

Illinois  
Psychological  
Association  
Psychology  
Internship  
Consortium  
Handbook

2021-2022 Edition



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## **INTRODUCTION TO THE IPAPIC**

### **About the Consortium**

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

### **IPAPIC Vision**

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

### **Mission Statement**

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

### **Values**

<i>Respect</i>	We respect all customers without regard to race, sex, age, disability, health status, gender identity, sexual orientation, socioeconomic status, or faith.
<i>Compassion</i>	We strive for sensitive, humane, and respectful relationships with everyone we care for and with whom we work.
<i>Assessment</i>	We continually strive to assess and reassess all processes within our organization to improve our performance.
<i>Leadership</i>	We believe in effective leadership by promoting an organizational culture that focuses on continually improving performance for all client needs in a collaborative effort to fulfill the mission statements of Genesis Therapy Center, Khalil Center, Psychological Consultations, Center for Personal Growth and LifeWorks Psychotherapy Center.
<i>Unity</i>	We believe in a team-integrated service that promotes trust and safety, as well as clear and open communication.

*Excellence* We strive for excellence by committing resources to ongoing education and training that will result in qualified, competent care providers.

*Service* We believe our customers are entitled to quality health care services.

### **Our Pledge to Clients**

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

### **About This Handbook**

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

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

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

Doctoral Interns will receive the title of "Intern" during their time as part of IPAPIC. Interns may not misrepresent themselves or their qualifications in any way to clients, staff, or other agencies. Throughout the rest of this handbook, the term "Intern" will be used to refer to those Interns who will be selected by IPAPIC to train at their sites for a Doctoral Internship training year.

All applicants must have completed adequate coursework and be authorized by their academic training programs to participate in Internship as demonstrated by a letter from the institution. Additionally, applicants must have successfully completed courses in group therapy, abnormal

psychology, and a cultural diversity class. All Interns must also have completed adequate and appropriate practicum training of 1,200 or more hours prior to beginning the Internship.

### **THE IPAPIC TRAINING EXPERIENCE**

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

- Each Intern is expected to complete a minimum of 2,200 hours. The IPAPIC Internship runs a full 12-month year, July - June 30. Should the required hours be accumulated before 12 months elapse, Interns are still required to complete the full training year.
- Guidelines for direct service hours will be outlined in the sections describing each individual site. In addition, specific expectations may be discussed with supervisors.
- Individual and group supervision are provided at each site, with a minimum weekly requirement of four hours. Didactic training and peer supervision with other consortium Interns are also requirements of IPAPIC. At least two hours of weekly individual supervision by a Licensed Psychologist will be provided at each Internship site. Further, all Interns will be provided with an additional two or more hours of group supervision, didactic trainings, and consultation/staff meetings with a Licensed Psychologist.
- All IPAPIC Interns also attend a weekly two-hour consortium-wide group didactic, presented by a Licensed Psychologist and a one-hour consortium wide peer supervision with all of the current Interns which take place on Fridays. Didactics will take place weekly on Friday mornings: **Friday 9:00-11:00 didactic training, followed by 11:00-12:00 peer supervision.**
- Lastly, Interns also receive supervision, as needed, centered on their provision of clinical and administrative supervision of Externs.
- Regardless of which site at which you are matched, all services must be appropriately documented. A supervisor will regularly discuss with you the quantity and quality of your performance in relation to the program's goals and expectations, as well as to ensure you are meeting the Minimum Requirements set forth by APA.
- At least twice annually, at the 6-month period and at the end of the training experience, Interns are officially evaluated by their supervisor on various competencies, in accordance with APA's Profession-Wide Competency Requirements. In addition, the supervisor will regularly evaluate Interns on their performance and identify strengths and challenges. The 6-month and final evaluation covers the following core areas which based on APA's Profession-Wide Competency Requirements:
  - Intervention, Research, Assessment, Ethical and Legal Standards, Interprofessional and Interdisciplinary Consultations, Professional Values,

Attitudes, and Behaviors, Supervision, Cultural and Individual Diversity, and  
Communication and Interpersonal Skills

- Regardless of the site, IPAPIC documents and permanently maintains accurate records of the Interns' training experiences, evaluations, and certificates of internship completion in their Student/Intern file.

## **MEMBERSHIP SITES/TRAINING TRACKS**

### **Center for Personal Growth (CPG)**

*APPIC Match Number: 215813*

Center for Personal Growth (CPG) is a multi-specialty private practice in Carol Stream, Illinois. Dr. Erin Liebich maintains overall responsibility for Intern training experiences. Dr. Liebich is an active Licensed Clinical Psychologist in Illinois. She is the Owner and Clinical Director of CPG and oversees all functions of the clinical practice, including referrals, case assignments, assessment, treatment, clinical record keeping, and evaluation of Interns.

CPG's staff consists of two Illinois Licensed Psychologists, two Post-Doctoral Fellows, two Licensed therapists, and several assessment, therapy, and advanced externs. Staff members carry clinical responsibility for the cases being supervised and provide supervision. Dr. Liebich and Dr. Tipping provide at least two hours per week of regularly scheduled individual supervision. Supervision focuses on both professional and personal growth, encouraging the Intern to critically evaluate aspects of culture, diversity, professional skills, and personal predispositions within the work with each client.

#### **Training at CPG**

Center for Personal Growth is a private group practice located in Carol Stream, a western suburb of Chicago, Illinois. Interns at CPG provide psychological services to diverse populations, most especially clients with motor and neurodevelopmental disabilities, childhood trauma, eating disorders, and Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) clients. Other areas of practice at CPG include individual, family, couples, and group therapy, as well as child-centered play therapy and sand tray therapy. Services conducted at CPG include therapy, psychological and neuropsychological assessment, groups, and community presentations. CPG is a theoretically diverse site with Humanistic theory as the foundation of all treatment approaches. An emphasis is placed on utilizing individual and cultural factors as well as empirically-based practices to inform treatment. Interns will be trained in Client-Centered treatment approaches as well as Acceptance and Commitment Therapy, Mindfulness, and Dialectical Behavior Therapy.

At CPG, Interns not only gain experience with a diverse array of presenting concerns but are also involved in learning the nature of running a group private practice. Clients' typical diagnostic presentations vary from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance or Medicaid health plans. In addition, the Intern at CPG is given the opportunity to provide direct weekly clinical and administrative peer supervision for 2-4 diagnostic, therapy, and advanced externs training at CPG. Interns typically engage in at least 20-25 hours of direct service weekly. The remaining clinical hours during the week are spent in providing and obtaining supervision, research, assessment administration, scoring, report writing, and record keeping. At the completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in treatment, assessment, group work, case

management, and consultation. CPG's diverse training and supportive supervisory environment aims to facilitate personal and professional advancement and to produce a doctoral level psychologist candidate who is prepared for a promising career.

### **CPG Intern Benefits**

- **Stipend**
  - \$28,000 per year. \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for ten (10) paid vacation days during their Internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time.
- **Family Leave**
  - Interns may take up to three (3) days off for a death in the family. These days are not deducted from vacation days. Adjustments are made on a case-by-case basis.
- **Holidays**
  - Interns will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving (day of and day after), and Christmas Eve and Day. Due to patients being especially vulnerable during the holidays and needing additional support, we do not encourage Interns to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their Internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence.
- **Dissertation Work Time**
  - Interns may incorporate up to five (5) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a month in advance.



## **Genesis Therapy Center (GTC)**

*APPIC Match Number: 215816*

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

Presently, GTC operates out of eight offices within the Chicagoland area, allowing the site to offer an extensive variety of training experiences to all Interns. Most Interns work in offices in Oak Lawn and Oak Forest. GTC is an interdisciplinary practice comprised of Licensed Clinical Psychologists, Licensed Clinical Professional Counselors, Licensed Professional Counselors, Licensed Marriage and Family Therapists, a Certified Drug and Alcohol Counselor, and a Licensed Clinical Social Worker. These licensed professionals train Interns to provide all levels of outpatient treatment of psychological stressors and disorders.

At GTC, Intern supervision is provided by staff members or qualified affiliates who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled individual supervision is provided by one or more doctoral-level Licensed Psychologists. Interns also receive supervision as needed centered on their provision of clinical and administrative peer supervision of externs. In addition, Interns are required to attend weekly group supervision, staff meetings, and weekly professional development didactics. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the Intern. Interns at GTC will be expected to diversify their training experience by working with every supervisor in accordance with the supervisor's area of professional expertise.

Interns are expected to log an average of 45 hours per week working at GTC. The primary focus of the Interns will be on direct client service. Caseloads typically build to an average of 25 client hours per week. The clients served by Interns are children, adolescents, and adults in individual, couple, and family modalities. In addition, there are several ongoing groups, which Interns may be expected to co-lead, including social skills groups for children and a group for senior citizens.

A unique component of training at GTC is the opportunity to provide clinical and administrative peer supervision for externs training at GTC. Interns typically work with 3 to 4 students throughout the year. Interns participate in supervisory meetings with senior staff to discuss the progress of the externs monthly and collaborate with the primary supervisors of the externs to foster growth and development. They are also expected to assist in the facilitation of orientation and training the new externs at the beginning of the year, including planning for and implementing the orientation in August.

Interns can opt for training and supervision in conducting psychological testing. In addition to GTC's extensive on-site testing library, Interns are welcome to use other tests from the libraries at their graduate institutions. At the completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in treatment, assessment, group work, case management, and consultation. GTC's diverse training and supportive supervisory environment aims to facilitate personal and professional advancement and to produce a doctoral level psychologist candidate who is prepared for a promising career.

### **GTC Trainee Benefits**

- **Stipend**
  - \$28,000 per year      \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time.
- **Family Leave**
  - Interns may take up to three (3) days off for a death of close relatives (i.e., parents and siblings) and one (1) day for second-order relatives (i.e., grandparent, aunt, uncle, in-laws). These days are not deducted from vacation days. Adjustments may be made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to clients being especially vulnerable during the holidays and needing additional support, we do not encourage Interns to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick or personal days during their internship. If sick, Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence. If the Intern needs to request a personal day, he or she must notify the Clinical Director at least 48 hours prior to the requested day.
- **Dissertation Work Time**
  - Interns may incorporate up to two (2) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a month in advance.

## **Khalil Center (KC)**

*APPIC Match Number: 215812*

Khalil Center (KC) is a community mental health center with three locations in Chicagoland (Glen Ellyn – Primary Site, Lincolnwood, and South Chicago). Khalil Center provides an array of psychological services to diverse populations, especially American Muslim clients. Khalil Center is the largest provider of direct services to the American Muslim population nationwide. Khalil Center also specializes in spiritually integrated psychotherapy within an Islamic context. Other areas of practice at Khalil Center include individual, family, couple, and group therapy, psychological testing, services to local private schools, as well as community preventative educational seminars and workshops. Services conducted at Khalil Center include therapy, assessment, groups, and consulting.

At Khalil Center, Dr. Sarah Syed maintains overall responsibility for Interns' training experiences. Dr. Sarah Syed serves as the Clinical Director of Khalil Center and works with Dr. Fahad Khan & Dr. Monica Saavedra in overseeing all functions of the clinical practice, including referrals, assignment of cases, assessment, treatment, and evaluation of students. Dr. Gregory Sarlo plays a supportive role in clinical training. Staff members carry clinical responsibility for the cases being supervised and provide supervision. Dr. Syed and Dr. Khan provide at least two hours per week of regularly scheduled individual supervision. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainee.

### **Training at KC**

Interns not only gain experience with a diverse array of presenting concerns but are also encouraged to personally and professionally grow as a clinician, finding their assortment of skillsets that are unique to them. Interns will have the opportunity to serve diverse populations, most especially American Muslim clients and learn about offering service at a community-oriented treatment center. Interns will also learn about spiritually integrated psychotherapy and potentially have the opportunity to participate in some grant funded applied research on spiritually integrated psychotherapeutic modalities and attend related academic conferences. Interns will provide individual, family, couple, and group therapy, psychological testing, services to local private schools as well as community preventative educational seminars and workshops. Clients' typical diagnostic presentations may vary from acute to chronic difficulties. Khalil Center is a not-for profit 501c3 and has a 'services over finances' policy, providing services to all irrespective of financial circumstances. These include clients who are insured, uninsured or not covered by their insurance.

Additionally, given the community-oriented culture of the center, interns will be required to correspond with local community leaders, centers, agencies in setting up and planning community-based programming on and off-site. These may include arranging for and conducting speaking arrangements, trainings, providing support services or community prevention services. Interns will also participate in data collection and program evaluation of our clinical program.

Interns are also given the opportunity to provide direct weekly clinical and administrative peer supervision for therapy externs training at Khalil Center. Interns typically engage in at least 15-20 hours of direct service weekly. The remaining weekly clinical hours are spent in supervision, research, assessment administration, community programming or program development, scoring, and report writing.

At the completion of the internship experience, interns will demonstrate competency in domains set forth by APA in the treatment, assessment, group work, case management, and consultation. The ideal at the end of Internship is to attempt to produce through Khalil Center excellence in training the best possible readiness for professional practice as a doctoral level psychologist candidate. Additionally, interns will have an appreciation for and specific competencies in spiritually integrated psychotherapy, cultural competency particularly in working with American Muslims.

### **KC Intern Benefits**

- **Stipend**
  - \$28,000 per year      \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for ten (10) paid vacation days during their Internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time.
- **Family Leave**
  - Interns may take up to three (3) days off for a death in the family. These days are not deducted from vacation days. Adjustments are made on a case-by-case basis.
- **Holidays**
  - Interns will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Eid al-Fitr (day of and day after) and Eid al-Adha (day of and day after), as well as Christmas Day. Due to patients being especially vulnerable during the holidays and needing additional support, we do not encourage Interns to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their Internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence.
- **Dissertation Work Time**
  - Interns may incorporate up to five (5) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a

month in advance.

## **LifeWorks Psychotherapy Center (LifeWorks)**

*APPIC Match Number: 215814*

LifeWorks is an “explicitly inclusive” practice -- embracing diversity in all its forms and welcoming clients of all ages, ethnicities, races, spiritual practices and religious traditions, genders and sexual orientations. LifeWorks staff have many years of experience working with transitions, issues and conflicts related to relationships and identities that are marginalized or largely unsupported by society such as lesbian, gay, bisexual, transgender, queer, intersex, asexual, kink/BDSM, non-monogamy, open relationships, polyamory, sex work, etc.

LifeWorks provides individual and relationship psychotherapy as well as support groups for adults. We have 3 locations: Skokie, Lakeview and the Central Loop. Interns are expected to do some of their clinical hours, most supervision, and all training modules in the Skokie office.

### **Training at LifeWorks**

The growing visibility and cultural acceptance of non-mainstream identities, lifestyles and relationships has given rise to increased demand for psychologists who can respond competently to requests for professional services from culturally specific clients.

This program focuses on three elements we consider important to meet the needs of the communities of clients we serve:

1. Deepening the clinical interviewing, case formulation and therapeutic skills from within a depth psychotherapy perspective,
2. Strengthening each intern’s identity as a therapist and expanding the capacity to use their unique strengths, experiences and identities as a psychologist, and
3. Developing cultural competence (attitudes, skills and knowledge) related to LGB, trans and gender non-binary, queer, consensual non-monogamy & kink/BDSM.

LifeWorks will accept 1 or 2 doctoral intern students who have a passion for working with the populations we serve and a keen interest and commitment to incorporating or deepening the use of a depth approach to psychotherapy and developing their identities as professionals.

At LifeWorks, Interns not only gain experience with a diverse array of presenting concerns but are also involved in a group private practice committed to training and development in an interdisciplinary team environment. Clients typically present with a range of social, emotional and relationship issues ranging from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance. Interns typically engage in at least 20-25 hours of direct service weekly. The remaining clinical hours during the week are spent obtaining supervision, attending onsite in-service modules, consortium-wide didactics and completing relevant reports and notes in accord with practice policies and procedures. In addition, the Intern(s) at LifeWorks participate(s) in monthly team meetings, a staff process group, case

consultations and at least one committee (Equity, Speakers' Bureau, or Happiness). Upon completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in treatment, case management and consultation.

The LifeWorks intern training program is lead, managed and overseen by licensed psychologist, Cindy Trawinski, Psy.D. Elizabeth Duke, Psy.D. is the Clinical Director overseeing requests for service, case assignments, evaluation of interns and supervision. In 2020-2021 Ariel K. Gaines, Psy.D. is currently a post-doctoral fellow who will be fully licensed in 2020 or sooner.

### **LifeWorks Intern Benefits**

- **Stipend**
  - \$28,000 per year      \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for ten (10) paid vacation days during their Internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time.
- **Family Leave**
  - Interns may take up to three (3) days off for a death in the family. These days are not deducted from vacation days. Adjustments may be made on a case-by-case basis.
- **Holidays**
  - Interns will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to clients being especially vulnerable during the holidays and needing additional support, we do not encourage Interns to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their Internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence.
- **Dissertation Work Time**
  - Interns may incorporate up to five (5) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a month in advance.

## **Psychological Consultations (PC)**

*APPIC Match Number: 215811*

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

At Psychological Consultations (PC), Dr. Gregory Sarlo maintains overall responsibility for Intern training experiences. Dr. Sarlo is an active Licensed Clinical Psychologist in Illinois. He is the Clinical Director of PC and oversees all functions of the clinical practice, including referrals, case assignments, assessment, treatment, as well as evaluation of Interns.

PC's staff consists of two Illinois Licensed Psychologists and several assessment and therapy externs. Staff members carry clinical responsibility for the cases being supervised and provide supervision. Drs. Sarlo and Brewer provide at least two hours per week of regularly scheduled individual supervision. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the Intern.

### **Training at PC**

At PC, Interns not only gain experience with a diverse array of presenting concerns but are also involved in learning the nature of running a group private practice. Clients' typical diagnostic presentations vary from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance. In addition, the Intern at PC acts as the Administrative Intern for IPAPIC and is involved with organizing Consortium-wide didactics, authoring and editing training materials for both the externship and Internship application processes, and engaging in other Consortium-related activities. Interns are also given the opportunity to provide direct weekly clinical and administrative peer supervision for 4-7 diagnostic and therapy externs training at PC. Interns typically engage in at least 15-20 hours of direct service weekly. The remaining clinical hours during the week are spent in providing and obtaining supervision, research, assessment administration, scoring, and report writing. At the completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in treatment, assessment, group work, case management, and consultation. Through PC's excellence in training, the ideal at the end of the Internship year is to attempt to produce the best possible readiness for professional practice as a doctoral level psychologist candidate.



## PC Intern Benefits

- **Stipend**
  - \$28,000 per year      \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for ten (10) paid vacation days during their Internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time.
- **Family Leave**
  - Interns may take up to three (3) days off for a death in the family. These days are not deducted from vacation days. Adjustments are made on a case-by-case basis.
- **Holidays**
  - Interns will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to patients being especially vulnerable during the holidays and needing additional support, we do not encourage Interns to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their Internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence.
- **Dissertation Work Time**
  - Interns may incorporate up to five (5) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a month in advance.

## **TRAINING SCHEDULE**

Didactic trainings are presented weekly for at least 2 hours to all IPAPIC Interns. Many training opportunities are offered over the course of the training experience; some are mandatory and many more are optional depending on your interest area. Approval must be received from your supervisor prior to attending any outside or non-mandatory training, when it conflicts with your training or clinical schedule. Trainings include seminars, case presentations, group supervision, and grand rounds. The following schedule represents the scheduled didactic trainings offered routinely during the training year. Regardless of which site an Intern is matched, Interns may attend trainings at other consortium sites, schedule permitting. In fact, each Friday all Interns attend an IPAPIC Consortium-Wide Didactic. Various IPAPIC training tracks routinely offer additional seminars, which are available at no cost to all IPAPIC Interns.

Listed on the following pages is the tentative consortium training schedule. Intern training is shared across sites to offer a breadth of training. Interns attend the weekly consortium didactic/seminar, as well as any track specific didactics required at their site. Interns are required to attend weekly didactics with the consortium Intern cohort. Supervisor availability may lead to scheduling adjustments.

## 2021-2022 Didactic Training Schedule

*Didactics will take place weekly via Zoom, unless otherwise specified.  
Friday 9:00-11:00 didactic training, followed by 11:00-12:00 peer supervision.*

<b>Date</b>	<b>Name of Training</b>	<b>Presenter</b>
07/02/21	Pain Management: Diagnosis & Treatment	Patricia Ann Pimental, Psy.D, ABN, AAPM, FACPN
07/09/21	Evaluation of Client Progress and Treatment Effectiveness	Fahad Khan, PsyD
07/16/21	The Psychotherapeutic Frame	Cindy Trawinski, Psy.D.
07/23/21	Disability and Intersectionality: Embracing Inclusive Policy and Practice	Erin M Liebich, Psy.D.
07/30/21	HIV 101: Treatment implications for working with HIV positive clients	Gregory Sarlo, Psy.D.
08/06/21	Rorschach Part 1	Gregory Sarlo, Psy.D.
08/13/21	Utilizing Supervision	Daniel Brewer, Psy.D.
08/20/21	Working on Therapist Bias - An Experiential Approach	Cindy Trawinski, Psy.D.
08/27/21	LGBTQIA 101: Working with LGBTQIA Clients	Daniel Brewer, Psy.D.
09/03/21	DESNOS as a diagnosis	Charles Ideran, DMin, LCPC & David Barecki, Psy.D.
09/10/21	Eating disorder conceptualization and treatment	Abby Brown, PsyD
09/17/21	Effectively Working with Muslim Clients	Fahad Khan, PsyD
09/24/21	Treating Suicidal Ideation in Therapy	Erin M Liebich, Psy.D.
10/01/21	WAIS, A Different Perspective	Gregory Sarlo, Psy.D.
10/08/21	Immigration & Attachment	Elizabeth Duke, Psy.D. & Hayat Nadar Psy.D.
10/15/21	Attachment Theory in Psychotherapy	Cindy Trawinski, Psy.D. & Ariel K. Gaines, Psy.D.
10/22/21	Early Contributions of Arabs to Psychology: The Forgotten History	Fahad Khan, PsyD
10/29/21	Executive Functioning in Clinical Work	Cindy Trawinski, Psy.D. & Ariel K. Gaines, Psy.D.
11/05/21	Autism Spectrum Disorder: Assessment & Treatment	Erin M Liebich, Psy.D.
11/12/21	Mind-Body-Spirit in Practice	Fahad Khan, PsyD
11/19/21	Therapeutic Considerations When Working with Same-Sex Couples	Daniel Brewer, Psy.D.
11/26/21	Clinical Work with Trans and Gender Expansive Clients Part I	Elizabeth Duke, Psy.D. & Ariel K. Gaines, Psy.D.
12/03/21	Clinical Work with Trans and Gender Expansive Clients Part II	Elizabeth Duke, Psy.D. & Ariel K. Gaines, Psy.D.

12/10/21	Sandplay Therapy	Erin M Liebich, Psy.D.
12/17/21	Dream Work within Spiritually Integrated Therapy	Fahad Khan, PsyD
12/24/21	Christmas Eve Holiday	
12/31/21	New Years Eve Holiday	
01/07/22	Deconstructing White Privilege	Bruce Bonecutter, PhD
01/14/22	Starting A Private Practice	Erin M Liebich, Psy.D.
01/21/22	Introduction to Traditional Islamically Integrated Psychotherapy Model	Fahad Khan, PsyD
01/28/22	Introduction to ACT	Erin M Liebich, Psy.D.
02/04/22	DESNOS & developing a treatment plan for working with trauma	Charles Ideran, DMin, LCPC & David Barecki, Psy.D.
02/11/22	Relationship Building with Policy Makers and Politicians as a Community/Clinical Psychologist	Bruce Bonecutter, PhD
02/18/22	Clinical Work with Consensually Non-Monogamous Clients Part I	Elizabeth Duke, Psy.D.
02/25/22	Clinical Work with Consensually Non-Monogamous Clients Part II	Elizabeth Duke, Psy.D.
03/04/22	Mental Illness and Islamic Law: Cultural Implications on Muslim Americans	Fahad Khan, PsyD
03/11/22	Ethical Issues: A Decision-Making Model	Gregory Sarlo, Psy.D.
03/18/22	Projective Integration and Cognitive Instruments: Rorschach Part II	Gregory Sarlo, Psy.D.
03/25/22	The Spiritual Manifestations of Psychological Conditions: Trauma	Fahad Khan, PsyD
04/01/22	Licensing & Board Certification	Erin M Liebich, Psy.D.
04/08/22	Unrecognized Trauma in Therapy & Supervision	Elizabeth Duke, Psy.D. & Hayat Nadar Psy.D.
04/15/22	Getting the IPA & APA to Work For You	Bruce Bonecutter, PhD
04/22/22	Working Ethically in Small Communities	Elizabeth Duke, Psy.D.
04/29/22	Collaborative Psychological Assessment	Erin M Liebich, Psy.D.
05/06/22	Becoming Tech Savvy Psychologists	Fahad Khan, PsyD
05/13/22	Drug Use and Sexual Addiction Issues with Gay Men	Daniel Brewer, Psy.D.
05/20/22	Disability Justice & Intersectionality	Erin M Liebich, Psy.D.
05/27/22	Bystander to Up-stander Training	Bruce Bonecutter, PhD
06/03/22	Living with Chronic Illness: The Trauma of Organ Transplant	Blaine Lesnik, PsyD
06/10/22	Saying Goodbye: Addressing Clinical Termination	Daniel Brewer, Psy.D.
06/17/22	Working with Couples: Interventions & Techniques Using EFT	Erin M Liebich, Psy.D.
06/24/22	FINAL Intern Didactic Process Group	Brewer & Sarlo

## **DISCIPLINARY AND GRIEVANCE PROCEDURES**

### **Due Process Guidelines**

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

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

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

### **Due Process in Action**

The IPAPIC Due Process in all tracks (training sites) involves the three key elements including: Notice to the Intern, a Hearing before the IPAPIC Board, and the ability to file an Appeal.

- **Notice** – The Intern will be notified of problematic behavior by their membership site supervisor; problematic behavior will be clearly identified to the Intern; and the membership site will indicate both verbally and in writing how the problem(s) is being addressed.
- **Hearing** – The primary site supervisor will meet with the Intern and review the problematic behavior both verbally and in writing. The Intern may request a hearing before the IPAPIC Clinical Training Director, where the Intern has an opportunity to respond to the concerns.
- **Appeal** – The Intern also has an opportunity to appeal the actions taken by the IPAPIC Clinical Training Director regarding the identified problematic behavior. The full IPAPIC Board of Directors will review the appeal.

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

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

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

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

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

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

It is a professional judgment as to when a Intern's behavior becomes problematic rather than that of concern. Interns may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

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

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

*See Appendix B—DEFINITIONS OF REMEDIATION*

### **Procedures for Responding to Inadequate Performance by an Intern**

If an Intern receives a “Significant Development Needed” rating from any of the evaluation sources in any of the major categories on the *Illinois Psychological Association Psychology Internship Consortium Intern Evaluation*, or if a staff member has concerns about a Intern’s behavior (ethical or legal violations, professional incompetence, etc.), the following procedures will be initiated:

1. The staff member will consult with the Consortium Training Director to determine if there is reason to proceed and/or if the behavior in question is being rectified.
2. If the staff member who brings the concern to the Director is not the Intern’s primary supervisor, the Director will discuss the concern with the Intern’s primary supervisor.
3. If the Director and primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Director will inform the staff member who initially brought the complaint.
4. Whenever a decision has been made by the Director about an Intern’s training program or status within IPAPIC, the Director will inform the Intern in writing and will meet with the Intern to review the decision. This meeting may include the Intern’s primary supervisor. If the Intern accepts the decision, any formal action taken by the Director may be communicated in writing to the Intern’s academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
5. The Intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented in the grievance procedure.

### **Grievance Procedure**

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

1. In the event that the Intern encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, the Intern can:
  - a. Discuss the issue with the staff member(s) involved
  - b. If the issue cannot be resolved informally, the Intern should discuss the concern with the Consortium Training Director or another member of the management team.
  - c. If the Director or member of the management team cannot resolve the issue, the Intern can formally challenge any action or decision taken by management, the supervisor, or any member of the training staff by following the below procedure:
    - i. The Intern should file a formal complaint, in writing with all supporting documents to the Director. If the Intern is challenging a formal evaluation, the Intern must do so within five (5) days of receipt of the evaluation.

- ii. Within three (3) days of a formal complaint, the Director will consult and implement the IPAPIC Board Review Panel procedures described below.
2. If a training staff member has a special concern about an Intern, the staff members should:
  - a. Discuss the issue with the Intern(s) involved
  - b. Consult with the Director
  - c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents to the Director who will then review the situation. When this occurs, the Director will:
    - i. Within three (3) days of a formal complaint, implement the IPAPIC Board Review Panel Procedure described below.

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

1. When needed, the Director will convene a review panel of IPAPIC Board members. The panel will consist of three staff members selected by the Director with recommendations from the Intern involved in the dispute. The Intern has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within five workdays, a hearing will be conducted in which the challenge is heard and relevant material is presented. Within three workdays of the completion of the reviews, the Review Panel will submit a written report to the Director, including any recommendations for further action. Recommendations made by the IPAPIC Board Review Panel will be made by majority vote.
3. Within three (3) workdays of receipt of the recommendations, the Director will either accept or reject the IPAPIC Board Review Panel's recommendations. If the recommendations are rejected due to an incomplete or inadequate evaluation of the dispute, the Director may refer the matter back to the IPAPIC Board Review Panel for further deliberation and revised recommendations or may make a final decision.
4. If referred back to the panel, they will report back to the Director within five (5) workdays of the receipt of the request for further deliberation. The Director will make a final decision regarding what action is to be taken.
5. The Director will then inform the Intern, staff members involved, and, if necessary, members of the training staff of the decision as well as any action to be taken.

### **CODE OF CONDUCT**

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

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

- o Dating clients or members of their immediate family
- o Physical intimacy



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

IPAPIC has affiliations with agencies outside of the consortium, and it is vital that all Intern relationships and interactions with personnel of IPAPIC affiliates be strictly professional in nature. With regard to interactions with affiliate personnel or members of their immediate family, Interns are prohibited from:

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

### **DRESS CODE**

It is the expectation and requirement of IPAPIC that all Interns dress in a professional, business-like manner. Interns not in proper attire will be counseled and may be asked to return home to change clothing. The following is not considered appropriate attire: Clinging slacks, Clinging skirts or dresses, Skirts or dresses higher than two inches above knee, Low cut tops, Sleeveless tops, T-shirts, Transparent clothing, Visible underwear, Jeans with holes (only allowed on Fridays unless otherwise designated), Athletic wear (i.e., jogging pants, sports T-shirts), Stiletto heels (1" is the maximum height allowed for heels), Open-toed sandals or shoes, Unclean sneakers, Visible Tattoos.

### **GUIDELINES TO TELESUPERVISION**

*Definitions:*

**Telesupervision** is clinical supervision of psychological services through a synchronous audio and/or video format where the supervisor is not in the same physical facility as the Intern (AKA Remote supervision via "Skype," "FaceTime," Phone, etc).

**In-Person Supervision** is clinical supervision of psychological services where the supervisor is physically in the same room as the Intern.

Policy on Telesupervision:

Explicit rationale for using Telesupervision:

- IPAPIC strongly believes in the benefits of in-person supervision and therefore will utilize "Telesupervision" in a very minimal fashion. In accordance with APA guidelines,

because IPAPIC may – on rare occasion – utilize Telesupervision, we have adopted this formal policy designed to address its utilization. Telesupervision will be utilized only when plans for in-person supervision are not possible or would present significant challenges to either the supervisor or Intern (such as when a supervisor is off-site) or if Telesupervision would prevent missing a single weekly in-person individual supervision. We also wish to distinguish Telesupervision from routine phone consultation with supervisors, which should be ongoing. By Telesupervision, we are referring to utilizing remote supervision in place of an in-person, scheduled, clinical hour, and formal supervision period.

How Telesupervision is consistent with the overall model and philosophy of training:

- IPAPIC is dedicated to providing superior quality and quantity supervision to all Interns. Two hours per week of regularly scheduled individual supervision is provided to Interns by doctoral-level Licensed Psychologists. Weekly supervisions are centered on their provision of clinical and administrative services. In addition, Interns are required to attend all training requirements, which may include weekly group supervisions, staff meetings, and professional development seminars/didactics. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the Intern. Interns will be expected to diversify their training experience by working with every supervisor in accordance with the supervisor’s area of professional expertise. Telesupervision will be utilized as a minimal supplement to in-person supervision in order to maintain communication and supervision continuity with Interns.

How and when Telesupervision is utilized in clinical training:

- Telesupervision will be utilized when plans for in-person supervision are not possible, when in-person supervision would present significant challenges/hardship to either the supervisor or Intern, when Telesupervision would prevent missing a single weekly in-person individual supervision, when a supervisor is off-site or traveling for personal or professional reasons, or in other limited incidences deemed appropriate by a licensed supervisor. When scheduling Telesupervision, efforts will be made to utilize the originally scheduled in-person supervision time. When it is not possible to maintain the regular in-person supervision schedule, Intern and supervisor should work collaboratively to find a mutually agreed upon alternative time. Telesupervision will maintain the same duration and structure as in-person supervisions.

How it is determined which Interns can participate in Telesupervision:

- In accordance with APA guidelines, Telesupervision may not account for more than 50% (and should, in reality, account for a minimal percentage of overall supervision) of the total supervision and will not be utilized until it has been determined the Intern has had sufficient experience with in-person supervision in intervention at the doctoral level and possesses a level of competence to justify this modality of supervision in his/her sequence of training.

How the program ensures that relationships between supervisors and Interns are established at the onset of the supervisory experience:

- Telesupervision is not a substitute for regular in-person supervision, particularly at the onset of the supervisory relationship. Every effort will be made for initial supervisions to take place in person. Telesupervision will be utilized only after the licensed supervisor, in consultations with the Intern, has determined that Telesupervision is appropriate.

How an off-site supervisor maintains full professional responsibility for clinical cases:

- The supervising Licensed Clinical Psychologist maintains full professional responsibility for all clinical duties at IPAPIC at all times.

How non-scheduled consultation and crisis coverage are managed:

- As stated throughout IPAPIC policy, Licensed Clinical Supervisors are available to all Interns 24 hours a day, 7 days per week via phone for crisis coverage. Interns are aware they can contact their primary licensed supervisor immediately in the event of a clinical emergency. In the event they are unable to reach their primary supervisor, they should contact the other licensed supervisors at IPAPIC.

How privacy and confidentiality of the client and Interns are assured:

- Telesupervision will be conducted when both parties have access to a private and confidential space where interruptions can be minimized or prevented. Both supervisor and Intern should make every effort to ensure the physical space is appropriate for supervision. Further, efforts will be made to utilize communication modalities where privacy can be reasonably assured (wired, cellular, voice over internet, or video modalities).

The technology and quality requirements and any education in the use of this technology that is required by either Intern or supervisor:

- Face-to-face Telesupervision through a synchronous audio and video format is preferred to voice only Telesupervision. Supervisors and Interns will agree in advance of a scheduled Telesupervision on the ideal method of communication for a given circumstance. Training, in advance of the scheduled Telesupervision, will be provided in person to both supervisor and Intern.

### **EQUAL OPPORTUNITY EMPLOYER**

IPAPIC is an Equal Opportunity Employer. IPAPIC supports recruitment selection, training, promotion, benefits, transfer, layoff, return to employment, tuition reimbursement, social and recreational programs, and compensation to all qualified persons without regard to age, race, ethnicity, sex, gender identity, sexual orientation, religion/spiritual beliefs, national origin, ability, socioeconomic status, physical or mental handicap unrelated to ability to perform required job duties with reasonable accommodation. IPAPIC employs individuals who are qualified and capable by experience and/or education to care for clients with a mental illness.

**APPENDIX A: RECORD OF PROBLEMATIC BEHAVIOR**

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

Training Site: \_\_\_\_\_ Date: \_\_\_\_\_

Action:

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

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

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Identify consequences of repeat violations or continued poor performance.  
List previous disciplinary actions and dates.

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Intern's Comments

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Intern's signature below indicates the above disciplinary action was discussed with them and a copy was also provided to the Intern.

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

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

## **APPENDIX B: DEFINITIONS OF REMEDIATION**

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

**Written Acknowledgement:** formally acknowledges (all may be in the form of email records):

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

Any written acknowledgment will be removed from the Intern's file when the Intern responds to the concerns and successfully completes the Internship.

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

1. A description of the unsatisfactory performance, including what domains are not successfully being met according to APA competencies for this level of training;
2. Actions needed to correct the unsatisfactory behavior;
3. The timeline for correcting the problem;
4. What action will be taken if the problem is not corrected; **Note:** this action depending upon the level of egregious severity, such as a severe liability issue to the site, ethical concerns, and/or professional comportment issues may result in termination if the behaviors are not remediated by the designated timeline presented; and
5. Notification that the Intern has the right to request a review of this action.

This written warning must contain the components of the *Record of Problematic Behavior Form*; however, it may be contained into one document if more than one Problematic Behavior exists. A copy of the above documentation will be retained in the Intern's file. The Director, in consultation with the Intern's supervisor, may consider removing this documentation at the successful completion of the training experience. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

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

1. Increasing the amount of supervision, either with the same or additional supervisors;
2. Changes in the format, emphasis, and/or focus of supervision;
3. Recommending personal therapy;

4. Reducing clinical and other workload; and/or
5. Requiring specific academic coursework.

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

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

1. The specific behaviors associated with the unacceptable rating;
2. The recommendations for rectifying the problem;
3. The timeframe for the probation during which the problem is expected to be ameliorated;
4. The procedures to ascertain whether the problem has been appropriately rectified.

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

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

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

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

to physical, mental or emotional illness, or the Intern presents a significant liability or risk management issue to the training site. When an Intern has been dismissed, the Director will communicate to the academic department that the Intern has not successfully completed the training experience.

**APPENDIX C: ACKNOWLEDGEMENT & AGREEMENT OF GRIEVANCE PACKET**

By my signature, I acknowledge I have received the *Illinois Psychological Association Psychology Internship Consortium: Due Process & Grievance Procedures* document and fully understand the content and agree to abide by the procedures set forth herein.

I am aware of and agree to abide by the American Psychological Association’s Code of Ethics, Illinois’ Mental Health Code, Illinois’ Confidentiality Act, and HIPAA in all my interactions with Clients and staff. Furthermore, I will abide by the rules governing interactions with affiliates of the Illinois Psychological Association Psychology Internship Consortium and my individual training site.

I agree that the Illinois Psychological Association Psychology Internship Consortium will not be responsible for any failure by an Intern to strictly abide by these policies and rules. I further agree that the Illinois Psychological Association Psychology Internship Consortium will have no liability for any consequences of an Intern’s failure to abide by said rules.

Intern’s Print Name: \_\_\_\_\_

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

Name of Intern’s Academic Institution/Program: \_\_\_\_\_

Clinical Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX D: EMERGENCY CONTACT INFORMATION**

In the unlikely event you have a medical emergency while at work, OR you fail to appear for a scheduled appointment, supervision, meeting, etc. and we are unable to reach you, it is helpful for us to have an emergency contact information for you on file.

Emergency Contact Name: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Contact Phone Number(s): \_\_\_\_\_

Your Phone Number(s): \_\_\_\_\_

Your Personal Address: \_\_\_\_\_

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