, to be determined by the TD and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:

1) Issue an "Acknowledgement Notice" which formally acknowledges:
   a) that the faculty is aware of and concerned with the problem;
   b) that the problem has been brought to the attention of the intern;
   c) that the faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
   d) that the problem is not significant enough to warrant further remedial action at this time.

2) Place the intern on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of

time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan will be shared with the intern and the intern's home doctoral program and will include:

a) the actual behaviors or skills associated with the problem;

b) the specific actions to be taken for rectifying the problem;

c) the time frame during which the problem is expected to be ameliorated; and,

d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the interns home doctoral program. If the problem has not been remediated, the TD may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3) Place the intern on suspension, which would include removing the intern from all clinical service provision for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Suspension Plan will be shared with the intern and the intern's home doctoral program and will include:

a) the actual behaviors or skills associated with the problem;

b) the specific actions to be taken for rectifying the problem;

c) the time frame during which the problem is expected to be ameliorated; and,

d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period as specified in 'c' above, the TD will provide to the intern and the intern's home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation placing the intern on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the intern's permanent file.

D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. The internship program will notify APPIC and the intern's home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

<u>APPEAL Process</u>

If the intern wishes to challenge a decision made at any step in the Due Process procedures, the intern may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the intern is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of the TD (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the intern. The intern may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made

previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program. If the intern is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the TD. If the intern is dissatisfied with the decision of the TD, they may appeal the decision, in writing, to the Executive Director. Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The Executive Director has final discretion regarding outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or any aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to the Executive Director. The individual being grieved will be asked to submit a response in writing. The TD (or Executive Director, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the TD or Executive Director may wish to meet with the intern and the individual being grieved separately first. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the TD and Executive Director will meet with the intern jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

a) the behavior/issue associated with the grievance;

b) the specific steps to rectify the problem; and,

c) procedures designed to ascertain whether the problem has been appropriately rectified.

The TD or Executive Director will document the process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the TD or Executive Director in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, the TD or Executive Director will convene a review panel consisting of the TD and at least two other members of the training faculty within 10 working days. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Human Resources in order to initiate the agency's due process procedures.

Internship Completion

Once the contract is deemed successfully complete, the clinical psychology internship program culminates with a certificate of completion (See Appendix K), representing a significant milestone in the professional development of aspiring psychologists. Throughout the internship journey, interns engage in hands-on clinical experiences, receive supervision and guidance from experienced professionals, and undergo rigorous training to refine their clinical skills and competencies. The certificate of completion serves as formal recognition of interns' successful completion of the program at Alicia's Place and signifies their readiness to transition into independent practice or pursue further specialization in the field of psychology. After completion, interns will be contacted annually to obtain feedback on how the program has helped adequately prepare them to become a licensed psychologist and adequately serve the community.

Beyond the tangible credential, the experience at Alicia's Place fosters personal growth, self-awareness, and resilience in interns as they navigate the complexities of human behavior and psychological disorders. It cultivates a commitment to lifelong learning, ethical practice, and cultural competence, preparing interns to serve as competent and compassionate mental health professionals in diverse settings. The certificate of completion symbolizes the culmination of interns' dedication, hard work, and perseverance throughout their training journey. It represents not only the acquisition of clinical skills and knowledge, but also the development of professional identity and a commitment to upholding the highest standards of ethical conduct and client care.

As interns embark on their professional careers, the lessons learned and experiences gained during their internship at Alicia's Place serve as a solid foundation upon which to build successful and fulfilling careers in clinical psychology.

Appendices

APPENDIX A: Pay Period Schedule

August 14th Friday (Jul. 25th – Aug. 10th)

August 31st Monday (Aug. 11th – Aug. 24th)

September 15th Tuesday (Aug. 25th – Sep. 10th)

September 30th Wednesday (Sep. 11th – Sep. 24th)

October 15th Thursday (Sep. 25th – Oct. 10th)

October 30th Friday (Oct. 11th – Oct. 24th)

November 16th Monday (Oct. 25th – Nov. 10th)

November 30th Monday (Nov. 11th – Nov. 24th)

December 15th Tuesday (Nov. 25th – Dec. 10th)

December 31st Thursday (Dec. 11th – Dec. 24th)

January 15th Friday (Dec. 25th – Jan. 10th)

January 29th Friday (Jan. 11th-Jan. 24th)

*February 12th Friday (Jan. 25th - Feb. 9th)

*February 26th Friday (Feb. 10th – Feb. 23rd)

*March 15th Monday (Feb. 24th – Mar. 10th)

March 31st Wednesday (Mar. 11th – Mar. 24th)

April 15th Thursday (Mar. 25th – Apr. 10th)

April 30th Friday (Apr. 11th – Apr. 24th)

May 14th Friday (Apr. 25th – May 10th)

May 28th Friday (May. 11th – May 24th)

June 15th Tuesday (May 25th – Jun 10th)

June 30th Wednesday (Jun. 11th – Jun. 24th)

July 15th Thursday (Jun. 25th – Jul. 10th)

July 30th Friday (Jul. 11th – Jul. 24th)

August 13th Friday (Jul. 25th – Aug. 10th)

**subject to change. In the event that a change is made, interns will be notified of all changes beforehand.

APPENDIX B: Holiday Schedule

**Office may be closed on these dates, but you may still work to earn comp time, if desired. There are 10 holidays below that fall on a workday and 10 days of holiday leave is already included in intern stipend.

Holidays during the 2025-2026 Training Year		
Date	**Holiday**	**Day of Week**
September 7, 2026	Labor Day	Monday
October 12, 2026	Indigenous People Day	Monday
November 11, 2026	Veteran's Day	Wednesday
November 26, 2026	Thanksgiving	Thursday
December 24, 2026	Christmas Eve	Thursday
December 25, 2026	Christmas Day	Friday
January 1, 2027	New Year's Day	Friday
January 18, 2027	Martin Luther King's Day	Monday
February 15, 2027	President's Day	Monday
May 31, 2027	Memorial Day	Monday

APPENDIX C: Alicia's Place (AP) Stipend, Benefits, and Resources Policy

The AP Internship Program is a full-time training experience that offers interns comprehensive educational and clinical opportunities to strengthen and expand their skills while working with diverse populations. All interns complete a total of 2,000 hours of clinical work across a 12-month period, at a rate of 40 hours per week. The stipend currently offered is $30,000, subject to taxes and withholdings, and with payments occurring on a monthly basis. Interns are provided up to 80 hours of leave, inclusive of holidays, vacation, and sick leave. Professional leave of up to 5 days for external trainings or conferences is also permitted and may be considered part of the internship training hours. Understanding that, while discouraged, interns may on occasion work more than 40 hours in a given week, interns are permitted to convert any hours in excess of 40 hours per week into additional hours of leave (i.e., comp time). Interns may use up to 80 hours of comp time throughout the training year. Typical work week shifts are eight hours long (9am to 6pm), with a 1-hour lunch break, Monday through Friday. Also, there is occasional variance in schedule times for other activities, as approved by supervisors.

When taking leave, the Intern Leave Request Form must be submitted and approved by your supervisor, preferably a minimum of two weeks in advance. It is the intern's responsibility to notify clients in advance of any planned absence. To the extent feasible, any missed direct service hours should be made-up within that calendar month. Scheduled supervision must be rescheduled if missed. If other meetings/trainings, such as didactics and certification trainings, are missed due to illness or pre-approved vacation, interns are expected to obtain/read the information and discuss the content with their supervisor the following week.

Interns are provided with a range of resources to support their professional development and clinical work. Each intern is assigned access to an individual office or therapy room at one of our two locations. These spaces are equipped to support direct service provision and include access to client waiting areas, kitchen areas, staff bathrooms, an administrative office, and PCIT/observation rooms. Our facilities feature observation rooms outfitted with one-way mirrors, microphones, headsets, and bug-in-the-ear technology to support live coaching and supervision. Interns also have access to a myriad of therapeutic games, tools, and activities suitable for working with children and adults. Additional resources include a curated library, assessment materials, and—if needed—loaner laptops for clinical documentation or telehealth. AP also employs a team of administrative professionals that are available to assist with paperwork, billing, community resources, and general support. Interns will also receive a unique agency email address and access to other communication and documentation systems used within the agency. Office equipment, such as printers, scanners, and fax machines, is available for intern use. Should interns require additional supplies or materials, they are encouraged to speak with administrative staff and their assigned clinical supervisor for assistance or approval. In the interest of health and safety, personal protective equipment such as masks, gloves, hand sanitizers, and cleaning supplies are available.

APPENDIX D: Intern Leave Request Form

AP Intern Leave Request Form

Name _____

From Date	Time	Through Date	Time	Total Hours
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Leave hours already taken prior to this request: ____
Leave hours requesting off (on this form): _____

I understand that it is my responsibility to notify clients in advance of my planned absence. To the extent feasible, any missed direct service hours must be made-up within that calendar month. It is also my responsibility to reschedule supervision if I miss a scheduled meeting. If I miss a didactic, supervision series, or journal club due to illness or pre-approved vacation, I am expected to obtain/read the information and discuss the content with my supervisor the following week. I also understand that I may be contacted for emergency client situations while I am out. Therefore, I will inform my supervisor if I will be unreachable (i.e., out of the country, on a cruise, etc.).

*Once all signatures are obtained, I agree to email the approved form to my direct supervisor with CC to the Training Director.

_____
Trainee Signature Date

_____
Approved by Direct Supervisor Date

APPENDIX E: Leave Compensation Log Example

	A	B	C	D	E
1	**Date**	**Time**	**Duration (in hours)**		**Task**
2			**Used**	**Earned**	
3	8/11/2025	8pm-10pm		2	Reading for Group Supervision
4	8/18/2025	3pm-4:30pm		1.5	Session Preparation (reading and research)
5	8/20/2025	9am-5pm	10		Vacation
6	9/1/2025	8:30am-7pm (minus lunch)	10		Labor Day
7	9/5/2025	2pm-3:30pm		1.5	Session Preparation (reading PCIT manual)
8	9/6/2025	3pm-5	2		Left early sick
9	9/8/2025	10am-2:30pm		4.5	Worked on Didactic Presentation
10	9/13/2025	7pm-9pm		2	Reading for Journal Club and Supervision Series
11	9/16/2025	5pm-5:30pm		0.5	Debriefed with Supervisors
12	9/26/2025	5pm-7:30pm		2.5	Finished PCITmanual review and prep for session
13	10/13/2025	8:30pm-7pm (minus lunch)	10		Indigenous People Day
14	10/14/2025	5pm-8:30pm		3.5	Prepared for Psychological eval
15	10/15/2025	7pm-7:30pm		0.5	Finished draft of intake
16	10/18/2025	6pm-8pm		2	Read for Journal Club and Supervision Series
17	10/21/2025	8am-8:30am		0.5	Made edits to intake
18	10/25/2025	4pm-6pm		2	Assessment Report Writing
19	10/26/2025	2pm-4pm		2	Assessment Report Writing
20					
21					
22					
23		TOTAL	32	25	
24			**YTD comp time I still need to make up:**	**7**	**(Needs to be 0 or negative at end of year)**
25					
26					
27		**Leave Used:**	8/20/2025	Winter Holidays	
28			9/6/2025	Sick	
29					

*Of note, hours are earned only in excess of 40hours of work per week.

An additional 80 hours outside of the 80 for leave can be taken/earned.

APPENDIX F: Training Activity Log

Training Year: August _2025_ - July _2026_ *only use .25 intervals														
*only write in the white boxes (all grey boxes are Auto Sums)	Aug Hours	Sept Hours	Oct Hours	Nov Hours	Dec Hours	Jan Hours	Feb Hours	Mar Hours	Apr Hours	May Hours	Jun Hours	July Hours	TOTAL HOURS TO DATE (Auto Sums)	
DIRECT SERVICE														
Intervention														
Client Consultation (includes "professional consultations")														
Family Therapy														
Individual Therapy														
Couples Therapy														
Intake/Structured Interview														
Other-Interventions														
Intervention Total (Auto Sum)														
Assessment (Face-to-Face Only)														
Providing Feedback to Clients/Patients														
Psychological Test Administration														
Assessment Total (Auto Sum)														
Direct Total (Auto Sum)														
INDIRECT SERVICE														
Support														
Assessment Report Writing, Psychological Assessment Scoring/Interpretation														
Case Mgmt, Chart/File review, Clinical Note Writing, Didactic trainings/ Seminars/Workshops, Intervention Planning, Professional Development, Reading/Research/Preparation, Video-Audio-Digital Recording Review, etc.														
Support Total (Auto Sum)														
Supervision														
Individual Supervision- Licensed Psychologist														
Group Supervision- Licensed Psychologist														
Supervision Total (Auto Sum)														
Indirect Total (Auto Sum)														
Grand Total (Indirect+Direct Auto Sum)														*Interns need 2000 Total*
# of Psychological Evaluations completed														Total Should be 22
Leave Comp Hours Earned														Not to exceed 80hrs
Leave Comp Hours Used														Not to exceed 80hrs

** Goal= 166 hours monthly, Total 500 direct min, 2000 grand total

APPENDIX G: Didactic Training Schedule 2026-2027

Didactic trainings are weekly on Wednesday, except the first Wednesday of every month, which is reserved for staff meetings. Several additional trainings are offered throughout the year, which compensates for these missed weeks.

**Indicates trainings that are offered on an alternative day of the week.

Didactics are offered via Google Meets; subject to change as needed

Date/Time	Topic	Presenter(s)
**August 10, 2026 2pm-5pm	Internship Orientation: Introduction to PCE	Alicia Meyer, Ph.D. Annie Levin, Psy.D.
August 19, 2026 12pm-5pm	PCIT Skills Lab #1: Introduction to PCIT	Alicia Meyer, Ph.D.
**August 24, 2026 11am-5pm	PCIT Skills Lab #2: Child Directed Interaction (CDI)	Alicia Meyer, Ph.D.
September 9, 2026 10am-12pm	General Diagnosis/Diagnostic Knowledge	Ridjie Chery, Psy.D.
September 16, 2026 10am-12pm	Assessment/Testing Administration/Report Writing	Ridjie Chery, Psy.D.
September 23, 2026 10am-12pm	Testing for Learning Disorders	Ridjie Chery, Psy.D.
September 30, 2026 10am-12pm	Treatment Seminar 1: Cognitive Behavioral Therapy	Ridjie Chery, Psy.D.
October 14, 2026 10am-12pm	Ethics Seminar 1: Ethics and Professional Issues	Ridjie Chery, Psy.D.
October 21, 2026 10am-12pm	Diversity Seminar 1: Basic Diversity Seminar	Ridjie Chery, Psy.D.
October 28, 2026 10am-12pm	Treatment Seminar 3: Psychodynamic Psychotherapy	Ridjie Chery, Psy.D.
November 11, 2026 10am-12pm	Treatment Seminar 4: Family Systems	Ridjie Chery, Psy.D.
November 18, 2026 10am-12pm	Treatment Seminar 5: Play Therapy, Therapy with Children	Tania Stolfa, LPC Ridjie Chery, Psy.D.
November 25, 2026 10am-12pm	HAPPY THANKSGIVING	N/A

December 9, 2026 10am-12pm	Treatment Seminar 6: Short-Term Therapy (ACT & DBT)	Ridjie Chery, Psy.D.
December 16, 2026 10am-12pm	EPPP Domain 1: Developmental Concepts in Psychology (Lifespan)	Ridjie Chery, Psy.D.
December 23, 2026 10am-12pm	HAPPY HOLIDAYS	N/A
December 30, 2026 10am-12pm	HAPPY NEW YEAR	N/A
January 13, 2027 10am-12pm	INTERVIEWS	N/A
January 20, 2027 10am-12pm	EPPP Domain 2: Part 1 Biological Bases of Behavior	Ridjie Chery, Psy.D.
January 27, 2027 10am-12pm	EPPP Domain 2: Part 2 Biological Bases of Behavior	Ridjie Chery, Psy.D.
February 10, 2027 10am-12pm	Diagnostic Seminar 2: Personality Disorders	Ridjie Chery, Psy.D.
February 17, 2027 10am-12pm	Diagnostic Seminar 3: Neurocognitive Disorders	Ridjie Chery, Psy.D.
February 24, 2027 10am-12pm	Diversity Seminar 2: Age and Ageism	Ridjie Chery, Psy.D.
March 10, 2027 10am-12pm	Treatment Seminar 7: Grief Therapy	Ridjie Chery, Psy.D.
March 17, 2027 10am-12pm	Knowledge and Application of Supervision Models	Gabriella Hill-Alexander, Psy.D.
March 24, 2027 10am-12pm	Diversity Seminar 3: Gender and Sexual Minorities	Ridjie Chery, Psy.D.
March 31, 2027 10am-12pm	Stress Management & Wellness	Ridjie Chery, Psy.D.
April 14, 2027 10am-12pm	EPPP Domain 6: Social Psychology	Ridjie Chery, Psy.D.
April 21, 2027 10am-12pm	Treatment Seminar 8: Humanistic-Existential Approaches to Therapy	Ridjie Chery, Psy.D
April 28, 2027 10am-12pm	Navigating Court Involvement in Therapy and Assessment	Alicia Meyer, Ph.D.

May 12, 2027 10am-12pm	Assessment/Treatment Approaches to Foster Care and Adoption Cases	Ridjie Chery, Psy.D
May 19, 2027 10am-12pm	Treating Military Service Members and Veterans	Ridjie Chery, Psy.D
May 26, 2027 10am-12pm	Media Violence and Children	Ridjie Chery, Psy.D
June 9, 2027 10am-12pm	Addressing Religion and Spirituality in Clinical Practice	Gabriella Hill-Alexander, Psy.D.
June 16, 2027 10am-12pm	Community Psychology	Ridjie Chery, Psy.D
June 23, 2027 10am-12pm	Attachment Disorders	Tania Stolfa, LPC
June 30, 2027 10am-12pm	INTERN PRESENTATION	Intern
July 14, 2027 10am-12pm	INTERN PRESENTATION	Intern
July 21, 2027 10am-12pm	INTERN PRESENTATION	Intern
July 28, 2027 10am-12pm	INTERN GRADUATION	N/A

Additional Specialized Trainings:

September 3-4, 2026 9am-5pm	TFCBT Training	Alicia Meyer, Ph.D.
October 21, 2026 9am-5pm	PCIT Skills Lab #3	Alicia Meyer, Ph.D.

APPENDIX H: Alicia's Place Telesupervision Policy

The Doctoral Psychology Internship Program utilizes a hybrid model for weekly group supervision, consisting of one hour of in-person intern-only group supervision and one hour of videoconference-based group supervision with all doctoral-level trainees. The videoconference format is intentionally used to enhance accessibility and promote interaction and socialization among interns and other doctoral trainees, given varying schedules. Interns, other students, and a licensed clinical psychologist (facilitator) meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Group supervision in this format is required for all current interns for 1 hour each week, at a regularly scheduled time. Alicia's Place places high value on cohesion and socialization of intern cohorts, as well as other trainees, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings. Additionally, telesupervision may also be utilized in place of individual in-person supervision when needed based on supervisor schedule and in-office availability. Nevertheless, supervisors ensure that the quality of supervision is maintained, regardless of format.

The use of videoconference technology for supervisory experiences is consistent with Alicia's Place training aim, as it places a strong training emphasis on access to behavioral healthcare for the entire lifespan and often underserved populations, which often includes the use of telehealth services. All interns participate in an introduction to telesupervision during the internship orientation and are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year.

Alicia's Place recognizes the importance of supervisory relationships. Group supervision is led by the Training Director or Executive Director. The foundation for this supervisory relationship is cultivated initially during orientation. Interns are asked to give feedback on their experiences with telesupervision in the program when completing the training feedback survey throughout the year.

For all clinical cases discussed during group supervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided with contact information for all supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

All videoconferencing occurs over a secure network using site-administered videoconferencing technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all trainees. It is important that all interns have access to telesupervision, and the training committee is committed to ensuring this is possible without burden to the intern. Technical difficulties that arise during telesupervision and cannot be resolved on site are directed to the administration team so they may contact the built-in or contracted technical support for the videoconferencing platform. In the event that the technical difficulties cannot be immediately resolved, the supervision session may be rescheduled/made-up within the next 24 hours.

APPENDIX I: List of Competencies

By the end of the internship year, interns are expected to achieve competence appropriate to their professional developmental level. Each of the nine broad profession-wide competencies are provided below:

Competency 1: Evidence-based practice in intervention

Achievement of competence in the following broad areas is expected:

- Case conceptualization and treatment planning
- Implementation of therapeutic interventions
- Crisis intervention
- Therapeutic skills

Competency 2: Evidence-based practice in assessment

Achievement of competence in the following broad areas is expected:

- Diagnostic skill
- Instrument selection, administration, and scoring
- Test interpretation
- Clinical formulation
- Report writing
- Communicating results

Competency 3: Interprofessional and interdisciplinary consultation

Achievement of competence in the following broad areas is expected:

- Multidisciplinary collaboration
- Theories and methods of consultation

Competency 4: Supervision

Achievement of competence in the following broad areas is expected:

- Theories and methods of supervision
- Effective use of supervision
- Develop knowledge and skills providing clinical supervision

Competency 5: Individual and cultural diversity

Achievement of competence in the following broad areas is expected:

- Cultural awareness
- Effects of cultural considerations on clinical activities
- Evidence-informed approach to cultural considerations

Competency 6: Research

Achievement of competence in the following broad areas is expected:

- Application of scientific knowledge to practice

Competency 7: Ethical and legal standards

Achievement of competence in the following broad areas is expected:

- Knowledge of ethical, legal, and professional standards
- Adherence to ethical principles and guidelines

Competency 8: Professional values and attitudes

Achievement of competence in the following broad areas is expected:

- Professional awareness
- Interpersonal relationships
- Self-awareness
- Clinical documentation
- Case management

Competency 9: Communication and interpersonal skills

Achievement of competence in the following broad areas is expected:

- Provides clear and effective written communication
- Exemplifies respectful and professional interpersonal skills
- Presents scholarly information to an audience

APPENDIX J: Alicia's Place Diversity and Nondiscrimination Policy

The Alicia's Place Internship Program is deeply committed to fostering an equitable, inclusive, and welcoming learning environment for all interns. We believe that diversity—in all its forms—enriches our training community, enhances our clinical work, and contributes to our shared growth as culturally humble and competent professionals.

At Alicia's Place, we view diversity as encompassing the broad range of human experiences and do not discriminate on the basis of age, disability status, ethnicity, gender identity and expression, language, national origin, race, religion, culture, sexual orientation, or socioeconomic background. We strive to create a setting where every individual feels respected, valued, and supported in their personal and professional development.

Our commitment to diversity is reflected not only in the composition of our intern cohort but also in the diversification of our staff and supervisors. We intentionally seek to build a team that embodies a variety of perspectives, insights, and life experiences from diverse backgrounds—recognizing that these differences strengthen our collective ability to serve clients with cultural humility and competence.

The training program includes an expected competency in individual and cultural diversity, supported by ongoing opportunities for growth through supervision, didactic seminars, case discussions, and community engagement. These experiences are designed to help interns develop the awareness, knowledge, and skills necessary to provide high-quality, culturally responsive psychological services to all individuals.

Alicia's Place welcomes applicants from all backgrounds and provides equal opportunity to all prospective interns. We do not discriminate based on any personal characteristic or status irrelevant to success as a psychology intern. Each applicant is evaluated individually based on the quality of their previous training, practicum experiences, and overall fit with the program. Applicants who require accommodations are encouraged to contact the Training Director to initiate this process.

Through our enduring commitment to diversity—both in our people and in our practices—we aim to cultivate a professional community that models inclusion, empathy, and respect, ensuring that interns leave Alicia's Place better prepared to meet the needs of an increasingly diverse society.

APPENDIX K: Intern Selection & Academic Preparation Requirement Policy

Application Process

Alicia's Place currently offers 3 full-time internship positions. Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org) using the APPIC Application for Psychology Internships (AAPI).

A complete application consists of the following materials:

1. A completed online AAPI
2. Cover letter and essays (as part of AAPI)
3. A current Curriculum Vitae (as part of AAPI)
4. A sample assessment report (as part of the AAPI)**
5. Three Standard Reference Forms (SRF), two of which should be from persons who have directly supervised your clinical work (as part of AAPI). Please submit no more than three SRFs.
6. Official transcripts of all graduate coursework

All application materials must be received by the date noted in the current APPIC directory listing in order to be considered.

**not required in phase two, if applicable.

Application Screening and Interview Processes

Alicia's Place doctoral internship program will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

1. A minimum of 400 intervention hours;
2. A minimum of 100 assessment hours;
3. A minimum of 8 written integrated reports;
4. Some experience or special interest in working with diverse populations and utilization of various therapeutic approaches;
5. Practicum experience working with children with trauma or training in PCIT or TF-CBT
6. Current enrollment and good standing in an APA- or CPA-accredited clinical, counseling, or school doctoral program.

All applications are reviewed by Alicia's Place Doctoral Internship Training Committee using a standard Application Rating Scale and evaluated for potential goodness of fit with the internship program. The Training Committee meets to determine which applicants to invite for interviews based upon the results of this review process. Applicants are notified whether they have received an interview by email on or before December 21st. Interviews are scheduled in January on a first come, first served basis. Interviews take place via videoconference with the entire Training Committee. Interviews are conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate.

APPENDIX L: Alicia's Place Communication and Records Maintenance Policy

Communication between Alicia's Place and interns' home doctoral programs is of critical importance to the overall development of competent new psychologists. The internship is a required part of the doctoral degree and, while internship supervisors assess intern performance during the internship year, the doctoral program is ultimately responsible for the evaluation of readiness for graduation and entrance into the profession. Therefore, it is the responsibility of the Training Director to initiate contact with interns' home doctoral program Directors of Clinical Training (DCT) at the following time points and as needed throughout the training year:

- A Match letter is sent to both the intern and their DCT within 5 days of learning of a successful match to verify the terms of the internship (i.e., start and end dates, stipend).

- At each evaluation period, Alicia's Place shares a copy of the formal written evaluations of the intern with their DCT via email.

- Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program.

- If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program is contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by Alicia's Place as a result of the Due Process procedures, up to and including termination from the program.

The Training Director is also responsible for maintaining intern records. Intern evaluations, certificates of completion, and each intern's individual training plan are maintained indefinitely by the Training Director in a secure digital file. Records related to Due Process procedure, grievances, or complaints are also maintained in intern files, as described in the Alicia's Place Internship Handbook in the policies under Management of Professional Standards.

APPENDIX M: Intern Evaluation and Supervision Policy

Alicia's Place Psychology Internship Program requires that interns demonstrate minimum levels of achievement across all competencies and training elements. Interns receive ongoing feedback from their supervisors and are formally evaluated by their primary supervisor at the end of each semester (Fall, Spring, and Summer). Evaluations are conducted using a standard rating form, which includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. The evaluation form includes information about the interns' performance regarding all of expected training competencies and the related training elements. Each evaluation is based in part on direct observation by the individual supervisor. Supervisors review these evaluations with the interns during supervision and provide an opportunity for discussion at each timepoint.

Interns are evaluated in the Fall, Spring, and Summer of the internship year. The minimum level of achievement for all learning elements is a 2 on the first evaluation, 3 on the second evaluation, and 4 on the final evaluation. The rating scale for each evaluation is a 5-point scale, with the following rating values: 1 = Remedial, 2 = Beginning/Developing Competence, 3 = Intermediate Competence, 4 = Proficient Competence, 5 = Advanced Competence. If an intern receives a score below the minimum level of achievement on an evaluation form, or if supervisors have reason to be concerned about the student's performance or progress, the program has due process procedures that may be implemented in order to give an opportunity to remediate and meet the minimal level of achievement. The Due Process guidelines can be found in the Internship Handbook. If remediation is unsuccessful and minimal levels of achievement cannot be obtained, the intern may be subject to termination from the internship.

Interns must receive a rating of 4, which indicates readiness for entry-level practice, or above on all training elements to successfully complete the program. If remediation is unsuccessful and/or the intern is unable to obtain the minimal level of achievement by the final evaluation, the interns will be unable to successfully complete the internship program. Additionally, all interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program

In addition to the evaluations described above, interns complete program evaluation during each semester of the training year. Feedback from these evaluations is reviewed by the Training Committee and used to inform changes or improvements made to the training program. All evaluation forms are available in the Alicia's Place Internship Handbook.

All interns receive at least four hours of supervision each week throughout the year. Interns receive a minimum of two hours of individual face-to-face supervision each week from a doctoral-level licensed psychologist. Individual supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals. In addition to individual supervision, Interns receive two hours of group supervision each week. Interns may receive additional supervision based on their rotation or individual training plans. Interns have access to consultation and supervision at all times during which they provide clinical services. Contact information for all supervisors is provided to interns at the beginning of the year and is available via the shared drive. All supervisors are appropriately credentialed for their role in the program.

APPENDIX N: Doctoral Intern Evaluation Form

Intern Evaluation: To be completed by supervisor

Intern: _____ Supervisor: _____ Dates of Evaluation: _____ to

_____ Methods used in evaluating competency:

_____ Direct Observation _____ Documentation Review _____ Supervision _____ Comments from other staff/faculty

Scoring Criteria:

1 -- Remedial Significant skill development required; remediation necessary
2 -- Beginning/Developing Competence Minimal Level of Achievement (MLA) at first evaluation; close supervision required on some cases
3 -- Intermediate Competence Minimal Level of Achievement (MLA) at second evaluation of training program; routine or minimal supervision required on most cases
4 -- Proficient Competence Minimal Level of Achievement (MLA)on final evaluation at completion of training program; ready for entry-level practice*
5 -- Advanced Competence Rare rating for internship; able to function autonomously with a level of skill representing that expected beyond the conclusion of internship training

**Ready for entry-level practice is defined as (IR C-8 I):*
1. the ability to independently function in a broad range of clinical and professional activities;
2. the ability to generalize skills and knowledge to new situations; and,
3. the ability to self-assess when to seek additional training, supervision, or consultation

Competency 1 - Research	
• Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications) • Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 2 - Ethical and Legal Standards	
• Demonstrates knowledge of and acts in accordance with each of the following:	

○ The current version of the APA Ethical Principles and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional and federal levels; ○ Relevant professional standards and guidelines; ● Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas ● Conducts self in an ethical manner in all professional activities	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 3 - Individual and Cultural Diversity	
● Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself ● Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities ● Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles ● Applies a framework for working effectively with areas of individual and cultural diversity ● Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 4 - Professional Values and Attitudes	
● Behaves in ways that reflect the values and attitudes of psychology ● Engages in self-reflection regarding personal and professional functioning ● Engages in activities to maintain and improve performance, well-being, and professional	

effectiveness • Actively seeks and demonstrates openness and responsiveness to feedback and supervision • Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 5 - Communication and Interpersonal Skills	
• Develops and maintains effective relationships with a wide range of individuals • Demonstrates a thorough grasp of professional language and concepts • Produces, comprehends, and engages in communications (oral, nonverbal, and written) that are informative and well integrated • Demonstrates effective interpersonal skills and the ability to manage difficult communication well	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 6 - Assessment	
• Demonstrates current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology • Demonstrates understanding of human behavior within its context • Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process • Selects and applies assessment methods that draw from the best available empirical literature • Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient • Interprets assessment results to inform case conceptualization, classification, and recommendations while guarding against decision-making biases • Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 7 - Intervention	
• Establishes and maintains effective relationships with recipients of psychological services • Develops evidence-based intervention plans specific to the service delivery goals • Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables • Demonstrates the ability to apply the relevant research literature to clinical decision making • Modifies and adapts evidence-based approaches effectively • Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 8 - Supervision	
• Applies overall knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals • Applies the supervisory skill of observing in direct or simulated practice • Applies the supervisory skill of evaluating in direct or simulated practice • Applies the supervisory skills of giving guidance and feedback in direct or simulated practice	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 9 - Consultation and Interprofessional/Interdisciplinary Skills	

• Demonstrates knowledge and respect for the roles and perspectives of other professions • Applies knowledge about consultation in direct or simulated (e.g. role played) consultation	
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments: **OVERALL RATING (average of broad competence area scores) #DIV/0!** Comments on Intern's overall performance:	

I acknowledge that my supervisor has reviewed this evaluation with me.

Intern Signature Date Supervisor's Signature Date

APPENDIX O: Psychology Intern Supervisor Evaluation Form

Doctoral Internship Supervisor Evaluation: *To be completed by intern*

This is to be completed by intern (concurrent with intern evaluation) and discussed with supervisor during supervision.

Intern: _____Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 Significant Development Needed--Significant improvement is needed to meet intern needs	
2 Development Needed-- Improvement is needed to meet intern needs	
3 Meets Intern Needs and Expectations	
4 Exceeds Expectations--Above average experience	
5 Significantly Exceeds Expectations--Exceptional experience	
N/A--Not Applicable/Not Observed/Cannot Say	

NOTE: This Supervisor Evaluation is utilized by Alicia's Place to continually improve and enhance the training program. All responses are reviewed by the Clinical Training Director, and all feedback is carefully considered. Please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

General Characteristics of Supervisor

Is accessible for discussion, questions, etc. _____

Treats intern with respect and courtesy _____

Supports the intern's successful completion of the internship program _____

Is available at the scheduled time and allots sufficient time for supervision _____

Keeps sufficiently informed of case(s) _____

Is interested in and committed to supervision _____

Is up-to-date in understanding of clinical populations and issues _____

Maintains appropriate interpersonal boundaries with clients and supervisees _____

Provides constructive and timely feedback on supervisee's performance _____

Provides case-based supervision appropriate to training needs/appropriate degree of independence _____

Demonstrates concern for and interest in supervisee's progress, problems, and ideas _____

Communicates effectively with supervisee _____

Sets and maintains clear and reasonable expectations for supervisee _____

Promotes recognition and effective navigation of individual and cultural diversity _____

Provides telesupervision that offers interaction, feedback, and learning that is comparable to in-person _____

Comments:

Development of Clinical Skills

Assists in coherent conceptualization of clinical work _____

Assists in translation of conceptualization into techniques and procedures _____

Is effective in providing training in behavioral health intervention _____

Is effective in providing training in assessment and diagnosis _____

Supports intern in navigating and responding to clients' cultural and individual differences _____

Is effective in helping to develop short-term and long-range goals for clients _____

Promotes clinical practices in accordance with ethical and legal standards _____

Promotes intern's general acquisition of knowledge, skills, and competencies _____

Comments:

Summary

Overall rating of supervision with this supervisor (AVERAGE)	
Describe how the supervisor contributed to your learning:	
Describe how supervision or ~~the training~~ experience could be enhanced:	
Any other suggestions/feedback for your supervisor?	
Supervisor's Signature Date	
Intern's Signature Date	

APPENDIX P: Training Program Evaluation

Psychology Intern Evaluation of Training Program Form

Supervisor(s) (please print or type):	Date of evaluation:
Timing of review: Fall Spring Summer	

Please rate the degree to which the internship program met your training needs and prepared you for each of the following areas/competencies:

4	**Training needs exceeded**
3	**Training needs adequately met**
2	**Training needs somewhat met**
1	**Training needs not met**

PROGRAM STRUCTURE				
1) Workload	4	3	2	1
2) Clear expectations	4	3	2	1
3) Concerns or problems are addressed adequately	4	3	2	1
4) Environment is conducive to learning	4	3	2	1
5) Environment fosters relationships among trainees	4	3	2	1
6) Resources (e.g., space, computers, supplies, etc.) are adequate	4	3	2	1
7) Treated in a professional manner	4	3	2	1
8) Effective support staff	4	3	2	1
9) Adequate support and encouragement is provided	4	3	2	1
10) Didactic trainings provide training opportunities for interaction, feedback, and learning that are comparable to an in-person experience.	4	3	2	1
11) Overall satisfaction with training program	4	3	2	1
COMMENTS:				

INTERVENTION TRAINING				
1) Development of skills for implementing therapy strategies	4	3	2	1
2) Development of skills for establishing a therapeutic alliance	4	3	2	1
3) Development of understanding theoretical models of therapy	4	3	2	1
4) Development of therapy goals and treatment plans	4	3	2	1
5) Formulating case conceptualizations	4	3	2	1
6) Recognizing and responding appropriately to client crises	4	3	2	1
7) Coordinating care with other providers	4	3	2	1
8) Overall satisfaction with intervention training	4	3	2	1
COMMENTS:				

ETHICS AND DIVERSITY				
1) Opportunities to work with diverse populations	4	3	2	1
2) Increased sensitivity to issues of ethnicity, religion, culture, gender, sexuality, and other aspects of diversity in assessment, treatment, consultation, and supervision	4	3	2	1
3) Ability to adapt treatment or interpret assessment with diversity factors in mind	4	3	2	1
4) Overall satisfaction with diversity/ethics training	4	3	2	1
COMMENTS:				

PROFESSIONAL IDENTITY				
1) Seeking consultation/supervision as needed and using it productively	4	3	2	1
2) Responding to consultation/supervision with constructive action or changes	4	3	2	1
3) Recognizing how personal characteristics impact clinical work	4	3	2	1
4) Increasing awareness of own competence and areas of growth as a clinician	4	3	2	1
5) Interacting effectively with other staff	4	3	2	1
6) Being accountable, dependable, and responsible	4	3	2	1
7) Showing good time management skills and efficiency at completing work	4	3	2	1
8) Exercising good judgment as a professional	4	3	2	1
9) Actively participating in seminars/didactics	4	3	2	1
10) Overall satisfaction with professional development training	4	3	2	1
COMMENTS:				

COMPETENCIES				
1) Assisted in developing competency in: Ethics and Legal Standards	4	3	2	1
2) Assisted in developing competency in: Research	4	3	2	1
3) Assisted in developing competency in: Individual and Cultural Diversity	4	3	2	1
4) Assisted in developing competency in: Professional Values and Attitudes	4	3	2	1
5) Assisted in developing competency in: Communication and Interpersonal Skills	4	3	2	1

6) Assisted in developing competency in: Assessment	4	3	2	1
7) Assisted in developing competency in: Intervention	4	3	2	1
8) Assisted in developing competency in: Supervision	4	3	2	1
9) Assisted in developing competency in: Consultation and Interpersonal/Interdisciplinary Skills	4	3	2	1
COMMENTS:				

Clinical/Training Director Signature:_____ Date:_____

APPENDIX Q: Performance Improvement Plan



Performance Improvement Plan

Instructions: The Intern and Supervisor jointly complete this Plan. This plan is developed as a team to ensure that interns are provided with the resources necessary to be successful, and to ensure that interns have the opportunity to show growth.

Date:	
Intern Name:	
Supervisor Name:	
Document effective period:	

Area for Improvement #1:	
Action Intern Will Take to Improve:	
Results Desired:	
Action Supervisor Will Take to Help Intern Improve:	
Date to Be Completed (unless adjusted by Supervisor):	

Area for Improvement #2:	
Action Intern Will Take to Improve:	
Results Desired:	
Action Supervisor Will Take to Help Intern Improve:	
Date to Be Completed (unless adjusted by Supervisor):	

Failure to complete the Performance Improvement Plan as outlined could result in corrective action up to and including termination.

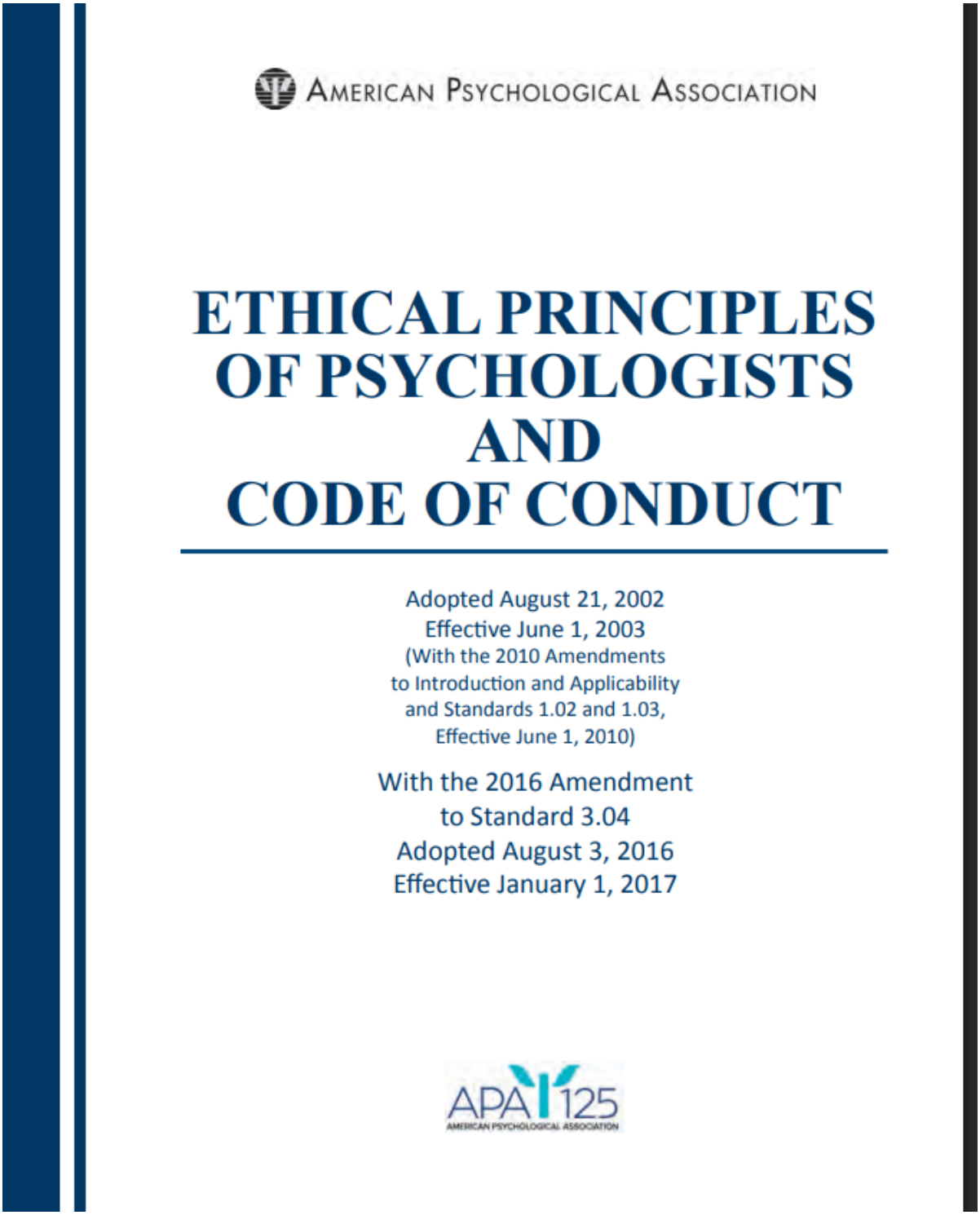
Intern Signature:	
Date:	
Supervisor Signature:	
Date:	

Follow-up	
Date	Meeting notes that include improvement and/or areas of concern

APPENDIX R: Certificate of Completion



APPENDIX S: APA Ethical Standards



https://www.apa.org/ethics/code/ethics-code-2017.pdf