



**COUNSELING AND PSYCHOLOGICAL WELLNESS SERVICES**

**PSYCHOLOGY INTERNSHIP**

**Information for the 2022-23 Training Years**

## **Introduction**

This brochure describes the training program for SUNY Old Westbury Counseling and Psychological Wellness Services (CPWS). Questions about the program are encouraged. This information is current and accurate at the time it was written but may be subject to revision.

## **Listing information**

Internship Title: SUNY Old Westbury Counseling and Psychological Wellness Services (CPWS)

Training Term and Level: One-year, full-time (2000 hours), doctoral level internship

Internship Training Director: Lauren Becker, Psy.D.

Address: SUNY Old Westbury, PO Box 210, Old Westbury, NY 11568

Telephone: 516-876-3053

E-mail: beckerl@oldwestbury.edu

## **Program Status**

An application for APPIC membership has been submitted for this internship program, and we are awaiting a decision. The site was previously part of a consortium, and we are now seeking membership as an independent internship. Please be advised that there is no assurance that we will be able to successfully achieve membership.

## **Training Setting**

### SUNY Old Westbury

SUNY Old Westbury is a public coeducational college offering over 40 Bachelors and Masters degrees. It serves a population of approximately 4500 students from diverse ethnic, racial, and socioeconomic backgrounds. The college is located in a beautiful 600-acre wooded land, less than an hour's drive from New York City.

### Counseling and Psychological Wellness Services

Counseling and Psychological Wellness Services (CPWS) is SUNY Old Westbury's student counseling center. It is an ideal setting for interns to gain experience working with a wide variety of presenting concerns and a broad range of diagnoses, and to learn about the workings of a counseling center at a higher education institution. The mission of CPWS is to support and enhance the psychological health, wellbeing, and personal growth of students.

CPWS provides a variety of services for the college and its students, including intake assessments, individual counseling and psychotherapy, crisis intervention, couple's therapy, workshops, and psychodiagnostic testing. Trainees working at CPWS will have the opportunity to take part in all of these activities. CPWS also offers psychiatric services, and trainees will have the opportunity to consult with our psychiatrist.

The primary orientation of CPWS and its training program is psychodynamic, with an emphasis on flexibility and integration. The supervisors at our center have a strong background in psychodynamic therapy, especially object relational, interpersonal, and modern relational theories. In addition, we also employ other approaches – such as cognitive behavior therapy and postmodern psychotherapy – when we find them to be useful to our clients. These orientations form the backbone of our supervision and didactic training, but trainees will also be encouraged to explore and develop their own theoretical orientations.

CPWS serves a highly diverse population. Our patients have a variety of racial and ethnic backgrounds: Our clientele is approximately 30% African-American, 30% Caucasian, 30% Hispanic/Latino, 5% Asian, and 5% other race/ethnicity. Over fifty percent of our patients are first or second generation immigrants, and about a third of the center's clients are first-generation college students.

Trainees will have the opportunity to work with clients who suffer from difficulties across the full spectrum of severity, from clients whose symptoms do not meet diagnostic criteria to clients who are experiencing severe mood disorders, personality disorders, or occasionally psychotic disorders. Many of our clients also have a history of trauma, as well as troubled romantic and family relationships. Trainees will learn to assess for suicidality and homicidality, as well as psychotic symptoms and substance abuse.

CPWS is currently staffed by two full time state-licensed clinical psychologists, a part-time psychiatrist, and an office manager. It offers positions for two psychology interns and two externs. Trainees will also have the opportunity to work with other professionals across the campus.

### **Internship Aims**

The internship year should allow the developing clinician to gain a professional identity, competence in the provision of clinical services, and the ability to work both individually and as part of a team. As such, it is the role of the internship year to serve as a bridge between the student role and one of an entry level professional in the work force. In order to achieve these ends, the internship includes both experiential and didactic learning. Throughout the year, the trainee will develop an increased capability to incorporate theoretical and scientific knowledge into practice. Trainees will develop the use of reflection and self-awareness to further their clinical work.

The internship program utilizes a developmental approach, providing training that is sequential, built on skills and knowledge the intern attains while in training, and graded in complexity. Ongoing program planning and evaluation involving the interns and their supervisors are an integral part of training. Interns will be encouraged to assume a gradually increasing degree of professional responsibility and autonomy as the training year progresses. The internship is an intensive training experience and carries a requirement for completion of 2000 hours within a one-year period.

We recognize that trainees have unique interests and strengths, and we seek to facilitate each intern's individual development. Supervision at our internship is a collaborative process, shaped by each trainee-supervisor dyad. Interns will be encouraged to create new workshops and other outreach initiatives based on their own interests.

We recognize the important nature of collaboration to our field. Thus, we encourage consultation with other mental health and higher learning professionals. These interactions should enable all parties to better serve the needs of the students at Old Westbury. Additionally, trainees can learn from consultants, and these collaborations can help trainees develop a better understanding of the role of the counseling center within the larger university system.

The counseling center serves a student body that is diverse in terms of race, ethnicity, religion, socioeconomic status, ability, sexual orientation, and gender identity. We seek to foster cultural humility as well as cultural competence, and we emphasize sensitivity and respect in all aspects of

training. In this spirit, we value the individual perspective that each trainee can bring, based on unique personal and cultural experiences.

We aspire to the highest ethical and legal standards in all our professional activities, maintain patient welfare as our highest priority, and aim to instill these values in our trainees. We seek to shape clinicians who will be able to identify ethical dilemmas, recognize the human and professional values to which they pertain, and resolve them in a professional and responsible manner.

### **Hands-on Experience**

In order to achieve proficiency and, ultimately, independence in clinical work, Interns require immersion in direct patient care. Interns will participate in an average of 20 weekly hours of direct clinical work.

### **Supervision**

Our training model emphasizes intensive supervision, sufficient in both quality and quantity, and tailored to the needs of each individual intern. We believe that close supervision is imperative to build clinical skills, identify and correct areas of weakness, build on strengths, alleviate insecurities, and resolve concerns, as interns assume direct clinical responsibilities of increasing complexity. Interns will receive a total of four hours of weekly supervision that enables them to implement treatment that is supported by empirical evidence. This includes two hours of individual supervision, an hour-long intake seminar in which trainees receive supervision on new cases, and an hour-long case conference. Interns are not trained in interventions known to be harmful or ineffective. Training includes a component of direct observation, wherein a supervisor co-facilitates, passively observes an intern's work in real time, listens to audio, or views audio/video recordings of the intern's clinical activities on a planned, periodic basis.

### **Goals, Objectives, Competencies, Outcomes, and Thresholds/Exit Criteria**

Goals of Training: The internship program's overarching training goal is to produce skilled, empathic, entry-level health care providers in psychology who possess and utilize a solid foundation of knowledge and practice through the demonstrated attainment of profession-wide competencies listed below:

- 1) **Research:** Demonstrates the independent ability to critically evaluate and/or disseminate research, and/or effectively participates in other scholarly activities at the local, regional, or national level
- 2) **Ethical and legal standards:** Responds professionally and ethically in increasingly complex situations with increasing degrees of independence throughout training
- 3) **Diversity:** Demonstrates the ability to independently apply knowledge and skills in working effectively with the range of diverse individuals encountered during training
- 4) **Professional values and attitudes:** Responds professionally in increasingly complex situations, reflecting the values and attitudes of psychology

5) **Communication and interpersonal skills:** Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services

6) **Assessment:** Demonstrates proficiency in conducting clinical interviews and psychological testing; accurately interprets assessment data; and effectively communicates assessment results

7) **Intervention:** Demonstrates competence in evidence-based interventions

8) **Supervision:** Mentors and monitors trainees and others in the development of competence and skill in professional practice, and effectively evaluates those skills

9) **Consultation and inter-professional/interdisciplinary skills:** Demonstrates ability to collaborate with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities

Objectives: Through the provision of intensive, yearlong, supervised clinical experiences and didactic training seminars, interns will meet the training goals listed above, as they progress toward being able to function as independent, entry-level psychologists with broad-based skill sets based in profession-wide competencies.

Outcomes: Proximal (Expectations for Intern Performance)

Proximal outcomes for interns are measured by written evaluations twice per year. Supervisors will review these evaluations with each intern and discuss strengths, weaknesses, and overall progress in training. Interns are rated on a 5-point scale on each of the competencies (the goals listed above), with a score of 3 representing the minimally acceptable standard of readiness to practice at the entry level. If an intern receives a score of less than 3 on any competency at the midpoint of training, a remediation plan will be created and implemented. For interns to successfully complete internship training, they must complete the required number of hours of training, and they must receive an average score of at least “3” on their final evaluation.

Outcomes: Distal

Distal outcomes for interns are measured by a range of professional milestones. These include, but are not limited to, licensure rates, employment data, publications, presentations, awards, and supervisory and administrative responsibilities. In addition, interns are surveyed on the extent to which they feel the program has accomplished the training goals it has enumerated, as well as their satisfaction with the training experience.

### **Description of Training Experiences**

- Intake Evaluations: Interns will conduct interviews, including assessment of presenting problems, risk factors, substance use, and history. Interns will develop case formulations and treatment plans in consultation with supervisors, and they will create intake reports.

- Individual Psychotherapy: Interns will build a caseload of up to approximately 20-25 clients, depending upon their educational needs and the center's needs. Patients are typically seen weekly, although different frequencies are possible dependent upon specific circumstances. Individual therapy cases will range between very brief to yearlong, depending on client needs.
- Couple's Therapy: If cases are available, interns will have the opportunity to provide couple's therapy. Couples are typically seen weekly, although varying frequencies may be possible.
- Crisis Intervention: Interns will have the opportunity to provide immediate assistance to patients who present in crises in order to assess risk, provide support, assist with problem solving, and formulate therapeutic and safety plans.
- Outreach Activities: Interns will have opportunities to join staff in outreach activities, such as depression screening and a health fair. Interns will be encouraged and supported in the creation of further outreach projects, such as workshops, lectures, in-class presentations, and campus-wide activities.
- Psychodiagnostic Testing: Interns will provide psychodiagnostic testing, typically focused on the identification and diagnosis of learning disabilities and/or ADHD. These assessments typically involve measures of cognitive, academic, and executive functioning. In certain instances, interns may also have the opportunity to provide personality testing. Due to the time-consuming nature of psychodiagnostic testing, this activity will primarily take place during the winter and summer breaks, when demand for psychotherapy at CPWS is decreased.
- Supervision of Externs: Each intern will meet with an extern weekly, beginning in late January, to provide supervision on one ongoing therapy case.
- Individual Supervision: Interns will be assigned two supervisors from the permanent staff to supervise them on all clinical activities (including on their supervision of externs) and to aid in professional development. Both supervisors are licensed psychologists in New York State. Each supervisor will provide the intern with no less than one hour of supervision per week, for a total of two hours per week individual supervision. Additional individual supervision will be provided for psychodiagnostic testing and outreach activities as needed.
- Case Conference: Interns will participate in a weekly case conference, led by a permanent staff member, in which staff and trainees present clients and work together to formulate cases.
- Intake Seminar: Interns will participate in a weekly intake seminar attended by all members of CPWS (trainees and permanent staff). During this seminar, clinicians present their intakes, and trainees receive supervision on these cases.
- Didactic Seminar: Interns will participate in a weekly didactic seminar covering various treatment approaches, multicultural perspectives, ethics, risk assessment, and other issues relevant to practice in a counseling center. Interns will be expected to prepare for the seminars by reading scholarly articles and book chapters that will be distributed. Each intern will also be asked to lead one didactic seminar near the end of the year.

### **Approach to Supervision**

The internship takes a developmental approach to training and supervision with consideration for each intern's individual needs and skill level. The internship is viewed as a transition in which the intern develops from the role of a student into that of a professional. Interns are encouraged to challenge themselves in the supportive environment of the internship training.

Two hours of individual supervision, are provided for every 40 internship hours. Interns receive supervision from two different psychologists during the training year. It is a policy of the internship, consistent with New York State Mental Health Law, that supervisors are clinically responsible for

their cases under supervision. Supervisors are notified of this policy by means of this document.

### **Evaluation**

Evaluation of interns is to be a collaborative process designed to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluation of performance and also a vehicle for change. The training director formally evaluates interns on all competencies at the mid-point and conclusion (i.e., twice yearly). These evaluations are sent to the Directors of Clinical Training at the interns' graduate programs in order to inform the directors of the interns' progress. Directors of Clinical Training are also informed of any problems with the intern progress when such problems are identified.

We are also committed to evaluating the internship program to allow for enhancement and improvement. As part of this process, interns formally evaluate supervisors, in writing, at the conclusion of the training year. "Graduating" interns are asked to complete an evaluation of the internship training program at the completion of training.

### **Hours, Stipend, and Benefits**

The internship is a full-time, year-long internship. Interns are expected to complete 2000 hours during their internship year. The internship is considered part-time employment and part-time volunteer work. As part-time employees, interns receive salary of \$23,000.000, as well as additional benefits, such as health insurance and paid time off.

### **Training Resources**

#### Supervisory Staff

Oren Shefet, Ph.D., Director of Counseling and Supervisor

Lauren Becker, Ph.D., Assistant Director of Counseling and Training Director

#### Physical Facilities

The counseling center is an office suite containing individual offices, a group meeting room, a waiting room, a clerical area, and a file room. Each intern is given an office of their own for the duration of their internship.

#### Clerical Support

CPWS has an office manager who schedules clients, answers phones, assists individuals entering the counseling center, manages our paper filing system, and provides other administrative assistance.

### **Adaptations During COVID-19**

Currently, all SUNY Old Westbury employees, including CPWS interns, are working in the office. SUNY Old Westbury is following CDC, state, and local government guidelines to protect the safety of staff, trainees, and students/clients. CPWS is now offering services on both an in-person and remote basis, depending on client preferences. For remote services, students are offered the choice of using Microsoft Teams (audio and/or video) or phone. In special circumstances when using Teams is not possible, the director may grant permission for the use of Zoom. Outreach activities occur both in-person and via Zoom. With the return to the office, we have also resumed providing psychological testing services. Due to the evolving nature of the pandemic and associated regulations, it is possible that our procedures for training and delivering services may change. For example, it is possible that it could

become necessary to resume fully remote services, and to halt testing during that period. Conversely, it is also possible that we may return to fully in-person services at some point in the future.

### **Disclosure Statement/Background Checks**

Internship applications may be discussed among the staff SUNY Old Westbury. If selected into this program, internship files (including application, written evaluations, etc.) will be shared with APA site visitors during any accreditation visits and may also be shared with APPIC for membership purposes.

Interns may be required to submit background checks prior to beginning training. These checks may include (but are not limited to): social security number verification, felony and misdemeanor (primary and secondary court search), seven year residency history based on given addresses and others found from the Social Security verification (including all names), sex offender – national, national criminal record file – adjudicated, and federal criminal record. Interns may be asked to provide health related documents including MMR documents, HepB documents, History of Varicella, and a recent TB test. Failure to pass background checks and/or provide necessary documentation may result in revocation of internship offer.

**The deadline for application** for the 2022-2023 training year is November 15, 2021.

**The internship duration** is from August 31 until August 30 of the following year, or the first working day after August 31 until the last working day before August 30 of the following year.

### **Application Instructions**

All applicants must submit the AAPI online via the Applicant Portal on APPIC's webpage. Please visit our listing in the APPIC Directory (DoL) at [www.appic.org](http://www.appic.org) for further instructions. All application materials must be uploaded to the APPIC applicant portal for the 2022-2023 training year.

### **Selection Procedures**

SUNY Old Westbury CPWS participates in the Association of Psychology Postdoctoral and Internship Centers (APPIC) National Match with the assistance of National Matching Services. All selection procedures will be conducted within APPIC and National Match guidelines. The internship further 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 applicant. In accordance with APPIC policies, if matched with a site, the applicant must intern at that site.

### **Selection Criteria at the Time of Application**

Graduate Program: Applicants from APA or CPA-accredited doctoral training programs in clinical, counseling, and school psychology are preferred. Prior to accepting any applicant from a non-accredited program, the Training Director and Director of Counseling will discuss the appropriateness of the applicant for the internship program.

Academic Record: Students are expected have satisfactorily completed academic requirements (three



and one-half years of full-time training or the equivalent) prior to the internship application, including the doctoral dissertation proposal, and they are expected to be on track to complete the fourth year before beginning internship training.

#### Clinical Experience:

Applicants are expected to have completed a minimum of two academic years of part-time supervised clinical training. Applicants should demonstrate interest and preferably experience in providing psychotherapy to adolescents and/or adults. They should also show interest in working with diverse populations from a psychodynamic perspective. Interest in college mental health is essential, and experience in this area is a plus

Letters of recommendation: Applicants must have two letters of recommendation, at least one of which must be from a clinical supervisor who is well acquainted with the applicant's clinical work. The second letter may be from a supervisor or a professor or academic advisor.

Interviews: The Training Director reviews internship application materials and then selects applicants to invite for interviews as an important step in evaluating prospective interns.

Applications must include:

- Completed APPIC Application for Psychology Internship (AAPI) available online at <http://www.appic.org>.
- A cover letter outlining your interest in the Internship. Please address the letter to Dr. Lauren Becker, Internship Training Director.
- Two letters of recommendation, at least one of which must be from a clinical supervisor. The second letter may be from a supervisor or a professor or academic advisor.

The Training Director will review applications and select for interviews those applicants that meet minimum requirements and appear to be a good fit for the site. Interviews will be conducted by the Training Director and/or the Director of CPWS. The Training Director will submit rankings into the ROLIC (Rank Order List Input and Confirmation) system.

#### **Non-discrimination statement**

This internship is guided in its respect for individual and cultural diversity by the non-discrimination policies of its host, SUNY Old Westbury. It is the policy of the State University of New York ("the State University" or "SUNY") that no discrimination against or harassment of individuals will occur on any of the campuses or in the programs or activities of the University. Furthermore, the University provides equal opportunity in employment for all qualified persons; prohibits discrimination in employment; and promotes the full realization of equal employment opportunity through a positive, continuing program for the University as a whole and for each constituent unit of the University. SUNY College at Old Westbury is committed to an educational and employment environment in which all individuals are treated with respect and dignity. Each individual has the right to work or study in a professional atmosphere that promotes equal treatment and prohibits discriminatory practices, including harassment. Therefore, the College expects that all relationships among persons at the College will be professional and free of bias, prejudice and harassment. It is the policy of the College to ensure equal

treatment without discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, citizenship, marital status, sexual orientation or any other characteristic protected by law. The College prohibits and will not tolerate any such discrimination or harassment.

Interns encountering any form of discrimination or harassment should report these matters immediately to the Training Director who will accept all inquiries as well as allegations of discrimination and harassment and will assist students to take appropriate follow-up action. Furthermore, the internship is informed by the document, *APA Multicultural Guidelines executive summary: Ecological approach to context, identity, and intersectionality* published in the *American Psychologist* in 2019, and the *Report of the APA Task Force on the Implementation of the Multicultural Guidelines*, published in 2008. The internship recognizes the need for evolving training in psychology that continually considers the needs of individuals and groups who have been marginalized within and by psychology due to ethnic/racial heritage and social group identity or membership. The program strives to provide its students with an understanding of the importance of addressing issues of racial and social justice in research, practice and organizational change. The current *Ethical Principles of Psychologists and Code of Conduct* (particularly policies on unfair discrimination) also provides a framework for training.

### **Didactic Seminar Series Schedule 2022-2023**

\*All didactic seminars are held from 12 to 1 pm

8/31/22 Intake assessment  
9/6/22 Risk assessment and safety planning  
9/13/22 Ethical and legal issues in college counseling  
9/20/22 Developmental considerations for college students  
9/27/22 First generation college students  
10/4/22 Generation Z (unique culture and differences from prior generations)  
10/11/22 Telehealth  
10/18/22 Trauma, part 1  
10/25/22 Trauma, part 2  
11/1/22 Working with clients of different racial, ethnic, and socioeconomic backgrounds – part 1  
11/8/22 Working with clients of different racial, ethnic, and socioeconomic backgrounds – part 2  
11/15/22 Religiosity and psychotherapy  
11/22/22 Diagnosis by DSM and psychodynamic classification  
11/29/22 Psychodynamic theory: Defense mechanisms, Part 1  
12/6/22 Psychodynamic theory: Defense mechanisms, Part 2  
12/13/22 Psychodynamic theory: Object relations  
12/20/22 Assessment of learning disabilities and ADHD  
1/3/23 Projective personality assessment  
1/10/23 Psychodynamic Theory: Self psychology  
1/17/23 Supervision  
1/24/23 Attachment and implications for psychotherapy  
1/31/23 Psychodynamic theory: Interpersonal and modern relational perspectives  
2/7/23 Psychodynamic Conceptualization  
2/14/23 Understanding and treating self-injurious behavior  
2/21/23 Psychotherapy with LGBTQ clients, part 1  
2/28/23 Psychotherapy with LGBTQ clients, part 2: Focus on transgender individuals  
3/7/23 Working with clients with disabilities and chronic illnesses

3/14/23 Couples therapy  
 3/21/23 Outreach and consultation on college campuses  
 3/28/23 Immigration Experience  
 4/4/23 Therapist-initiated termination  
 4/11/23 Cognitive behavior therapy, part 1  
 4/18/23 Cognitive behavior therapy, part 2  
 4/25/23 Humanistic and Existential Therapy  
 5/2/23 Art therapy  
 5/9/23 Postmodern therapy  
 5/16/23 Intern-led didactic (topic of choice)  
 5/23/23 Intern-led didactic (topic of choice)  
 5/30/23 Narrative therapy  
 6/6/23 Single session and Ultra Brief Therapy  
 6/13/23 Dialectical Behavior Therapy (DBT) overview  
 6/20/23 DBT strategies for challenging patient behaviors  
 6/27/23 Sleep disorders  
 7/4/23 Use of dreams in therapy  
 7/12/23 Psychiatric medications, part 1  
 7/19/23 Psychiatric medications, part 2  
 7/25/23 Substance use and abuse  
 8/1/21 Eating disorders  
 8/8/23 Self care  
 8/15/23 Professional development: taking the next steps in your career  
 8/22/23 Interns' feedback, evaluation, and wrap-up

## **Due Process for Problem Behaviors**

### Definition of Problem Intern Behaviors

Problem intern behaviors are defined as behaviors or attitudes that seriously disrupt the intern's capacities to deliver clinical services; maintain working relationships with peers, supervisors, or other staff; or adhere to appropriate standards of ethical and professional behavior. Problem intern behaviors are distinguished from weaknesses, which do not produce these serious consequences, and which are the focus of ongoing supervision. In fact, identification of areas of strength and weakness is an integral part of training and of the intern's professional development throughout the year.

Problem behavior is defined broadly as interference in professional functioning, reflected in one or more of the following ways:

1. Inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior
2. Inability to acquire professional skills in order to reach an acceptable level of competency, and/or
3. Inability to control personal psychological dysfunctions, and/or excessive emotional reactions, which interfere with professional functioning over an extended period of time.

Problem behavior is characterized by one or more of the following features:

1. The quality of services delivered by the intern is negatively affected over a significant period of time.

2. The problem is not restricted to one area of professional functioning.
3. The intern persistently does not acknowledge, understand, or address the problem when it is identified
4. A disproportionate amount of attention by training personnel is required;
5. The problem behavior does not change as a function of feedback, remediation efforts, and/or time; OR
6. The behavior is a significant violation of the APA code of the APA code of ethics or commonly accepted professional standards.

#### Advisement of Problem Behaviors, Remediation, Probation, and Termination

When, through the twice-yearly intern evaluation process or at other necessary junctures, intern problem behavior, having the above characteristics is identified, a series of procedures for responding is initiated. These include:

1. The Training Director will convene a Review Committee consisting of the Training Director, the Director of Counseling, and any other supervisor(s) who have provided supervision to the intern in question.
2. The intern will be advised in writing of this review, and invited to provide a statement or information.
3. With all information in hand, the Committee will take one or more of the following actions:
  - a. The Committee may determine that no further actions, other than existing supervision, monitoring, evaluation, and timely feedback are needed; or
  - b. The Committee may produce an Acknowledgment Notice to the intern, stating:
    - i. The Committee is concerned about the problem behavior, that the intern has been advised of the problem behavior, and that a plan for remediation, with a specific time frame, has been initiated. The plan could include interventions such as enhanced supervision with the same or other supervisors, and/or other appropriate interventions. The time frame for review of the problem behavior will be, at most, three months, depending on the specifics of the remediation plan; or
    - ii. The Committee is concerned about the problem behavior, and that the intern has been advised of the problem behavior, but that no further action, other than existing supervision, monitoring, evaluation, and feedback, is needed; or
  - c. The Committee may compose a Probation Notice to the intern. Probation is intended as a remediation-oriented, time-limited action, during which the intern's continuing ability to complete the internship will be assessed. At the end of Probation, the Committee will determine either that the intern will be able to return to more fully effective functioning or that the intern will not be able to do so. The Probation Notice will include:
    - i. A description of the problem behavior;
    - ii. A plan for remediation - which could include interventions such as: enhanced supervision, with the same or other supervisors, change in the approach and/or

emphasis of the supervision, a leave of absence or suspension of the intern from some or all activities, and/or other intervention(s). Suspension of professional activities or leave of absence will occur only when the determination that the welfare of the intern, intern's patients, or other persons could be jeopardized;

iii. A time frame for probation, during which problem amelioration is expected. A reasonable time frame for review of the problem behavior, and the Probation, will have been determined by the Committee, and specified in the Probation Notice; and

iv. Procedures for assessing whether or not the problem has been appropriately rectified.

4. Following Acknowledgment or Probation Notice, the following action steps will be taken:

a. The Training Director and the intern will review the remediation plan and time frame. The intern may decide either to accept the plan, or to challenge it.

b. The Training Director will notify the intern's Director of Clinical Training, in writing, of the intern's problem behavior, Probation status, and the plan and time frame for remediation. If Probation has the potential to interfere with the intern's accrual of sufficient training hours for completion of internship, the intern, and their home doctoral program will be advised of this, in writing. A copy of this notification will be given to the intern.

5. At the specified time point for evaluation of Probation status, the Committee will review the problem behavior and Probation status. If the remediation plan has not rectified the problem behavior, and/or the intern seems unable or unwilling to improve the problem behavior, the Committee will take one or more of the following actions:

a. The Committee will extend Probation status, under the same conditions, for a specific time period, and notify the intern of this, in writing; or

b. The Committee will extend Probation status, while suspending the intern from professional activities compromised by the problem behavior for a specific, reasonable, time period during which evidence that the problem behavior is rectified could be obtained. Suspension of professional activities will occur only when the determination that the welfare of the intern, intern's patients, or other persons could be jeopardized. The Committee will notify the intern of this, in writing. If suspension has the potential to interfere with the intern's accrual of sufficient training hours for completion of internship, the intern, and the Director of Clinical Training at the intern's academic program will be advised of this, in writing. At the end of the suspension period, the Training Committee will review the problem behavior and the indications for suspension, and determine if, and when, the professional activities could be resumed; or

c. The Committee will extend Probation status, while placing the intern on Administrative Leave, and withdrawing all responsibilities and privileges at the training agency. Administrative Leave will only be recommended in the event of the intern's severe violations of the APA Code of Ethics, severe violation of state or federal law, significant risk

of physical or psychological harm to an individual, or inability to complete the internship due to incapacitating illness. The Committee will notify the intern, and their Director of Clinical Training of this and its effects on stipend, any benefits, and accrual of sufficient hours for completion of internship, in writing. If Administrative Leave has the potential to interfere with the intern's accrual of sufficient training hours for completion of internship, the intern, and their Director of Clinical Training will be advised of this in writing; or

d. The Committee will recommend that the intern be terminated immediately from the internship program. Actions for termination will be initiated. Termination will only be recommended in the event of the intern's severe violations of the APA Code of Ethics, severe violations of state or federal law, significant risk of physical or psychological harm to a person, or inability to complete the internship due to severe physical or mental illness. Termination will be recommended only after all specified remediation interventions do not rectify the identified problem behavior(s) after reasonable time periods. The intern, as well as their Director of Clinical Training, will be notified, in writing, of this. If appropriate, the Committee will recommend that the intern consider alternatives to their original career goals;

6. At end of the training year, for interns on active Probation status, the Committee will review the problem behavior(s) and Probation status, to determine whether or not the conditions for revoking Probation status have been met. If the Committee determines that problem behavior has not been rectified, and the intern has, thus, not fulfilled program requirements for internship completion, the intern will be advised, in writing, that they have not completed the internship. This will only be recommended in the event of the intern's severe violations of the APA Code of Ethics, severe violation of state or federal law, significant risk of physical or psychological harm to a person, or inability to complete the internship due to severe physical or mental illness. It will be recommended only after all specified remediation interventions do not rectify the problem behavior after reasonable time periods. The intern, as well as their Director of Clinical Training, will be notified in writing of this. If appropriate, the Committee will recommend that the intern consider alternatives to their original career goals.

### Appeal

At any point in the Evaluation, Advisement, Remediation, Probation and Termination process, an intern can initiate an appeal process to challenge an action. The intern has a five-working day window within which to notify the Training Director, in writing, of the intent to make this challenge. After this, the intern has a 5-workingday window within which to provide written explanation of the challenge. Grounds for appeal may consist of new information, failure of the internship to follow procedures, inappropriately excessive consequences, or any other issues the intern may put forward that may form the bases of an appeal.

With the intern's written challenge in hand, the Training Director will convene an ad-hoc Review Panel to consider the appeal. The Review Panel is composed of the internship Training Director, and two clinical psychologists who will serve as consultants. These consultants may be psychology professors at Old Westbury or supervisors at other internship sites in the area. The Training Director convenes the Review Panel but does not vote on decisions. The Review Panel is formed and makes its

decisions in consultation with APPIC. The Review Panel considers the challenge and its evidence, and within 10 working days, makes a recommendation determined by majority opinion, to the Internship Training Director, who then meets with the intern to discuss the decision of the Review Panel.

## **Grievance Procedures**

A grievance procedure may be necessary if an intern has a complaint against the internship training program. Interns may grieve on all aspects of their training experience. To illustrate, complaints may arise concerning administrative procedures such as evaluations, stipends, or concerning individuals.

Often, a complaint will arise in the context of a conflict between an intern and a supervisor, fellow intern, or staff member. Interns may grieve on all aspects of their training experience. Whatever the source and whatever the concern, it is preferable that an attempt be made to resolve the conflict through informal interaction with the Training Director when it concerns aspects of the internship Program, or directly with the person(s) who may be the object of the complaint. The Training Director encourages and guides interns in handling conflicts informally.

If this is not successful, the procedure becomes formalized and follows the protocol described below, continuing with an informal approach described below in 1.

1. A meeting is scheduled with the Training Director to discuss the conflict. It may be decided at this point to have another meeting with the other party or parties involved. If these steps are successful in resolving the conflict, the procedure ends
2. If step 1 is not successful, the intern is advised he/she may submit a written grievance to the Training Director. This should include all of the relevant details including a proposed resolution. The Training Director may call a second meeting with all parties involved or whomever he believes is appropriate. A written copy of the grievance will be given to the persons involved. If this meeting results in an agreed upon course of action, it will be summarized by the Training Director and distributed to all persons involved.
3. If step 2 is unsuccessful, or if the Training Director is the object of the complaint, the Training Director informs the intern about his/her right to bring the grievance to the Director of Counseling. The Director of Counseling will convene a Review Panel of himself and two clinical psychologists who will serve as consultants. These consultants may be psychology professors at Old Westbury or supervisors at other internship sites in the area. If the Director of Counseling is the object of the complaint, the Training Director will take the Director's place on the Panel. The Review Panel will hear the grievance and attempt a resolution. The panel may consult APPIC during this process. The intern may also request to meet with the Review Panel or be asked to supply information or to meet with the Review Panel. All parties involved will be informed of the resolution.

The decision of the review panel may include but is not limited to the following:

- a. No action is deemed necessary.
- b. The intern may be reassigned to work with a different supervisor/staff person
- d. The supervisor/staff member/Director will be referred to the Old Westbury HR department

for further action.

In the event that all steps fail to resolve any grievance, or if the issue(s) are of such a serious nature that require urgent action, the intern or the review panel may refer the action immediately to APPIC or Human Resources, who will render a decision as to how to resolve the issue that may include, but is not limited to, the following:

- a. No action is deemed necessary.
- b. The intern may be reassigned.
- c. The supervisor/staff/Director may be reassigned.

The internship's investigation and resolution of intern or staff concerns that are the subject of a grievance will be consistent with established policy and procedure of SUNY Old Westbury, the rules and guidelines of the United University Professions (UUP Union), as well as with all applicable law.