

## Program Policies and Procedures

The Internship Training Manual is a supplement to Casa Pacifica Policies and Procedures Documentation Manual and Privacy and Health Information Policies located on SharePoint Casa Pacifica's internal website. These policies, procedures and responsibilities of Casa Pacifica pertain to the interns and staff of the internship program. The following program policies and procedures provide clearly defined expectations and requirements for the effective implementation and achievement of the internship's goals and objectives.

### Internship Selection and Notification Policy

**Policy Statement:** The selection process for the doctoral internship is designed to the strengths of applicants and their capacity to succeed in the training program. The selection process involves clinical supervisors and current interns and post-docs. The applicant overview process at Casa Pacifica is competitive and begins long before interviews take place. Our internship is accredited by the American Psychological Association (APA) and we are a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). As a member of APPIC, we participate annually in the APPIC match. Only candidates from APA accredited schools who participate in the APPIC match are eligible to interview at Casa Pacifica.

**Purpose:** Due to the high volume of applicants, a standard selection process is needed to assess the highest quality of applicants for the interview phase.

#### Procedures:

1. A Doctoral Psychology Intern is defined as a psychology graduate student who is completing a 12-month internship en route to obtaining their doctoral degree in clinical, counseling, school, or a combination of these specializations/tracks in psychology.
2. Mandatory Requirements for becoming a Psychology Intern at Casa Pacifica are:
  - a. Application Submission
    - i. All psychology intern applicants must participate in the uniform online application process developed by the Association of Psychology Post Doctoral and Internship Centers (APPIC). Please refer to our doctoral psychology internship brochure on our website for application procedures. Only applicants who submit a completed application by our agency deadline for application acceptance will be considered.
    - ii. All psychology intern applicants must be attending or have attended a graduate program accredited by the American Psychology Association (APA).
    - iii. All psychology intern applicants must have at least one year of previous practicum experience working with children and/or adolescents.
  - b. All doctoral internship applications are screened by the Director of Clinical Training and the Chief Psychologist. The purpose of this screening includes:
    - i. To ensure that all candidates meet the pre-requisites of our training program.
    - ii. To select the interns whose experience and interest best match with the training opportunities available in our training program.
    - iii. To ensure, to the best of our ability, that there is sufficient applicant and program diversity among the candidates invited to interview.
  - c. Invitation to Interview

- i. Interview invitations are extended to those applicants that best meet the above criteria as identified in the screening of applications by the Director of Clinical Training and the Chief Psychologist.
    - ii. All applicants must participate in an onsite interview, if invited. Interviews occur in December and January and interns are typically invited in groups of six. This interview day (normally 9:00 a.m. through 3:00 p.m.) will include: a welcome meeting with the DCT, an individual interview, a case presentation, a tour, a meeting with the current interns, a group interview and a closing meeting with the DCT.
3. Intern Ranking Process:
- a. Interns who have submitted completed applications and have interviewed are then rated in terms of potential match for our training program. The initial decision to include an intern on the ranking list submitted to the APPIC online website is made based on: (a) reader review of the application materials, and (b) ratings from the supervisors, post-doctoral fellows and incumbent psychology interns obtain during the interview day. Ratings information is gathered by the DCT during post interview meetings and training committee meetings. Candidates are ranked from one to the lowest ranked individual who were invited to interview. This ranking is then sent by the DCT to the APPIC National Match Program to be entered into their computer ranking system.
  - b. Application Factors Which Improve/Effect Ranking of Candidate:
    - i. Applied Experience. Applicants who are typically invited to interview must have supervises practicum experience working with emotionally disturbed children and/or adolescents. Preference is also given to intern candidates who have familiarity and expressed interest in working with evidence-based practices (e.g., PCIT, TF-CBT, DBT, etc.).
    - ii. Use of Supervision. Our training program has a strong preference for intern candidates who exhibit effective use of supervision. We define effective use of supervision as knowing when to seek supervision, being open to constructive feedback and having relevant clinical topics prepared for the supervision hour.
    - iii. Applicant Diversity. We are also highly invested in attracting candidates from under-represented groups and in obtaining internship training classes which represent diversity in its broadest definition (e.g., ethnicity, gender, geography, life experience, etc.)
    - iv. History of Initiative. Competitive Intern candidates have (1) identified and implemented ideas in their practicum placements and/or graduate programs and (2) demonstrate evidence of ability to be a “self-starter” in previous experiences.
    - v. Written Expression. Competitive applicants who can write clearly and professionally. The applicants typically have essays reflecting the intern’s passion for their work, self-awareness, a theoretical model or models which guides their work, and an ability to articulate the role of diversity in their applied therapeutic and assessment work.
    - vi. Strong Letters of Recommendation. Competitive applicants should have at least one letter of recommendation from a psychologist who is familiar with the applicant’s applied clinical work, preferably therapeutic work with at-risk and/or traumatized adolescents. Other features of strong letters include letter writers

who are familiar with multiple areas of the applicants training development (e.g., academic work, applied therapy, assessment, etc.), have known the applicant for a long time, list specific strengths and areas of growth for the applicant, and are known by a member or members of our training program.

- vii. Emotional Maturity. Successful interns in our training program tend to be emotionally mature. In reviewing applications, we are always looking for signs of emotional maturity. Sources of information in the application for this area include letters of recommendation, applicant essays, cover letter, and the professional conduct section of the application.
- viii. Bilingual Spanish speaking applicants.

#### 4. Intern Notification

- a. Notification – All interns matched with Casa Pacifica are contacted by the DCT via telephone between 11:00 am and 12:00 pm (EST) the day the match results are posted online (typically the third Monday in February). A brief Memorandum of Understanding (MOU) is emailed to each new intern within 24 hours of the match notice to confirm each party's agreement to honor the results of the match. A more formal and extensive contract agreement is then sent to each new intern and their school within 72 hours of the match.

## Monitoring Competency Policy

**Policy Statement:** Individual and group supervision is provided to facilitate skill development, promote greater depth of knowledge, and proactively monitor progress toward minimum levels of achievement in the professional competencies in the practice of health service psychology. In cooperation with clinical supervisors, interns maintain an hour log documenting all clinical activities and hours of service.

**Purpose:** Competency development is monitored to ensure minimum levels of achievement of all competencies included in the profession wide competencies of the doctoral intern program at Casa Pacifica. It is an opportunity to identify opportunities for new learning, remediate performance difficulties, advance skills and achieve outcomes from the individualized training plan and fulfillment of the Doctoral Intern Job Description.

### Procedures:

1. Each intern maintains a weekly log documenting all clinical activities such as time devoted to assessment and diagnosis, individual therapy, crisis intervention, group therapy, consultation, service delivery evaluation, and scholarly inquiry.
2. The log is reviewed each week in clinical supervision and input is provided regarding progress toward goal achievement, adequacy of hours devoted to select activities, recommendations for new learning, and/or additional activities to strengthen new learning.
3. The clinical supervisor keeps notes on select topics or issues for continued supervision based on the intern's progress, individualized training plan, and documentation responsibilities on the supervisor's log.
4. At the end of each supervisory session, the intern and supervisor sign this log and a copy of the log is uploaded to the intern's file. Each intern may request a copy of the for their personal

records.

5. At the end of each month the intern obtains all supervisor signatures on their weekly log and it is uploaded to their file by the Senior Administrative Assistant.

## **Clinical Supervision and Didactic Training Policy**

**Policy Statement:** Interns consistently receive four hours of supervision per week, at least two hours of which will be individual supervision provided by licensed clinical psychologists. Supervisory activities may include but are not limited to any consultation related to development of intern competencies, clinical consultations, observation of services provided by the intern and processing notes or audio/visual recordings of clinical sessions conducted by the intern. Supervisory activities will deal with the psychological services rendered directly by the intern. The second two hours of weekly supervision is typically provided in group format.

Interns consistently receive a minimum of two hours of scheduled didactic training per week. Didactic training may include but is not limited to workshops, case reviews and presentations, clinical observations, role plays and simulations of clinical procedures, exploration of ethical concerns, evaluation of clinical effectiveness, evidence based practices, psychological testing, differential diagnosis, treating trauma, and discussion related to cultural diversity.

**Purpose:** Clinical supervision and didactic training are provided to facilitate the acquisition of clinical skills while ensuring standards of patient care. The supervision and training process is transparent, affording interns clearly defined processes and expectations necessary for the incremental development of professional skills.

### **Procedures:**

1. Prior to the intern training year, interns are matched with supervising psychologists most closely aligned with the intern's program track, clinical interests, learning needs, and career aspirations. Interns will be matched with at least two different designated supervising psychologists plus a group supervisor.
2. During orientation, expectations for clinical supervision and participation in didactic training are discussed and reviewed, affording interns the opportunity to raise questions, seek clarification, and resolve any questions regarding performance expectations, evaluation procedures, feedback, and/or opportunities for new or advanced learning.
3. Each intern is provided consistent clinical supervision and didactic instruction. In cases where the supervising psychologist is not readily available, another supervisor is designated to ensure continuity. The primary supervising psychologist must review and be listed on treatment plans and progress notes submitted by interns.
4. Each supervisory session is based on respect, clarity, and objectivity that aids in identifying clinical strengths and opportunities for additional growth, and in some cases remediation. A supervision log is maintained by the supervisor that stipulates issues and topics, topics related to competency, corrective action and impressions of progress. An example of a supervision log is found in Appendix XV. In addition, supervisors must be available to consult with interns

regarding patient care outside of formal supervisory sessions or must ensure that another qualified psychologist is available for such consultations.

5. Each intern is evaluated on several occasions throughout the year, but is formally evaluated at mid-year and at the end of the training year. Clinical supervisors elicit feedback from other members of the multi-disciplinary internship team to broaden the assessment perspective.
6. The mid-year and final evaluation is an interactive process that addresses the entire internship experience, including required competencies. The evaluation is based on the Assessment of Intern Performance found in Appendix X. Results of the assessment measures are completed with input from the intern and is shared with the Training Director, forward to the intern's university of professional school, and filed for future reference.

## Internship Supervision Log Policy

**Policy Statement:** Internship supervisors are expected to complete standard supervision entries documenting regular individual supervision sessions in a timely manner. Interns require one hour of supervision for every ten hours they work. Interns at Casa Pacifica typically work 40-44 hours per week. Their first two hours of supervision shall be face to face with a licensed psychologist. The remaining two hours may be provided in group or individual by a licensed mental health professional. A minimum of 4 hours should be documented for each week, preferably documenting these 4 hours of supervision provided for each intern or, at a minimum, entries indicating absences or failure to complete hours. Entries should be saved in the intern's supervision log folder on the shared drive.

**Purpose:** The purpose of this policy is to provide clear expectations for supervisors and to assure proper, thorough, and timely documentation of intern supervision hours and experiences.

### Procedures:

1. Supervision entries are expected to be completed in the same time frame as client care services, within 24 hours of the supervision session.
2. Entries should be save in the Intern's folder on the shared drive under: *S:\Campus Clinical Interns and Post Docs*. For your convenience, a blank copy of the fillable supervision log may also be found in this folder.
3. Logs may be completed on line or by hand. All logs must be signed by the supervisor and intern/post-doc and placed in their electronic file.
4. For the ease of auditing, supervisors will save the internship supervision entries using a title which includes the supervisor's last name, intern initials and the date of the supervision session. For example, one may save an entry in the file in the folder titled with the intern's name with the document title "Johnson.JP.6.4.2015.docx."
5. The Training Director will complete a monthly audit of the supervision logs. A monthly report will be generated by the Training Director, to alert staff to any missing entries.

6. If a supervisor has missing entries on the report, the internship supervisor is expected to respond to and enter and save the entries in the intern's file within 2 work days. For example, if the supervisor does not work on Friday and the report is sent on a Friday, that supervisor's 48 hours begins on Monday when he/she returns to the office.
7. If the missing entry is not in the intern's file within 48 hours, this will be addressed by the internship supervisor's supervisor and the Training Director. If the internship supervisor has received previous warnings and the pattern of missing entries continues, this may result in a performance improvement plan as deemed necessary by the internship supervisor's supervisor.
8. Each supervisor is held responsible for ensuring coverage of his/her intern's supervision hours and confirming entries were completed while the supervisor was out on PTO or leave. If supervision was not provided, the supervisor is also responsible for completing an entry clearly stating the reason hours of supervision were not provided along with indicating the plan to make up the hours if necessary.

## **Videotaping for Mental Health Training Purposes Policy**

**Purpose:** Videotaping therapy sessions is conducted for training and clinical supervision and is an effective tool in improving patient care.

### **Policy Statement:**

1. Videotaping sessions for training purposes is approved for use by the Clinical Department with Doctoral Interns and Postdoctoral Residents. The recordings will be kept confidential and reviewed in group supervision, individual supervision, and when needed by the DCT.
2. The video recording will record the intern/post-doc and will not record the patient. During the recording, the intern/post-doc will refer to the patient by first name only.
3. A session will be videotaped through a webcam attached to a Casa Pacifica computer, which will save to an encrypted thumb drive that is properly labeled to ensure a patient's privacy. An alternative will be to record sessions in a PCIT room on a DVD.
4. Patients will be fully informed, educated, and required to sign a written release prior to the recorded session with the right to revoke at any time. Upon revocation of a release, the Clinical Department will immediately destroy any recordings of the patient.
5. Patients will be informed that this is optional, not required for treatment purposes, has no consequences to their care, and that they have the right to discontinue the recording at any time.
6. Supervisors and the intern/post-doc will be responsible for ensuring that the recording is destroyed upon completion of the supervisory and/or training review or sooner if a patient revokes a release and/or if the release expires.

7. The Training Director in collaboration with the Senior Administrative Assistant, will be responsible for maintaining all releases. Releases will be retained for six years.
8. The thumb drives will be stored in a locked cabinet by the intern and turned into the Senior Administrative Assistant upon completion of case or no later than the last day of training.

## **Internship Retention and Termination Policy**

**Policy Statement:** Interns are consistently informed of policies regarding expectations for performance and successful program continuation as well as procedures for termination from the program.

**Purpose:** Transparency regarding program policies pertinent to intern performance are consistently communicated to ensure courtesy and respect between interns and staff while maintaining operations that facilitate intern learning. It is the program's intent to provide the appropriate supervision, guidance, and mentoring to facilitate a learning environment conducive to the development of professional practice.

### **Procedures:**

1. Each intern receives the program training manual which clearly defines expectations, resources, and requirements during the first week of orientation.
2. Individual and group supervision each week provide opportunities for guidance and mentoring in which intern questions can be clarified and answered.
3. If issues arise regarding the intern's performance, the Due Process Policy should be followed.

## **Client Services Policy**

**Policy Statement:** Interns actively participate in a real-world work experience to develop the necessary skills to succeed as professional psychologists. Each intern is expected to fulfill the responsibilities defined in the Intern Job Description and client care standards defined in the following procedures.

**Purpose:** Interns need to acquire realistic productivity standards, which help inform time management skills, case management competencies, and prioritization of clinical needs and patient requirements, as well as their training activities.

### **Procedures:**

1. During intern orientation, the roles and responsibilities of the doctoral interns are discussed, affording interns the opportunity to ask questions, raise concerns, or seek further clarification.
2. The Doctoral Intern Job Description is used to help interns better understand the competing needs and case management requirements of effective clinical practice.
3. The description is further used to aid in the evaluation of each intern's performance and may be incorporated into the weekly supervisory sessions, group discussions, and/or mid-term and year-end evaluations.

4. Client care services are secondary to learning and are modified in a developmental and sequential course through the program. In general, interns are expected to provide an average of 15 to 20 hours of direct patient contact per week, including documentation of direct clinical services, measured in client care minutes.
5. Apart from direct clinical services, interns typically engage in clinical supervision, case reviews, rounds and team consultations, didactic training, evaluation, and scholarly inquiry.

## **Advisement Policy**

**Policy Statement:** Advising is provided to help crystallize intern interests and career plans, adjust to the demands of professional practice, and address relevant concerns and challenges influencing performance.

**Purpose:** Clinical supervisors and program faculty are available to assist interns in their efforts to establish a professional identity. Advisement typically helps interns adjust to the daily demands of a clinic setting, provides mentorship regarding performance concerns, supports the exploration of future career and clinical opportunities, and provides a forum to discuss the interaction between career aspirations and personal considerations. However, mental health or other personal issues are routinely referred to the Casa Pacifica Employee Assistance Program (EAP).

### **Procedures:**

1. The intern requests advising either from the supervising psychologist or Training Director. Advisement is distinct from clinical supervision and is scheduled separately.
2. Contingent on the nature of the request, other practicing psychologists in the organization may be contacted to provide more specialized advisement regarding research or teaching opportunities, dissertation questions, clinical practice specialization, or other relevant professional considerations.
3. Issues requiring clinical assessment or treatment are referred to the Casa Pacifica Employee Assistance Program (EAP).
4. If the issue is related to performance concerns, the training Director will refer the intern to a pre-identified Senior Clinician within the organization. This individual will serve as a mentor by providing advocacy and support from the intern, and does not provide evaluation of the intern.
5. Advising and mentorship require a note to the intern's file addressing the basic nature of the contact and reference to additional follow up or implications for future planning. The following will be documented in the intern's file:
  - a. Date of referral
  - b. Reason for referral
  - c. Dates of advisement/mentoring sessions
  - d. Recommendations for additional follow up.

## Due Process Policy – The Identification and Management of Intern and Postdoctoral Fellow Problems/Concerns

**Policy Statement:** Casa Pacifica’s Psychology Training program has clearly defined training goals, objectives and competencies in addition to a doctoral intern and post-doctoral fellow Job Description. The program recognizes that at times a trainee may not be performing at a level that meets the minimal expectations. In such occasions, the program provides a standard, step by step due process procedure to address problematic performance.

**Purpose:** This document provides trainees (interns and postdoctoral fellows) and staff a definition of significant performance concerns, a listing of possible actions and an explicit discussion of the due process procedures. Also included are important considerations in the remediation of significant performance concerns.

### Definition of Significant Performance Concerns

1. Significant Performance Concerns are defined broadly as interferences in professional functioning which are reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's 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 judgment and functioning.
2. The Internship and Postdoctoral Training Team will use professional judgment to identify when a trainee’s behavior becomes significant and problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics which, while of concern and requiring attention and intervention, are not unexpected or excessive for professionals in training. Behaviors typically become identified as of significant concern when they include one or more of the following characteristics:
  - a. the trainee does not acknowledge, understand, or address the problem when it is identified;
  - b. the problem is not merely a reflection of a skill deficit which can be rectified by regularly scheduled supervision, or academic and didactic training;
  - c. the quality of services delivered by the trainee is sufficiently negatively affected;
  - d. the problem or behavior causes or potentially causes harm to a client;
  - e. the problem is not restricted to one area of professional functioning;
  - f. a disproportionate amount of attention by training personnel is required; and/or
  - g. the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

**Procedures to Respond to Significant Performance Concerns:** It is important to have meaningful ways to address significant performance concerns once any have been identified. In implementing remediation interventions, clinical supervisors must be mindful and balance the needs of the intern/fellow, the clients involved, members of the intern/ postdoctoral training group, the training staff, and other agency personnel.

1. **Ongoing review of the Trainee Performance.** Supervising staff discuss all the trainees’ performance at the weekly Training Team Meeting. Any concerns related to intern performance are discussed in this forum and the clinical judgment of all relevant supervisory staff, as well as the Training Director, is considered in determining if the concern warrants an intervention. Additionally, an intern or fellow who

receives a "needs remediation", rating of "1" from any of the written evaluation sources, will receive notice of this both verbally from their supervisor and in writing on the evaluation form. The following are possible responses as a first step in remediating an intern or fellow's performance and initiate the process of Notice, Hearing and Appeal. Concerns that need a more structured plan may result in an immediate remediation plan or one of the other interventions in # 2-5 below.

An intern or fellow who receives an "needs remediation", a rating of "1" from any of the evaluation sources on these written evaluations will receive notice of this rating from their primary supervisor. Any concerns related to intern/fellow performance that are discussed in the weekly Training Team Meeting and which, in the clinical judgment of all relevant supervisory staff, including the Training Director, are considered to warrant further action and therefore initiate the process of **Notice, Hearing and Appeal**.

- a. **Verbal Notice** to the trainee emphasizes the need to discontinue the inappropriate behavior or remediate any competency deficiencies under discussion. A specific timeline will be communicated to the intern/fellow for rectifying the competency deficiency, after which a review of progress will be made by the primary supervisor with the intern/fellow. A record of this action will be documented by the supervisor on the supervision log.
  - b. **Written Notice** to the trainee formally acknowledges:
    - i. That the primary supervisor is aware of and concerned with the trainee's performance.
    - ii. That the concern has been brought to the attention of the intern/fellow.
    - iii. That the primary supervisor will work with the intern/fellow to rectify the problem or skill deficits.
    - iv. That the intern/fellow was given opportunity to respond to the notice of concern through a hearing with their primary supervisor and the Director of Clinical Training.
    - v. That the intern/fellow has the right to appeal this notice.
    - vi. A specific timeline will be given to the intern/fellow for review of the area of concern, after which a review of progress will be made by the primary supervisor with the intern/fellow.
    - vii. That the concerns are not significant enough to warrant more serious action.
    - viii. The written acknowledgment will be removed from the trainee's file when he/she responds to the concerns and successfully completes the internship/fellowship.
2. **Formal Remediation.** If the trainee's performance does not improve after the above actions or if a more structured response is needed to remediate a significant performance concern the following action is taken. The intern/fellow will be notified in writing of the need for further action to address the performance concern by their primary supervisor. The intern/fellow will be given an opportunity to respond to this notice, and can request in writing to the Director of Clinical Training a formal hearing and appeal the need for further action within 48 hours of this written notice. The procedures for a formal hearing and request process is detailed below in the Procedures for Responding to Inadequate Performance.
- a. **Problematic Performance Remediation Plan** will be created if the intern/fellow does not appeal the notification of the need for further action or after a formal hearing has deemed it necessary. The trainee is notified that a written Remediation Plan will be compiled by the trainee's supervisor(s) in collaboration with The Training Director and shall include the following:
    - i. Definition of the significant performance concern
    - ii. A description of the specific areas of performance that have been cited as a concern for the trainee

- iii. Specific recommendations for correcting the identified problem
- iv. An outline of an immediate remedial action that may be required such as, adjustment to training experience, adjustment to supervision format, increased supervision or clinical observation, or schedule modification and/or suspension of direct care services as outlined below.
- v. Specific changes that must be completed to demonstrate satisfactory improvement to the area of significant concern.
- vi. Specific timeline for duration of remediation plan, dates for attaining changes and date for review of plan.

b. A remediation plan may include the following modifications to a trainee’s training program.

- i. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the trainee to a more fully functioning state. Modifying a trainee’s schedule is an accommodation made to assist he/she in responding to personal reactions to environmental stress, with the full expectation that the trainee will complete the internship/fellowship. This period will include more closely scrutinized supervision conducted by the primary supervisor in consultation with the Director of Clinical Training. 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. reducing the trainee’s clinical or other workload
  - d. requiring specific academic coursework

The length of a schedule modification period will be determined by the primary supervisor in consultation with the Director of Clinical Training. The termination of the schedule modification period will be determined, after discussions with the trainee, by the primary supervisor in consultation with the Director of Clinical Training.

- ii. Suspension of Direct Service Activities requires a determination that the welfare of the trainee’s clients has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the primary supervisor in consultation with the Director of Clinical Training. At the end of the suspension period, the trainee's supervisor in consultation with the Director will assess the trainee's capacity for effective functioning and determine when direct service can be resumed. The completion of a remediation plan will be reviewed by the Training Director, Supervisors and with the trainee. If the problematic behavior has been resolved, the remediation plan will be considered complete and no further action will be taken. If the problematic performance continues to persist, the plan may be extended with further recommendations or procedures in Step 3 below will be considered.

c. The remediation plan will be reviewed in a meeting between the intern/fellow, their primary supervisor and the training director. The intern/fellow will be offered the opportunity to respond to the remediation plan and their comments will be entered onto the written remediation plan.

3. **Other Interventions:** Interventions that may be considered when the trainee does not respond successfully to the above interventions include the following:
- a. **Probation** is also a time limited, remediation-oriented, but more closely supervised training period than the remediation plan. Its purpose is assessing the ability of the trainee to complete the internship/fellowship and to return the intern/fellow to a more fully functioning state. Probation defines a relationship that the primary supervisor systematically monitors for a specific length of time and identifies the degree to which the trainee addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement which includes:
    - i. the specific behaviors associated with the “needs remediation” rating of “1”;
    - ii. the recommendations for rectifying the problem;
    - iii. the time frame for the probation during which the problem is expected to be
    - iv. ameliorated, and
    - v. the procedures to ascertain whether the problem has been appropriately rectified.

If the primary supervisor determines that there has not been sufficient improvement in the trainee's behavior to remove the Probation or modified schedule, then the primary supervisor will discuss with the other supervisors and the Director of Clinical Training possible courses of action to be taken. The primary supervisor will communicate in writing to the trainee the conditions for revoking the probation. This notice will include the course of action the primary supervisor has decided to implement. These may include continuation of the remediation efforts for a specified time or implementation of another alternative. Additionally, the primary supervisor will communicate to the Director of Clinical Training that if the trainee's performance does not change, the intern/fellow will not successfully complete the internship/fellowship.

- b. **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/fellowship, this will be noted in the trainee's file and the intern's academic program will be informed. The primary supervisor will inform the trainee of the effects the administrative leave will have on the stipend and completion of the internship.
- c. **Dismissal** from the Internship or Fellowship involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time, rectify the problematic behavior and the trainee seems unable or unwilling to alter her/his behavior, the primary supervisor will discuss with the Director of Clinical Training the possibility of termination from the training program and dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, unacceptable ratings on performance evaluations in any of the competency areas combined with remediation plans or when imminent physical or psychological harm to a client is a major factor, or the intern/fellow is unable to complete the internship/fellowship due to physical, mental or emotional illness. When an intern has been dismissed, the Director of Clinical Training will communicate to the trainee's academic department that that he/she has not successfully completed the internship.

**Procedures for Responding to Inadequate Performance on Formal Evaluations of an Intern or Fellow:** If an intern or fellow receives a “needs remediation rating”, a rating of 1 from any of the evaluation sources measuring performance in the profession wide competencies, or if a staff member has concerns about a

trainee's performance (ethical or legal violations, professional incompetence) that warrant a formal remediation plan or the other formal interventions as described above, the following procedures will be initiated:

1. The primary supervisor will meet with the Director of Clinical Training and the trainee's other supervisors to discuss the performance rating or the concern and possible courses of action to be taken to address the issues.
2. Whenever a decision has been made by the primary supervisor and Director of Clinical Training about a trainee's performance or status in the agency, the primary supervisor will inform the trainee in writing and will meet with the trainee to review the decision. Any formal action taken by the Training Program may be communicated in writing to the intern's academic department and the agency Human Resources Department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
3. The trainee may choose to accept the conditions or may choose to challenge the action. When electing to appeal the action the intern or fellow must communicate in writing to the Director of Clinical Training that they are requesting a hearing and to appeal the action. This should be done within 48 hours of receiving the notice from their supervisor. The procedures for requesting a formal hearing and appealing the action are presented below.

#### **Procedures for Formal Hearing and Appeal with Review Panel**

1. When initiated, a review panel will be convened by the Director of Clinical Training. The panel will consist of three licensed clinical staff members selected by the Director of Clinical Training with recommendations from the primary supervisor and the intern/fellow involved in the dispute. The trainee has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. 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 following the hearing, the Review Panel submits a written report to the Director of Clinical Training, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote.
3. Within three (3) work days of receipt of the recommendation, the Director of Clinical Training will either accept or reject the Review Panel's recommendations. If the Director of Clinical Training rejects the panel's recommendations, due to an incomplete or inadequate evaluation of the dispute, the Director of Clinical Training may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
4. If referred to the panel, they will report back to the Director of Clinical Training within five (5) work days of the receipt of the Director of Clinical Training's request for further deliberation. The Director of Clinical Training then makes a final decision regarding what action is to be taken.
5. The primary supervisor and the Director of Clinical Training informs the trainee, staff members involved, and if necessary, members of the training staff of the decision and any action taken or to be taken.

6. If the trainee disputes the Director of Clinical Training's final decision, the trainee has the right to contact the Department of Human Resources to discuss this situation.
7. In the absence of the Director of Clinical Training or a conflict of interest, the Agency Director of Clinical Services shall assume the responsibilities of the Director of Clinical Training to proceed with a Formal Hearing and convene the Review Panel.

**Due Process: General Guidelines.** 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 primary supervisor and/or Director of Clinical Training and trainee. The steps to be taken are listed below.

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

1. During the orientation period, presenting to the interns/fellows, in writing, the program's expectations related to professional functioning; discussing these expectations in both group and individual settings.
2. During the orientation period, explaining 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 performance that does not meet minimum levels of achievement.
4. Communicating early and often with interns and fellows about any suspected difficulties they are facing.
5. 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.
6. Encouraging interns and fellows to resolve any perceived problems or complaints by directly talking with supervisors or the Director of Clinical Training as soon as concerns arise. If a problem is not resolved by talking with their primary supervisor an intern can speak with a secondary supervisor, the Director of Clinical Services or Human Resources Employee Relations Representative.
7. Instituting, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
8. Ensuring that interns/fellows have sufficient time to respond to any action taken by the program.
9. Using input from multiple professional sources when making decisions or recommendations regarding the intern's/fellow's performance.
10. Documenting, in writing and to all relevant parties, the actions taken by the program and its rationale.

**Grievance Procedure:** A Grievance Procedure is initiated when an intern or fellow has a complaint about any element of the training program or if a supervisor has a serious complaint about an intern or fellow.

1. In the event an intern/fellow encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, or other staff conflict during his/her training experiences), an intern or fellow can:
  - a. Discuss the issue with the staff member(s) involved;
  - b. If the issue cannot be resolved informally, the intern/fellow should discuss the concern with the primary supervisor, Director of Clinical Training, or member of the Human Resources team;
  - c. If the primary supervisor, Director of Clinical Training or Human Resources cannot resolve the issue, the trainee can formally challenge any action or decision taken by the supervisor, Director of Clinical Training, or any member of the training staff by following this procedure:
    - i. The intern/fellow should file a formal complaint, in writing and all supporting documents, with the primary supervisor. If the trainee is challenging a formal evaluation, the trainee must do so within 5 days of receipt of the evaluation.
    - ii. Within three days of a formal complaint, the primary supervisor must consult with the Director of Clinical Training and implement Review Panel procedures as described below.
  
2. If a training staff member has a specific concern about a trainee, the staff member should:
  - a. Discuss the issue with the trainee(s) involved
  - b. Consult with the primary supervisor
  - c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents, to the primary supervisor for a review of the situation. When this occurs, the primary supervisor will:
    - i. Within three days of a formal complaint, the primary supervisor must consult with the Director of Clinical Training and implement Review Panel procedures as described below.

## Individualized Training Plan Policy

**Policy Statement:** Each intern collaboratively develops an Individualized Training Plan with their supervisors and the Director of Clinical Training. The plan integrates the program goals, objectives, and competencies, while building on strengths, anticipated learning needs, and special considerations necessary for a successful training experience.

**Purpose:** The internship program has clearly defined training goals, objectives, and competencies in addition to a Doctoral Intern Job Description. Within that context, each intern has varying training needs and professional interests. The Individual Training Plan ensures each intern's training needs are met.

### Procedures:

1. In collaboration with Supervisors and Training Director, each intern completes an initial Individualized Training Plan based on the results of the Orientation Self-Assessment, Competency Assessment, anticipated learning needs, and career interests. This serves to standardize training requirements. An example of an Individualized Training Plan can be found in Appendix IV of the training manual.

2. At the completion of the first quarter, the intern, in cooperation with the primary supervisor, reviews and revises the training plan to help address future training needs and professional opportunities. A copy of the revised training plan is filed in the intern's record for future reference with their quarterly review.
3. At the completion of each remaining quarter, the Individualized Training Plan is updated as needed to ensure currency and relevance to the intern's professional development, alignment with professional goals and the Doctoral Intern Job Description. A copy of the job description is found in Appendix I of the Training Manual.

## Intern Performance Evaluation Policy

**Policy Statement:** Intern performance evaluation is addressed through standard processes measuring progress toward the training program goals and profession wide competencies throughout the training year.

**Purpose:** A standard and transparent process for intern performance evaluation ensures the objective assessment of skill development for every intern throughout the program. Assessment is a collaborative process that includes bi-directional communication involving the intern as an active participant.

**Procedures:** During orientation, interns are given a training manual which contains written policies, procedures and forms which will be used to evaluate their progress towards the training program goals and profession wide competencies throughout the training year. Each of these evaluation forms and the time frame in which they are due is explained to the intern (see Evaluation Timeline in Appendix V). Performance is evaluated at strategic intervals. The evaluations include:

1. **Case Presentation for Rounds** – This form evaluates the Intern's ability to present a case in Clinical Rounds, thus assessing the intern's ability to talk about his/her work in a professional manner. The evaluation occurs in conjunction with the scheduled date of the Intern's Round Presentation. This evaluation is completed by the primary supervisor and reviewed with the Intern. A copy is kept in the Intern's file.
2. **Participant Evaluation Form.** This form assesses the intern's participation level in their Didactics Training as well as their level of engagement and professionalism in the learning process. This is completed whenever the intern is present at Didactics Training. The evaluation is completed by the didactics presenter and a copy is shared with the Primary Supervisory and stored in the Didactics Training file.
3. **My Skills as a Therapist (Self Evaluation).** This form is used to assess intern's perception of their own skills as well as their perceptions of their progress during the training year. This self-evaluation is completed at the end of the first and third quarters. The intern reviews this self-evaluation with the primary supervisor and a copy is kept in the intern's file.
4. **Clinical Dashboard.** The clinical dashboard is a data web based tool which interns will use to visually graph the results of outcomes measure designed to measure the effects of their therapeutic interventions on their client's progress toward identified treatment goals. The interns will complete two dashboards during the training year – at the beginning of the second and fourth quarters. The interns bring the dashboard results to share and review at group

supervision.

5. **Assessment of Intern Performance.** The assessment of intern performance is reviewed by the supervisor with the intern. It is meant to serve as a forum for an open discussion on an intern's performance and to develop goals for the second half of the year as well as the following year. The evaluation is reviewed by the primary, secondary and group/assessment supervisors. These evaluations are conducted quarterly. The first and third quarter evaluations are reviewed internally, while the Mid-Year and Year-End evaluations are shared with the intern's university program.
6. **Supervision Logs.** These logs are maintained as a requirement for verification of experience, but also to ensure interns are obtaining a good balance between training activities and direct client services. The interns are to track their hours weekly and they are turned into the supervisors monthly. A copy of the supervision log is kept in the intern file.
7. **Live/Taped Evaluation of Client Sessions.** These forms are used to provide quarterly assessment of interns applied therapeutic skills. These evaluations are to be completed quarterly.

## Financial Support and Time-Off Benefits

**Policy Statement:** Casa Pacifica provides financial and other support for interns and post-docs. Interns and post-docs are eligible for Casa Pacifica's benefit package on the first of the month following 60 days after their training program begins. Casa Pacifica recognizes that time-off for is important for personal and family business, for renewal and, on occasion for recuperation.

**Purpose:** Financial support is afforded to help off-set routine expenditures associated with a full-time internship and post-doc fellowship. Other benefit and support services are offered to enrich the intern's and post-doc's experience and facilitate greater success in the training program.

### Procedures:

1. Financial Support.
  - a. Interns and post-docs are informed of their stipend prior to the beginning of their internship year. Stipends are paid on a bi-weekly basis on alternating Fridays throughout the year. A schedule of these paydays is available on Casa Pacifica's SharePoint site. Interns receive an annual stipend of \$28,000 (paid hourly and based on a 40-hour work week).
  - b. The Employee Assistance Program (EAP) is available at no cost and provides short-term assessment, counseling and referral to help support interns and post-docs (as well as employees) effectiveness.
2. Paid Time-Off (PTO) – We believe that the security of pay during time off and its assurance as a benefit enhances an intern's effectiveness and productivity throughout the year. Furthermore, the paid time-off policy is designed to give an intern maximum choice in determining how this benefit will be used. Traditional categories of vacation and personal days are combined into one category – paid time-off (PTO). With the approval of your supervisor, interns decide when and how to use this benefit. Three days are specified for use as sick days.

- a. PTO is accrued commencing the internship and/or post-doc fellowship. PTO will accrue as follows:
  - 4.92 hours per pay period plus nine Casa Pacifica Holidays and three sick days per year.
  - PTO can be used for an intern's dissertation preparation/defending or for other needs. PTO for post-docs can be used for professional development, which includes licensure preparation/test.
  - PTO should not be requested the first month of internship (July) for interns and PTO should not be requested during the first month of the post-doc fellowship (August) for post-docs. No scheduled PTO except for Casa Pacifica Holidays and emergency time off for the first 90 days unless otherwise approved
3. Use of PTO – Interns may use PTO for vacations, holidays, illness, and medical or dental appointments, personal business that cannot be conducted except during working hours, and in cases of death or serious illness in your family.
  - a. Once you are eligible to use your PTO you may not take time off without pay. Any time off without pay must be made up and typically will extend the length of the training program.
  - b. Interns may begin using your PTO benefits for emergencies as soon as the training program begins. Scheduled PTO hours such as personal days and vacation may be used 90 days after the start of your internship.
4. Scheduling PTO – The scheduling of both work time and time off must be done in the context of the needs of our clients and the work load demands of the program/department.
  - a. Effective planning necessitates that PTO be scheduled and approved by an intern's supervisor in advance. This includes requests to conduct personal business as well as "vacation" requests.
  - b. Requests for extended time off (30 days or more) should be submitted to the intern's supervisor at least one month in advance. Requests for time-off of less than 30 hours should be submitted at least two weeks in advance.
  - c. When two or more requests conflict and cannot be accommodated simultaneously, an intern's supervisor will consider the needs of the program/department in approving time-off requests.
  - d. To use PTO, interns must complete a request through PayCom and record the request on the attendance log (Appendix XXI). The intern will inform their primary supervisor of the request and have them approve your Absence Log. The intern will receive an electronic response through PayCom.
5. Emergencies – Any absence not approved in advance by the primary supervisor will be considered emergency time off or unauthorized time off.
  - a. Emergency PTO is for bona fide emergencies including illness and must be authorized by the intern's supervisor. Interns must let both your supervisor and the clinical administrative assistant know of their absence as soon as possible, but no later than two hours prior to the start of an intern's shift. Interns will ensure that absences are reflected on your time card as well as the attendance log.
  - b. Documentation for emergency use of PTO or for any absence not approved in advance may be required. For example, documentation of more than two consecutive days of illness is typically required. In the case of excessive absences, documentation may be

- required for a single day of absence. Failure to provide required documentation when requested may result in the absence being considered unauthorized and without pay.
- c. PTO cannot be used to cover absences or tardies not authorized by an intern's supervisor. Such absences or tardies will be without pay and may lead to disciplinary action and an extension of an intern's training program.
6. FMLA – Interns who meet leave requirements would be eligible for unpaid leave time up to the maximum per federal and state policy standards.
  7. Employee Assistance Program – The EAP program benefits are also available to interns and post-docs. Please see the Human resources link on SharePoint for a description of this program.
  8. Casa Pacifica observes nine holidays during which the business office is closed. You may not work on a holiday unless you are required to work by your supervisor. If a holiday falls on a Saturday or Sunday it is observed on the preceding Friday or following Monday respectively or in accordance with Federal and State holiday schedules. Holidays will otherwise be observed on the dates designated on traditional calendars. The holidays are:
    - a. New Year's Day
    - b. Martin Luther King Day
    - c. President's Day
    - d. Memorial Day
    - e. Independence Day (July 4<sup>th</sup>)
    - f. Labor Day
    - g. Thanksgiving Day
    - h. Friday following Thanksgiving
    - i. Christmas Day

## Absences Policy

**Policy Statement:** To document completion of training hours, standard records are maintained regarding absences for each intern.

**Purpose:** The internship program requires full time participation over 12 months to achieve the program's goals and objectives. Thus, all absences from the program are documented in the interns file.

### Procedures:

1. Interns are afforded time off for activities such as planned vacations and sick time.
2. A standard record of all absences is maintained by each intern and reviewed and approved by the clinical supervisor.
3. Any discrepancies regarding absences are reviewed by the Training Director in collaboration with the clinical supervisor and intern to ensure accuracy and continuity with the internship requirements.

4. Each month, records of absences are filed in the intern's record. An example of the Interns Attendance Log is included in Appendix XXI of the Training Manual.

## Parental Leave and Lactation Policy

**Policy Statement:** Casa Pacifica's Training Program acknowledges that interns may become pregnant or chose to adopt during the internship training year. Thus, the Training Program has developed a policy for leave to provide guidance to the intern on taking leave while remaining in the Training Program. Additionally, Casa Pacifica has a designated lactation room to ease the transition of lactating mothers who return to the training Program following the birth of a child.

**Purpose:** The purpose of this policy is to provide information to the Training Program interns regarding maternity or adoption leave and lactation options.

**Policy:** The Training Program, including the Training Director, will work closely with Human Resources to ensure compliance in providing leave time. The Training Program intends to comply with state and federal standards regarding maternity leave, while also considering what is practical and feasible for the intern. Additionally, the Training Director will adhere to APPIC Membership Criteria and the American Psychological Association's Standards of Accreditation.

**Definitions:** A parental leave of absence for a parent and includes paternity, maternity, and adoption.

**Parental Leave:** The Training Program recognizes that it is essential to balance the need for the intern to both complete the Training Program with acceptable outcomes and to allow appropriate time for bonding and recuperation from maternity leave or for adjustment after an adoption. Please note that APPIC Guidelines are clear that adoption or pregnancy are not acceptable reasons for deferment of the internship year and that it is the sole responsibility of the intern to ensure that the hours required to complete the internship are completed pursuant to APPIC Guidelines. It is important that the intern still receives the benefit of the full training experience.

1. Interns/fellows who met leave requirements would be eligible for unpaid leave time up to the maximum per federal and state policy standards.
2. Interns/fellows requesting leave must complete a Request for Leave of Absence Request form and deliver it to the training Director as early as it is reasonably possible, but no less than four (4) weeks before the anticipated date of leave.
3. Interns/fellows must contact the Training Director to provide updates on the intended start date and end date of the leave if circumstances lead to adjustments of the approximate dates provided on the Request for Leave of Absence form.
4. Interns/fellows receive a stipend for hours during their training. No additional financial resources will be provided to cover leave time. No additional benefits will be provided.

5. The intern/fellow may choose to use any accrued PTO/sick time as part of the parental leave or designate parental leave time without utilizing PTO/sick time. Unless otherwise stated on the Request for Leave of Absence form, accrued PTO/sick time will not be utilized. If the intern uses PTO/sick time for parental leave, he/she will not be required to make up that time.
6. To fulfill the requirements of the internship/fellowship program, any additional time off after PTO will be added on and extend the internship/fellowship year.

**Lactation:** Casa Pacifica supports breastfeeding women onsite by providing a private, clean location for milk expression during scheduled break times

1. Additional time to lactate outside of scheduled break or meal times will be unpaid or the intern may choose to use PTO/sick time. Interns/fellows should contact the Training Director to assist in identifying business needs and coverage when necessary. Scheduling of rooms can be done using Microsoft office Outlook Calendar. Interns requiring assistance with scheduling a lactation room may contact the program's Senior Administrative Assistant for your program. The following rooms have been identified as lactation rooms:
  - a. Campus – located in Administration Building
  - b. Flynn Road – located by reception area
  - c. Santa Barbara and Santa Maria offices each have a lactation room

## Recruitment Process Policy

**Policy Statement:** Casa Pacifica's recruitment policy has been created to attract a diverse range of applicants with training experiences and career goals that fit well with our training program goals and the clients we serve.

**Purpose:** The recruitment process standardizes the procedure and ensures that the training program attracts diverse applicants that will be a good match for Casa Pacifica.

### Procedures:

1. The Doctoral Training Program follows the guidelines set forth by APPIC, the APPIC Match Program, and the National Matching Services standards and procedures for internship recruitment. The doctoral internship is posted on the APPIC Online Directory and the Casa Pacifica website at:  
[https://www.casapacifica.org/programs\\_services/clinical\\_training\\_supervision](https://www.casapacifica.org/programs_services/clinical_training_supervision)
2. Application requirements are listed on line and in our internship brochure and are accessible to applicants. Applicants must be enrolled in a clinical psychology, educational psychology, school psychology or counseling psychology APA accredited doctoral program. In addition to the APA Benchmarks (2007) for Internship readiness the intern selection committee utilizes the following documents to assess in the intern selection:
  - a. Three letters of recommendation from supervisors, training directors, and the educational institution which speak to the professional and ethical standards of the student as well as the applicant's strengths and needs for future growth.
  - b. Verification of readiness for internship from the internship applicant's school.
  - c. APPIC application to evaluate writing abilities, communication style, and assessment experience.

- d. Group Interview to evaluate interactions with peers.
  - e. Individual interview to assess technical abilities, communication styles, openness to supervision and feedback, and theoretical orientation.
  - f. Case presentation made by the applicant during interview which reflects: Use of relationship/rapport building skills, effective use of supervision, awareness of and attention to legal and ethical issues, diversity awareness in conceptualization of the case, familiarity and use of an evidence-based practice or treatment orientation, use of self-care in working with a difficult case, and awareness of countertransference issues which may arise.
  - g. Campus tour with a client to assess the applicant's ability to develop a relationship with a child and his/her ability to positively interact with both a potential supervisor and a potential client.
  - h. Previous practicum experience working with children and particularly with adolescents.
  - i. Preference for individuals with crisis intervention experience with adolescents.
  - j. Inpatient practicum experience with children and adolescents if the applicant wishes to be considered for one of the residential placements.
  - k. Verification of Graduate School APA Accreditation Status.
  - l. Experience with evidenced based practices.
  - m. Experience working with a diverse group of clients.
  - n. Proficiency in administration, scoring and interpretation of basic psychological tests.
  - o. Minimum of 4-6 integrated reports completed.
3. This information is provided and gathered from the APPIC application completed by each intern and through the interview process. The interview day includes group and individual interviews, time spent with current interns, a tour by youth served in our programs and allows for plenty of discussion about Casa Pacifica's mission, the training program goals and objectives and time for questions. This process helps ensure that we are recruiting candidates that will best match the training programs and applicant's training goals.
  4. Matching with a diverse internship group each year is an important recruitment goal for our training program. The Director of Clinical Training contacts the American Psychological Association of Graduate Students (APAGS) and works with a representative to ensure that an invitation to apply along with a program brochure is sent to each of the list serves representing diversity in APAGS. Additionally, the list of interns in the Minority Fellowship Program are reviewed and sent personal e-mail invitations to apply along with an attached program brochure to each intern whose interests and experiences appeared to match with our client population and training opportunities.
  5. Retention of interns is important to our program as well. Successful interns are given the first opportunity to express interest in and apply for any post-doctoral fellowship positions available. Our agency offers a salary differential for bilingual staff and our training program shares loan forgiveness opportunities with interns as a means of increasing the attractiveness of staying at Casa Pacifica. Our agency's focus on creating a culture of respect for diversity within our working environment creates a desire for diverse interns to remain with our agency.
  6. As part of the recruitment process applicants complete an online survey via Survey Monkey "Intern Recruitment Process", found in Appendix VI that provides feedback from individuals that interviewed on the recruitment and interview process. Data from this survey is reviewed yearly

by the Internship and Post-Doctoral Quality Leadership Team and Internship and Post-Doctoral Training Team and recommendation for changes to the process are made and implemented for future years.

## **Record Maintenance and Retention Policy**

**Policy Statement:** The training program must document and maintain records of interns and the training program. This must be available for the training program staff during the internship year and after internship for future reference and credentialing requests.

**Purpose:** The purpose of the policy is to provide clear standards for record maintenance and retention.

### **Procedures:**

1. Each intern/post-doc has a designated folder in the shared drive accessible only to the Training Director, training program supervisors, and administrative staff.
2. Documentation in these files includes, at a minimum, the signed program agreement, hour logs, absence logs, supervision contracts, individualized training plans, self-assessments, performance evaluations, supervision logs, and certificates of completion. It is the responsibility of the individual supervisor or training director completing or receiving the document to save it to the intern's training file. The training program staff may utilize administrative support to help with saving and organizing documentation. Additional documentation may be included in the file for example, additional log notes, remediation plans or emails.
3. All Quality Leadership Team and Internship Training Team minutes and agendas are documented by the senior administrative staff or designee and are saved in the training file.
4. Additionally, the Training Director, supervisors and administrative staff have the option to save additional information in the file for tracking the training program data such as survey results.
5. The program will permanently retain necessary documentation regarding each intern and data to track the progress of the program for future reference as long as the training program remains. If the program no longer remains, the data will be transferred to contacts in the mental health and human resources departments to continue to support reference.

## **Non-Discrimination Policy**

**Purpose:** Casa Pacifica Centers for Children and Families is committed to a training and work culture in which all individuals are treated with respect and dignity. Each individual has the right to train and work in a professional environment that promotes equal employment opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, Casa Pacifica expects that all relationships among persons will be business-like, respectful and free of bias, prejudice and harassment.

**Policy:** Casa Pacifica is committed to maintaining a work and training environment free of discrimination and unlawful harassment which violates federal, state or local law, including but not limited to harassment related to an individual's race, religious creed (including religious dress or grooming practices), color, sex or gender (including gender identity and gender expression), sexual orientation, national origin, ancestry, citizenship. The training program ensures equal training access without discrimination or harassment based on race, color, creed, religion, national origin, sex, sexual orientation, gender identity or expression, age, ancestry, disability, protected veteran status, membership or activity in local human rights commission or any other protected group covered by applicable federal, state, or local laws and regulations. Discrimination against a protected group is prohibited. Such training practices include, but are not limited to recruitment, selection, placement, retention, disciplinary action, termination, and provision of services.

In keeping with this commitment, Casa Pacifica will not tolerate unlawful harassment of employees, interns or fellows by anyone, including any manager, supervisor, colleague, intern or fellow or co-worker. Please see the Notice of Casa Pacifica's Policy against Unlawful Harassment given to you at onboarding.

Casa Pacifica and the training program encourage individuals who believe they are being subjected to discrimination or harassment to promptly advise the offender that his/her behavior is unwelcome and request that it be discontinued. Often this alone will resolve the problem. If asking the offender to stop is not effective, please report the behavior immediately to the Training Director.

If the offender is part of the training program, an individual may pursue the matter through grievance procedures. See the Grievance Policy in the Training Manual. The Due Process Policy will be utilized to make decisions and provide remediation if an intern has discriminated against or harassed another individual. If the offender is not involved in the training program, please refer to Casa Pacifica's Harassment and Discrimination Policy.

Casa Pacifica prohibits retaliation against anyone who has reported harassment or who has cooperated in the investigation of harassment complaints. Any intern/fellow with questions or concerns about any type of discrimination in the training site should bring these issues to the attention of his or her Supervisor, Training Director, Human Resources, or any other member of management, including the Chief Executive Officer. All Supervisors, members of management and the Chief Executive Officer will immediately bring any such complaints to Human Resources. Employees can raise concerns, report problems, or make complaints without fear of reprisal. Anyone found to be engaging in any type of prohibited discrimination would be subject to disciplinary action, up to and including termination.