



NATALIS PSYCHOLOGY

Training Program

2023-2024

Doctoral Psychology Internship Manual

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OVERVIEW OF THE DOCTORAL PSYCHOLOGY INTERNSHIP

The Natalis Psychology Training Program doctoral psychology internship is designed in accordance with APPIC standards to provide broad and general preparation for entry-level practice of professional psychology. The goal of the program is to provide a diverse set of experiences to enable a select number of highly qualified doctoral psychology interns to develop expertise in community-based treatment and assessment.

ACCREDITATION AND AFFILIATIONS

Natalis Psychology Training Program is not accredited by the Commission on Accreditation of the American Psychological Association. NPTP has initiated the process of becoming an APA Accredited Doctoral psychology internship and a site visit occurred in June 2023; however, we are unable to guarantee the program will successfully obtain APA Accreditation.

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

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street NE, Washington DC, 20002
Phone: (202) 336-5679 / Email: apaaccred@apa.org.
Web: www.apa.org/ed/accreditation

Natalis Psychology Training Program is available to apply to via the AAPI. Please **DO NOT** send paper or email applications. Students who intend to apply to Natalis Psychology Training Program must apply using the AAPI.

Natalis Psychology Training Program APPIC Match Site Code is 2308.

TRAINING VALUES AND PHILOSOPHY

At Natalis Psychology Training Program, training is designed in preparation for entry-level practice in professional psychology. Each doctoral psychology intern will have the opportunity to work across a variety of program specialties to provide broad and general preparation for entry-level practice in professional psychology. Some doctoral psychology interns may wish to concentrate on certain populations (e.g., children, teens, adults, families, couples), clinical problems (e.g., trauma, mood disorders, personality disorders, autism, chronic illness, relationship conflict, sexual health), or skills (e.g., psychological assessment, depth psychotherapy, brief psychotherapy, community education), but all doctoral psychology interns are expected to develop basic competency as generalists.

Much of the training is experiential which builds on the doctoral psychology intern's previous experiences and impacts further development of professional identity. Doctoral psychology interns bring energy and knowledge of the latest research in psychology to the team and challenge the clinical staff in its own commitment to professional development. The clinical staff brings a wealth of training and experience. At the same time, there are clear role, structural, and value boundaries between training and service delivery. These allow doctoral psychology interns to integrate experience, supervision, education, and training through reflection, consultation, peer support and professional interaction. Doctoral interns do not have productivity requirements although they are expected to engage in 20 hours of direct contact per week to meet training hour requirements. This number is substantially lower than the equivalent requirement professional staff to allow adequate time for training and professional development.

PROGRAM AIMS

The overriding goal of the doctoral psychology internship is to prepare each doctoral candidate for the entry level practice of psychology. This preparation requires doctoral level psychotherapeutic skills, professional ethics, and identification as a psychologist-in-training. Doctoral psychology interns will be asked to create specific learning goals at the beginning of the internship year by completing the Intern Self-Evaluation Form ([Appendix A](#)). At the completion of the program, doctoral psychology interns will demonstrate:

- I. An active appreciation of professional issues pertaining to the practice of professional psychology and the current functional expectations of clinical staff at Natalis Psychology Training Program, and act in accordance with the *APA Ethical Principles for Psychologists* and Minnesota Statutes related to the provision of psychological services.
- II. An advanced doctoral level of critical thinking and problem-solving skills. This will be observed in their presentation of principles and theories, their awareness of research, and their fluency in procedures and methods of psychological diagnosis and psychological assessment appropriate to the presenting problem, the client population, and the individual and cultural differences of the clients.
- III. Doctoral level knowledge of a variety of empirically supported assessments, treatments, and therapies, and will also demonstrate doctoral level skill in the application of the doctoral psychology intern's primary theoretical approach. It is expected that this application will be relevant to the client population, the presenting problem, diagnosis, individual differences, cultural differences, and the treatment objectives negotiated with the client.

- IV. Observable behaviors and knowledge indicative of awareness, sensitivity, and responsiveness to issues of cultural and individual diversity within clinical and organizational settings.
- V. An open and responsive approach to supervision, and doctoral level knowledge of supervision theories, and awareness of own strengths, needs, and skills.
- VI. Advanced knowledge and skill regarding the development, implementation, and analysis of outcome measures and data. Doctoral psychology interns will demonstrate proficiency in outcomes measures as applied to a variety of mental health and healthcare settings.

DOCTORAL PSYCHOLOGY INTERNSHIP DESCRIPTION

The Natalis Psychology Training Program doctoral psychology internship is designed in accordance with APPIC standards. The doctoral psychology internship experience is delivered through three main areas: Work Experience, Training, and Supervision.

Work Experience

Potential work experience includes opportunities in (a) diagnostic assessment; (b) individual, family, and couples psychotherapy; (c) group psychotherapy including DBT groups, as available; (d) psychological evaluations; (e) community psychoeducation workshops; (f) professional leadership and advocacy; and (g) clinical supervision.

All doctoral psychology interns will provide services in the areas of diagnostic assessment, psychotherapy, psychological evaluations, and professional leadership and advocacy. Doctoral psychology interns will have the opportunity to select or develop specialty areas within each of the above work experience areas.

The vast majority of internship activities will be conducted in person, on site. Telehealth therapy sessions, if offered, will be conducted from a physical Natalis location. Occasional didactic experiences may be health virtually.

Training

Use of the seminar or didactic format, taught by the Director of Training, supervisors, clinical staff, and area and regional professionals, assures a clear boundary between training and work experience. The approach guarantees that doctoral psychology interns receive much more than “on the job training.” Each seminar session is **1 to 2 hours** in length providing ample time for presentation of information and rich follow-up discussions.

Areas include:

Orientation Seminars:

During the first weeks of doctoral psychology internship, a series of seminars are held to introduce doctoral psychology interns to the sponsoring agency and each location within the program, to the profession, and to the doctoral psychology internship. Seminars include, but are not limited to: General Orientation, Client Records & Charting, Working in a Private Practice Setting, and HIPAA Compliance.

Psychological Testing Seminar:

This seminar provides a structured sequence of topics covering rationale, administration, scoring, interpretation, and both oral and written communications of findings. Cognitive, intellectual, objective personality, projective personality, and neuropsychology (screening level) assessments for both adults and children are covered. The seminar meets twice monthly and is facilitated by NPTP faculty member, Brent Haagensen, PsyD, LP.

Supervision of Supervision:

This experience focuses on developing doctoral intern's knowledge, skills, and awareness of clinical supervision. The seminar will explore various models of supervision while remaining rooted in a developmental model and culturally responsive framework. Topics including supervision contracts, interventions, documentation, ethics, risk management, integration of cultural proficiency in supervision, group supervision, individual supervision will be explored along with others. Doctoral interns will engage in supervision of practicum trainees and bring video recordings of their supervision sessions for peer review and feedback. This seminar meets twice each month and is facilitated by NPTP Director of Training, Rita Sandidge, PhD, LP.

Diversity Learning Community:

This seminar explores diversity, equity, and justice as professional obligations and foundations. Topics also may focus on ethics, legal issues, and marginalized communities. This seminar meets once each month with interns from two APA accredited programs in the Twin-Cities and is hosted by NPTP Director of Training, Rita Sandidge, PhD, LP, Luz Salinas, PhD, LP of Indian Health Board, or Kim Klein, PhD, LP of Fraser Inc.

Professional Staff Case Consultation Group Meetings:

These consultation meetings are designed to provide opportunities for the multidisciplinary staff to come together to discuss work with complex and difficult clinical situations. Doctoral psychology interns are welcome to attend and participate in a broad range of topic-focused consultation meetings, increasing their understanding of the differences in how various behavioral health professionals conceptualize their work. They may select from consultation groups that focus on working with adults, children ages 0-11, or teens, as well as consultations groups focused on working in school-based

settings, integrated care settings, or with a focus on testing, sexual health, or chronically mentally ill clients. Consultations groups meet weekly or biweekly and are facilitated by NPTP faculty and other licensed mental health providers within the sponsoring agency.

Supervision

Supervision is provided for all training areas offered in the Natalis Psychology Training Program, including (a) diagnostic assessment; (b) individual, family, and couples psychotherapy; (c) pediatric populations; (d) group psychotherapy including DBT groups; (e) sexual health; (f) psychological evaluations; (g) community psychoeducation workshops; (h) professional leadership and advocacy; and (i) clinical supervision of practicum trainees. Supervisors are competent to provide supervision in each of these areas.

Each doctoral psychology intern is assigned to a primary supervisor and a secondary supervisor for the two (2) hours of individual supervision per week required by APPIC. Additionally, doctoral psychology interns participate in a 1-hour clinical group supervision session and 1-hour of either supervision of supervision or assessment supervision which alternate weeks. Doctoral interns are also live supervised in the provision of supervision of practicum trainees for at least 1-hour per week. All doctoral psychology interns participate in a weekly professional development and process supervision session, weekly consultation group meetings, and have the option of scheduling additional individual supervision focused solely on psychological evaluations or other training needs.

Arrangements for additional hours of supervision may be made by the doctoral psychology intern with the Director of Training and their primary supervisor. All primary doctoral psychology internship supervisors are doctoral level Licensed Psychologists.

While doctoral psychology interns are not matched to supervisors by theoretical orientation, the program expects respect for the contributions made by all accepted theoretical orientations. The process and content of supervision include all areas of the doctoral psychology internship experience, including a) case presentation; b) review of test data; c) reviewing recording samples of psychotherapy, d) review of all written documentation and reports, and e) professional development.

To the extent that this may influence clinical work, the doctoral psychology intern may be invited to discuss personal information in supervision. The supervisor retains responsibility for the doctoral psychology intern's clinical work and countersigns all clinical documents.

Training Program Staff

Training program staff work full-time with the Natalis Psychology Training Program delivering clinical services at multiple locations while maintaining active involvement in the training program day-to-day operations. All training staff are Licensed Psychologists in the State of Minnesota at the doctoral level. Primary and secondary supervision may be provided by:

Natalis – University Avenue Rita Sandidge, PhD, LP
Natalis - University Avenue Lisa Johnson, PsyD, LP
Natalis - University Avenue Greg Picker, PsyD, LP
Natalis - University Avenue Elizabeth Goodchild, PsyD, LP
Natalis - Woodbury Jennifer Joseph, PsyD, LP
Natalis - Woodbury Brent Haagenson, PsyD, LP

Hours & Structure

NPTP offers full-time doctoral psychology internships available for doctoral level students. The doctoral psychology internship begins August 14, 2023 and ends August 13, 2024 and requires a minimum of 2,000 hours of service total. A minimum of 40 hours per week are required.

Weekly time Estimates as an Example:

(Duties may vary based on doctoral psychology each interns' interests)

Psychotherapy: up to 20 hours

Psychological Assessment/Evaluation: up to 10 hours

Psychology Leadership and Advocacy: 1 hour

Supervision: 3-1/2 - 4 hours

Seminars and Other Training: 3 - 4 Hours

Clinical Meetings: 2 Hours

Clinical Record Keeping & Doctoral psychology intern Academic Work: 4 Hours

Not to exceed 40 hours a week without extenuating circumstances.

Benefits

Stipend: \$ 32,200

Medical insurance benefit

Paid time off: 80 hours (May be used for vacation, illness, family/personal reasons.)

Dissertation and EPPP preparation release time during unscheduled work hours

FACILITIES AND RESOURCES

All doctoral psychology interns are furnished with workspace and clinical space at the primary internship headquarters, Natalis – University Avenue. Audio/video recording capability and live supervision spaces also are available. NPTP interns are provided with laptops, should they choose to use one offered by the program. All necessary psychological evaluation resources, therapy-specific tools, and office supplies are

provided. The sites at which interns work are staffed with full-time clerical staff who assist with scheduling, client paperwork completion and filing, and answering phones.

Locations

The Natalis Psychology Training Program (NPTP) consists of two clinic locations, which are under the umbrella of the sponsoring agency, Natalis Counseling & Psychology Solutions. Both sites are dedicated to providing a broad range of training opportunities for doctoral psychology interns.

The vast majority of internship activities will be conducted in person, on site. Telehealth therapy sessions, if offered, will be conducted from a physical Natalis location. Occasional use of virtual didactics and trainings may occur.

Training sites are located across the Twin Cities metropolitan area and include may the following:

Natalis - University Avenue (<https://natalispsychology.com/>)

Natalis University Ave is the primary training site for NPTP. Natalis Counseling and Psychology Solutions is a large, interdisciplinary independent psychology group practice located in St. Paul, MN. This agency offers a broad array of services, including outpatient psychotherapy, intensive day treatment, DBT groups, psychiatry and medication management, and psychological evaluations. Some of these services are provided through the schools. The St. Paul location offers opportunities to work with immigrant and refugee clients, sometimes with an interpreter present.

Natalis Woodbury (<https://natalispsychology.com/>)

Natalis Woodbury is a medium-sized, interdisciplinary independent psychology group practice located within the large suburban community of Woodbury, MN. This site offers psychotherapy to individuals, couples and families, psychological assessment, and community education. Providers at this site serve clients of all ages. Interns are not placed at Natalis Woodbury during the internship year; however, certain trainings or observation opportunities may occur from time to time at the Woodbury location.

Site specific information is available in [Appendix B](#).

EVALUATION PROCESS

Training activities are directed toward developing measurable competencies directly related to those outlined by the American Psychological Association (APA). The profession-wide competencies are central to NPTP's operationalized training aims. Interns are evaluated on an ongoing basis throughout the internship year. Formal evaluations, including written and verbal feedback, take place at approximately the first six months in the program and at the conclusion of the doctoral psychology

internship year using the Doctoral Intern Evaluation Form ([Appendix C](#)). An intern receiving a rating of “CR” (i.e., Cannot Rate at this time due to insufficient data. Not applicable for this training experience/Not assessed during training experience) during any of the formal evaluations will be provided with feedback related to this rating and offered opportunities to develop competency in this area with the support of their supervisor. Less formal feedback is available at any time, as ongoing evaluation and feedback are the hallmark of the clinical supervisory relationship.

Doctoral psychology interns also formally evaluate their supervisors and the doctoral psychology internship program at the intervals noted above. They begin their year by completing the Intern Self-Evaluation Form ([Appendix A](#)), on which they are asked to identify clinical strengths, areas for improvement, and goals for the internship year. The evaluation is reviewed with their supervisor to facilitate discussion regarding training needs and goals. Doctoral psychology interns evaluate their supervisors two times per year using the Evaluation of Supervision form ([Appendix D](#)) and complete a written evaluation of the internship program using the Program Evaluation Form ([Appendix E](#)) following the training year.

Copies of formal evaluations will be provided to doctoral psychology interns' academic institution at six months and at the conclusion of the doctoral psychology internship.

APPLICANT REQUIREMENTS

- Comprehensive Doctoral Exams Passed by Application Deadline
- Dissertation Proposal Approved Prior to Doctoral psychology internship Start Date
- Minimum Number of Intervention Hours: 350
- Minimum Number of Assessment Hours: 25

APPLICATION PROCESS

All applicants must apply online through AAPI Online. Applications to Natalis Psychology Training Program doctoral psychology internship should include:

- AAPI Online Application
- Cover Letter
- A Current Curriculum Vitae
- Three (3) Letters of Recommendation, at least two of which must come from a licensed psychologist who has directly supervised the applicant's work
- Official Transcripts of all graduate coursework
- One (1) Integrated Assessment Report – redacted appropriately

This doctoral psychology internship site follows all guidelines established by the Association of Psychology and Postdoctoral Doctoral psychology internship Centers (APPIC). We fully endorse the APPIC policy summarized in the following statement:

"This doctoral psychology 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 doctoral psychology intern applicant."

Application Deadline:

AAPL Online must be submitted by December 4, 2023.

Interview Notification:

Applicants will be contacted via email by December 18, 2023 if invited to be interviewed.

Interview Dates:

Interviews will take place in January 2024. Interviews will be conducted by the Director of Training and current doctoral interns, and/or Program Faculty, and potentially current Post-Doctoral Psychology Residents.

Selection Criteria:

NPTP will base its selection on the entire application package and requires that applicants be in good-standing and currently enrolled in a clinical, counseling, or school psychology doctoral program. They will have had to complete the following prior to beginning the doctoral psychology internship:

1. A minimum of 1,000 hours of supervised experience (350 of which must be face-to-face intervention hours and 25 of which must be direct assessment hours)
2. All qualifying exams must have been successfully completed
3. Dissertation proposals must be approved before the start of doctoral psychology internship

All applications will be reviewed by NPTP's training staff using a standard Applicant Review Form ([Appendix F](#)) and evaluated for potential goodness of fit with the internship program. Applications are reviewed based on a candidate's interest and experience in each of the training areas offered by NPTP, as well as experience working with diverse community populations. The training staff meets to determine which applicants to invite for interviews based upon the results of this review process. Applicants who receive the highest ratings are invited via email on or before December 18th to participate in interviews. Interviews are scheduled on a first come, first serve basis in January and occur virtually with the Director of Training, and Post-Doctoral Psychology Residents and/or Interns when appropriate. Interviews are conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate. The format includes both group and individual interviews with multiple staff and opportunities to connect with current doctoral interns.

Additional Considerations for Applicants:

The vast majority of training will take place in person, on site at Natalis offices. Occasional use of virtual platforms may occur for didactics and supervision. Further, please note, NPTP does not require interns or other staff to be vaccinated against Covid-19.

PROGRAM CONTACT INFORMATION

Please email all inquiries to Rita Sandidge, PhD, LP, NPTP Director of Training at rsandidge@natalispsychology.com

PROGRAM POLICIES AND PROCEDURES

NPTP Diversity and Non-Discrimination Policy

The Natalis Psychology Training Program (NPTP) is committed to creating an environment which is equitable, inclusive, and safe. This means that in all aspects of its operations and at all levels of the organization, the sponsoring agency works to ensure that there is no discrimination on the basis of, but not limited to, ethnicity, language, race, age, ability, sex, sexual or gender identity, sexual orientation, family status, income, immigrant or refugee status, nationality, place of birth, political or religious affiliation. NPTP focuses on building competency in individual and cultural diversity, offering many opportunities to learn about diverse identities and the integration of these identities into practice. NPTP requires interns to participate in both internal and external trainings to ensure they are well-trained in this area.

NPTP further recognizes that increasing diversity of doctoral psychology interns, agency staff, and program faculty adds cultural, social, and economic benefits to our community. NPTP welcomes applicants from diverse backgrounds and identities. NPTP and the sponsoring agency are also sensitive to the fact that oppressed groups experience marginalization and encounter barriers to full access and participation in the community. NPTP seeks to increase access and participation, especially for those who are marginalized, disadvantaged, or oppressed. Every effort is made to ensure the structure, policies, and systems reflect all aspects of the total community and promote equal access to all. Applicants are individually evaluated based on their current enrollment in a clinical or counseling psychology doctoral program, practicum experiences, interests in the training areas offered by NPTP, experience working with diverse community populations, and fit with the internship. Should an applicant or intern require accommodations, they are directed to contact the internship Director of Training.

NPTP aims to provide meaningful learning opportunities to interns in order to contribute to the field of psychology, to build community capacity, and to encourage learning withing the sponsoring agency. NPTP values diversity in training and offers wide-ranging training opportunities aimed at exposing interns to current theories, evidence-based treatments, and psychological assessment methods related to the intersectional identities of their clients. Throughout the training year, interns are expected to demonstrate awareness about social justice and social advocacy roles, develop increased comfort in working with individuals whose group membership or worldviews create conflict with their own, and become more responsive to diversity issues affecting a client.

Interns with Disabilities

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this internship, please notify the Director of Training.

Note that the American Psychological Association has developed a helpful resource guide for psychology students with disabilities. This guide may be found at: <https://www.apa.org/pi/disability/resources/publications/resource-guide>

Maintenance of Intern Records

Intern records are stored as a confidential client chart in the sponsoring agency's HIPAA-compliant electronic health record system, Procentive. Only the intern, their supervisor(s), and the Director of Training have access to the information contained in this file. All intern records are maintained indefinitely, including but not limited to the certificates of completion, intern evaluations, and detailed descriptions of training experiences.

NPTP Intern Selection and Academic Preparation Requirements Policy

Application Process

Natalis Psychology Training Program (NPTP) currently offers four (4) full-time internship positions. Students interested in applying for the internship program are directed to submit an online application through the APPIC website (www.appic.org) using the APPIC Application for Psychology Internships (AAPI).

A complete application consists of the following materials:

1. AAPI Online Application
2. Cover Letter

3. A current Curriculum Vitae
4. Three (3) Letters of Recommendation, at least two of which must come from a licensed psychologist who has directly supervised the applicant's work
5. Official Transcripts of all graduate coursework
6. One (1) Integrated Assessment Report – redacted appropriately

All application materials must be received by the date noted in the current APPIC directory listing in order to be considered.

Application Screening and Interview Processes

NPTP will base its selection on the entire application package noted above and requires that applicants be in good-standing and currently enrolled in a clinical or counseling psychology doctoral program. They will have had to complete the following prior to beginning the doctoral psychology internship:

1. A minimum of 1,000 hours of supervised experience (350 of which must be face-to-face intervention hours and 25 of which must be direct assessment hours)
2. All qualifying exams must have been successfully completed
3. Dissertation proposals must be approved before the start of doctoral psychology internship

All applications will be reviewed by NPTP's training staff using a standard Applicant Review Form and evaluated for potential goodness of fit with the internship program. Applications are reviewed based on a candidate's interest and experience in each of the training areas offered by NPTP, as well as experience working with diverse community populations. The training staff meets to determine which applicants to invite for interviews based upon the results of this review process. Applicants who receive the highest ratings are invited via email on or before December 18th to participate in interviews. Interviews are scheduled on a first come, first serve basis in January and occur virtually, with the Director of Training, and possibly program faculty, current doctoral interns, and current Post-Doctoral Psychology Residents. Interviews are conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate. The format includes both group and individual interviews with multiple staff and opportunities to connect with current doctoral interns. Should an applicant require accommodations, they are directed to contact the internship Director of Training directly.

Participation in the APPIC Match

Applicable NPTP training staff hold a meeting within two weeks of the final interviews being completed to determine applicant rankings. The full application package and information gleaned from the interview process are utilized to determine applicant rankings. As a member of APPIC, NPTP participates in the national internship matching process by submitting its applicant rankings to the National Matching Service. NPTP abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

All interns who match with NPTP must provide proof of citizenship or legal residency and must successfully pass a thorough background check that includes social security verification, prior employment verification, personal and professional references, educational verification, criminal history, and a background check consistent with Minnesota Statute 148A (i.e., hiring employer must make inquiries of current or former employers concerning request for, and occurrences of, sexual conduct by psychotherapists with their clients or former clients. Social workers, chemical dependency counselors, mental health workers, and psychologists are job classifications that fit the definition of 'psychotherapist' under the law). The following factors will be considered for applicants with a criminal history:

1. The nature of the crime and its relationship to the position.
2. The time since the conviction.
3. The number (if more than one) of the convictions.
4. Whether hiring, transferring, or promoting the applicant would post an unreasonable risk to the business, its employees, or its clients/consumers and vendors.

In instances where negative or incomplete information is obtained, the appropriate management and the Director of Human Resources will assess the potential risks and liabilities related to the job's requirements and determine whether the individual should be hired or placed for internship.

Questions regarding any part of the selection process or NPTP's academic preparation requirements may be directed to the Director of Training, Dr. Rita Sandidge (rsandidge@natalispsychology.com).

NPTP Stipend, Benefits, Leave and Resources Policy

The annual stipend for all interns at Natalis Psychology Training Program (NPTP) is \$32,200. As employees of Natalis Counseling & Psychology Solutions, interns are

offered comprehensive health benefits, as well as 80 hours of Paid Time Off (PTO), which can be used for vacation, illness, or family/personal reasons. In addition, interns are allowed preparation release time for dissertation and the Examination for the Professional Practice in Psychology (EPPP) during unscheduled work hours. Interns must obtain a minimum of 2000 hours of service to complete internship with a minimum of 500 of those hours being direct service. Should time off for whatever reason impact a trainee's ability to obtain the minimum number of hours, their internship may be extended to accommodate the requirement with mutual consent between intern and NPTP or trainee may add additional hours above 40 per week to meet requirement on time. A formal internship leave policy is noted below for situations where an intern may need an extended leave. Questions regarding specific benefits packages can be directed to the Human Resources department. Interns should submit requests for time off to their primary supervisor at least 48 hours in advance of the absence with the capability to fulfill sufficient coverage for day-to-day operations of their role. Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Sick leave must be communicated to the intern's primary supervisor as soon as the intern is physically able to do so. Supervisors or the NPTP Director of Training are available for any questions related to time off or release time for EPPP or dissertation preparation.

Natalis Internship Leave Policy

Doctoral Interns may experience life circumstances that compel them to take time off from internship. NPTP wants to support trainees in navigating these circumstances. In this effort, the following leave policy guides NPTP in assisting trainees in making determinations about taking a leave of absence.

As a training site, Natalis is obligated to provide interns with a graded, increasingly complex and sequential training experience over the course of the training cycle. To fulfill this commitment and ensure high quality training, the length of leave requested and its timing must be considered. Guidance from APPIC suggests extended leave could disrupt the training experience in ways that disadvantage trainees in their development as psychologists. Additionally, it is recognized sometimes a leave of absence is necessary and difficult to predict. To minimize disruption while also supporting trainee needs, the following guidelines are established:

Interns may request an unpaid leave of absence for personal or family medical reasons up to 4 weeks following the use of paid time off. Interns may petition for an additional two weeks of unpaid leave once their 4 weeks of unpaid leave has passed. All time spent on a leave of absence must be made up at the end of the internship cycle and intern must complete all training activities to pass internship. Doctoral

interns are required to have at least 2000 hours on internship with no less than 500 hours of direct service. Interns who require a leave of absence longer than 6 weeks will need to consult with their doctoral program and APPIC regarding a possible match release or other options. Interns must be available to attend the first few weeks of training including orientation.

Resources

NPTP interns have access to numerous resources. All interns are provided with fully furnished office space to meet with clients, individual and group office space to work on administrative tasks, a laptop computer, office phone, voicemail, printers, software, business cards, and basic office supplies. In addition to their access to the DSM-5TR and ICD-10, intervention manuals, assessment materials, and other training materials are provided. Additional materials may be purchased using internship funding with the Director of Training's approval. Attendance at professional conferences is encouraged and funded by NPTP when opportunities are available. Each intern also has additional access to administrative and Information Technology support, as well as client scheduling support.

NPTP Intern Evaluation, Retention, and Termination Policy

The NPTP requires that interns demonstrate minimum levels of achievement across all competencies and training elements. Interns are formally evaluated by their primary supervisor two times per training year; the first after six months and the second at the end of the internship year. Informal evaluation of interns' skills occur regularly throughout the internship training year. Formal evaluations are conducted using a standard rating form, which includes opportunities for supervisors to include specific written feedback regarding the intern's performance and progress. These spaces allow supervisors to provide feedback on the intern's strengths and recommendations for continued development. The evaluation form includes information about the intern's performance regarding expected training competencies and the related training elements. Supervisors are expected to review these evaluations with interns and the NPTP Director of Training, providing opportunities for discussion at each evaluation timepoint. Copies of the evaluation are given to the NPTP Director of Training and the Director of Training at the intern's sponsoring doctoral program. Evaluations are retained in the intern's employee file indefinitely.

A minimum level of achievement on each evaluation is defined as an average rating of "3" for each element. The rating scale for each evaluation is a 5-point scale, with the following rating values: 0 = Remedial, 1 = Beginning/Developing Competence, 2 = Intermediate Competence, 3 = Proficient Competence, and 4 = Advanced

Competence. If an intern receives a score of Beginning/Developing Competence (i.e., “1”) or Intermediate Competence (i.e., “2”) at the mid-year evaluation, interns are provided with additional supporting in achieving a higher level of competence during their training experience. Should supervisors have reason to be concerned about the intern’s performance or progress or the intern receives a Remedial score (i.e., “0”) in any competency area, the NPTP Due Process procedures are initiated. The Due Process guidelines can be found in the NPTP Manual. Interns must receive a rating of “3” or above on all competencies to successfully complete the program.

Additionally, all NPTP interns are expected to complete a minimum of 2,000 hours of training during the internship year. Meeting the hour requirement and obtaining sufficient ratings on all evaluations demonstrates the intern has progressed satisfactorily through and completed the internship program. Intern evaluations and certificates of completion are maintained indefinitely by the Director of Training in a secure digital file. If successful completion of the program comes into question at any point during the internship year, the sponsoring doctoral program, which also has a vested interest in the interns’ progress, is contacted to ensure the sponsoring doctoral program is kept engaged and remains a support for the intern. The sponsoring doctoral program is notified of any further action that may be taken by NPTP as a result of the Due Process procedures, up to and including termination from the program. The intern is also be provided a copy of the letter sent to the sponsoring doctoral program.

In addition to the evaluations described above, interns complete an evaluation of their supervisor twice per year and the training program once per year at the conclusion of internship. Feedback from these evaluations are used to inform changes or improvements to the training program. Copies of evaluation forms are available in the NPTP Manual.

Due Process Procedures

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning or behavior of a doctoral intern. Depending on the level of severity and type of concern, intervention may start at any step of the process, up to and including termination, without going through additional stages first. Further, certain situations (see Serious Violations) will automatically trigger due process proceedings including trainees found to engage in behavior or activities that violate the rights, autonomy, or safety of others (clients, staff, colleagues etc.) or the creation of a hostile environment. Such situations can result in termination and release from the internship match. Reporting to the appropriate parties including doctoral intern’s sponsoring doctoral program and

professional Board of practice will also be made as warranted. Doctoral interns are also beholden to the Natalis Psychology and Counseling Solutions employee policies and procedures manual and the stipulations therein. The due process procedures noted below are intended to serve as a guide for resolving concerns in an equitable manner. They are subject to change at the discretion of NPTP with changes provided to doctoral interns as soon as feasible. Dictates of the law take precedence over any formal or informal processes at NPTP.

Section One: Rights and Responsibilities

These procedures are a protection of the rights of both the doctoral intern and the doctoral internship training program, and also carry responsibilities for both.

Doctoral Intern Responsibilities: The expectations of doctoral interns are divided into three areas: 1) knowledge of and conformity to relevant professional standards, 2) acquisition of appropriate professional skills, and 3) appropriate management of personal concerns and issues as they relate to professional functioning. Each of these areas is described below:

A. Professional Standards

Doctoral interns are expected to:

1. Be cognizant of and abide by the guidelines as stated in 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.
2. Be cognizant of and abide by the laws and regulations governing the practice of psychology as included in appropriate legal documents. Such documents include but are not necessarily limited to the Minnesota Board of Psychology Statute and Rules.

It is recognized by the training program that mere knowledge of and exposure to the above guidelines and standards are not sufficient. Doctoral interns need to demonstrate the ability to integrate relevant professional standards into their own repertoire of professional and personal behavior and perform accordingly. Examples of such integration and performance 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.

B. Professional Competency

By the time the doctoral internship is complete, doctoral interns are expected to:

1. Demonstrate enhanced knowledge of psychopathology and of developmental, psychosocial and psychological problems.

2. Demonstrate knowledge of and skills for addressing the special issues involved in working with oppressed and marginalized communities.
3. Demonstrate capacity for autonomous practice of diagnostic skills and methods of diagnosis including psychological assessment, interview assessment, and consultation for complications in practice.
4. Demonstrate capacity for autonomous practice of knowledge and skills in treatment, including psychotherapy (various modalities), case management, family therapy, group psychotherapy, crisis intervention, multicultural responsiveness, and medical consultation with children, adolescents, and adults.

The above competency expectations imply that doctoral interns will be making adequate progress in the above areas (as assessed by periodic evaluations) and that doctoral interns will achieve a minimal level of achievement by the completion of the doctoral internship. Minimal achievement is then expected to enable doctoral interns to successfully complete their training, and at least demonstrate the knowledge, skills, and awareness to fully function at entry level practice as a psychologist.

C. Personal Functioning

It is recognized by the training program that there is a relationship between level of personal functioning and effectiveness as a professional psychologist, most notably in one's role delivering direct services to clients, although collegial relationships may also be impacted. Physical, emotional and/or educational problems may interfere with the quality of a doctoral intern's professional work. Such problems include but are not limited to a) educational or academic deficiencies, b) psychological adjustment problems and/or inappropriate emotional responses, c) inappropriate management of personal stress, d) inadequate level of self-directed professional development, d) inappropriate use of and/or response to supervision, and e) inappropriate or harmful interactions with colleagues or agency staff (e.g. poor boundaries).

When such problems interfere with a doctoral intern's professional functioning and/or create an unsafe or hostile work or learning environment (Serious Violation), such problems will be communicated in writing to the doctoral intern, and trainee may be terminated from Natalis and released from their internship match.

Should concerns related to personal functioning arise that do not reach the level of a terminable issue, the training program, in conjunction with the doctoral intern, will formulate strategies for ameliorating such problems and will implement such strategies and procedures. If such attempts do not restore the doctoral intern to an acceptable level of professional functioning within an agreed upon period of time, discontinuation or termination from the program may result, and if applicable, formal ethical complaints will be made to the

Minnesota Board of Psychology or other appropriate institution. The specific procedures employed for the acknowledgment and amelioration of doctoral intern deficiencies can be found below.

Doctoral Intern Rights: The doctoral intern has the right to be afforded a reasonable opportunity to remediate problematic performance concerns, unless they have violated ethical practice, engaged in fraud/deception, created a hostile work environment, or violated the rights and safety of others which triggers due process proceedings immediately. The procedures noted below are not intended to be punitive; rather, they are meant as a structured opportunity for the doctoral intern to receive support and assistance in order to remediate concerns. The doctoral intern has the right to be treated in a manner that is respectful, professional, and ethical. The doctoral intern has the right to participate in the Due Process procedures by having their viewpoint heard in the process. The doctoral intern has the right to appeal decisions within the limits of this policy. The responsibilities of the doctoral intern include engaging with the training program and the institution in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

Natalis Psychology Training Program Responsibilities: The psychology doctoral internship is designed as an opportunity for further training in Health Service Psychology. Broadly, the doctoral internship aims to provide the doctoral intern with the opportunity (in terms of setting, experience, and supervision) to continue fostering the professional role of a psychologist toward entry-level practice. This role entails the integration of previous training and a further development of the scientific, professional, and ethical bases involved in professional functioning.

A major focus of doctoral internship is to assist doctoral interns in integrating their personal values, attitudes and functioning as individuals with their professional functioning. The training program is committed to providing the type of learning environment in which a doctoral intern can meaningfully explore personal issues which relate to their professional functioning.

In response to the above doctoral intern expectations, the training program assumes a number of general responsibilities. The responsibilities correspond to the three general expectation areas (Professional Standards, Professional Competency, Personal Functioning) and are described below:

- A. The training program will provide doctoral interns with information regarding relevant professional standards and guidelines as well as providing appropriate forums to discuss the implementations of such standards.
- B. The training program will provide doctoral interns with information regarding relevant legal regulations which govern the practice of psychology as well as providing appropriate forums to discuss the implementations of such guidelines.

- C. The training program will provide written evaluations of the doctoral intern's progress with the timing and content of such evaluations designed to facilitate doctoral interns' change and growth as professionals. Evaluations will address the doctoral interns' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services.

The training program will provide appropriate mechanisms by which inappropriate or problematic doctoral intern behavior affecting professional functioning or creating a hostile or unsafe work or learning environment is brought to the attention of the doctoral intern i.e. Due Process procedures. The training program will also maintain grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning if and when possible.

Natalis Psychology Training Program Rights: NPTP has the right to implement these Due Process procedures as described below. The program and its faculty/staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for a doctoral intern, in addition to other actions including but not limited to probation, suspension, and termination, within the limits of this policy, and intervention may begin at any level depending on manner and severity of concern. The responsibilities of the program include engaging with the doctoral intern in a manner that is respectful, professional, and ethical, making a reasonable attempt to support doctoral interns in remediating behavioral and competency concerns, and supporting doctoral interns to the extent possible in successfully completing the training program. Due process may start with any action up to and including termination while following the due process procedure.

Section Two: Definitions of Doctoral Intern Problem and Serious Violations

For purposes of this document *Doctoral Intern Problem* is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior, 2) an inability to acquire professional skills in order to reach an acceptable level of competency, and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning

While it is a professional judgment as to when a doctoral intern's behavior becomes more serious (i.e., problematic) rather than just of concern, for purposes of this document a concern refers to a doctoral interns' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be reflective of developmental challenges in growth, and are therefore perhaps not unexpected.

Concerns typically become identified as problems when they include one or more of the following characteristics:

- 1) the doctoral intern does not acknowledge, understand, or address the problem when it is identified;
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by academic or didactic training;
- 3) the quality of services delivered by the doctoral intern is sufficiently negatively affected;
- 4) the problem is not restricted to one area of professional functioning;
- 5) a disproportionate amount of attention by training personnel is required;
- 6) the doctoral intern's behavior does not change as a function of feedback, remediation efforts, and/or time;
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 8) the doctoral intern's behavior negatively impacts the public view of the agency;
- 9) the problematic behavior negatively impacts other doctoral interns or clinic staff;
- 10) the problematic behavior potentially causes harm to a client;
- 11) the problematic behavior violates appropriate interpersonal communication with agency staff.

Serious Violations are unprofessional conduct including but not limited to harassment of any kind toward clients, colleagues, and/or other professionals and agency staff, professional misconduct, violations of the APA Ethics code and/or HIPAA, engaging in deception or fraud, and/or other violations of the law. A Serious Violation automatically triggers Due Process proceedings, and interns engaging in them will automatically be placed on suspension of any and all clinical services or direct services (e.g. supervision of practicum trainees) while an investigation is conducted. Interns may be placed on probation or terminated while due process procedures are followed.

Section Three: Doctoral Intern Evaluation, Review, and Due Process Procedures

The Evaluation Process and Formal Action

Doctoral interns are evaluated and given feedback throughout the year by their individual supervisor in both formal and informal settings. The Doctoral Intern Evaluation Form ([Appendix C](#)) is completed by clinical supervisors at approximately six months and at year-end; evaluations are discussed with the doctoral intern. Copies of the evaluation are given to the NPTP Director of Training/Associate Director of Training (Director of Training and/or Associate Director of Training). Evaluations are retained in the doctoral intern's employee file indefinitely. Copies of the evaluations are also shared with an intern's home academic program.

The Director of Training/Associate Director of Training receive information from all supervisors along with feedback from other staff who have had significant contact with the doctoral intern. This process is viewed as an opportunity for the Director of Training and/or Associate Director of Training to provide integrative feedback regarding the collective experience of all members of the organization who have knowledge and experience of the doctoral intern. Both parties discuss how the doctoral internship experience is progressing. Doctoral interns are provided with the opportunity to give their reactions and critiques of supervisors and other aspects of the training experience by completing the Program Evaluation ([Appendix E](#)) and Evaluation of Supervision forms ([Appendix D](#)). It may be in the context of this meeting, or whenever during the rotation that a problem is identified, that the Director of Training and/or Associate Director of Training and the doctoral intern arrange for a modification of the doctoral intern's training program to address their training needs and/or the needs of the training program.

I. Procedures for Responding to Inadequate Performance by a Doctoral Intern (i.e.: Doctoral Intern Problem) and/or Serious Violations:

If a doctoral intern receives a rating of "Remedial" from any of the evaluation sources, the following procedures may be initiated, starting at any level of intervention up to and including termination:

- A. The Intern Training Committee, comprised of the doctoral intern's primary supervisor and the Director of Training and/or Associate Director of Training or designee, will meet to discuss the rating and determine what action needs to be taken to address the issues reflected by the rating.
- B. The doctoral intern will be notified, in writing, that a Committee review is occurring and will have the opportunity to provide a statement related to their response to the rating.
- C. In discussing the remedial rating and the doctoral intern's response (if provided), the Director of Training and/or Associate Director of Training/Designee may adopt any one or more of the following methods or may take any other appropriate action up to an including termination of internship placement and release from match. They may provide, but are not limited to, a decision of:
 - D.
 1. "Acknowledgement Notice" which formally acknowledges:
 - a) that the supervisor is concerned with performance;
 - b) that the rating has been brought to the attention of the doctoral intern;
 - c) that the supervisor will work with the doctoral intern to specify the steps necessary to rectify the problem or skill deficits addressed by the rating; and
 - d) that the behaviors associated with the rating are not significant enough to warrant serious action at this time.

2. "Probation" which defines a relationship through which the supervisors and Director of Training and/or Associate Director of Training, actively and systematically monitor, for a specific length of time, the degree to which the doctoral intern addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The length of the probation period will depend upon the nature of the problem and will be determined by the Intern Training Committee. A written Remediation Plan will be shared with the doctoral intern and home training program and will include:
 - a) the actual behaviors associated with the inadequate rating;
 - b) the specific requirements for rectifying the problem;
 - c) the time frame for the probation during which the problem is expected to be ameliorated; and
 - d) the procedures designed to ascertain whether the problem has been appropriately rectified.

At the end of this remediation period, as specified in 'c' above, the Director of Training and/or Associate Director of Training/Designee will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the doctoral intern's permanent file. If the problem has not been remediated, the Director of Training and/or Associate Director of Training/Designee may choose to move to Step '3' or '4' below, choose to extend the Remediation Plan, and/or proceed with issuing the Doctoral Intern a limited endorsement. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3. Place the doctoral intern on suspension, which would include removing the doctoral intern from all clinical and direct service provision for a specified period of time, during which the program may support the doctoral intern in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend on the nature of the problem and will be determined by the Intern Training Committee. A written Suspension Plan will be shared with the doctoral intern and the doctoral intern's home doctoral program and will include:
 - a) The actual behaviors or skills associated with the problem;
 - b) The specific actions to be taking for rectifying the problem;
 - c) The time frame during which the problem is expected to be ameliorated; and

- d) The procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period, if one is recommended, as specified in 'c' above, the Director of Training and/or Associate Director of Training/Designee will provide to the doctoral intern a written statement indicating whether the problem has been remediated to a level that indicates the suspension of clinical activities can be lifted. The statement may include a recommendation to place the doctoral intern on probationary status with a Remediation Plan. In this case, the process in '2' above would be followed. This statement will become part of the doctoral intern's permanent file. In the event a trainee fails to rectify concerns following suspension and it is determined through consultation among the training faculty remediation is not likely to occur or lead to requisite improvement, the Director of Training and/or Associate Director of Training may consider termination of employment as specified in processes noted below.

4. If the problem is not rectified through the above processes, the NPTP may need to take action including but not limited to:
 - Placing the intern on probation with specific performance expectation to be successfully met within a predetermined time frame – unless which termination of contract and match release request will result
 - Giving a limited endorsement, specifying areas of clinical work that the intern is competent to perform;
 - Designing a remediation plan involving additional time at NPTP to complete the internship;
 - Terminating the internship contract and requesting a match release;
 - Recommending a career shift;
 - Reporting unsuccessful completion of the internship to the academic program
 - The steps noted under point four (4) will be determined by agreement between the Director of Training, Associate Director of Training/Designee, and the Doctoral Intern's Primary Supervisor (Secondary Supervisor if Doctoral Intern received primary supervision from the DT or ADT).
5. "Take no further action".

All time limits mentioned above may be extended by mutual consent between NPTP and Doctoral Intern but not indefinitely.

Remediation Considerations

It is important to have meaningful ways to address problem once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remediate problems include but are not limited to:

1. increasing supervision, either with the same or other supervisors,
2. changing in the format, emphasis, and/or focus of supervision,
3. recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the doctoral intern evaluation process.
4. reducing the doctoral intern's clinical or other workload and/or requiring specific academic coursework, and/or
5. recommending, when appropriate, a leave of absence.
6. requiring a fitness for duty evaluation to further inform remediation and continuation in training.

Appropriate documentation of the remediation process will be made.

Grievance Procedures

These guidelines are intended to provide the doctoral intern with a means to resolve perceived conflicts that cannot be resolved by informal means. Doctoral interns who pursue grievances in good faith will not experience any adverse personal or professional consequences.

Addressing Serious Violations:

- II. Doctoral Intern Serious Violation. Any faculty member, staff, or other trainee may file, in writing, a grievance against a doctoral intern for any of the following concerns, including but not limited to: a) unethical or legal violation of professional standards or laws, b) professional incompetence, c) infringement on the rights, privileges or responsibilities of others, d) creation of a hostile work or learning environment.

If an intern is charged with a Serious Violation, they may be immediately suspended from engaging in any and/or all clinical or direct services (e.g., supervision of practicum trainees). The Director of Training makes this decision in consultation with the Associate Director of Training/Designee and the intern's Primary and Secondary Supervisors where applicable. The suspension is immediate upon verbal notification, with written notification (including reasons for suspension) received by the intern within one working day.

A formal Investigative Committee of at least three members of the training faculty, chaired by the Associate Director of Training or designee, will be established within five (5) working days to monitor the situation and to establish a corrective or

remedial plan, up to and including termination from internship and release from match. The Investigative Committee will include one training faculty member who does not provide individual supervision to the intern in question.

Within one working day of the Committee's final determination, the decision rendered by the Investigative Committee will be provided to the intern in writing, and the intern must indicate they accept or challenge the action within five (5) working days.

If the intern accepts the decision, implementation occurs as soon as feasible, and the home institution is notified in writing. Notification to third parties including APPIC, respective Boards of practice, and legal authorities when warranted will also be made.

If the intern challenges the decision, they may file an appeal of the decision by the procedures established below.

III. Appeals Process for Doctoral Intern Problem and Serious Violations

If an intern does not agree with a written evaluation and discussion with the supervisor does not resolve the issue, or if an intern does not agree with the decision of the Intern Training Committee or Investigative Committee, the intern may submit a letter of addendum or appeal to be attached to the specific supervisor's evaluation or Committee recommendation, which will then be forwarded to the Director of Training or designee for further consideration. In this letter, the intern may also request an appeal of a decision based on:

- 1) Denial of due process in the evaluation/grievance procedure (e.g., evaluation criteria not presented prior to evaluation or opportunity to demonstrate proficiency not provided prior to evaluation)
- or
- 2) Denial of opportunity to present data to refute concerns in the evaluation/grievance process.

Appeals may only be made on the above two grounds. Appeals will not be granted when due process was followed appropriately and intern is simply displeased with an outcome.

The letter of addendum or appeal must be submitted to the Director of Training no later than five (5) working days after the evaluation or committee decision is finalized, and must identify the specific aspect of the evaluation or decision with which the intern disagrees and must indicate what form of modification is requested.

If an appeal is appropriately requested, the following steps will be taken:

A. An Appeals Committee, made up of three members of the training faculty, will be formed within ten working days of receipt of the letter of addendum requesting an appeal. The intern may designate one member of the Appeals Committee from the senior training faculty. The Director of Training, or designee, will designate the other two, with recommendations from the Associate Director of Training, or designee. The Director of Training is prohibited from serving on the Appeals Committee.

B. The Director of Training, or designee, is responsible for convening the committee and Associate Director of Training, or designee, presides. Both review the appeal procedures and make sure that no committee member has a conflict of interest in the case presented.

a. The intern and other involved parties will be notified when the appeal meeting will be held.

b. The Appeals Committee may request the presence of a written statement from the individuals involved, as deemed appropriate.

c. The intern may submit to the committee any written statements deemed appropriate, may request one personal interview or may request that the committee interview other individuals with relevant information. The other involved individual(s) also have these same privileges.

d. The committee will meet within 15 working days of the receipt of the appeal, unless extenuating circumstances require additional time, and will present a written summary of the committee's findings and any recommendations to the Director of Training.

C. The Director of Training or designee will take final action based on the Appeals Committee's findings.

Examples of outcomes might include (but are not limited to):

1. Accept the original evaluation report and recommend a plan of remediation;
2. Request that the supervisor write a new report to include specific changes;
3. Rewrite the report themselves or add an addendum to the original evaluation;
4. Recommend that probation or another remedial plan be implemented;
5. Uphold the Intern Training Committee or Appeals Committee's decision.

The recommendation of the Director of Training or designee will be final and communicated to the intern in writing in a timely manner.

The Director of Training or designee has final discretion regarding outcome. All appeals and outcomes are reported by the Director of Training to the home doctoral program and training faculty.

This process was modeled after the University of Wisconsin-Madison due process procedures, and we thank them.

APPENDIX A



TWIN CITIES
Psychology Training Program

INTERN SELF-EVALUATION FORM

(Now completed online– Questions have not changed)

Doctoral Psychology Intern: _____

Supervisor(s): _____

This information is to be shared with your initial primary supervisor in order to familiarize them with your assessment of your clinical strengths, areas in need of improvement, and goals for the internship year.

What do you believe to be your major clinical strengths?

- 1.
- 2.
- 3.
- 4.

5.

What are some specific areas in which you would like to improve?

- 1.
- 2.
- 3.
- 4.
- 5.

What are some specific goals for the internship year?

- 1.
- 2.
- 3.
- 4.
- 5.

How would you rate your ability to write an integrated testing report?

- Substantial supervision/remediation needed
- Close supervision needed
- Some supervision needed
- Little supervision required, mostly independent

What specific tests are you competent in administering and scoring?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

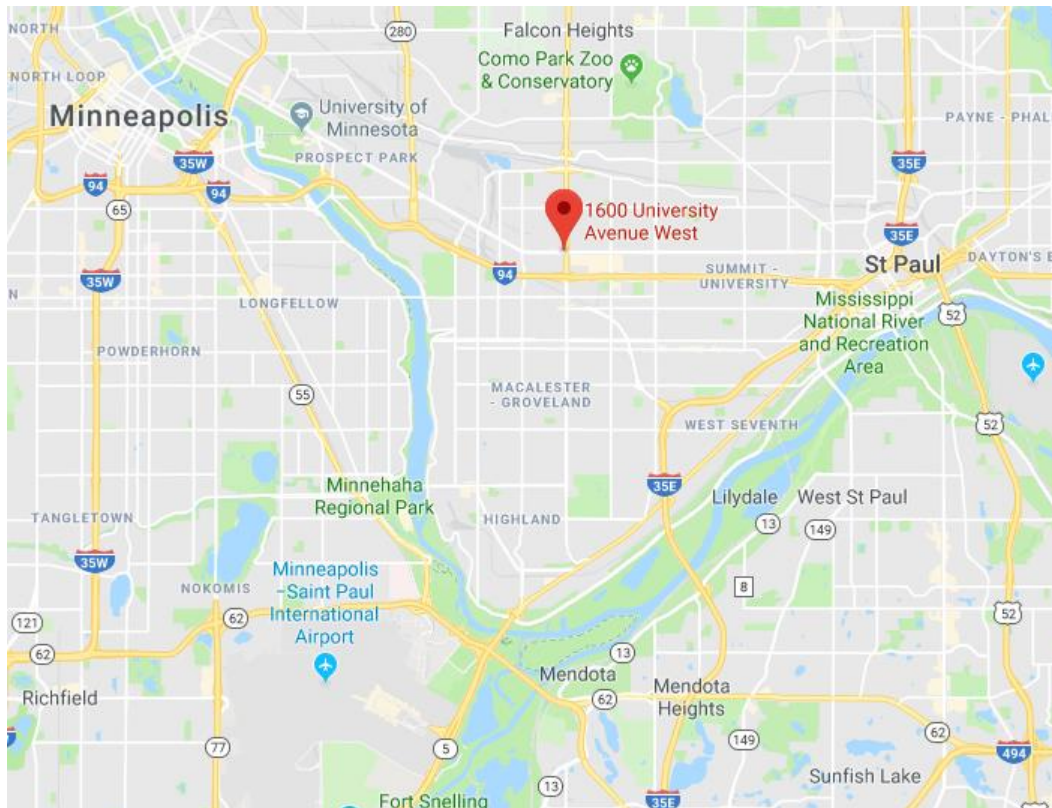
What else would you like your supervisor to know?

APPENDIX B

AGENCY LOCATIONS AND PRIMARY SITE

Natalis University Avenue (Primary Site)

*1600 University Ave West, Suite 12
St Paul, MN 55104*



Doctoral psychology intern Activities Conducted Here:

- Diagnostic Assessment
- Psychotherapy
- Psychological Evaluations
- Group Psychotherapy and DBT
- Supervision
- Administrative Duties

Professional Consultation Group Meetings

Private Office for Doctoral psychology intern Onsite: Yes

Natalis Woodbury

7582 Currell Blvd., Suite 208
Woodbury, MN 55125



APPENDIX C



TWIN CITIES
Psychology Training Program

DOCTORAL INTERN EVALUATION FORM

(Now completed online– Questions have not changed)

Profession Wide Competencies in Health Service Psychology Evaluation Assessment Form

Intern: _____

Supervisor: _____

Evaluation Period: _____ Date: _____

EVALUATION OF COMPETENCIES BASED ON:

_____ Direct Observation

_____ Review of Written Work

_____ Video-recording

_____ Discussion of Clinical

Interactions

_____ Audio-recording

_____ Comments from Other Staff

_____ Co-facilitated activity

_____ Other

COMPETENCY RATING SCALE DESCRIPTIONS

- CR** **Cannot Rate at this time due to insufficient data. Not applicable for this training experience/Not assessed during training experience**
- 0** **Not yet competent. Needs remedial work.**
- 1** **Not yet competent. Requires improvement for successful attainment of competency. Practicing at an entry level. Continued intensive supervision is needed.**
- 2** **Generally competent but with some inconsistency and room for growth. Practicing at an intermediate level. This skill should remain a focus of supervision.**
- 3** **Competent and consistent. Practicing at a high intermediate level. Occasional supervision may be needed.**
- 4** **Competent and an area of real strength. Practicing at an advanced level. Demonstrates skills comparable to independent practice at the licensure level.**

Profession Wide Competency	Rating
ETHICAL AND LEGAL STANDARDS	
1. Is knowledgeable of and acts in accordance with: <ul style="list-style-type: none"> a) APA Ethical Principles of Psychologists and Code of Conduct; b) Relevant laws, regulations, rules and policies governing health service psychology; and, c) Relevant professional standards and guidelines. 	
2. Recognizes ethical dilemmas and applies ethical decision-making processes, consulting as appropriate.	
3. Conducts self in an ethical manner in all professional activities.	
Additional Comments:	
INDIVIDUAL AND CULTURAL DIVERSITY	
4. Demonstrates understanding of how the intern's own personal/cultural history may affect how they interact with people different from themselves and seeks consultation if cultural bias or values interfere with a therapy relationship.	
5. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to diversity in all professional activities including research, training, supervision/consultation, and service.	
6. Is able to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. Can apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers including the ability to work effectively with individuals whose group membership, demographic characteristics or worldviews create conflict with their own.	
7. Demonstrates ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.	
8. Appreciates cultural context of clients and is responsive to diversity issues affecting the client, including intern's stimulus value.	
9. Demonstrates awareness and reflection about social justice and social advocacy roles.	
Additional Comments:	

PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS	
10. Demonstrates an ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.	
11. Independently applies knowledge in working effectively with the range of diverse individuals and groups.	
12. Behaves in ways that reflect the values and attitudes of psychology including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
13. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being and professional effectiveness.	
14. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	
15. Responds professionally in increasingly complex situations with a greater degree of independence over the course of training.	
16. Recognizes when one's own emotions are counterproductive to therapy (e.g., dealing with anger, termination, dependency) and acts appropriately.	
17. Identifies transference and counter-transference within relationships and seeks to resolve problems through consultation with supervisor.	
18. Effectively manages own stress	
19. . Appropriately manifests professional identity (attire, behavior, etc.).	
20. Appropriately self-reliant, assuming responsibility for increasing knowledge/skills in areas shown to be deficit.	
21. Timely and thorough in completion of paperwork and administrative tasks.	
Additional Comments:	

COMMUNICATION AND INTERPERSONAL SKILLS	
22. Develops and maintains effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, supervisees (if supervising), and those receiving services.	
23. Produces and comprehends oral, non-verbal, and written communications that are informative and well-integrated, demonstrating a thorough grasp of professional language and concepts.	
24. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	
25. Completes documentation clearly, concisely and in a timely way using communication strategies appropriate for relevant audiences.	
Additional Comments:	
EVIDENCE-BASED ASSESSMENT	
26. Selects and applies assessment methods that draw from empirical literature; collects relevant data using multiple sources and methods appropriate to identified goals and questions of assessment as well as diversity characteristics of the client.	
27. Interprets assessment results to inform case conceptualization, classification, and recommendations, showing sound judgment in stated conclusions.	
28. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
29. Effectively uses interview data to gather diagnostic information, relevant history and symptoms at intake.	
30. Demonstrates knowledge and ability to apply formal diagnostic categories.	
31. Selects multiple methods of evaluation as appropriate, appreciating strengths and limitations of methods, and being sensitive to issues of diversity and context.	
32. In crisis situations makes appropriate assessments of harm to self or others.	

33. Reviews agency outcome/symptom severity data to assess client functioning and to monitor outcomes.	
Additional Comments:	
EVIDENCE-BASED INTERVENTION	
34. Establishes and maintains effective relationships with clients.	
35. Develops evidence-based intervention plans specific to the service delivery goals.	
36. Implements interventions informed by psychological theory, current scientific literature, assessment findings, diversity characteristics and contextual variables.	
37. Demonstrates the ability to apply the relevant research literature to clinical decision-making.	
38. Modifies and adapts evidence-based approaches effectively when a clear evidence base is lacking.	
39. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	
40. Demonstrates the ability to independently apply their knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups tailored to the learning needs and opportunities consistent with the internships aims.	
41. Integrates relevant data (assessment, observation, history and individual differences) into meaningful/coherent conceptualizations and treatment plans.	
42. Accurately articulates diagnostic impressions, hypotheses, etc. taking into account contextual, social and diversity factors.	
43. Demonstrates accurate empathy.	
44. Thorough in exploration of issues relevant to the client.	
45. Helps client identify reasonable and attainable goals.	
46. Can use immediacy to facilitate in-session discovery.	
47. Uses confrontation appropriately.	

48. Skilled at identifying relevant non-verbal behavior and able to explore inconsistencies between non-verbal behavior and client self-report as needed.	
49. Recognizes when timing of intervention is interfering with treatment process.	
50. Understands and addresses process and interaction factors in therapy.	
51. Demonstrates and effectively delivers a broad array of intervention repertoire (e.g., role play, interpretation, behavioral skills, EBT's, etc.).	
52. Identifies problematic relationships and seeks to resolve problems appropriately.	
53. Effectively uses self in therapy.	
54. Demonstrates effective crisis management skills, including recognizing and managing special treatment circumstances.	
55. Appropriately accomplishes all treatment termination tasks, including making referrals and developing after-care plans when appropriate.	
Additional Comments:	
SUPERVISION	
56. Demonstrates knowledge of supervision models and practices	
57. Applies this knowledge in direct or simulated practice with psychology trainees, or other health professionals.	
58. Willing to self-disclose and/or explore a personal issue which effects counseling process.	
59. Initiates and takes responsibility for supervisory process.	
60. Receptive to feedback and able to integrate input in an effective and non-defensive manner.	
61. Engages in professional reflection about the relationship between self and supervisor and able to discuss issues as needed to enhance effectiveness of supervision process.	

62. Appreciation for the impact of diversity on the supervision process and can address as needed.	
Additional Comments:	
CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS	
63. Demonstrates knowledge and respect for the roles and perspectives of other professions.	
64. Applies this knowledge in direct or simulated consultation. (Direct or simulated practice examples include: role played consultation with others; peer consultation, provision of consultation to other trainees.)	
65. Actively seeks consultation when treating complex situations and working with unfamiliar symptoms.	
66. Engages effectively with other medical professionals in integrated behavioral healthcare settings.	
Additional Comments:	
RESEARCH	
67. Demonstrates appropriate knowledge, skills and attitudes to produce and disseminate scientific research.	
68. Incorporates appropriate understanding of scientific methods and findings in all professional roles.	
Additional Comments:	

Profession Wide Competency	Summary Rating
ETHICAL AND LEGAL STANDARDS	
INDIVIDUAL AND CULTURAL DIVERSITY	
PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS	
COMMUNICATION AND INTERPERSONAL SKILLS	
EVIDENCE-BASED ASSESSMENT	
EVIDENCE-BASED INTERVENTION	
SUPERVISION	
CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS	
RESEARCH	

SUPERVISOR COMMENTS

Summary of Strengths including recommendations for continued development:

Areas for Growth to Target for Improvement including recommendations:

Supervisor Signature

Date signed

Intern Signature

Date signed

APPENDIX D



TWIN CITIES
Psychology Training Program

EVALUATION OF SUPERVISION FORM

(Now completed online– Questions have not changed)

Doctoral Psychology Intern: _____

Supervisor: _____

Evaluation Period: _____ Date: _____

Evaluation is a collaborative process designed to facilitate growth, pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluation performance and also a vehicle for change.

Please use the following rating scale to identify how strongly you agree with each item, as it relates or describes your supervisor. For items that warrant additional comments, please provide feedback at the end of each section.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1	2	3	4	5

	Rating
--	---------------

SUPERVISION RELATIONSHIP	
<i>My supervisor:</i>	
Is empathic and genuine with me	
Provides a safe, supportive, and trusting learning environment	
Addresses cultural differences in our supervisory relationship	
Encourages my independent thinking and action	
Negotiates power differentials in supervision process	
Discusses our supervisory relationship	
Additional Comments:	
SUPERVISION PROCESS	
<i>My supervisor:</i>	
Accurately assesses my strengths and areas for growth	
Focuses appropriately on supervision content and process	
Provides me with relevant and constructive feedback	
Provides feedback in a supportive manner	
Encourages me to share my professional challenges	
Focuses on my feelings and thoughts	
Tracks progress of my training goals	
Helps me to achieve mutually developed training goals	
Helps me to refine my theoretical orientation and style	
Helps me to integrate theory into practice	
Works toward conflict resolution in constructive ways	
Helps me to understand how my culture influences the counseling process	
Encourages my feedback about the supervision process	
Uses my feedback to enhance the supervision experience	
Allows me to take appropriate responsibility for cases	
Additional Comments:	
PATIENT FOCUS	
<i>My supervisor:</i>	
Assists me with client case conceptualization	
Provides me with insights about client dynamics	
Gives perspectives on intern-client relationship and dynamics	
Helps me to understand cultural dynamics in the therapeutic process	
Offers general and specific suggestions for the therapeutic process	
Focuses on client feelings and thoughts	
Focuses on client process and content	
Addresses transference and countertransference issues	
Provides support with assessment and outcome interpretation	
Additional Comments:	
SUPERVISOR FOCUS	
<i>My supervisor:</i>	
Is prompt for supervision	

Provides uninterrupted supervisory time	
Is available for consultation between supervision sessions	
Appropriately self-discloses about personal and professional issues	
Integrates contextual, legal, and ethical perspectives into supervision process	
Articulates own theoretical orientation clearly	
Communicates ideas in a clear manner	
Encourages me to listen to and/or observe their work	
Recognizes own therapeutic limitations and refers accordingly	
Advocates for me in the training program and agency	
Helps me negotiate agency policies, practices, and politics	
Provides appropriate references, handouts, readings, and resources	
Explains criteria for my evaluation	
Is a professional role model	
Additional Comments:	

Please describe your supervisor’s strengths and aspects of supervision that were most helpful.

Please describe your supervisor’s limitations and aspects of supervision that were least helpful.

Supervisor Signature/Date

Intern Signature/Date

APPENDIX E



TWIN CITIES
Psychology Training Program

PROGRAM EVALUATION FORM

(Now completed online– Questions have not changed)

This is an evaluation of the internship program and your experience during the training year. Your opinions are valued and will be taken into consideration for future changes to the program in order to continually improve the quality of the education and training provided.

Doctoral Psychology Intern: _____

Supervisor(s): _____

Evaluation Period: _____ Date: _____

RATING SCALE DESCRIPTIONS

- | | |
|------------|-----------------------|
| 1 | Very Poor |
| 2 | Poor |
| 3 | Average |
| 4 | Above Average |
| 5 | Outstanding |
| N/A | Not Applicable |

	Rating
PROFESSIONAL ATMOSPHERE	
Adherence to APA ethical guidelines	
Commitment to serving the psychological needs of clients	
Active collaboration and cooperation between staff members	
Respect for, and use of, professionals from other disciplines	
Respect for human rights of clients and professionals	
Opportunity for professional development	
Commitment to science and profession of psychology	
Awareness of, and respect for, individual differences among clients and professionals	
TRAINING ATMOSPHERE	
Commitment to training	
Responsiveness of program to personal and individual training needs	
Accessibility of staff for supervision, consultation, and other training needs	
Breadth of experience	
Depth of experience	
Challenging program	
DIRECT SERVICES (Your own experiences)	
Brief individual counseling/psychotherapy	
Longer-term individual counseling/psychotherapy	
Family counseling/psychotherapy	
Group counseling/psychotherapy	
Intakes/Diagnostic Assessments	
Crisis Management/Interventions	
Assessment/Psychological Testing	
Case Management	
Consultation/Outreach	
Integrated Care	

Comments about Direct Services:

TRAINING RECEIVED (Your own experiences)	
Individual Supervision (Received)	
Individual Supervision (Given)	
Group Supervision	
Orientation	
Staff Meetings	
Seminars/Didactic Trainings	
Opportunities for continued education	
Emergency Team Meetings	

Comments about Training Received:

What are the strengths of this training program?

What are the limitations of this training program?

Any recommendations you might have for the training program:

APPENDIX F



NATALIS PSYCHOLOGY

Training Program

APPLICANT REVIEW FORM

(Now completed online through Microsoft Forms – Questions have not changed)

Applicant's Name: _____

University: _____

Degree: _____

Accredited Doctoral Program: Yes No

Reviewer's Name: _____

Date: _____

Convictions or disciplinary items noted? Yes No

Please use the following rating scale to rate the applicant on the items below.

Poor	Below Average	Average	Above Average	Exceptional
1	2	3	4	5

Letters/Samples/Essays	Rating
Cover Letter	
Letters of Reference (3)	
Sample Integrated Assessment Report – Redacted Appropriately	
Essay 1 – Autobiography	
Essay 2 – Theoretical Perspective	
Essay 3 - Diversity	
Essay 4 – Research	

Application Screening	Yes/No or # of Hours	Rating
Individual Hours – Adult		
Individual Hours – Child/Adolescent		
Individual - Total Hours		
Group Hours – Adult		
Group Hours – Child/Adolescents		
Group – Total Hours		
Family – Hours		
Couples – Hours		
Intake/Diagnostic Assessment – Hours		
Medical/Health Related Setting – Hours		
Substance Use – Hours		
Testing/Assessment – Hours		
Total Intervention and Assessment Hours		

Qualifying Exams Complete: Yes No

Dissertation Proposal Complete: Yes No

Dissertation Defense Complete: Yes No

Supervision of Other Students: Yes No

Number of Integrated Reports: Choose an item.

Experience with Diverse Populations: Little Moderate Extensive

Overall Fit for this Site: No Further Consideration Possible Fit Good Fit Perfect Fit

Additional Comments:

APPENDIX G
CERTIFICATE OF COMPLETION



APPENDIX H

2020 DOCTORAL PSYCHOLOGY INTERN ONBOARDING CHECKLIST

To be completed no later than September 23, 2020

Task	Doctoral psychology intern	By	Date
Assign Work Space - Woodbury			
Assign Work Space – other sites			
Email setup			
Voicemail setup			
Payroll Paperwork			
Liability Insurance			
Keys/Entry Procedures/Alarms - CPW			
Keys/Entry Procedures/Alarms – other locations			
Website Picture & Bio			
Discuss specialization tracks			
Schedule Individual Supervision			
Set schedule - client availability			
Finalize Specialize Tracks			
Scheduling Clients - Natalis			
Scheduling Clients – Peds clinics			
Client files & Documentation - Natalis			
Client files & Documentation – Peds locations			
Client Emergency Procedures - Natalis			
Client Emergency Procedures – Peds locations			
HIPAA Training			
EHR Training - Natalis			
EHR Training – Peds locations			
EHR Training – CPeds/CTMC			
Tour of all locations			
Training Manual Review - Acknowledgement			