



Alicia's Place Clinical Psychology Doctoral Internship Brochure

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Section I: Internship Program in Clinical Psychology

1. Introduction

Alicia's Place Doctoral Internship in Clinical Psychology (hence referred to as "AP Internship Program") offers 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.

AP is a non-profit, outpatient organization that provides services in multiple locations in the Hampton Roads area. With long-established relationships in the community, AP has a strong reputation 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. The AP Internship Program is offered as a full-time internship that provides students with a large variety of training and educational opportunities. All interns will complete a total of 2,000 hours of clinical work spread across a 12-month period, at a rate of 40 hours per week. The stipend currently offered is \$30,000 annually.

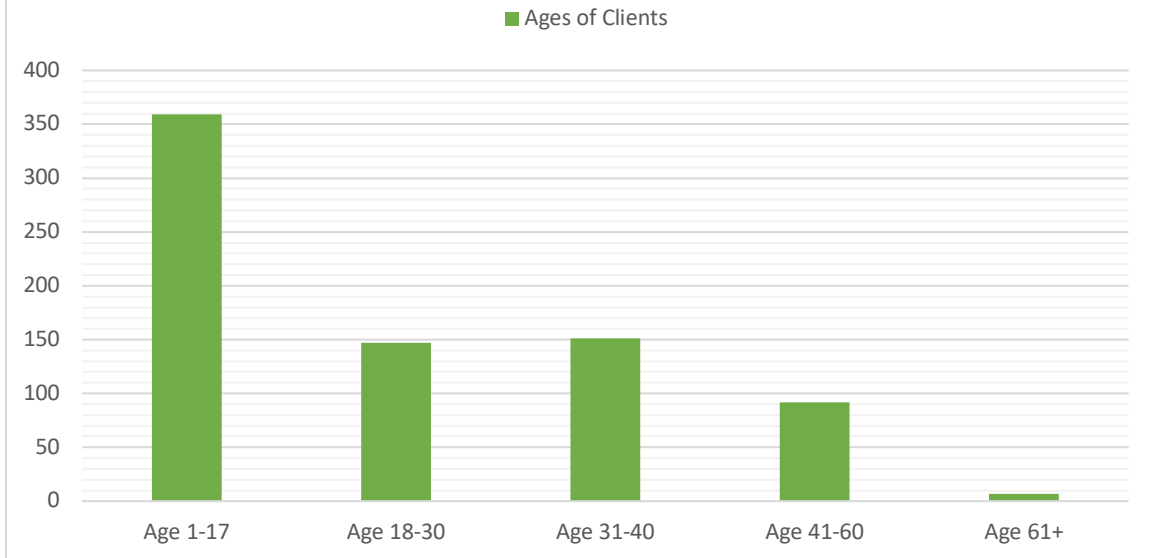
The AP Internship Program provides those admitted into the program with a multitude of opportunities to use and further develop clinical skills across diverse settings, with varying populations. AP provides services to all ages, with assorted DSM-5-TR diagnoses, from all areas of socioeconomic status. 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. As interns, students have the opportunity provide the following services: consultation, assessment, individual therapy, family therapy, couples therapy, and Parent-Child Interaction 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.

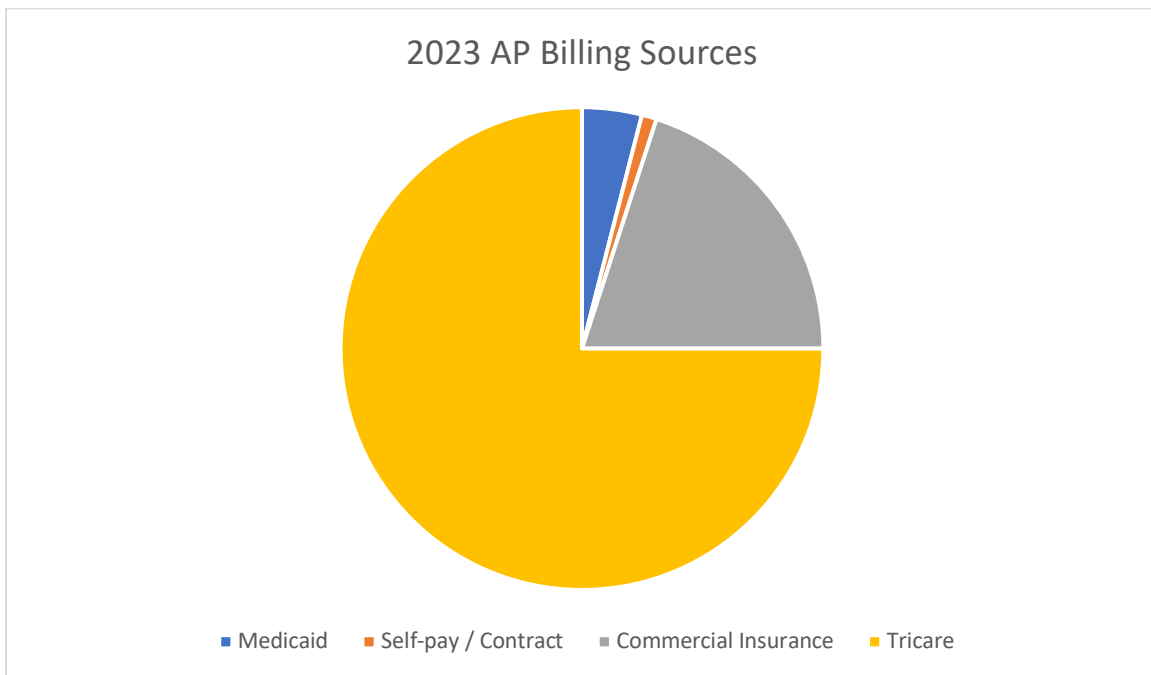
Alicia's place has submitted an application for APPIC membership and is awaiting a decision.

In 2023, clinicians at AP served the following communities, in addition to graduating 50 families from PCIT services:

2023 AP Clients Served



2023 AP Billing Sources



The offices of Alicia's Place are located in the heart of Hampton Roads, with one office in the Greenbrier area of Chesapeake, and the other located near Mount Trashmore in Virginia Beach. The locations are a mere 13 minute, or 10.2-mile drive apart. 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.

While pursuing internship at Alicia's Place, interns have individual rooms and offices that are available to conduct work at either the Virginia Beach or Chesapeake locations. Included in the internship program is access to an office for service provision, client waiting area, client bathrooms, separate staff bathrooms, and PCIT rooms complete with one-way mirrors, observation room, and microphones/headsets. In addition, AP interns have access to a myriad of therapeutic games and activities for working with children and adults. Additional resources include a library, assessment materials, and, if necessary, two laptops. Alicia's Place also employs two administrative professionals that are available for any questions or concerns. Students will also gain access to the Alicia's

Place electronic and HIPAA-compliant shared drive that houses additional resources. If students require additional resources, they are directed to inquire with administrative staff in addition to their individually assigned clinical supervisor.

2. *Mission Statement*

Alicia's Place 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.

3. *Training Philosophy*

The internship program at AP provides 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 takes place in several settings, with a culturally diverse group of interdisciplinary professionals. The model consists of weekly didactic and experiential training, as well as the use of psychological theory/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)

- Comprehensive Psychological Assessment
 - ❖ Personality
 - ❖ Psycho-educational Evaluations
 - ❖ Court-Ordered
 - ❖ Parenting Capacity
 - ❖ Diagnostic
- Family Therapy
- Community Outreach
- Electronic Health Records usage (Theranest)
- Consultation
- Private Practice Management
- Co-therapy

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, and couples 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, and case managers, in 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.
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.

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. The AP internship program requires an expected 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:

- 10 therapy clients per week

- 4-8 hours per week of assessment related activities (2 batteries per month)
- 14 hours per week of documentation, treatment planning, research, etc.
- 2 hours per week of didactic training
- 2 hours per week of group supervision
- 1 hour per week of individual supervision for assessments and 1 hour per week of individual supervision for therapy cases
- 1 staff meeting per month facilitated by Alicia Meyer, Ph.D., LCP

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 is currently the 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, Clinical 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 is 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.

Section II: Internship Criteria

1. Criteria

The clinical psychology internship program at Alicia's Place is a highly competitive and rigorous program designed to provide aspiring clinical 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. Key criteria considered include the following:

Education: The program accepts only interns with adequate and appropriate training from a clinical psychology doctoral program (i.e., Ph.D. or Psy.D. programs) prior to the internship. Completion of formal academic coursework at a doctoral degree-granting program in clinical psychology is required. It is preferred that the doctoral program is APA accredited, but candidates from non-APA accredited doctoral clinical psychology may be considered.

Clinical Experience: Previous clinical experience is a crucial component of internship selection criteria. This may include practicum placements, externships, or previous work experience in mental health settings. Candidates with 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.

Letters of Recommendation: Internship applications require 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. *Placement*

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.

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. 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 quarterly evaluations 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 at Alicia's Place sets the following program aims and objectives:

1. Interns will demonstrate skills as professionals in the provision 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 summarize accurately and clearly communicate assessment in writing effectively and sensitively to a range of audiences.
 - k. Interns will demonstrate the ability to summarize accurately and clearly communicate assessment data in oral form effectively and sensitively to a range of audiences.
3. Interns will demonstrate standard proficiency in general clinical skills.
- a. Interns will demonstrate skills in clinical interviewing.
 - 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.
4. Interns will demonstrate standard proficiency in therapeutic skills.
- a. Interns will demonstrate sensitivity to client issues.
 - b. Interns will demonstrate awareness of their own emotional responses to the client.
 - c. Interns will demonstrate the ability to explore issues in depth with clients.
 - d. Interns will demonstrate the ability to apply relevant research literature to clinical decision-making.
 - e. Interns will demonstrate the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

- f. Interns will demonstrate the ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
 - g. Interns will demonstrate the awareness of basic crisis intervention skills.
 - h. Interns will demonstrate the ability to develop and communicate clinical case formulations.
 - i. Interns will demonstrate the ability to develop evidence-based intervention plans specific to the service delivery goals.
5. 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.
6. 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.
7. 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.
8. 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 own 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.

To maintain good standing in the AP internship program, students must maintain minimum levels of competency on quarterly outcome measures. The intern is evaluated every 3 months using the Doctoral Psychology Internship Evaluation Form. The minimum threshold for satisfactory performance on all clinical competencies at the end of every quarter is Level 2, which is indicative of the student working towards the field standard. In the event an intern receives a Level 1 rating on any competency goal, this

indicates the student is performing below the field standard. At this point, students will engage in a performance improvement plan with their supervisor, as defined in the Management of Professional Standards document. By the midpoint of the training year, interns must demonstrate skills at Level 2 for all domains. At the conclusion of the training year, interns are expected to demonstrate skills at Level 3 or above for all competencies.

Once the contract is deemed successfully complete, the clinical psychology internship program culminates with a certificate of completion, 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.

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.

Section III: Appendix

APPENDIX A: Didactic Training Schedule

ALICIA'S PLACE INTERNSHIP
Didactic Training Schedule 2024-2025
Didactic Training is held every Wednesday, 10AM-12PM

All didactic training is provided by Ridjie Chery, Psy.D., LCP. In addition to Dr. Chery, Alicia's Place also has the following guest lecturers: Alicia Meyer, Ph.D., LCP; Annie Levin, Psy.D., LCP; Gabriella Hill-Alexander, Psy.D., LCP; Tania Stolfa, LPC; Bekah Jaeger, Ph.D., LPC; Megan Fox, LCSW; Dominique Danquah, LCSW; Cynthia Hernandez, Ph.D., LCSW; and Jill Zaricor, LCSW.

August:

- Week 1: Reviewing Treatment Procedures and Policies
- Week 2: Ethics Seminar 1: Ethics and Professional Issues
- Week 3: Safety Planning/Crisis Management
- Week 4: Diagnosis Seminar 1: General Diagnosis/Diagnostic Knowledge

September:

- Week 1: Reviewing Treatment Procedures and Policies
- Week 2: Assessment/Testing Administration/Report Writing
- Week 3: Diversity Seminar 1: Basic Diversity Seminar
- Week 4: Treatment Seminar 1: Cognitive Behavioral Therapy

October:

- Week 1: Reviewing Treatment Procedures and Policies
- Week 2: Treatment Seminar 2: Trauma-Focused CBT
- Week 3: Recognizing and Reporting Child Abuse
- Week 4: Stress Management and Wellness
- Week 5: Treatment Seminar 3: Psychodynamic Psychotherapy

November:

- Week 1: Reviewing Treatment Procedures and Policies
- Week 2: Treatment Seminar 4: Family Systems
- Week 3: Treatment Seminar 5: Play Therapy, Therapy with Children
- Week 4: OFF- (Thanksgiving)

December:

- Week 1: Reviewing Treatment Procedures and Policies

Week 2: Treatment Seminar 6: Short-Term Therapy (ACT, DBT)
Week 3: EPPP Domain 1: Developmental Concepts in Psychology (Lifespan)
Week 4: OFF- (Christmas)

January:

Week 1: OFF- (New Year)
Week 2: Reviewing Treatment Procedures and Policies
Week 3: EPPP Domain 2: Part 1 Biological Bases of Behavior
Week 4: EPPP Domain 2: Part 2 Biological Bases of Behavior

February

Week 1: Reviewing Treatment Procedures and Policies
Week 2: Diagnostic Seminar 2: Personality Disorders
Week 3: Diagnostic Seminar 2: Neurocognitive Disorders
Week 4: Diversity Seminar 2: Age and Ageism

March

Week 1: Reviewing Treatment Procedures and Policies
Week 2: Treatment Seminar 7: Grief Therapy
Week 3: Emotional Intelligence
Week 4: Diversity Seminar 3: Gender and Sexual Minorities

April

Week 1: Reviewing Treatment Procedures and Policies
Week 2: EPPP Domain 6: Social Psychology
Week 3: Treatment Seminar 8: Humanistic-Existential Approaches to Therapy
Week 4: Attachment Disorders

May

Week 1: Reviewing Treatment Procedures and Policies
Week 2: Assessment/Treatment Approaches to Foster Care and Adoption Cases
Week 3: Treating Military Service Members and Veterans
Week 4: Media Violence and Children
Week 5: Parenting Parents

June

Week 1: Reviewing Treatment Procedures and Policies
Week 2: EPPP Domain 3: Industrial/Organizational Psychology
Week 3: Supervision and Supervision Models
Week 4: EPPP Domain 5: Test Construction

July

Week 1: Reviewing Treatment Procedures and Policies

Week 2: Special Therapies (EMDR)

Week 3: Special Therapies (Couples Therapy)

Week 4: Postpartum Depression and Anxiety

Week 5: Professional Development/On Becoming a Psychologist/Licensed Clinician

APPENDIX B: Quarterly Evaluation Form



Doctoral Psychology Internship Evaluation Form

Instructions: The Clinical Supervisor completes the form by evaluating the Intern's performance over a 3-month period. Each competency shall be scored 1-4, with the possibility of adding any necessary commentary. A minimum score of 3 is required in each competency at the end of each period. At the end of the internship contract, a minimum score of 3 is required to be considered as successfully completing the doctoral internship program. In the event that an Intern scores below 3 in any area, the Clinical Supervisor and Intern will complete a Performance Improvement Plan, with the goal of scoring 3 or higher on the next evaluation. If the student fails to meet the minimum requirements, the Clinical Team will follow the Management of Problematic Behavior and Due Process document. All reviews will be additionally sent to the Director of Clinical Training, or designee, with the student's graduate program within 5 business days of review.

Date:	
Intern Name:	
Supervisor Name:	
Clinical Review Period:	

Legal/Ethical Professional Practice

- **Demonstrates awareness of legal and ethical standards in professional practice.**

- 1: Intern performance is currently considered unacceptable.
 - 2: Intern performance is currently considered weak and below expectations.
 - 3: Intern performance is acceptable, is developing proficiency, and meets expectations.
 - 4: Intern performance is proficient and exceeds expectations.
- ND: There are no data or insufficient data to make a rating at this time.
NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates ability to apply legal and ethical standards in professional practice.**

- 1: Intern performance is currently considered unacceptable.
- 2: Intern performance is currently considered weak and below expectations.
- 3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Follows setting's policies and procedures for psychologists.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

Additional Comments on Legal/Ethical Professional Practice:

Assessment

- **Demonstrates skills in diagnosing mental disorders and disabilities following current research and professional standards and guidelines.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Selects and applies appropriate assessment methods and instruments that draw from the best available empirical literature and reflect the science of measurement and psychometrics.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Collects 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.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates skills with cognitive and/or academic assessment.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates skills with a variety of personality assessment.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates the ability to guard against decision-making biases and ability to distinguish the aspects of assessment that are subjective from those that are objective.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates skills with a variety of behavioral assessment.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates skills in interpretation and integration of assessment data following current research and professional standards and guidelines.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates skills in developing appropriate and useful recommendations based on assessment data and following current research and professional standards and guidelines.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates ability to summarize accurately and clearly communicate assessment in writing effectively and sensitively to a range of audiences.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates ability to summarize accurately and clearly communicate assessment data in oral form effectively and sensitively to a range of audiences.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

Additional Comments on Assessment:

General Clinical Skills

- **Demonstrates skills in clinical interviewing.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this an area in which the Intern did not receive training during this rating period.

- **Demonstrates appropriate use of language with client (i.e., shift verbal style to communicate effectively).**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates ability to build therapeutic relationships with clients.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

Additional Comments on General Clinical Skills:

Therapy Skills

- **Demonstrates sensitivity to client issues.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.
3: Intern performance is acceptable, is developing proficiency, and meets expectations.
4: Intern performance is proficient and exceeds expectations.
ND: There are no data or insufficient data to make a rating at this time.
NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

▪ **Demonstrates awareness of own emotional responses to the client.**

1: Intern performance is currently considered unacceptable.
2: Intern performance is currently considered weak and below expectations.
3: Intern performance is acceptable, is developing proficiency, and meets expectations.
4: Intern performance is proficient and exceeds expectations.
ND: There are no data or insufficient data to make a rating at this time.
NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

▪ **Demonstrates ability to explore issues in depth with client.**

1: Intern performance is currently considered unacceptable.
2: Intern performance is currently considered weak and below expectations.
3: Intern performance is acceptable, is developing proficiency, and meets expectations.
4: Intern performance is proficient and exceeds expectations.
ND: There are no data or insufficient data to make a rating at this time.
NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

▪ **Demonstrates the ability to apply relevant research literature to clinical decision-making.**

1: Intern performance is currently considered unacceptable.
2: Intern performance is currently considered weak and below expectations.
3: Intern performance is acceptable, is developing proficiency, and meets expectations.
4: Intern performance is proficient and exceeds expectations.
ND: There are no data or insufficient data to make a rating at this time.
NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

▪ **Demonstrates ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.**

1: Intern performance is currently considered unacceptable.
2: Intern performance is currently considered weak and below expectations.
3: Intern performance is acceptable, is developing proficiency, and meets expectations.
4: Intern performance is proficient and exceeds expectations.
ND: There are no data or insufficient data to make a rating at this time.
NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

▪ **Demonstrates ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.**

1: Intern performance is currently considered unacceptable.
2: Intern performance is currently considered weak and below expectations.
3: Intern performance is acceptable, is developing proficiency, and meets expectations.
4: Intern performance is proficient and exceeds expectations.
ND: There are no data or insufficient data to make a rating at this time.
NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

▪ **Demonstrates awareness of basic crisis intervention skills.**

1: Intern performance is currently considered unacceptable.

- 2: Intern performance is currently considered weak and below expectations.
- 3: Intern performance is acceptable, is developing proficiency, and meets expectations.
- 4: Intern performance is proficient and exceeds expectations.
- ND: There are no data or insufficient data to make a rating at this time.
- NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates ability to develop and communicate clinical case formulations.**

- 1: Intern performance is currently considered unacceptable.
- 2: Intern performance is currently considered weak and below expectations.
- 3: Intern performance is acceptable, is developing proficiency, and meets expectations.
- 4: Intern performance is proficient and exceeds expectations.
- ND: There are no data or insufficient data to make a rating at this time.
- NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates ability to develop evidence-based intervention plans specific to the service delivery goals.**

- 1: Intern performance is currently considered unacceptable.
- 2: Intern performance is currently considered weak and below expectations.
- 3: Intern performance is acceptable, is developing proficiency, and meets expectations.
- 4: Intern performance is proficient and exceeds expectations.
- ND: There are no data or insufficient data to make a rating at this time.
- NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

Additional Comments on Therapy Skills:

Consultation

- **Demonstrates the ability to provide consultation and collaboration with various constituencies appropriate to the setting in which services are provided.**

- 1: Intern performance is currently considered unacceptable.
- 2: Intern performance is currently considered weak and below expectations.
- 3: Intern performance is acceptable, is developing proficiency, and meets expectations.
- 4: Intern performance is proficient and exceeds expectations.
- ND: There are no data or insufficient data to make a rating at this time.
- NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

Additional Comments on Consultation:

Cultural and Individual Differences and Diversity

- **Demonstrates awareness of and sensitivity to issues related to working with clients with diverse backgrounds.**

- 1: Intern performance is currently considered unacceptable.
- 2: Intern performance is currently considered weak and below expectations.
- 3: Intern performance is acceptable, is developing proficiency, and meets expectations.
- 4: Intern performance is proficient and exceeds expectations.
- ND: There are no data or insufficient data to make a rating at this time.
- NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

- **Demonstrates skills in working with clients with diverse backgrounds and experiences.**

1: Intern performance is currently considered unacceptable.

2: Intern performance is currently considered weak and below expectations.

3: Intern performance is acceptable, is developing proficiency, and meets expectations.

4: Intern performance is proficient and exceeds expectations.

ND: There are no data or insufficient data to make a rating at this time.

NA: Not applicable; this is an area in which the Intern did not receive training during this rating period.

Additional Comments on Diversity:

Professional Behavior

- **Listens well.**

1: Poor

2: Fair

3: Satisfactory

4: Very Good

5: Excellent

- **Expresses self well orally.**

1: Poor

2: Fair

3: Satisfactory

4: Very Good

5: Excellent

- **Demonstrates emotional maturity.**

1: Poor

2: Fair

3: Satisfactory

4: Very Good

5: Excellent

- **Demonstrates ability to work with setting personnel in a positive, non-threatening manner.**

1: Poor

2: Fair

3: Satisfactory

4: Very Good

5: Excellent

- **Demonstrates ability to adapt to change flexibly.**

1: Poor

2: Fair

3: Satisfactory

4: Very Good

5: Excellent

- **Demonstrates initiative by going beyond basic requirements.**

- 1: Poor
- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

- **Demonstrates professional demeanor.**

- 1: Poor
- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

- **Is on time to meetings and other practicum activities.**

- 1: Poor
- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

- **Demonstrates time management; completes paperwork in timely fashion.**

- 1: Poor
- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

- **Follows agency rules.**

- 1: Poor
- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

Additional Comments on Professional Behavior:

Involvement in Supervision

- **Accepts constructive criticism objectively, non-defensively, and professionally; openness to feedback.**

- 1: Poor
- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

- **Knows own abilities and limitations and has thought of ways to maximize potential and minimize limitations.**

- 1: Poor

- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

▪ **Is actively involved in supervision; brings in questions and ideas.**

- 1: Poor
- 2: Fair
- 3: Satisfactory
- 4: Very Good
- 5: Excellent

Additional Comments on Supervision:

This completes the quarterly evaluation review.

Intern Signature:	
Date:	
Supervisor Signature:	
Date:	

Additional Evaluation Notes

APPENDIX C: 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



Management of Professional Standards

This document provides doctoral interns with guidance related to performance concerns, the process for informal and formal remediation of problems, or allegations of intern violation of standards.

DEFINITIONS

<p>Performance Concerns</p>	<p>Concerning behaviors or performance communicated by a supervisor or clinical staff. Concerns communicated include intern's performance, behavior, attitude, or characteristics that are perceived as below the minimal standard required on competencies that are:</p> <ol style="list-style-type: none">1. Disrupting the quality of clinical services.2. Disrupting the relationship with peers, supervisors, or other staff; or ability to comply with appropriate standards of professional behavior. <p>Although some problem behaviors may commonly arise while in training, it is a matter of professional judgment as to when such behaviors are serious enough to constitute management of performance. Alicia's Place defines concerning performance as an interference in professional functioning that renders the intern unable to acquire professional skills at an acceptable level of competency. The intern is unable and/or unwilling to acquire and integrate</p>
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	<p>professional standards into their professional behavior, or unable to control personal stress that leads to dysfunctional emotional reactions and behaviors that disrupt professional functioning. Concerns are identified as requiring management when any of the following are met:</p> <ol style="list-style-type: none"> 1. The intern’s performance does not meet minimal standards to successfully complete the internship. 2. The quality of services delivered by the trainee is negatively affected to a significant degree. 3. A disproportionate amount of attention by training staff is required. 4. The intern’s performance does not change as a function of feedback, remediation efforts, or time. 5. The intern does not acknowledge, understand, or address the problem when it is identified.
<p>Informal Remediation</p>	<p>Optimal learning conditions are maintained when interns and training staff work collaboratively to identify and remedy performance problems, to negotiate changes in training activities, and to resolve disagreements and misunderstandings that otherwise might create barriers to effective learning. While formal remediation procedures are sometimes necessary, most concerns are managed through open conversations, conducted in good faith, between supervisor and intern. Either party may initiate such a conversation. When concerns persist, the supervisor may initiate a Performance Improvement Plan to collaboratively engage with the intern for positive outcomes. The Clinical Director may be contacted for guidance or serve as liaison and/or arbiter if additional support is required. Formal remediation procedures will be</p>

	initiated if supervisor or Clinical Director continues to have concerns about the intern's performance; likewise, a grievance may be filed by an intern if concerns persist despite informal efforts to remedy the situation.
Performance Improvement Plan	A Performance Improvement Plan (PIP) for a doctoral intern program is a structured approach to address concerns about an intern's performance and support their professional development. Developing the PIP is a collaborative and supportive process aimed at helping interns enhance their skills, address areas of concern, and succeed in their training and professional development within a specified timeframe. At the conclusion of the PIP period, there is a final evaluation of the intern's performance and progress towards meeting the established aims. Clinical staff provide feedback on areas of improvement and recognize any achievements or growth demonstrated during the process. The next steps may include the continuation of support, termination of the PIP, or other actions based on the intern's performance.
Clinical Staff	A team comprised of the doctoral internship clinical supervisors, Clinical Director, and Executive Director. Clinical staff can refer to the collective team or individuals on the team.

Procedures leading to formal response from Clinical Staff

1. Concerning or problematic behavior is identified and addressed via informal remediation within 1 week of an identified incident.
2. If informal remediation has failed to resolve the performance or behavior, a Performance Improvement Plan (PIP) will be developed within 1 week.
3. Clinical Staff will develop a PIP for interns who fail to meet the level 3 standard during quarterly evaluations.

4. Interns may elect to accept or grieve the PIP. If they choose to accept the PIP, progress will be monitored and reviewed within the timeframe as defined in the plan.
5. Clinical Staff will develop the PIP, identifying the areas of competence and/or professionalism to be targeted for remediation. Clinical Staff will also delineate what supports and interventions will be utilized to help the intern achieve each of the identified goals. The goals will be measurable within a specified timeframe, and progress towards these goals will be reviewed with the intern every 2 weeks, until the end date of the PIP.
6. If Clinical Staff determine, after formal review within the time frame, that the intern has not sufficiently rectified the problem(s) stipulated in the PIP, the intern will be notified in writing that the conditions for satisfying the PIP have not been met. At that time, Clinical Staff may elect to do any and all of the following: Continue the PIP for a specific and limited time period, not to exceed the internship year; suspend the intern from engaging in certain professional activities until evidence of change is available; inform the intern that they will not successfully complete the program; inform the intern's graduate program that the intern will not successfully complete the program; and/or, depending on the gravity of the issues, the intern may be terminated immediately from the program.
7. All of the steps above will require documentation and implementation in a manner consistent with due process, including opportunities for the intern to initiate grievance proceedings to challenge the above decisions.

Violation of Standards

Any staff member of a team on which the intern is receiving training may file a written complaint against the intern for the following reasons: Violations of professional, ethical, or

legal standards; failure to perform professional duties, which result in the violations or rights, privilege, or responsibilities of others.

1. **NOTICE-** The intern will receive notice that problematic behavior or lack of competency has been identified and that the program is implementing procedures to address the problem. Notice will be given within 1 week of the identified incident. Notice may be written or verbal via individual supervision and documented in the supervision note.
2. **HEARING-** Immediately following the notice, the intern is provided a hearing. The hearing is a formal process by which the identified intern has an opportunity to hear and respond to concerns. When a decision affirming the basis of the complaint has been made by the Clinical Director and Executive Director, *Procedures leading to formal response from Clinical Staff* shall be followed.
3. Serious allegations of unprofessional or unethical conduct on the intern's part may be grounds for immediate dismissal. Clinical Staff may recommend termination from the internship if there is evidence of grossly inappropriate behavior. Alicia's Place utilizes the APA's Ethical Principles of Psychologists and Code of Conduct to guide such decisions. The intern retains the right to follow grievance procedures as described in the Grievance Procedures.
4. **APPEAL-** If an intern is dissatisfied with the results of a hearing, they have the right to request an appeal. The intern may submit a written appeal to the Clinical Director, or if the Clinical Director is one of the parties to the dispute, the appeal will be submitted to the Executive Director. The appeal must be submitted within 7 business days of the hearing. The Clinical Director will review the appeal, meet with the intern, and respond in written form within 7 business days. A final course of appeal is to the clinical team,

which will be comprised of at least 3 licensed staff members. The intern must submit a written statement of the initial disagreement, summarize the previous steps taken to resolve it, and the outstanding areas of disagreement. This must be submitted within 7 business days of the initial appeal. The clinical team will review the intern's written appeal and any other documentation submitted relevant to the disagreement. The clinical team will set forth a meeting within 7 business days of receipt of the written appeal. A majority vote will determine the final decision. Both parties will receive a copy of the decision and recommendations. The ultimate decision maker for the appeal process will be the Executive Director.



Grievance Procedures

Interns who receive a Performance Improvement Plan (PIP), or who otherwise disagree with any Clinical Staff decision regarding their internship program status, are entitled to challenge these actions by initiating a Grievance. The Grievance process can also be initiated for any and all concerns that arise during internship, such as, but not limited to, complaints about evaluations, supervision, stipend, harassment, etc. Within **7 business days** of receipt of the Clinical Staff written notice of action, the intern must inform the Clinical Director in writing that they disagree with the action of Clinical Staff and provide the Clinical Director with information as to why the intern believes the Clinical Staff's action is unwarranted. Failure to provide such a response will constitute an irrevocable default on the opportunity to challenge the Clinical Staff's action. With regards to Performance Improvement Plans, please note that disagreeing with the assessment and plan does not automatically initiate a Grievance procedure. Interns who disagree with a PIP put forth by Clinical Staff, and who wish to initiate a Grievance procedure, must submit a separate written notice as outlined above. Should the intern submit a Grievance, the following actions will be taken:

1. Upon receipt of the written notice of Grievance, the Clinical Director will convene a Review Panel consisting of two Clinical Staff members selected by the Clinical Director and two representatives selected by the intern of their choosing. The intern has the right

to hear any and all allegations, and to dispute them or otherwise offer explanations for their performance.

2. Within 14 days, the Review Panel will listen to the Grievance and the evidence presented, and will, by majority vote, determine a response. In the case of a tie, the Clinical Director will offer a tie-breaking vote. The panel will complete a report of the issues and the decision and provide it to the intern and Clinical Staff.
3. The intern has an additional 5 business days from receipt of Review Panel determination to request a further review of the Grievance and the decision. The request will take the form of a written request for further review made to the Executive Director. The Executive Director may either accept the Review Panel's decision or reject it and provide an alternative decision. This decision is final and binding.
4. Once a final and binding decision has been made, the intern will be informed in writing of the decisions and the actions to be taken. The intern's graduate program will be informed in writing.

Intern Complaints

In most cases, concerns about training matters can be resolved at the informal level. If the intern is not satisfied with the supervisor's response to informal processes, the complaint may be brought to the attention of the Clinical Director. If informal remediation is not successful or deemed unlikely to succeed, the intern may initiate a written Grievance, or the Clinical Director may request that such a written Grievance be submitted. If a Grievance is against the Clinical Director, the Executive Director will act as the mediator. In the event the Grievance is against the Executive Director, other members of the Clinical Staff will act as mediators.

1. The Clinical Director will be responsible for devising an action plan resolving the intern's complaint and for reviewing it with the intern. If the intern is dissatisfied with the action plan, the matter will be reviewed by the Executive Director.
2. The intern may appeal the recommendations and/or decisions of the Clinical Director by submitting a written statement delineating their objections to the Executive Director, whose recommendations will be final and binding.

CERTIFICATE OF COMPLETION

THIS CERTIFIES THAT


SAMPLE STUDENT

Has successfully completed the Alicia's Place Internship in
Clinical Psychology

START DATE – END DATE

COMPLETION DATE

Annie Levin, Psy.D., LCP
Clinical Director



Alicia's Place
For Peace and Empowerment

Alicia Meyer, Ph.D., LCP
Executive Director