

Psychology Training Handbook

**Valley Mental Health
Administration Offices**
5965 South 900 East, Suite 420
Salt Lake City, UT. 84121



VALLEY MENTAL HEALTH
Psychology Training Program

Debra Lynn Falvo, MHSA, RN
President/Executive Director

Richard Hatch, LCSW
Chief Clinical Officer

LIZ McGILL, Ph.D.
Chief Psychologist/Director of Training

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I. Description of the Salt Lake Valley

Valley Mental Health operates a comprehensive program of services for residents of the Salt Lake, Summit and Tooele Counties. These residents enjoy a variety of cultural, industrial and recreational advantages. Salt Lake is a major refugee/resettlement community for individuals worldwide.

Salt Lake City is the home of many nationally and internationally acclaimed professional groups including: Utah Symphony Orchestra, Repertory Dance Theater, Ballet West, Utah Jazz, Mormon Tabernacle Choir, Utah Opera Company, Pioneer Memorial Theater, and Utah Museum of Fine Arts. In addition, the University of Utah is located in Salt Lake City with Brigham Young University in adjacent Utah County.

The Salt Lake Valley is approximately thirty miles long and about fifteen miles wide. The other two counties served by Valley Mental Health include rural sites. The beautiful Wasatch Mountains enclose the Great Salt Lake on the Valley's east border. The climate provides residents with four distinct seasons.

Extraordinary recreational opportunities are close at hand for Valley residents throughout the year. The Utah landscape plays host to five national parks, seven national monuments, two national recreational areas and seven national forests. Six major ski resorts are within thirty-five miles of the Salt Lake area and these resorts are the only ones in the nation located so close to an international airport. In fact, two of these are named two of the top ski areas in the United States by Skiing Magazine. Utah's average snowfall is thirty-seven feet in the mountains and sixty-two inches in the Valley. The average winter mountain temperature is twenty degrees while the Valley is thirty-seven degrees. The range of temperatures is from nineteen to ninety-two degrees. Open park land provides cross-country terrain. Salt Lake City hosted the 2002 Winter Olympics and there are opportunities to see and use the Olympic venues and the Olympic Caldron Park.

II. Valley Mental Health Vision and Mission Statement

Welcome to the Valley Mental Health team! We look forward to working with you. We'd like to introduce you to our Organization and help you become more familiar with our history, vision, and mission.

Valley Mental Health exists to serve individuals who suffer from the great difficulties of mental illness and substance abuse. Our logo and vision/mission statement on the cover of this handbook tell it all. Our logo suggests that we do our very best to, first, help our clients gain relief from their immediate pain and stress. Then, we seek to help them "recover" what they have lost and, finally, to "rediscover" new areas of growth and opportunity in their life. The mission statement emphasizes that we partner with others in the communities we serve to, together, bring multiple resources forward to benefit clients. We strive to make our health and mental health services easy to find and easy to use, and we focus on making each client experience a high quality one.

Outpatient clinics in Salt Lake, Summit and Tooele Counties have been placed in areas with an effort to make services more convenient for the people being served.

The Valley Mental Health system includes other intensive therapy units designed specifically for children and adolescents, a variety of housing and treatment services for the seriously mentally ill, and a 24-hour crisis service. A broad range of specialized services are provided, including short and long-term individual treatment, group therapy, marriage and family counseling, psychiatric services, chemical dependency and substance abuse therapy.

Valley Mental Health provides a "wrap around of services" that emphasizes the individual's need to progress. The key to the client's success includes opportunities for housing. This means housing that is structured to support the client's needs. A strong emphasis is placed on employment goals and training that will help the client become more self-sufficient.

Valley Mental Health provides day treatment for adults, adolescents and children. Adult day treatment provides ongoing skill building for individuals with severe mental illness. The needs of adolescents are addressed through treatment and education programs, working with school districts to provide education in our day treatment programs. Services are also provided for youth with a chemical dependency. Children with conduct-disorders and autism are provided treatment in a specialized school program.

III. Psychology Training Program Philosophy

The internship program at Valley Mental Health (“VMH”) has been accredited by the APA since 1985. The address for the APA’s Committee on Accreditation is as follows:

American Psychological Association
Susan F. Zlotlow, Ph.D., Director
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
Telephone: 202-336-5979

Our model reflects the practitioner scholar framework. A major component of the internship training is to move the interns from the basic skills and mechanics taught in graduate school, to developing the ability to make sound clinical decisions and increase self-reflection. We encourage the interns to see psychologists as consumers of research. Interns learn to consider what to apply to clinical practice from empirical data and research. Supervisors strive to generate knowledge through clinical practice and direct modeling in diverse clinical settings. There is an emphasis on the psychologists’ role as a leader and consultant, an evaluator and a diagnostician; therefore, providing useful clinical input to other disciplines in helping them determine treatment recommendations.

IV. Internship Training Goals

Each intern is expected to develop competencies in clinical skills and professional behavior. Our program has delineated five major areas of competency.

1. **Assessment and Testing:** The intern will be able to conduct a thorough interview and administer a Mental Status Exam. They will demonstrate knowledge and competency in using the DSM IV, know how to answer basic referral questions as related to personality, intellectual functioning, memory skills, and diagnosis. They will also know when to refer an individual to a specialized evaluation, such as a neuropsychological. The intern will develop skills in consulting with other disciplines regarding assessment issues. The writing of comprehensive and clear reports is essential.
2. **Treatment and Intervention for the Mental Health Program:** The intern will formulate treatment plans; work with numerous presenting problems and types of pathology, work with culturally diverse clients, the disabled population, and/or individuals with both medical and psychiatric issues. They will also gain basic knowledge of psychopharmacology. The interns will develop crisis intervention skills and be practiced in both long and short term therapies, evidence based treatments and group modalities. They will become aware of appropriate use of outside resources.
3. **Treatment Evaluation:** The intern will gain knowledge of levels of care and appropriate use of a multi-level system such as is found at VMH. They will acquire knowledge on how to assess treatment outcome and will also be aware of quality improvement and its importance to evaluating treatment modalities.
4. **Professional Development:** Each intern shall provide training to psychologists and staff in their particular areas of expertise which can include topics of their dissertation or specialized training. Interns become aware of the organizational and funding issues inherent in operating a large comprehensive mental health system.
5. **Professional Behavior:** The intern should be open to feedback and use supervision effectively. They need to be responsive to the patient's stated concerns and to the diversity of clients seen at VMH. Interns learn to collaborate with other disciplines and will professionally get along with other interns, supervisors, and unit staff. The interns, on their assigned units, will become active participants in case reviews. The intern will be educated on ethical principles and knowledgeable as to the laws regulating the professional practice of psychology, including confidentiality, licensure, HIPPA, etc. Interns are responsible for good and timely charting practices. They will follow policies and procedures set forth for staff at VMH. The intern is required to participate in the seminars and didactics and will be able to identify their own areas for further skill development. With direction by a supervisor, the intern will review current literature and know when to apply research to clinical practice. The intern will learn how to manage personal stress and learn to identify when personal issues may affect professional functioning.

V. Training Sites

Valley Mental Health is a large, comprehensive agency providing mental health services to Salt Lake County and the rural areas of Tooele and Summit County. There are several possible placement sites available. Time at each site is twenty hours a week and each rotation is six months duration. The assessment rotation is mandatory, and is twenty hours a week and lasts the full twelve months. Major rotation sites include:

North Valley Outpatient Unit (“NV”)
Alcohol and Drug Treatment Program (“A & D”)
Adolescent and Residential Treatment Center (“ARTEC”)

Rotations might also be possible at several specialty sites:

Research and Evaluation
Masters Program
Pathways to Recovery Day Treatment
Summit/Tooele Outpatient Units
Children’s Behavior Therapy Unit/Autism School

Valley Mental Health’s internship program offers an unusually rich range of diverse training options. The Preamble of the Policies and Procedures for Pre-doctoral Psychology Internship Training notes:

".....In targeting different patient populations, in exercising the expertise of different techniques, and in pursuing different theoretical models, the different units enjoy individuality from which the unified program draws diversity and strength. This provides for diverse training opportunities where differences are encouraged and protected."

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North Valley Unit

Purpose:

To provide outpatient treatment for residents in the north and east sections of the Salt Lake Valley area. Services include diagnostic evaluation, individual, family, and group psychotherapy, crisis coverage during working hours, and medication maintenance.

Population Characteristics:

Client demographic data is similar at all of the outpatient units. Approximately two-thirds of the adults seen have a chronic mental illness. The North Valley Unit also includes a comprehensive Refugee Treatment Program, involving refugees from numerous countries worldwide. (Bosnia, Croatia, Afghanistan, Iraq, Somalia, Southeast Asia)

Training Opportunities:

- psycho-educational and psychotherapy
- individual and group therapy
- family therapy
- behavioral therapy and contracting
- medication management
- community consultation with interfacing social service agencies
- strong interdisciplinary approach
- psychological and neuropsychological assessment of adults

Treatment Modalities:

- dynamic psychotherapy
- short-term psychotherapy
- traditional group psychotherapy techniques
- crisis intervention techniques
- long-term maintenance and support therapy for chronically mentally ill population
- behavioral parent training
- family and couples therapy

Supervisors:

John Malouf, Ph.D.
Jim Ricciardi, Psy.D.

Adolescent Residential Treatment and Education Center (ARTEC)

Purpose:

Implements a comprehensive and integrated treatment team approach to provide psychological, psychiatric, medical assessment and educational services to children and adolescents. ARTEC provides a continuum of services ranging from outpatient psychotherapy to secure intensive residential treatment. Services include: case management services, therapeutic foster care, outpatient sex abuse day treatment and residential treatment programs.

ARTEC has three residential units which presently accommodate over one hundred clients ranging in age from twelve to eighteen years of age. For adolescents twelve to eighteen years of age who require a more secure setting there is an Observation and Evaluation Program which provides complete psychological assessment and an integrated report for treatment planning. There is also an Intensive Psychiatric Residential Treatment Program and a ten-fourteen year old boys' intensive unit.

Training Opportunities:

--individual, group and family psychotherapy, behavior modification, milieu and recreation activities

Treatment Modalities:

--diagnostic assessment
--family systems therapy
--multifamily group
--traditional groups
--psychoeducational groups
--cognitive therapy

Supervisors:

David Anson, Ph.D.
Alyssa Levy, Ph.D.

Alcohol and Drug Unit

Purpose:

The Alcohol and Drug Unit provides treatment for adults who abuse drugs and alcohol. Outpatient and intensive outpatient treatment is offered for both men and women. Treatment focuses on individual and group therapy with options of family and couples therapy available. Crisis services, medication services, daily living skills development groups and case management services are also provided at this facility. An evening intensive outpatient program is offered for men and women with criminal court-orders to treatment

The Women's Program of the Alcohol and Drug Unit also includes the Cottonwood Family Treatment Center, a residential treatment program for women who are pregnant or have children age eight and younger, the Families in Recovery Staying Together (F.I.R.S.T) day treatment program for parents and their preschool age children.. Other services in the Women's Program include family-oriented group's specific for pregnant women and parents with their toddlers or school-age children. Interns have opportunities to work with children whose parents are in treatment, as well as adult clientele served at the Alcohol and Drug Unit.

Location:

The outpatient unit is located in Murray, Utah. The residential program and the day treatment programs are located in Midvale, approximately five-to-ten minute drives from the outpatient unit.

Population Characteristics:

The majority of clients at the Alcohol and Drug Unit have dual diagnoses of substance abuse or addiction and mental health problems. While many of the clients are voluntary, some have requirements to participate in treatment due to involvement with the Division of Children and Family Services, the criminal justice system or welfare programs

Training Opportunities and Treatment Modalities:

- intake evaluation, case formulation, and treatment recommendations, with a special focus on substance abuse issues
- individual therapy
- group therapy, including psycho-education, process, relapse prevention and psychotherapy
- family therapy and family groups

- couples therapy
- consultation with multi-disciplinary providers
- liaison with community resources, such as Vocational Rehabilitation, Workforce Services, Mental Health Court, Drug Court, Division of Children and Family Services

Supervisors:

The multi-disciplinary staff consists of psychologists, social workers, licensed substance abuse counselors, psychiatrists, psychiatric nurses and case managers. Supervising psychologist at this facility is Elizabeth Albertsen, Psy.D.

Assessment Rotation

The interns, during the assessment rotation, respond to requests from staff within the entire Valley Mental Health system for psychological assessments. Ted Harris, Ph.D. manages and supervises this rotation. Referrals involve all age groups, different diagnostic types, and differing levels of mental health severity. Specific issues relate to differential diagnosis, IQ, memory, functioning, treatment recommendations, and neuropsychological screenings. The intern learns what tests, observations, and collateral information are useful for each particular evaluation. Prior to conducting an assessment, the intern works closely with referring staff and Dr. Harris to clarify referral questions and determine appropriateness of the referral. The final product is a comprehensive report that is useful to the clinician and becomes a part of the VMH online client record. This rotation is a mandatory twelve-month placement for each intern and is a major component of our internship. In addition, to Dr. Harris's supervision, interns review each others' reports in order to achieve writing competency.

VII. Description of Specialty Placement Sites

Community Treatment Program (CTP)

This unit is a twenty-four hour, seven day-a-week residential treatment program for chronically mentally ill adults. The program provides an alternative to hospitalization, a transition from the hospital to the community, a twenty-four hour crisis service and seven day-per-week partial-hospital treatment.

The program uses a psycho-social approach to treatment with an emphasis on contingency contracting within a group setting. The unit includes families in the client treatment experience. The primary goal is to assist the long term chronically mentally ill adult to maintain in an independent living setting in the community.

Pathways to Recovery

Pathways to Recovery is an adult day treatment program which focuses on helping clients with serious and persistent mental illnesses return as contributing members to the community. Groups include educational classes, traditional psychotherapy, active consumer-driven self help and an intense program for clients decompensating or in crisis who would otherwise be candidates for psychiatric hospitalization.

Summit Unit

The Summit Unit is an outpatient program in a rural setting providing mental health and substance abuse treatment. The services are provided at three sites, including Park City, a major ski destination. The unit offers individual, couple, family and group therapy. Psychiatric support for medication management and twenty-four hour crisis coverage are also available.

Research and Evaluation Unit

The Research and Evaluation Unit provides information for VMH management, line staff and the Salt Lake community. This unit participates in the Utah Mental Health Outcome System, collecting, analyzing and reporting on a coordinated set of outcome measures throughout the public mental health system.

Training opportunities for interns include program evaluation, organizational consultation, psychotherapy research and analysis of management data. This unit is managed by Catherine Carter, Ph.D. in instructional psychology.

Children's Behavior Therapy Unit (CBTU)

CBTU serves as a partial hospitalization program for children five to eighteen years of age who are hyperactive, aggressive, socially deficient, withdrawn, abused or autistic. CBTU has three distinct programs: Day Treatment, Partial Day Treatment and Acute Children's Extended Services. The basic treatment approach at CBTU is behavior therapy in an educational setting. High emphasis is placed on behavior management and self-control with a strong academic program in which the basic skills of reading, arithmetic, spelling and writing are emphasized. The main approaches to treatment include high rates of teacher reinforcement for appropriate behaviors, social skills training, behavioral contracting, a level system, a token economy, time-out, response costs, over-correction procedures, and generalization.

Carmen B. Pingree School for Autism

The Pingree School is dedicated to the treatment of children with autism and their families. It provides "state of the art" interventions for autistic children from preschool to sixth grade. The school includes classes which integrate the child into normal classes. Through a contract with the University of Utah the program is actively involved in research projects to improve and understand the treatment of autism. The program has received national recognition in the field of autism.

Master's Program

Masters is designed to serve adults fifty-five years and older who are experiencing life disrupting mental health problems. The program is an outpatient model providing group, individual, family, medication management and community referral. An example of the types of groups is: depression and anxiety, substance abuse, grief and loss, care giver support, early dementia and anger management.

Tooele Unit

The Tooele Outpatient Unit is in a rural setting which provides mental health and substance abuse treatment. The unit serves Utah from Salt Lake City to the Nevada border. The unit offers individual, couple; family and group therapy and psychiatric support for medication management and twenty-four hour crisis coverage are available.

Information on Psychologists Participating in the Training Program

Albertsen, Elizabeth, Psy.D.

Unit: Alcohol and Drug Unit
Degree: The Wright Institute
Internship: Valley Mental Health
Interests: Substance abuse treatment; neuropsychological assessment and individual treatment

Anson, David, Ph.D.

Unit: Adolescent Residential Treatment and Education Center (ARTEC)
Degree: University of Utah, 1994
Internship: Primary Children's Medical Center, Salt Lake City, Utah
Interests: Foster care and adoption; separation and loss; young children and play therapy; speech and language disorders; recreation therapy; sexual abuse

Carter, Catherine, Ph.D.

Unit: Administration, Research and Evaluation
Degree: University of Utah, 1988
Internship: None
Interests: Research program evaluation

Harris, Ted, Ph.D.

Unit: Adult Centralized Evaluation
Degree: University of Mississippi, 1989
Internship: Valley Mental Health
Interests: Assessment and evaluation; sex offenders and juvenile justice

Kadera, Scott, Ph.D.

Unit: Master's Program
Degree: Brigham Young University, 1996
Internship: SIU University Counseling Center
Interests: Psychotherapy process and outcome; geropsychology; integrative models of psychotherapy and development; spirituality and mental health

Levy, Alyssa, Ph.D.

Unit: Adolescent Residential Treatment and Education Center (ARTEC)
Degree: Brigham Young University, 1991
Internship: Rush Presbyterian St. Luke's Medical Center; Shasta County Mental Health
Interests: Developmental milestone theory; object relationships geared to clinical population who present with pervasive developmental delays

Liese, Gail, Ph.D.

Unit: Adolescent Residential Treatment and Education Center (ARTEC)
Degree: The California School of Professional Psychology - Berkeley, 1991
Internship: None
Interests: Psychological assessment and psychoanalytic psychotherapy

Mahoney, Karen, Ph.D.

Unit: Alcohol and Drug
Degree: University of Utah, 2007
Internship: Valley Mental Health
Interests: Treating and dually diagnosing clients; object relations in working with clients with personality disorders; assessment and evaluation

Malouf, John, Ph.D.

Unit: North Valley
Degree: University of Utah, 1974
Internship: Veterans Administration Medical Center
Interests: The extension of family systems and communications models to other patient populations; ethics and training

McGill, Lizabeth, Ph.D.

Unit: Adult Centralized Evaluation; Chief Psychologist and Director of Training
Degree: Utah State University, 1979
Internship: Exceptional Child Center
Interests: Evaluation of disability/ability levels; diagnosis and medications.

Nicholas, Peter, Ph. D.

Unit: Carmen B. Pingree School for Children with Autism
Degree: University of Utah, 1998
Internship: Salt Lake City School District, Head Start and Outpatient, Valley Mental Health
Interests: Autism; ABA models and family and sibling issues with autism

Ricciardi, James, Psy.D.

Unit: North Valley
Degree: Rutgers, 1986
Internship: Salt Lake Valley Mental Health
Interests: Facilitating change and self-acceptance in the lives of couples, families, depressed individuals; borderline I.Q. patients; chronic schizophrenics; and Farsi speaking patients

Robinson, Kris, Ph.D.

Unit: Children's Behavioral Therapy (CBTU)
Degree: University of Utah, 1997
Internship: Valley Mental Health
Interests: Work in school-based mental health sites; behavioral intervention; assessment and outcomes; publishing

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Preamble

The various units of VMH are united by the common goal of providing quality mental health care. The Psychology Training Committee staff are united by a shared administrative structure, a shared set of policies and procedures, and a shared aspiration to excellence. In targeting different patient populations, in using different techniques and from different models, the units enjoy individuality and uniqueness of focus. This provides diverse opportunities in placements.

1.0 Scope of Intern Experience

- 1.1 The pre-doctoral psychology internship consists of a minimum of 2,000 hours of supervised experience over a one-year period. The internship begins August 1st and ends July 31st.
- 1.2 It is the policy of the psychology internship at VMH to insure a board range of experiences to interns. Toward this goal the following experiences are required of each intern:
 - 1.2.1 Interns are required to spend a minimum of four hours per week in supervision and at least two of the hours must be with a licensed psychologist.
 - 1.2.2 Interns have year-round access to the Chief Psychologist/Director of Training for guidance, questions, etc. There is a bi-monthly meeting for the interns with the Chief Psychologist/Director of Training.
 - 1.2.3 Interns shall receive training in professional seminar/consultative experiences provided by the VMH psychology internship seminars and system-wide presentations. The topics are deemed relevant to our internship goals and future practice.
 - 1.2.4 Interns shall provide direct clinical services with patients of VMH.
 - 1.2.5 Interns shall be expected to demonstrate doctoral levels of competence in the areas before the internship is completed:

Five Competency:

1. Assessment and Testing
2. Treatment and Intervention
3. Treatment Evaluation
4. Professional Development
5. Professional Behavior

2.0 Intern Qualifications

- 2.1 As stated in the APPIC Directory, there is a minimum requirement of 400 hours of AAPI intervention and assessment hours. In addition, there is a minimum 750 AAPI grand total practicum hours required. Preference is given to APA accredited programs. Students on academic probation will be eliminated as will applicants who will not pass a mandatory BCI.
- 2.2 The VMH internship program is committed to practices of affirmative action and equal training opportunity in acceptance decisions.
- 2.3 The VMH internship program is committed to collaboration with university training programs and upholds the professional and ethical standards of the American Psychological Association.
- 2.4 The VMH internship program follows basic APPIC guidelines in terms of intern readiness. We require a letter of readiness from the chair of the applicant's university program.

3.0 Application Procedure

- 3.1 Intern selection is based on VMH's training philosophy and goals, looking for a balance between the candidate's depth of experience with therapy and skills.
- 3.2 The intern candidate's file is considered complete when VMH has a cover letter, APPIC application, three letters of recommendation, an official transcript, and the vita.

4.0 Intern Selection

- 4.1 The Director of Training or other staff can discuss training opportunities to prospective interns. Applicants may obtain more detailed information about training opportunities from the VMH website (www.vmh.com). Arrangements for visits should be made in advance by calling the Director of Training's office (801-264-2300).
- 4.2 A formal interview will be held with selected applicants after an initial quantified review has been done on each application by staff on the Psychology Training Committee. This interview will be conducted by members of the psychology staff and current interns. Phone interviews can be arranged, although in-person interviews are preferable.
- 4.3 Final intern rankings are based on combined staff numerical ratings of both the written application material and the interview during which a core set of questions is asked of each applicant.

- 4.4 From this point forward APPIC procedures are followed in terms of matching and selection.
- 4.5 The most current information regarding stipend and benefits is in the most recent yearly APPIC Directory.

5.0 Placement and Site Rotations

- 5.1 At the beginning of the internship, all interns shall be assigned (following consultation with the Director of Training) to one of the sites for the first six months. Assignments will be done so as to maximize interns' preferences and training needs.
- 5.2 The intern's request for a specialty training site shall be considered depending on the intern's experiences, goals and supervision availability.
- 5.3 There is a twelve-month mandatory assessment rotation housed at the Adult Centralized Evaluation Unit.

6.0 Direction, Supervision and Consultation

- 6.1 Intern primary supervisors are Utah licensed psychologist with at least two years of post-license experience.
- 6.2 Together with the Director of Training, supervisors will directly coordinate, supervise and evaluate the development and experiences of the intern.
- 6.3 The supervisor has the responsibility to monitor the intern's behaviors, experiences and activities at the site and will consult with the Director of Training regularly regarding the intern's progress at the Psychology Training Committee meetings.
- 6.4 Interns are required to follow all policies and procedures of the placement units and of VMH.
- 6.5 Beginning and closing dates of placement will be established in consultation with the Director of Training and the supervisor at the particular site.

7.0 System Orientation

- 7.1 Upon first arriving, a two-day system-wide orientation meeting shall be held for the interns to promote the interns' identification with VMH system's objectives, needs and operational procedures. This is the same class all new employees go through.
- 7.2 The intern's supervisor at each site is responsible for orientation to the particular unit, unit management issues, protocols and computer record keeping, etc.

- 7.3 Interdisciplinary cooperation and collaboration with unit staff shall be encouraged by the Director of Training and supervisors.

8.0 Interns' Evaluation

- 8.1 End of rotation evaluations of interns by the primary supervisor shall serve to provide feedback with regard to performance within the placement. The supervisor will obtain input from all unit staff working with the intern, discusses the evaluation, and completes our program's evaluation form.
- 8.2 Interns will also be asked to rate each supervisor on an evaluation form. The intern can discuss their evaluation with the supervisor.
- 8.3 The Director of Training will review all evaluations and submit semi-yearly reports to the interns' academic program training directors.

9.0 Coordination with University Training Directors

- 9.0 Any controversies or questions raised regarding intern evaluations shall be appealed to the Psychology Training Committee under the leadership of the Director of Training.
- 9.2 If the Director of Training or any intern supervisor is dissatisfied with any aspect of an intern's performance, and if the issue has not been able to be resolved in dealing directly with the intern, the matter shall be brought before the Psychology Training Committee. If it is deemed appropriate, the Committee will develop a remedial program for the intern to rectify the areas of concern; a timetable for desired changes will be included. This process includes the intern. Remedial actions may be shared with the intern's graduate program at the discretion of the Director of Training.
- 9.3 Internship training and evaluation of the APA interns is the joint responsibility of VMH's staff and the university faculty from the interns' academic program.
- 9.4 University training directors will respond to the Director of Training when requesting information and assistance in the placement, supervision, and evaluation of students.
- 9.5 At the completion of the program, the Director of Training will send the university training directors a written evaluation of the interns' year-long performance. The evaluation contains information about the nature of the interns' clinical assignments, areas of strength/improvements and a description of the interns' professional behavior.

10.0 The Psychology Interns' Evaluation of the Program

- 10.1 The interns will elect a chief intern at the beginning of the academic year.

- 10.2 The chief intern will initiate and develop a written year-end program review completing all intern feedback, to present to the Director of Training.
- 10.3 The chief intern can serve as a representative spokesperson for the interns. He or she will act as a liaison between the Psychology Training Committee, Director of Training and the psychology interns.

11.0 Self-Study

- 11.1 The Psychology Training Committee is responsible for conducting an on-going evaluation of the internship training program.
- 11.2 All interns are members of the Psychology Training Committee as their input is critical. Concerns, problems and administrative issues are discussed in these monthly meetings.

12.0 The Chief Psychologist/Director of Training

- 12.1 The roles of Chief Psychologist and Director of Training within the VMH administrative structure are combined into one position.
- 12.2 The Chief Psychologist/Director of Training is appointed by the Chief Executive Officer of VMH and serves at his or her pleasure.
- 12.3 The Psychology Training Committee (under the leadership of the Director of Training) shall establish policy for psychology internships by:
 - 12.3.1 Identifying an optimal plan for providing depth and breadth of experience;
 - 12.3.2 Specifying requirements and electives;
 - 12.3.3 Specifying the sequencing and interconnections of various experiences;
 - 12.3.4 Developing trainee seminars and other vehicles to facilitate intern experiences and training; and
 - 12.3.5 Assuring intern exposure to at least two or three different sites.
- 12.4 The Director of Training shall have the line authority over psychology interns.
- 12.5 The Director of Training serves as the administration's principal advisor in matters related to the discipline of psychology and psychology staff.
- 12.6 The Director of Training monitors the service delivery system according to standards for the providers of psychology services of the American Psychological Association to insure the effective and appropriate utilization of the discipline in VMH. The Director of

Training chairs discipline meetings, promotes the professional interests of the discipline and consults with members of VMH staff regarding clinical and professional matters related to psychologists' expertise.

- 12.7 The Director of Training consults with Administration (Clinical Director, Management Team, and Program Managers) in the employment, evaluation, discipline and termination of staff psychologists.
- 12.8 The Director of Training has a principal responsibility for the preparation of the annual report to the American Psychological Association.
- 12.9 The Director of Training maintains close collaboration with supervising psychologists.
- 12.10 The Director of Training shall maintain records of intern time deployment to document official inquiries from doctoral programs and licensing boards. Intern files will housed at the office of the Director of Training.

13.0 Intern/Supervisor Evaluations

The VMH internship has delineated five training goal/competency areas which form the basis of their evaluations throughout the year. Specifically, these areas are: assessment and testing; treatment and intervention; treatment evaluation; professional development and professional behavior. At the completion of each rotation each supervisor uses our evaluation form to address the five targeted areas of competency. This evaluation occurs no later than the final supervisory meeting with the intern and involves a discussion regarding strengths, weakness and areas for future development in upcoming rotations. The intern also provides feedback to the supervisor during this meeting detailing their experiences with the supervisor and they complete the supervision evaluation form.

Both completed evaluations are given to the Director of Training for review. This feedback is critical in providing specifics in the both half-yearly and yearly report to each interns' graduate program training director. These results and input from the supervisors at the monthly psychology training meeting are the critical pieces used in evaluating each intern as they progress through our program. Intern evaluations of supervisors are useful in obtaining feedback regarding supervision quality. The Director of Training provides feedback to supervisors in individual meetings.

13.1 Remediation and Dismissal

VMH has developed procedures to deal with grievances and assure due process/grievance procedure consistent with APA and APPIC standards. These guidelines have been developed by the Director of Training and the Psychology Training Committee. This is designed to address the overall issues of objectivity in evaluating and training interns and providing a safe, specified means for the interns to have a voice and protect their rights.

Occasionally there will be a need to formalize remediation actions due to an intern's deficient skill level in a major competency area, unwillingness to accept supervisory input in order to make positive changes, and/or violation of ethics/professional behaviors. Problems that occur in these areas are deemed to be serious and urgent and are discussed by the particular supervisor with the Director of Training. The supervisor should discuss the issue with the intern, may adjust supervision meeting frequency accordingly and in writing designates specific remediation steps. A copy of this plan is provided to the Director of Training. If after several meetings positive resolution does not occur, a meeting is scheduled with the intern, supervisor and Director of Training. A plan of action will be discussed, developed and written within that meeting (with signatures) to assure all agree and understand. The intern's graduate program training director will be provided a copy of the plan, after the Director of Training talks with them.

If the second remediation action is not successful within the specified timeframe the Director of Training will then meet with the Psychology Training Committee to reconsider the plan, consider probation or dismissal. A probationary period would involve close supervision with active involvement from both the supervisor and Director of Training. All detail, requirements and expectations of the probation period will be written and signed. The supervisor and the Director of Training will meet a minimum of once a month during the probationary time to monitor intern progress. It is the decision of the Director of Training as to whether or not the intern during this time should continue seeing clients. The Director of Training will discuss the intern's status with the graduate program training director.

In extreme circumstances, dismissal from the internship may occur if all remediation/probationary attempts are deemed to have little or no behavioral impact or there are APA ethical violations. This action is determined by the Director of Training and Psychology Training Committee. The intern will be notified, if appropriate, in person and provided with a written letter of the decision to dismiss. The Director of Training, in writing and via phone contact, will report the decision to the intern's graduate program training director.

13.2 Intern Grievances

The following intern grievance procedures exist to help interns safely discuss concerns about their supervisors, the Director of Training, the training provided to them, or other issues regarding the program.

Grievance Regarding a Rotation or Supervisor

If the grievance is related to a specific rotation, it is strongly encouraged for the intern to first express concerns to the specific supervisor. The supervisor and the intern are both expected to engage in problem-solving to attempt to meet resolution. Should satisfactory resolution occur, the intern and supervisor may agree that formal written documentation is not necessary, or either party may

request and develop written documentation to which the other party has opportunity to attach a formal statement with their comments.

If a satisfactory resolution is not achieved from communication with the supervisor, or if the intern deems it unsafe to begin communication with the supervisor, the intern may take the grievance directly to the Director of Training. The Director of Training offers a variety of responses, including direct problem-solving with the intern, the possibility of meeting with both the intern and the supervisor to assist in forming a plan to resolve the issue, and the possibility of including members of the intern's academic program in forming a resolution. The Director of Training documents the nature of the grievance, the steps taken to form resolution, and the outcome of these attempts. The intern also provides a written formal statement for our record regarding the issue.

Should these steps not achieve satisfactory resolution, the intern may request to have the grievance addressed at the next monthly meeting of the Psychology Training Committee, or if that meeting is determined by the intern to not be timely enough, the intern may request a special session of the Psychology Training Committee by informing the Director of Training of this request. The special session is to be scheduled within one week of the intern's request to the Director of Training. At the session of the Psychology Training Committee, the intern may present the grievance to the psychologists and other interns. The intern presenting the grievance and the interns and psychologists work together with the goal of finding a satisfactory resolution to the issue. At this step, formal documentation is also prepared by the Director of Training and for which the intern is encouraged to provide additional written statement.

Should the Committee and intern be unable to form agreement on resolution, the Committee and the Director of Training will select the plan deemed most appropriate and meet again with the intern to present the selected plan. This final selection and presentation of a plan is to occur within two weeks of the complaint. This step is also formally documented by the Director of Training and for which the intern may provide written statement.

After the grievance is resolved, the written documentation will be kept in the intern file as well as provided to the intern's academic program. The intern is also provided with a copy of the documentation.

Grievance Regarding the Psychology Training Program or the Director of Training

If the grievance is related to the training program, it is strongly encouraged for that intern to first express concerns to the Director of Training. Both parties are expected to engage in good-faith discussion to attempt to meet resolution. The Director of Training may offer to include supervisors and/or a member of the intern's academic program in

forming a resolution. Should satisfactory resolution occur, the intern and the Director of Training may agree that formal written documentation is not necessary, or either party may request and develop written documentation to which the other party has opportunity to attach a formal statement describing the situation.

If the intern is not satisfied with resolution attempts from the Director of Training, the intern may notify of the Director of Training of a request to present the grievance to the Psychology Training Committee as described above, or if the intern has concerns with the Director of Training, the intern may communicate a request to present to the Psychology Training Committee through their supervisor. The intern may request to verbalize concerns at the next monthly meeting of the Psychology Training Committee, or if that meeting is determined by the intern to not be timely enough, the intern may request a special session of the Psychology Training Committee. The special session is to be scheduled within one week of the intern's request. At the session of the Psychology Training Committee, the intern may present the grievance to the attending psychologists and interns. The intern presenting the grievance and the interns and psychologists work together with the goal of finding a satisfactory resolution. At this step, documentation is also prepared to be presented to the Director of Training.

Should the Committee and intern be unable to form agreement on resolution, the Committee will select the plan deemed most appropriate and meet again with the intern to present the selected plan. This final selection and presentation of a plan is to occur within two weeks of the complaint. This step is also formally documented.

After the grievance is resolved, the written documentation will be kept in the intern file as well as provided to the intern's academic program. The intern is also provided with a copy of the documentation.

Should the intern experience inappropriate workplace behaviors, such as sexual harassment, from any staff at VMH, the director of Human Resources ("HR") of Valley Mental Health should be informed by the intern and this will be handled through designated HR policies on harassment. If the intern is comfortable in so doing, they should involve the Director of Training to get them to VMH resources.

As written in the VMH Employee Handbook:

Unlawful Harassment: In accordance with applicable law, the Organization prohibits sexual harassment and harassment because of race, color, national origin, religion, physical or mental disability, age, gender, sexual orientation, or any other basis protected by applicable federal, state, or local law. All such harassment is unlawful and will be not tolerated.

X. APPIC Match Policies: 2009-2010

The following policies will guide the 2010 APPIC Match.

Adherence to these policies is a condition of membership in APPIC.

For 2009-2010, the Rank Order List Submission Deadline is February 3, 2010.
Results of the Match will be released on APPIC Match Day, February 22, 2010.

- 1. These policies apply to all participants in the APPIC Match, including APPIC member internship programs, non-APPIC member internship programs and student applicants.**
 - A. All participants shall abide by their agreements with APPIC for participation in the APPIC Match.
 - B. Internship training directors must ensure that all people involved in recruiting or selecting interns understand and adhere to these policies.
 - C. Directors of APPIC Subscriber programs and doctoral programs with students participating in the APPIC Match are requested to ensure that their students understand and adhere to these policies.
- 2. Internship programs must offer all of their internship positions through the APPIC Match.**
- 3. Participants in the APPIC Match, including applicants and internship programs, may not communicate, solicit, accept, or use any ranking-related information prior to the release of the Match results.**
 - A. Internship programs must include the following statement in their brochures: This Internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.
 - B. The *only* information that internship programs may communicate to applicants prior to the release of the APPIC Match results is whether or not the applicants remain under consideration for admission. The spirit of this item precludes any communication of applicants' rankings prior to the release of the APPIC Match results, however "veiled" or indirect such communication might be.
 - C. Internship programs and applicants may never solicit information regarding applicants' and programs' rankings, even after the release of Match results.

- D. Internships that offer more than one program in the APPIC Match (i.e., sites with More than one program code number) are expected to ask applicants to identify which programs the applicants are applying to. However, internships may not solicit any information about applicants' rankings of these programs.
 - E. Any ranking information that is communicated between applicants and internship programs, even though such communication is a violation of these policies, is non-binding and may be changed at any time prior to the Rank Order List submission deadline. The only binding rankings are the confidential Rank Order Lists that are submitted to the APPIC Match.
 - F. Internship programs may choose to provide applicants with information about the size of the applicant pool.
- 4. Results of the APPIC Match constitute binding agreements between applicants and internship programs that may not be reversed unilaterally by either party.**
- A. Appointments of applicants to internship positions may be contingent upon the applicants satisfying certain eligibility requirements. Such eligibility requirements must be clearly specified in the internship programs' written materials and provided to applicants in advance of the APPIC Match.
 - B. Internship training directors are encouraged to contact matched applicants by telephone as soon as possible after 11:00 a.m. Eastern Standard Time on APPIC Match Day.
 - C. It is not necessary for internship training directors to contact applicants with whom they have not been matched.
- 5. Internship training directors should put in writing their appointment agreements with matched applicants in letters postmarked no later than seventy-two hours following receipt of the APPIC results.**
- A. Letters should be addressed to the applicants and should include confirmation of conditions of the appointment, such as stipend, fringe benefits, and the dates on which the internship begins and ends.
 - B. Copies of these appointment letters should be sent simultaneously to applicants' academic program directors.
- 6. Internship programs that receive their APPIC Match results and have one or more positions left unfilled may then make other direct offers of admission (verbal or written) to applicants who remain unmatched or to applicants who did not participate in the Match. Applicants who receive their APPIC Match results and who remain unmatched may then receive other direct offers of admission.**

- A. Failure to receive timely notification of the APPIC Match results, for any reason, does **not** constitute a release from the Match.
 - B. Internship programs may not take any actions to fill open positions prior to 11:00 a.m. Eastern Standard Time on APPIC Match Day. Applicants who remain unmatched may not contact internship programs about unfilled positions prior to 11:00 a.m. Eastern Standard Time on APPIC Match Day.
 - B. Prior to making offers to fill open positions, internship training directors must verify with applicants, to the best of their abilities, that the applicants have not previously been matched to other internship programs nor accepted other offers.
- 7. Individuals who detect violations of these policies are urged to request compliance with APPIC policies from the appropriate party (parties).**
- A. Unresolved compliance problems should be resolved informally, whenever possible, through consultation among applicants, internship training directors, academic training directors, and/or APPIC, or by other informal means.
 - A. Internship training directors who become aware of violations of these policies by other internship training directors should urge the applicants and academic training directors involved to follow the informal resolution procedures described above, and/or should directly contact the other internship training directors.
 - C. Problems not amenable to resolution through informal consultation should be reported as soon as possible to the APPIC Standards and Review Committee at the address listed at the end of this document.
- 8. All reported violations of these policies will be considered by the APPIC Standards and Review Committee (ASARC). ASARC policies are described in the APPIC Directory. Violations of APPIC policies should be reported to:**

**Chair, APPIC Standards and Review Committee
10 G Street, N.E.
Suite 750
Washington, DC 20002
(202) 589-0600**

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