



Brattleboro Retreat

**Clinical Psychology Doctoral
Internship Program**

Intern Handbook

2023-2024

Updated July 15, 2022

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Welcome!

The mission of the Brattleboro Retreat Clinical Psychology Doctoral Internship Program at Brattleboro, Vermont, is to offer professional psychology training that emphasizes both generalist and specialty training using a scholar-practitioner model committed to excellence in treatment, advocacy, education, research, and community service. The training program provides the intern the opportunity to be engaged in treatment teams comprised of expert caregivers in medical and holistic services in providing hope, healing, safety and privacy to the patients.

Accreditation Status

The American Psychological Association (APA) has accredited the Brattleboro Retreat's Clinical Psychology Doctoral Internship Program. Questions related to program accreditation status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

APPIC Membership Status

The Brattleboro Retreat Clinical Psychology Doctoral Internship Program is a participating member of APPIC.

Contact Information

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The Brattleboro Retreat

History: The Brattleboro Retreat was founded in 1834 by a \$10,000 bequest from Anna Hunt Marsh as provided in her will. Born in 1769, Anna was the daughter of Jonathan Hunt, one of the first settlers in the 3-corner area that is now comprised of Northfield, MA, Hinsdale, NH, and Vernon, VT. Jonathan Hunt also served a term as Vermont's Lt. Governor.

The Brattleboro Retreat was the first facility for the care of the mentally ill in Vermont, and one of the first ten private psychiatric hospitals in the United States. Each of these institutions, which included, among others, The McLean Asylum in Massachusetts, The Hartford Retreat in Connecticut, and The Friends Asylum in Pennsylvania, followed the example of the York Retreat in York, England, which based its philosophy on the humane treatment of the mentally ill. The philosophy, known as *moral treatment*, was patterned on a Quaker concept that represented a daring departure in the care for the mentally ill and was introduced in the late 1700s by William Tuke.

The basis of *Moral treatment* was founded on treating patients with dignity and respect in a caring, family-like environment that included meaningful work, cultural pursuits, wholesome nutrition and daily exercise. In support of this philosophy, and to emphasize the healthful benefits of physical and emotional well-being, the Retreat pioneered an impressive list of hospital firsts:

- continuous patient newspaper,
- attendant's training course,
- hospital gymnasium,
- camping programs, swimming pools and bowling alley, and;
- self-sufficient dairy farm.

Mental Health and Addictions Treatment Services: The Brattleboro Retreat is a private, not-for-profit, specialty mental health and addictions treatment center providing a full range of diagnostic, therapeutic and rehabilitation services for individuals of all ages and their families. The Brattleboro Retreat is a member of the Ivy League Hospitals (the original 13 psychiatric institutions that became known as the Ivy League Private Psychiatric Hospital Group), and is one of the 10 largest psychiatric hospitals in the United States.

Nationally recognized as a leader in the field, the Brattleboro Retreat offers a high-quality, individualized, comprehensive continuum of care including

- inpatient programs for children, adolescents and adults;
- partial hospitalization and intensive outpatient mental health and addiction treatment services for adults;
- specialized mental health, trauma and addiction treatment for law enforcement, fire, military, veterans, EMT and corrections personnel;
- specialized mental health, trauma and addiction treatment for medical professionals; and
- outpatient treatment for people of all ages

Community Served:

The Brattleboro Retreat is located in Brattleboro, Vermont, which is in the southwestern corner of Vermont – on the border with both New Hampshire and Massachusetts. It is a small, rural town with a population of approximately 7,000. Brattleboro is the population center of Windham County, which has a total population of approximately 44,000. The State of Vermont has an estimated population of 629,000, while New England has a total population of approximately 14,618,000. The majority of that population is located in Massachusetts and Connecticut.

The Retreat plays a vital role as a major provider of mental health and substance abuse services in New England. It treats people from across New England, accepts high numbers of Medicare and Medicaid funded patients and provides services offered by few other hospitals. Approximately 75% of the Retreat's funding comes from public sources – Medicare, Medicaid and state programs.

There are no other mental health and addiction specialty hospitals in Vermont and few in New England. In Vermont, four medical hospitals have psychiatric units. The Retreat operates roughly the same number of beds as the other four hospitals combined, making it the largest provider of inpatient psychiatric services in the state. The Retreat also operates the only inpatient psychiatric units in Vermont for children and adolescents.

As a regional specialty psychiatric hospital, the Retreat draws patients from a large and diverse catchment area: across Vermont, throughout the greater New England area, and beyond. The Retreat's service area is extremely diverse in terms of geography, socioeconomic status and perceptions of mental health and addiction care as well as demographics. Included in this expansive area are urban, suburban and rural communities with varying degrees of education, economic opportunities and access to health services and treatment. Furthermore, these populations perceive health, namely mental health, differently.

The Retreat provides outpatient services to thousands of individuals each year. These services include counseling services in the Anna Marsh Clinic, as well as partial hospitalization, and hospital outpatient mental health and addiction treatment programs in the Virtual PHP/IOP program, the Birches Treatment Center, and intensive outpatient addiction treatment in Starting Now. Specialized treatment services for law enforcement, fire fighters, veterans, EMTs, and other uniformed professionals are provided in the Uniformed Service Program PHP/IOP program, and treatment services for health care workers are provided in the Health Care Professionals PHP/IOP program. In a typical year the Brattleboro Retreat provides services to over 7000 people.

Brattleboro Retreat Mission: Inspired by the courage of our patients, the Brattleboro Retreat is dedicated to children, adolescents and adults in their pursuit of recovery from mental illness, psychological trauma and addiction. We are committed to excellence in treatment, advocacy, education, research, and community service. We provide hope, healing, safety and privacy through a full continuum of medical and holistic services delivered by expert caregivers in a uniquely restorative Vermont setting.

Psychology Internship

Program Structure and the Intern Experience

The Brattleboro Retreat's Clinical Psychology Doctoral Internship program is designed to provide an immersive experience in providing psychological services in inpatient and outpatient psychiatric settings. In both settings, interns work as part of an integrated team that includes psychiatrists, nurses, psychologists, social workers, substance abuse counselors, and mental health workers. Many of our patients present with co-occurring disorders (i.e., mental health and substance use). Interns provide assessments, brief, short-term and long-term therapy, group facilitation and psychological assessments. Much of the work is team-based. Following APPIC requirements, interns spend a minimum of 25% of their time in direct client contact.

Interns are expected to have prior experience conducting intake assessments (e.g., biopsychosocial history, suicide risk assessment, substance use assessment) and will conduct regular intake assessments throughout the year as part of their case management responsibilities. In addition, conducting psychological and neuropsychological assessments is required; the depth and scope of these assessments depends on the intern's prior experience and current interest.

For all rotations, the internship provides training in a range of approaches to assessment and intervention including psychodynamic, person-centered, cognitive and behavioral therapies, acceptance and commitment therapy, and DBT. The program consists of individual and group psychotherapy, and assessment at a minimum of twelve (10) hours each week. It provides regular structured learning activities including case conferences, seminars on clinical issues, group supervision, program development, and other didactic activities. The program provides at least four (4) hours total in structured learning activities on issues related to cultural diversity and four (4) hours per week of supervision.

Primary Rotation

Interns may select one of three tracks as their primary rotation - an inpatient (IP – Adult) track, an inpatient adolescent track (IP – Adolescent), or an outpatient health care track (PHP). This is where the majority of clinical time (at least 50%) is spent. However, following the APPIC protocol, applicants may choose to apply to one, two or three tracks and rank order their preferences.

Outpatient - Partial Hospital Track

Outpatient work consists mostly of providing psychological services in the Retreat's partial hospitalization programs where interns gain experience in group facilitation, case management, and individual assessment and treatment. Also, interns have the option of facilitating groups in the various inpatient programs at the Retreat. The PHP track is based on a 40-hour week, Monday through Friday (typically 8am to 4pm)

For the 2023-2024 Internship year there are three PHP rotations – Birches (serving the general population), the Uniformed Services program (serving law enforcement, military, fire, EMS, and corrections personnel), and the Healthcare Professionals program. Rotation between the three programs is based on a combination of the Intern's learning goals, and program staffing needs.

However, Interns are expected to work in all three programs.

Depending on the patient census the Uniformed Services program and Healthcare Professionals program may be combined into a single program. When this occurs Interns assigned to either program will work with patients from both populations, and there will be two rotations overall for the year (i.e., Birches and the combined Uniformed Service program and Healthcare Professionals program).

Virtual IOP/PHP Rotation (aka Birches)

These programs provide individual and group short-term therapy to people ages 18 and older with a broad range of disorders including anxiety, depression, chronic pain, eating disorders, phobias, substance use, and sleep problems. All services are provided via telehealth (i.e., Zoom). Interns are a core member of the treatment team, conduct group therapy and provide individual case management.

Uniformed Services Program Rotation

The Uniformed Services Program is a partial hospitalization program, which provides specialized mental health, trauma and addiction treatment services to law enforcement, fire, military, veterans, emergency medical technicians, and corrections personnel. The patient population consists of adults suffering primarily from mood, anxiety, substance-related, and/or posttraumatic stress disorders. Interns are a core member of the treatment team, conduct group therapy and provide individual case management. All services are provided via telehealth (i.e., Zoom). Interns are a core member of the treatment team, conduct group therapy and provide individual case management.

Health Care Professionals Rotation

The Health Care Professionals Program is a partial hospitalization program, which provides specialized mental health, trauma and addiction treatment services to medical personnel. The patient population consists of adults suffering primarily from mood, anxiety, substance-related, and/or posttraumatic stress disorders. All services are provided via telehealth (i.e., Zoom). Interns are a core member of the treatment team, conduct group therapy and provide individual case management.

Inpatient Tracks

Inpatient work consists mostly of providing psychological services in the Retreat's inpatient programs where interns gain experience in group facilitation, and individual assessment and treatment. There are two tracks available – adult and adolescent. These are based on a 40-hour work week (typically 8am to 4pm). At this time, the days of work are Monday through Friday. However, in previous years we have required Interns on this rotation to work four weekdays and one weekend day in order to provide consistent clinical programming on weekends. This schedule is currently under review; applicants should be aware that a decision may be made to revert to this schedule in the future. If this occurs, we will provide prior notification.

Inpatient Track – Adult

Interns selecting the adult inpatient health care setting as their primary track gain experience in group facilitation, and individual assessment and treatment. There are two adult inpatient units where interns provide psychological services. Interns spend six (6) months on each unit.

These programs provide people, ages 18 and older, with short-term, around-the-clock care for a wide range of acute mental health and addiction disorders. Interns are a core member of the treatment team, conduct group therapy and provide individual case management. The group treatment modality is primarily ACT and DBT based.

Patients in these programs are dealing with a wide range of issues including alcohol and substance use, co-occurring disorders, episodes of acute psychological distress, and long-term psychiatric conditions. Although there is some overlap between the units, one unit focuses on patients with more long term or severe symptoms, while the other unit typically focuses on patients with less severe symptoms.

Interns may also choose to spend time working on a third inpatient unit that is primarily comprised of patients who are legally mandated to treatment. Therapeutic interventions with patients on this unit are typically brief, and one-to-one.

Inpatient Track – Adolescent

Interns selecting the inpatient Adolescent track also gain experience in group facilitation, and individual assessment and short term therapy. For the Inpatient Adolescent Inpatient track there are two inpatient units where interns provide psychological services. Patients in these programs are dealing with a wide range of issues including episodes of acute psychological distress, and long-term psychiatric conditions. The primary treatment modalities are Acceptance and Commitment Therapy (ACT), DBT, and skills based activities delivered in a group format.

Secondary Rotation

Interns typically carry a caseload of 3-4 patients in the Anna Marsh Outpatient Clinic

The Anna Marsh Outpatient Clinic

The Anna Marsh Outpatient Clinic provides individual, family, and group short and long term therapy to children, adolescents and adults with a broad range of problems including anxiety, depression, eating disorders, phobias, and substance use. In addition, the Anna Marsh Clinic provides psychological and neuropsychological testing services for adolescents and adults.

Supervision

A Vermont licensed psychologist, James Benton, Ph.D. (Training Director of the Clinical Psychology Doctoral Internship Program) is responsible for the integrity and quality of the training program. Three Vermont licensed psychologists, who have clinical responsibility for cases being supervised, provide a minimum of two hours of individual face-to-face supervision each week, and two hours of group supervision. The three supervisors, along with Kurt White, LICSW (Vice President of Outpatient Programs and Community Initiatives) comprise the Psychology Internship Training Committee.

Research

The members of the training committee are involved in ongoing research projects. Interns are encouraged, but not required, to participate in these projects. We realize that many interns are still in the process of completing their dissertation or equivalent research project, and need to focus on these activities.

Stipend, Benefits, and Resources

- The stipend for the internship is thirty-one thousand two hundred dollars (\$31,200) per year.
- Interns are entitled to 30 days of paid time-off which can be used for vacation, medical, personal time, dissertation defense, post-doc interviews, etc. Included in this are seven holidays: New Year's Day, President's Day, Memorial Day, July 4th, Labor Day, Thanksgiving Day, and Christmas Day. Paid time off is accrued each pay period, and may be used when accrued (with permission from the Training Director). Please note: any unused paid time-off is forfeit at the end of the Internship.
- The internship includes optional medical and life insurance benefits for which the intern pays a share of the premium
- Malpractice liability coverage is provided at no cost
- Interns are provided with office space with a personal computer linked to the Retreat's network
- Interns may attend optional full-day CE training courses sponsored by the Retreat. These are typically offered once a month
- Indoor exercise facilities are available on site

Application Process and Selection Criteria

The application deadline for the 2023-24 Internship is November 12th 2022 (i.e., applications must be submitted by 11:59 pm EST of that date). Applicants invited for the on campus interview will be notified by phone and/or email on or by December 12th, 2022.

Applicants invited for interviews will have the opportunity to meet with current interns and faculty and learn more about the Retreat and the internship program. **We understand that applicants have multiple internship interviews, to that end, we offer two interview dates (January 6th, and January 13th 2023).** All interviews this year will be virtual (via Zoom).

Students interested in applying for the internship program must submit an online application through the APPIC website (www.appic.org). The Brattleboro Retreat is an Equal Opportunity Employer committed to excellence through diversity and is open to interns from diverse backgrounds.

Applicants matched to the internship should understand that prior to beginning the internship they will need to pass a Health System required medical examination and a background (criminal record) and credentials check (education and employment). These procedures must be satisfactorily completed in advance of commencing the internship. The Internship begins sometime between late June and the beginning of July. The exact start date depends on the new hire orientation date provided by HR, which is not determined until the beginning of the calendar year (i.e., 2023). The internship continues for a period of 54 weeks.

The Retreat's policy regarding employment of a person with a criminal record is as follows: The Brattleboro Retreat will not employ any person who has been convicted of an offense for such action related to bodily harm, theft or misuse of funds or property, or other crimes inimical to the public welfare. An example of convictions that would prevent an individual from being hired, or jeopardize continued employment include, but are not limited to:

- a) crimes of violence
- b) misdemeanor or felony crimes of abuse or exploitation, including crimes of a sexual nature
- c) any crime committed with a firearm
- d) crimes of fraud, theft or deceit

If you have any concerns about not being able to successfully pass any of the required pre-employment checks please contact the Training Director (James Benton, Ph.D.), prior to submitting your application, to discuss the factors that may interfere with your ability to successfully meet the pre-employment requirements.

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org). The Brattleboro Retreat is an Equal Opportunity Employer committed to excellence through diversity and is open to interns from diverse backgrounds.

A complete application consists of the following materials:

1. A completed On-line AAPI (APPIC's standard application)
2. Cover letter (as part of the on-line AAPI)
3. A current Curriculum Vitae (as part of the on-line AAPI)
4. Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work (as part of the on-line AAPI). **Please submit no more than three letters**
5. Official transcripts of **all** graduate coursework (as part of the on-line AAPI)
6. Supplementary materials: In addition to the standard elements of the APPI online, the following supplemental materials are optional (via scanned upload as per AAPI online instructions):
 - Supplemental testing report
 - Publications
 - Research study

Please be sure to comply with HIPAA requirements in ensuring the de-identification of submitted work samples.

Eligibility requirements for the program are as follows:

- Applicant must be a candidate for the Ph.D., Psy.D., or Ed.D. in an APA or CPA accredited doctoral training program. Acceptable program types are:
 - Clinical Psychology
 - Counseling Psychology
- All coursework toward the doctoral degree must be completed by the end of the academic year prior to the start of internship
- Certification of internship readiness by the applicant's academic program
- Minimum of 300 intervention hours
- Minimum of 50 assessment hours
- 4 years minimum of grad training required
- Approval of Dissertation

Requests for further information should be directed to:

James Benton, Ph.D., Training Director

jbenton@brattlebororetreat.org

Goals and Objectives

The mission of the Brattleboro Retreat Clinical Psychology Doctoral Internship Program is to offer professional psychology training that emphasizes both generalist and specialty training using a scholar-practitioner model committed to excellence in treatment, advocacy, education, research, and community service. The training program provides the intern the opportunity to be engaged in treatment teams comprised of expert caregivers in medical and holistic services in providing hope, healing, safety and privacy to the patients.

The following competencies are the basis for the training goals and objectives of the Internship Program. The goal is to provide interns with training that fosters their professional development within the scope of the Brattleboro Retreat's mission. Refer to the Psychological Competencies Evaluation Form (pp. 32-37) for the rating form for these competencies.

Goal #1: Interns will achieve competence appropriate to their professional developmental level in the area of Research

Objectives:

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

Goal #2: Interns will achieve competence appropriate to their professional developmental level in the area of Ethical and Legal Standards

Objectives:

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and,
 - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

Goal #3: Interns will achieve competence appropriate to their professional developmental level in the area of Individual and Cultural Diversity

Objectives:

Interns will demonstrate:

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

- The ability to apply a framework for working effectively with areas of individual and cultural diversity.
- The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Goal #4: Interns will achieve competence appropriate to their professional developmental level in the area of Professional Values and Attitudes

Objectives:

- Behave in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress through training.

Goal #5: Interns will achieve competence appropriate to their professional developmental level in the area of Communications and Interpersonal Skills

Objectives:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Demonstrate a thorough grasp of professional language and concepts; produce, comprehend, and engage in communications that are informative and well-integrated.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Goal #6: Interns will achieve competence appropriate to their professional developmental level in the area of Assessment

Objectives:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Goal #7: Interns will achieve competence appropriate to their professional developmental level in the area of Intervention

Objectives:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Goal #8: Interns will achieve competence appropriate to their professional developmental level in the area of Supervision

Objectives:

- Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
- Apply the supervisory skill of observing in direct or simulated practice.
- Apply the supervisory skill of evaluating in direct or simulated practice.
- Apply the supervisory skills of giving guidance and feedback in direct or simulated practice

Goal #9: Interns will achieve competence appropriate to their professional developmental level in the area of consultation and interprofessional / interdisciplinary skills

Objectives:

- Apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.
- Direct or simulated practice examples of consultation and interprofessional / interdisciplinary skills include but are not limited to:
 - Role-played consultation with others, peer consultation, provision of consultation to other trainees.

Evaluation and Completion of Training Program

Evaluation of Intern

The Training Director meets with the intern for a progress evaluation session every six (6) months. The purpose of this meeting is to ensure communication about progress to date, strengths, shortcomings, potential problems, and level of satisfaction with the training rotations and the overall training program. Using a rating scale from 1 (Significant Development Need) to 5 (Significantly Exceeds Expectations), the supervisors and the Training Director rate on the **Psychological Competencies Evaluation Form** the intern's attainment of the 9 competency-based program requirements presented above.

The competency-based training and evaluation process is sequential, cumulative, and graded in complexity over the yearlong training period and across the rotations. The Psychology Internship Training Committee will use this competency-based evaluation approach to complete a **Psychological Competencies Summary Form** at the completion of the yearlong training program. The form summarizes the intern's Pass status for the training program, which requires final competency ratings of at least "3" for each goal and objective. The Training Director will administer the form to the Training Committee members to determine the final competency ratings, and whether the intern successfully completed the internship and demonstrated the core competencies expected of an entry-level psychologist.

Satisfactory final evaluations from all Training Committee members, successful completion of all the minimum competency requirements, and completion of the 2,080 internship hours are necessary for the satisfactory completion of the internship. The Retreat's Vice President of Outpatient Programs and Community Initiatives certifies the satisfactory completion of the internship, after review of the recommendation of the Psychology Internship Training Committee. The Training Director will maintain all evaluation forms in the individual intern's secure personnel file and provide a copy of them to the intern.

The psychology intern may appeal competency evaluations and completion of the internship to the Psychology Internship Training Committee. If necessary, the intern may appeal to another psychology training review board created by the Director of Ambulatory Services at the Brattleboro Retreat.

Professional Psychology Competency Log

The psychology intern maintains a monthly Professional Psychology Competency Log, using either the form provided by the Training Director, or Time2Track, that summarizes the training requirements described above and provides a mechanism for documenting the completion of the program. The intern provides a copy of their Activity Summary Report monthly to the Training Director.

Evaluation of Supervisor

The psychology intern is asked to complete an evaluation of each primary supervisor at the end of the program. This process allows input from the intern regarding the need and level of supervision being received.

Evaluation of Internship Program

The psychology intern will complete an Internship Outcome Evaluation Survey at the end of the program to assist in identifying strengths and weaknesses of the program to ensure continued professional development of interns within the program.

Policies and Procedures

SUBJECT: Due Process and Grievance Policy

PURPOSE:

The Brattleboro Retreat Clinical Psychology Doctoral Internship Program is committed to demonstrating excellence in training. If a supervisor, staff member, or intern recognizes a problem that may impede progress with training or negatively impact the training program, they are expected to follow these guidelines to help resolve the issue.

GUIDELINE:

Definition of Problem

A problem may be defined as difficulty within the following areas of functioning:

- Maintaining Professional Standards –inability or unwillingness to integrate the requisite professional standards into professional behavior.
- Professional Skills development – inability to reach the necessary level of competency in counseling/clinical/professional skill development.
- Professional Behavior – any behavior, due to psychological, personal, or emotional dysfunctions, which may cause harm to the training site and/or its clients or disrupt professional functioning.
- Ethical Boundaries –inability to maintain professional and/or ethical boundaries with clients and/or other professionals, or behavior which violates state law or ethical guidelines.

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

- 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,
- the quality of services delivered by the intern is sufficiently negatively affected,
- the problem is not restricted to one area of professional functioning,
- a disproportionate amount of attention by training personnel is required,
- the intern's behavior does not change as a function of feedback, remediation efforts, and/or time,
- the problematic behavior has potential for ethical or legal ramifications if not addressed,
- the intern's behavior negatively impacts the public view of the agency,
- the problematic behavior negatively impacts the intern cohort

PROCEDURES:

Supervisor Guidelines for Addressing Problematic Behaviors

Informal Review

The Primary Supervisor will first discuss the problem(s) directly with the intern. The intern will be provided time to correct the problem(s), as deemed reasonable by the supervisor. If the intern has not made sufficient progress in rectifying the behavior or in his/her skill development, the Primary Supervisor will initiate the formal review process. If the behavior includes gross misconduct or ethical and/or legal implications, the Primary Supervisor must forego the informal review and initiate the formal review process immediately. The Training Director may be involved as the final arbiter in determining the progression from informal to formal review. The informal review process must be documented in writing, but will not become a part of the intern's professional file.

Formal Review

The formal review process is initiated for the following reasons:

- An intern's problem persists following the informal review
- An intern receives a score of "1" on any individual competency item or below a "3" for any broad goal during an evaluation
- An intern behaves in a way that represents gross misconduct or violates ethical guidelines or Vermont state law.

Formal Review Procedures

The supervisor will notify the Training Director who will begin the Formal Review Proceedings. A Formal Review Committee will be called by the Training Director which will consist of the intern's Primary Supervisor and Clinical Manager. If the Clinical Manager is the intern's Primary Supervisor, then another member of the Psychology Internship Training Committee will attend. The Committee will be formed and a Formal Review meeting will be held within 5 business days. The intern will be notified and invited to participate in the meeting. Regardless of whether the intern chooses to attend, he/she will be invited to submit a written statement in response to the problem to the Formal Review Committee (delivered to either the Training Director or the Primary Supervisor) prior to the formal review. During the formal review, the committee will review all paperwork and have a discussion regarding the issue(s) that warranted the formal review. Following the meeting, the Committee will meet together privately and will make one of the following determinations: 1) move for "No Cause", 2) issue a "Remediation Plan", 3) place the intern on probation, or 4) move for immediate dismissal from the training program. Following this determination, a letter will be sent to the Director of Clinical Training at the intern's sponsoring doctoral program within 5 business days informing him/her of the Formal Review and subsequent action. The intern will receive a copy of this letter, and a copy will be retained in the intern's professional file. In the case of a "No Cause" determination, the intern will have a choice regarding

whether this documentation is shared with the sponsoring doctoral program and retained by the internship program, as described below.

No Cause – The Formal Review Committee may make the determination that the intern’s actions may not constitute a problem but rather a concern as identified in the above section titled “Definition of a Problem.” The awareness of the concern may be sufficient to rectify the issue and may not warrant formal remediation at this time. In this case, the intern can choose to have a written statement identifying that a formal review was held and that the claim was dismissed due to “No Cause” and have the document placed in his/her file and a copy sent to the Director of Clinical Training. The intern may also choose to have no documentation written or sent to his/her Director of Clinical Training.

Remediation Plan – The Remediation Plan is a written statement acknowledging that the issue has been brought to the attention of the Formal Review Committee, and that the intern is aware of the problem. The plan will also include identification of the problematic area(s), a plan of action to rectify the problematic area(s), an identified timeframe for improvement, and a specific procedure for evaluating whether the problem had been adequately addressed. This plan will be issued to the intern within 5 business days of the meeting. The intern will have three business days to review the document with their Primary Supervisor and to sign and return it to the Training Director. Copies of all documentation related to the Remediation Plan will be placed in the intern’s professional file. If the problem is not successfully remediated through the process outlined in the Remediation Plan, the intern will be placed on probation.

Probation – If it is determined that an intern should be placed on probation the Formal Review Committee will have 5 business days to submit, in writing, a formal document that stipulates the following:

- The intern is officially on probation and that non-compliance could result in dismissal from the program.
- Identification of problem behavior(s) or skills deficit(s) in question.
- A remediation plan which will include:
 - Targeted changes in behavior or skill development
 - Specific intervention strategies (i.e., remediation plan) that will be used to help the intern make the necessary improvements (e.g., additional supervision, additional professional readings, change in format and/or focus of supervision, etc.)
 - Steps for monitoring improvement
 - Methods used to evaluate improvement
 - A timeframe for expected resolution to the problem or skills improvement

The intern will have 3 business days to review the documentation with their Primary Supervisor and the Training Director, and to sign and return it to the Training Director. The signed documentation will be placed in the intern’s professional file. The Formal Review Committee will convene a meeting within 5 business days following the end of the specified probation period. The intern will be invited to attend a

portion of the meeting to discuss his/her progress. Regardless of whether the intern chooses to attend the meeting, he/she will be encouraged to submit, in writing, a personal statement of progress to the Training Director or the Primary Supervisor for review by the Formal Review Committee prior to the meeting. If it is determined by the Committee that the intern has met the requirements of probation within the allotted time, a letter revoking the intern's probationary status will be placed in the intern's professional file and copies will be given to the intern and the Director of Clinical Training of his/her doctoral program.

If the intern has not met the requirements of the probationary period, the Formal Review Committee will make one of the following determinations: 1) if the intern has been making progress toward complying with the terms of probation, the committee may decide to make adjustments to the remediation plan and/or extend the probationary period. All adjustments to remediation plans and/or date extensions will be submitted in writing to the intern and the Director of Clinical Training of the intern's doctoral program; 2) If the Formal Review Committee determines that the intern has not made sufficient progress and/or progress in this area is not likely with further intervention, the committee may move for dismissal from the training program.

Dismissal – A dismissal from the internship program may be appropriate for the following reasons:

- The intern has not made sufficient progress during his/her probationary period, and the Formal Review Committee has determined that further intervention will not rectify the issue or that remediation is not possible within the allotted time of the internship program.
- The severity of the problem signifies gross misconduct or includes ethical and/or legal violations that have caused or have the potential to cause harm to the training site, and/or, its clients, and/or the Brattleboro Retreat Clinical Psychology Doctoral Internship Program.

If one or both of the above criteria are met, the Formal Review Committee may move to terminate the intern's placement. The decision to terminate an intern's placement may only be made through consensus by the Psychology Training Committee, and would represent a discontinuation of participation by the intern within every aspect of the program. The Psychology Training Committee would make this determination during a meeting convened within 10 business days of the Formal Review process or the completion of the probationary period, or during the next regularly-scheduled monthly Psychology Training Committee meeting, whichever occurs first. The Training Director may determine to suspend the intern's clinical activities during this period until the decision has been made. Prior to the meeting for dismissal, the Psychology Training Committee will review all documentation from the Formal Review process. The Psychology Training Committee may also interview the intern, members of the Formal Review Committee, and other involved parties in order to inform the decision regarding dismissal. If the Psychology Training Committee decides to dismiss the intern from the Brattleboro Retreat Clinical Psychology Doctoral Internship Program, the Psychology Training Committee will issue a notice of dismissal to the trainee's employer, APPIC, the intern, and the Director of Clinical Training at his/her doctoral program within 20 business days. This timeframe will include the completion

of a mandatory “hearing”, described below. A copy of the documentation will also be placed in the intern’s professional file.

If the Psychology Training Committee determines that dismissal is not warranted, the members will either create a new Remediation Plan or place the intern on probation. Please see the guidelines on Remediation Plans and Probation identified earlier in this documentation for more information.

Appeal Process

If the intern disagrees with the decision of the Formal Review process, he/she may appeal the decision by requesting a “Hearing.” A hearing is mandatory if the Formal Review process results in the decision to dismiss the intern from the internship program. To request a hearing, the intern must complete the “Grievance/Appeal Form” located at the end of this document and submit it to the Training Director within 5 business days of the Formal Review Committee’s decision, or the Psychology Training Committee’s decision if the intern is appealing dismissal from the internship program. Within 10 business days of receipt of the Grievance/Appeal Form, the Training Director will appoint and convene an Appeal Panel.

The Appeal Panel will consist of one supervising psychologist from the Brattleboro Retreat Clinical Psychology Doctoral Internship Program training staff and another member from the Brattleboro Retreat training staff. The Training Director will make every effort to appoint members of the Appeal Panel who have not participated in previous steps of the review process. The intern may request a specific member of the Brattleboro Retreat training staff to serve on the Appeal panel, and the Training Director will honor this request to the extent that it is reasonable and feasible. The Appeal Panel will review all documentation and may interview any involved parties. The Appeal Panel will make a determination to either uphold or modify the decision made through the Formal Review Process. The decision of the Appeal Panel is final. A letter will be sent to the Director of Clinical Training at the intern’s doctoral program within 5 business days, informing him/her of the decision, and a copy of this documentation will be submitted to the intern and a copy will also be retained in the intern’s professional file.

Intern Guidelines for Issuing Grievances

The following guidelines are provided to interns who may be experiencing problems in their internship that may inhibit their progress in the training program. Interns pursuing grievances about the program, staff members, supervisors, or other interns should know that no negative repercussions from the members of the Psychology Training Committee will result when their claims are made in good faith. Interns are expected to follow these guidelines in addressing any grievance:

Informal Grievance Review

Interns should first address their concern(s) with the individual with whom the grievance lies. An honest attempt to resolve any grievance should be made by both parties prior to taking further action. If the grievance involves the policies of the training site, the intern is expected to talk personally with his/her

Primary Supervisor or the Training Director. Any instance of staff or supervisor misconduct, discrimination, or harassment should be brought immediately to the attention of the Training Director or Clinical Manager.

Formal Grievance Review

If the matter cannot be adequately resolved through an informal process, the intern may request a Formal Grievance Review. The intern will complete the Grievance/Appeal form found at the end of this document and submit it to the Training Director. If the Training Director is the subject of the grievance, then the form will be submitted to a Clinical Manager for review. The subject of the grievance will be asked to submit a written response to the Training Director within 3 business days. Within 5 business days of receipt of the Grievance/Appeal Form, the Training Director will review the grievance and any written response and will convene a Formal Grievance Review meeting with the intern and the person in question. The Training Director has the option of meeting individually with the involved parties prior to the Formal Review meeting. The joint meeting will focus on developing a plan of action to resolve the issue. This plan will be documented. Both the intern and the subject of the grievance will report back to the Training Director within 10 business days of the Formal Review meeting as to whether the problem is resolved or if progress is being made. If all involved parties agree that the progress being made is adequate and is likely to lead to resolution, the plan of action may be modified and/or continued for a specified length of time no longer than 10 additional business days and revisited by the Formal Review Committee to determine whether resolution has been achieved.

Grievance Investigation

If the issue has not been adequately resolved through the above process, the Training Director will form a Grievance Investigation Committee in an attempt to resolve the issue. The Committee will consist of the Training Director or Clinical Manager and an additional member of the Psychology Training Committee. The Committee will have 10 business days from the date of the last Formal Review meeting to review all relevant documentation, interview all parties involved, and convene a meeting to make a final decision regarding the matter. Decisions made by the Grievance Investigation Committee are final. The Grievance Investigation Committee will provide full documentation of their findings and provide copies of their findings to affected parties. If the Committee determines that a grievance against a staff member or supervisor has merit and either cannot be resolved or is not appropriate for resolution through a process internal to the internship program, the issue will be turned over to the employer agency in order to initiate the due process procedures outlined in his/her employment contract.

If, at any point during the grievance process, there is reason to believe that the intern is being subject to unethical or potentially harmful treatment, the Training Director may suspend the relationship between the involved parties until an investigation may be completed.

Brattleboro Retreat Clinical Psychology Doctoral Internship Program

Grievance/Appeal Form

Intern:

Date:

Primary Supervisor:

Clinical Manager:

Please attach all documents and relevant information to this coversheet. Documentation should include the following:

- A complete and concise statement of your appeal/grievance. Please only include one appeal/grievance per form.
- A discussion of any policy or procedural violation (if applicable)
- The date of the violation
- Any discussion of the specific resolution you seek
- Any other documentation that you feel would be relevant to this incident

If needed, you are encouraged to seek assistance and/or advise from any senior staff member or non-agency professional.

Intern Signature

Date

SUBJECT: Intern Selection and Academic Preparation Requirements Policy

PURPOSE:

To assure that the Brattleboro Retreat Clinical Psychology Doctoral Internship Program provides high quality training, remains in compliance with all accreditation standards of the American Psychological Association, operates within the guidelines of the Brattleboro Retreat, the Association of Pre-doctoral Psychology Internship Centers (APPIC), and meets other relevant review standards.

GUIDELINE:

The Training Director will be responsible for reviewing, on an annual and ongoing basis, all standards pertaining to the Psychology Training Program and assuring that the program meets all such standards.

PROCEDURES:

There are a minimum of two psychology interns at the internship training level during the training period. The application deadline is the second Friday in November of the year preceding the internship start date (i.e., applications must be submitted by 11:59 pm EST of that date).

The Brattleboro Retreat Clinical Psychology Doctoral Internship Program currently conducts interviews via Zoom. Due to the large number of applications received, we are not able to offer interviews to all applicants. Every effort will be made to notify applicants of their interview status by the second Friday in December (of the year preceding the internship start date). Applicants invited for interviews will have the opportunity to meet with current interns and faculty and learn more about the internship program. Optional campus tours are also available for applicants selected for an interview.

Applicants matched to the internship should understand that prior to beginning the internship they will need to pass a Health System required medical examination and a review of their credentials. These procedures must be completed in advance of commencing the internship. The Internship begins on or around the last week of June each year and continues for a period of one year.

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org). The Brattleboro Retreat is an Equal Opportunity Employer committed to excellence through diversity and encourages interns from diverse backgrounds to apply.

A complete application consists of the following materials:

1. A completed On-line AAPI (APPIC's standard application)
2. Cover letter (as part of the on-line AAPI)
3. A current Curriculum Vitae (as part of the on-line AAPI)
4. Three letters of recommendation, two of which must be from persons who have directly supervised your clinical work (as part of the on-line AAPI). ***Please submit no more than three letters***
5. Official transcripts of **all** graduate coursework (as part of the on-line AAPI)

6. Supplementary materials: In addition to the standard elements of the APPI online, the following supplemental materials are optional (via scanned upload as per AAPI online instructions):

- Supplemental testing report
- Publications
- Research study

Please be sure to comply with HIPAA requirements in ensuring the de-identification of submitted work samples.

Eligibility requirements for the program are as follows:

- Applicant must be a candidate for the Ph.D., Psy.D., or Ed.D. in an APA or CPA accredited doctoral training program. Acceptable program types are:
 - Clinical Psychology
 - Counseling Psychology
- All coursework toward the doctoral degree must be completed by the end of the academic year prior to the start of internship
- Certification of internship readiness by the applicant's academic program
- Minimum of 300 intervention hours
- Minimum of 50 assessment hours
- 4 years minimum of grad training required
- Approval of Dissertation

SUBJECT: Stipend, Benefits, and Resources Policy

PURPOSE:

To assure that the Brattleboro Retreat Clinical Psychology Doctoral Internship Program provides high quality training, remains in compliance with all accreditation standards of the American Psychological Association, operates within the guidelines of the Brattleboro Retreat, the Association of Pre-doctoral Psychology Internship Centers (APPIC), and meets other relevant review standards.

GUIDELINE:

The Training Director will be responsible for reviewing, on an annual and ongoing basis, all standards pertaining to the Psychology Training Program and assuring that the program meets all such standards.

PROCEDURES:

The stipend is \$31,200 annually. Interns are entitled to 30 days of paid time-off which can be used for vacation, medical, personal time, dissertation defense, post-doc interviews, etc. Included in this are seven holidays: New Year's Day, President's Day, Memorial Day, July 4th, Labor Day, Thanksgiving Day, and Christmas Day. Paid time off is accrued each pay period, and may be used when accrued (with permission from the Training Director). Please note: any unused paid time-off is forfeit at the end of the Internship.

All requests for time-off must be made at least three business days in advance, in writing, to the Training Director. Any absence that has not been approved in advance is considered an unexcused absence. Unexcused absences may result in disciplinary action, up to and including dismissal from the program, per the Brattleboro Retreat's earned time policy.

Any request for time-off, within the first 90 days of the internship, must be submitted at least two weeks in advance and approved by consensus of the training committee. Such requests will be granted on an exception only basis. Other leaves of absence – bereavement, jury duty, and subpoenaed witness are administered according to the Brattleboro Retreat's policy on excused leaves of absence.

Interns may take up to twenty (10) days of unpaid leave, with prior approval. The request for unpaid leave must be made at least three business days in advance to the Training Director, and requires review and approval by the Training Committee. All days of unpaid leave must be made-up by the end of the second week of August (of the scheduled completion year) for successful completion. Absences in excess of thirty (30) days of paid-leave plus ten (10) days of unpaid leave are considered excessive, resulting in a situation where the intern is not able to complete the internship. This will result in dismissal from the program.

Interns begin in late June or early July, and finish after 54 weeks. The internship includes optional medical and life insurance benefits for which the intern pays a share of the premium. Included in the internship is malpractice liability coverage.

Each intern has office space with a personal computer linked to the Retreat's network. Athletic and exercise facilities are available on site. The Retreat offers APA approved continuing education opportunities for professional development. Interns may also receive approval for participation in other professional psychology conferences, dissertation defense, and postdoctoral job interviews.

SUBJECT: Deployment and Redeployment

PURPOSE:

To identify contingency plans for situations that arise requiring redeployment of interns from their normally assigned duties. This would typically occur in a state of emergency, or disaster that requires partial or complete closure of hospital operations.

GUIDELINE:

This standard has been established to address requirements issued by APPIC, in April 2020, in response to the global COVID-19 pandemic.

PROCEDURES:

All reasonable efforts will be made to provide interns with the training experiences and rotations that were part of the internship at the time of successful completion of their APPIC match. If any of these experiences or rotations is not available reasonable efforts will be made to provide comparable alternative experiences. For example:

- Supervision via televideo (e.g., Zoom) when in-person supervision is not possible
- Alternative clinical experiences when a program or rotation is unavailable. This may include:
 - Conducting activities via televideo, rather than in-person, where possible
 - Carrying a larger individual outpatient therapy caseload if outpatient group therapy programs are not operating, or are operating at reduced capacity
 - Working on an inpatient unit if outpatient therapy programs are not operating
- In cases where the hospital must cease, or largely cease, operations, and no work is available interns will be laid-off, and re-hired when hospital operations resume.

SUBJECT: Evaluation and Retention Policy

PURPOSE:

Interns are formally evaluated two times during the training year as well as informally on an ongoing basis. The training program aims to develop professional competence. Conceivably, interns could be seen as lacking the competence for eventual professional practice due to a serious deficit in skill or knowledge, or due to problematic behaviors that significantly impact their professional functioning. In such cases, the training program will help interns identify these areas and provide remedial experiences or recommended resources in an effort to improve the intern's performance to a satisfactory degree. The problem identified may be of sufficient seriousness that the intern would not get credit for the training program unless that problem was remedied.

GUIDELINE:

Should this become a concern either due to the seriousness of the problem or its persistence despite repeated local feedback and remedial efforts, procedures will follow those outlined in the Due Process Policy.

PROCEDURES:

The Training Director meets with the intern for a progress evaluation session every six (6) months. The purpose of this meeting is to ensure communication about progress to date, strengths, shortcomings, potential problems, and level of satisfaction with the training rotations and the overall training program. Using a rating scale from 1 (Significant Development Needed) to 5 (Significantly Exceeds Expectations), the supervisors and the Training Director rate on the **Psychological Competencies Evaluation Form** the intern's attainment of the 9 competency-based program goals identified on Pages 12-14 of the Intern Handbook.

The competency-based training and evaluation process is sequential, cumulative, and graded in complexity over the yearlong training period and across the rotations. The Psychology Internship Training Committee will use this competency-based evaluation approach to complete a **Psychological Competencies Summary Form** at the completion of the yearlong training program. The form summarizes the intern's Pass status for the training program, which requires final competency ratings of at least "3" for each goal and objective. The Training Director will review the final competency ratings to determine whether the intern successfully completed the internship and demonstrated the core competencies expected of an entry-level psychologist.

Satisfactory final evaluations from all Psychology Internship Training Committee members, successful completion of all the minimum competency requirements, and completion of the 2,080 internship hours are necessary for the satisfactory completion of the internship. The Retreat's Vice President of Outpatient Services, and the Internship Training Director, certify the satisfactory completion of the

internship, after review of the recommendation of the Psychology Internship Training Committee. The Training Director will maintain all evaluation forms in the individual intern's secure personnel file and provide a copy of them to the intern.

The psychology intern may appeal competency evaluations and completion of the internship to the Psychology Internship Training Committee according to the Due Process Procedures.

PSYCHOLOGICAL COMPETENCIES EVALUATION FORM

Intern: _____

Supervisor: _____

Evaluation: Mid-Year / Final (circle one)

Date completed: _____

Scoring Criteria:

1 Significant Development Need – significant improvement is needed to meet expectations
2 Development Needed – Some improvement in functioning is needed to meet expectations
3 Meets Expectations – Functions adequately for level of training
4 Exceeds Expectations – Functions above average for level of training
5 Significantly Exceeds Expectations – Functions exceptionally for level of training
N/A – Not Applicable/Not Observed/Cannot Say

NOTE: As described in the Brattleboro Retreat Clinical Psychology Doctoral Internship Program policies, any score below a “3” on a broad domain will trigger formal Due Process Procedures. Additionally, any score below a “3” on any individual item will result in close monitoring of the competency by the supervisor and additional support to the intern as deemed appropriate by the Training Committee.

I. Research	Rating
Individuals must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices. Interns are expected to:	
Demonstrate substantial independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications).	
Disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	
II. Ethical & legal standards	Rating
Interns are expected to demonstrate competency in each of the following areas:	

Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and, relevant professional standards and guidelines 	
Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.	
Conduct self in an ethical manner in all professional activities.	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	
III. Individual & Cultural Diversity Interns must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. Cultural and individual differences and diversity include, but are not limited to, age, disability, ethnicity, gender identity, gender expression, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. It is recognized that competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible. Interns are expected to demonstrate:	Rating
An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	
Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.	
The ability to apply a framework for working effectively with areas of individual and cultural diversity.	
The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	
IV. Professional values and attitudes Interns are expected to:	Rating

Behave in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
Actively seek and demonstrate openness and responsiveness to feedback and supervision.	
Respond professionally in increasingly complex situations with a greater degree of independence as they progress through training.	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	
V. Communication and interpersonal skills Communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction and are evident across the program's expected competencies. Interns are expected to:	Rating
Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
Demonstrate a thorough grasp of professional language and concepts; produce, comprehend, and engage in communications that are informative and well-integrated.	
Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	
VI. Assessment Interns demonstrate competence in conducting evidence-based assessments consistent with the scope of Health Service Psychology, and are expected to:	Rating
Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	

Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
Select and apply assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	
VII. Intervention Intervention is defined broadly to include but not limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, a community, a population, or other systems. Interns are expected to demonstrate the ability to:	Rating
Establish and maintain effective relationships with the recipients of psychological services.	
Develop evidence-based intervention plans specific to the service delivery goals.	
Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
Demonstrate the ability to apply the relevant research literature to clinical decision making.	
Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	
Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.	
AVERAGE SCORE FOR BROAD COMPETENCY	
Comments:	

<p>VIII. Supervision Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. Interns are expected to:</p>	Rating
<p>Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.</p>	
<p>Apply the supervisory skill of observing in direct or simulated practice.</p>	
<p>Apply the supervisory skill of evaluating in direct or simulated practice.</p>	
<p>Apply the supervisory skills of giving guidance and feedback in direct or simulated practice</p>	
<p>AVERAGE SCORE FOR BROAD COMPETENCY</p>	
<p>Comments:</p>	
<p>IX. Consultation and interprofessional / interdisciplinary skills Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Interns are expected to:</p>	Rating
<p>Demonstrate knowledge and respect for the roles and perspectives of other professions.</p>	
<p>Apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.</p> <p>Direct or simulated practice examples of consultation and interprofessional / interdisciplinary skills include but are not limited to:</p> <ul style="list-style-type: none"> • Role-played consultation with others, peer consultation, provision of consultation to other trainees. 	
<p>AVERAGE SCORE FOR BROAD COMPETENCY</p>	
<p>Comments:</p>	
<p>OVERALL RATING (average of broad competency scores)</p>	

Comments on Intern's overall performance:

Supervisor's signature:

Date:

Intern's signature:

Date:

Psychological Competencies Summary Form

Intern: _____

Date completed: _____

Satisfactorily completed internship: Yes No

Pass status for the training program requires final competency ratings of at least “3” for each competency.

Competency	Evaluation #1	Evaluation #2	Summary Average
Research			
Ethical & Legal Standards			
Individual & Cultural Diversity			
Professional Values and Attitudes			
Communications and Interpersonal Skills			
Assessment			
Intervention			
Supervision			
Consultation and Interprofessional / Interdisciplinary Skills			
Overall Rating			

Training Director’s Signature: _____

Date: _____

Remediation Plan

Intern:

Date of Formal Review:

Formal Review Committee:

Primary Supervisor:

Competency domains affected:

Description of problem:

Date the problem(s) were first addressed with the intern:

Steps or measures already taken by intern to rectify these problems:

Steps or measures already taken by the supervisor(s) to rectify these problems:

Competency Domain(s)	
Target Behaviors	
Expectations for Acceptable Performance	
Recommendations and Steps for Remediation Plan	
Supervisor's Responsibilities	
Timeframe for Acceptable Performance	
Review Meeting Date	

I, _____, have reviewed the above remediation plan with my Training Director and Primary Supervisor. My signature below indicates that I fully understand the above remediation plan. I agree/disagree with the above remediation plan (please circle one). My comments, if any, are below (*PLEASE NOTE: Comments are REQUIRED if the intern disagrees with the plan*).

Intern-Sign & Date

Training Director- Sign & Date

Primary Supervisor-Sign & Date

Formal Review Committee-Date

Formal Review Committee -Date

Formal Review Committee -Date

Intern's Comments (Use additional pages as needed):

Brattleboro Retreat Clinical Psychology Doctoral Internship Program

Grievance/Appeal Form

Intern:

Date:

Primary Supervisor:

Clinical Manager:

Please attach all documents and relevant information to this coversheet. Documentation should include the following:

- A complete and concise statement of your appeal/grievance. Please only include one appeal/grievance per form.
- A discussion of any policy or procedural violation (if applicable)
- The date of the violation
- Any discussion of the specific resolution you seek
- Any other documentation that you feel would be relevant to this incident

If needed, you are encouraged to seek assistance and/or advise from any senior staff member or non-agency professional.

Intern Signature

Date



Brattleboro Retreat

Clinical Psychology Doctoral Internship Program

Evaluation of Supervisor

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____ Rotation: _____

Scoring Criteria:

1 Significant Development Needed--Significant improvement is needed to meet expectations

2 Development Needed-- Improvement is needed to meet expectations

3 Meets Expectations

4 Exceeds Expectations--Above average experience

5 Significantly Exceeds Expectations--Exceptional experience

N/A--Not Applicable/Not Observed/Cannot Say

NOTE: Any score below a 3 on any item will result in correction action as deemed appropriate by the Psychology Training Committee in order to improve the intern's supervisory experience.

General Characteristics of Supervisor

Is accessible for discussion, questions, etc.	
Allotted sufficient time for supervision and scheduled supervision meetings appropriately	
Kept sufficiently informed of case(s)	
Supported intern in successful completion of internship program	
Set clear objectives and responsibilities throughout supervised experience	
Used helpful educational techniques (e.g., role-playing, audio or video recordings, didactics)	
Was up-to-date in understanding of clinical populations and issues	
Presented a positive role model	
Maintained appropriate interpersonal boundaries with patients and supervisees	
Provided constructive and timely feedback on supervisee's performance	
Encouraged appropriate degree of independence	

Demonstrated concern for and interest in supervisee's progress, problems, and ideas	
Communicated effectively with supervisee	
Interacted respectfully with supervisee	
Maintained clear and reasonable expectations for supervisee	
Provided a level of case-based supervision appropriate to supervisee's training needs	
Assisted with case management functions (e.g. managed care)	
Promoted intern's general acquisition of knowledge, skills, and competencies	
Was sensitive to ethical standards, legal considerations, and professional problems	

Development of Clinical Skills

Assisted in coherent conceptualization of clinical work	
Assisted in translation of conceptualization into techniques and procedures	
Was effective in providing training in assessment, evaluation, and diagnosis	
Was effective in providing training in intervention	
Was effective in providing training in consultation	
Was effective in helping to develop short-term and long-range goals for patients	
Was effective in assisting supervisee in developing consultative relationships with other professionals and agencies	
Promoted clinical practices in accordance with ethical and legal standards	
Was effective in providing training in research	
Overall rating of supervision with this supervisor	

Summary

<p>Describe how the supervisor contributed to your learning</p>
<p>Describe how supervision or the training experience could be enhanced</p>
<p>Any other suggestions/feedback for your supervisor?</p>

Supervisors signature: _____ **Date:** _____

Intern's signature: _____ **Date:** _____

Internship Outcome Evaluation Form

First, Middle, and Last Name:

To what degree do you currently possess this competency objective?

1	2	3	4	5
Not well prepared		Adequate		Well prepared

EVIDENCED BASED PRACTICE IN INTERVENTION

Case Conceptualization and Treatment Planning 1 2 3 4 5

Implementation of Therapeutic Interventions 1 2 3 4 5

Crisis Intervention 1 2 3 4 5

Therapeutic Skills 1 2 3 4 5

Group Therapy Skills 1 2 3 4 5

EVIDENCE BASED PRACTICE IN ASSESSMENT

Diagnostic Skill and Clinical Formulation 1 2 3 4 5

Instrument Selection, Administration, and Scoring 1 2 3 4 5

Test Interpretation 1 2 3 4 5

Report Writing 1 2 3 4 5

Communicating Results 1 2 3 4 5

ETHICAL AND LEGAL STANDARDS

Knowledge of Ethical, Legal, and Professional Standards 1 2 3 4 5

Adherence to Ethical Principles and Guidelines 1 2 3 4 5

INDIVIDUAL AND CULTURAL DIVERSITY

Cultural Awareness 1 2 3 4 5

Effects of Cultural Considerations on Clinical Activities 1 2 3 4 5

Crisis Intervention	1	2	3	4	5
Therapeutic Skills	1	2	3	4	5
Group Therapy Skills	1	2	3	4	5
EVIDENCE BASED PRACTICE IN ASSESSMENT					
Diagnostic Skill and Clinical Formulation	1	2	3	4	5
Instrument Selection, Administration, and Scoring	1	2	3	4	5
Test Interpretation	1	2	3	4	5
Report Writing	1	2	3	4	5
Communicating Results	1	2	3	4	5
ETHICAL AND LEGAL STANDARDS					
Knowledge of Ethical, Legal, and Professional Standards	1	2	3	4	5
Adherence to Ethical Principles and Guidelines	1	2	3	4	5
INDIVIDUAL AND CULTURAL DIVERSITY					
Cultural Awareness	1	2	3	4	5
Effects of Cultural Considerations on Clinical Activities	1	2	3	4	5
Evidence-informed Approach to Cultural Considerations	1	2	3	4	5
RESEARCH					
Application of Scientific Knowledge to Practice	1	2	3	4	5
Program Evaluation	1	2	3	4	5
PROFESSIONAL VALUES AND ATTITUDES					
Professional Awareness	1	2	3	4	5
Interpersonal Relationships and Communication	1	2	3	4	5
Self-Awareness and Reflective Practice	1	2	3	4	5
Clinical Documentation	1	2	3	4	5
Case Management	1	2	3	4	5

CONSULTATION/INTERPROFESSIONAL/INTERDISCIPLINARY

Provide Effective Consultation	1	2	3	4	5
Seek Consultation	1	2	3	4	5
Theories and Methods of Consultation	1	2	3	4	5

SUPERVISION

Theories and Methods of Supervision	1	2	3	4	5
Provide Effective Supervision	1	2	3	4	5
Effective Use of Supervision	1	2	3	4	5

COMMUNICATION & INTERPERSONAL SKILLS

Develop and Maintain Effective Relationships	1	2	3	4	5
Communicate Professional Concepts Clearly and Effectively	1	2	3	4	5
Effectively Manage Difficult Communications	1	2	3	4	5

What was the most useful part of your internship?

What was the least useful?

Is there something you feel you missed in your internship training?

Brattleboro Retreat Clinical Psychology Doctoral Internship Program

Receipt of Handbook and Program Policies

Please sign this acknowledgement page and return to the Training Director.

Acknowledgment

I acknowledge that I have received and reviewed the Brattleboro Retreat Clinical Psychology Doctoral Internship Program's handbook, including all of the policies within. I agree to abide by all policies and procedures outlined in this document. I have read and understand the following:

___ Intern Handbook including
 Mission, Goals, and Objectives
 Due Process and Grievance Policy
 Evaluation and Retention Policy

___ APA Ethics Code

I have been provided with a copy of the Intern Handbook to keep in my files.

Print Name

Signature

Date