

**Hugh S. Smith, Ph.D & Associates, P.C.**



**Pre-Doctoral Internship Program  
in Professional Psychology  
2010-2011**

**Site Training Manual**

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### **Pre-Doctoral Internship Program in Professional Psychology Site Training Manual**

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## Chapter 1: Introduction

The group Hugh S. Smith, Ph.D. & Associates, was created in 1998 to meet the growing demand for excellence in psychological services. Presently comprised of a clinical staff of licensed psychologists, psychological associates and therapists, Hugh S. Smith, Ph.D. & Associates, P.C. has become a respected name in the communities we serve. Our reach is constantly expanding due to the emphasis placed on delivering thorough, data-driven, integrative reports in a timely manner. Based in scenic Lancaster County, Pennsylvania, we currently serve over 26 counties in the State. We have broadened our services to include psychotherapy, training and consultation in addition to the psychological evaluations upon which this practice was built. We pride ourselves in our emphasis on collaboration with client, family members and treatment team in a strength-based approach to intervention. We welcome you to this growing organization, built in collaboration with the employees, contractors, and agencies with whom we are affiliated.

### Mission Statement

We are committed to excellence and integrity in the evaluation and treatment of the whole person. We strive to identify the unique strengths of each individual we serve. Our thorough and caring approach considers the roles of family, socio-cultural background, and the environments in which our clients live.

### Commitment to Training

As an extension of our mission statement above, Hugh S. Smith, Ph.D. & Associates, P.C., strives to provide a planned, sequential program training program that contributes to ongoing excellence in the field of psychology. Based on a “scientist-practitioner” model we serve to deliver training based upon sound research, outcome measures and use of accepted, normed assessment tools. We strive to provide an organized training program that follows a sequence of training experiences, each building upon previously acquired skills.

Our primary focus is to afford the trainee a wide array of clinical experiences as well as opportunities for in-depth learning and professional development in one or more areas in which the trainee has interest. A core area of emphasis of the internship, and one of the cornerstones of our organization, involves psychological assessment, and the intern will be able to hone skills in general psychological assessment, as well as develop specialty areas of assessment involving specific clinical syndromes and populations. Through our collaborative relationships with area agencies and organizations, training is also able to encompass individual and group psychotherapy, consultation, and intensive home and community-based services.

We strive to embrace the different areas of strength and interest of each intern, and promote flexibility in the training program. In addition to a core skill set that forms the background of the program, interns are encouraged to meet individually with the Internship Director, in the development of an individualized program that allows them to further develop their professional

identity in the field of clinical psychology that is most consistent with their chosen professional path. Interns will be guided in maintaining a high level of professionalism and ethics in services provided.

We are committed to fostering respect for the diversity of the client and adhere to CASSP principles. As such, training will foster working with clients in a culturally competent manner, respecting and recognizing the differences that characterize the client and family's cultural group, with sensitivity to the attitudes, values, and beliefs of that particular culture. Training will involve clients from a diverse array of ethnic, socioeconomic, and cultural backgrounds.

## Services Offered

### **Psychological Evaluations**

- BHRS “Wraparound” Evaluations
- Psychoeducational Evaluations - (Includes IQ testing and LD assessment)
- Neuropsychological Evaluations
- Comprehensive Evaluations - (Includes assessment of autism-spectrum disorders, ADHD, diagnostic clarification, fitness for work)
- Forensic Evaluations - (Includes Competency, Insanity, Mental Illness)
- Juvenile Justice Evaluations - (Includes psychological, decertification, fire setter and psychosexual evaluations)

### **Psychotherapy**

- Individual Therapy
- Couples Therapy
- Family Therapy
- Play Therapy
- Group Therapy
- Intake Assessments

### **Psychological Consultation and Training**

- Consultation with area agencies in behavioral assessment
- Parent Training
- Consultation in Diagnostic Treatment Setting
- Supervised training of practicum, pre-doctoral intern, and post-doctoral trainees

## Chapter 2: Internship Program Description

### Description of Facility

The pre-doctoral internship program at Hugh S. Smith Ph.D. & Associates, P.C. is designed to train future psychologist to work in a variety of health care settings, as providers of psychological services to include comprehensive psychological evaluations, psychotherapy, community consultation, and multidisciplinary collaboration. Internship training experience predominantly occurs at the central office of Hugh S. Smith Ph.D. & Associates, P.C., in Lancaster, Pennsylvania. In order to broaden the breadth of training, a minor allocation of the intern's time may also incorporate in-vivo training and clinical opportunities with mental health providers and Human Service Agency settings (i.e., Children & Youth, MH/MR Programs, Juvenile Justice).

The primary office of Hugh S. Smith, Ph.D & Associates, P.C. is located in Lancaster Pennsylvania. The agency is located in a commercial area along Route 30 (a major conduit to Philadelphia). The office is handicap accessible, ADA compliant, and available to public transportation.

The agency provides a full spectrum of assessment and treatment services for individuals from a variety of mental health populations and settings. Services are provided on an outpatient basis at the office, and contracted relationships with area agencies also involve provision of services in residential treatment settings (e.g., diagnostic programs, group homes, residential treatment facilities, secure treatment settings, boot camp programs, and detention centers.)

The Psychology Services Department at Hugh S. Smith, Ph.D. & Associates, P.C. is made up of seven staff psychologists, including the agency's President as well as the Director of Clinical Training, as well as a consulting psychologist. All are licensed in the Commonwealth of Pennsylvania. Staff members also include two Licensed Professional Counselors (LPC), and eleven additional non-licensed Psychological Associates working under supervision of licensed psychologists. Staff theoretical orientations include, but are not limited to, cognitive-behavioral, psychodynamic, family systems and eclectic approaches.

The Health Insurance Portability and Accountability Act (HIPAA), a federal law that addresses patient privacy, governs Hugh S. Smith, Ph.D. & Associates, P.C., as does the Pennsylvania State Board of Psychology. As required, Hugh S. Smith, Ph.D. & Associates, P.C. has adopted a Privacy Notice that reviews patient rights as well as the obligation of our group to protect individual health information.

### Description of training program including accreditation status

Hugh S. Smith, Ph.D. & Associates, P.C.'s Psychology Internship Program is currently a member of the Association of Psychology Post-doctoral and Internship Centers (APPIC), and strives to abide by all standards set forth.

Further, Hugh S. Smith, Ph.D. & Associates, P.C., is licensed by the Pennsylvania Department of Public Welfare, and its psychologists are in good standing with the Pennsylvania State Board of Psychology.

The Pre-Doctoral Internship Training program includes a minimum of 1500 psychological service hours. Clinical hours will be accrued in the areas of face-to-face individual sessions, group sessions, professional development, case management and reports, case preparation, report preparation, and psychological assessments. At least 25% of intern's time is spent in direct clinical service delivery, involving face-to-face client contact. Internship supervision is provided by staff members of Hugh S. Smith, Ph.D. & Associates, P.C., with all training supervision being provided by doctoral level psychologists.

#### Description of Other Trainees

Hugh S. Smith, Ph.D. & Associates, P.C. offers Post-Doctoral training experiences in Clinical Psychology for individuals seeking psychologist licensure, as well as Practicum training. In addition, Hugh S. Smith, Ph.D. & Associates, P.C. provides training for counseling professionals.

## Chapter 3: Specific Training Goals, Competencies and Activities

### Description of clinical proficiencies and competencies to be mastered

The Pre-Doctoral Internship program at Hugh S. Smith, Ph.D. & Associates, P.C. will provide the intern with a vast array of experiences, with specific emphasis on development and refining competency and expertise in the following areas:

1. **Psychological Assessment**, including developing specific skill sets involved in all facets of the evaluative process: determination of referral question, clinical interviewing and forming hypotheses, utilization of varied instruments and methodology (objective and projective measures, behavioral assessment), increasing familiarity with empirically supported measures and factors in deciding measures used, and presenting findings in written form
2. **Intervention**, including the provision of psychotherapy, interviewing clients and associated personnel, developing case formulations, formulating sound empirically-based treatment plans, delivering services, and evaluating treatment outcome for a diverse array of clients
3. **Collaboration** with multidisciplinary treatment team members, and understanding the role of the clinical psychologist within a larger mental health and community framework.
4. **Integration**, in understanding the array of individual, familial, cultural, environmental, social, spiritual, gender-specific, medical, and physiological issues present in clients, and gaining sensitivity in the role of one's own background in these domains impacts on interactions and treatment
5. **Cultural Diversity**, including sensitivity to, and knowledge and understanding of issues of individual differences and human diversity as they impact on the assessment/evaluation, intervention, consultation and administrative functions of psychologists.
6. **Professional Development**, in understanding the varied role of the clinical psychologist as a clinician, administrator, supervisor, entrepreneur, educator, and researcher in community and mental health settings
7. **Ethics**, involving familiarity with and practice of the Ethics and Standards of Professional Practice in Pennsylvania as well as with other standards of care and conduct, including HIPAA regulations.

### Intern roles within the facility including limits and scope of responsibilities.

Orientation to the agency, the operations of the department, and the state mental health statutes and mandates will occur at the onset of the internship program. The intern will be part

of a multidisciplinary approach to treatment. The knowledge gained during the orientation process will allow the intern to immediately become incorporated into the treatment team as an effective member. In general, the intern will perform duties with more intense supervision initially, and then progress towards more independent supervised performance as proficiency is demonstrated. The intern will perform duties listed above under supervision, and he or she will be expected to perform all duties with Hugh S. Smith, Ph.D. & Associates, P.C. under the umbrella of his or her supervisory relationship.

### Internship Activities

While receiving direct supervision, instruction, and education through supervisor interaction over suggested readings and literature reviews, the intern will become an integrative addition to the treatment team participating in client evaluation, treatment planning, assessment and counseling.

Interns will assess and treat clients with a wide array of Axis I and Axis II disorders, as well as those experiencing specific familial conflict and psychosocial stressors. Although a diverse array of individuals are treated through his organization, the primary population of clients involves children and adolescents. The clinical syndromes that present for assessment and intervention include the disruptive behavior disorders (e.g., Attention-Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder, etc.), as well as mood disturbance, including depressive and anxiety disorders. Additionally, there is a large population of clients with Autistic Disorder, Pervasive Developmental Disorder, as well as Mental Retardation. Evaluations through the Juvenile Justice System, typically involve individuals whom present with Conduct Disorder, although these clients can also present with a wide array of mental health issues as well. Substance abuse-related concerns, medical issues, as well as a variety of psychosocial stressors are frequently present in the individuals whom would be serviced by the intern.

From within this training framework, the primary emphasis of the internship experience will involve psychological assessment with a minor emphasis on psychotherapy, although dependent on the preferences of the intern, individualized programming can also occur in a variety of other services, including psychotherapy, consultation, and some supervisory roles. More specific internship activities follow. Internship training experiences, including supervision and didactic seminars occur at the central office of Hugh S. Smith Ph.D. & Associates, P.C., in Lancaster, Pennsylvania. Through a variety of referral sources, such as County Children & Youth Programs, MH/MR Programs, and Juvenile Justice offices, comprehensive evaluations and batteries are scheduled within our central office. However, in order to provide a wide array of training opportunities, should a client be unable to travel to our office, a minimal amount of the intern's time may be spent off site within a treatment agency or facility. It remains the responsibility of the supervising psychologist through the Internship Program to oversee the clinical work conducted off-site. While formal rotations are not assigned with regard to the different types of evaluations and populations, during the course of orientation Interns are asked to rank their preferences for clinical experiences. It is explained to the interns that throughout the course of the Internship program year, they will gain experience within their top three choices. Their clinical experiences will be tailored toward these preferences as well as areas of need identified by clinical supervisors. Scheduling is facilitated through collaboration with the Office Manager,

the Director of Internship and the Director of Clinical Training. The following options are indicated:

**1. Psychological Evaluations for Behavioral Health Rehabilitation Services (BHRS)**

All interns will be required to spend a proportion of the internship program in the conducting of psychological evaluations for BHRS services.

**2. Forensic Psychological Evaluations**

Provision of comprehensive court ordered psychological evaluations (clinical interview, objective and projective measures, and specialized testing instruments) for Juvenile Justice System and Children & Youth Service agency. Juvenile Justice System evals includes Sex Offender, Firesetter, (De)Certification, Comprehensive Psychological Evaluation. Children & Youth Services – Includes parenting, emotional abuse, determination of appropriate interventions and/or placement of children in Children & Youth custody.

**3. Diagnostic – Children’s Home of York (CHOY)**

Performing comprehensive psychological evaluations (1-2 per week) as part of 45 day diagnostic program, including IQ testing, objective and projective measures. Participate in diagnostic team including social workers, educators, art therapist, psychologist and psychiatrist. Presentation of results to team members, client, family, and referring agency. Facilitating with psychoeducational and/or therapeutic groups to adolescent clients in diagnostic program is also an option. Through collaborative relationship with CHOY, the Internship Director is on site at CHOY during day(s) that intern is present.

**4. Psychotherapy**

Provision of individual, family, and/or group therapy in office. Group therapy may be in topic of choice, and the intern will work with a supervising psychologist in the development of a specific program.

A more extensive description of some of our services is provided below.

**Psychological Testing and Assessment**

Interns in the assessment-focused program are expected to complete a variety of psychological test batteries including the administration of objective and projective measures, clinical interview, review of documentation from a variety of sources, and production of a comprehensive report. Additionally, an area of focus will involve more targeted psychological evaluation specific to managed-care organization needs, and involve authorization of Behavioral Health Rehabilitation Services for clients. Hugh S. Smith Ph.D. & Associates, P.C. maintains a wide variety of the most current assessment instruments, including instruments used in cognitive assessment, personality assessment, behavioral observation and assessment, as well as projective

measures. Ongoing literature reviews occur with regard to the most valid test measures, in order to maintain an updated battery of test instruments.

Predominantly, clients are referred for psychological evaluations in order to gain insight into their presenting clinical concerns, to facilitate with diagnostic clarity, as well as to formulate clinical impressions and guide treatment planning by presentation of specific recommendations. Additional roles of psychological evaluation include facilitating with differential diagnosis, greater elucidation of dynamics surrounding behaviors, as well as determination of mental retardation and/or other developmental issues. It is also the role the evaluator to interface with various treatment team members from these organizations, in order to gain insight with regard to the referral question, to strategize the most appropriate intervention, and to review and facilitate with understanding of the psychological evaluation report.

Psychoeducational assessment is also a facet of the training program, and Hugh S. Smith Ph.D. & Associates, P.C., maintains up-to-date psychoeducational tools, including, but not limited to WISC-IV, WAIS-III, Stanford Binet-V, WIAT-II, NEPSY, Delis-Kaplan, and other measures of achievement and memory.

Dependent on the level of interest of the intern, additional evaluations can be conducted through referrals from the Juvenile Justice System, which include, but are not limited to, comprehensive psychological assessment for determination of disposition following involvement with the Juvenile Probation Department, Fire Setter Risk Assessment, Psychosexual Evaluation following sexual offending behaviors, and related referrals through the Court System. Specialized evaluations also occur through the County Children and Youth Service Agency, geared towards elucidating parenting fitness, impact of trauma on the emotional and behavioral functioning of children, diagnostic clarity, as well as determination of appropriate interventions. Hugh S. Smith, Ph.D. & Associates, P.C. also provides consultation to Children's Home of York, a 45-day Diagnostic Treatment Setting, in performing psychological evaluations and collaborating with treatment team members in the determination of most appropriate placement and/or intervention for the client.

## **Psychotherapy**

Hugh S. Smith Ph.D. & Associates, P.C. receives regular referrals for psychotherapy from the County Mental Health/Mental Retardation Program, Managed Care Organizations, Intermediate Unit, parents, and other sources. Each intern is required to maintain a case load of four hours of psychotherapy per week. Should psychotherapy be of particular interest to an intern, for example, if this experience was highly ranked on the Preferred Areas of Emphasis Form, then an increase in psychotherapy clients will be supported by the supervising staff. Types of therapies provided include individual and family therapies with children, adolescents, and adults, as well as group therapy. The intern is encouraged to develop group therapies or other therapeutic approaches in areas of interest, and matching with an applicable supervisor in that specific area will be attempted when possible.

## **Supervision**

Interns may also serve as a "supervisory consultant" to a Masters or Bachelors level practicum trainee at the Lancaster office of Hugh S. Smith Ph.D. & Associates, P.C.. Interns will receive weekly supervision from the licensed psychologist who is on the core faculty and who will oversee their clinical and supervisory practice, and this psychologist also be responsible for the Master's level practicum trainee(s).

## **Teaching**

Interns will be required present a minimum of two in-services during the year to the staff at Hugh S. Smith Ph.D. & Associates, P.C., on a topic related to their clinical interest as well as two case presentations.

## **Research**

Although Hugh S. Smith Ph.D. & Associates, P.C. is not formally involved in research activities, and research is not a formal requirement of this organization, the high number of children evaluated by this organization, as well as ability to interface with area agencies in outcome-based research, lends itself well to research activities, if this is an area of interest to the intern. Interns are encouraged to develop their own research projects in this area of interest, as time permits. Particular interest in outcome-based measures will be supported.

## Chapter 4: Description of Supervision and Professional Development Activities

### Description of Supervision and Credentials of Supervisors

The Internship Director is a doctoral level staff psychologist who is responsible for the integrity and quality of the training program, and is actively licensed as a psychologist in the State of Pennsylvania.

Initially, between direct observation during service provision and indirect observation, individual supervision will initially occur approximately 6-8 hours per week. As proficiency is demonstrated, the number of total supervision hours will decrease to a minimum of 2 hours per week of regularly scheduled, face-to-face individual supervision with the specific intent of dealing with psychological services rendered directly by the intern. A one hour group supervision session is also held and includes the Internship Director, Director of Clinical Training and Interns and Externs/Practicum students of all levels. Intern supervision is provided by staff members of Hugh S. Smith Ph.D. & Associates, P.C. whom carry clinical responsibility for the case being supervised. All supervisors for the Internship Program are doctoral level licensed psychologists in the Commonwealth of Pennsylvania. Supervisors are licensed doctoral level psychologists. The Commonwealth of Pennsylvania Department of Public Welfare regionally accredits the psychologists and group. The supervisors' orientations include cognitive-behavioral, psychodynamic, and eclectic influences. The supervisors also stress scientist-practitioner perspectives to treatment and assessment.

The internship level psychology interns will have the title of "Psychology Intern" and will be identified as such to clients and on written documentation.

### Description of Group Supervision and other Forms of Professional Development provided

As indicated above, group supervision will also be conducted. Additional professional development will be provided through required readings, deliberately selected conferences, and continuing education experiences at other local service agencies.

Additionally, formal didactic presentations are presented for two or more hours every week initially, and then clustered into a formal six hour didactic presentation every three weeks for the duration of the internship program. Additional learning activities include case conferences involving a case in which the intern is actively involved, seminars dealing with clinical issues, co-therapy with a staff member, tandem psychological evaluation with a staff member, group supervision, and/or additional individual supervision. Seminars will be provided on-site at Hugh S. Smith Ph.D. & Associates, P.C., with topics including the use of projective measures, psychological assessment in the managed-care era, issues related to confidentiality and consent in minors, neuropsychological assessment, HIPAA and protected health information, applied behavioral analysis, play therapy, posttraumatic stress disorder, substance abuse assessment, behavioral observation, and assessment techniques.

## Proposed schedule of Didactic Seminars

Proposed schedule of Didactic Seminars is in progress, and is presented below.

<b>Date</b>	<b>Time</b>	<b>Presenter</b>	<b>Topic</b>
07/16/09	11-5	Hugh Smith, Ph.D. Jennifer Hynes, M.S.	Review of Commonly Used Measures Review of BHRS
07/23/09	11-2	Frank Hutchko, M.Ed.	Review of PA school system, IEP, 504 plans
07/30/09	11-5	Scott Bloszinsky, Psy. D. Michael Foley	Confidentiality and Consent Lancaster Co. MH/MR/EI Program
08/06/09	11-5	Hugh Smith, Ph.D. Cheri Modene	Forensic Evaluations Lancaster Co. JPO
08/13/09	11-5	Pam Keene & Tammy Maher	Autism and Child Development
08/27/09	11-5	Jennifer Fernandez, Ph.D.	NEPSY-II
09/03/09	11-5	Jennifer Fernandez, Ph.D.	Delis Kaplan EFS, BRIEF
09/10/09	11-5	Jennifer Fernandez, Ph.D.	TONI, Stanford Binet 5, WAIS-IV
09/17/09	11-5	Jennifer Fernandez, Ph.D.	WMS-IV, CVLT, Bender Gestalt
TBA	11-5	Hugh S. Smith, Ph.D.	Certification Evaluations
TBA	11-5	Louise Leckrone	SASSI
TBA	11-5	Gerald Nissley, M.S.	Attachment Assessment
TBA	11-5	Shawn Rogan	Substance use, PTSD and EMDR
TBA	11-5	Diane Mathias	Play Therapy
TBA	11-5	Karen Stabley	Art Therapy
TBA	11-5	Intern & Extern	Didactic and Case Presentation

### **Other Topics/Speakers to be scheduled:**

Interns will be expected to participate in Didactic Seminar and present two lectures and two Case Presentations.

## Chapter 5: Training Policies and Procedures

Hugh S. Smith, Ph.D. & Associates, P.C. is in compliance with the Pennsylvania State Board of Psychology as well as the American Psychological Association Code of Ethics and Standards. HIPAA regulations for record keeping and disclosure of Protected Healthcare Information (PHI) are also followed. All information pertaining to clients will be strictly confidential to the degrees sanctioned by the commonwealth. Informed consent will be provided prior to treatment for all clients. Appropriate methods for promoting record security and integrity are engaged in and stressed at Hugh S. Smith, Ph.D. & Associates, P.C..

Interns are provided with a copy of the Hugh S. Smith, Ph.D. & Associates, P.C. Policies and Procedures pertaining to employees and trainees. These policies are in accordance with applicable state and federal regulations. Specific training will be provided on informed consent, duty to warn, code of conduct, and corporate compliance.

## Chapter 6: Intern Evaluation Procedures

### **Description of evaluation policy**

In order to maintain a quality learning experience, to provide feedback on progress, and as a proactive approach to minimize development of situations in which high quality standards are not achieved, weekly supervision meetings will be held, as denoted in Chapter 4 above. Semi-annual written progress reports will be provided, as well as other indications of progress and areas in need of continued growth as determined by the Psychology Program of the intern's institution of learning. Evaluations should be based on an accurate picture of each intern's work. Interns should never be surprised by the feedback they receive on the formal evaluation because they should be obtaining this information over the course of the year in supervision. The Hugh S. Smith, Ph.D. & Associates, P.C. Director of Clinical Training will receive and read these forms.

### **Grievance and appeals**

In the event that issues emerge for which initiating a grievance is felt warranted, the Due Process and Grievance Procedures denoted in Chapter 7 may commence.

## Chapter 7: Due Process and Grievance Procedures

This document provides interns and staff an overview of the identification and management of intern problems and concerns, a listing of possible sanctions and an explicit discussion of the due process procedures. Also included are important considerations in the remediation of problems.\*

### 1. **Definition of Problematic Behavior**

Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment as to when an intern's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified 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 negatively affected;
4. The problem is not restricted to one area of professional functioning;
5. A disproportionate amount of attention by training personnel is required; and/or
6. The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

### 2. **Remediation and Sanction Alternatives**

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 must be mindful and balance the needs of the intern, the clients involved, members of the intern training group and staff.

1. Verbal Warning to the intern emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.
2. Written Acknowledgment to the intern formally acknowledges:
  - a) That the Director of Clinical Training (DCT) is aware of and concerned with the performance rating,
  - b) That the concern has been brought to the attention of the intern,

- c) That the DCT will work with the intern to rectify the problem or skill deficits, and
- d) That the behaviors associated with the rating are not significant enough to warrant more serious action.

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

3. Written Warning to the intern indicates the need to discontinue an inappropriate action or behavior. This letter will contain:
  - a) A description of the intern's unsatisfactory performance;
  - b) Actions needed by the intern to correct the unsatisfactory behavior;
  - c) The time line for correcting the problem;
  - d) What action will be taken if the problem is not corrected; and
  - e) Notification that the intern has the right to request a review of this action.

A copy of this letter will be kept in the intern's file. Consideration may be given to removing this letter at the end of the internship by the DCT in consultation with the intern's supervisor and the Director of Internship. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

4. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's 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 internship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the DCT. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
  - a) Increasing the amount of supervision, either with the same or other supervisors;
  - b) Change in the format, emphasis, and/or focus of supervision;
  - c) Recommending personal therapy;
  - d) Reducing the intern's clinical or other workload;
  - e) Requiring specific academic coursework.

The length of a schedule modification period will be determined by the DCT in consultation with the primary supervisor and the Director of Internship. The termination of the schedule modification period will be determined, after discussions with the intern, by the DCT in consultation with the primary supervisor and the Director of Internship.

5. Probation is also a time limited, remediation-oriented, more closely supervised training period. It's purpose is assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship that the DCT 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:
  - a) The specific behaviors associated with the unacceptable rating;

- b) The recommendations for rectifying the problem;
- c) The time frame for the probation during which the problem is expected to be ameliorated, and
- d) The procedures to ascertain whether the problem has been appropriately rectified.

If the DCT determines that there has not been sufficient improvement in the intern's behavior to remove the Probation or modified schedule, then the DCT will discuss with the primary supervisor and the Director of Internship possible courses of action to be taken. The DCT 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 DCT has decided to implement. These may include continuation of the remediation efforts for a specified time period or implementation of another alternative. Additionally, the DCT will communicate to the Director of Internship that if the intern's behavior does not change, the intern will not successfully complete the internship.

6. Suspension of Direct Service Activities requires a determination that the welfare of the intern's client or consultantee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the DCT in consultation with the Director of Internship. At the end of the suspension period, the intern's supervisor in consultation with the DCT will assess the intern's capacity for effective functioning and determine when direct service can be resumed.

7. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The DCT will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits.

8. Dismissal from the Internship involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the trainee seems unable or unwilling to alter her/his behavior, the DCT will discuss with the Director of Internship the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the internship due to physical, mental or emotional illness. When an intern has been dismissed, the DCT will communicate to the intern's academic department that the intern has not successfully completed the internship.

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

If an intern receives an "unacceptable rating" from any of the evaluation sources in any of the major categories of evaluation, or if a staff member has concerns about an intern's behavior

(ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. The staff member will consult with the Director of Clinical Training (DCT) 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 DCT is not the intern's primary supervisor, the DCT will discuss the concern with the intern's primary supervisor.
3. If the DCT and primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the DCT will inform the staff member who initially brought the complaint.
4. The DCT will meet with the Director of Internship to discuss the performance rating or the concern and possible courses of action to be taken to address the issues.
5. The DCT, primary supervisor, and Director of Internship may meet to discuss possible course of actions.
6. Whenever a decision has been made by the Director of Internship or DCT about an intern's training program or status in the agency, the DCT 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 Internship Program 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.
7. The intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented below.

#### 4. **Due Process: General Guidelines**

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Internship Program identify specific evaluative procedures which are applied to all trainees, and provide appropriate appeal procedures available to the intern. All steps need to be appropriately documented and implemented. General due process guidelines include:

1. During the orientation period, presenting to the interns, in writing, the program's expectations related to professional functioning. This will be discussed in both group and individual settings.
2. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
3. Articulating the various procedures and actions involved in making decisions regarding the problem behavior or concerns.
4. Communicating, early and often, with graduate programs about any suspected difficulties with interns and when necessary, seeking input from these academic programs about how to address such difficulties.
5. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.

6. Providing a written procedure to the intern which describes how the intern may appeal the program's action. Such procedures are included in the Internship Manual which is provided to interns and reviewed during orientation.
7. Ensuring that interns have sufficient time to respond to any action taken by the program.
8. Using input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
9. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

## 5. **Due Process: Procedures**

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 between the DCT and intern or staff, the steps to be taken are listed below. Steps involved in the Due Process procedure include:

1. Notice: The intern will be notified of the problematic behavior and that the internship is addressing the problem.
  - a. If the problem is initially identified by a staff member other than the DCT, the DCT will be consulted.
  - b. 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 DCT for a review of the situation.
  - c. When this occurs, within three days of a formal complaint, the DCT must consult with the Director and implement a Review Panel by the procedures described below.
2. Hearing: The intern will have an opportunity to hear and respond to concerns. A review panel will be convened by the Director of Internship. The panel will consist of three staff members selected by the Director of Internship with recommendations from the DCT and 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.
  - a) Within five (5) work days, a hearing will be conducted in which the challenge is heard and relevant material presented. Within three (3) work days of the completion of the review, the Review Panel submits a written report to the Director of Internship, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.
  - b) Within three (3) work days of receipt of the recommendation, the Director of Internship will either accept or reject the Review Panel's recommendations. If the Director rejects the panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director of Internship may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
  - c) If referred back to the panel, they will report back to the Director of Internship within five (5) work days of the receipt of the Director of Internship's request of

further deliberation. The Director of Internship then makes a final decision regarding what action is to be taken.

- d) The DCT informs the intern, staff members involved and if necessary members of the training staff of the decision and any action taken or to be taken.
3. Appeal: The intern will have an opportunity to appeal the actions taken by the Internship program through submission of a letter to the Director of Internship within five days of notification of the Hearing's decision. The Director of Internship will then collaborate with the DCT and the intern's applicable faculty member/department chair within their graduate program in order to determine an alternate course of action or maintain the hearing's decision in consideration of the intern's appeal. Formal documentation will occur of the appeal decision.

### **Grievance Procedure**

1. In the event an 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, an 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 DCT or Director of Internship, whose position is above the DCT;
  - c. If the DCT or Director of Internship cannot resolve the issue, the intern can formally challenge any action or decision taken by the DCT, the supervisor or any member of the training staff by following this procedure:
    - 1) The intern should file a formal complaint, in writing and all supporting documents, with the DCT. If the intern is challenging a formal evaluation, the intern must do so within 5 days of receipt of the evaluation.
    - 2) Within three days of a formal complaint, the DCT must consult with the Director of Internship and implement a Review Panel by the procedures described above.

\* Adapted from "Due Process in Action: The Identification and Management of Intern Problems/Concerns" University of California at Davis, Counseling Center, 2000. Training Director: Emil Rodolfa, Ph.D.

## Chapter 8: Application Requirements

Prospective interns are expected to apply for internship at Hugh S. Smith, Ph.D. & Associates, P.C. by completing the following materials. All application materials must be received by no later than November 15, 2007.

1. APPIC Uniform Application materials (including Professional Conduct Form, Practicum Documentation, Verification of Internship Eligibility and Readiness, etc.)
2. Curriculum vitae
3. Official Graduate transcripts
4. Two psychological evaluation reports - If possible, at least one involving integration of projective measures, and including assignment of DSM-IV 5-Axes diagnoses (remember to remove all identifying information)
5. Three letters of reference (at least 2 must be from current supervisors)

**Please submit all materials to:**

Hugh S. Smith, Ph.D.  
Internship Director  
Hugh S. Smith, Ph.D. & Associates, P.C.  
1850 William Penn Way, Suite 202  
Lancaster, PA 17601  
Ph. (717) 391-6808  
Fax. (717) 391-0709  
Email: hssinternship@verizon.net

Chapter 9: Training and Supervising Faculty

**Internship Director, Supervising Psychologist**

Hugh S. Smith, Ph.D., President

*Areas of Interest:* Psychological evaluation, forensic and juvenile justice evaluation, child and adolescent assessment and treatment, autism-spectrum disorders; Program development involving community outreach.

**Director of Clinical Training, Supervising Psychologist:**

Jennifer A. Fernandez, Ph.D.

*Areas of Interest:* Psychological evaluation, neuropsychological evaluations, child and adolescent assessment; geriatric assessment

**Supervising Psychologist:**

Jessica Umbrell, Psy.D.

*Areas of Interest:* Comprehensive evaluation and treatment of Disruptive Behavioral Disorders; CBT for child and adolescent anxiety and mood disorders; the dynamics of domestic violence and its social and emotional effects on children and adolescents.

**Staff Psychologists:**

Scott J. Bloszinsky, Psy.D.  
Dawn Gullette-Crosson, Psy.D.  
David C. Hill, Ph.D.  
Katarzyna Lesniak-Karpiak, Ph.D.  
Shannon Limerick-Gnas, M.A.

**Hugh S. Smith, Ph.D. & Associates, PC**  
**Pre-Doctoral Internship Program**  
**in Clinical Psychology**

**Site Training Manual**

**SIGNATURE PAGE**

**I \_\_\_\_\_, (Intern) have read and understand all material presented in this training manual.**

**Intern Signature** \_\_\_\_\_

\_\_\_\_\_  
**Date**

**Supervisor Name** \_\_\_\_\_

**Supervisor Signature** \_\_\_\_\_

\_\_\_\_\_  
**Date**

**Director of Training** \_\_\_\_\_

\_\_\_\_\_  
**Date**