



GEORGE FOX
UNIVERSITY



George Fox Integrated Care Internship

APA Accredited, Doctoral Internship in Health Service
Psychology

Intern Handbook

2020-2021

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Program Overview

The George Fox Integrated Care Internship operates under the auspices of the George Fox University Graduate School of Clinical Psychology (GSCP), which offers a PsyD degree in clinical psychology accredited by the American Psychological Association's Commission on Accreditation.

The GSCP is deeply rooted in George Fox's Quaker identity and operates from a position of respect for all people, commitment to understanding and celebrating human diversity, and adherence to prevailing ethical standards articulated by the American Psychological Association (APA).

The doctoral internship program was initiated in 2011 and became APA accredited in 2015. It was developed in recognition of the GSCP's strategic role in innovative models of professional practice, especially those involving integrated services in primary care settings and short-term psychotherapy interventions. In addition to providing training for a cohort of interns each year, the internship contributes to workforce development for integrated healthcare. Nationally, there is a shortage of trained psychologists functioning as Behavioral Health Providers in the primary care medical setting.

The George Fox Integrated Care Internship provides training for assessing and treating a wide range of psychological problems, including mood and anxiety disorders, trauma, co-occurring disorders, eating disorders and other behavioral health conditions. Interns receive training at various medical clinics operated by Providence Medical Group, located in Portland, Oregon and the metro area.

The aim of the internship is to equip interns to be generalist clinicians with competence in behavioral health integration, including aspects unique to health care of diverse populations. Didactics focus on the nine competency areas established by APA, and application of clinical skills will take place onsite at the various medical clinics.

George Fox University (GFU)

George Fox University (GFU) is a nationally recognized university, providing students with personal attention, global opportunities to learn and serve, and a supportive community that encourages academic rigor and spiritual growth. George Fox offers bachelor's degrees in more than 40 majors, adult degree programs, five seminary degrees, and 12 master's and doctoral degrees. George Fox is accredited by the Northwest Commission on Colleges and Universities, and has grown rapidly in the last two decades - both in reputation and facilities. *U.S. News & World Report*

for 25 years has named George Fox "One of America's Best Colleges." *Forbes* ranked George Fox in the top 150 colleges in America and among the nation's top Christian colleges. National recognition was also received from the John Templeton Foundation, which selected George Fox as one of 100 in its Honor Roll of Character-Building Colleges. GFU strives to prepare students spiritually, academically and professionally to think with clarity, act with integrity and serve with passion. More than 3,400 students attend classes on the university's residential campus in Newberg, at its Portland and Salem centers, and at other teaching sites in Oregon.

The Doctor of Psychology (PsyD) program is a broad and general training program designed to prepare licensed, health service psychologists. While the PsyD degree provides training in the scientific foundations of psychology and in research methods and statistics, it places greater emphasis on the development of clinical skills. Since the initial endorsement of the doctor of psychology degree by the American Psychological Association in 1979, the doctoral program uses an ongoing program evaluation and improvement process which led to the decision to fund a partially affiliated pre-doctoral internship program that received APA-accreditation in 2015.

Providence Medical Group (PMG)

Providence Medical Group is a division of Providence Health and Services (PHS), a not-for-profit network of hospitals, health plans, physicians, clinics, home health services and affiliated health services. As part of the greater Providence Health and Services (PHS), which functions in Alaska, Washington, Oregon, Montana and California, PHS has a tradition of caring that the Sisters of Providence began more than 150 years ago. PHS strives to "reveal God's love for all, especially the poor and vulnerable, through compassionate service." The core values of PHS are Respect, Compassion, Justice, Excellence and Stewardship. There are 70 primary care clinics and 550 providers within the PMG system. The Providence clinics have implemented the Medical Home Model of primary care, which includes the integration of behavioral health services provided by licensed psychologists. PMG has supported a training relationship with the GFU GSCP in their primary care clinics and regional hospital located in the Newberg service area, for over ten years. This relationship includes practicum training for GSCP students, an Emergency Department consultation service staffed by GSCP faculty and students, and an ongoing professional alliance with the GSCP Program Director, Dr. Mary Peterson, ABPP.

Interns are placed within one of the Providence Medical Group clinics within the Portland-Metropolitan area. Interns spend 32 hours per week in the primary care setting, which includes direct service provision for patients from a wide demographic and diagnostic range, opportunities for case consultation, observation of psychologists and primary care physicians and professional mentoring by supervising psychologists. The onsite Providence psychologist provides a minimum

of two hours of individual supervision each week. Each clinic also has a large staff of medical and behavioral health providers that includes: physicians, medical assistants, physician's assistants, licensed social workers, coordinated care counselors and nurses. These staff are also available to help interns with issues that may arise.

Therapy Clinic of the George Fox Behavioral Health Center (TC-BHC)

The Therapy Clinic of the George Fox Behavioral Health Center (TC-BHC) is a minimal-cost mental health clinic designed to provide services to the uninsured and underinsured citizens of Yamhill County and the surrounding area. It is located in the semi-rural community of Newberg, Oregon. The TC-BHC offers services to those with chronic, as well as acute, mental health issues, typically ages 6 and older. Therapy is short-term with focus on addressing current problems in the clients' lives and helping them plan for the future using time-limited therapy techniques. Every Monday, the interns provide one hour of supervision to the practicum students who provide clinical services within the TC-BHC. This is followed by supervision of supervision, which provides guidance as interns learn supervisory skills and acquire competence within this domain. In addition, interns engage in group supervision with the TC-BHC practicum students.

Location

George Fox University is situated in the heart of the Willamette Valley, 23 miles south of Portland which is Oregon's largest city and cultural center. Newberg is a semi-rural community of approximately 20,000 residents. Portland is Oregon's largest city, with a population nearing 600,000. Portland is a progressive city with a variety of museums, coffee shops, Saturday Market, the Waterfront and the Portland Trailblazers (see <http://www.portlandonline.com/>). Mount Hood is approximately one hour east of Portland, offering a variety of winter sports. The Oregon coast is a 75-minute drive west of Newberg. The state of Oregon features 96,981 square miles of diverse terrain such as the Columbia River Gorge, the Cascade Mountain Range and high-desert country.

Facilities

The GSCP is located within the Roberts Center on the Newberg campus. It shares a parking lot with the Therapy Clinic of the George Fox Behavioral Health Center, which operates in a renovated facility. Providence Medical Group clinics are located in Portland and the metro area. Within the clinics, they have developed an integrated care model where providers share exam rooms, and a limited number of offices, for Behavioral Health Providers and interns. Staffing patterns will be determined at the time of service.

Training Model and Program Philosophy

The Graduate School of Clinical Psychology (GSCP) training model is aligned with American Psychological Association's newly revised Standards of Accreditation (SOA) for training in health service psychology. Like the doctoral curriculum, the internship is designed to promote the competency training model described in the SoA. Those successfully completing the internship should know and exemplify high standards of legal, ethical, and professional conduct. They should be able to provide a wide variety of clinical services, including assessment and psychotherapy, for individuals across the lifespan and from diverse ethnic, cultural, religious, and social backgrounds.

The GSCP doctoral program in clinical psychology is accredited by the APA's Commission on Accreditation. The Integrated Care Internship became APA accredited in 2015. We are members in the Association of Psychology Postdoctoral and Internship Centers (APPIC) directory and follow all APPIC guidelines.

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: 202.336.5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Goals and Competencies

The GSCP is a member of the National Council of Schools and Programs of Professional Psychology (NCSPP). This organization has been instrumental in articulating those areas in which practicing psychologists should show competency. The George Fox Integrated Care internship is guided by the SoAs which articulate the expectations for competency-based training in nine areas essential to the development of psychologists in training. Within these nine Profession-Wide Competency (PWC) areas, the interns are expected to develop competencies specific to the primary care setting. The following are the goals and competencies specific to our program:

Profession-Wide Competency #1: Research
Training Objective: Produce new professionals who can independently access research and apply scientific methods to practice.
Competencies Expected: <ol style="list-style-type: none">1. Independently accesses and applies scientific knowledge & skills appropriately and habitually to the solution of problems,2. Readily presents own work for the scrutiny of others,



<ol style="list-style-type: none"> 3. Demonstrates advanced level of knowledge of and respect for scientific knowledge of the basis for behaviors, 4. Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization, 5. Effectively Applies EBP concepts in practice, 6. Critically Compares and contrasts EBP approaches with other theories and interventions in the context of case conceptualization and treatment planning.
PWC #2: Ethical and Legal Standards
Training Objective: Produce new professionals who can independently identify ethical and legal concerns and effectively respond to them.
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Independently recognizes and manages special circumstances and potential ethical issues, 2. Uses good judgment about unexpected issues, such as crises, confrontation, etc., 3. Demonstrates awareness of potential conflicts in complex ethical and legal issues when conducting supervision, 4. Spontaneously and reliably identifies complex ethical and legal issues when conducting supervision and analyzes and proactively addresses them, 5. When unsure of how to proceed when confronted with an ethical dilemma, will reliably seek consultation with supervisor or other appropriate expert, 6. The intern is familiar with the relevant laws and statutes pertaining to the practice of psychology in the setting and region they are working in.
PWC #3: Individual and Cultural Diversity (ICD)
Training Objective: Produce new professionals who can independently monitor and apply knowledge of self and others as an ICD-being and consider the intersecting and complex dimensions of diversity.
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Independently articulates, understands, and monitors own cultural identity in relation to work with others, 2. Regularly uses knowledge of self to monitor and improve effectiveness as a professional, 3. Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues content, 4. Regularly uses knowledge of the role of culture in interactions to monitor and improve effectiveness as a professional, 5. Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others, 6. Articulates an integrative conceptualization of diversity as it impacts clients, self, and others (e.g., organizations, colleagues, systems of care), 7. Uses culturally relevant best practices.
PWC #4: Professional Values, Attitudes, and Behaviors
Training Objective: Produce new professionals who behave in responsible and professionally effective ways that represent the field of psychology with honor.
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. The Intern follows the policies of their clinic/agency, 2. The Intern is consistently on time to appointments and meetings and communicates well about absences and time-off, 3. The Intern finishes their paperwork in a timely fashion, 4. The Intern's written work is at a professional-level of quality,

<ol style="list-style-type: none"> 5. The Intern is prepared for all meetings and appointments, 6. The Intern demonstrates the appropriate professional presentation (clothing, posture, language, hygiene, politeness) for the setting in which they are working, 7. Habitually adapts one's professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, that improves client outcomes and avoids harm, 8. Regularly uses knowledge of others to monitor and improve effectiveness as a professional.
<p>PWC #5: Communication and Interpersonal Skills</p>
<p>Training Objective: Produce new professionals who can effectively function within a clinical setting.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Communicates effectively with individuals from other professions, 2. Independently articulates, understands, and monitors multiple cultural identities in interactions with others, 3. Seeks consultation with regard to addressing individual and cultural diversity as needed, 4. Writes a high-quality case summary incorporating elements of evidence-based practice and presents it for peer review and discussion, 5. Seeks consultation when necessary, 6. The intern can create effective working relationship with all the staff at their site(s).
<p>PWC #6: Assessment</p>
<p>Training Objective: Produce new professionals who can effectively perform comprehensive assessments and screenings and clearly report the results.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Accurately assesses presenting issues taking in to account the larger life context, including diversity issues, 2. Effectively selects appropriate assessment/screening tools that fit the presenting issue, 3. Effectively and accurately performs various screening and assessment procedures, 4. Uses assessment data to conceptualize cases independently and accurately, 5. Writes a professional-caliber report that correctly and clearly integrates the assessment data into a diagnosis with patient-specific recommendations.
<p>PWC #7: Intervention</p>
<p>Training Objective: Produce new professionals who can independently plan and provide effective interventions.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Presents rationale for intervention strategy that includes empirical support and can defend their reasoning well, 2. Independently selects an intervention or range of interventions appropriate for the presenting issue(s), 3. Develops rapport and relationships with wide variety of clients, 4. Effectively delivers interventions, 5. Independently and effectively implements a typical range of intervention strategies appropriate to practice setting, 6. Terminates treatment successfully, 7. Independently assesses treatment effectiveness & efficiency, 8. Critically evaluates own performance in the treatment role.
<p>PWC #8: Supervision</p>



<p>Training Objective: Produce new professionals who can independently provide supervision to others.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Articulates a philosophy or model of supervision and critically reflects on how this model is applied in practice, including integrated contextual, legal, and ethical perspectives, 2. Creates an effective supervision contract, 3. Demonstrates knowledge of limits of competency to supervise (assesses meta-competency), 4. Constructs plans to deal with areas of limited competency, 5. Clearly articulates how to use supervisory relationships to leverage development of supervisees and their clients, 6. Demonstrates integration of diversity and multiple identity aspects in conceptualization of supervision process with all participants (client(s), supervisee, supervisor) 7. Demonstrates adaptation of own professional behavior in a culturally sensitive manner as appropriate to the needs of the supervision context and all parties in it, 8. Articulates and uses diversity appropriate repertoire of skills and techniques in supervisory process 9. Identifies impact of aspects of self in therapy and supervision 10. Provides competent supervision to less advanced trainees, peers or other service providers in typical cases appropriate to the service setting
<p>PWC #9: Consultation and Interprofessional/Interdisciplinary Skills</p>
<p>Training Objective: Produce new professionals who have knowledge of interdisciplinary teams and can collaborate with other professionals and who can critically evaluate a program's functioning.</p>
<p>Competencies Expected:</p> <ol style="list-style-type: none"> 1. Demonstrates ability to articulate the role that others provide in service to clients, 2. Appreciates and integrates perspectives from multiple professions, 3. Displays ability to work successfully on an interdisciplinary team, 4. Systematically collaborates successfully with other relevant partners, 5. Demonstrates skill in interdisciplinary clinical settings, working with other professionals to incorporate psychological information into overall team planning and implementation, 6. Provides supervisors with insightful and useful reflections on what is working well and what can be improved at their different consortium sites at the mid-year evaluation. In the second half of the year, these reflections are presented via the program evaluation project (see handbook), 7. Collaborates effectively with other providers, or systems of care, to coordinate continuity of care for the patients.
<p>How Outcomes are Measured: All competencies are rated using supervisor ratings on a 5-point Likert scale 1= Cannot Demonstrate, 2= Needs extensive supervision to demonstrate, 3= Can demonstrate in most situations, requires some supervision in more complex situations, 4= Can demonstrate, even in complex situations, without supervision, 5 = Can demonstrate with advanced skill (similar to licensed clinician). Self-reports by interns will be collected at the beginning and end of training as a discussion tool for supervision purposes. Supervisor ratings will be collected at the middle (February/March) and end (July/August) of the internship training.</p>

Minimum Thresholds for Achievement for Expected Competencies: Within each objective, the intern is expected to achieve mastery of all competencies and must achieve a score of at least 3 by the end of the year. If any competencies are at a 2 or less at the mid-year evaluation, the intern, their onsite supervisor and the Training Director will create a remediation plan to improve these skills. **If any competencies are below 3 at the end of the year then the intern will fail the internship.**

Professional Areas of Focus

In addition to our nine areas of competency (which are the major focus of the internship) interns will also engage in the additional training opportunities:

1. Completion of one comprehensive assessment. The intern will administer, interpret and write a written report, including but not limited to IQ testing, ADHD assessment, dementia screening, academic/learning disability assessments and neuropsychological testing.
2. Completion of a formal program evaluation collaboratively selected by the intern and respective supervisor. The interns will develop clinical materials and/or will serve as consultants for program development/quality improvement purposes. Specific activities will be based on program and clinic needs and interns' areas of interest and expertise. Interns are encouraged to discuss specific opportunities that may arise at their clinical placements.

Estimated Weekly Schedule

In a typical week, interns work from 8:00 am to 5:00 pm Tuesday through Friday at their assigned PMG primary care clinics. Mondays are spent at the GSCP in Newberg, OR. Monday is a training day focused on didactics and supervision activities.

An approximation of an intern's weekly training activities is shown below. Training activities remain on the established four-day schedule. Didactics and supervisory activities occur on Monday.

Monday training activities:

- Three hours total of Didactic Training at the GSCP.
 - Two hours are dedicated to topics relevant to service delivery as a BHC and one hour is dedicated to program development, quality improvement and professional career development.
 - During the academic year interns will attend two colloquiums and two grand rounds (two per semester) all located at the GSCP.
 - The internship year begins with a week of intensive training in primary care psychology.

- One hour of group supervision with the TC-BHC students.
- One hour of supervision that the intern will provide to the TC-BHC practicum student.
- One hour of supervision of supervision.

Tuesday – Friday training activities:

- Two hours of individual supervision provided by onsite Providence supervisor.
- Service delivery as a Behavioral Health Consultant.

Policies and Procedures

The internship is partially affiliated with the Graduate School of Clinical Psychology at George Fox University. A partially affiliated internship, is one in which a portion of the interns admitted are students from a specific accredited doctoral program. Meaning, equally qualified students from George Fox University are ranked above similarly qualified applicants from other programs. However, a more qualified applicant from any program will be ranked above a less qualified George Fox University applicant.

The Internship Committee follows the policies and procedures for doctoral internships, established by the APA's Commission on Accreditation. The Committee consists of: The Internship Training Director (who serves as the committee chair), the Director of Psychology, Behavioral Health Manager of Primary Care/Medical Specialties and the Clinical Training Manager from Providence Medical Group; the GSCP Program Director serves as a member of the committee as needed. In addition, monthly meetings are held at Providence Medical Group with the Internship Committee and all acting supervisors for all trainees.

The Internship Training Director manages daily operations and routine decisions pertaining to the internship, including didactic seminars, scheduling and personnel matters. The Internship Committee oversees programmatic issues, including policies, goals of training, ongoing self-study, review of interns' progress, interviews of potential interns and intern ranking.

Application for Internship

The internship abides by all APPIC guidelines and requirements and applications should be submitted through the AAPI Online process. Details are available at the APPIC website (www.appic.org). No supplemental applications materials are required beyond the AAPI Online requirements. Applications are due on November 9th, 2020 by midnight Pacific time. In our mindful attempt to keep applicants safe during the global pandemic, all interviews will be conducted virtually for Phase I and Phase II.

All applications are screened by members of the Internship Committee and Providence's Behavioral Health Consultants, as they are knowledgeable of the necessary skills to be successful as a BHC within the Providence system. All applications from the affiliated university will be screened by committee members, supervisors and BHC's not affiliated with the institution. Committee members and supervisors conduct interviews and provide recommendations to the Internship Training Director for APPIC match rankings. The Training Director makes the final ranking decisions and submits them to the National Matching Service.

Once interns are matched to the site, a letter of agreement is sent within 48 hours. This letter includes information about start and end dates, internship salary, contact information for the Training Director and other relevant information about the internship.

Statement of Non-Discrimination

As with GSCP admissions procedures, every effort is made to ensure diversity in selected trainees. Selections are non-discriminatory on the basis of age, gender, gender identity, race, ethnicity, culture, national origin, sexual orientation, disability, and socioeconomic status. Consistent with the SoA's, we may show preference in selection of applicants aligned with the ethos of the sponsoring institution. For payroll and accessibility needs, interns are listed as students affiliated with their respective training program but compensated through the University.

Requirements for Selection

An applicant must have completed three years of study in a regionally accredited, degree-granting clinical or counseling psychology doctoral program in the United States, by the time the internship is scheduled to begin. The applicant's program must be APA-accredited with the student having successfully completed their academic coursework, comprehensive exams, supervised practicum experiences and must be in good academic standing. The applicant must also have previous primary care experience, as interns will provide services in medical clinics that highly utilize Behavioral Health Consultants.

Within the APPI, applicants must also be verified as *ready to apply for internship* by the Director of Training of his or her graduate program.

Start and End Dates

The internship begins on August 10, 2020 and ends on August 6, 2021.

Onboarding Requirements

As a provider within Providence Health and Services (PHS), interns will complete the on-boarding, pre-placement process required for all PHS providers. This includes the completion and passing of a background check, a 10-panel drug toxicology screen (including Cannabis), CPR/BLS or ACLS certification in compliance with the American Hospital Association (AHA) standards. All interns must agree to confidentiality, privacy, behavioral standards and nondisclosure, as well as, HIPPA training and HIPPA compliant data access of patient information. Lastly, verification of up-to-date immunizations including Measles, Mumps and Rubella (MMR) Varicella (chickenpox), Tetanus, Diphtheria, and Pertussis (Tdap), and demonstration of either a negative skin test or chest x-ray for Tuberculosis within the last 12 months. This process will take place through CastleBranch, which will verify successful completion of each requirement. Please contact the Internship Training Director if you have any questions.

Within GSCP interns will meet with Human Resources to complete necessary documentation required to receive their benefits. They will review the handbook and didactic schedule, and be made aware of program policies and procedures to successfully complete internship.

Salary, Benefits, and Administrative Support

Interns receive a salary of \$28,000 annually. In addition, interns are eligible for four weeks of sick and vacation leave, nine holidays, four days of professional leave to attend scheduled didactics, and one day of professional leave to attend their graduation.

The GSCP maintains an extensive library of psychological testing materials. The internship makes these materials available to interns, as required to complete psychological assessments and program development projects. Additionally, the GSCP administrative staff is available to assist the interns as needed throughout their internship year.

Other supplies and administrative support are available as appropriate.

Supervision and Didactics

An internship is an organized training program, and as such, supervision and regular participation in the didactic seminars are required components of the internship. A probable schedule of training activities is included within this handbook. Interns will participate in a two-hour didactic, led by the Training Director, focusing on relevant topics within the primary care setting. They will also participate in a research didactic one hour a week with the GSCP Director of Research. These trainings will focus on professional career development, program evaluation, statistical analysis and increasing scientific knowledge base as a psychologist. Interns will have the opportunity to present the findings from their

program development research projects, as well as a topic of choice. Their information will also be disseminated during a monthly Providence BHC meeting; participants of this meeting include the Internship Committee, all Providence BHC's and all interns and residents.

All supervisors have a doctoral degree in psychology and are licensed in the state of Oregon. Supervisors are on-site at each assigned clinic and are clinically and professionally responsible for services provided by interns. Supervising psychologists within Providence Medical Group retain an academic appointment with George Fox University and have regular and frequent contact with the University.

Staff

Staff and faculty of the GSCP are located in the Roberts Center of George Fox University. They are available to interns throughout the training year. It is important to note that some faculty are on nine-month academic contract, therefore, they will have limited availability during summer months.

The internship Training Director's office is in the Roberts Center, where interns will meet for supervision and training each Monday. On-site supervisors at Providence Medical Group will establish a schedule with the intern, for weekly supervision.

Orientation to Internship

Orientation will occur during the first few weeks of internship. Interns begin providing professional services immediately after they complete their onboarding process and the intensive training in integrated care.

Internship Completion Criteria

To successfully complete the doctoral Internship, interns are expected to fulfill the following requirements and demonstrate competence in each of the areas described in this manual.

- A minimum of 2000 hours of program participation, including 800 hours of direct clinical work.
- Approximately 32 hours weekly at Providence Medical Group, including two hours of individual supervision.
- Approximately eight hours per week at the GSCP, including didactic and supervisory activities.
- Dissemination of findings from their program development research projects.
- Both the Training Director, Providence Medical Group supervisors and the Providence Clinical Training Manager will track interns' competence using self-evaluations and evaluations. These evaluations will occur at mid-year

and at the end of the internship. With the exception of the self-evaluation, which is completed at the beginning and end of the year. Competencies that fall below a 3 will require a remediation plan. Successful completion of the internship requires a competency score of 3 or better, for each competency, by the end of the year. We predict that most interns will average scores between 4 and 5 by the end of their training year.

- If an intern is below a 3 in certain competencies by the end of the year they will fail the internship. An intern can petition the Internship Committee to allow an extension of the internship and a second remediation plan to prove that they can perform the lacking competency at a satisfactory level (3) or to make up for any missing hours. However, allowing this is at the committee's discretion.

Each intern will receive a certificate of completion upon successfully finishing the internship.

Evaluations

Interns will be given frequent feedback from supervisors based on their professional work. Additionally, they will receive written and timely (mid and end of year) feedback via their competency-based evaluation completed by their supervisor. A link to this form can be found in Appendix B. The Internship Training Director follows the following procedure for the beginning of the year, mid-year and year-end evaluation:

1. At the start of the year, the interns complete a self-evaluation for self-reflection and to establish their starting competency level and identify training goals for the year. This is the same competency-based evaluation form completed by their supervisors, which also provides an opportunity for a comparison to their supervisor's evaluation.
2. The Training Director requests the PMG supervisor completes the competency-based evaluation forms at the middle and end of the year.
3. Supervisors review the evaluation at mid-year and end of year with the intern and the intern is given opportunity for a written response, if desired.
4. All evaluations, and student responses, become part of the intern's file.
5. If any competencies, in the mid-year evaluation, are below a 3, a remediation plan will be created and implemented. Providing the intern ample time incorporate corrective feedback into their service delivery. If the intern cannot improve their score on the failed competency to a 3, or better, by the end of the internship year the intern will fail the internship.
6. The Remediation Plan can be found within Appendix A.

Working Hours

Working hours, established by the Training Director, are typically normal business

hours, Monday through Friday. Occasionally, the interns will have the opportunity to lead a group that starts later in the day. This may lead to a later end time, but often interns will be able to adjust their schedule to start later on those days.

Interns are asked to be flexible in their scheduling where possible. This is particularly important with regard to psychological testing, which will sometimes require a rapid response for timely feedback. Interns will not complete more than 40 hours of clinical service per week.

Self-Study

In order to maintain ongoing formative proximal and distal feedback, the Training Director and the Internship Committee, routinely review the trainings offered to interns. This includes reviewing interns' evaluations of their training sites, supervisors and GFU trainings. Interns will also receive a post-internship survey, sent two and five years after completing their internship, in order to improve the program for future interns.

Vacation and Sick Leave

In addition to major holidays, interns are granted four-weeks of excused leave (vacation and sick leave) throughout the year.

Extended Absence

An intern may be excused from service for maternity leave, severe illness (physical or emotional) or other legitimate reasons. Extended absences do not reduce the overall number of hours required for completing the internship. In rare cases, an intern may need to extend the length of training in order to fulfill all required training hours. If this occurs, the salary and stipend end after the first 12 months of training.

Maintenance of Records

Each intern has an intern file, which is kept electronically and maintained by the Training Director. The file begins when the intern becomes matched with our internship. The file is maintained and updated throughout the internship year and is permanently kept as a record of training after the completion of internship. The purpose of the intern file is to document progress through the training year. The files contain information submitted by the intern, on-site supervisors and Training Director. The files are property of the George Fox Integrated Care Internship, but interns have access to their records as needed. Access to these files is governed by the Family Education Rights and Privacy Act of 1974 (FERPA) regulations.

Policy of Students with Disabilities

If an intern has a specific physical, psychiatric or learning disability and requires accommodations, please contact the Internship Training Director as early as possible so learning and training needs may be appropriately met. Current documentation of the disability will need to be provided, and will be maintained in the internship file.

Academic Integrity

According to the APA Ethics guidelines, “Psychologists do not present portions of another’s work or data as their own, even if the other work or data source is cited occasionally.” This guideline applies to all work submitted in this program (electronic, written or oral). Submission of oral presentations or written work that include plagiarized material (text or data) is a serious infraction. Interns who plagiarize will be subject to disciplinary action, which may include being dismissed from the internship.

Clinical Suitability Concerns

The Quaker tradition of George Fox University is humanizing and egalitarian, and this influence is felt throughout the institution. Positive relationships among faculty, staff, students, and administrators are evident throughout the University context. This is not to say tensions never arise, but our hope is that through the process of managing tensions, human dignity is affirmed, and great effort is invested in hearing one another in fairness and justice.

The GSCP recognizes the rights of interns to be treated with courtesy and respect. In order to maintain the quality and effectiveness of interns’ learning experiences, all interactions among doctoral students, interns, faculty and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see APA Ethical Principles of the Psychologists and Code of Conduct) The internship program has an obligation to inform interns of these principles and of their avenues of recourse should problems arise with regard to them. Below are listed guidelines that are intended to assist interns through common disagreements that may arise. It is hoped that the Christian virtues such as respect, fairness, and seeking the good of the other party will be evident when employing these guidelines.

Intern Competency Concerns and Remediation Process

In 2006, the Board of Educational Affairs (BEA) of the APA collaborated with the Council of Chairs of Training Councils (CCTC) to clarify the requisite foundational and functional competencies for students in professional psychology programs.

The CCTC committee states, “Foundational competencies refer to the *knowledge, skills, attitudes and values* that serve as the foundation for the functions a

psychologist is expected to carry out,” (CCTC, 2007, p. 5). The document goes on to explain that foundational competencies are the prerequisite to the acquisition of functional competencies. Foundational competencies include reflective practice of self-assessment, scientific knowledge, relationship skills, and awareness of ethical-legal standards, individual-cultural diversity, and interdisciplinary systems.

If concerns about an intern’s foundational or functional competencies emerge, the following steps will be taken:

1. *Informal Resolution:* we encourage informal resolution according to the guidelines established in the APA Ethical Principles, which allow for direct communication and problem resolution of intern competency concerns. As stated above, our community ethos is guided by an expectation for fairness and justice and it is expected that supervisors, staff and interns express, and respond to concerns with respect and integrity.
2. *Informal Mediation:* if an informal resolution is insufficient to address the competency concerns expressed by the supervisor, the following will take place:
 - The supervisor will request the Training Director mediate a subsequent meeting.
 - The mediation meeting will be scheduled within one week of the request and will include both the supervisor and intern.
 - Discussion and problem resolution will be documented and a collaborative performance improvement plan with clearly defined goals reflecting the expressed concerns will be developed and signed by each member of the group. A follow-up meeting will be scheduled one-month after the informal mediation meeting. At the follow-up meeting, progress toward goals will be discussed, reviewed and documented. During this meeting, the intern, supervisor and Training Director will determine if,
 1. The goals of performance improvement plan have been met and therefore resolved with documentation that student is meeting expectations.
 2. The plan needs to continue as is, in which case a subsequent meeting will be scheduled in one month.
 3. The goals of the plan have not been met and intervention needs to be increased to the next level, Formal Remediation.
3. *Formal Remediation:* if the informal mediation process is insufficient to rectify competency concerns a formal remediation plan will be established. At this point:
 - The Training Director will schedule a meeting with both the supervisor and intern to discuss the specific areas of ongoing concerns and collaboratively revise the performance improvement plan accordingly.

- A time frame for expected remediation will be established, ensuring the intern has adequate time to make corrective changes; consequences of not rectifying these areas will be stated.
- The DCT of the intern's graduate program will be contacted and a copy of the remediation plan will be provided. If any suspected difficulties with the intern is substantiated, seeking input from the academic program about how to address such difficulties will be obtained, if necessary.
- A follow-up meeting will be scheduled one month from the formal remediation meeting with the Training Director, supervisor and intern to discuss progress made within the plan. Similar to the process above, the remediation will be completed, continue for another month as is, or be revised to reflect new concerns.
- Documentation, in writing is made to all relevant parties regarding any final actions taken by the program, along with its rationale.

Grievance Process

If concerns about a supervisor, Training Director or staff emerge, the following steps will be taken:

4. *Informal Resolution*: we encourage informal resolution according to the guidelines established in the APA Ethical Principles, which allow for direct communication and problem resolution. As stated within the remediation process, our community ethos is guided by an expectation for fairness and justice and it is expected that supervisors, staff and interns express, and respond to concerns with respect and integrity.
5. *Informal Mediation*: if an informal resolution is insufficient to address the concerns expressed by the interns, the following will take place:
 - The Training Director (or appropriate designee) will mediate a subsequent meeting.
 - If the concern involves the Training Director, the communication can initially be addressed to the PMG Director of Psychology and/or the GSCP Program Director.
 - The mediation meetings will be scheduled within two weeks of the request and will include both parties and the designated mediator.
 - Discussion and problem resolution will be documented and may include interventions for both intern and supervisor, Training Director and/or staff.
 - A one-month check-in will occur for a minimum of three months following the informal mediation.
6. *Formal Grievance*: If the informal mediation process is insufficient to address concerns expressed by the intern a formal grievance will be addressed by the Internship Training Committee.
 - The Internship Committee includes the Training Director, the Director of Psychology, Behavioral Health Manager of Primary

Care/Medical Specialties and the Clinical Training Manager from Providence Medical Group; the GSCP Program Director serves as a member of the committee as needed.

- a. All parties involved in the grievance will receive a letter from the Training Director (or Director of Psychology, if grievance involves the Training Director) notifying them of the referral to the Internship Committee with a description for the specific reasons of the referral and establishing a meeting date.
- b. During the meeting, the intern will be encouraged to provide additional information to fully understand their concern(s).
- c. Following this meeting, the Training Director (or designee) will work with the intern to develop a response plan to address the founded concern(s) of the grievance. The Training Director (or designee) will share the proposed plan with the Internship Committee who may make additional recommendations (e.g. change of supervisor, etc.)
- d. Following the consultation with the Training Committee, the Training Director (or designee) will meet with the intern to confirm the plan and all parties will receive a copy of the plan.
- e. A specific timeframe and a follow-up meeting within one month will be scheduled to assess the impact of the response plan and to determine next steps, e.g., resolution of grievance, ongoing maintenance of plan with one-month follow-up or the need to develop a revised plan which will follow the above process.
- f. The results of the meeting will be documented and entered into the training program's file.
- g. The Training Director (or designee) will remain sensitive to the power differential that may affect the intern's willingness to address their concerns. Weekly meetings with the Training Director (or designee) will allow additional informal check-ins to ensure the intern is experiencing support, with no evidence of retaliation, during this process.

Appeal Process

Decisions by the Training Director and/or Internship Committee may be appealed. In the event of an appeal the following process must be followed:

1. If the intern disagrees with the decision of the Training Director and/or Internship Committee, the intern can submit a written appeal to the Provost of George Fox University within one month of receipt of the Training Director/Internship Committee's decision.
2. The Provost of George Fox University will consult as appropriate and determine a final decision on the appeal. The decision may support the appeal and refer back to the Training Director/Internship Committee or deny the appeal with written explanation. A written copy of the appeal decision will be sent to all

parties, including the DCT of the intern's graduate program.

Complaints Against Other Interns

Consistent with the APA Ethical Standards and Code of Conduct, it is recommended that informal resolution be the first step in resolving a conflict or concern with another intern. When concerns arise, the complainant should contact the intern in question and frankly discuss the concerns. If resolution is not reached, one may engage in the following formal complaint resolution process.

Complaints may be made against fellow interns for the following reasons:

1. Alleged violation to APA Ethical Principles and Code of Conduct, state or federal laws.
2. Alleged violation of internship policies.
3. Concerns about an intern's clinical suitability for the practice of clinical psychology.
4. Concerns about an intern's physical, intellectual, or emotional abilities to perform the essential functions of a clinical psychologist.

Because of the nature of a formal complaint, and the subsequent investigation, complete confidentiality of the complainant may not be possible. It is desirable for the complainant to submit the complaint(s) in writing and be interviewed by the Internship Committee. Written documentation of the complaint and outcome are kept in the intern's permanent file. Typically, complaints against intern will be handled in the following manner:

1. Complaints against an intern should be written and are sent to the Internship Training Director.
2. The Training Director communicates the complaint to the Internship Committee within five working days of receipt of the complaint.
3. The Training Director notifies the intern that a complaint(s) against him/her has been made within five working days of receipt of the complaint.
4. The Internship Committee gathers necessary information from faculty, concerned students, site supervisors or patients.
5. The Internship Committee provides the intern with written documentation of the specific complaint(s) and concerns of the Committee within 20 working days of receipt of the complaint from the Internship Training Director.
6. The Internship Committee interviews the intern, to obtain additional information and his/her response to the allegations, within 10 working days of written notification. The intern may bring another intern or a faculty member or supervisor to the interview to serve as a support person. The student may offer to the Internship Committee names of

- persons who may provide information on behalf of the student. This is not a litigious process, and attorneys should not be involved at this level.
7. The Internship Committee recommends a decision within 10 working days of the student interview. Possible recommendations include, but are not limited to:
 - a. Dismiss complaint.
 - b. Letter of reprimand.
 - c. Remedial actions. The intern must submit documentation of satisfaction of remedial recommendations by a specified date.
 - i. Remedial actions may include, but are not limited to: mandatory psychotherapy, additional courses and additional supervision
 - d. Dismissal from the internship.
 8. The Internship Committee decides on the committee course of action and the Internship Training Director notifies the student in writing within three working days.

Sexual Harassment Policy

The GSCP endorses, and interns, professors, and supervisors must comply with, Section 3.02 and 3.03 of the *Ethical Standards of Psychologists and Code of Conduct*, which state:

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either: (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this; or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

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(b) Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

1.12 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

A comprehensive statement about George Fox University's policies related to Harassment, Drug Free Environment, FERPA, and other student rights and expectations can be found in the GFU Graduate Catalog:

<http://www.georgefox.edu/catalog/compliance/compliance.html>.

Community Aspirations

The GSCP strives to be an intentional community where civility and virtue is practiced on a daily basis. Every effort is made to provide an optimal training environment for doctoral students and interns.

We invite interns to be part of this learning community with the hope that we will contribute to their growth and ultimately to the health of the profession.

Internship is a time of transition, providing opportunity for trainees to further develop skills learned during earlier years of graduate training while also preparing for entry into professional psychology as a career. We hope this internship provides many opportunities for personal and professional development.

Interns are valued colleagues. Please feel free to bring your questions, comments and concerns to the Training Director, faculty, staff, and supervisors. We hope you enjoy your internship year!

APPENDIX A:**George Fox Integrated Care Internship****Intern Remediation Plan****Type of Remediation:**

- Developmental Plan
 Probation

Date of Remediation Plan Meeting:**Name of Intern:****Primary Supervisor:****Names of All Persons Present at the Meeting:****All Additional Pertinent Supervisors/Faculty:****Date for Follow-up Meeting(s):****Check all competency domains in which the trainee's performance does not meet the benchmark:**

- Research
 Ethical and Legal standards
 Individual and Cultural Diversity
 Professional values, attitudes, and behaviors
 Communication and Interpersonal skills
 Assessment
 Intervention
 Supervision
 Consultation and interprofessional/ Interdisciplinary Systems

Description of the problem(s) in each competency domain checked above:

Date(s) the problem(s) was brought to the intern's attention and by whom:

Steps already taken by the intern to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

I, _____, have reviewed the above remediation plan with my primary supervisor, any additional supervisors/faculty, and the Training Director. My signature below indicates that I fully understand the above.

I agree/disagree with the above decisions (circle one).

My comments, if any, are below (*PLEASE NOTE: If student disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Student Name - Date

Primary Supervisor Name - Date

Internship Director Name - Date

Student's comments (Feel free to use additional pages):

All supervisors/faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Remediation Plan Continued

Summative Evaluation of Remediation Plan

Follow-up Meetings(s):

Date(s):

In Attendance:

Competency Domain/Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially, met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I, _____, have reviewed the above summative evaluation of my remediation plan with my supervisor, any additional supervisors/faculty, and the Training Director. My signature below indicates that I fully understand the above.

I agree/disagree with the above decisions (circle one).

My comments, if any, are below (*PLEASE NOTE: If student disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Student Name - Date

Primary Supervisor Name - Date

Internship Director Name - Date

Student's comments (Feel free to use additional pages):

Note: This form is based on the APA Competencies Initiatives in Professional Psychology: <http://www.apa.org/ed/graduate/competency.aspx>

APPENDIX B:

Please use links below to review evaluations for each area:

[Supervisor Evaluation of Intern](#)

[Intern Evaluation of Supervisor](#)

[Intern Evaluation of Training Site](#)

[Intern Self-Evaluation](#)

[Intern Evaluation of Didactics](#)

[Intern Evaluation of GFU Trainings](#)