



Alicia's Place Clinical Psychology Doctoral Internship Handbook 2025-2026

APPIC Member # 2622

<https://alicias.place>

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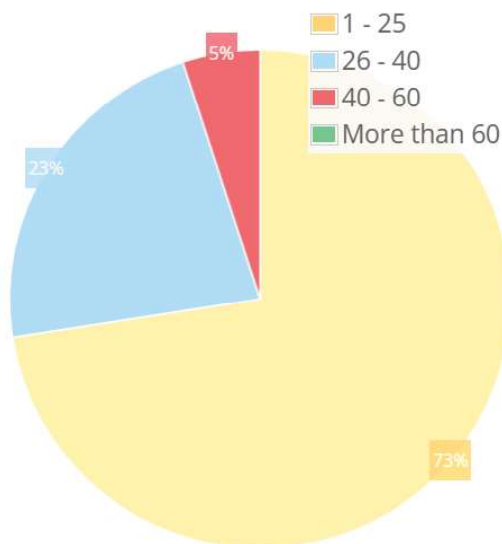
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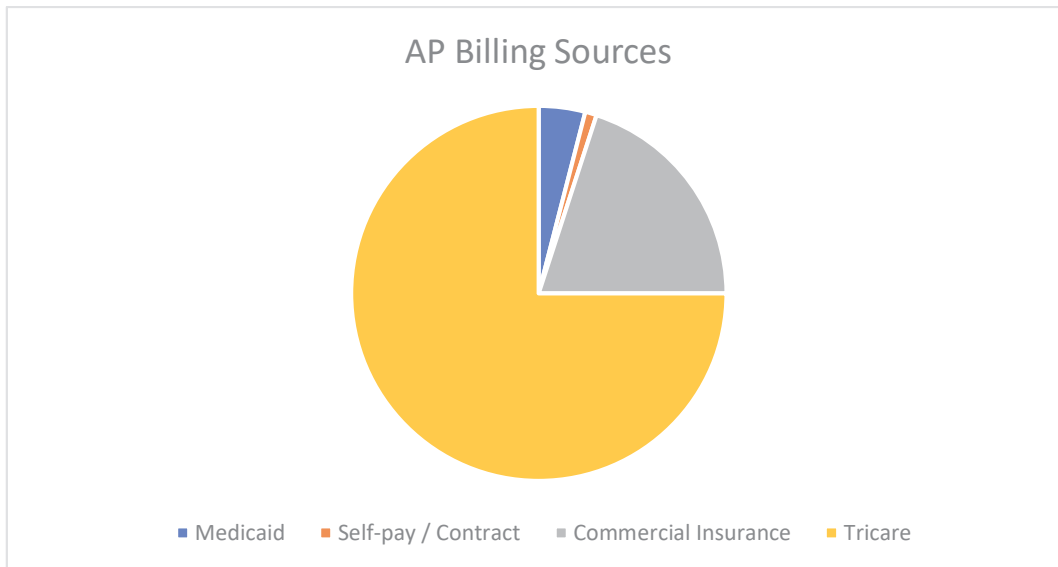
Mission Statement: Alicia's Place (AP) seeks to offer our clients Peace and Empowerment through the provision of psychological assessment and treatment services. We are committed to helping people heal from trauma and stress so that they may more readily create a healthy and happy life trajectory for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

Clients distribution by Age





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 work 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). Two weeks (80 hours) of that time may be used for leave time, inclusive of holiday, vacation, and sick leave. Any additional leave time taken outside of the 80 hours, including days not worked due to holidays (see Appendix B), must be made up to ensure the hour requirements are met. Of note, there are 80 hours of holiday time throughout the year, so interns must plan accordingly. Typical work week shifts are eight hours long (9am to 6pm), with a 1-hour lunch break, Monday through Friday. Interns also have the option of working for four 10-hour day shifts. There is occasional variance in schedule times for other activities, as approved by supervisors.

*Office of Program Consultation and Accreditation American Psychological Association
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When taking leave, the Intern Leave Request Form (see Appendix C) 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 H. 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 M.

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**
 - 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**
 - 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**
- **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 D) –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, Clinical 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 E) –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, 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 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.

Shelter Dziya, Ph.D.

Dr. Dziya is a Licensed Clinical and Community Psychologist with research and clinical expertise on women's mental health. Dr. Dziya provides individual, couples, family, and group therapy across the lifespan. She is proficient in a number of empirically validated treatment

modalities, including Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), and Acceptance and Commitment Therapy (ACT), and utilizes an integrative approach to treatment. She is trained in and seeking certification in Trauma Focused CBT and Parent Child Interaction Therapy (PCIT). Additionally, Dr. Dziya provides psychological assessments, including intellectual functioning (IQ), personality assessment, behavioral assessment, academic achievement, and forensic evaluations. Dr. Dziya has an interest in program development and program evaluation. In addition, Dr. Dziya has teaching experience spanning undergraduate and graduate courses. She currently holds a graduate teaching position and serves as a Doctoral Dissertation Committee Member.

Education/Training: Bachelor's, Master's, and Ph.D. degrees from the University of Maryland, Baltimore County (UMBC). She completed a Pre-Doctoral Internship at the Faulk Center for Counseling in Boca Raton, Florida, and a Post-Doctoral Fellowship at Alicia's Place in Chesapeake, Virginia.

Clinical Interests/Specializations: Women's health, coping with psychosocial adversities such as racial trauma, intimate partner violence, and sexual trauma. Additional clinical interests include the roles of religion and spirituality in coping, immigration and acculturative stress, and LGBTQ+ issues.

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 Criteria

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. 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. 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. See Appendix H for our Diversity and Nondiscrimination Policy. 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. 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 at Alicia's Place sets the following program aims and objectives:

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 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, as needed.
- 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 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.

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 semester using the Doctoral Psychology Intern Evaluation Form (see Appendix I). The minimum threshold for satisfactory performance on all clinical competencies at the end of every quarter is Level 2, which is indicative of the minimum field standard. In the event an intern receives a Level 1 rating on any competency goal, this indicates the student is performing below the minimum 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. Interns will receive a copy of their written evaluation form, which will be reviewed in a meeting with their direct supervisor to allow for feedback, discussion, and the opportunity to address any questions or concerns. 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.

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 J 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 through 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.

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

Performance Concerns	<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 professional standards into their professional behavior, or unable to control personal stress that leads to dysfunctional emotional reactions and behaviors that disrupt professional functioning. More specifically, 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.
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	<ol style="list-style-type: none"> 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.
Informal Remediation	<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 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.</p>
Performance Improvement Plan	<p>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</p>

	<p>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.</p>
Clinical Staff	<p>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.</p>

Procedures leading to formal response from Clinical Staff

1. Concerning or problematic behavior is identified and addressed via informal remediation within 48-72 hours.
2. If informal remediation has failed to resolve the performance or behavior, a Performance Improvement Plan (PIP; see Appendix K) will be developed and discussed with the intern during supervision.
3. Clinical staff will develop a PIP for interns who fail to meet the level 2 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. Grievance procedures can be found on the following page.
5. 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.

6. 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 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 below.
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 Clinical Director or Executive 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 of psychologists. 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. 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.

Grievance Procedures

Interns who receive a Performance Improvement Plan, 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 **14** 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. 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 working 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.

Internship Completion

Once the contract is deemed successfully complete, the clinical psychology internship program culminates with a certificate of completion (See Appendix L), 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.

Appendixes

APPENDIX A: Pay Period Schedule

August 15th Friday (Jul. 29th – Aug. 12th)

August 29th Friday (Aug. 13th – Aug. 26th)

September 15th Monday (Aug. 27th – Sep. 10th)

September 30th Tuesday (Sep. 11th – Sep. 27th)

October 31st Friday (Sep. 28th – Oct. 28th)

November 28th Friday (Oct. 29th– Nov. 25th)

December 31st Wednesday (Nov. 26th – Dec. 26th)

January 30th Friday (Dec. 29th- Jan. 27th)

February 27th Friday (Jan. 28th- Feb. 24th)

March 31st Monday (Feb. 25th- Mar. 26th)

April 30th Thursday (Mar. 27th- Apr. 27th)

May 29th Friday (Apr. 28th- May 26th)

June 30th Tuesday (May 27th- June 25th)

July 31st Friday (June 26th- July 28th)

August 29th Friday (July 29th-August 1st)

**subject to change. Interns will be notified of all changes beforehand. The semi-monthly schedule changes to monthly in October due to a change in payroll platform.

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 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 1, 2026	Labor Day	Monday
October 13, 2026	Indigenous People Day	Monday
November 11, 2026	Veteran's Day	Tuesday
November 27, 2026	Thanksgiving	Thursday
December 25, 2026	Christmas Day	Thursday
January 1, 2026	New Year's Day	Thursday
January 19, 2026	Martin Luther King's Day	Monday
February 16, 2026	President's Day	Monday
May 25 th , 2026	Memorial Day	Monday
June 19, 2026	Juneteenth	Friday

APPENDIX C: 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 D: 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 PCIT manual 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 40 hours of work per week.

APPENDIX E Training Activity Log

Training Year: August _2025_ - July _2026_													
*only use .25 intervals													
	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)
*only write in the white boxes (all grey boxes are 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)													
# of Psychological Evaluations completed													
Leave Comp Hours Earned													
Leave Comp Hours Used													
Total Should be 22 Not to exceed 80hrs Not to exceed 80hrs													

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

APPENDIX F: Didactic Training Schedule

ALICIA'S PLACE INTERNSHIP

Didactic Training Schedule 2025-2026

Didactic Training is held every Wednesday, 10 AM-12 PM

August:

Week 1: Reviewing Treatment Procedures and Policy

Week 2: Ethics Seminar 1: Ethics and Professional Issues (Dr. Chery, Dr. Levin)

Week 3: Safety Planning/Crisis Management

Week 4: Diagnosis Seminar 1: General Diagnosis/Diagnostic Knowledge

September:

Week 1: Reviewing Treatment Procedures and Policy

Week 2: Assessment/Testing Administration/Report Writing

Week 3: Diversity Seminar 1: Basic Diversity Seminar (Dr. Chery)

Week 4: Treatment Seminar 1: Cognitive Behavioral Therapy

October:

Week 1: Reviewing Treatment Procedures and Policy

Week 2: Treatment Seminar 2: Trauma-Focused CBT (Dr. Chery & Dr. Levin)

Week 3: Recognizing & Reporting Child Abuse Training

Week 4: Stress Management and Wellness (Dr. Chery)

Week 5: Treatment Seminar 3: Psychodynamic Psychotherapy

November:

Week 1: Reviewing Treatment Procedures and Policy

Week 2: Treatment Seminar 4: Family Systems

Week 3: Treatment Seminar 5: Play Therapy, Therapy with Children (Tania S., LPC /Dr. Chery)

Week 4: OFF- (Thanksgiving)

December:

Week 1: Reviewing Treatment Procedures and Policy

Week 2: Treatment Seminar 6: Short-Term Therapy (ACT & DBT) (Dr. Chery)

Week 3: EPPP Domain 1: Developmental Concepts in Psychology (Lifespan) (Dr. Chery)

Week 4: OFF- (Christmas)

January:

Week 1: OFF- (New Year)

Week 2: Reviewing Treatment Procedures and Policy

Week 3: EPPP Domain 2: Part 1 Biological Bases of Behavior (Dr. Chery)

Week 4: EPPP Domain 2: Part 2 Biological Bases of Behavior (Dr. Chery)

February

- Week 1: Reviewing Treatment Procedures and Policy
- Week 2: Diagnostic Seminar 2: Personality Disorders
- Week 3: Diagnostic Seminar 2: Neurocognitive Disorders
- Week 4: Diversity Seminar 2: Age and Ageism (Dr. Chery)

March

- Week 1: Reviewing Treatment Procedures and Policy
- Week 2: Treatment Seminar 7: Grief Therapy (Dr. Chery)
- Week 3: Emotional Intelligence (Dr. Chery)
- Week 4: Diversity Seminar 3: Gender and Sexual Minorities

April

- Week 1: Reviewing Treatment Procedures and Policy
- Week 2: EPPP Domain 6: Social Psychology (Dr. Chery)
- Week 3: Treatment Seminar 8: Humanistic-Existential Approaches to Therapy
- Week 4: Attachment Disorders (Tania S., LPC)

May

- Week 1: Reviewing Treatment Procedures and Policy
- 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

*“Reviewing Treatment Procedures and Policy” indicates that didactic will be substituted by the monthly Staff Meeting where agency and treatment procedures from 10am to 11am and policies are discussed and a PCIT consultation meeting from 11am to 12pm.

**subject to change. Interns will be notified of all changes beforehand.

APPENDIX G: 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 H: Diversity and Nondiscrimination Policy

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, and 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 I: Doctoral Intern 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 0-4, with the possibility of adding any necessary commentary. A minimum score of 2 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 2 in any area, the Clinical Supervisor and Intern will complete a Performance Improvement Plan, with the goal of scoring 2 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.

Scoring Key	
0	No performance evaluated. Be sure to denote reasons why a score of 0 was indicated
1	Below the field standard
2	Working toward the field standard
3	Meeting field standard
4	Exceeds field standard

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

1. Legal/Ethical Professional Practice	
Interns will demonstrate skills as professionals in the provision legal and ethical practice.	NOTES:
SCORE:	

2. Assessment	
Interns will demonstrate standard proficiency in clinical assessment.	NOTES:

SCORE:	
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3. General Clinical Skills

Interns will demonstrate standard proficiency in general clinical skills.	NOTES:
---	--------

SCORE:	
--------	--

4. Therapy Skills

Interns will demonstrate standard proficiency in therapeutic skills.	NOTES:
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SCORE:	
--------	--

5. Consultation

Interns will demonstrate standard proficiency in consultation.	NOTES:
--	--------

SCORE:	
--------	--

6. Cultural and Individual Differences & Diversity

Interns will demonstrate standard proficiency in cultural and individual differences and diversity.	NOTES:
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SCORE:	
--------	--

7. Professional Behavior

Interns will demonstrate professional behavior.	NOTES:
---	--------

SCORE:	
--------	--

8. Supervision

Interns will demonstrate standard proficiency in supervision.	NOTES:
---	--------

SCORE:	
--------	--

This completes the quarterly evaluation review.

Intern Signature:	
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Date:	
-------	--

Supervisor Signature:	
-----------------------	--

Date:	
-------	--

Additional Evaluation Notes

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APPENDIX J: Training Program Evaluation

Training Program Evaluation

Thank you for participating in our AP training program! We are grateful to have been apart of your training experience and would love your feedback on how to make it better.

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

**Responses are anonymous

* Indicates required question

Program Structure

Workload *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Clear Expectations *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Concerns or problems are addressed adequately *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Environment is conducive to learning *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Environment fosters relationships among trainees *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Resources (e.g., space, computers, supplies, etc.) are adequate *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Treated in a professional manner *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Effective support staff (admin team) *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Adequate support and encouragement is provided *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Overall satisfaction with training program *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Comments: *

Your answer

Intervention Training

Development of skills for implementing therapy strategies *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Development of skills for establishing a therapeutic alliance *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Development of understanding theoretical models of therapy *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Development of therapy goals and treatment plans *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Formulating case conceptualizations *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Recognizing and responding appropriately to client crises *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Coordinating care with other providers *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Overall satisfaction with intervention training *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Comments: *

Your answer

Ethics and Diversity

Opportunities to work with diverse populations *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Increased sensitivity to issues of ethnicity, religion, culture, gender, sexuality, and other aspects of diversity in assessment, treatment, consultation, and supervision *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Ability to adapt treatment or interpret assessment with diversity factors in mind *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Overall satisfaction with diversity/ethics training *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Comments: *

Long answer text

Professional Identity

Description (optional)

...

Seek consultation/supervision as needed and use it productively *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Respond to consultation/supervision with constructive action or changes *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Increase awareness of own competence and areas of growth as a clinician *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Interact effectively with other staff *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Be accountable, dependable, and responsible *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Show good time management skills and efficiency at completing work *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Exercise good judgment as a professional *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Actively participate in seminars/didactics *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Overall satisfaction with professional development training *

	1	2	3	4	
Training needs not met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Training needs exceeded

Comments *

Long answer text

APPENDIX K: 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 L: Certificate of Completion

CERTIFICATE OF COMPLETION

THIS CERTIFIES THAT


SAMPLE STUDENT

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

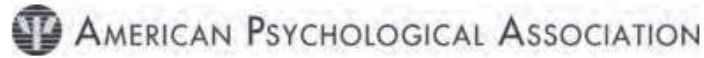
START DATE – END DATE

COMPLETION DATE

Annie Levin, Psy.D, LCP
Clinical Director



Alicia Meyer, Ph.D., LCP
Executive Director



ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

Adopted August 21, 2002
Effective June 1, 2003
(With the 2010 Amendments
to Introduction and Applicability
and Standards 1.02 and 1.03,
Effective June 1, 2010)

With the 2016 Amendment
to Standard 3.04
Adopted August 3, 2016
Effective January 1, 2017

