

Illinois  
Psychological  
Association  
Predoctoral  
Internship  
Consortium  
Handbook

2012-2013 Edition

Ψ

## **Table of Contents**

INTRODUCTION .....	3
IPAPIC TRAINING EXPERIENCE .....	5
ASSOCIATES IN BEHAVIORAL SCIENCE .....	6
CHILD AND FAMILY PSYCHOLOGY CENTER .....	7
GENESIS THERAPY CENTER .....	9
MIDAMERICAN PSYCHOLOGICAL INSTITUTE.....	11
PSYCHOLOGICAL CONSULTATIONS .....	12
TRAINING SCHEDULE .....	14
DISCIPLINARY & GRIEVANCE PROCEDURES .....	25
CODE OF CONDUCT .....	28
DRESS CODE .....	29
EQUAL OPPORTUNITY EMPLOYER.....	29
RECORD OF PROBLEMATIC BEHAVIOR .....	30
DEFINITIONS.....	31
ACKNOWLEDGEMENT & AGREEMENT .....	33

## **INTRODUCTION**

### **About the Consortium**

The Illinois Psychological Association Predoctoral Internship Consortium (IPAPIC) was founded to join together training organizations in Illinois to create training opportunities for Illinois psychology interns. IPAPIC endeavors to grow each and every year by joining with new organizations to offer new training prospects. An important mission of IPAPIC is to offer services to underserved communities. By linking agencies, IPAPIC is able to offer such services, since training and supervision responsibilities are shared by the consortium. IPAPIC is a multi-site training program that provides organized, sequential learning experiences for predoctoral interns. The Consortium ensures an integrated training experience through shared standards, common procedures, and joint didactic learning programs. The Consortium brings together urban and rural training sites to provide broad exposure to differing models of training and service delivery. There is a particularly strong emphasis on advanced training in cultural competence.

### **IPAPIC Vision**

The IPA Consortium model will be a leading training paradigm within the psychological community.

### **Mission Statement**

The mission of the IPA Consortium is to offer quality psychology training in diverse settings to predoctoral interns in the state of Illinois while also creating networks between trainees, agencies, IPA, and IPA members.

### **Values**

<i>Respect</i>	We respect all customers without regard to race, sex, age, disability, health status, sexual orientation, socioeconomic status or faith.
<i>Compassion</i>	We strive for sensitive, humane, and respectful relationships with everyone we care for and with whom we work.
<i>Assessment</i>	We continually strive to assess and reassess all processes within our organization to improve our performance.
<i>Leadership</i>	We believe in effective leadership by promoting an organizational culture that focuses on continually improving performance for all client needs in a collaborative effort to fulfill the mission statements of Associates in Behavioral Science and Psychological Consultations.
<i>Unity</i>	We believe in a team-integrated service that promotes trust and safety, as well as clear and open communication.
<i>Excellence</i>	We strive for excellence by committing resources to ongoing education and training that will result in qualified competent care providers.
<i>Service</i>	We believe our customers are entitled to quality health care services.

## **Our Pledge to Clients**

We believe with the right skills and methods to implement them, our clients can take charge of the problems that disrupt their lives. To that end, the quality of care and services we render to our clients are the highest priorities. We pledge our efforts to achieve these goals and fulfill our mission.

## **About This Handbook**

This handbook is intended to address questions you may have as an intern with the Illinois Psychological Association Predoctoral Internship Consortium (IPAPIC). Information contained in this handbook is designed to assist you as you in your time as part of our clinical team. The policies set forth in this manual have been designed to assist in creating a spirit of cooperation and harmony within the consortium. The consortium has teamed together to provide the best possible care to the patients we serve.

The training experience at IPAPIC is an organized educational and experiential program designed to provide each intern with a planned, programmed sequence of various experiences in mental health care. We seek to provide a learning environment that:

1. encourages teamwork and respect among behavioral health service providers;
2. develops each trainee's clinical skills through closely supervised delivery of clinical services to clients;
3. encourages investigation and understanding of each client's cultural issues that can influence treatment results;
4. provides an understanding of the professional, legal and ethical issues that challenge behavioral healthcare;
5. develops each trainee's clinical style to reflect their individual talents and personality, while promoting responsibility and compassion for their clients.

Interns will receive the title of "Intern" during their time as part of IPAPIC and with ABS and/or PC. Interns may not misrepresent themselves or their qualifications in any way to clients, staff or other agencies. Throughout the rest of this handbook, the term "intern" will be used to refer to those trainees who will be selected by IPAPIC to train at their sites for a predoctoral internship training year. The term "trainee" may also be used interchangeably in this handbook.

All students must have completed adequate course work and be authorized by their academic training programs to participate in practicum as demonstrated by a letter from the institution. Additionally, students must have successfully completed courses in group therapy, abnormal psychology and a cultural diversity class.

All interns must have completed adequate and appropriate practicum training of 1,200 or more hours prior to beginning the internship. In addition, interns must be authorized by the academic program they are attending to be eligible for internship as demonstrated by a letter from the institution.

## **IPAPIC TRAINING EXPERIENCE**

The IPAPIC internship experience provides training in a range of psychological assessment and intervention activities conducted directly with clients. Training is primarily based on experiential learning. Trainees provide services directly to clients in the form of assessment, psychotherapy, consultation and psychoeducation. Trainees will be exposed to a variety of psychological services and clients that are determined by their level of education and experience. All experiences are guided by regular individual and group supervision, which forms the basis for personal and professional growth throughout the internship year.

- Each intern is expected to complete a minimum of 2200 hours to complete the internship. The IPAPIC internship runs a full 12 month year, typically beginning July 1. Should the required hours be accumulated before the 12 months elapse, interns are still required to complete the full training year.
- Guidelines for direct service hours will be outlined in the sections describing each individual consortium site. In addition, specific expectations may be discussed with individual supervisors.
- Individual and group supervision are provided at each site. Didactic training and peer supervision with other consortium interns are also requirements of IPAPIC. At least two hours of individual supervision by a Licensed Psychologist will be provided at each internship site.
- IPAPIC will provide additional monthly didactics and intern peer supervision.
- Regardless of which site at which you are matched, all services must be appropriately documented. A supervisor will regularly discuss with you the quantity and quality of your performance in relation to the program's goals and expectations.
- At least twice annually, (at the 6-month period and at the end of the training experience) interns are officially evaluated by their supervisor on various competencies. In addition, the supervisor will regularly evaluate interns on their performance and identify strengths and challenges. The 6-month and final evaluation covers the following core areas that IPAPIC has determined are indicators of quality performance:

1. Overall Therapy Knowledge	7. Diversity Competency
2. Assessment Competency	8. Communication Competency
3. Intervention Competency	9. Professional Conduct
4. Research/Evaluation Competency	10. Leadership and Initiative
5. Consultation/Education Competency	11. Priority Management
6. Management/Supervision Competency	12. Documentation
	13. Ethics and Confidentiality

## **ASSOCIATES IN BEHAVIORAL SCIENCE**

At ABS, Dr. Anthony DeJoseph maintains overall responsibility for interns' training experiences. Dr. DeJoseph is an actively licensed clinical psychologist in Illinois. As the Director of the ABS team, Dr. DeJoseph oversees the organization of the training program and its resources, the selection of trainees, the monitoring and evaluation of the training program's goals and activities, and the documentation and maintenance of all training records. Dr. Gary Howell is the Clinical Director of ABS and provides supervision and oversight of clinical activities.

At ABS, intern supervision is provided by staff members or qualified affiliates who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled individual supervision is provided by one or more doctoral-level Licensed Psychologists regardless of whether the training experience is completed in one or two years. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainee.

### **Training at ABS**

ABS is an interdisciplinary practice comprised of board certified psychiatrists, Licensed Clinical Psychologists, Licensed Clinical Social Workers and Licensed Clinical Professional Counselors, Registered Nurses, and addictions counselors providing all levels of inpatient and outpatient treatment of psychiatric disorders and substance abuse problems. The client population primarily reflects the culturally and financially diverse community in which ABS is located. A core mission of ABS is to remain sensitive to the needs of the indigent, and attempt to provide low-cost mental health care services, particularly for the severely mentally ill. ABS accepts Medicaid, Medicare and self-pay clients, as well as those clients who are privately insured. All clients are welcomed, regardless of their race, ethnicity, religious affiliation or sexual orientation. The ideal internship candidate should have some experience or basic knowledge about working with the chronically mentally ill and be open to providing supervision to practicum students. Interns must be clinically astute, able to work independently, and multi-task. A Master's Degree is required. Interns are expected to provide at least 21 hours of direct service weekly. Part-time interns are expected to provide at least ten hours of direct service weekly

Interns will have the opportunity to work with chronically mentally ill adults from primarily urban, low income, ethnic minority populations. Treatment modalities include diagnostic testing, individual and group therapy, as well as long-term psychotherapy. Community and crisis intervention experience will be gained through consultations performed in a hospital emergency room. Interns also staff and coordinate outpatient psychiatry appointments with our staff psychiatrist. Additional experiences will include psychiatry consults on medical units, staff supervision and clinical administration.

## **ABS Trainee Benefits**

- **Stipend**
  - \$14,00 per year
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and approved by the Clinical Director. Vacation days may also be used one at a time. Interns are required to make up any additional time off. Paid days off are effective after 3 months of employment.
- **Comp-time**
  - Interns earn .5 hours of comp-time for every overnight on-call shift and visit to SRO home (maximum 1.5/week) and can be taken at intern's discretion but must be used before the last month of the intern's training year.
- **Family Leave**
  - Interns may take up to 3 days off for a Death in the Family. These days are not deducted from vacation days. Adjustments made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to patients being especially vulnerable during the holidays, and needing additional support, we do not encourage students to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence. Should an Intern be off more than two (2) consecutive days due to illness, ABS may request a return to work from your physician.

## **CHILD AND FAMILY PSYCHOLOGY CENTER**

At CFPC, Dr. Richard Hutchison maintains overall responsibility for interns training experiences. Dr. Hutchison is an actively Licensed Clinical Psychologist who is licensed in both Illinois and Iowa. He is also a certified School Psychologist and is certified by the National Register of Health Service Providers in Psychology. He is an Academy Fellow of the Professional Academy of Custody Evaluators and a Diplomat-Fellow in Psychopharmacology, Serious Mental Illness and Advance Practice Psychologist from the International College of Professional Psychologists and Prescribing Psychologist's Register. He is the Director of CFPC and oversees all functions of the clinical practice, including referral, assignment of clients, evaluation of students, and assessment and treatment.

At CFPC, supervision is provided by Dr. Hutchison. At least two hours per week of regularly scheduled individual supervision are provided. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainees.

## **Training at CFPC**

CFPC is a private group practice located in Moline Illinois. Services provided include psychological evaluations, consultations, psychotherapy and educational services. The client population is diverse in type of psychological difficulties, ethnicity, economic status, age and type of treatment. Individuals of all ages are seen. Play therapy is provided for children. Clients are seen as individuals, couples and families. Groups are occasionally provided for children, adolescents or adults. Psychological assessments are conducted for courts such as Child Custody/Visitation Evaluations and Mental Competency, for Academic functioning, for Disability, for Parenting Ability, for general Personality functioning, and for Neuropsychological functioning.

At CFPC interns gain experience with a wide range of presenting problems/concerns. These include behavioral concerns, attention difficulties, abuse issues, trauma responses, depression, anxiety, eating disorders, various types of addictions, response to physical problems, adjustment difficulties, communication problem, couple problems, family problems, stress related difficulties, anger difficulties, dissociative disorder and personality disorders. The presenting problems vary from acute to chronic difficulties. Payment for services comes from insurance companies, private self-pay, self-pay with sliding fee schedule, and various contracts with agencies.

Interns will also receive training and gain experience in the running of a private practice. They will be trained in all aspects of private practice with teaching, reading and hands on experience with various staff members. Interns generally will spend at least 15-20 hours in providing direct client services. The remaining clinical hours are spent in supervision, research, administration of and scoring assessments, and report writing.

## **CFPC Trainee Benefits**

### **▪ Stipend**

- \$15,000 per year
- \*stipends are not based on client's ability to pay

### **▪ Vacation**

- Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and approved by Dr. Hutchison.

### **▪ Family Leave**

- Interns may take up to three (3) days off for a death in the family. These days are not deducted from vacation days. Adjustments may be made on a case-by-case basis.

### **▪ Holidays**

- Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to patients being especially vulnerable during the holidays, and needing additional support, we do not encourage students to schedule extended time off during these periods

### **▪ Sick Time**

- Interns are eligible for three (3) paid sick days during their internship. Interns must notify the Director at least two hours prior to their scheduled start time if

calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the intern must notify Dr. Hutchison on each consecutive day of his/her absence.

▪ **Dissertation Work Time**

- Interns may work on their dissertation during their work week. This time will be scheduled with Dr. Hutchison. Their clinical work with clients and administrative training will take priority over dissertation work.

▪ **Conference Time**

- Interns may request up to two days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off at least a month in advance with Dr. Hutchison.

## **GENESIS THERAPY CENTER**

The Genesis Therapy Center (GTC) is a 501(c)(3), not-for profit community mental health organization founded in 1987 by Dr. Cathy Fairfield, Dr. C. Michael Ideran, and Dr. Bruce Bonecutter. Since its inception, GTC has provided high quality psychological assessment, counseling and consultation services to individuals, couples, families and organizations. A core mission of GTC is to remain involved in its surrounding community, sensitive to the needs of the indigent, and to provide affordable mental health care services for all.

All clients are welcomed, regardless of their race, ethnicity, socioeconomic status, religious affiliation or sexual orientation. GTC supports the local communities it serves through its *Community Care Program*, which provides services (on a sliding fee scale) to those who have limited income and limited ability to pay. The client population, therefore, primarily reflects the culturally and financially diverse community in which GTC is located.

### **Training at Genesis Therapy Center**

Presently, GTC offers a 10-12 month counseling practicum placement for pre-doctoral students and doctoral students in clinical psychology. Externs must commit a minimum of 3 days a week to GTC. The clients served by externs are children, adolescents and adults; individuals, couples and families. In addition, there are several on-going groups, which externs are be expected to co-lead, including: social skills groups for children, parent support groups for families and STEP for parents and other programs. As a part of GTC training services, practicum externs are required to participate in all of the following training programs at GTC:

On the first weekend of the training year, externs are required to attend an overnight orientation retreat. Facilitated by multiple members of the supervision staff, this 24-hour orientation is designed to accomplish three goals: personal development, team development and professional development. Externs at GTC must have the ability to work autonomously and be self-directed in addition to being able to work as part of a team. Training addresses the goal of learning to work as a team, informs externs about GTC's policies, procedures and expectations concerning professional representation, and focuses on professional procedures for operating within a not-for-profit, community mental health organization.

For the duration of their training year at GTC, externs participate in a minimum of 3.5 hours of supervision per week. Each extern is assigned to work with one of the supervisors from the aforementioned list of supervision staff and will participate in one hour of individual supervision with that staff member per week. Additionally, externs are required to attend, and participate in,

a weekly 1.5-hour group supervision meeting facilitated by Dr. Ideran, Naomi Effort, and consortium interns. Finally, practicum externs will be matched with consortium interns for one hour a week of administrative and peer supervision.

Supervision will not only focus on each extern's professional development, but also on his or her personal development and how one's identity impacts his or her clinical work with clients. On the fourth Thursday of every month, externs are responsible for attending, and participating in, GTC's staffing meetings, which are facilitated by Dr. Fairfield. Finally, externs are explicitly informed that, should they ever find themselves in a clinical, ethical or legal dilemma without the ability to immediately contact their supervisor, they are welcome, and expected, to seek consultation from any available supervisor.

### **GTC Trainee Benefits**

- **Stipend**
  - \$20,000 per year
    - \*stipends are not based on client's ability to pay
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and approved by the Clinical Director.
- **Family Leave**
  - Interns may take up to three (3) days off for a Death of close relatives (I.e., parents and siblings) and one (1) day for second-order relatives (I.e., grandparent, aunt, uncle, in-laws). These days are not deducted from vacation days. Adjustments may be made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to clients being especially vulnerable during the holidays, and needing additional support, we do not encourage students to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick or personal days during their internship. If sick, interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence. If the intern needs to request a personal day, he or she must notify the Clinical Director at least 48 hours prior to their requested day.
- **Dissertation Work Time**
  - Interns may incorporate up to two (2) hours per week into the week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off at least a month in advance with supervisors.

## **MIDAMERICAN PSYCHOLOGICAL INSTITUTE**

At MPI, Dr. Jennifer L. Patterson is the Clinical Director and maintains overall responsibility for interns' training experiences. Dr. Patterson is a Licensed Clinical Professional Counselor. She oversees all functions of the clinical practice, including referrals, assignment of cases, as well as evaluation of students' assessment and treatment.

Daniel J. Moran, Ph.D., BCBA-D is the Executive and Training Director of MPI. He is a Licensed Clinical Psychologist in Illinois and Indiana, and a Certified School Psychologist. He is also a Board Certified Behavior Analyst, and has written books and articles on the need for evidence-based methods in education and clinical psychology. Dr. Moran also provides supervision and oversight of clinical activities.

Both Dr. Moran and Dr. Patterson oversee the organization of the training program and its resources, the selection of the trainees, the monitoring and evaluation of the training program's goals and activities, and the documentation and maintenance of all training records.

At MPI, intern supervision is provided by staff members or qualified affiliates who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled individual supervision are provided. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainee. Interns also receive one hour of group supervision per week. During this time interns will have a chance to review open cases with their peers and supervisors.

### **Training at MPI**

MidAmerican Psychological Institute is a private group practice located in Joliet, within the southern suburbs of Chicago. MPI's Internship Program offers training in clinical psychology as practiced in an outpatient mental health center. Interns at MPI provide psychological services to a client population that is culturally and financially diverse. Interns are able to provide individual, families, couples, and group therapy for an array of psychological disorders. The typical diagnostic presentations may vary, from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance. Full-time interns spend 20-25 hours per week in face-to-face direct service delivery. The remaining clinical hours during the week are spent in supervision, research, administration of assessments, and creating consultation presentations. The internship emphasizes use of Functional Analytic Psychotherapy (FAP), Acceptance and Commitment Therapy (ACT) and, Dialectical Behavior Therapy (DBT). MPI's robust training helps the development of professional judgment, skills, and identity, through exposure to a wide variety of clients. Within this structure, an attempt is made to individually tailor each intern's experience in accordance with his or her interests and goals. A major goal of the internship is to facilitate each intern's ability to be a skilled and a resourceful evaluator and psychotherapist.

Additionally, MPI offers several psychological services at Silver Cross Hospital located in New Lenox. The intern may be able to participate in several services including bariatric evaluations, bariatric support groups, consultations within several units of the hospital, and psychological services with oncology and rehabilitation.

## **MPI Trainee Benefits**

- **Stipend**
  - \$17,500 per year
    - \*stipends are not based on client's ability to pay
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and approved by the Clinical Director. Vacation days may also be used one at a time. Interns are required to make up any additional time off.
- **Family Leave**
  - Interns may take up to 3 days off for a Death in the Family. These days are not deducted from vacation days. Adjustments made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence. Should an Intern be off more than two (2) consecutive days due to illness, MPI may request a return to work from your physician.
- **Dissertation Work Time**
  - Interns may incorporate up to five hours per week into the week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off at least a month in advance with supervisors.

## **PSYCHOLOGICAL CONSULTATIONS**

At PC, Dr. Gregory Sarlo maintains overall responsibility for interns' training experiences. Dr. Sarlo is an actively Licensed Clinical Psychologist in Illinois. He is the clinical director of PC and oversees all functions of the clinical practice, including referrals, assignment of cases, evaluation of students, assessment, and treatment.

PC staff consists of a Licensed Psychologists, Doctoral Licensed Consulting psycholtherapists, three Postdoctoral fellows and several assessment and therapy externs. Supervision is provided by staff members or qualified affiliates who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled individual supervision are provided by Dr. Sarlo and Dr. Jason LaHood. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainee.

## **Training at PC**

Psychological Consultations is a private group practice located in the Lakeview area of Chicago, Illinois. Interns at PC provide psychological services to diverse populations, most especially the Lesbian, Gay, Bisexual, Transgendered, and Questioning (LGBTQ) clients. Other areas of practice at PC include individual, families, couples, and group therapy, as well as cooperative treatment of HIV/AIDS impacted persons. Services conducted at PC include therapy, assessment, groups, and consulting. PC also offers neuropsychological assessment and rehabilitation assessment for the state of Illinois.

At PC, interns not only gain experience with a diverse array of presenting concerns, but trainees are also involved in learning the nature of running a group private practice. The typical diagnostic presentations may vary, from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance. Interns typically spend at least 15-20 hours of direct service weekly. The remaining clinical hours during the week are spent in supervision, research, administration of assessments, scoring, and report writing.

## **PC Trainee Benefits**

- **Stipend**
  - \$18,200 per year
    - \*stipends are not based on client's ability to pay
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and approved by the Clinical Director.
- **Family Leave**
  - Interns may take up to 3 days off for a Death in the Family. These days are not deducted from vacation days. Adjustments made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to patients being especially vulnerable during the holidays, and needing additional support, we do not encourage students to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence.
- **Dissertation Work Time**
  - Interns may incorporate up to five hours per week into the week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off at least a month in advance with supervisors.

## **TRAINING SCHEDULE**

Didactic trainings are offered regularly to all IPAPIC interns. Many training opportunities are offered over the course of the training experience; some are mandatory and many more are optional depending on your interest area. Approval must be received from your supervisor prior to attending any outside or non-mandatory training when it conflicts with your training or clinical schedule. Trainings include seminars, monthly case presentations, group supervision, and grand rounds. The following schedule represents the scheduled didactic trainings offered routinely during the training year at all consortium sites. Regardless of which site an intern is matched, interns may attend trainings at other consortium sites. ABS routinely offers additional seminars, which are available at no cost to all IPAPIC interns.

Listed on the following pages are the trainings offered by each site. Intern training is shared across sites to offer a breadth of training. Interns attend the didactic/seminar at the site at which he or she matched, as well as one didactic per month with the consortium intern cohort. Topics will be determined by supervisor availability as well as intern interests.

### **IPAPIC Consortium Didactics**

August	2 hours	Supervision strategies
September	2 hours	Clinical Implications of HIV
October	2 hours	Group Dynamics
November	4 hours	Therapeutic Relationships in the 21st Century: The Impact of Media
December	2 hours	Conceptualizing and Intervening with Trauma
January	2 hours	Ethical Decision-Making
February	2 hours	ACT theory and interventions
March	2 hours	Microaggressions in supervision and therapy
April	2 hours	Assessment in Art therapy
May	2 hours	IPAPIC Consortium conference
June	2 hours	Termination in supervision and therapy

## ABS Training Schedule

Confidentiality/HIPAA & APA Ethics Code	3 hours	Seminar	1 <sup>st</sup> Quarter
Mental Health Code	2 hours	Seminar	1 <sup>st</sup> Quarter
Documenting and Record Keeping	2 hours	Seminar & Case Presentation	1 <sup>st</sup> Quarter
Mental Status	2 hours	Seminar	1 <sup>st</sup> Quarter
Chronically Mentally Ill	2 hours	Seminar	1 <sup>st</sup> Quarter
Assessing Suicidality	2 hours	Seminar	1 <sup>st</sup> Quarter
Pharmacology	4 hours	Seminar	1 <sup>st</sup> Quarter
Theory and Practice of Group Psychotherapy	2 hours	Seminar	1 <sup>st</sup> Quarter
Therapeutic Theories & Interventions	6 hours	Seminar	1 <sup>st</sup> Quarter
Axis I Disorders	4 hours	Seminar	1 <sup>st</sup> Quarter
Axis I Disorders	2 hours	Seminar & Case Presentation	1 <sup>st</sup> Quarter
Difficult Patients	2 hours	Seminar	1 <sup>st</sup> Quarter
Emergency Room Evaluation and Referrals	2 hours	Seminar	2 <sup>nd</sup> Quarter
Legal Issues (Petitions, Certificates, & Involuntary Medications)	2 hour	Seminar & Case Presentations	2 <sup>nd</sup> Quarter
Rapid Assessment Techniques for Mental Health Professionals	2 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter
Clinical Management of Psychiatric Emergencies	2 hours	Seminar	2 <sup>nd</sup> Quarter
Overview of Psych Funding Sources	2 hours	Seminar	2 <sup>nd</sup> Quarter
Diversity	4 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter
Substance Abuse & Mental Illness	2 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter
The Psychological Report	4 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter
Case Conceptualization	2 hours	Seminar	2 <sup>nd</sup> Quarter
Axis II Disorders	2 hours	Seminar	2 <sup>nd</sup> Quarter
Axis II Disorders	2 hours	Seminar	2 <sup>nd</sup> Quarter
Axis II Disorders	2 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter
Axis III & Mental Illness	2 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
Axis IV & V	3 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
Geriatric Patients	2 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
Case Management	3 hours	Seminar	3 <sup>rd</sup> Quarter

Trauma Formation & Critical Incident Stress Debriefing	2 hours	Seminar	3 <sup>rd</sup> Quarter
Working with Children	2 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
Working with Adolescents	2 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
Stress Inoculation	2 hours	Seminar	3 <sup>rd</sup> Quarter
Screening Techniques	2 hours	Seminar	3 <sup>rd</sup> Quarter
Family Therapy	2 hours	Seminar	3 <sup>rd</sup> Quarter
Relaxation Training	2 hours	Seminar	3 <sup>rd</sup> Quarter
Couples Therapy	2 hours	Seminar	4 <sup>th</sup> Quarter
Pain Management	2 hours	Seminar	4 <sup>th</sup> Quarter
Discharge Planning & Termination Issues	4 hours	Seminar & Case Presentation	4 <sup>th</sup> Quarter
Career Development	2 hours	Seminar	4 <sup>th</sup> Quarter
Customer Service	2 hours	Seminar	4 <sup>th</sup> Quarter
Placement Alternatives for the Psychiatric Patient	2 hours	Seminar	4 <sup>th</sup> Quarter
Teambuilding	2 hours	Seminar	4 <sup>th</sup> Quarter

- All seminars occur on Tuesdays.

## CFPC Training Schedule

Week 1	Orientation, Policy and Procedures
Week 2	HIPPA, Confidentiality, & APA Code of Ethics
Week 3	Documenting and Record keeping
Week 4	Psychodiagnostic Interviewing
Week 5	Mental Status Examination
Week 6	Assessing Suicide Potential
Week 7	Treatment Planning
Week 8	Case Presentation
Week 9	Axis I Disorders
Week 10	Axis I Disorders
Week 11	Axis I Disorders
Week 12	Case Presentation
Week 13	Axis II Disorders
Week 14	Axis II Disorders
Week 15	Axis II Disorders
Week 16	Case Presentation
Week 17	Dissociative Disorders
Week 18	Dissociative Disorders
Week 19	Dissociative Disorders
Week 20	Case Presentation
Week 21	Axis III-Response to Physical Problems
Week 22	Ethical Issues in Therapy
Week 23	Axis IV and V
Week 24	Psychological Evaluations-General
Week 25	Psychological Evaluations-Child Custody/Visitation
Week 26	Testifying in Court
Week 27	Psychological Evaluations-Mental Competency
Week 28	Psychological Evaluations-Academic/Learning
Week 29	Psychological Evaluations-Disability
Week 30	Psychological Evaluations-Ethical Issues
Week 31	Psychotherapy Techniques-Depression
Week 32	Psychotherapy Techniques-Anxiety
Week 33	Psychopharmacology
Week 34	Subpoenas
Week 35	Child Abuse Reporting Law
Week 36	Elder Abuse Reporting Law
Week 37	Addictions
Week 38	Addictions
Week 39	Conjoint Therapy
Week 40	Family Therapy
Week 41	Group Therapy
Week 42	Developing a Private Practice
Week 43	Advertising and Ethical Issues

Week 44	Billing, Collections, and Ethical Issues
Week 45	Reception, Client Scheduling and Ethical Issues
Week 46	Mental Health Management Computer Programs
Week 47	Consultations
Week 48	Educational Presentations
Week 49	To be determined by needs/desires of Interns
Week 50	To be determined by needs/desires of Interns

- Training will generally be conducted on Fridays and will last approximately two hours.

## **MPI Training Schedule**

MPI Procedures	2 hours	Didactic	August 3
Documentation and progress notes	2 hours	Didactic	August 10
Insurance and Billing	2 hours	Didactic	August 17
General Clinical Issues	2 hours	Didactic	August 24
Acceptance & Commitment Therapy	2 hours	Didactic	August 31
ACT	2 hours	Didactic	September 7
ACT	2 hours	Didactic	September 14
ACT	2 hours	Didactic	September 21
ACT	2 hours	Didactic	September 28
Functional Analytic Psychotherapy	2 hours	Didactic	October 5
FAP	2 hours	Didactic	October 12
FAP	2 hours	Didactic	October 19
FAP	2 hours	Didactic	October 26
Dialectical Behavioral Therapy	2 hours	Didactic	November 2
DBT	2 hours	Didactic	November 9
DBT	2 hours	Didactic	November 16
DBT	2 hours	Didactic	November 30
Ethical Issues in Psychological Practice	2 hours	Didactic	December 7
Substance Abuse and Mental Illness	2 hours	Didactic	December 14
ACT for Obesity & Eating Disorders	2 hours	Didactic	January 4
ACT for Chronic Pain	2 hours	Didactic	January 11
ACT for OCD	2 hours	Didactic	January 18
Psychotherapy with Diverse Populations	2 hours	Didactic	January 25
Psychotherapy with Diverse Populations	2 hours	Didactic	February 1
Autism Spectrum Disorders	2 hours	Didactic	February 8
Behavioral Medicine	2 hours	Didactic	February 15
Behavioral Medicine	2 hours	Didactic	February 22
Professional Issues – Avoiding Burnout	2 hours	Didactic	March 1

Treating Difficult Clients		Didactic	March 8
Relational Frame Theory	2 hours	Presentation	March 15
RFT	2 hours	Presentation	March 22
Self-injurious Behaviors	2 hours	Didactic	April 5
Geriatric Clients	2 hours	Didactic	April 12
Couples Counseling	2 hours	Didactic	April 19
Conduct & Oppositional Defiance	2 hours	Didactic	April 26
PTSD	2 hours	Didactic	May 3
Intern Topic TBA	2 hours	Presentation	May 10
Relaxation Training	2 hours	Didactic	May 17
Intern Topic TBA	2 hours	Didactic	May 24
Planning for Termination/Transition	2 hours	Didactic	May 31
Intern Dissertation	2 hours	Presentation	June 7
Intern Dissertation	2 hours	Presentation	June 14
Wrap-up	2 hours	Didactic	July 12
Wrap-up	2 hours	Didactic	July 26

- All didactics and presentations are on Fridays, and typically 2 hours in length.
- Group supervision is also on Fridays with diagnostic and therapy externs.

## GTC Training Schedule

Intern/Extern Orientation Retreat	24 hours	Seminar, Case Presentation, & Team Building	1 <sup>st</sup> Quarter
Therapist Development	12 hours spread out over 12 weeks	Seminar	1 <sup>st</sup> Quarter
Documenting and Record Keeping	2 hours	Seminar & Case Presentation	1 <sup>st</sup> Quarter
Professional Development	12 hours spread out over 12 weeks	Seminar	1 <sup>st</sup> Quarter
Social Support Group Training	2 hours	Seminar	1 <sup>st</sup> Quarter
Assessing Suicidality	2 hours	Seminar	1 <sup>st</sup> Quarter
Social Skills Group Training	4 hours	Seminar	1 <sup>st</sup> Quarter
Staff Meeting	6 hours	Seminar & Case Presentation	1 <sup>st</sup> Quarter
Adult Focus Groups	6 hours	Seminar & Case Presentation	1 <sup>st</sup> Quarter
Adolescent Focus Groups	6 hours	Seminar & Case Presentation	1 <sup>st</sup> Quarter
CEU Presentations, Didactics TBA	18 hours	Seminar & Case Presentation	1 <sup>st</sup> Quarter
Group Process	16 hours over 9 weeks	Seminar	1 <sup>st</sup> Quarter
Professional Development	12 hours spread out over 12 weeks	Seminar	2 <sup>nd</sup> Quarter
TBA Group Training	2 hours	Seminar	2 <sup>nd</sup> Quarter
Assessing Suicidality	2 hours	Seminar	2 <sup>nd</sup> Quarter
Group Training	4 hours	Seminar	2 <sup>nd</sup> Quarter
Staff Meeting	6 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter
Adult Focus Groups	6 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter
Therapist Development	12 hours spread out over 12 weeks	Seminar	2 <sup>nd</sup> Quarter
Insurance and Billing	2 hours	Seminar & Case Presentation	2 <sup>nd</sup> Quarter

Professional Development	12 hours spread out over 12 weeks	Seminar	2 <sup>nd</sup> Quarter
Professional Development	12 hours spread out over 12 weeks	Seminar	3 <sup>rd</sup> Quarter
TBA Group Training	4 hours	Seminar	3 <sup>rd</sup> Quarter
Staff Meeting	6 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
Staff Retreat	24 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
Therapist Development	12 hours spread out over 12 weeks	Seminar	3 <sup>rd</sup> Quarter
Professional Development	12 hours spread out over 12 weeks	Seminar	3 <sup>rd</sup> Quarter
CEU Presentations, Didactic TBA	18 hours	Seminar & Case Presentation	3 <sup>rd</sup> Quarter
CEU Presentations, Didactic TBA	18 hours	Seminar & Case Presentation	4 <sup>th</sup> Quarter
Therapist Development	12 hours spread out over 12 weeks	Seminar	4 <sup>th</sup> Quarter
Discharge Planning & Termination Issues	4 hours	Seminar & Case Presentation	4 <sup>th</sup> Quarter
Career Development	2 hours	Seminar	4 <sup>th</sup> Quarter
Professional Development	12 hours spread out over 12 weeks	Seminar	4 <sup>th</sup> Quarter
Staff Meeting	6 hours	Seminar & Case Presentation	4 <sup>th</sup> Quarter
Teambuilding	2 hours	Seminar	4 <sup>th</sup> Quarter

## **PC Training Schedule**

JULY 2 <sup>th</sup>	ORIENTATION OF PROCEDURES
JULY 9 <sup>TH</sup>	DOCUMENTATION AND PROGRESS NOTES
JULY 16 <sup>st</sup>	CASE TRANSITION AND PRESENTATIONS
JULY 23 <sup>TH</sup>	CASE TRANSITION AND PRESENTATIONS
JULY 30TH	GENERAL CLINICAL ISSUES AND TREATMENT PLANNING
AUGUST 6th	OFF
AUGUST 13 <sup>H</sup>	GAY AND LESBIAN SPECIFIC TREATMENT ISSUES
AUGUST 20 <sup>TH</sup>	HIV IMPACTED TREATMENT ISSUES
AUGUST 27 <sup>RD</sup>	ETHICAL ISSUES
Sept 3 <sup>st</sup>	STUDENT CASE PRESENTATION
SEPT. 10 <sup>TH</sup>	ETHICAL ISSUES: REVIEW OF GENERAL STANDARDS
SEPT. 17 <sup>TH</sup>	GENERAL CLINICAL ISSUES: DEPRESSION
SEPT 24 <sup>nd</sup>	GAY AND LESBIAN SPECIFIC TREATMENT ISSUES: DEPRESSION
OCT 1ST	HIV SPECIFIC ISSUE: DEPRESSION AND HIV
OCT. 8 <sup>TH</sup>	ETHICAL ISSUES: EVALUATION ASSESSMENT AND INTERVENTION
OCT 15 <sup>TH</sup>	GENERAL CLINICAL ISSUES: ANXIETY
OCT 22 <sup>ND</sup>	GAY AND LESBIAN SPECIFIC ANXIETIES
OCT 29 <sup>TH</sup>	HIV RELATED ANXIETIES
NOV 5 <sup>rd</sup>	ETHICAL ISSUES: ADVERTISING AND OTHER PUBLIC STMTS.
NOV 12 <sup>TH</sup>	GENERAL CLINICAL ISSUES: PTSD
NOV 19 <sup>TH</sup>	GAY AND LESBIAN SPECIFIC: SURVIVORS OF ABUSE
Dec 3 <sup>st</sup>	HIV SPECIFIC PTSD/ MULTIPLE LOSS ISSUES
DEC 10 <sup>th</sup>	ETHICAL ISSUES: THERAPY
DEC 17 <sup>TH</sup>	GENERAL CLINICAL ISSUES: FAMILY SYSTEMS
DEC 24 <sup>nd</sup>	GAY AND LESBIAN SPECIFIC ISSUES: COMING OUT ISSUES
DEC 31ST	ETHICAL ISSUES: PRIVACY AND CONFIDENTIALITY
JAN 5 <sup>7TH</sup>	GENERAL CLINICAL ISSUES: SUBSTANCE ABUSE
JAN 14 <sup>TH</sup>	GAY AND LESBIAN SPECIFIC DRUG AND SEXUAL ADDICTION ISSUES
JAN 21ST	HIV SPECIFIC DRUG ABUSE
JAN 28TH	ALTERNATIVE THERAPIES AND HOLISTIC APPROACHES
FEB 4 <sup>TH</sup>	ETHICAL ISSUES: TEACHING TRAINING, SUPERVISION, RESEARCH AND PUBLISHING
FEB 11 <sup>TH</sup>	GENERAL CLINICAL ISSUES: NEUROLOGICAL DISORDERS
FEB 18th	NEUROLOGICAL TESTING AND ADMINISTRATION
FEB 25 <sup>TH</sup>	HIV SPECIFIC NEUROLOGICAL DIFFICULTIES

MARCH 4 <sup>TH</sup>	ETHICAL ISSUES: FORENSIC ACTIVITIES
MARCH 11 <sup>TH</sup>	GAY AND LESBIAN DOMESTIC VIOLENCE
MARCH 18 <sup>th</sup>	HIV LEGAL ISSUES AND AIDS LEGAL COUNCIL By AIDS Legal Council representative
MARCH 25 <sup>rd</sup>	PROJECT HOPE PRESENTATION
MARCH 6 <sup>TH</sup>	ETHICAL ISSUES: RESOLVING ETHICAL ISSUES
APRIL 1ST	GAY AND LESBIAN SPECIFIC: NEGOTIATING BOUNDARIES
APRIL 8 <sup>th</sup>	HIV SUICIDE AND RIGHT TO DIE ISSUES
APRIL 15 <sup>TH</sup>	PRESENTATION ON EMDR
MAY 6 <sup>th</sup>	DIAGNOSTIC CASE PRESENTATION BY EXTERN
MAY 13 <sup>H</sup>	DIAGNOSTIC CASE PRESENTATION BY EXTERN
MAY 20 <sup>TH</sup>	DIAGNOSTIC CASE PRESENTATION BY EXTERN
MAY 27 <sup>RD</sup>	TERMINATION ISSUES
JUNE 3RD	TERMINATION ISSUES
JUNE 10 <sup>TH</sup>	CASE TRANSITIONS
JUNE 17 <sup>th</sup>	PROFESSIONAL DEVELOPMENT: BILLING
JUNE 24 <sup>TH</sup>	PROFESSIONAL DEVELOPMENT: SUPERVISORY ISSUES

- All seminars are two hours in length.
- All seminars occur on Fridays.

## **DISCIPLINARY & GRIEVANCE PROCEDURES**

### **Due Process Guidelines**

Due process ensures that disciplinary decisions about interns are not arbitrary or personally based. Due process guidelines include:

1. During the orientation period, trainees are presented in writing the IPAPIC expectations related to professional functioning. These expectations are discussed in both group and individual settings.
2. During the orientation period, the Trainee Handbook is provided to all trainees and reviewed.
3. Trainees meet at regularly scheduled intervals with their supervisor and with the Director.
4. IPAPIC will use input from multiple professional sources when making decisions or recommendations regarding the trainee's performance.

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. When a matter cannot be resolved informally, the grievance procedure is used.

### **Due Process in Action**

IPAPIC follows the APPIC Due Process Procedures. The procedure, briefly stated, is:

1. Trainees will first receive a verbal warning when a supervisor identifies problematic behavior.
2. If the behavior is not corrected, the Consortium Training Director is notified and a Written Acknowledgement is given;
3. If the behavior continues to be problematic, a Written Warning is given, which may also include a Schedule Modification, Probation, Suspension of Direct Service Activities, Administrative Leave, or Dismissal;
4. If after a reasonable time period, problematic behaviors remain uncorrected, the Director may terminate the trainee through a Dismissal from the Training Program.

In cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the full required training experience due to physical, mental or emotional illness, either administrative leave or dismissal will be invoked immediately.

#### ***See Attachment A—RECORD OF PROBLEMATIC BEHAVIOR***

Problematic Behavior is defined broadly as an interference in professional functioning, which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An inability to acquire professional skills in order to reach an acceptable level of competency; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction, which interfere with professional functioning.

Professional standards and behaviors include but are not limited to the following:

1. Reporting to work on time;
2. Completing all work assignments in a timely and satisfactory manner;
3. Establishing an acceptable attendance pattern;
4. Being courteous and respectful to clients, families, physicians, visitors and each other;
5. Adhering to dress code;
6. Being alert and functioning at peak efficiency;
7. Not removing IPAPIC, ABS, PC, client, or employee property;
8. Not being under the influence of alcohol or drugs while on duty;
9. Not being insubordinate;

It is a professional judgment as to when a trainee's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics, which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training.

Problems typically become identified as impairments when they include one or more of the following characteristics:

1. The trainee does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;
3. The quality of services delivered by the trainee is sufficiently and negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required; and/or
6. The trainee's behavior does not change as a function of feedback, remediation efforts and/or time.

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff is mindful and so balances the needs of the impaired or problematic trainee, the clients involved, members of the training group, the training staff, and other agency personnel.

*See Attachment B--**DEFINITIONS***

### **Procedures for Responding to Inadequate Performance by a Trainee**

If a trainee receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member has concerns about a trainee's behavior (ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The staff member will consult with the Consortium Training Director to determine if there is reason to proceed and/or if the behavior in question is being rectified;
2. If the staff member who brings the concern to the Director is not the trainee's primary supervisor, the Director will discuss the concern with the trainee's primary supervisor;
3. If the Director and primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Director will inform the staff member who initially brought the complaint;

4. Whenever a decision has been made by the Director about a trainee's training program or status within IPAPIC, the Director will inform the trainee in writing and will meet with the trainee to review the decision. This meeting may include the trainee's primary supervisor. If the trainee accepts the decision, any formal action taken by the Director may be communicated in writing to the trainee's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern;
5. The trainee may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented in the grievance procedure.

### **Grievance Procedure**

There are two situations in which grievance procedures can be initiated.

1. In the event that the trainee encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, he/she can:
  - a. Discuss the issue with the staff member(s) involved;
  - b. If the issue cannot be resolved informally, the student should discuss the concern with the Consortium Training Director or another member of the management team;
  - c. If the Director or member of the management team cannot resolve the issue, the trainee can formally challenge any action or decision taken by management, the supervisor or any member of the training staff by following the below procedure:
    - i. The trainee should file a formal complaint, in writing with all supporting documents to the Director. If the trainee is challenging a formal evaluation, he/she must do so within 5 days of receipt of the evaluation.
    - ii. Within three days of a formal complaint, the Director will consult and implement the Review Panel procedures described below.
2. If a training staff member has a special concern about a trainee, the staff members should:
  - a. Discuss the issue with the trainee(s) involved;
  - b. Consult with the Director;
  - c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents to the Director who will then review the situation. When this occurs, the Director will:
    - i. Within three days of a formal complaint, implement the Review Panel Procedure described below.

### **Review Panel Procedure and Process**

1. When needed, the Director will convene a review panel. The panel will consist of three staff members selected by the Director with recommendations from the trainee involved in the dispute. The trainee has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within five workdays, a hearing will be conducted in which the challenge is heard and relevant material presented. Within three workdays of the completion of the reviews, the Review Panel submits a written report to the Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.

Within three workdays of receipt of the recommendations, the Director will either accept or reject the Review Panel's recommendations. If the recommendations are rejected due to an incomplete or inadequate evaluation of the dispute, the Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.

3. If referred back to the panel, they will report back to the Director within five workdays of the receipt of the request for further deliberation. The Director will make a final decision regarding what action is to be taken.
4. The Director then informs the trainee, staff members involved and if necessary members of the training staff of the decision and any action to be taken.
5. If the trainee disputes the Director's final decision, the student has the right to contact the Department of Human Resources to discuss the situation.

## **CODE OF CONDUCT**

All trainees are required to conduct themselves in accordance with the APA Code of Ethics, Illinois Mental Health Code, Illinois Confidentiality Act, and HIPAA.

Trainees may not engage in non-professional relationships with clients during treatment or for a period of two years following discharge. Non-professional behavior consists of any of the following:

- Dating clients or members of their immediate family;
- Physical intimacy;
- Gambling;
- Obtaining alcohol, drugs, or other contraband for the benefit of the client;
- Accepting gratuities or soliciting;
- Assuming responsibilities for client on a pass;
- Entertaining a client in one's home;
- Visiting a client in their home for anything other than facility business/treatment;
- Sharing privileged information about the client.

ABS has affiliations with Glen Oaks Hospital, Hartgrove Hospital, Riveredge Hospital, MacNeal Hospital, Weiss Memorial Hospital and Jackson Park Hospital (and other affiliations that may not be included above). PC has relationships with Chicago Lakeshore Hospital, Cook County Employee Assistance Program, North Star Medical Center, and the Illinois Department of Human Services. It is vital that all trainee relationships and interactions with personnel of IPAPIC affiliates be strictly professional in nature when interns interact in these settings. With regard to interactions with affiliate personnel or members of their immediate family, trainees are prohibited from:

- Engaging in a personal relationship or physical intimacy;
- Participating in gambling or any illegal activity;
- Obtaining or consuming alcohol, drugs, or other contraband;
- Accepting gratuities;
- Soliciting or conducting other business during training hours;
- Entertaining affiliate staff members in one's home.

## **DRESS CODE**

It is the expectation and requirement of IPAPIC that all students dress in a professional, business-like manner. Students not in proper attire will be counseled and may be asked to return home and change clothing. The following is not considered appropriate work attire:

- Clinging slacks**
- Clinging skirts or dresses**
- Skirts or dresses higher than two inches above knee**
- Low cut tops**
- Sleeveless tops**
- T-shirts**
- Transparent clothing**
- Visible underwear**
- Jeans with holes (only allowed on Fridays unless otherwise designated)**
- Athletic wear (i.e., jogging pants, sports T-shirts)**
- Stiletto heels (1" is the maximum height allowed for heels)**
- Open-toed sandals or shoes**
- Unclean sneakers**
- Visible Tattoos**

## **EQUAL OPPORTUNITY EMPLOYER**

IPAPIC is an Equal Opportunity Employer. IPAPIC supports recruitment selection, training, promotion, benefits, transfer, layoff, return to employment, tuition reimbursement, social and recreational programs and compensation to all qualified persons without regard to age, race, color, sex, sexual orientation, religion, national origin, physical or mental handicap unrelated to ability to perform required job duties with reasonable accommodation.

IPAPIC employs individuals who are qualified and capable by experience and/or education to care for clients with a mental illness.

**RECORD OF PROBLEMATIC BEHAVIOR**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Site Address: \_\_\_\_\_

Date: \_\_\_\_\_

Action:

- Written Acknowledgement of Performance Concerns
- Written Warning
- Schedule Modification
- Probation
- Suspension of Direct Service Activities
- Administrative Leave
- Dismissal from Training Program

Description of Incident *(Describe the problem with relevant dates and details; identify the policy, rule or standard violated)*

---

---

---

Identify consequences of repeat violations or continued poor performance.

---

---

---

List previous disciplinary actions and dates.

---

---

---

Trainee's Comments

---

---

---

Trainee's signature below indicates the above disciplinary action was discussed with the trainee and copy of the same was given to the trainee.

---

Trainee Signature

---

Date

---

Administrator Signature

---

Date

## **DEFINITIONS**

**Verbal Warning** emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.

**Written Acknowledgement** formally acknowledges:

1. That the Director is aware of and concerned with the performance rating;
2. That the concern has been brought to the attention of the trainee;
3. That the Director will work with the trainee to rectify the problem or skill deficits; and
4. That the behaviors associated with the rating are not significant enough to warrant more serious action.

The written acknowledgment will be removed from the trainee's file when the trainee responds to the concerns and successfully completes the internship.

**Written Warnings** to the trainee indicate the need to discontinue an inappropriate action or behavior. This letter will contain:

1. A description of the unsatisfactory performance;
2. Actions needed to correct the unsatisfactory behavior;
3. The time line for correcting the problem;
4. What action will be taken if the problem is not corrected; and
5. Notification that the trainee has the right to request a review of this action.

A copy of the above letter will be retained in the trainee's file. The Director in consultation with the trainee's supervisor may give consideration to removing this letter at the successful completion of the training experience. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

**Schedule Modification** is a time-limited, remediation-oriented, closely supervised period of intensive training designed to return the trainee to a more fully functioning state. Modifying a schedule is an accommodation made to assist the trainee in responding to personal reactions to environmental stress, with the full expectation that the trainee will complete the training experience. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

1. Increasing the amount of supervision, either with the same or other supervisors;
2. Change in the format, emphasis, and/or focus of supervision;
3. Recommending personal therapy;
4. Reducing the clinical or other workload;
5. Requiring specific academic coursework.

The length of a schedule modification period and termination of the modification period will be determined by the Director in consultation with the primary supervisor.

**Probation** is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is assessing the ability of the trainee to complete the training experience and to return to a more fully functional state. Probation defines a relationship that the Director systematically monitors for a specific length of time—the degree to which the trainee addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement which includes:

1. The specific behaviors associated with the unacceptable rating;
2. The recommendations for rectifying the problem;

3. The time frame for the probation during which the problem is expected to be ameliorated;
4. The procedures to ascertain whether the problem has been appropriately rectified.

If the Director determines that there has not been sufficient improvement in behavior to remove the Probation or modified schedule, then the Director will discuss with the primary supervisor possible courses of action to be taken. The Director will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Director has decided to implement. These may include continuation of the remedial efforts for a specified time period or implementation of another alternative.

**Suspension of Direct Service Activities** requires a determination that the welfare of the trainee's clients may be jeopardized. Therefore, direct service activities will be suspended for a specific period as determined by the Director. At the end of the suspension period, the supervisor, in consultation with the Director, will assess the trainee's capacity for effective functioning and determine when direct service can be resumed.

**Administrative Leave** involves the temporary withdrawal of all responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Services Activities, or Administrative Leave interferes with the successful completion of the training hours need for the completion of the training experience, this will be noted in the trainee's file and the trainee's academic program will be informed. The Director will inform the trainee of the effects that the administrative leave will have on their stipend and accrual benefits.

**Dismissal from the Training Program** involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the impairment and the trainee seems unable or unwilling to alter his/her behavior, the Director will review the possibility of termination of the training program or dismissal from IPAPIC. Either administrative leave or dismissal will be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the full required training experience due to physical, mental or emotional illness. When a trainee has been dismissed, the Director will communicate to the academic department that the trainee has not successfully completed the training experience.

## **ACKNOWLEDGEMENT & AGREEMENT**

*By my signature, I acknowledge I have received this document and fully understand the content and agree to abide by the procedure set forth herein:*

I am aware of and agree to abide by the American Psychological Association's Code of Ethics, Illinois' Mental Health Code, Illinois' Confidentiality Act, and HIPAA in all my interactions with Clients and staff. Furthermore, I will abide by the rules governing interactions with affiliates of the Illinois Psychological Association Predoctoral Internship Consortium, Associates in Behavioral Science and Psychological Consultations.

*I agree that IPAPIC will not be responsible for any failure by a student to strictly abide by these policies and rules. I further agree that IPAPIC will have no liability for any consequences of a trainee's failure to abide by said rules.*

Name (Print): \_\_\_\_\_

Name of Academic Program/School: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

IPAPIC Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This page will be retained in the intern's file. The intern may request a copy of this page.*