

**Centra Doctoral Psychology Internship  
(CDPI)  
Training Manual**

## TABLE OF CONTENTS

Welcome to Centra Health	3
Centra Doctoral Psychology Internship Program	3
Aims	4
Training Objectives	4
Clinical Training Locations	6
Training Focus	7
Adult Focus	8
Child/Adolescent Focus	10
Sample Activity Hours Per Week	11
Intern Compensation, Benefits and Resources	11
Internship Administrative Organization	12
Supervision Requirements	14
Telesupervision Policy	15
Training Activities	16
Intern Selection and Academic Preparation Requirements Guidelines	17
Required Documentation for Employment with Centra and the CDPI program	18
Mandatory Pre-Placement Evaluation	18
Additional Employment Requirements	19
Evaluation Guidelines	21
Diversity and Non-Discrimination Guidelines	22
Due Process and Grievance Procedures	23
Communication and Records Maintenance Guidelines	28
Accreditation Status	29

## Welcome to Centra Health

Centra Health (Centra) is a regional nonprofit healthcare system based in Lynchburg, Virginia, serving over 500,000 people as the dominant provider of critical medical services in central and southern Virginia.

Centra's areas of care include Ambulatory Care, Brain & Spine Care, Cancer Care, Acute Care, Orthopedic Care, and Psychiatry & Behavioral Health.

Whether the needs are for children, adolescents, or adults and range from behavioral health, and mental illness to substance abuse, Centra offers an integrated system of inpatient, outpatient, crisis and residential treatment programs for psychiatric and behavioral health. Centra's Psychiatry & Behavioral health department consists of:

- Centra Medical Group (CMG) Piedmont Psychiatric Center (Outpatient Mental Health Services)
- Acute Psychiatric Inpatient (Virginia Baptist)
- Psychiatric Child & Adolescent Services
- Physical Medicine & Pain Management
- Bridges Treatment Center (Residential Child Services)
- Autism & Developmental Services
- emPATH (Emergency Psychiatric Assessment, Treatment and Healing)

For detailed information on Centra Health's key population and the results of the Community Health Needs Assessments for 2021-2024, please visit:

<https://www.centrahealth.com/community-resources/community-health#chna>

Centra's mission is to improve the health and quality of life for the communities we serve. Our vision is to pursue excellence, inspire hope and advance health and healing. Our standards of behavior are respect and kindness, excellence, stewardship, integrity, teamwork, and diversity/equity/inclusion.

### **Centra Doctoral Psychology Internship Program**

The aim of the Centra Doctoral Psychology Internship program (CDPI) is to educate the next generation of psychologists to provide high-quality psychological services for our community. By educating future psychologists, we focus on improving the health and quality of life for the community we serve locally, as well as globally. Centra supports the CDPI as this program aligns with the overall system mission of improving the health and quality of life for the communities we serve.

The Centra Doctoral Psychology Internship offers a one-year, full time comprehensive training opportunity for doctoral level clinical, counseling, or school psychology students. Potential opportunities for Post Doctoral Training are also available. CDPI currently offers 2 full-time internship positions, with interns choosing either the Adult or Child/Adolescent Focus. Interns are expected to work 40 hours per week between the hours of 7:30 am and 5 pm, Monday through Friday. No weekend or evening shifts are expected. Interns complete a total of 2000 hours over the course of the year with at least 500 of these hours being spent providing direct clinical services.

To ensure that interns entering the field are competently trained, CDPI provides a variety of opportunities to gain increased understanding in inpatient, outpatient, and residential services for children and/or adults. In addition, interns work alongside and receive support from a group of licensed mental health providers from a variety of specializations (Licensed Psychologists, Licensed Social Workers, Licensed Professional Counselors, Psychiatrists, Nurse Practitioners, Physician Assistants, etc.). We believe this opportunity to learn from and co-treat with other providers from different disciplines increases breadth of training and offers a more enriched experience for our interns, which ultimately results in increased benefits and positive outcomes for clients/patients.

### **Aims of CDPI**

Beyond our overarching aim of educating the next generation of psychologists to provide high-quality psychological services for our community, CDPI strives to achieve the following:

- To increase Centra Staff diversity (i.e., demographic, cultural, age, and expertise) and ultimately increase the number of professionals available to provide mental health assessment and treatment within our community and beyond.
- To increase competence areas of new providers to meet the needs of low incidence mental health challenges.
- To increase professional identity development and growth of existing mental health staff who provide supervision to interns by exposure to diversity and expertise offered by the interns.
- To provide the opportunity for collaboration with other mental health providers in order to co treat and learn from different disciplines, which increases the breadth of training and provides a more enriched experience for our interns and our existing staff, ultimately increases benefits and positive outcomes for clients/patients.
- To offer ongoing intensive educational seminars and support regarding specific topics related to provision of services to facilitate development of the Doctoral interns' professional identity.

### **Training Objectives**

CDPI provides training for interns that encompasses APA's nine Profession Wide Competencies. The following training objectives are met through direct client and agency interactions, supervision, and didactic training opportunities. Interns are formally evaluated on these nine competencies throughout their training year.

#### *Ethical and Legal Standards of Practice:*

Interns have opportunities to increase knowledge of current ethical and legal standards, while ensuring interns are knowledgeable of the current version of 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 to

maintain relevant professional standards and guidelines. Discussions regarding dilemmas and the application of ethical decision-making models take place during supervision and case discussion.

Research:

Interns have opportunities to critically evaluate and disseminate research or other scholarly activities through case discussions, reviews of intervention and assessment techniques, and during consultation regarding Best Practices with other health providers and clients.

Individual and Cultural Diversity:

Interns develop skills through opportunities to work with clients of different backgrounds, ethnicities, sexual orientation, gender identification, and religious beliefs with focus on developing insight into the intern's personal attributes and biases and how these may impact their practice of psychology.

Professional Values, Attitudes, and Behaviors:

Through direct clinical opportunities, within supervision, and as a member of the Central Behavioral Health team, Interns demonstrate professional values, attitudes and behaviors that reflect the values of psychology, which include integrity, deportment, professional identity, lifelong learning, altruism for others, and cultural humility, while supporting professional development through self-reflection.

Communications and Interpersonal Skills:

Interns improve professional communication skills, through opportunities to author written reports and provide verbal feedback. Interns demonstrate their ability to effectively build and maintain relationships through their work with the clients they serve, their coworkers, fellow interns, supervisors, and organizations.

Assessment:

Interns increase their depth in training in reliably assessing adaptive and dysfunctional behaviors using clinical procedures and standardized assessment protocols with focus on individual strengths, support systems, and general context in helping provide recommendations for treatment. Interns increase their knowledge in standard assessment protocols using empirical literature to consider psychometric properties and normative data in order to develop the most appropriate assessment approach focused on individual client needs. Interns utilize a multi-modal assessment protocol with consideration of individual differences and cultural diversity.

Intervention:

Interns treat a broad spectrum of mental health challenges for adults and/or children from diverse cultural, geographic, gender/sexual identities, socioeconomic, and ethnic backgrounds. Interns utilize assessment data to develop treatment plans specific to goals, implement interventions after consideration of scientific literature, clients' diversity characteristics, and contextual variables, and modify/adapt intervention strategies when clear treatment parameters are unknown. Interns monitor treatment effectiveness and adapt interventions as necessary.

Supervision:

Interns may have the opportunity to develop skills utilized within a supervision relationship

(including guidance, feedback) through supervision of practicum students or behavior technicians, as appropriate, and through role-play opportunities with other interns/learners. Additionally, Interns have the opportunity to receive supervision of their supervision relationship to develop their skills in this area.

Consultation and Interprofessional/Interdisciplinary Skills:

Interns function as a member of a diverse team of health care and mental health professionals while demonstrating knowledge and respect for the roles and perspectives of other professions. Interns apply consultation skills and models for practice to consult with clients, client families, or other health care providers or systems related to client's mental health to include other agencies, school systems, and family systems, as appropriate.

**Clinical Training Locations**

Training sites at Centra are located in Lynchburg, Virginia within various buildings/locations across the city and adjacent counties.

Centra's inpatient units are currently located in the historic Virginia Baptist Hospital, including the Mundy 3 (adult inpatient) and Krise 6 (child inpatient) units. Centra's community psychiatric hospital provides care to patients with various ethnic, socioeconomic, geographic, and mental health needs. Currently, both Krise 6 and Mundy 3 are located at Virginia Baptist Hospital. In the next few years, Centra will open a state-of-the-art inpatient unit for both adult and child clients in a new, conveniently located facility. The new Centra Behavioral Health Hospital will be a 75,000 square-foot, 72-bed hospital, providing inpatient services for adults and children struggling with mental health illnesses. The innovative design is focused on creating a therapeutic environment for healing, which will feature open spaces and spacious patient rooms, community areas, outside courtyards, and state-of-the-art clinical spaces to support the needs of patients and families.

The emPATH unit, which provides state-of-the-art crisis intervention for crisis stabilization focused on reducing stress, is located in the Emergency Department of Centra's Lynchburg General Hospital. The emPATH unit is based on a model of care that transitions patients away from the overwhelming environment of the emergency department. The environment within the emPATH unit is welcoming, which promotes calmness where clients can be assessed, observed, and receive individualized treatment planning during their crisis assessment. Centra is the first in Virginia and one of only approximately 100 emPATH units across the country, demonstrating a focus on innovative mental health care practices.

Piedmont Psychiatric Center (PPC) is Centra's outpatient psychiatric clinic where adults receive medication management and treatment. This office includes psychiatrists, licensed professional counselors, 4 licensed psychologists, social workers, nurse practitioners and physician assistants who all work collaboratively to provide assessment and treatment services to meet client individual needs. PPC is currently located in an outpatient office at the historic Virginia Baptist Hospital at 3300 Rivermont Avenue in Lynchburg.

Centra Autism and Developmental Center (CADS) is an outpatient clinic that provides developmental pediatric, psychiatric, psychological, counseling, occupational therapy, speech

therapy, and Applied Behavioral Analysis interventions for children, adolescents, and adults. In order to provide this broad range of services our CADS team includes Licensed Psychologist, Psychiatrists, Nurse Practitioner, Pediatricians, Developmental Pediatricians, BCBAs, Licensed Professional Counselors, Occupational Therapists and Speech Therapists. Clinicians provide evidence-based interventions for a variety of emotional and behavioral challenges among a highly diverse group of clients who present with a variety of comorbid mental health challenges, autism spectrum disorder, and low-incidence conditions. Support for adult caregivers is also offered through counseling and psychoeducation services. CADS is located at 693 Leesville Road in Lynchburg Virginia and shares a campus with Bridges Residential.

Bridges Treatment Center is a residential facility that serves children and adolescents who are unable to safely reside within the community. Residents often have complex diagnostic profiles including trauma, developmental delays/disorders, complicated birth history, and comorbid mental health challenges that result in highly dysregulated behavior. Residents are treated by multidisciplinary teams of psychiatrists, nurses, mental health counselors, and educators. Clinicians provide direct counseling, group counseling, and family therapy, and collaborate with placing agencies and local school systems as part of a comprehensive treatment plan for our residents. Bridges shares a campus with CADS. The campus includes playgrounds and outside green space for resident use.

Outpatient Primary Care and Specialty Clinic opportunities may also be available. Interns may have the opportunity to choose a specialty clinic or participate in training and clinical opportunities at Lynchburg Family Medicine Residency (LFMR) office or the Neurodevelopmental Clinic located within Centra's Pediatric Specialty Clinic

The LFMR program is a training department that includes medical residents and training faculty. The office is located at 2323 Memorial Avenue in Lynchburg and provides medical services and triages mental health support for clients across the age range. Within this setting, behavioral health providers work alongside medical providers to increase opportunities for management of both medical and emotional stress symptoms. In this setting, interns will provide both assessment and intervention across the lifespan with individuals and groups.

The Neurodevelopmental clinic is held each Thursday from 8AM to 4PM at Centra's Pediatric Specialty Clinic located on the 2<sup>nd</sup> Floor of the Krise Building at Virginia Baptist Hospital. The Neurodevelopmental team includes developmental pediatricians, pediatricians, pediatric physical therapists, and office support staff.

Centra has various other outpatient family medicine and specialty offices throughout the Lynchburg area which allow for easy access to diverse patient populations, which may be potential locations for interns to obtain experience. Interns are encouraged to share their interests and the CDPI Training Director will work to facilitate available opportunities.

### **Training Focus**

CDPI offers two internship training focus areas: Child/Adolescent and Adult. Centra's outpatient, inpatient, and residential placement options provide interns with opportunities to work with children, adolescents and/or adults struggling with a variety of mental health and

medical challenges. The specific focus areas serve to immerse interns in an area of specialization for treating a specific age group.

Interns select either the Child/Adolescent or Adult training focus for the year. Despite specific focus, all interns have the ability to obtain training and clinical skills with clients across the age range and have opportunities to work with clients in the Centra Autism and Developmental office.. Interns experience a variety of opportunities across inpatient and outpatient Centra clinics. To ensure a breadth of training in working with individuals across the lifespan, both focus areas include work within the Centra Autism Developmental Clinic and work on the emPATH unit, which serves adults, during their rotation on the inpatient unit. Additionally, within each Focus, interns have the opportunity to complete between 2 to 3 rotations, which provide opportunities to work within the following settings: inpatient, psychiatric outpatient, residential and primary care medical offices.

Once Matched with Centra, interns are asked to identify their rotations of interest for their chosen focus area. Final decisions regarding rotation order and placement are at the discretion of the Training Committee and based on intern strengths and client needs. Decisions regarding the rotation assignment calendar will be at discretion of the Training Director with input from the Training Committee.

### **Adult Focus**

Interns in the Adult focus complete two to three rotations in inpatient psychiatry/crisis stabilization and outpatient psychiatry. Interns can elect to complete a third rotation on units/departments specializing in family medicine, child/adolescent psychiatry outpatient, child psychiatry inpatient, or other specialty units depending upon current training opportunities.

### **REQUIRED ROTATIONS:**

#### **Adult Psychiatry Inpatient/emPATH Rotation**

Interns complete a combined 4-month rotation at emPATH and the Inpatient Adult Psychiatry on Mundy 3, to include opportunities with geriatric psychiatric clients. On the Mundy 3 unit, interns have the opportunity to practice diagnostic strategies to best understand symptom profiles through use of standardized assessments if warranted and structured clinical interview strategies. Interns may also provide direct individual and/or group counseling intervention with a focus on stabilization of mental health crisis and development of coping strategies for return to the community. In this inpatient psychiatric facility, interns practice as part of a multidisciplinary treatment team, consulting with medical providers, attending patient care meetings, and participating as an active member of the discharge planning team. Interns also gain familiarity with sociolegal issues, such as patient's rights, commitment laws, and confidentiality.

For up to 8 hours a week during their inpatient rotation, Interns join our team of providers at Emergency Psychiatric Assessment Treatment and Healing (emPATH), which is located at Lynchburg General Hospital's Emergency Department, to provide crisis intervention in a state-of-the-art facility designed to reduce stress and promote mental health. The emPATH unit provides treatment for a variety of individuals from throughout the south-central region of Virginia who are at high safety risk. The goal of this setting is to provide an opportunity for interns to further develop skills in crisis response and suicidality risk. Interns work alongside



their rotation supervisor and assist with intake assessments, help identify appropriate interventions, and help facilitate appropriate placement for those in their care.

#### Adult Psychiatric Outpatient Rotation:

Interns complete a rotation at Piedmont Psychiatric Center (PPC), Centra's outpatient psychiatric Adult outpatient clinic, and may also provide adult services at Centra's Autism and Developmental Services Office (CADS). Interns offer group and/or individual therapy with adults representing diverse backgrounds who are seeking treatment for mental health challenges at Piedmont Psychiatric Center or CADS. At PPC and CADS, interns complete adult psychological assessments for various mental health or developmental needs. This rotation may take place over the course of a 4- to 8-month block during the internship year.

OPTIONAL ROTATIONS (interns relay their interest in one of the following for a 3<sup>rd</sup> rotation lasting 4 to 8 months, potentially simultaneously with the Adult Psychiatric Outpatient Rotation):

#### Primary Care Outpatient Rotation:

Within primary care, at the Lynchburg Family Medicine Residency office, interns complete psychosocial, cognitive, neuropsychological assessments that focus on guiding medical treatment. Interns utilize motivational interviewing and other counseling interventions when meeting with patients to encourage health compliant behaviors in order to improve medical and mental health. Interns have the opportunity to support individuals across the lifespan addressing the intertwining of a patient's health and behavioral health concerns. Interns coordinate with primary care providers, social workers, community supports, and clinic administrative/medical staff. Opportunities to provide psychotherapy in a variety of modalities including individual, group and couples/family therapy are available as deemed appropriate by site supervisor.

#### Specialty Clinic:

Centra has various other outpatient family medicine and specialty offices throughout the Lynchburg area which allow for easy access to diverse patient populations, which may be potential locations for interns to obtain experience. Interns are encouraged to share their interests during the interview and the CDPI Training Director will discuss current available opportunities or work to facilitate available opportunities.

Child/Adolescent Rotations: Adult focus interns may also choose to complete a Child/Adolescent Focus rotation from the following options (see descriptions in the Child/Adolescent Focus section below) at the discretion of the CDPI training supervisor who will determine preparedness for work within these settings:

- Centra Autism and Developmental Clinic (focusing on providing intervention and assessment to those under 18 years of age)
- Bridges Residential Facility
- Child Inpatient Unit- Krise 6

#### **Training goals of the adult focus include:**

- to learn diagnostic interviewing and increase assessment planning skills.
- to accurately identify appropriate assessment protocols and carry out assessment with strong interpretation skills (both oral and written reporting)

- to utilize the range of evidence-based and evidence-supported therapeutic options available in that setting.
- to function as an integral member of a multidisciplinary assessment and/or treatment team.
- to express logically and concisely (both verbally and in writing) relevant history, formulation, recommendations, and treatment progress.
- to utilize the literature and gain familiarity with medical issues relevant to psychiatric disorders, such as pharmacotherapy, ECT, and co-existing medical illnesses.
- to gain familiarity with sociolegal issues, such as patient's rights, commitment laws, and confidentiality.

### **Child/Adolescent Focus**

Interns in the Child/Adolescent focus complete an 8-month rotation at Centra Autism and Developmental Clinic (CADS) and Bridges Treatment Center and a 4-month rotation on the inpatient Krise 6 unit, which includes weekly hours on the emPATH unit, gaining valuable experience with risk assessment and hospitalization decisions.

#### **Centra Autism and Developmental Clinic and Bridges Treatment Center Rotation**

At the Centra Autism and Developmental Clinic, interns work alongside the multi-disciplinary team to create shared goals for individual and group treatment. There is ample opportunity to observe other clinicians providing treatment, including exposure to methods utilized by ABA Therapists, Occupational Therapists, and Speech Therapists. Interns consult with fellow psychologists, developmental pediatricians, mental health counselors, psychiatrists, and nurse practitioners. Interns complete intake clinical interviews using structured interview protocols. Interns then choose and administer appropriate intellectual, personality, neuropsychological, autism specific, academic, and social emotional measures to better understand the clients' cognitive abilities, language capacity, adaptive functioning skills, and social/emotional needs. Interns have the opportunity to provide counseling (group and individual) with specific focus on the development of skills. In their intervention work and treatment planning for individual clients, interns have the potential for school-based consultation, and community-based consultations.

As a member of the Bridges team, interns have the opportunity to work closely with staff to provide ongoing treatment for children/adolescents placed within this long-term residential facility. Children and adolescents admitted to Bridges present with complicated histories, complex trauma, and are unable to reside within the community. During their 8-month rotation at Bridges, Interns are assigned at least four residents to whom they complete a full intake and comprehensive psychological evaluation to include educational assessment and intervention design as deemed necessary by the medical director. Interns have the opportunity to attend ongoing staffing meetings, which include close collaboration with community agencies and local school systems. Interns also have the chance to provide evidence-based interventions during individual and group counseling sessions, which focus on specific skill development.

#### ***Optional Neurodevelopmental Clinic***

Interns may have the opportunity to choose to join the Neurodevelopmental team, which includes developmental pediatricians, pediatricians, pediatric physical therapists and other specialists. During this optional rotation, interns have the opportunity to observe medical providers assessing high risk infants and toddlers who have neurological challenges, complex medical needs, and complex birth histories. Interns assist with psychoeducation/parent training and assessment of development and autistic traits as appropriate.

#### Child/Adolescent Inpatient Unit- Krise 6 and emPATH Rotation

The role of the Intern is to evaluate and treat children/adolescents with diverse mental health needs, ability levels, and socioeconomic representation. During their rotation on Krise 6, interns will participate in daily interdisciplinary treatment team meetings and are facilitators of group or family sessions focused on providing evidenced based interventions. Interns obtain skills in consultation regarding assessment of safety in teens who present after a suicide attempt, experience in conducting mental status evaluations, intensive diagnostic evaluation, and treatment of children on the unit.

For up to 8 hours a week during their inpatient rotation, Interns join our team of providers at Emergency Psychiatric Assessment Treatment and Healing (emPATH), which is located at Lynchburg General Hospital's Emergency Department, to provide crisis intervention in a state-of-the-art facility designed to reduce stress and promote mental health. The emPATH unit provides treatment for a variety of individuals from throughout the south-central region of Virginia who are at high safety risk. The goal of this setting is to provide an opportunity for interns to further develop skills in crisis response and suicidality risk. Within this setting interns work with adult clients. Interns work alongside their rotation supervisor and assist with intake assessments, help identify appropriate interventions, and help facilitate appropriate placement for those in their care.

#### **Training goals of the Child/Adolescent Focus include:**

- to learn diagnostic interviewing strategies with children and/or their guardians.
- to appropriately plan and execute formal psychological assessment plans with strong focus on developmental skill areas.
- to obtain insight into community and family-based treatment options,
- to identify and execute evidence-based and evidence-supported therapeutic options available.
- to function as a member of a multidisciplinary assessment and/or treatment team.
- to express logically and concisely (both verbally and in writing) relevant history, results of data, recommendations, and treatment progress.
- to increase understanding of complex interaction between comorbid mental health and medical/developmental challenges.
- to gain insight into the impact of education, community support, and family dynamics in the mental health of the child.
- to develop consultation skills with school staff.

#### **Sample Activity Hours Per Week:**

Direct Clinical (intervention, assessment, etc.) – 17-20 hours

Supervision of a practicum trainee - 1 hour  
Individual Supervision with Primary Supervisor – 2 hours  
Rotation Supervision – 1 hour  
Group Supervision – 1 hour  
Didactic Training – 2-3 hours  
Documentation/Administrative time –12-16 hours

## **Intern Compensation, Benefits and Resources**

### **Stipend**

The annual stipend for all interns at Centra Behavioral Health Doctoral Internship Program (CDPI) is \$36,520. Interns will receive direct deposit payments monthly for the 12-month contract. Intern stipends are subject to federal and state tax withholdings.

### **Benefits**

As employees of Centra Behavioral Health Doctoral Internship Program (CDPI), interns receive the following:

1. comprehensive health benefits which include medical, dental, and vision
2. 22 days of accrued Paid Time Off (PTO), which accrues and can be utilized to cover clinic closures on holidays, weather, illness, and planned vacation days.

As an employee of Centra, Interns also have access to the Employee Assistance Program, Employee Wellness Programs, and various employee discount benefits which are summarized at [centrahealthperks.com](http://centrahealthperks.com).

Questions regarding specific benefits packages can be directed to Centra’s Human Resources department at [HR.Help@centrahealth.com](mailto:HR.Help@centrahealth.com) or 434-200-5555.

### **Procedures for Time off:**

Interns should submit requests for time off to the CDPI Training Director’s office at least two weeks in advance of any anticipated leave date(s). Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Interns are responsible for following Centra Policy regarding approving time cards in a timely manner.

Sick leave must be communicated to the intern’s primary supervisor and relevant clinic manager for current rotation as soon as the intern is physically able to do so.

The CDPI Training Director and Supervisors are available for any questions related to time off.

### **Resource Summary:**

CDPI interns have access to numerous resources. All interns are provided with the following:

- individual office space
- a desk

- laptop computer
- access to printers
- access to software
- ID badges
- basic office supplies
- client scheduling support
- IT support

Intervention manuals, assessment materials, other training materials, and access to the DSM 5 and ICD-10 are provided by CDPI. Interns have access to both traditional and online assessment tools and scoring programs. Additional materials that may be needed may be purchased using internship funding with Training Director approval.

### **Internship Administrative Organization**

The Internship is organized and implemented by Licensed Clinical Psychologists within the Behavioral Health Division of Centra. The Supervising Psychologists and the members of the interprofessional teams also work together to provide both adult and child/adolescent focused training.

#### **Training Director- Dr. Emily Bradshaw**

A dedicated Training Director position is identified within Centra and this licensed Clinical Psychologist functions as the administrator for the Internship Program. The Training Director is a full-time position, with duties divided between the internship program and direct client care. Allowing ample time for the Training Director to provide administrative duties for the internship program and ongoing weekly supervision and monthly didactic opportunities, clinical productivity expectations are reduced. The Training Director works in collaboration with the Centra leadership team to develop programs for the behavioral health service line, improve processes, and expand programs with a focus on the role of psychology in the interdisciplinary process. The Training Director collaborates with the clinic/site directors to ensure that quality of care, access to care, and sustainability is achieved. The Training Director is responsible for identifying and training clinic level supervisors to provide weekly supervision for interns within that rotation. The Training Director provides ongoing support and oversight of supervision and intern professional competencies by supporting basic needs and ensuring interns receive at least 4 hours of total weekly supervision. The Training Director develops rotation schedules to give interns exposure to a variety of clinics within Centra Health. The Training Director ensures that site supervisors provide at least 1 hour of weekly rotation supervision in individual or group format. The Training Director also develops a training calendar in collaboration with Centra staff and current interns to promote growth and knowledge across a variety of meaningful topics.

#### **Intern Supervisors**

Licensed Clinical Psychologists at Centra provide weekly individual and group supervision to interns and provide backup support to one another to cover supervision during any absences. In order to support the continued availability of knowledgeable supervisors, Centra offers compensation and/or lower productivity expectations to allow for ample opportunities for the Licensed Psychologists to engage in support of the interns.

**Dr. Emily Bradshaw (she/her), Licensed Clinical Psychologist and Licensed School Psychologist**

**CDPI Training Director**

Dr. Emily Bradshaw (she/her) holds dual licenses with the Virginia Department of Health in both Clinical Psychology and School Psychology. She is a Nationally Certified School Psychologist. Dr. Bradshaw received her PhD from North Carolina State with specialization in School Psychology and worked for several years as a school psychologist in urban, suburban and rural areas, as well as the correctional system in Virginia. Dr. Bradshaw has expertise in psychological assessment including neuropsychological screening and autism evaluations. Dr. Bradshaw completed her post-doctoral training providing risk assessments for violence toward others within a large school district. Dr. Bradshaw joined Centra in 2015. With focus and specialization in child psychiatric assessment and treatment, Dr. Bradshaw is the psychologist assigned to Bridges Residential and Centra's Autism and Developmental Services Program. Dr. Bradshaw has recently authored a chapter focused on differential diagnosis of Disruptive Mood disorder. Dr. Bradshaw specializes in working with neurodiverse individuals who often represent LGBTQ+ community. In addition to Training Director, Dr. Bradshaw is also a primary intern supervisor and provides weekly supervision for interns assigned to her.

**Dr. Robert Sitler (he/him), Licensed Clinical Psychologist  
Staff Psychologist**

Robert "Bob" Sitler, Ph.D. is a clinical psychologist licensed in Virginia since 1995. Dr. Sitler received his B.A. from Wheaton College, and his M.A. and Ph.D. from the University of Arkansas. His internship was at Malcolm Bliss in St. Louis. Since joining Centra in 1992, Dr. Sitler has served primarily on the Child and Adolescent Inpatient Unit. His professional responsibilities and interests involve mood disorders, suicidality, trauma, and group and family therapies. His psychological assessments have focused on the referral questions most common to this setting, diagnoses, risk and level of self-harm, crisis interventions, and post-discharge recommendations. Dr. Sitler joined the Piedmont Psychiatric Center in 2021, often following his patients from the Child and Adolescent Unit, but also serving more frequently as a generalist. In this setting, treatment includes diverse concerns such as mood and anxiety disorders, emotional regulation, relationship and communication issues, and issues related to aging. For the future, Dr. Sitler looks forward to helping develop a first-rate internship program for doctorate students. He is also interested in pursuing research on the Attempted Suicide Short Intervention Program (ASSIP) and investigating the field of performance and sports psychology. Dr. Robert Sitler also provides primary supervision to CDPI interns.

**Training Committee**

The CDPI Training Committee is comprised of Dr. Emily Bradshaw, the Training Director, who is a Licensed Clinical and Licensed School Psychologist, and Dr. Bob Sitler, who is a Licensed Clinical Psychologist who conducts direct supervision of interns and other mental health providers. The Training Committee also includes professionals representing diverse specialties including psychiatry, pediatrics, counseling, and social work. Dr. Jan Deeds (she/her), Licensed Professional Counselor, Dr. Hillary Walsh (she/her), Licensed Professional Counselor, and Ashley Butts she/her), Licensed Clinical Social Worker provide supervision on specific rotations.

Additionally, the Committee includes Crystal Collette (she/her) who is a Board-Certified Behavior Analyst (BCBA) provider and a hospital administrator who offers expertise regarding Centra Policies and Procedures and has good working knowledge of employment policy.

These individuals provide oversight of the planning and implementation of the internship program. They also provide direct support at individual rotation sites, where these providers support intern development through consultation and ongoing availability. This Committee functions together to review applications, provide robust training opportunities, and oversee all aspects of the program. This team of clinicians also assists with providing ongoing support for didactic learning opportunities and responds to grievances and due process issues as outlined in the policy section of this manual.

### **Supervision Requirements**

Supervisors are highly important to the intern experience at Centra. Supervisors provide instruction, feedback, and role modeling with a strong focus on facilitating the growth of professional competencies. Supervisors collaborate with interns at the onset, and throughout the internship, to monitor professional skill development and the interns' personal goals. As supervisors maintain ongoing active client caseloads of their own, interns have frequent opportunity to work alongside these experienced staff members. As the intern begins, supervision may be quite intensive with frequent direct observation of skills. As the intern develops and grows, they are afforded the ability to become more autonomous, with increases in professional responsibility. Supervisors oversee and sign off on all written records produced by the intern, including psychological, developmental, and Functional Behavioral Assessment/ Behavioral Intervention Plan reports, as well as counseling notes in the medical care record system. The supervisor arranges for appropriate back-up supervision in the event of an absence. The intern has the opportunity to provide feedback throughout the internship year regarding the supervision process.

All interns receive at least four hours of supervision each week throughout the year. Interns receive a minimum of two hours of individual face-to-face supervision each week from a doctoral-level Licensed Psychologist, who is their Primary Supervisor assigned for the duration of the year. Primary supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals. Interns also receive one hour per week of Rotation Supervision, which may be either individual or group. Rotation Supervisors are licensed mental health professionals who maintain professional responsibility for the interns' cases. Supervision oversight may include the following: reviewing/signing case notes, reviewing/signing psychological reports, staffing of cases during supervision, direct observation, etc. Additionally, interns receive one hour of group supervision each week from a Licensed Psychologist, which will address professional development, supervision of supervision, etc. To provide a well-rounded training experience that encompasses a variety of expertise and perspectives, all interns receive supervision from at least two doctoral-level Licensed Clinical Psychologist over the course of the year. Interns have access to consultation and supervision at all times during which they provide clinical services. Contact information for all supervisors is provided to interns at the beginning of the year and is available via the CDPI shared drive. All supervisors are appropriately credentialed for their role in the program.

## Telesupervision Policy

While strong efforts are made for face-to-face, in-person supervision with interns, there may be times that telesupervision is necessary for both group and individual supervision. Interns and their primary supervisors establish the expectation for in-person or telesupervision at the outset of the supervisory relationship based on distance between sites to reduce the burden on interns to travel during the workday. However, supervisors ensure that in-person supervision occurs at least once per month to maintain a strong supervisory alliance. Location of group supervision is negotiated similarly between the supervisor and interns depending on the different locations of intern rotations throughout the year. However, to maintain strong cohort cohesion, group supervision is held in person at least once per month. Telesupervision may also be utilized in place of in-person supervision for emergencies such as pandemics, staff/intern illness, or weather-related challenges.

The use of videoconference technology for supervisory experiences is consistent with CDPI's training aim as CDPI places a strong training emphasis on access to behavioral healthcare, which often includes the use of telehealth services. Additionally, CDPI places high value on cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings, particularly when interns are dispersed across separate rotation sites. CDPI recognizes the importance of supervisory relationships. Interns receive supervision from primary supervisors, rotation supervisors, and different members of the CDPI Training Committee throughout the year in order to experience a breadth of supervisory relationships and supervision modalities. It is expected that the foundation for these supervisory relationships is cultivated initially during CDPI's orientation, such that interns have formed relationships with the entire Training Committee prior to engaging in telesupervision when it occurs. Interns are asked to give feedback on their experiences with telesupervision in the Program and Supervisor Evaluations they complete each quarter to ensure that supervision in this format adequately meets their needs.

For all clinical cases discussed during telesupervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all CDPI supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

When telesupervision is used, interns and their rotation or primary supervisor meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. All interns participate in an introduction to telesupervision during the internship orientation and are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year. Additionally, all supervisors participate in an annual telesupervision training during the end-of-year supervisor meeting. All CDPI videoconferencing occurs over a secure network using site-administered videoconferencing technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all trainees. It is important all interns have access to telesupervision, and the Training Committee is committed to ensuring this is possible without burden to the intern. Interns who may not have access to the technology required to participate in telesupervision should meet with



the Training Director or their primary supervisor to implement any supports necessary to access telesupervision. Technical difficulties that arise during telesupervision and cannot be resolved on site are directed to the Office of Information Technology (OIT) Help Desk.

## **Training Activities**

### **Intern Orientation**

At the onset of the internship program, interns are onboarded through Centra's Human Resources department and attend in person and/or online classes to support their understanding of Centra wide policies and procedures. An orientation is also provided which introduces interns to the Training Committee and provides specific information regarding the role of interns and their rotations during internship. The training manual and CDPI policies are reviewed and discussed. Additional training to ensure baseline skills in assessment is also provided. The Training Director plans shadowing opportunities and seminars to facilitate the intern's adjustment and comfort with each clinic rotation setting to take place during orientation.

### **Intern Didactics**

In addition to the four hours of weekly supervision, interns attend at least 8 hours of monthly didactic sessions that are facilitated by the supervising team of psychologists, as well as by mental health and medical providers representing a diverse training background, including occasional guest speakers. The 8 hours of training are divided into weekly sessions averaging 2 hours a week of education. While didactic trainings are developed at the intern-level of training, Centra staff may choose to attend to learn about some topics of interest. While interns are assigned to the adult or child/adolescent Focus for direct clinical service opportunities, the multidisciplinary didactics cover a wide array of topics that contribute to development in both child/adolescent and adult clinical competencies. The calendar of didactic training for the year includes specific presentations by providers with a diverse range of clinical expertise, as well as group study/discussion of professional literature/resources. Opportunities for special interest topics and Intern Book Club or psychological documentary discussion may also be available at intern request or at the Training Director's discretion to provide well-rounded ongoing didactic training opportunities. As a training program, CDPI's Training Committee views training opportunities as vital to skill development and professional identity development, and therefore, time is allotted for these didactic sessions, and they are never canceled to cater to service demands.

### **Additional Training Opportunities**

Interns have the opportunity to attend monthly Behavioral Health staff meetings along with all clinical providers to discuss emerging issues and policy changes within the Behavioral Health department. Interns also have opportunities to join staff meetings within their individual rotations in order to collaborate with their colleagues and maintain awareness of changes that may impact clinical care or provide guidance for professional expectations while working within those teams.

As deemed appropriate by the Training Director and Clinical Supervision Team, interns may have the opportunity to attend conferences and workshops external to Centra as well, including conferences and workshops provided by other agencies.

## Intern Selection and Academic Preparation Requirements Guidelines

### Application Process

Centra Doctoral Psychology Internship (CDPI) currently offers 2 full-time internship positions, with a focus in either Child/Adolescent or Adult. Interns are asked to specify their preference of focus area in their application cover letter. Students interested in applying for the internship program are encouraged to review the program's website, which includes a link to download the Training Manual. Students may also contact Dr. Emily Bradshaw at [Emily.bradshaw@centrahealth.com](mailto:Emily.bradshaw@centrahealth.com) to receive a copy of the manual and information regarding the internship. All application materials must be received by December 1 in order to be considered.

A complete application consists of the following materials:

- 1) A completed online AAPI
- 2) Cover letter (as part of AAPI) with preference noted for either adult or child/adolescent focus.
- 3) A current Curriculum Vitae (as part of AAPI)
- 4) Three Standard Reference Forms (SRF), two of which must be from people who have directly supervised your clinical work (as part of AAPI). Please submit no more than three SRFs.
- 5) Official transcripts of all graduate coursework
- 6) A deidentified assessment report

### Application Screening and Interview Processes

Applicants are required to demonstrate current enrollment and good standing in a doctoral program with completion of formal academic coursework. Applicants are required to have completed their doctoral level training necessary to start internship, including appropriately supervised experiential training in professional skills outside of the classroom setting. Intern applicants are required to have diverse training in child and/or adult assessment and treatment that is appropriate for the track they have chosen. CDPI will base its selection process on the entire application package noted above; however, applicants who have met the following qualifications prior to beginning internship will be considered preferred:

- 1) 500 intervention hours are preferred, however, consideration of fewer hours secondary to limited access to training opportunities during the COVID-19 pandemic will be considered;
- 2) 50 assessment hours are preferred, however, consideration of fewer hours secondary to limited access to training opportunities during the COVID-19 pandemic will be considered;
- 3) Dissertation proposal defended;
- 4) Some experience or special interest in working with diverse populations;
- 5) Practicum experience in psychological assessment of children and/or adults; and
- 6) Preference will be given to students from APA accredited doctoral programs.

All applications are reviewed by CDPI's Training Committee using the CDPI Applicant Application Review form and evaluated for potential goodness of fit with the CDPI program. The Training Committee meets to determine which applicants to invite for interviews based upon

the results of this review process. Applicants are notified whether they have received an interview by email on or before December 15th. Interviews are scheduled in January on a first come, first served basis. Interviews take place via videoconference with members from the Training Committee. 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.

### **Required Documentation for Employment with Centra and the CDPI program**

Centra's Human Resources will facilitate the onboarding of Centra Interns. Human Resources staff will forward instructions for onboarding to Matched interns. Human Resources staff will provide information for all required information/documentation and completing the background check, drug screen, and TB screening during July to all who Match. All interns who Match to CDPI must provide proof of U.S. citizenship. CDPI cannot accommodate international students at this time.

All matched interns must successfully pass a social security trace, criminal background screen, national sex offender check, exclusion check, education verification, and state police and fingerprints check before beginning employment. A history of a felony or misdemeanor may result in a "fail" in this review process and prevent the intern from working at CDPI.

### **Mandatory Pre-Placement Evaluation**

Centra Human Resources staff facilitate the Pre-Placement Evaluation which has two parts: 1) Pre-Placement Health Screen and 2) Drug Screen. Both parts must be completed prior to the start of employment and within the Employee Health designated time frames. Interns typically are contacted within the month prior to their start date.

Mandatory PRE-PLACEMENT HEALTH SCREEN includes the following:

- Personal health history
- Tuberculosis screening: Successful completion of the Tuberculosis Screening Questionnaire and a negative QuantiFERON Gold (QFT) or chest x-ray result (unless an employee can provide documentation of 2 negative PPD test results, or 1 negative QFT within the previous 12 months or 1 negative chest x-ray within the previous 2 years). Ongoing annual Tuberculosis screening is required for all Centra employees for those interns who remain for Post Doctorate placements.
- Immunization status review and needs assessment (Mumps, Rubeola, Rubella, Varicella, TDAP, Influenza and Hepatitis B) as recommended by OSHA guidelines. For those without documented proof of immunity, MMR and Varicella titers will be drawn on all new hires. In addition, Hepatitis B titers will be obtained on all new hires who will have direct patient care contact and/or those who encounter patient blood and body fluids. Following immunization education, a signed declination will be obtained from the employee should he/she decline further immunizations (MMR, Varicella, Hep B and TDAP).
- New hire completion of the Hepatitis B Declination and Deemed Consent Forms

- All health records, immunization records, influenza records, recent labs and x-ray reports need to be sent to Employee Health in advance or accompany the employee when reporting for their pre-placement health evaluation.
- Medical clearance as deemed necessary.
- Additional health screenings as deemed necessary.

If the mandatory health screening is not successfully passed in this review process, the intern will be excluded from working at CDPI. Health screenings are performed to establish employee health baselines, monitor employee health status, promote employee health and safety and meet OSHA and Joint Commission requirements.

Mandatory Pre-Placement Drug Screen includes the following:

Centra is a drug- and tobacco-free workplace. All interns must pass a drug screen prior to being employed by Centra. Marijuana is legal in the state of Virginia and would not cause an intern to fail the drug screen. If any prohibited drug shows up on the Drug Screen, results are sent for a review and valid prescriptions are considered.

### **Additional Employment Requirements**

Centra Vaccine Requirements:

All Workforce members are required to be Fully Vaccinated against Influenza, or to have been granted a qualifying exemption, as outlined below. Influenza vaccines are available free of charge to CDPI interns & employees. The immunization program is coordinated by the Employee Care Services. Information is distributed via multiple avenues to announce the immunization schedules. These dates may vary based upon vaccine availability. Vaccine recipients are required to read the Vaccine Information Sheet (“VIS”) for Influenza as prepared by the Centers for Disease Control (“CDC”) and must sign a consent form before receiving the vaccine.

Proof of immunization administered elsewhere is acceptable. Faxes and scanned email documentation will be accepted. Supporting documentation for the Primary Vaccination Series and any boosters should be submitted by the intern as instructed. Centra is committed to providing a safe, inclusive, and supportive experience for all workers and will recognize, as required by applicable Federal law, medical contraindications to vaccination (a “Medical Exemption”), as well as Workforce members’ observance of their sincerely held religious beliefs (a “Religious Exemption”), as they specifically pertain to the Influenza vaccine. Employees seeking an exemption from the Influenza immunization will need to submit the appropriate exemption form, indicating their reason(s) for requesting such an exemption. If an exemption is granted, these individuals will be required to always wear a Facemask while on Centra campuses.

For a Medical Exemption to be granted, Centra must have the following documentation for the Workforce member seeking the exemption:

- Documentation containing all information specifying which of the authorized vaccines are clinically contraindicated for the Workforce member to receive and the recognized clinical reasons for the contraindications; and

- All contraindications to the vaccination and support for the Medical Exemption request must be (1) signed and dated by a licensed practitioner who is not the individual requesting the Medical Exemption and who is acting within their scope of practice; and (2) include a statement by the authenticating practitioner recommending that the Workforce member be exempted from the vaccination based on the recognized clinical contraindications. All exemption requests made by employed Workforce members will be considered, but approval is not guaranteed. All exemptions are temporary and must be renewed upon expiration. Religious Exemptions must be renewed annually, and Medical Exemptions must be renewed every two (2) years. Workforce members will be notified in writing about the decision regarding their exemption request.

Note: The CMS healthcare mandate for COVID-19 vaccination has been withdrawn and Centra, like many other healthcare systems, will no longer require the COVID-19 vaccination and subsequent boosters, as a condition of employment, effective August 4, 2023. While COVID vaccination is no longer mandatory, we want to strongly emphasize the importance of getting vaccinated against COVID-19 and other illnesses to protect yourself, your colleagues, and our patients. Vaccination remains one of the most effective measures available to prevent illness. By getting vaccinated, you play an integral role in safeguarding the health and wellbeing of yourself and others.

### **Intern Acceptance Responsibilities**

CDPI Interns will complete an onboarding process with Centra Human Resources Department prior to beginning clinical work at their site. As a Centra Employee and as a future psychologist, ethical expectations for the treatment of clients and fellow staff members are stringently outlined within Centra Policies and Interns will agree to comply with those expectations. CDPI interns must also be aware of and agree to comply with Centra Health's Policy regarding LGBT Patients and uphold ethical standards to support Patient Rights. Questions regarding any part of the selection process or CDPI's academic preparation requirements may be directed to the CDPI Training Director at 434-200-5750 or [Emily.bradshaw@centrahealth.com](mailto:Emily.bradshaw@centrahealth.com)

Instructions for providing mandatory information or completing the background check, drug screen, and TB screening will be sent out to all who match during the month prior to the start date. All interns who match to CDPI must provide required documents before beginning employment.

### **Evaluation Guidelines**

#### **Intern Evaluation**

The Centra Doctoral Psychology Internship (CDPI) program requires that interns demonstrate minimum levels of achievement across all nine professional wide competencies and training elements. Interns are evaluated at the completion of each quarter (4 times per year). Evaluations use a standard rating form, which includes comment spaces for supervisors to include specific written feedback regarding the interns' performance and progress. The evaluation form includes information about the interns' performance regarding all of CDPI's expected training competencies and the related training elements. Each evaluation is based, in part, on direct observation by their rotation and/or primary supervisors. Both primary and rotation (when intern is placed in a different setting from their primary supervisor) supervisors will provide feedback every

three months for a total of four times per year. Their rotation supervisors will provide feedback on the Intern Evaluation form and submit to the Intern's primary supervisor. The Primary supervisor seeks out any additional information from the rotation supervisor regarding Intern's performance at that site and works collaboratively to complete the evaluation and provides feedback to the intern during individual supervision. The rating scale for each evaluation is a 5-point scale, with the following rating values:

- 1) **Limited:** Development in this competency is needed. Despite frequent review and focused feedback in supervision, growth in this competency is not evident. Development in this competency remains lacking. At the end of the training year, this level represents continued limited proficiency with the skill, still requiring a significant portion of supervision and inability to function independently.
- 2) **Below Expected Level:** Competency appears newer for intern and the development of foundational skills with frequent review is the focus of supervision. At the end of the training year, this level represents a need for continued required supervision and a lack of entry-level competence.
- 3) **At Expected Level:** Foundation of skills present, but competency development is still an integral part of supervision at the midpoint of the year. At the end of the training year, this level represents readiness for entry into the profession at the level of an independent practitioner or a post-doctoral resident, dependent upon the individual intern.
- 4) **Above Expected Level:** Competency demonstrated in the majority of settings with ongoing focus and discussion in supervision at the midpoint of the year. At the end of the training year, this level represents both competency in the skill and a level of maturity/ability that is expected of someone 2-5 years out of training.
- 5) **Advanced:** Consistent, independent high-level demonstration of competency at the midpoint of the year. At the end of the year, this level represents expertise in the skill that is typically achieved beyond the intern level.

Scores below a 3 at any evaluation period will result in initiation of Due Process procedures as outlined in the Due Process and Grievances Policy. The Due Process guidelines can be found in the CDPI Handbook.

At the final evaluation, interns must receive a rating of 3, which indicates readiness for entry-level practice, or above on all training elements to successfully complete the program. Additionally, all CDPI interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement, and obtaining sufficient ratings on all evaluations, demonstrates that the intern has progressed satisfactorily through and completed the internship program. Upon completion of all internship requirements, the intern is provided with a certificate of completion.

### **Program Evaluation**

Interns are afforded the opportunity to complete an evaluation of their supervisor and the training program as a whole at the end of each clinical rotation and end of the training year. Feedback

from these evaluations is reviewed by the CDPI Supervision Team and used to inform changes or improvements made to the training program.

The CDPI training program actively solicits feedback from all stakeholders (applicants, interns, faculty, graduates, university supervisors etc.) throughout the training program to evaluate its effectiveness in regard to training in professional competencies and to evaluation effectiveness of developing individual and cultural diversity skills.

### **Diversity and Non-Discrimination Guidelines**

The Centra Doctoral Psychology Internship (CDPI) is committed to fostering, cultivating, and persevering a culture of diversity, equity, and inclusion, and welcomes interns from diverse backgrounds. It is our policy, in accordance with applicable federal, state, and local laws, not to discriminate against any intern or employee, nor to tolerate harassment of any intern or employee, because of race, color, ethnicity, religion, culture, language, age, sex, gender, gender identity or expression, sexual orientation, genetic information, national origin or ancestry, socioeconomic status, veteran status, physical or mental disability, political affiliation or any other characteristics that make our interns and employees unique and reflects the population and communities we serve. The training program believes a diverse training environment contributes to the program's overall quality. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by CDPI to create a climate in which all staff and interns feel respected, comfortable, and in which success is possible and obtainable. CDPI strives to make every effort to increase awareness, dispel ignorance, and increase comfort with multicultural experiences. CDPI believes that everyone has a role in promoting diversity, equity, and inclusion. We must recognize and actively address our systemic barriers and biases and move forward to create a community and workplace where everyone is valued and treated with dignity and respect and where we mutually make decisions that improve the lives of our patients, our employees, and our communities. Intern applicants are evaluated individually in terms of quality of previous training, practicum experience, and fit with the internship. If an applicant or intern requires accommodation, please contact the internship Training Director to initiate this process. CDPI's training program includes an expected competency in individual and cultural diversity training, and multiple experiences are provided throughout the year to be sure that interns are both personally supported and well-trained in this area. CDPI's goal in diversity training is to ensure that interns develop the knowledge, skills, and awareness necessary to provide competent psychological services to all members of the public. Diversity experiences and training are interwoven throughout the training program to ensure that interns are both personally supported and well-trained in this area. CDPI interns must also be aware of and agree to comply Centra Health's Policy regarding LGBT Patients and uphold ethical standards to support Patient Rights. Centra's policy states that all patients have the right to competent, considerate, and respectful care in a safe setting that fosters the patient's comfort and dignity and is free from all forms of abuse and harassment, including abuse or harassment based on gender identity or gender expression".

The CDPI training program actively solicits feedback from all stakeholders (applicants, interns, faculty, graduates, etc.) throughout the training program during supervision to evaluate its effectiveness in regard to training in individual and cultural diversity. Any incident or situation

that is believed to involve discrimination or harassment must be reported and brought to the immediate attention of the Intern's supervisor, Training Director, or Centra's Human Resources Department for investigation and corrective action, when appropriate in the administration's judgment. An intern or employee will not be retaliated against for making a complaint or for participating in an investigation.

### **Due Process and Grievance Policy Procedures**

Due Process Procedures are followed in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. CDPI's Due Process procedures escalate, involving greater levels of intervention as an issue increases in persistence, complexity, or level of disruption to the training program. CDPI Training Director will initiate contact with an intern's home doctoral program regarding areas of concern at any point in the Due Process procedures in order to best support the intern.

**Rights and Responsibilities** These Due Process and Grievance procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both. Interns shall be afforded every reasonable opportunity to remediate issues. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. Interns shall be treated in a manner that is respectful, professional, and ethical. Interns have the right to participate in the Due Process and Grievance procedures by having their viewpoint heard at each step in the process. The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the 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.

The Centra Doctoral Psychology Internship (CDPI) has the right to implement these Due Process procedures when they are called for 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 CDPI has a right to make decisions related to remediation for an intern, including probation, suspension, and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

### **DUE PROCESS**

For purposes of this document, an "Issue" 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.

Issues typically require remediation when they include one or more of the following characteristics:

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

## **DUE PROCESS PROCEDURE:**

### **Informal Review**

The purpose of the informal review is to raise awareness of the issue for the Intern and to outline an initial intervention/remediation plan through conversation with direct supervisor or Internship Training Director. When a supervisor or other faculty/staff member believes that an Intern's behavior is becoming problematic or that an Intern is having difficulty consistently demonstrating clinical skills at an expected level of competence, the faculty/staff member shall raise the issue with the Intern directly and as soon as feasible to informally resolve the problem. This may include increased supervision, didactic training, structured readings, or other appropriate intervention. Supervisors should clearly indicate that the intern has entered the Informal Review phase of the Due Process Procedures and document meeting date. The supervisor or faculty/staff member who raises the concern should monitor the outcome and document resolution of the issue.

### **Formal Review**

If an Intern's problem behavior persists or clinical skills are not improved following an attempt to resolve the issue through the Informal Review process, or if an intern receives a rating below a "3" on any learning element on a supervisory evaluation, the following process is initiated:

A. Notice: Interns will be notified in writing that an Issue has been raised to a formal level of review, and that a Hearing will be held.

B. Hearing: The supervisor or faculty/staff member will hold a Hearing with the CDPI Training Director (“Training Director”) and intern within 10 working days of issuing a written Notice of Formal Review which may be delivered electronically to discuss the problem and determine what action needs to be taken to address the issue. If the Training Director is the supervisor who is raising the issue, an additional faculty member who works directly with the intern will be included at the Hearing. A representative of Centra Human Resources Department will be included in this meeting. The intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.

C. Outcome and Next Steps: The result of the Hearing will be any of the following options, to be determined by the Training Director and other faculty/staff member who was present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:

1) Issue an "Acknowledgement Notice" which formally acknowledges:

- a) that the faculty is aware of and concerned with the issue;
- b) that the issue has been brought to the attention of the intern;
- c) that the faculty will work with the intern to specify the steps necessary to rectify the issue or skill deficits addressed by the inadequate evaluation rating; and
- d) that the issue is not significant enough to warrant further remedial action at this time.

2) Place the intern on a "Remediation Plan" which defines a relationship such that the faculty, through the supervisors and Training Director, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the issue and will be determined by the intern’s supervisor and the Training Director. A written Remediation Plan will be shared with the intern and the intern’s home doctoral program and will include: the actual behaviors or skills associated with the issue;

- a) the specific actions to be taken for rectifying the issue;
- b) the time frame during which the Issue shall be appropriately addressed; and,
- c) the procedures designed to ascertain whether the issue has been appropriately remediated.

At the end of this remediation period as specified in ‘c’ above, the Training Director will provide a written statement indicating whether or not the issue has been remediated. This statement will become part of the Intern's permanent file, which is housed in the Human Resources office and will be shared with the intern’s home doctoral program. If the Issue has not been remediated, the Training Director may choose to move to Step 3 below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3) Place the intern on Suspension, which would include removing the Intern from all clinical service provision for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engage some other method of remediation. The length of the suspension period will depend upon the nature of the issue and will be determined by the intern’s supervisor and the Training Director. A

written Suspension Plan will be shared with the Intern and the Intern's home doctoral program and will include:

- a) the actual behaviors or skills associated with the Issue;
- b) the specific actions to be taken for rectifying the Issue;
- c) the time frame during which the issue is expected to be corrected; and
- d) the procedures designed to ascertain whether the Issue has been appropriately remediated.

At the end of this suspension period as specified in 'c' above, the Training Director will provide to the Intern and the intern's home doctoral program a written statement indicating whether the issue has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the 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 Intern's permanent file which is housed in the Human Resources office.

- 4) If the Issue is not satisfactorily resolved utilizing the processes outlined above, or if the Issue represents gross misconduct or ethical violations that have the potential to cause harm to patients, staff, or Centra, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Training Committee and a representative of Centra's Human Resources Department and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee and Centra Human Resources Staff would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly scheduled monthly Training Committee meeting, whichever occurs first. The Training Director may decide to suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. The internship program will notify the intern's home doctoral program of the decision. All time limits mentioned above may be extended by mutual consent within a reasonable limit.

### **DUE PROCESS APPEAL Process**

If the Intern wishes to challenge a decision made at any step in the Due Process procedures, the intern may request an Appeals Hearing before the Training Committee. This request must be made in writing to the Training Director within 5 working days of notification regarding the decision with which the Intern is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the Training Director and consisting of the Training Director (or another supervisor, if appropriate) and at least two other members of the training faculty who work directly with the intern. The intern may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program. If the intern is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to Centra's Human Resource Department. Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The Centra

Human Resource Department has final discretion regarding outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

*All records generated during Due Process will be maintained indefinitely by the Training Director in a separate secure digital file. All documents generated during the Formal Review will be maintained in Intern's permanent file within the Centra Human Resources office. The Intern's doctoral program may be made aware of the Informal Review and will be provided with written documentation from the Formal Review Procedures.*

## **Grievance Procedures**

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other faculty member, trainee, or any aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which an intern raises a grievance about a supervisor, staff member, trainee, or the internship program the following procedures will be followed:

### **Informal Review**

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee(s), or the Training Director in an effort to resolve the issue informally.

### **Formal Review**

If the matter cannot be satisfactorily resolved using informal means, the Intern may submit a formal grievance in writing to the Training Director. If the Training Director is the object of the grievance, the grievance should be submitted to the Medical Director of Psychiatry and Behavioral Health. The individual being grieved will be asked to submit a response in writing. The Training Director (or the Medical Director of Psychiatry and Behavioral Health, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the Training Director or the Medical Director of Psychiatry and Behavioral Health may wish to meet with the Intern and the staff member being grieved separately first. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g., issues with policies, curriculum, etc.) the Training Director and the Medical Director of Psychiatry and Behavioral Health will meet with the Intern. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

1. the behavior/issue associated with the grievance;
2. the specific steps to rectify the issue; and
3. procedures designed to ascertain whether the issue has been appropriately rectified.

The Training Director or the Medical Director of Psychiatry and Behavioral Health will document the process and outcome of the meeting. The intern and the staff member being grieved, if applicable, will be asked to report back to the Training Director or the Medical Director of Psychiatry and Behavioral Health in writing within 10 working days regarding whether the issue has been adequately resolved. If the plan of action fails, the Training Director or the Medical Director of Psychiatry and Behavioral Health will convene a review panel consisting of the Training Director and at least two other members of the training faculty within

10 working days. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome. If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to Centra Human Resources in order to initiate the agency's due process procedures.

*All records generated during the Grievance will be maintained indefinitely by the Training Director in a separate secure digital file.*

### **Communication and Records Maintenance Guidelines**

#### **Communication Guidelines:**

Communication between CDPI and interns' home doctoral programs is of critical importance to the overall development of competent new psychologists. The internship is a required part of the doctoral degree and, while internship supervisors assess intern performance during the internship year, the doctoral program is ultimately responsible for the evaluation of readiness for graduation and entrance into the profession. Therefore, it is the responsibility of the Training Director to initiate contact with interns' home doctoral program Directors of Clinical Training (DCT) at the following time points and as needed throughout the training year:

- A match letter is sent to both the intern and their DCT within 5 days of learning of a successful match to verify the terms of the internship (i.e., start and end dates, stipend, etc.).
- At each evaluation period, CDPI shares a copy of the formal written evaluations of the intern with their DCT via email.
- Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program.
- A certificate of Internship completion will be emailed to the intern and their Doctoral Training program at the completion of the internship.
- If successful completion of the program comes into question at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program is contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by CDPI as a result of the Due Process procedures, up to and including termination from the program.

#### **Records Maintenance:**

The Training Director is also responsible for maintaining intern records. The following documents are maintained indefinitely by the Training Director in a secure digital file:

- The certification of completion,
- All formal evaluations of interns including quarterly evaluations, and

- A general description of the intern's experiences to include a list of rotations, internship hours, assessment hours, training manual for the year they attended, supervision hours with their primary and secondary supervisor names and licensure documented.

Records related to Due Process procedures are also maintained in intern files, as described in the CDPI Due Process Procedures. Records related to grievances or complaints are kept in a separate secure digital file, as described in the CDPI Grievance Procedures.

### **Accreditation Status**

CDPI is not currently accredited by the APA. CDPI has submitted its initial self-study for APA-accreditation; however, there is no guarantee that the program will ultimately achieve accreditation.

\*Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street, NE, Washington, DC 20002  
Phone: (202) 336-5979 / E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

### **APPIC Membership Status**

CDIP is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and therefore, participates in the APPIC Match each year.