UNIVERSITY OF IDAHO
COUNSELING & MENTAL HEALTH CENTER



DOCTORAL INTERNSHIP INFORMATION
POLICIES & PROCEDURES
2026-2027

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SECTION I -THE UNIVERSITY OF IDAHO

The University of Idaho was created in 1889 by a statute of the 15th territorial legislature. Commonly known as the university charter, that act became part of the state constitution when Idaho was admitted to the Union in 1890. The university is a publicly supported comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy (Ph.D.) degree. The liberal arts and sciences, offered through the College of Letters, Arts and Social Science, and the College of Science, is the heart of the university's educational programs. The primary areas of statewide responsibility of the university are agriculture, natural resources, and engineering; as well as medical and veterinary medical education, architecture, and law with programs in liberal arts, sciences, education, business, and economics, all of which shape the core curriculum and give meaning to the concept of a flagship university.

The University has a commitment to diversity, multiculturalism, and community. They actively engage in the recruitment and retention of a diverse workforce and student body that includes members of historically underrepresented groups. Core Principles and Values of the university include treating others with respect and welcoming and including everyone.

Values

- Learn, create, and innovate
- Preserve and transmit knowledge
- Act with integrity
- Treat others with respect
- Celebrate excellence
- Change lives
- Welcome and include everyone
- Take responsibility for the future

Founded: 1889

President: Scott Green

School Colors: Silver & Gold

Mascot: Joe Vandal

Athletic Conferences: Big Sky

Enrollment: 12,286

Locations: Moscow, Boise, Coeur d'Alene, Idaho Falls, and Twin Falls Campuses.

Enrollment: 12,286
7,409 Full-Time Students 2,327 Part-Time Students
Demographics
4,826 Male Students
4,910 Female Students
17% Minority Students
71% White
5% Unknown Race/Ethnicity
7% International

SECTION II-UNIVERSITY OF IDAHO POLICIES

UNIVERSITY OF IDAHO NONDISCRIMINATION POLICY

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity/expression, disability, genetic information, or status as any protected veteran or military status. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment and advancement.

Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. 4212 and requires affirmative action to employ and advance in employment disabled veterans, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, federal GINA Act of 2008, and other state and federal laws and regulations and university commitments.

UNIVERSITY OF IDAHO SEXUAL HARASSMENT POLICY

Sexual harassment violates state and federal law and policies of the Board of Regents and is expressly prohibited, see FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation and gender identity/expression, see FSH 3215. The entire *Faculty Staff Handbook* can be accessed online at http://www.webpages.uidaho.edu/fsh/.

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Office of Civil Rights & Investigations (885-4285); Coordinator of Disability Support Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000).

University of Idaho employees have a responsibility to report cases of discrimination and harassment, see FSH 3170. Retaliation for bringing forward a complaint is prohibited, see FSH 3810. All complaints will be investigated impartially and resolved promptly. Complaints about discrimination or harassment should be brought to the Office of Civil Rights & Investigations-Report Discrimination or Harassment (uidaho.edu)ocri@uidaho.edu.

UNIVERSITY OF IDAHO CONSENSUAL ROMANTIC OR SEXUAL RELATIONSHIPS POLICY

In order to foster healthy professional relationships at all levels of the institution, it is the policy of the University of Idaho that no employee shall enter into or continue a romantic or sexual relationship with a student or employee over whom she or he exercises academic, administrative, supervisory, evaluative, counseling or other authority. Actions in violation of this policy are considered unprofessional conduct and may constitute adequate cause for discipline up to and including dismissal under the provisions of FSH 3910, 3920, and 3930.

UNIVERSITY OF IDAHO USE OF TECHNOLOGY POLICY

UI provides access to and use of its technology resources to its students, staff, faculty, and others, in order to support its mission. Access and use of UI technology resources is a privilege and requires that users of such technology resources act responsibly. Users shall only access and/or make use of UI technology resources in a manner that is consistent with applicable federal and state laws and Idaho State Board of Education and UI policies and procedures. Users accessing UI technology resources have no expectation of privacy with respect to such uses. Please note that applicable laws and policies are not limited to those specifically addressing access to and use of computers and networks; they may also include, but are not limited to, laws and policies related to personal conduct. (See FSH 3170 B-7)

User Responsibilities. Users of UI technology resources must:

a. Follow all applicable federal and state laws;
b. Follow all UI policies and procedures and IT standards;
c. Actively maintain the security of all devices accessing UI technology resources or being used to access store, or process UI-maintained data.
d. Actively maintain the security and privacy of university data or UI-maintained third-party data and store such data only in authorized locations, consistent with UI policies and standards.
e. Report privacy, security, or technology policy violations to the UI ITS Security Office.

SECTION III- STUDENT AFFAIRS: OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students takes leadership in creating a compassionate, safe and vibrant residential campus community of choice. We promote educational and leadership experiences that prepare students to serve their communities and respect the dignity of all persons. The Office oversees Fraternity & Sorority Life, Violence Prevention Programs, New Student Orientation, Veterans Assistance, Student Conduct & Community Standards, and other judicial and administrative needs on campus. The Office of the Dean of Students is located in the Teaching and Learning Center Room 232. Drop in, call 208-885-6757, send an email , or ask a question. The CMHC works closely with the Office of the Dean of Students. Office of the Dean of Students | University of Idaho

DOS Staff

Blaine Eckles	Vice Provost for Student Affairs & Dean of Students
Cari Fealy	Associate Dean of Students
Andrea Ingram	Assistant Director of Conduct & Community Standards
John Hennrich	Director of Student Care & Case Management
Emily McLarnan	Case Manager
Noa Murphy	Case Manager

Vandal CARE

The Office of the Dean of Students is home to the VandalCARE program and team. The VandalCARE Team is an interdisciplinary group of trained professionals who collaborate with campus departments, faculty, and staff to help distressed individuals. When a VandalCARE Report is received, the student referred will often meet with one of our Case Managers. These professional staff members are highly trained in the resources available across campus and the community, as well as in mental health, academic skills, and other topics relevant to students. Meetings with them are friendly and caring and designed to help those who are distressed or struggling to determine the best resources and plans for them. Anyone concerned about a student can file a Vandal Care report. The web page also provides resources to file a Title IX report and a Conduct report. VandalCARE: Report a Concern - DOS | University of Idaho (uidaho.edu)

SECTION IV- THE COUNSELING & MENTAL HEALTH CENTER

The University of Idaho Counseling & Mental Health Center (CMHC), is a unit of the Division of Student Affairs.

CMHC Mission Statement

The mission of the Counseling & Mental Health Center is to advance the academic mission of the University by facilitating students' educational, personal, social, and cultural development in order to promote their success and persistence within the University. We are committed to fostering a positive campus climate by promoting mutual respect and supporting cultural diversity within our community.

Services

The CMHC offers a wide range of counseling and testing services and resources to assist students who may be experiencing psychological, behavioral, or learning difficulties. There is no fee for counseling services; however, there is a sliding fee scale for comprehensive ADHD and learning disability assessments and reports. Services include Individual and group counseling; Mental Health Crisis Support; Consultation; Outreach and Prevention Programs; Alcohol and Drug Assessment and Education; Biofeedback Services and Psychological Assessments. The CMHC is also a training site for students enrolled in graduate programs in counseling or psychology. The CMHC offers an APA-accredited doctoral internship in professional psychology and an advanced doctoral practicum in counseling or psychological assessment.

CMHC FACULTY, STAFF & INTERNS
2026-2027

Faculty	Theoretical Orientation	Clinical Interests
Keith Hansen, Psy.D. Executive Director CMHC Licensed Psychologist	Existential Motivational Interviewing	Neurodevelopmental Disorders Assessment Biofeedback Substance use
Leticia Robeiro, Ph.D. Licensed Psychologist Interim Associate Director for Clinical Training Programs Clinical Faculty-Assistant Professor Liaison: Academic Support Services, TRIO, CETL	Acceptance & Commitment Therapy (ACT) Cognitive Behavioral Therapy (CBT) Mindfulness	Underserved populations Multicultural Issues Neurodiversity (ADHD/ASD) Biofeedback PTSD Major Depression Disorder Generalized Anxiety
Doree Kovis-Tonks Licensed Clinical Social Worker Vandal Care Team	Cognitive Behavioral Therapy (CBT) Somatic Experiencing Internal Family Systems	Anxiety Depression Grief and loss Somatic experiencing Trauma
Lahde Forbes LCSW Licensed Clinical Social Worker Liaison: Law School	Cognitive Behavioral Therapy (CBT) Dialectical Behavior Therapy (DBT) Motivational Interviewing, Trauma EMDR Internal Family Systems	Diversity & Social Justice Identity Development LGBTQ Issues Stress Reduction Mindfulness Complex Trauma & Phobias Grief & Loss
Lynn Koenig, LMSW Licensed Master Social Worker. Liaison: UI Satellite Campuses & Fraternity & Sorority Life	Cognitive Behavioral Therapy (CBT Motivational Interviewing Trauma-Informed Solution-Focused	Mindfulness & Self-compassion Stress Management Depression Anxiety Body Image Issues Expressive Arts Outreach

Bella Hu, M.Ed. Mental Health Counselor Liaison: Vandal Health Education	Person-Centered Cognitive Behavioral Therapy (CBT)	Trauma Relationships Cultural Adjustment
Megan Jones, M.Ed. Mental Health Counselor	Cognitive Behavioral Therapy (CBT)	Athletes Relationships
Deshna Nagar, M.Ed. Mental Health Counselor Case Manager Liaison: International Programs	Cognitive Behavioral Therapy (CBT) Gestalt	International Students Anxiety Trauma

Doctoral Psychology Interns

Kyle Colella, BA	Rivier University
Rhett Flandro, MA	Pacific University
Joshua Liebel, MS	California Lutheran University

Administrative Support Staff

Kristina Ogden, Administrative Coordinator
Jenn Urhausen, B.S., Administrative Services Manager
McKenna Cunningham, Administrative Assistant

SECTION V- DOCTORAL INTERNSHIP TRAINING PROGRAM

APA Accreditation

The internship program is accredited by the American Psychological Association, Office of Program Consultation, and Accreditation. Questions related to the program's accredited 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 /
E-mail: apaaccred@apa.org Web: http://www.accreditation.apa.org

Professional Memberships

The Association of Postdoctoral and Psychology Internship Centers (APPIC) Member #1790
The Association of Counseling Center Training Agencies (ACCTA)
The Association of University and College Counseling Center Directors (AUCCCD).

Equal Opportunity/Affirmative Action Policies

The CMHC follows all university procedures when recruiting, screening, and interviewing candidates for an open internship position. We welcome interns from diverse backgrounds and in no way restrict access for diverse applicants.

Diversity Statement

The internship program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. One of the major stated goals of the internship is to train interns to "work

effectively with diverse others in assessment, treatment, and consultation." Didactic training and experiential activities (supervision, intervention, and consultation) provide opportunities for interns to learn about the role of cultural and individual diversity in psychological phenomena and professional practice and to develop increased awareness, sensitivity, skill, and competence in providing services to a diverse clientele. The training is designed in accordance with the APA *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality* (2017) and the *Standards of Accreditation for Health Service Psychology (2017).*

The program has faculty, staff, interns, and practicum students from different backgrounds. The training program aims to ensure a supportive and encouraging learning environment appropriate for the training of individuals from diverse cultural and personal backgrounds. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in internship training or a career in professional psychology.

Admissions Criteria & Process

All applicants must register for the APPIC match and submit their applications through the APPIC portal.

Minimum Criteria for Applicants

- Current enrollment in an APA or CPA-accredited doctoral program in counseling or clinical psychology.
- Successful completion of all required coursework, practica, and doctoral comprehensive exams before the starting date of the internship.
- Endorsement by academic program TD of readiness for internship
- Completion of a minimum of 100 individual counseling hours with adults (age 18+) *by the start of internship.*
- Completion of a minimum of 450 intervention hours *by the start of internship*
- Completion of a minimum of 40 assessment hours *by the start of internship.* This should include experience with neuropsychological/psychoeducational assessment (e.g. WAIS, WJ, WIAT).

Preferred Qualifications

- Interest and experience working in a university/college counseling center setting.
- Strong interest and commitment to providing culturally responsive psychological services to a diverse clientele and experience working with diverse clients.
- Strong interpersonal skills and ability to work collaboratively on an interdisciplinary team.
- Interest and experience in providing outreach and consultation.
- Interest and experience providing group counseling.

Selection and Interview Process

Applicants will be notified of their Interview status by email on or before December 15th. Applicants who meet all minimum qualifications and whose goals and experience align with the availability of training options at the CMHC will be invited for an interview. Interviews are scheduled beginning in early January via Zoom. Interviewers typically include the Training Director, a faculty member, and a doctoral intern. All applicants selected for an interview are also invited to attend an optional open house in late January.

APPIC Match Policies

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. Adherence to these policies is a condition of membership in APPIC and participation in the APPIC Match and/or Post-Match Vacancy Service. Our Match # is 179011.

TERMS OF DOCTORAL INTERNSHIP

Dates & Hours

The internship is a full-time, 12-month commitment beginning August 10, 2026 and ending August 6, 2027. Interns are scheduled to work 40 hours a week between the hours of 8 am and 5 pm. Interns are not required to be on-call after hours. Counseling center staff and interns occasionally participate in after-hours activities.

Salary

The salary is $38,500 for the 12-month internship. Interns are paid every 2 weeks.

Benefits

Benefits include vacation, holiday, sick leave, professional development leave, and the university student health insurance. Each intern's office is equipped with an up-to-date computer, software, printer, and camera for recording sessions. The University provides Internet and e-mail access for office and home use.

Health Insurance

The CMHC will cover the cost of Student Health Insurance for interns upon request. Coverage is not available for spouses, partners, or children. SHIP coverage and benefit information for the 2026-2027 plan year will be posted as soon as it is finalized and approved. http://www.uidaho.edu/current-students/student-health-services/insurance/ship

Clerical & Technical Support

The CMHC has an administrative coordinator, an administrative assistant and an administrative services manager who provide support for CMHC staff and interns. They take and relay messages, assist with scheduling, maintain client files and perform other routine tasks such as photocopying, scanning, and faxing documents. They are also responsible for maintaining intern files and providing assistance with the intern application process and orientation for new interns.
The university ITS office provides technical support for computers. Interns also have full access to the University library and inter-library loan system.

Continuing Education/Conferences

Interns may be eligible for limited financial support (contingent upon the availability of funds) to attend professional conferences and workshops. Priority is given to support interns who will be presenters at conferences.

Sick Leave

Interns accrue sick leave at the rate of 3.7 hours per pay period. Interns must notify the administrative coordinators (kogden@uidaho.edu and mcunningham@uidaho.edu) and the Interim Associate Director for Clinical Training Programs (leticiar@uidaho.edu) by email if they are ill and will be absent. Sick leave may be used for legitimate personal or family health reasons but is not intended to substitute for vacation leave. Interns are responsible for checking in with faculty supervisors regarding making up any missed training activities.

Medical Appointments (1 per month)
Interns are eligible for one Medical Appointment per month which is two 2 hours or less. It should be designated as a Medical Appointment rather than sick leave in Titanium. Medical appointments that exceed 2 hours should be designated as Sick Leave in Titanium.

Extended Leave
The internship recognizes that some interns may have a need to request additional leave that extends beyond the allotted sick leave days for personal reasons (medical needs, pregnancy, parental leave). Interns should submit requests for additional leave to the Associate Director for Clinical Training Programs. A written agreement regarding the details of the leave will be developed. Interns who take leave may need to extend the internship beyond the original completion date to make sure that they fulfill all criteria as specified in the Exit Criteria. However, no additional compensation is provided for interns who must extend their completion date.

Vacation Leave
Interns accrue vacation leave at the rate of 3.7 hours per pay period. Vacation leave **must be approved by the Associate Director for Clinical Training Programs at least, two weeks in advance by email.** During the academic year, any extensive ***vacation leave is intended to be taken during periods when classes are not in session*** *(*Fall Break-Nov 23rd-27th, Winter Break-Dec-19th-Jan 13th, and Spring Break-March 15th-19th). Requests for extended vacation leave during the semester will likely not be approved.

Holidays
The UI has 12 paid holidays. In addition, there are 3 days (December 28th, 29th, 30th) during winter break when the university is "Closed to the Public". Interns may submit a written proposal to the Training Director to request permission to work remotely for 2 of the days the university is closed to the public. If it is approved, they do not need to use vacation leave for those days.

September 7th- Labor Day
November 26th & 27th -Fall Break-Thanksgiving Holidays
December 24th, 25th, 31st, Jan. 1st-Winter Break-Christmas Holidays
January 18th- Martin Luther King Holiday
February 15th -President's Day
May 31st-Memorial Day
June 18th-Juneteenth Day Observed
July 5th -Independence Day Observed

Comp Time
Interns may accrue compensatory time for required activities that are scheduled after hours or on weekends. Other non-required activities that contribute to professional development may be submitted to the Training Director for approval. Interns must keep track of comp time using the "Comp. Time Tracking" form provided and submit the form to the Training Director for approval. Comp time must be used ***within the semester it is accrued****.*

Friday Extended Intern Lunch

On Fridays, interns are scheduled for an extended lunch period (90 minutes), to allow for cohort development, socialization, and self-care. Interns are asked to meet as a group at a minimum once per month and to determine the meeting schedule in advance.

Dissertation Release Time

Interns may request release time to work on their dissertations. Requests should be submitted to the Associate Director for Clinical Training Programs for approval. Limited release time is available during the fall and spring semesters due to demand for services**.** However, there is considerable flexibility during fall, winter, and spring breaks and summer semester (mid-May-July) for interns to have blocks of time to work on their dissertations.

Professional Development Leave (5 days per year)

Interns may take 5 days per year of Professional Development leave to be used for dissertation defense, job interviews, graduation, and transition from internship. Requests for Professional Development Leave should be emailed to the Associate Director for Clinical Training Programs.

Post-Internship Employment at the CMHC

Doctoral interns accept the internship without any expectation or guarantee of employment with the CMHC after they have completed the internship. However, interns are welcome to apply for advertised positions at the CMHC upon completion of the internship. Intern job applicants are subject to the same hiring procedures as all other candidates.

Intern Records

The CMHC maintains intern records permanently. Intern alumni should email the current Training Director for assistance with completing verification forms for licensure or other professional needs.

SECTION VI-CMHC & INTERNSHIP POLICIES

Professional and Ethical Behavior

Interns are required to follow all University, CMHC, and Internship policies as described on the university website, the CMHC Policy & Procedure Manual, CMHC Team Expectations, and the Internship Policy and Procedures Manual. In addition, interns are expected to act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct- https://www.apa.org/ethics/code/.
Interns are expected to demonstrate professional values, attitudes, and behaviors at all times. Some examples of professional behavior are: Engaging in self-reflection, being open and responsive to feedback and supervision, and interacting respectfully and collegially with peers, faculty, and staff. As representatives of the university and the CMHC, all CMHC staff and interns need to take care that their conduct (including online) does not reflect negatively on the reputation of the University or the CMHC.
Due to the rural nature and relatively small size of Moscow, CMHC staff and interns should be prepared to encounter their clients in the community and need to be thoughtful about how to respond in a professional manner while protecting confidentiality.

Social Media

Interns should review their privacy settings, photos, and content on social media to ensure that they are professionally appropriate. Clients, supervisors, and potential employers may all attempt to access information about you. Interns may not accept any individuals as friends on a social networking site if a dual relationship exists (supervisor, client, etc.) Interns should ensure that voicemail greetings are

professionally and ethically appropriate. Additionally, interns should never give their personal email or personal cellphone number to clients.

Professional Dress Guidelines

The CMHC strives to provide a professional and safe environment for clients to explore sensitive areas in their lives. Since clothing styles contribute to the environment that clients experience at the CMHC, it is important to be mindful of the messages that dress may communicate to students, colleagues, and other professionals. It is important that clothing styles are professional and do not create an overly casual, distracting, or sexualized environment. Research has shown clients perceive therapists as more credible and experience more positive therapy outcomes when a professional image is conveyed to the client. Interns and staff are expected to dress in appropriate "business casual" attire suitable for the professional workplace whenever they are at the CMHC during working hours or representing the CMHC. The Business Casual style allows for individuality but is always neat and professional, with clothes well-fitted, clean and pressed, shoes clean/polished, and hair well-groomed and styled. Examples of typical Business Casual attire include blouses, button-down, collared shirts, polo shirts, dress pants, chinos or khakis, longer skirts and dresses, sweaters, blazers, sports coats, dress shoes, loafers or boots. Some examples of attire that are not appropriate for the workplace are shorts, T-shirts, sweatpants, exercise wear, casual beach flip-flops, etc. If you have questions about appropriate office attire, please consult with the Training Director or supervisor. Hygiene is also important since counseling takes place in small spaces. Some individuals are sensitive to chemicals that may cause respiratory distress, so it is recommended that perfume and after-shave fragrances are kept to a minimum.

Office Space

Each office is fully furnished with a computer, printer, camera, External microphone for recording and a panic button. Interns are encouraged to personalize their office space and décor. However, since office décor contributes to the environment that clients experience at the CMHC it is important to be mindful of the messages that décor and personal items may communicate to students, colleagues, and other professionals. If you have questions about the appropriateness of office décor, please consult with the Associate Director for Clinical Training Programs or supervisor.

External Employment During the Internship Year

External employment is not recommended due to the demands of the internship training experience and is not permitted during the required 40-hour work week between the hours of 8 am-5 pm. Any external employment or professional activities must not create a conflict of interest with the university and must not interfere with internship responsibilities. Any professional activities outside of the internship that constitutes the practice of psychology must have the prior approval of the Associate Director for Clinical Training Programs.

Confidentiality

Confidential Client Records

The CMHC uses the Titanium scheduling software that was developed specifically for university counseling centers. It provides strong HIPAA-compliant security for sensitive data and confidential materials. All client notes and reports are to be completed and stored using Titanium. **Client notes and reports should never be completed outside of Titanium and then pasted into the system**. In addition to therapy notes, psychiatric records, assessment and testing records, and external information from treating professionals are also scanned into Titanium. Additional information that needs to be scanned into a client file,

such as a support letter for a client or a medical withdrawal letter, should be placed in the "To Be Scanned" File in the front office area.

Personal PCs or laptops may not be used for confidential documentation of any kind. In the event that an intern needs to work from home (with approval from the Associate Director for Clinical Training Programs), they may request a secure, university-issued laptop. Confidential materials may not be removed from the CMHC and should be shredded (using the large shredder in the copy room) when they are no longer needed.

Confidential Client Recordings

Interns are required to record clinical sessions for review in individual and group supervision. Interns must obtain signed consent prior to recording in accordance with APA Ethical principles: *4.03 Recording Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives.*

Recorded sessions are saved in a secure storage folder assigned to each intern. Go To Shared S Drive>Student Affairs>Intern File. They are arranged alphabetically by last name, e.g. Intern1, Intern 2, etc. Recorded sessions should be deleted regularly as soon as they are no longer needed. It is recommended that recordings that are no longer needed be deleted at the end of every month.

Email Correspondence with Clients

The use of email to communicate confidential information is not recommended. However, email may be used to contact clients regarding appointment changes (rescheduling) if they have authorized email contact (check the personal information section in Titanium). Email communication with clients (as well as emails sent by the client) should be added to their Titanium File under the category of Email Correspondence.

PHILOSOPHY & MODEL OF TRAINING PROGRAM

The APA-accredited internship at the University of Idaho Counseling & Mental Health Center offers training and supervised experience to support the continued development of clinical and consultation skills, ethical principles, multicultural competence, and personal and professional growth that will prepare interns to work in a university or college counseling center or other adult outpatient setting. Core training experiences include Intervention, Psychological Testing and Assessment, Consultation and Outreach to the university community, and Supervision. Interns also receive training to provide assessment and intervention for Alcohol and Other Drug use among the student population.

The training program follows a **Practitioner-Scholar Model** which focuses on the practical application of scholarly knowledge in the practice of psychology based on the scientific foundations of the profession, best practices, and on scholarly literature. Theory, research, and scholarly inquiry are integrated into the direct delivery and application of psychological service. Experiential learning and the development of professional skills are guided and enriched through didactic training modules and seminars, consultations, and in-service staff development activities. Supervisors serve as role models and professional mentors. Diversity is an important core value of the CMHC and training program and is emphasized and integrated into training and service delivery.

The program also uses the **Integrated Developmental Model of Supervision** to guide training. Supervisors recognize that learning and skill acquisition is a developmental process and that interns enter the program at differing developmental levels in each of the core competencies. Learning goals, which are established collaboratively, are designed to take differing developmental needs and interests into

account. At the beginning of the year, interns complete a self-assessment of skills and interests that assist supervisors in understanding their training needs from a developmental perspective. Interns engage in an intensive orientation of several weeks duration to facilitate their transition to internship and their readiness to engage in service delivery. Initial training emphasizes the essential knowledge and skills needed to provide psychological services to the college student population at a university counseling center**.**

Training builds towards greater complexity as the internship year continues. The amount of structured didactic training is greater during the fall semester and decreases over the course of the year. By the end of the internship year, interns are expected to have developed the advanced skills and competencies necessary for the transition to entry-level professional practice.

The **personal and professional growth and development** of the intern as an emerging professional is also an important aspect of the training model. Training is designed to guide interns through the transition from a student role to that of an entry-level professional as they learn to balance multiple professional roles and demands while experiencing more challenging responsibilities. Supervisors model ethical and professional behavior and are committed to facilitating the personal and professional development and identity of each intern as an emerging professional through supervision, mentoring, consultation, and a variety of training experiences.

In accordance with APA Ethical Standard 7.04, the University of Idaho CMHC internship does "not require students or supervisees to disclose personal information in course or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others." The CMHC respects the privacy of every individual and recognizes their right to share at a level that is comfortable and growth-promoting for them. Interns are not required to engage in personal self-disclosure as defined above. However, self-reflection and self-awareness are important aspects of ongoing personal and professional growth. Reflecting on our own personal qualities, values, and internal responses allows us to better serve our clients and grow professionally.

AIMS OF THE TRAINING PROGRAM

The internship has 3 broad training aims (goals):.

- **Goal #1. Clinical Competence**. To provide training to increase clinical competence necessary to provide a broad range of clinical, assessment, and other psychological services.
- **Goal # 2. Cultural Competence.** To provide training to increase cultural competence necessary to "work effectively with diverse others in assessment, treatment, and consultation."
- **Goal #3. Professional Identity** To provide training to enhance the development of professional identity and the practice of professionalism, i.e. to behave in ways that reflect the values and attitudes of the profession in accordance with the laws and ethical principles of psychology.

In order to meet the training goals, interns must acquire specific competencies that are fundamental to the practice of Health Psychology. The goals, objectives, and related competencies are based on the **APA**

Required Profession-Wide Competencies (APA Standards of Accreditation, 2017) and on the ***Assessment of Competency Benchmarks Work Group: A Developmental Model for the Defining and Measuring Competence in Professional Psychology (2007)*****,** convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC). Formal evaluation procedures are in place to measure interns' progress toward goals and the competencies described below. (see Evaluation Procedures).

The role of the internship is to build on the trainee's knowledge and skills in each of the required competency domains. The internship program has been designed to provide both didactic and experiential supervised training activities that follow a developmental sequence. The program provides the necessary structure, guidance, and support to facilitate the development of each intern as he or she moves towards greater autonomy, and gains the skills, knowledge, and confidence to master increasingly complex tasks and decisions during the course of the training year. All Interns will receive basic training in the competency areas. Interns have some options beyond the basic training level to allow more flexibility for differing individual interests.

APA REQUIRED PROFESSION-WIDE COMPETENCIES

Assessment

- Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods.
- Interpret assessment results to inform case conceptualization, classification, and recommendations.
- Communicate findings in an accurate and effective manner.

Communication & Interpersonal Skills

- Develop and maintain effective relationships with a wide range of individuals.
- Produce and comprehend oral, nonverbal, and written communications.

Consultation

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation.

Ethical & Legal Standards

- Be knowledgeable of and act in accordance with APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology; Relevant professional standards and guidelines.
- Recognize ethical dilemmas and apply ethical decision-making processes.

- Conduct self in an ethical manner in all professional activities.

Individual & Cultural Diversity

- Understand how their own personal/cultural history may affect how they interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to diversity.

Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans.
- Implement interventions informed by the current scientific literature.
- Apply the relevant research literature to clinical decision-making.
- Modify and adapt evidence-based approaches.
- Evaluate intervention effectiveness.

Professional Values, Attitudes, Behaviors

- Behave in ways that reflect the values and attitudes of psychology.
- Engage in self-reflection.
- Demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence.

Research

- Demonstrate substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Supervision

- Demonstrate knowledge of supervision models and practices.
- Apply this knowledge in direct or simulated practice with psychology trainees or other health professionals. Interns provide clinical supervision to cohort peers in a group format. They also provide non-clinical mentoring and supervision of undergraduate psychology majors.

PROGRAM-SPECIFIC COMPETENCY

Alcohol & Drug Assessment & Intervention

- Demonstrate knowledge of the epidemiology of alcohol and drug use and effects on the college population.
- Demonstrate knowledge of effective prevention and treatment strategies, including harm reduction approaches, in the college population.
- Demonstrate ability to identify and work effectively with AOD issues in clinical work with individual clients.
- Demonstrate ability to provide psychoeducation about alcohol and marijuana use to individuals and groups.

DESCRIPTION OF OTHER TRAINING ACTIVITIES

All Staff Meeting

All staff, including interns, meet monthly to discuss and provide updates about university and CMHC issues. Community and campus professionals are also invited speakers/guests at times.

Clinical Case Conference Meeting
Interns attend a case conference meeting with all CMHC clinical practitioners to consult about clients, especially complex, high-acuity, and high-risk clients.

CMHC Committee Meetings
Interns may serve on internal CMHC standing committees or ad hoc committees.

Capstone Clinical Case Presentation
Interns make a formal capstone clinical case presentation to faculty, staff, and the intern cohort during summer semester.

Capstone Doctoral Research Presentation
Interns present their doctoral dissertation research to faculty and the intern cohort during the summer semester.

SUPERVISION

As required by APA, interns receive a minimum of 2 hours of individual supervision per week and 2 hours of additional supervision per week.

Individual Supervision: 2 hours per week

- Supervisory assignments are made based on collaboration with interns and supervisors that take the developmental needs and interests of the interns into consideration to make the most beneficial match. The supervisory team makes final decisions regarding supervisory assignments. Supervisors and supervisees review and sign the Supervision Contract which specifies the details of the supervision process and the responsibilities of each party. They also work collaboratively to establish learning goals and activities. Interns are required to have a minimum of 2 different individual supervisors during the training year.

Group Clinical Supervision: 1 hour per week

- Interns present their clinical work with their cohort on a rotating basis and faculty serve as guest supervisors on a rotating basis. During the spring and summer semesters, interns transition into providing peer supervision for each other. A format and guidelines are provided for optimizing the group supervision experience.

Other Supervision: 2 hours per week (Scheduled on a rotating basis.)

- Individual or Group supervision for Assessment, AOD, Biofeedback and Supervision of Supervision.

Supervision of Group Counseling: .5-hour per week (Variable when group is in session)

- When an intern co-leads a group, interns will also meet with a clinical staff co-leader for supervision.

Information about Clinical Work: Initial Appointments

- Interns are typically assigned 4 initial evaluation slots per week. One of those slots is held for referrals from their assigned campus partner liaison office.

- Interns are expected to record all sessions. The administrative support staff will have clients sign a **Consent for Recording** form before the session begins.
- When meeting a new client for the first time, interns must review the data completed by clients prior to the beginning of the session. To access this information, click on "Client File" in Titanium. Data forms include a signed Informed Consent for services, A signed Consent for Recording, the Standardized Data Set (SDS, Counseling Information, Reason for Visit and the CCAPS. Interns then proceed to the waiting room to bring their client back to their office.
- Prior to beginning the session interns must inform clients of their job title, e.g. "Doctoral Psychology Intern" and that they are working under the supervision of a licensed psychologist.
- Interns must review confidentiality at the beginning of the session in accordance with APA Ethical Principles and Code of Conduct- 4*.02 Discussing the Limits of Confidentiality (a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.) (b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.*
- During the initial evaluation, the clinician should build rapport, gather information about the client's presenting concerns, current functioning, and their individual and cultural identities, assess risk, and determine the next steps/recommendations.

Scheduling

- The Administrative support staff schedules initial appointments and crisis appointments. Clinicians are responsible for scheduling ongoing clients. The frequency of rescheduling should be determined by clinical need and risk level. Interns are advised to consult with their clinical supervisor or Associate Director for Clinical Training Programs about the frequency of rescheduling and overall case management.
- Most clients are not scheduled on a weekly basis. Clients needing or requesting long-term weekly therapy may be referred out. Some clients may be seen weekly for short periods of time if there is a clinical need (high risk, high acuity, recent traumatic event, etc.)
- The CMHC uses a short-term therapy model. Interns may work with a few long-term clients but must receive approval from their supervisor.

Information about Documentation

The CMHC uses the Titanium scheduling software that was developed specifically for university counseling centers. It provides strong HIPAA-compliant security for sensitive data and confidential materials. All client notes and reports are to be completed and stored using Titanium. In addition to therapy notes, psychiatric records, assessment and testing records, and external information from treating professionals are also scanned into Titanium. Additional information that needs to be scanned into a client file, such as a support letter for a client or a medical withdrawal letter, should be placed in the "To Be Scanned" File in the front office area.

- All notes are to be completed within Titanium; a secure electronic record-keeping system designed specifically for university counseling centers. Do not write notes in Word and then cut and

paste them into Titanium. Do not keep confidential material in your office unless necessary. Confidential material should be shredded when no longer needed. (Large shredder in copy room).

- Use the appropriate note template in the Titanium drop-down list. If a note type is proceeded by the letters "TH" that indicates the appointment is via telehealth (Zoom).
- A working **diagnosis** (DSM5-TR should be entered by the 2nd or 3rd session to assist with case conceptualization and treatment planning. Please consult with your supervisor before entering a diagnosis. The diagnosis will be entered into the narrative section of the note (along with a rationale and supporting evidence) as well as on the diagnosis tab in Titanium. Diagnoses may be changed and updated as needed.
- Supervisees submit their notes for review and approval to the supervisor electronically using Titanium. Supervisees are expected to proofread and spell-check their notes before forwarding them to their supervisor. The supervisor may either approve and sign the note as is or return it to the supervisee for revision as needed.
- Signature lines: Practicum Students sign on Line 1, Interns sign on Line 2, and Licensed Supervisors sign on Line 3. When interns work with an unlicensed staff member, they should sign on line 1; the unlicensed staff members sign on line 2 and the staff members' supervisor signs on line 3.

Timeliness of Notes

- Documentation must be completed and submitted to supervisors for review within the timeline established by the CMHC. All notes, except crisis session notes, must be completed and forwarded to the supervisor *within 5 business days*. Crisis session notes must be completed and submitted *within 24 hours. Notes should be signed by the supervisor withint 10 business days of the appointment.* If you fall behind in your notes, please consult your supervisor and/or the TD immediately to help you develop strategies and a plan to complete your documentation in a timely manner.

Other Documentation

- If a student requests external correspondence with a 3rd party, they must sign a Release of Information (ROI) document. The ROI should be to a specific individual or agency, identified by names, and address.
- Supervisors must review and approve all requests for release of records and correspondence with UI offices and external agencies and must co-sign any external correspondence. Once both the supervisor and supervisee have signed the document (electronically), please place it in the "To Be Scanned" folder in the front office or hand it directly to one of the administrative coordinators.
- Consult with a supervisor regarding the format for letters. All external correspondence (e.g. Hardship Withdrawal letters) must be reviewed and co-signed by the Intern's supervisor.

TYPICAL WEEKLY INTERN SCHEDULE SEMESTER

Hours represent an <u>average.</u> Actual hours may vary.

DIRECT SERVICE ACTIVITY	AVERAGE WEEKLY HOURS
Initial Evaluation	4
Individual or group Therapy	12
Crisis Intervention/Urgent Care (variable)	1
Consultation Activities (variable)	.5
AOD Activities (variable)	.5

Supervision of Trainees	1
Assessment (variable)	1
Total	**20**

SUPERVISION RECEIVED	**AVERAGE WEEKLY HOURS**
Individual	2
Group Clinical	1
AOD/ Assessment/Supervision of Supervision	1
Group Therapy Supervision (variable)	.5
Total	**4 +**

DIDACTIC TRAINING ACTIVITIES	**AVERAGE WEEKLY HOURS**
Clinical/Professional Topics Module Meets every other week	1
Assessment/Testing Module (variable)	1-2
Other Modules: (AOD/Outreach/Consultation, Diversity) Meets every other week	2
Total	**4-5**
MISCELLANEOUS ACTIVITIES	**AVERAGE WEEKLY HOURS**
Case Conference	1
Clinical Documentation	5
Admin-Misc. tasks/prep	4
Total	**10**
GRAND TOTAL	**40**

SECTION VII- EVALUATION PROCEDURES

Evaluation and feedback are an integral part of the training process. Feedback is used to gauge progress, recognize strengths and weaknesses, and set goals for continued growth and development. Each semester, interns identify specific learning objectives, goals, and special interest areas with their clinical supervisor. Interns are evaluated in all of the Profession-Wide Competencies and Program-Specific Competencies.

Informal, Ongoing Feedback and Evaluation (Formative)

Informal feedback and evaluation from the intern's individual supervisor or other supervisors may occur at any time during the year as an integral part of the training experience. Supervisors discuss and review intern progress at regular intervals throughout the year.

Mid-Semester Review (Fall & Spring Semester)

Supervisors provide a brief written summary of intern progress and performance to date. The Training director meets with the intern and the individual clinical supervisor for the mid-term evaluation. Interns complete a brief self-assessment of their progress and development.

End of Semester Evaluation of Intern Competencies (Summative)

Formal evaluations occur at the end of each semester. Supervisors complete a written performance evaluation of intern competencies for each training component. Interns are asked to provide an oral self-assessment of the progress toward goals.

Submission of Evaluations to the Intern's Academic Program

The Associate Director for Clinical Training Programs sends copies of the evaluations to each intern's doctoral program at the end of each semester. If the intern's doctoral program has its own evaluation form and timeline that differs from that of the Counseling Center Internship, then it is the responsibility of each intern to provide it to the Training Director in a timely manner for submission to their academic program. The Associate Director for Clinical Training Programs retains a copy of all evaluations in a permanent folder for each intern.

EVALUATION CRITERIA FOR INTERN COMPETENCIES

Minimum Level of Achievement (MLA) Required on Final Evaluations

Interns must meet **the specified Minimum Level of Achievement (MLA) in each competency** at the End of Semester Comprehensive Evaluations **(**December, May, July.) Supervisors use a 5 - point rating scale to rate intern performance on specific itemized skills and behaviors for each required competency. The level is determined by computing an average of all rated items on the evaluation form. Level 3, Proficiency Competency, is the minimum level of achievement (MLA) required to pass at mid-year. Level 4, Pre-Professional Competency is the minimum MLA required by the end of internship training and necessary for entry-level practice. If an intern does not achieve the MLA, then a remediation plan will be developed to assist the intern in meeting the acceptable level of performance.

Five Point Scale: Itemized Rating of Intern Performance

Level 5	**Professional Competency**	**Performs Significantly Above Expected Level of Development** Competency equivalent to post-doctoral or licensed professional capable of functioning autonomously with minimal need for supervision. (IDM Level 3+) Capable of teaching and supervising others. *Expected level for post-doctoral or licensed professionals*.
Level 4	**Pre-Professional Competency**	**Performs at or Above Expected Level of Development. (Year End**) Consistently demonstrates an advanced level of skill beyond proficiency and the ability to function in a broad range of clinical and professional activities. Demonstrates the ability to function independently at a professional level, generalize skills and knowledge to new situations, and determine when to seek additional training, supervision, or consultation. (IDM Level 2-3). *This is the minimum MLA required by the end of internship training and necessary for entry-level practice*
Level 3	**Proficiency Competency**	**Performs at Expected Level of Development. (Mid-Year)** Demonstrates ability to function professionally in a range of clinical activities with consistent supervisory guidance and oversight. Training and ongoing supervision are required to develop consistent application of advanced skills. Problems are regarded as part of the normal professional growth and development process. ***This is the minimum level of achievement required to pass at mid-year.*** (IDM Level 2-fluctuating)**.**
Level 2	**Emerging /Novice Competency**	**Performs at Novice Level of Development**. Emerging competence that requires significant training and supervision to carry out clinical activities and other psychological services. Typical for a beginning trainee or when learning new skills and tasks. (IDM Level 1). A remediation plan will be developed and implemented to assist the trainee in developing adequate skills and/or professional behaviors.
Level 1	**Remedial Competency**	**Performs Below Expected Level of Development** Skills and/or other problems in professional functioning are significantly below expected levels of professional functioning for trainees. Not able to perform basic tasks and skills or function adequately in a professional manner. A remediation plan will be developed and implemented to assist the trainee in developing adequate skills and/or professional behaviors.
NA	**Not Applicable**	Inadequate information or lack of opportunity to assess performance.

Exit Criteria

In order to successfully complete the internship, interns must:

- Complete a full-time, 2000-hour internship with at least 25% (500 hours) spent providing direct, face-to-face psychological services.
- **Meet Minimum Levels of Achievement (MLAs) as specified in the Intern Policy and Procedure Manual in all required competencies by the end of each formal evaluation period.**
- If an intern is required to participate in a remediation plan to address deficiency areas, the intern must demonstrate that they have followed the prescribed procedures and have achieved an acceptable level of professional functioning within the time frame specified and that the conditions of the remediation plan have been satisfied.
- Complete all specified requirements, documentation, and learning activities.
- Complete all required exit tasks. Interns must verify that all exit tasks have been completed (submit Exit Tasks Checklist) and check out with the Associate Director for Clinical Training Programs before leaving.

EVALUATION OF INTERNSHIP BY INTERNS

Interns provide feedback and evaluation about their training and supervision experiences at various intervals during the internship.

- **Informal, Ongoing Feedback and Evaluation**
- Interns may provide informal feedback and evaluation about their training and supervision experiences to the training faculty, their individual supervisor, and/or the Training Director at any time.

- **Mid-Semester Evaluation of the Internship Program**
- Interns provide oral and written feedback about their training and supervision experiences during the Mid-Semester Review.

- **Evaluation of Individual Supervisor**
- Interns complete a formal, written evaluation of their individual supervisor each semester.

- **Exit Evaluation of the Internship Program**
- Interns complete a comprehensive written evaluation of the internship program at the end of the year. The feedback is used to help ensure that the training program is flexible and responsive to the unique interests, needs, and abilities of interns, and to implement adjustments to enhance the overall quality of the internship.

- **Post-Internship Evaluation**
- Alumni complete a follow-up evaluation of the internship program 1-2 years post-internship. They are asked to rate how well the internship prepared them for entry-level practice. Their post-internship feedback assists the training program in making adjustments to ensure that interns are prepared for professional practice.

SECTION VIII- DUE PROCESS

This document outlines the procedures for responding to unsatisfactory intern performance and/or misconduct. The rights and responsibilities of the internship program and the intern and appeals and grievance procedures are also described.

DUE PROCESS PROCEDURES FOR ADDRESSING PERFORMANCE-RELATED PROBLEMS, INTERN MISCONDUCT, AND INTERN GRIEVANCES

I. Executive Summary & Overview

The Association of Psychology Postdoctoral and Internship Center's (APPIC) match policies indicate that participating agencies adopt documented due process procedures for resolving concerns about intern performance and interns' concerns about the delivery of training services.[1] With regard to intern performance, agencies should make fine distinctions in intern behavior that reflect the differences between inadequate professional functioning (academic issues) and acts of misconduct (disciplinary issues).[2] Problems related to professional functioning are subject to remediation plans designed to address (1) deficiencies in skill or application of professional knowledge; (2) conforming one's occupational practice and conduct to professional standards; and (3) managing and regulating personal circumstances to avoid and/or reduce interference with performance.[3] Problems related to intern misconduct, such as serious departures from ethical standards, criminal conduct, or policy violations,[4] are subject to disciplinary actions designed to protect others from the effects of such misconduct if left unaddressed. Finally, intern concerns about the quality of their learning experience at the CMHC are subject to grievance procedures designed to promote collaborative problem-solving that accounts for and integrates the intern's observations and contributions to didactic exercises.

Accordingly, this section of the handbook is organized into three (3) subsections that describe, separately, the procedures employed by CMHC to resolve the three types of problems identified above. Each subsection (1) establishes the rights and responsibilities of interns and the University; (2) explains the nature of problems so interns and supervisors can identify them with reasonable precision and accuracy, and interns can try to avoid them; (3) articulates the procedural steps (from notice, to hearing, to appeal) comprising a resolution framework that is substantively and procedurally fair.

II. Addressing Problems Related to Professional Performance (Remediation)

[1] Association of Psychology Postdoctoral and Internship Centers (APPIC), *APPIC Membership Criteria: Doctoral Psychology Internship Programs*, APPIC.ORG (Sept. 2016) https://www.appic.org/Joining-APPIC/Members/Internship-Membership-Criteria.

[2] Linda Forrest et al., *Trainee Impairment: A Review of Identification, Remediation, Dismissal, and Legal Issues*, 5 COUNSELING PSYCHOLOGIST 627, 655-56 (1999).

[3] Douglas H. Lamb et al., *Confronting Professional Impairment During the Internship: Identification, Due Process, and Remediation*, 18 Professional Psychology 597, 598 (1987).

[4] Forrest et al., *supra* note 2, at 656.

A. Responsibilities & Rights
   1. Interns
      a. Responsibilities

The expectations of interns during their internship at the CMHC are divided into three areas: Professional Standards and Ethics, Professional Skills and Competencies, and Personal Functioning.

Professional Standards & Ethics

Interns are expected to:

- Be cognizant of and act at all times within the bounds of the APA Ethical Principles of Psychologists and Code of Conduct Standards for Providers of Psychological Services, Specialty Guidelines, and any other relevant, professional documents or standards which address psychologists' ethical, personal and/or legal responsibilities.
- Be cognizant of and act at all times within the bounds of the laws and regulations governing the practice of psychology in the State of Idaho including, but not necessarily limited to, the regulations of the Idaho State Board of Psychologist Examiners (*See generally* Idaho Admin. Code 24.12.01).
- Be cognizant of and act at all times in accordance with the regulations and procedures contained in the University of Idaho Counseling and Testing Center Policy and Procedures Manual, the Intern Policies and Procedures Handbook, and all applicable University of Idaho policies and procedures. (See section III.B. for a partial list of applicable policies).
- Demonstrate the ability to integrate relevant professional standards into their own repertoire of professional and personal behavior. Examples of such integration include a demonstrated awareness of ethical issues when they arise in work with clients, appropriate decision-making in other ethical situations, and awareness of ethical considerations in their own and other's professional work.
- Maintain appropriate professional and collegial relationships within the CMHC and the larger university community and community agencies.

Professional Skills & Competencies

Interns are expected to:

- Demonstrate skills and proficiency in the core training competencies at the required minimum levels of competency previously described (*see* Intern Handbook)
- Maintain accurate and timely written records and other documentation of professional services.
- Demonstrate regular and timely attendance and engagement in all internship activities.
- Receive constructive feedback and professional advice through performance evaluations with openness, self-reflection, and civility.

Personal Functioning

Interns are expected to recognize that there is a relationship between personal functioning and professional effectiveness and demonstrate appropriate management of personal concerns and issues as they relate to professional functioning. If an intern is experiencing challenging personal circumstances (physical, emotional and/or educational problems) that may interfere with the quality of their professional work, they are expected to seek assistance to resolve the problems. Problems include but are not limited to:

- Ineffective management of personal stress such that it negatively impacts professional services.
- Inadequate level of self-directed professional development.
- Inappropriate use of and/or response to supervision.
- Inappropriate professional and/or ethical behavior in the CTC, the larger university community, and community agencies that initially does not rise to the level of misconduct as explained in subsection III.B.3.b.

If an intern does not meet the responsibilities and expectations identified above, and/or if problems significantly interfere with an intern's professional functioning, the training program will follow "Due Process" Procedures. The specific Due Process procedures to be used for the acknowledgment and amelioration of intern problems are described in the next subsection (II.C.).

b. Rights
    - To seek and request assistance from professional psychologists contributing to the internship experience.
    - To request a reasonable accommodation for a disability.
    - To receive timely and accurate feedback about performance.
    - To be treated fairly and respectfully during performance evaluation and feedback.
    - To be informed of the source, nature, and extent of professional expectations and obligations before being evaluated.

2. CMCC
    a. Responsibilities
        - The training program will treat interns with respect and courtesy in compliance with the APA Code of Ethics, Principle E: Respect for People's Rights and Dignity. Principle E states that "Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. In addition we adhere to Section 3.01: Unfair Discrimination which states that "In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law" and to Section 3.02: Sexual Harassment, which states that "Psychologists do not engage in sexual harassment". The internship program also follows the guidelines in Section 3.03: Other Harassment which states that "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. Additionally, CTC staff expresses their respect for and commitment to diversity through nondiscriminatory policies in recruitment of interns and hiring of staff.

- The training program will provide interns with information regarding relevant professional standards and ethical guidelines and relevant legal regulations, which govern the practice of psychology, as well as providing opportunities to discuss the implementations of such standards.
- The training program will provide interns with training in the curriculum competencies specified to achieve an acceptable level of competency and meet the specified training goals.
- The training program will provide interns with training in professional record keeping.
- The training program will provide interns with a minimum of 2 hours of individual and 2 hours of group supervision on a weekly basis. The training program will provide a minimum of 2 hours per week of additional training activities.
- The training program will provide written evaluations of the intern's progress at the intervals specified but no less than twice per year. The timing and content of such evaluations are designed to facilitate the trainee's change and growth as professionals. Evaluations will address the interns' knowledge of and adherence to professional standards, their skills and personal functioning as it relates to the delivery of professional services.
- The training program will maintain ongoing communication with the intern's graduate department regarding the trainee's progress during the internship year.
- The training program will communicate early and directly with interns about skill deficits and/or inappropriate intern behavior that negatively affects professional functioning.
- The training program will maintain and follow guidelines for grievance and due process procedures to address and remediate perceived problems as they relate to training, professional standards, professional competency and/or professional functioning:
    - Provide written information to trainees about the program's expectations related to professional functioning.
    - Stipulate the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at meaningful intervals.
    - Articulate the various procedures and actions involved in making decisions regarding problems.
    - Communicate with graduate programs about any concerns or difficulties with trainees and seek input from these academic programs about how to address such difficulties.
    - Institute a remediation plan where appropriate (with the input and knowledge of the trainee's graduate program) for identified

inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
    - Provide a written procedure to the intern that describes how he/she may appeal the program's action.
    - Ensure that trainees have sufficient time to respond to any action taken by the program.
    - Use input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
    - Document in writing and to all relevant parties, the action taken by the program and its rationale.[5]

b. Rights
    - To modify or alter the training experience for interns demonstrating performance-related problems, subject to the due process procedures incorporated in subsection II.C.
    - To inform an intern's academic program of professional problems at any time the training staff believes such is needed.
    - To terminate an intern from the internship training program for reasons set forth in this Handbook and in accordance with the corresponding procedures.

B. Problem Identification

1. A professional performance problem is defined as a behavior, skill deficit, or attitude/disposition[6] that interferes with professional functioning.[7] The three areas of professional expectation identified in II.A.1.a. provide broad sub-definitions for problems:

<u>Professional Standards & Ethics</u>
An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behaviors.

<u>Professional Competence: Skills</u>
An inability to achieve a minimum level of acceptable competency in the skill areas that constitute the core components of the internship training program (*see generally* **Evaluation Procedures: Intern Competencies** on pp 23-25 of this Handbook).

<u>Personal and Interpersonal Functioning</u>
An inability to effectively manage personal stress, regulate emotional reactions, and/or interact with others civilly and respectfully which interfere with professional functioning.

[5] Lamb et al., *supra* note 3, at 599-600.

[6] An individual's professional disposition that did not align with professional standards was deemed to be a decision subject to the professional judgment of academic evaluators, and denying entry to a program for that reason was permissible. *See Oyama v. Univ. of Hawaii*, 813 F.3d 850, 874-875 (9th Cir. 2015).

[7] Lamb et al., *supra* note 3, at 598.

2. The identification of professional performance problems is an exercise of professional judgment that focuses on discerning whether a behavior, skill deficit, or attitude/disposition while of concern, is within the developmental range for professionals in training and whether the problem can be addressed through supervision and remediation.

3. Performance-related problems become subject to due process procedures when they are perceived as being characterized[8] by at least one of the following:

    - The intern does not acknowledge, understand, or address the problem when it is identified.
    - The problem is not merely a reflection of a skill deficit, which can be rectified by academic or didactic training (e.g. self-directed study upon recommendation of supervising professional).
    - The quality of services delivered by the intern is negatively affected in ways that impact professional services.
    - The problem is not restricted to one area of professional functioning.
    - The intern's behavior does not change as a function of constructive feedback, remediation efforts, and/or time.
    - The problematic behavior has the potential for ethical or legal ramifications if not addressed.
    - The intern's behavior negatively impacts the training environment, learning experience, and/or the intern class in substantive ways.

    To the extent that the behaviors, skill deficits, or attitudes are resolved by verbal feedback from the supervisor(s) and/or training director, remediation is unnecessary.

C. Procedural Steps of Resolution Framework
    1. Initial Observation of Concerning Behavior and Report to Supervising Psychologist(s) and Informal Resolution with Training staff
        a. When a behavior, skill deficit, or attitude/disposition that is concerning initially manifests, interns may receive verbal feedback from their supervising psychologist or other training faculty member. Such feedback is considered a warning designed to be primarily educative in nature.
        b. Whichever training faculty psychologist provides the informal warning will communicate in writing the action taken, the date, and the intern's response to the Associate Director for Clinical Training Programs (ADCTP) for notation in the intern's file.
        c. To the extent an intern is able to adequately resolve the concern by modifying their approach, no further intervention will be required. However, if the concerning behavior is not adequately addressed, the training faculty will proceed to the remediation procedural due process.
    2. Notice of Formal Resolution

[8] *See* Lamb et al., *supra* note 3, at 598 fn. 1 (these characteristics are couched in the language of professional competency and situate such efforts as remediation entirely within the professional judgment and academic experience of the professional psychologists called upon to assess and evaluate intern performance).

a. In some circumstances, the ADCTP may initiate formal resolution of performance-related problems by giving an intern notice without first completing the steps identified in C.1. (immediately preceding section).
b. The ADCTP will provide the intern with written notice of the performance-related problem within 5 business days after the supervising psychologist or other training staff member informs the ADCTP of the problem. This may occur following an evaluation period.
c. The notice will provide:
    - A sufficiently-detailed description of the perceived problematic behavior, skill deficit, or attitude/disposition.
    - A reference to the responsibility, competency or ethical standard that is implicated by the problem.
    - If available at the time of writing, a sufficiently-detailed description of evidence or information that supports the perception the problem exists.
    - The date and time of a proposed resolution conference.
    - A statement indicating who is invited to participate in the resolution conference (usually the ADCTP, the intern, supervising psychologist(s), and the intern's academic program Training Director).
    - If determined necessary by the ADCTP, a statement explaining any interim measures imposed until the resolution conference can be completed and/or a remediation plan has been developed.
d. The intern's academic program will receive a copy of the written notice.
e. Notice will be delivered to the intern and the intern's academic program by a method chosen by the ADCTP considering the importance of confidentiality.
f. Notice of the pending resolution conference may simultaneously serve as notice to the intern that interim measures will be imposed. Interim measures are precautionary and designed to reduce harmful exposure to others that may result from the intern's behavior, skill deficit or attitude if immediate action is not taken. Interim measures may include, but are not limited to:

    Reduction in Workload – An intern may have some of their clients reassigned, be asked to focus on tasks that require less reliance on skills or knowledge that seem to be problematic or be asked to spend more time passively observing training staff as they work.

    Suspension of Direct Service Activities - Suspension of Direct Service Activities requires a determination by the ADCTP in consultation with the Director that the intern has committed a major ethical breach and/or that the welfare of the intern's clients has been jeopardized. Therefore, direct service activities will be suspended until a decision is made after the resolution conference.

    Administrative Leave - Administrative leave involves the temporary withdrawal of all responsibilities and privileges associated with the role of an intern at the CMHC. Administrative Leave will continue until a decision is made after the resolution conference.

Interim measures are not intended to be remedial. The Training Director has sole discretion to determine whether any interim measures should be imposed. The imposition of interim measures may be appealed to the CMHC Director according the appeal procedures outlined in II.A.5.

3. Resolution Conference (Hearing)
   a. The resolution conference is a collaborative meeting designed to assist the training faculty in determining a course of action that will enable the intern to develop and improve the intern's professional functioning.
   b. The ADCTP, training faculty, and, if possible, the intern's Academic Program Training Director will discuss the performance-related problem.
   c. The intern may be asked to participate in the foregoing discussion to the extent other participants believe it will be constructive and helpful. If not, the intern will be given an opportunity to explain or share the intern's views regarding the problem and be asked to provide input on how concerns might be remedied.
   d. Once the ADCTP and training faculty believe that they have obtained sufficient information to proceed with shaping an appropriate course of action, the ADCTP will document the outcome so it can be shared with the intern and the intern's academic program.

4. Initial Decision of Resolution Conference
   a. The intern will be notified in writing of the outcome of the resolution conference.
   b. The written decision will indicate whether the ADCTP and supervising psychologist(s) have determined the behavior, skill deficit or attitude/disposition constitutes a performance problem that warrants a formal course of action.
   c. The written decision will indicate the level of action that is deemed commensurate with the magnitude of the problematic behavior, skill deficit or attitude, if any, and may include any of the following:

      Written Warning – The ADCTP will issue a written statement in the form of a letter that will be kept in the intern's file. The letter will contain the following information: (1) a description of the problematic behaviors or skill deficits; (2) actions need by the intern to correct the problem; (3) a deadline by which time the intern will need to have shown minimally-acceptable performance; and (4) notice that the intern may request an appeal of this action.

      Probation and Remediation Plan – A written remediation plan will likely result when an intern (1) has not been able to correct the problems identified as part of an informal, verbal warning within a reasonable timeframe; (2) does not meet the minimum evaluation criteria at midterm or final evaluations; or (3) violates an ethical standard that has or will negatively impact client welfare and/or the agency.

      The ADCTP and individual supervisor, in consultation with the intern's Academic Program Training Director, will work together to design a written remediation plan to correct the problem(s). The remediation plan may include, but is not limited to, the following courses of action:

- Additional didactic or experiential learning activities and/or continuing education activities in cases where a deficit in professional standards, knowledge or skills is a concern.
- Increased supervision.
- Change in format or focus of supervision.
- Change of supervisor.
- Strategic reductions of the intern's clinical or other workload to enable greater focus on remediation.

The Internship Training Director will provide the Academic ADCTP with a copy of the Remediation plan and keep the Academic training director informed of intern progress. The intern is placed on probationary status for the duration of the remediation plan.

At the end of the probationary period, the ADCTP will conduct a review to determine whether the intern has followed the remediation plan and made sufficient improvements so that the probation may be lifted. If not, then the ADCTP will discuss additional possible courses of action with the primary supervisor and theCMHC Director. The ADCTP will communicate in writing to the intern that the conditions for lifting the probation have not been met and will include the course of action the ADCTP has decided to implement. These may include an extension and/or modifications of the original remediation plan for a specified time period or implementation of another alternative. Additionally, the ADCTP will communicate to the CMHC Director that if the intern's performance does not sufficiently improve, the intern will not successfully complete the internship

Probation will be lifted when the intern has followed the remediation plan within the specified time frame and demonstrated adequate improvement to the satisfaction of the ADCTP and the training staff. The intern and their academic program will receive written notice of successful completion of the remediation plan and the end of probation.

Extension of the Internship - In situations where the intern has made some progress towards change, but the progress is insufficient to pass the intern by the end of the internship, the intern may be required to extend the internship to complete the requirements. An extension of internship may also be granted if the intern has a health condition that prevents completion of the internship within the specified time frame.

Dismissal from the Internship Program for Inadequate Performance – There may be cases in which an intern may be incapable of adequately remediating a problematic behavior, skill deficit, or professional demeanor such that the ADCTP and training faculty have serious concerns about the intern's ability to function as a professional psychologist. In such cases, the intern may be dismissed from the internship program. The ADCTP will contact APPIC to request a formal release from the Match. Upon receipt of the Notification of Dismissal, the intern will be

required to vacate the intern's office and leave the CMHC within 24 hours. All keys and confidential materials are the property of the CMHC. As of the effective date of dismissal, the original contract between the intern and the CMHC is no longer in effect. As a result, the intern is no longer eligible to receive a stipend.

d. A copy of the written decision will be given the intern's academic program.
e. The written decision will also provide a statement explaining the process for appealing the decision to the CMHC Director or their designee.

5. Appeal
   a. A decision regarding the issuance of an interim measure or a decision issued after a resolution conference may be appealed to the CMHC Director or the Director's designee.
   b. An appeal must be submitted in writing, accompanied by supporting documentation, to the CMHC Director within 10 business days after the intern has received the written decision.
   c. The CMHC Director will have up to 15 business days to consider the appeal and may request additional information from the ADCTP training faculty or the intern as needed. In some cases, the Director may choose to meet face-to-face with the intern and/or ADCTP but appeals are typically completed by paper.
   d. The intern will be notified in writing of the CMHC Director's decision regarding the appeal, and that decision will be final. A copy of the decision will also be sent to the intern's academic program.
   e. If CMHC Director is incapable of evaluating the appeal impartially, as determined by the Director in the Director's sole discretion, the Director may select a designee(s) to review the appeal alone or by committee. The intern will be informed of the recusal and substitution in writing.

III. Addressing Intern Misconduct (Discipline)

A. Responsibilities & Rights

1. Interns
   a. Responsibilities
      - Demonstrate integrity and accountability by acting in accordance with the *APA Ethical Principles of Psychologists and Code of Conduct* and the rules, regulations and policies of the Idaho State Board of Psychologist Examiners, the University of Idaho, and the Counseling and Mental Health Center.
      - Obey local, state, and federal law established by court decision, statute, regulation, rule, or ordinance.
      - Report information regarding your own misconduct or that of other interns to your supervisor or the ADCTP.
      - If requested to provide or submit information pursuant to a misconduct hearing, comply with the request honestly and in good faith.
      - Be forthright and truthful to all professional staff and colleagues.
      - Engage respectfully and civilly in misconduct proceedings if invited to participate in person.

b. Rights[9]
   - To have allegations of misconduct evaluated and determined by a Center professional free from personal animus or bias.
   - To be informed of the alleged misconduct, the information or evidence being relied upon before being asked to respond at the hearing, and the policy, rule, or law that has allegedly been violated.
   - To be informed, in writing, of any modifications or alterations the CMHC may make to misconduct proceedings in the interest of fairness.
   - To have an opportunity to respond to and/or refute, in writing, allegations or accusations of misconduct with relevant information or evidence.
   - To have a decision based on relevant information that demonstrates, by a preponderance of the evidence, the intern is responsible for misconduct.
   - To be informed of the reasons an adverse decision was rendered so the intern may request an appeal.
   - To appeal an adverse decision to a Center professional free from personal animus or bias and who did not participate in the misconduct proceedings that determined the intern was responsible.

2. Program
   a. Responsibilities
      - Operate misconduct proceedings that are fair and respect an intern's right to notice, to be heard, and to appeal.
      - Obtain relevant information or evidence.
      - Consider and weigh impartially relevant information/evidence that is presented by the intern and that is shared by other persons.
      - Provide written notice to the intern about allegations of misconduct for which the agency intends to take disciplinary action.
      - Provide the intern with a written explanation for an adverse decision.
      - Adhere to the policy and procedural steps outlined in the Intern Policy and Procedure Manual and applicable University of Idaho policies.

   b. Rights
      - To modify or alter misconduct proceedings as may be necessitated by fairness.[10] The CMHC prefers to rely upon a paper-based hearing wherein those individuals with information, including the intern, present that information in writing which is then reviewed and evaluated by the decision-maker. However, CMHC recognizes it may be advisable to modify or alter the proceeding to

[9] *See generally* Henry J. Friendly, *"Some Kind of Hearing,"* 123 UNIV. OF PENN. L. REV. 1267, 1279-95 (1975).

[10] The requirements and/or elements of due process are flexible thereby requiring the Center's professional decision-makers to balance three factors identified by the United States Supreme Court in *Mathews v. Eldridge*, 424 U.S. 319, 334-35 (1976) ("More precisely, our prior decisions indicate that identification of the specific dictates of due process generally requires consideration of three distinct factors: First, the private interest that will be affected by the official action; second, the risk of an erroneous deprivation of such interest through the procedures used, and the probable value, if any, of additional or substitute procedural safeguards; and finally, the Government's interest, including the function involved and the fiscal and administrative burdens that the additional or substitute procedural requirement would entail.").

permit in-person presentations of information as the circumstances may require. To the extent any such modifications may be necessary, the intern will be informed in writing.

- To determine the relevance of any information and to disregard information that is irrelevant.
- To enforce even-handedly expectations of respectfulness and civility upon the parties participating in misconduct proceedings.
- To circumscribe or limit the intern's regular activity in the Center's operation while misconduct proceedings are being conducted. Such interim measures are discussed below in subsection C.

B. Problem Identification

Interns may be subject to misconduct proceedings in the event the CMHC receives information alleging the intern engaged in (1) criminal conduct, (2) violated CMHC or University policy, or (3) behavior that contravenes the *APA Ethical Principles of Psychologists and Code of Conduct*.

As opposed to the professional judgment exercised by the CMHC's professionals in evaluating intern performance, identifying intern misconduct is focused on fact-finding and determining the likelihood that the offending conduct actually occurred as reported. Such fact-finding relies on commonsense observations about the veracity of information as supported by (1) the trustworthiness and reliability of the source of information, (2) the singular strength of each piece of information/evidence in proving what it purports to prove, and (3) the cumulative strength of all information/evidence when consider as a whole.

Determinations of responsibility result when the fact-finder concludes by a preponderance of the evidence that the offending conduct did occur. Thus, the professional decision-maker need only be persuaded that is more likely than not that the intern engaged in the alleged misconduct.

Interns should look to the following sources of policy or law to inform their behavioral choices:

1. Criminal Conduct, including but not limited to:
   a. Federal Law (*see generally* United States Code Title 18 – Crimes and Criminal Procedures[11])
   b. State Law (*see generally* Idaho Code Title 18 – Crimes and Punishments[12])
   c. Municipal Law (*see generally* Moscow City Code Title 10 – Police Regulations[13])

[11] Office of the Law Revision Counsel, *United States Code* (2017) http://uscode.house.gov/

[12] Idaho Legislature, *Idaho Statutes* (2017) https://legislature.idaho.gov/statutesrules/idstat/.

[13] City of Moscow, *Moscow City Code* (January 31, 2017) https://www.ci.moscow.id.us/records/Pages/city-code.aspx.

2. Policy Violations, including but not limited to:
   a. Counseling and Mental Health Center Policy and Procedure Manual
   b. University of Idaho Policies including, but not limited to, the following:

      FSH 3170 – University Ethics
      FSH 3200 – Policy of Nondiscrimination
      FSH 3205 – Consensual Romantic or Sexual Relationships
      FSH 3210 – Antidiscrimination
      FSH 3215 – Non-discrimination on the Basis of Sexual Orientation & Gender Identity/Expression
      FSH 3220 – Sexual Harassment
      FSH 3810 – Retaliation
      APM 30.12 – Acceptable Use of Technology Resources
      APM 95.12 – Weapons
      APM 95.16 – Animals on Campus
      APM 95.31 – Alcohol
      APM 95.32 – Drug Free Workplace

      These policies are referenced because they inform University of Idaho personnel about the expectations for working conditions, and even though interns are not employees of the University, interns are required to comply with these, and other, applicable University policies.

3. APA Ethical Principles of Psychologists and Code of Conduct
   a. Ethical Standards, including but not limited to:

      3.01 – Unfair Discrimination
      3.02 – Sexual Harassment
      3.03 – Other Harassment
      3.04 – Avoiding Harm
      3.05 – Multiple Relationships
      3.08 – Exploitative Relationships
      10.05 – Sexual Intimacies with Current Therapy Clients/Patients
      10.06 – Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients
      10.07 – Therapy with Former Sexual Partners
      10.08 – Sexual Intimacies with Former Therapy Clients/Patients

   b. In some instances, other departures from the ethical standards may deserve treatment as misconduct. Such departures are evaluated on a case-by-case basis for their severity or seriousness according to the indicia enumerated below. These indicia are considered based on the professional judgment of the Center's training faculty and the totality of the circumstances.

      Nature and extent of harm to others (e.g. physical, emotional, professional, relational)

Frequency of Occurrence (e.g. recurring pattern as opposed to isolated)
Method of Discovery (e.g. self-disclosure as opposed to revelation by others)
Absence or Presence of Concurrent/Contemporaneous Misconduct (e.g. deceit or concealment)
Attitude of Intern Regarding the alleged misconduct (e.g. contrition as opposed to recalcitrance)
Efficacy of Remediation (e.g. ethical departures determined to be less amenable to remediation are more likely to be treated as misconduct)

Interns should be aware that otherwise less serious ethical departures or errors in professional judgment may become the basis for misconduct proceedings if the intern is unresponsive to remediation efforts or patterns of errors emerge that reasonably indicate a negligent or reckless approach to work. In such circumstances, the intern's conduct will be evaluated objectively based on the care a reasonable intern would exhibit when faced with similar circumstances.

C. Procedural Steps of Resolution Framework
   1. Receipt of Information Alleging Misconduct
      a. Any person with information indicating an intern may have engaged in misconduct may share or report that information to the CMHC and/or any of its professionals or administrative employees. Such information will be communicated to the Training Director.
      b. The ADCTP will review the information received, and if necessary, as deemed in the ADCTP's sole discretion and judgment, make a preliminary inquiry into the plausibility of the allegations. All reports of alleged intern misconduct are securely retained by the TD, regardless of their plausibility, as part of the intern's file. Those that are found to be plausible are advanced in the misconduct proceeding sequence.
      c. In some circumstances, information alleging misconduct may be forwarded to the CMHC from external sources including, but not limited to, police reports, communications from other University departments, or news reports naming the intern.

   2. Notice
      a. If the TD determines that the allegation of misconduct is plausible and serious enough to warrant disciplinary proceedings, the TD will provide the intern with written notice of the allegation of misconduct.
      b. The notice will provide:
         - A sufficiently-detailed description of the alleged misconduct.
         - A reference to the policy, law, or rule the alleged misconduct violates.
         - If available at the time of writing, a sufficiently-detailed description of evidence or information that supports the allegation. If not available, a statement indicating such information will be forthcoming so the intern may respond or refute it.

- An invitation to respond, in writing, unless the TD concludes fairness requires an in-person hearing.[14]
- The date and time by which the intern must submit the intern's written defense or appear before the decision-maker in person.
- A statement indicating the intern's written submission may be accompanied by supporting evidence in written form.
- A statement identifying the number and identity of the proposed decision-maker(s).
- If determined necessary by the TD, a statement explaining any interim measures imposed for the duration of the conduct proceedings (including appeals).

c. The intern's academic program will receive a copy of the written notice.
d. Notice will be delivered to the intern and the academic program by a method chosen by the TD considering the importance of confidentiality.
e. Notice of the pending misconduct proceeding may simultaneously serve as notice of the imposition of interim measures. Interim measures may include, but are not limited to:

   Suspension of Direct Service Activities - Suspension of Direct Service Activities requires a determination that the intern has committed a major ethical breach and/or that the welfare of the intern's clients has been jeopardized. Therefore, direct service activities will be suspended until a decision has been made after the hearing.

   Administrative Leave - Administrative leave involves the temporary withdrawal of all responsibilities and privileges associated with the role of an intern at the CTC. Administrative Leave will remain in effect until a decision has been made after the hearing.

   Interim measures are not intended to be remedial. The Training Director has sole discretion to determine whether any interim measures should be imposed. The imposition of interim measures may be appealed to the CMHC Director according to the appeal procedures outlined in III.C.5.

3. Hearing (Review and evaluation of collected information)
   a. The receipt, consideration, and weighing of information/evidence will occur after the intern has submitted a written response to the TD, or after the deadline for submission has passed, whichever occurs sooner. An intern may forgo providing a response, but the decision-maker(s) may proceed without a timely response to the detriment of the intern.
   b. The TD, or his or her designee(s), may consider the collected information alone or by a committee of CMHC training faculty. Such decision is within the sole discretion of the TD based on factors including, but not limited to: (1) the impartiality of

[14] An in-person hearing may be required if, for example, the alleged misconduct might warrant a dismissal and such dismissal carries a stigma. *Greenhill v. Bailey*, 519 F.2d 5 (8th Cir. 1975).

prospective decision-makers, (2) the availability of prospective decision-makers, (3) if in-person presentations are necessary, the availability of the intern and other witnesses, (4) the academic calendar, and (5) other intervening occurrences. In the event that TD cannot impartially review the information, the Director of CMHC may assign another professional(s) according to the factors identified above.

c. The hearing will include that information the decision-maker(s) determines is relevant. To the extent that additional information is necessary, the decision-maker(s) may solicit written information from any source believed to possess relevant information. The decision-maker(s) may consider any relevant information and is not bound by formal rules of evidence. The decision-maker will use the preponderance of the evidence standard.
d. The decision-maker(s) will have 15 business days to conclude their review of the collected information unless circumstances require more time. In the event more time is needed to collect additional information (e.g. follow-up requests for clarification or missing information) and weigh it, the intern will be notified in writing.
e. If more than one decision-maker is selected, a majority of them must agree on the outcome.

4. Initial Decision
   a. Once the decision-maker(s) has reached an outcome, the intern will be notified in writing accordingly.
   b. The written decision will indicate whether the decision-maker(s) has found the intern responsible or not responsible for the alleged misconduct. If found responsible, the decision-maker(s) will provide a rationale for that finding.
   c. The written decision will indicate the sanction(s) the decision-maker(s) determined were commensurate with the alleged misconduct, and may include any of the following, or a combination thereof:

      Reprimand and Warning – A written statement admonishing the intern for the misconduct and a warning of future corrective action if the misconduct occurs again or an additional instance is later revealed that was unknown at the time of the hearing. Failure to heed a warning will result in elevated sanctions and could include probation, suspension, or dismissal.

      Probation – A definite period of time, established by the decision-maker, during which the intern receives increased supervision. Failure to abide by the conditions of probation will result in elevated sanctions and could include suspension or dismissal as deemed appropriate by the initial decision-maker(s).

      Probation with Remediation – A definite period of time, established by the decision-maker, during which the intern receives increased supervision, modified work assignments, or additional corrective exercises or activities believed to be appropriate for the purpose of (1) restoring those harmed by the misconduct and/or (2) demonstrating sufficient reformation such that supervisors believe a return to pre-misconduct responsibilities is warranted. Failure to abide by the conditions of

probation and remediation will result in elevated sanctions and could include suspension or dismissal as deemed appropriate by the initial decision-maker(s).

Suspension of Activities – A definite period of time, established by the decision-maker, during which the intern may not participate in specified professional activities. Failure to abide by the conditions of suspension will result in elevated sanctions and could include lengthened suspension or dismissal as deemed appropriate by the initial decision-maker(s).

Dismissal from the Internship for Misconduct – The immediate termination of the relationship between the CTC and the intern. The intern will not be permitted to conclude the internship, and any remaining clinical documentation will become the responsibility of the supervising psychologist. The Training Director will contact APPIC to request a formal release from the Match. Upon receipt of the Notification of Dismissal, the intern will be required to vacate the intern's office and leave the CMHC within 24 hours. All keys and confidential materials are the property of the CMHC. As of the effective date of dismissal, the original contract between the intern and the CMHC is no longer in effect. As a result, the intern is no longer eligible to receive a stipend.

d. A copy of the decision letter will be given to the intern's academic program.
e. The decision-maker(s) may at their discretion determine if the intern will be awarded any credit of training hours based on satisfactory performance prior to the alleged misconduct.
f. The decision letter will include a statement that explains how the intern may appeal the decision to the CMHC Director or their designee.

5. Appeal
   a. An intern found responsible for misconduct, may appeal the outcome (determination of responsibility and/or sanctions) of the misconduct hearing or the imposition of interim measures to the CMHC Director.
   b. An appeal must be submitted in writing, accompanied by supporting documentation, to the CMHC Director within 10 business days after the intern has received the written decision or been notified of interim measures.
   c. Appeals are evaluated using the substantial evidence standard. Thus, the CMHC Director need only be persuaded that a reasonable decision-maker could have concluded as the actual decision-maker(s) did based on the evidence before them.
   d. The CMHC Director should issue a decision within 15 business days from the date of receiving the appeal. The Director may request additional information from the decision-maker(s) or the intern as needed.
   e. The intern will be notified in writing of the CMHC Director's decision regarding the appeal, and that decision will be final. A copy of the Director's decision will be sent to the intern's academic program.
   f. If the CMHC Director is incapable of evaluating the appeal impartially, as determined by the Director in the Director's sole discretion, the Director may select a

designee(s) to review the appeal alone or by committee. The intern will be informed of the recusal and substitution in writing.

IV. Addressing Intern Concerns Related to Training Delivery (Grievance)

This subsection is focused on the concerns an intern may have about the training experience the intern is receiving at the University of Idaho Counseling and Mental Health Center (CMHC). These procedures are separate from the due process procedures in the two previous sections. Interns who have participated in the resolution of a performance-related problem or accusation of misconduct are expected to use the appeal procedure to register concerns about the intern's treatment during those particular resolution proceedings. For all other grievances, these procedures should be used.

A. Responsibilities & Rights
   1. Interns
      a. Responsibilities
         - Be informed and knowledgeable about policies or rules that are relevant to the concerns or grievances for which they are seeking redress.
         - Carefully document actions or behaviors giving rise the concern or grievance.
         - To the extent practicable, communicate clearly with the individual(s) perceived to be the source of conflict, concern or action. When not practicable, identify a staff member with authority to address the concern.
         - Initiate and participate in grievance proceedings in good faith and with respect and civility for others.
      b. Rights
         - To have legitimate concerns, conflicts or troubling actions resolved timely and professionally.
         - To communicate disagreement, reservations, or concerns about activities or practices and receive a response that is based on logic and supported by evidence.

   2. Program
      a. Responsibilities
         - Respond to an intern's concern or filing a grievance in good faith and with respect and civility.
         - Willingly respond to disagreements, reservations, or challenges to training activities with openness and supply the rationale for the activities and exercises.
      b. Rights
         - To request that interns supply details and, when appropriate, documentation regarding their grievances.
         - To express views and share information or evidence of what has transpired from its perspective.

B. Problem Identification

Interns are encouraged to identify problems or concerns related to their internship experience and share those as soon as they can with an appropriate leader within the CMHC. Though there is no time limit on filing a grievance, the sooner grievances are filed, the greater the possibility of resolving them or reducing their negative effect on the intern or others.

Interns may file a grievance against a supervisor, staff member, another trainee, or the program generally, but the grievance must be related to the intern's training program. In seeking to have an intern's grievances addressed and resolved, the following procedures have been created.

C. Procedural Steps of Resolution Framework
   1. Informal Resolution – Interns should seek to raise their concerns, complaints or grievances with the individual (supervisor, staff, intern, etc.) who they believe is the source of the action being grieved, and work to resolve it with that individual.

   2. Formal Resolution for Grievances
      a. In the event raising the issue with the other individual is inappropriate or the grievance remains unresolved after raising it with the individual, the intern should submit a written grievance (letter or email) to the Training Director. If the TD is the source of the grievance, or is not available, the intern should submit the written grievance to the CMHC Director, who will then assign a faculty member to review the grievance in accordance with the procedures set forth below.
      b. The TD will seek to resolve the intern's grievance in consultation with the intern. The TD may request additional information from the intern. If the intern and TD are unable to reach an agreed upon resolution, the TD will issue a written decision regarding the grievance. The TD will issue the decision within a reasonable period of time.

   3. Appeals
      a. The intern may file an appeal of the TD's decision with the CMHC Director by submitting a written statement to the CMHC Director within ten business days of the TD's decision.
      b. If the CMHC Director is incapable of evaluating the appeal impartially, as determined by the Director in the Director's sole discretion, the Director may select a designee(s) to review the appeal alone or by committee. The intern will be informed of the recusal and substitution in writing.
      c. The CMHC Director will issue its decision within a reasonable period of time.
   4. Grievances Requiring Resolution from Other University Administrative Officials
      a. Some grievances, particularly those that allege a policy violation or misconduct by a staff or faculty member, may need to be referred to another department on campus for resolution. In that case, the intern will be guided to the University official with oversight responsibility (HR, OCRI, etc.)
      b. Procedures addressing how to handle personnel-related issues that fall outside of the delivery of training services in the internship program can be reviewed online at http://www.webpages.uidaho.edu/uipolicy/

5. University Resources outside the CMHC: Interns may rely upon the following University resources for support in seeking redress for their grievances:
    - University Ombudsman: ombuds@uidaho.edu; Ombuds Office at the University of Idaho (uidaho.edu)
    - Office of Civil Rights & Investigations: Civil Rights & Investigations (uidaho.edu), ocri@uidaho.edu

6. Resources External to the University of Idaho: Interns may also seek the assistance from
    - APPIC Submit by email to APPIC: Attention: Chair, APPIC Standards and Review Committee appic@appic.org
    - APA's Office of Accreditation and Consultation apaaccred@apa.org, http://www.accreditation.apa.org