



PSYCHOLOGY TRAINING HANDBOOK

Affiliation: BAPIC, CAPIC

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OVERVIEW

Welcome! If you are reading this handbook, it means that you have been selected to join our team, if only for the year. ☺

Rachyll Dempsey, Psy.D. founded Psychological Assessment, Inc. (PAI) in 2014 in order to extend her practice which had grown by leaps and bounds. PAI initially began to offer forensic and neuropsychological assessment on a grander scale. Dr. Dempsey invited a few individuals who were also passionate about assessment to join and PAI has grown into what it is today! In addition to a broad spectrum of forensic and neuropsychological testing and assessment, PAI also has Crossroads Competency Restoration program, Shaping Success (a sex offender treatment program), and a Corporate Services Department. Dr. Dempsey's philosophy is to follow your passion, and when her employees express an interest they would like to embark on, the entire team embraces it.

To that end, a training program seemed like a good idea. Dr. Dempsey learned quite by accident that she is also passionate about teaching, supervising, and training! It began when she was working at San Quentin State Prison, her first job as a licensed psychologist. In 2006, Dr. Dempsey began an assessment program there and began accruing quite the reputation as an evaluator, so much so that in 2007 a colleague recommended her as a professor to California School of Forensic Studies (CSFS) - Alliant University, at the same time as a different colleague recommended her to University of California, San Francisco (UCSF). Wanting a little extra money, Dr. Dempsey accepted both courses and caught the teaching bug! In 2008, Dr. Dempsey mentioned to her supervisor that it would be "cool" to have trainees, only to find out that the Chief Psychologist had been asking the supervisors for *years* if anyone was interested in starting a training program. Dr. Dempsey recommended several students from her classes at CSFS, created a manual, and the rest is history. Over the next few years San Quentin took on practicum level trainees, interns, and post-docs, and today is an APA accredited program. In 2013, Dr. Dempsey decided to leave state service to strike out on her own. While building her private practice, she began working at the HOPE Program, a sex offender treatment program in Hayward. Having just left one training program, Dr. Dempsey yearned for the energy that psych students bring to an agency. So of course she built a practicum program at HOPE! In 2014, Dr. Dempsey was also working at Psychological Services Center – Alliant University's psychology training program, as an assessment supervisor. She was offered the position of Internship Training Director and having launched HOPE, she stepped away to devote herself to building PSC's training program for interns. Throughout all of this, as you can imagine, she was also building PAI!

And PAI just kept growing! And so, in 2015 she started anew, got PAI registered with BAPIC, and sat down over Thanksgiving holiday to write this handbook. 2016-17 was our first training year for practicum students. 2018-19 we had our first interns! Who knows what the future holds, but if it is anything like the past – success and great things!

As I write this, I wish to express a few things – first and foremost, you wouldn't have been selected if we did not absolutely know that you, too, are going on to great things. So whatever lack of confidence you have now (which is normal) accept one thing as truth, **you can do anything you want in this world**. All you need is a little belief in yourself. It is my greatest hope and goal for you this year to help you find that confidence. Secondly, this year I will endeavor to teach you everything that I know. Through commitment, joy, and a passion for what you do – you can make magic happen. And third, I expect nothing less than excellence, and you should settle for nothing less. So, expect to work harder this year than you ever have. Okay, enough with the sappy stuff – let's get to work!

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INTRODUCTION AND SERVICES

Psychological Assessment, Inc. is an Oakland, California based psychological corporation dedicated to offering an array of psychological services. Founded in August 2014, we opened our first office on April 1, 2015. Below are the current programs where trainees will be expected to practice during a training year.

Program	Lead and Admin	Services
Community Based Programs	Daniel Taxy, Psy.D Gizelle Nunez, Coordinator	~ Crossroads Competency Restoration: Competency training to Regional Center clients and Juvenile Competency Courts found incompetent to stand trial. ~ Healthy Behaviors Program: Serving Regional Center clients throughout the Bay Area and Sacramento
Shaping Success	Michelle Wysopal, Psy.D. Caroline Aguirre, Coordinator & Billing Specialist	This program provides sex offender treatment to mandated and volunteer clients who have committed a sexual offense or have difficulty with sexual acting out behavior. ~ Probation: Serving mandated clients on probation across several counties
Advanced Assessment	Rachyll Dempsey, PsyD, QME, ABPP Jason Goyer, Coordinator & Senior Office Manager	We offer a broad spectrum of psychodiagnostic, psychoeducational, neuropsychological, and forensic assessments. Our referral sources are predominantly private clients, attorneys, and the courts. Forensic Assessments: Including, but not limited to: Legal and Court-Ordered Evaluations, Child Endangerment Evaluations, Violence Risk Assessments, Sex Offender Risk Evaluations, Malingering Assessments, Competency Evaluations, Qualified Medical Evaluations. Neuropsychological Assessments: Including, but not limited to: Evaluations following head injury (TBI), Functional Analysis, Dementia Screenings, Learning Disability and Accommodations Evaluations, Developmental Delay and Intellectual Disability Assessments, ADHD Evaluations, Medico-Legal Evaluations, Disability Evaluations/ADA Evaluations, Personal Injury Assessments, Worker's Compensation Evaluations. Other: Including, but not limited to: Return to work/Fitness for Duty, Pre-employment testing, Organizational cultural assessment, 360 Evaluations...

MEMBERSHIP

PAI is a member of the Bay Area Practicum Information Collaborative (BAPIC).

PAI is a provisional member of the Association of Psychology Postdoc and Internships (APPIC)

TRAINING IN PSYCHOLOGY

PAI's Training Program's first training year was 2016-2017. The training program was accepted by the Bay Area Practicum Information Collaborative (BAPIC) for doctoral level practicum students in 2015.

We became affiliated with California Psychology Internship Council (CAPIC) for doctoral level interns for the 2018-19 school year.

We were approved for provisional membership of the Association of Psychology Postdoc and Internships (APPIC) in 2020.

The Training Committee meets quarterly to review student progress, requests for placement, training needs, and assists in the continued development of the program. Doctoral level psychologists licensed in the State of California provide the primary supervisory base for student training in psychology. The staff adheres to the American Psychological Association's 2002 *Ethical Principles of Psychologists and Code of Conduct*, keeps up-to-date with policy statements relevant to standards for professional services as issued by the Association, and conform to relevant statutes established by federal, state, and local governments. Additionally, we pay special attention to and adhere to the Supervised Professional Experience Guidelines *Section 1387 of the California Code of Regulations* as set forth by the California Board of Psychology (BOP).

TRAINING PHILOSOPHY

PAI adheres to a Practitioner-Scholar model of training. The training program utilizes evidenced-based assessment and intervention protocols and provides trainees with a broad range of experiences. The program is designed to develop professional psychologists who provide the highest quality care, and who are life-long learners capable of engaging in ongoing education, scientific inquiry and scholarly endeavors.

A supervising psychologist is available to enhance and guide the complexity of the training experience and to help it be tailored to the training needs of each trainee.

With regard to the Assessment program, emphasis is placed on developing a trainee's ability to choose the appropriate assessment tool to answer the referral question; accurately administer, score, and interpret the data; and write an articulate report which includes appropriate and thoughtful interventions. Finally, when appropriate, trainees are taught different methods of providing feedback.

For the Community Based Programs, including both Healthy Behaviors and Crossroads Competency Restoration program, evidenced based treatment is emphasized. Assessment for the Community Based Programs include competency assessment, cognitive and learning style assessment, and treatment progress outcomes.

For the Shaping Success program, evidenced based treatment is emphasized through the Risk-

Need-Responsivity model, the use of researched based workbooks, and adherence to the Containment Model. Assessment in the Shaping Success program predominantly revolves around forensic risk assessment, cognitive assessment for placement, and treatment progress outcomes.

The Practitioner aspect of our training model emphasizes clinical practice and service delivery, which evolves over the training year into an emphasis on empirical based inquiry with creative and individually tailored approaches to intervention, assessment, and consultation.

Training, networking, and multi-agency collaboration also occur with other public and private mental health facilities and the courts. Trainees, graduate students, and staff benefit from diverse opportunities to attend lectures and workshops in these and other facilities.

Finally, all trainees receive a gradient approach to training that begins with an orientation, shadowing, and being observed by a licensed clinician before being allowed to conduct services on their own.

PROGRAM AIMS

To prepare trainees for a professional career as doctors able to provide a variety of services including psychological assessment with excellence, responsiveness, and expertise.

TRAINING AIMS

Psychology training should provide trainees with models of established clinical and ethical standards of professional practice.

PAI is dedicated to the following training aims:

1. To provide high quality training that adheres to the Practitioner-Scholar Model.
2. To develop practitioners who accurately select, administer, score, and interpret multiple psychological assessment tools; who are able to synthesize assessment findings into well-integrated reports; and who are able to use assessment findings in the diagnosis and treatment of patients.
3. To develop practitioners who integrate research and theory in clinical practice.
4. To develop practitioners who recognize the importance of diversity and individual differences, and who are aware of the effects of their own cultural and ethnic backgrounds in clinical practice.
5. To develop practitioners who know and use ethical principles as a guide for professional practice, research, self-evaluation and professional growth.
6. To develop practitioners who are knowledgeable about one or more models of supervision and consultation and who, in their professional work, are able to make use of and to provide supervision and consultation to different constituencies, e.g., professionals, paraprofessionals, clients. (Interns and Post-Doctoral trainees only)

7. To develop practitioners who combine an awareness of personal and professional strengths and limitations with a commitment to respect and collaborate with others; an openness to new ideas; and a dedication to life-long learning.

Additionally, for Trainees in the **Shaping Success Program**:

All trainees participating in this program will be registered with the California Sex Offender Management Board (CASOMB). The psychology training program applies principles, methods, and procedures for understanding, predicting, and alleviating sex offender recidivism. Our main goal is to understand the intellectual, emotional, psychological, and behavioral disabilities that could contribute to an offender's behavior. Areas of clinical development will include: co-facilitating group Treatment sessions, conducting individual Treatment sessions working with sex offenders and their families, conducting intake evaluations, and assisting in sex offender risk assessments.

For Trainees in the **Community Based Programs**:

All trainees participating in this program will be taught to administer evidence-based training to assist in restoring competency to developmentally delayed individuals and mandated juveniles. Participation in Regional Center interdisciplinary treatment team meetings and professional communication with the courts is expected. Additionally, trainees will provide sex education, communication and boundaries training for Regional Center clients. Areas of clinical development will include: providing individual competency restoration in the outpatient and jail setting, conducting intake evaluations, and assisting with competency assessments.

For Trainees in **Advanced Assessment Program**:

All trainees in this program will be taught to administer, score, and interpret a variety of tests across multiple types of assessments, both forensic and non-forensic. An emphasis is based on judicial deadlines, excellence in writing, and the eventual ability to think critically about choosing the appropriate tests for the correct referral, course correcting when needed, and articulating pros and cons for which tests to use. Special attention paid to symptom validity and effort testing.

The following table details the goal and objectives integral to the PAI's training model. All profession-wide and program specific competencies are based on the profession-wide and program specific competencies established by the American Psychological Association Commission on Accreditation Standards of Accreditation for Health Service Psychology. In addition, PAI has specific Program Specific profession-wide and program specific competencies for all trainees.

GOAL A: RESEARCH
<ul style="list-style-type: none">• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

GOAL B: ETHICAL AND LEGAL STANDARDS

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

GOAL C: INDIVIDUAL AND CULTURAL DIVERSITY

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

GOAL D: PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS

- Behave 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
- Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

GOAL E: COMMUNICATION AND INTERPERSONAL SKILLS

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

GOAL F: ASSESSMENT

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

GOAL G: INTERVENTION

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

GOAL H: SUPERVISION

- Demonstrate knowledge of supervision models and practices.

GOAL I: CONSULTATION AND INTERPERSONAL/INTERDISCIPLINARY SKILLS

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

PROGRAM SPECIFIC PROFESSION-WIDE AND PROGRAM SPECIFIC COMPETENCIES**GOAL 1: ACQUIRED SKILLS IN FORENSIC PSYCHOLOGY**

- Demonstrate timeliness in all scheduled appointments, due dates, and training activities.
- Demonstrate a detail-oriented approach
- Demonstrate appropriate boundaries with forensic clients

RESEARCH AND PROGRAM DEVELOPMENT

The training may provide trainees the opportunity to conduct various types of research, networking, outreach, marketing, and program development. If a trainee is interested in specific research, proposals are welcome.

PROFESSIONAL DEVELOPMENT

It is our belief that exposure gets you a job. To that end, every practicum trainee will be expected to give at least one and each intern will be expected to provide at least two professional presentation(s), poster presentation(s), and/or published article(s) by the end of the training year. These can be completed at the national, state, or local level and must be approved by the Training Director.

TRAINING PROGRAM STRUCTURE

Training Committee:

TRAINING DIRECTOR:

- Coordinates the trainee selection process and is responsible for selecting interns in Match portals.
- Provides match information to the selected trainees.
- Executes trainees' contracts and facilitates stipend payment.
- Coordinates and facilitates weekly didactic training.
- Orients trainees.
- Assigns trainees' primary supervisor.
- Serves as or assigns trainees' secondary supervisor.
- Provides oversight to and facilitates meetings of the agency's primary and secondary supervisors (if different from Training Director) to monitor trainees' performance.
- Maintains dashboard reports that evaluate trainees' performance individually and by cohort. Presents dashboards tri-annually to the training staff.
- Prepares reports, documents and materials to support quality assurance, continuous quality improvement and/or compliance with training and regulatory agency requirements.
- Maintaining all documentation related to the training program, including trainees' files.

ASSISTANT TRAINING DIRECTOR:

- Assists with the trainee selection process.
- Assists in coordinating and facilitating weekly didactic training.
- Provides primary or secondary supervision for trainees.
- Provides backup for the Training Director.
- Provides all oversight for Consulting Psychology Trainees.
- Assists with maintaining dashboards.

SUPERVISORS:

PAI will provide a licensed psychologist for supervision. Supervisors for practicum students may be adjunct contracted supervisors. Primary supervisors for interns are salaried staff employed at PAI.

APPLICATION AND SELECTION PROCESS

Prospective trainees must have completed their required coursework, supervised practicum and be in good standing with their psychology training program. Trainees from both Ph.D. and Psy.D. programs are encouraged to apply.

Doctoral Practicum Trainee:

In order to be considered for admission into the practicum training program, the applicant is expected to have completed two years of graduate study from a Clinical, Counseling, or Forensic Psychology program. Applicants must have completed a minimum of 800 practicum hours and a master's degree is preferable (though not required). Preferential consideration is given in the screening review to applicants who have demonstrated an interest in assessment and/or who are interested in working with the forensic population or neuropsychology via related coursework, practica/internships, and/or work experience.

Doctoral Intern Trainee:

In order to be considered for admission into the internship training program the applicant is expected to have completed three years of graduate study from a Clinical, Counseling, or Forensic Psychology program. Applicants must have completed a minimum of 1600 practicum hours. All Applicants must be eligible to register with the Board of Psychology as Psychological Assistants. Preferential consideration is given in the screening review to applicants who have demonstrated an interest in working with the forensic population via related coursework, practica/internships, and/or work experience; also to those who have procured a master's degree.

Application Procedures

Trainee selection occurs as psychology students complete their academic requirements and obtain greater clarity regarding career objectives. Trainees must submit:

- A Cover Letter
- Curriculum Vitae
- Two letters of recommendation
- A redacted testing report/writing sample
- Unofficial transcripts

ONLY ELECTRONIC APPLICATIONS ACCEPTED.

All materials for practicum should be submitted in one email to admin@psychassessment.us.

Applications for training are screened and rated by the Psychology Training Committee. The team considers the applicants' goals, graduate training, writing ability, and references. Select applicants will be invited for individual structured interviews with the Training Director and Assistant Training Director. Ample time is scheduled for the applicants to present questions as well.

For Practicum, applicants must adhere to the Bay Area Practicum Information Collaborative (BAPIC) application and notification deadlines.

All materials for Internship should be submitted via the online portal.

For Internship, applicants must complete all of their doctoral program's pre-training requirements by the Match ranking deadline. After the trainee applicant is matched with our program, an e-mail will be sent to the selected trainee, followed by a formal letter of placement and an affiliation agreement to be sent to the Training Director of the trainee's graduate program which must be signed prior to the placement of the trainee in our training program. The deadline for **receipt** of the completed application and paperwork is per the matching affiliation's requirement and follow the on-line application.

Fair Selection Practice

PAI Training Program provides equal access opportunity in employment and services which reflects respect for and understanding of cultural and individual diversity. Nondiscriminatory policies and operating conditions are in force to avoid restriction of program access, and unfair practices of recruitment, retention, and staff/trainee development due to, but not limited to, age, color, disabilities, ethnicity, gender, language, national origin, race, religion, sexual orientation, and socio-economic status. Specifically, PAI never asks for such identifying information during the application process. Students are selected for interview based on the merit of the application materials that they submit. Second, during interviews we use pre-selected questions that are standard for each applicant in order to ensure fairness.

PAI prohibits discrimination in employment and in its educational programs and activities, including admission or access thereto, on the basis of race, national origin, color, creed, religion, sex, age, marital status, disability, medical condition, veteran status, sexual orientation, gender identity or associational preference.

PAI maintains an alcohol and drug-free workplace. PAI is an Equal Opportunity Employer, committed to ensuring a high quality of training through the diversity of the employees and the training experience. Women, people of color, people with disabilities and people from other underrepresented groups are encouraged to apply, as we actively seek to increase diversity at all levels. PAI will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders.

Offers and Acceptance Policy

There is strict adherence to the standards of training offers and acceptances to training, as stipulated BAPIC Match Policies. This training site agrees to abide by the policy that no person at this training facility will solicit, accept or use any ranking-related information from any trainee applicant. The BAPIC policies can be accessed on their website at: <http://www.bapic.info>.

THE TRAINING YEAR

The training year begins and ends mid-July and is a 12-month, 20-hour (minimum) a week program for practicum 40-hour (minimum) a week for internship. The only mandatory day is Friday when didactic and group supervision takes place. Otherwise, trainees are expected to have

flexible schedules. All trainees are expected to be able to work at least one evening and/or one weekend day.

Stipend, Leave Time, and Benefits

The Stipend for practicum trainees is \$1000 to be dispersed at the rate of \$500 in December and \$500 in July.

The Stipend for interns is \$25000 to be dispersed bimonthly.

PAI adheres to the federal holiday schedule and the office is closed in observance of the following holidays:

- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving (Thursday and Friday)
- Martin Luther King Jr. Day
- President's Day
- Cesar Chavez Day Observed
- Memorial Day

In addition, PAI is closed on June 19th and the week between Christmas and New Year's.

Please see posted holiday schedule for office closure.

Practicum trainees are afforded five (5) days and interns are afforded ten (10) days of personal time off (PTO) to include sick time, educational leave, and vacation. Except for sick-days, trainees are expected to schedule vacation, educational leave, and personal days at least 1 month in advance, with a few exceptions (emergencies, interviews, etc.) It is encouraged that trainees review their schedule for the year and plan their time off accordingly, getting their requests for leave in as early as possible. Leave requests are granted on a first-come/first-serve basis. Therefore, a trainee may be denied their request (especially during the holidays) if another trainee has already been granted leave.

ALL leave requests are to be submitted in writing on a Time Off Form on Bamboo HR (see below).

For scheduled vacation, it is expected that the student will make every attempt to reschedule all clients for the week of their normally scheduled session. This is filled out on the written request. For sick days, rescheduling of clients is not expected.

The process:

- Fill out form with requested time off. The form can be found using our Bamboo HR website (<https://paiteam.bamboohr.com/home>)
- Communicate with colleagues and peers to set coverage.
- Obtain permission from your supervisor.
- Make sure the time off is set on your Teams/Outlook Calendar.

- Make sure that the coverage is set on your peer's calendar.
- Make sure to communicate to everyone during case conferences that you will be out and remind them the week before.

ORIENTATION

Trainees initially participate in a two week-long group orientation with the Psychology Training Committee once they start the training to cover the last two weeks of July. This group orientation includes familiarization with the agency policies and procedures, structure, and personnel; a review of expectations, due process procedures; rights, and responsibilities of the agency and trainee; shadowing of sessions, and general discussion. As part of the 40-hour orientation week, most trainees will begin training toward CASOMB requirements of 30 hours of direct observation through video and in vivo treatment sessions.

During orientation, trainees will receive their caseload assignments and have an opportunity to meet with their individual and secondary supervisors for an orientation to their clients. They will be encouraged to read the clients' charts.

During this week of training, interns will complete a Self-Assessment of their perceived strengths and weaknesses as well as their training priorities which they will share with their supervisors in order to tailor their supervisory experience. In the first three months, supervising psychologists critically evaluate all trainees' performance, noting areas needing strengthening. Specific objectives also emerge from the training needs identified by the trainee and relate to past experience and career goals. At the beginning, the emphasis on supervision is likely to highlight the nature of the population and their clinical issues as well as procedural details and requisite documentation. As the year progresses, the trainee will become more independent in their clinical work wherein the trainee may operate with a greater degree of autonomy, with subsequent supervisory discussion. Finally, as clinical skills are further strengthened, there is a shift toward professional role definition, greater autonomy, the honing of clinical skills, and opportunities for pursuit of individual professional opportunities.

DIRECT SERVICE

Assessment

The principal area emphasized in the training is psychological testing and assessment. Trainees will have the opportunity to: observe, co-facilitate, and conduct clinical interviews; provide records review duties for senior staff; provide psychometrician services for a variety of evaluations; and produce reports. If trainees have experience and education in neuropsychological assessment, they will be invited to participate in those evaluations. The number of “full battery” tests is dependent on referrals. Preference for type of evaluation will be taken into account when assignments are made.

Please note that assessments often take place in the jail, prison, state hospitals, or remote location, and trainees will be required to travel, but preference for location will be taken into consideration when assignments are made. For these assessments, a licensed psychologist will be accompanying the trainee.

All trainees are assigned assessment cases that are consistent with their ability level and our program offers a sequential and graded in complexity caseload assignment where trainees are started off with less complex cases or are paired in order to provide a more robust learning experience.

PAI has a two-week turn around deadline from the last time a client is seen for evaluation with rare exceptions. Trainees are expected to come prepared for evaluations, having completed record reviews, reviewed all tests to be used during the assessment itself, and with all materials needed. Trainees write up clinical interviews within three days of the interview and send them to the TA for editing. Edits will be returned within three days. The trainee is expected to write up all testing as they go, submitting the final report including testing to the TA also within three days of the final session. Case consultation and supervision is ongoing. Once the trainee believes the report is complete, it is sent to the supervisor. The report should be in complete edited version without any track-changes or questions that should have been discussed prior to completion. The supervisor will return the report within three days for final editing (if warranted).

Individual and Group Treatment

Both Interns and Practicum trainees are required to have a caseload of direct treatment hours which may take the form of group or individual training/treatment for the Shaping Success Program or Crossroads Competency Restoration program, or any combination thereof depending on need.

All trainees are required to complete progress **notes on a daily basis**. Trainees are also required to submit monthly treatment or monthly training reports.

The internship program differs from the practicum program in that interns are provided more challenging assessment cases, are afforded more opportunities for teaching, are provided the supervision of supervision rotation (see below) and take part in the Impetus Corporate Services.

Supervision of Supervision (Interns only)

Interns will be provided the opportunity to learn about supervision via assisting in supervising

psychological evaluations conducted by graduate psychology practicum trainees. Primary supervisors provide the supervision for the intern's experience with the practicum students.

Impetus Rotation (Interns only)

Interns may also be afforded the opportunity for a rotation in our Impetus Corporate Services branch where they will learn about 360' evaluations, corporate coaching, and conflict management.

Consultation

Consultation with parole/probation officers, attorneys, court officials, social workers, paraprofessionals, administrators, and other professionals occurs throughout the training year. Assessment on how the trainee establishes and maintains working relationships, and provides competent, professional information/consultation/direction provides data for feedback on an ongoing basis.

Location of Services

As noted throughout this handbook, trainees are expected to provide service in several locations. There will be opportunities to conduct assessment in correctional facilities, at remote locations, and satellite offices including the Sacramento office, as well as at the primary Oakland office.

Telehealth:

New as of 2020 is the need for Telehealth as has become a reality due to Shelter in Place orders. Many of our stakeholders do not allow direct in-person treatment. Therefore, via various technology, we provide treatment to clients who are appropriate candidates for teleservices. All trainees are now being asked to view videos, attend webinars, and read materials for teleservices prior to offering teleservices. Further, supervision is provided around telehealth issues.

Clerical Staff

Clerical staff are available for scheduling, ordering supplies, and meeting/greeting clients, and billing. There are currently three clerical staff: two program specific admin and one office manager. All three are based out of the Oakland location.

CASOMB Certification

It is required that all trainees submit their applications to become CASOMB Certified at the Apprentice Practitioner level within the first 30 days of starting their training. Trainees are expected to update their supervisor regarding the status of their application.
<http://www.casomb.org/>

Training Requirements Quick Reference

Practicum Doctoral Trainee

- Minimum 20+ hours/week of training with minimum of 800 hours per year
- 1 hour of individual supervision/week
- 2 hours of group supervision/week
- 2 hour didactic/week
- 7-8 Individual and/or Group Treatment client hours
- 4 hours/week dedicated to assessment (interviewing, testing, records review, scoring/interpretation, report writing)
- 1 Professional Presentation or Publication
- 1 Case Presentation at during the training year

Doctoral Level Intern

- 40+ hours/week of training with minimum of 2000 hours per year
- 2 hours of individual supervision/week
- 2 hours of group supervision/week
- 2 hour didactic/week
- 18-20 Individual and/or Group Treatment Client hours
- 10 hours/week dedicated to assessment (interviewing, testing, records review, scoring/interpretation, report writing)
- 2 Professional Presentations or Publications (may be substituted via presentation of didactic within the agency).
- Supervision rotation
- TA duties
- Professional Development training
- 1 Case Presentation during the training year
- Impetus Corporate Services rotation (if available)

SUPERVISION

Individual Supervision

Each trainee and her/his supervisor meet for a minimum of one hour per week for scheduled, face-to-face individual supervision, in addition to the ongoing daily support and 100% availability via telephone, text message, and email. The minimum is two hours for interns. In the event that the primary supervisor is unavailable, the Group supervisor, Training Director, or Assistant Training Director will be available to cover the supervision. Primary supervisors are licensed psychologists. The primary supervisor monitors the trainee's caseload, supports the development of clinical skills, promotes professional growth, and evaluates progress through frequent and actionable feedback.

Each trainee will also have access to the Training Director 100% of the time should there be an emergency and their supervisor cannot be reached, or should they need to escalate an issue with

their supervisor.

Group Supervision/Case Consultation

All trainees meet together weekly with a supervisor for two hours of group supervision. Group supervision provides an opportunity to strengthen professional development as well as promoting peer relationship building and information sharing. Further, this allows for case consultation, as well as personal process and counter transference issue discussion. In the event that the regularly scheduled group supervisor is unavailable, a secondary group supervisor will be available to cover the scheduled group supervision.

Supervision of Supervision (Interns only)

Throughout the year, interns gain experience in supervision. The interns are introduced to supervision starting with readings that are disseminated during orientation. In the fall they are scheduled for a didactic on supervision that is designed to orient them to the basics of supervision and building on any knowledge they may have learned in school. In December or early January, they have a second didactic on supervision meant to orient them to supervisory styles and orientations. In January, interns begin their rotation in supervision of supervision with the first few weeks scheduled to meet with their Supervision of Supervisors group. By mid-January, interns are matched with their supervisees and determine supervision schedules. Between January and May, interns meet weekly (1 hour) with their supervisees to provide secondary supervision, and bi-weekly with their group (1 hour) to discuss their supervisory experience. Discussion in this group includes promoting a safe environment for the supervisee to speak openly, identifying and tracking the supervisee's concerns about a case, making recommendations to a supervisee about interventions, understanding the supervisor/supervisee relationship, and understanding the distinction between supervision and psychotherapy. Tapes of supervision sessions are reviewed in this supervision group. In this group, interns have the opportunity to discuss their experience of being a supervisor. Relevant peer-reviewed articles that address various aspects of the supervisory process are also discussed.

Didactic Training

Each trainee is expected to attend the weekly didactic training. These trainings are crucial as they focus on topics germane to assessment, sex offender treatment, and competency restoration. Additionally, those trainees involved in the Shaping Success program are expected to attend the monthly California Coalition on Sexual Offending (CCOSO) continuing education seminar. Didactic Training is offered at the Intern level.

EVALUATION

Comprehensive and concrete feedback is vital to a trainee's development of the skills, knowledge, and attitudes of the professional psychologist. The effective delivery of feedback:

- Allows the trainee to integrate and contextualize strengths;
- Provides the trainee with focus areas on which to concentrate to develop appropriate levels of competency;
- Models the importance of continuous and objective assessment to lifelong learning; and
- Models the process by which one offers constructive feedback to another.

The PAI training program utilizes an evaluation tool based upon the recent efforts of the Assessment of Competency Benchmarks Work Group, which identified levels of competency appropriate to three stages of professional education: Readiness for Practicum, Readiness for Internship and Readiness for Entry to Practice.¹ This tool incorporates competency measures associated with the last.

PROFESSION-WIDE AND PROGRAM SPECIFIC COMPETENCIES:

The specific profession wide profession-wide and program specific competencies upon which the Evaluation focuses are:

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision
- Consultation and interprofessional/interdisciplinary skills

The specific program specific profession-wide and program specific competencies upon which the Evaluation focuses are:

- Forensic Psychology

Behavioral anchors – i.e., concrete descriptions and indicators by which a trainee’s performance is measured – are associated with each competency. Each of the above profession-wide and program specific competencies is rated on the following scale:

Rating	Description	Explanation
1	Unfamiliar or Uninterested: The trainee is starting from scratch and has no proficiency in this skill area, or demonstrates no real interest in gaining proficiency during this year.	<i>This trainee demonstrates significant deficiency in basic competency in this skill area or demonstrates little motivation to improve. An extensive remediation plan, and close monitoring, will be required for this intern to successfully complete his/her practicum or he/she may not be appropriate candidate for a doctoral level degree in psychology.</i>
2	Aware/Developing: The trainee has an introductory knowledge of this skill, but is not proficient in it or ready to take responsibility that requires its use or is on his/her way to acquiring satisfactory command of this skill, but not yet ready to use	<i>The trainee has not yet achieved basic competency in this skill area but is motivated to do so. Specific attention and focus upon this area is likely to bring the intern to a satisfactory level of competence.</i>

	it with full confidence.	
3	Satisfactory Strength: The trainee can use this skill effectively in most situations, but does not meet competency level yet.	<i>This is a trainee who is closely approaching competency in the indicated skill area.</i>
4	Competent: The trainee can use this skill competently	<i>This is a trainee who meets competency in the indicated skill area.</i>
5	Special Strength: The trainee not only possesses the skill, but also could teach it to others.	<i>The trainee is demonstrating skills and abilities that are typical of an experienced professional</i>

During the course of the training year, supervisors complete Initial, Mid-Year, and Final Evaluations of trainees.

All Interns are also expected to complete Initial and Final Self-Assessments based on the aforementioned profession-wide and program specific competencies.

On the mid-year evaluation, a trainee may receive as many as two “Unfamiliar or Uninterested” responses (1-point responses). By the midpoint of the training year, trainees are expected to have an interest and familiarity with the profession-wide and program specific profession-wide and program specific competencies on which they are being evaluated. “Unfamiliar or Uninterested” scores have been deemed to reflect a disinterest and a lack of investment in their training experience, rather than a lack of knowledge, skills or abilities. Exceeding two, 1-point responses on the mid-year evaluation triggers the development of a remediation plan that must be realized for successful completion.

For the final evaluation, a **practicum trainee** who receives a score at the level of “Satisfactory” (or “3”) or greater for each of the required profession-wide and program specific profession-wide and program specific competencies will be given credit. At this point in the practicum trainee’s training, no scores of “1” or “2” on any competency will be acceptable.

For the final evaluation, an **intern** who receives a score at the level of “Competency” (or “4”) or greater for each of the required profession-wide and program specific profession-wide and program specific competencies will be given credit. At this point in the intern’s training, no scores of “1”, “2”, or “3” on any competency will be acceptable.

SUPERVISOR FEEDBACK BY TRAINEE

In December and again in July, all trainees are required to provide feedback of their supervisors. This professional development activity is a tool for increasing trainees’ ability to provide appropriate, professional, and conscientious feedback but is also meant as a vehicle for reflecting on the supervisory experience. This feedback is not anonymous. Although trainees are responsible for initiating the feedback session with their supervisors, supervisors are expected to sign off on the feedback form and submit it to the Training Director.

PROGRAM EVALUATION BY TRAINEE

At the end of the year, all trainees are asked to complete a program evaluation.

DUE DATES

The following are the documents and their due dates that must be submitted to the Training Director by the supervisor.

DOCUMENT	SUBMISSION DUE DATE
Initial Evaluation	October 31 st
Mid-Year Evaluation	January 15 th
Final Evaluation	July 15 th

In addition to the forms provided by the training supervisor, trainees' files include the following documents which are completed and submitted by the trainee:

DOCUMENT	SUBMISSION DUE DATE
Self-Assessment-Initial (Interns only)	August 10 th
Supervisor Feedback- Mid-Year	December 11 th
Self-Assessment-Mid-Year (Interns only)	January 15 th
Self-Assessment-Final (Interns only)	July 15 th
Supervisor Feedback- Final	July 15 th
Program Evaluation	July 15 st

CRITERIA FOR SUCCESSFUL COMPLETION OF PRACTICUM

Successful completion of the practicum occurs when the trainee:

- Completes the training year and earns a minimum 800 hours;
- Receives satisfactory evaluations by primary supervisors;
- Obtains approval by the Training Director;
- Completes all assignments that are required by both the primary supervisor and the Training Director.

CRITERIA FOR SUCCESSFUL COMPLETION OF INTERNSHIP

Successful completion of the internship occurs when the intern:

- Completes a minimum 2000 hour, full-time internship commitment;
- One full calendar year
- Receives satisfactory evaluations by primary supervisors;
- Obtains approval by the Training Director;
- Completes all internship assignments that are required by both the primary supervisor and the Training Director.

TRAINEES' RIGHTS & RESPONSIBILITIES

PROFESSIONAL CONDUCT AND DRESS CODE

All Trainees are expected to exhibit professional and ethical conduct at all times and during each interaction. During the orientation, trainees will receive information related to the agency's operational and personnel policies, procedures, and practices. The trainees are expected to comply

with the agency policies and procedures. If, at any time or for any reason, a trainee receives direction or guidance which he/she finds questionable or which otherwise generates discomfort, he/she is encouraged to discuss concerns with the Training Director for placement of the concern on the agenda for the monthly Training Committee meeting.

Trainees need to be aware that they are working with unique populations, and as such need to conduct themselves in a professional manner at all times. Trainees need to be aware of personal boundaries and realize that the emphasis is different with this population than with other community mental health-based populations. Our goal is to reduce recidivism and protect the victims, not to “join” with the mandated clients.

Trainees need to be aware of their manner of dress. Business and Business-Casual are appropriate. As many of our contacts are with agents of the court, we generally require court appropriate attire: There should be no excessive jewelry, make-up, or perfume/cologne. In addition, hair dye in atypical colors (blue, pink, green, etc.) is generally prohibited as are fashions or hairstyles that would be ill-advised in a courtroom setting. Additionally, skirts or dresses must be worn with appropriate leg attire and must be knee length or longer. Trainees should wear appropriate footwear – sneakers and converse-style shoes, heeled shoes over 2”, and flip-flop sandals are not acceptable. Jeans and denim are never appropriate.

ATTENDANCE AND PUNCTUALITY

All trainees are part of a team that counts on them to be present as scheduled and to perform their responsibilities to the best of their abilities. Regular attendance and punctuality are essential. Assessment requires attention to detail, and it is the trainee’s responsibility to meet all deadlines.

All trainees are expected to show up for **therapy/training** appointments at **least a quarter hour** prior to the appointment and to all **assessment** appointments **at least a half hour** before the appointment.

Cancelling and Rescheduling Sessions

If a trainee expects to be **late**, they are expected to

- 1) Contact the client, administrative assistant, and supervisor.

If a trainee expects to **miss** an appointment, they are expected to

- a) Find immediate coverage or
- b) Immediately alert the administrative assistant *and* their supervisor via text and email so that coverage can be arranged.

We do everything in our power to prevent disruption to client services.

If there is an emergency – Call the administrative assistant and supervisor first. They will call the client. In the rare instances you cannot reach admin or supervisors, then you are allowed to call the client.

LEAVE(S) OF ABSENCE

As the training program is a one-year position, leave(s) of absence (LOA) are not generally granted. If unforeseen circumstances necessitate, the trainee should discuss relevant circumstances with his/her Training Director. LOAs will be granted or denied based upon the trainee's length of tenure in the program, performance, reason for the request, and the expected impact on the PAI training site. If an approved LOA compromises the ability of a trainee to complete his/her training year within a reasonable timeframe, the Training Director, in conjunction with the Training Director of the trainee's University, will determine an appropriate course of action. Results of this determination will be documented in the trainee's file.

DUE PROCESS AND GRIEVANCE PROCEDURES

It is the policy of the PAI Training Program that trainees are assured due process regarding concerns which might arise over their performance and functioning. The policy is guided by principles to ensure that trainees receive ongoing constructive feedback about their performance, opportunities and support for remediation if needed, as well as advisement of trainee's rights and responsibilities and processes to address concerns or grievances. This policy is enacted with respect for diversity in areas of professional functioning; therefore, PAI supervisors are expected to discuss supervisory style, focus, and expectations for each trainee based on the trainee's professional developmental level, theoretical orientation, personality and cultural background. At the onset of training, during the orientation period, trainees receive in writing PAI's expectations related to professional functioning, the evaluation process, due process, and grievance procedures.

- Act professionally at all times
- Follow the APA Ethics Code of Conduct for Psychologists
- Work toward resolution, be flexible, and discuss any issues that may arise.

AREAS OF CONCERN

Inadequate performance and/or problematic behavior 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 professional behavior.
 - a. For example: exceeding tardiness, absenteeism, missing deadlines, or refusal to see clients during normally scheduled hours.
2. An inability to acquire professional skills in order to reach an acceptable level of competency.
 - a. For example: exceeding more than two 1-point scores on mid-term evaluations).
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.
 - a. For example: emotional tantrums in front of clients.
4. Disrespectful behavior toward clients, staff, peers;
 - a. For example: name calling, making the workplace hostile, belittling others, undermining supervisors/staff to others, spreading rumors, etc.
5. The trainee's behavior does not change as a function of feedback or remediation efforts.

PAI promotes an open-door policy and works collaboratively with all trainees to resolve problems

informally as they arise.

EVALUATION OF PROGRESS

1. Ongoing Feedback

Each clinical supervisor and seminar leader is responsible for providing ongoing feedback to trainee regarding their strengths, areas for growth, and progress toward successful completion of the training year.

2. Supervisor Meetings

During weekly supervisor meetings, training staff share observations regarding trainees' skills and areas for growth. Feedback is based upon all aspects of the trainee's training experiences, including: direct observation from supervisors; observation of trainees' case presentations in the weekly case conferences; informal consultations regarding cases; observations by seminar presenters; and reports by all supervisors and teaching assistants. The purpose of this process is to ensure an integrated approach toward developing the trainee's skills.

3. Written Evaluation

For PAI trainees, evaluations are completed at the first quarter, midpoint, and the end of the training year. The primary supervisor and the trainee meet to discuss the evaluation, and both sign it to indicate that it has been reviewed. Trainees are encouraged to keep a copy of the evaluation. This evaluation is shared with the trainee's graduate program training director.

DUE PROCESS

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. Due process ensures that decisions about trainees are not arbitrary or personally based. It requires that the Training Program identify specific procedures which are applied to all trainee's complaints, concerns, and appeals.

Due Process Guidelines

1. During the orientation period, trainees' will receive in writing PAI's expectations related to professional functioning. The Training Director will discuss these expectations in group settings and initial meeting with supervisors will cover this again to ensure understanding.
2. The procedures for evaluation, including when and how evaluations will be conducted will be described.
3. The various procedures and actions involved in decision-making regarding the problem behavior or trainee concerns will be described.
4. PAI will communicate early and often with the trainee and, when needed, will communicate with the trainee's home program if any suspected difficulties that are significantly interfering with performance are identified.
5. The Training Director will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.

6. If a trainee wants to institute an appeal process, this describes the steps of how a trainee may officially appeal this program's action.
7. PAI's due process procedures will ensure that trainees have sufficient time (as described below) to respond to any action taken by the program before the program's implementation.
8. When evaluating or making decisions about a trainee's performance, PAI staff will use input from multiple professional sources.
9. The Training Director will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

PROCEDURES FOR RESPONDING TO SKILL DEFICIENCY OR PROBLEM BEHAVIOR

If a staff member judges a trainee's performance as constituting a skill deficiency or problem behavior, the following procedure will be followed.

1. The staff member will informally discuss concerns with the trainee, and/or with the trainee's primary supervisor.
2. The trainee's supervisor will provide verbal feedback for the trainee as well as discuss the issue in weekly supervision meeting.
3. If the trainee's skill deficiency or problem behavior persists, the supervisor notifies the Training Director that there is a concern about the trainee's skills or professional functioning.
4. The Training Director initially consults with the primary supervisor, other directly involved PAI clinical staff, and the Assistant Director/Director if the problem pertains to clinical practice.
5. Input will then be sought from senior clinical staff (included the Assistant Director/Director)
6. The Training Director may also choose to consult with the trainee's academic department.

If it is determined that the concern needs further review, the following procedure will be initiated.

Notice

The Training Director will write a letter to the trainee outlining the concern, providing notice that a review will occur, and informing the trainee that she/he may provide a written statement to the Training Director, if desired.

Trainees are given five (5) days to respond to the letter to the trainee.

Hearing

The Training Committee will meet no later than two weeks (14 days) following receipt of the trainee's written statement (or past the 5-day window) to discuss the concern and possible follow up action. With this input, the team will determine what follow up action is needed.

These steps will be appropriately documented and implemented according to due process procedures.

POSSIBLE INTERVENTIONS IN RESPONSE TO SKILL DEFICIENCY OR PROBLEM BEHAVIOR

The Training Director - in consultation with Clinical Supervisor and Training Committee, may determine that one or more of the following responses will be made:

Verbal Notice – the trainee is given feedback from the Training Director regarding unsatisfactory behavior. The primary supervisor will be present for this meeting.

Letter of Instruction – provides:

- a. Notification to the trainee that there is unsatisfactory behavior
- b. Description of the unsatisfactory behavior
- c. Actions required to remedy the behavior
- d. Statement that more serious action is not deemed necessary

Performance Improvement Plan – directs the trainee to discontinue unsatisfactory action(s) or behavior(s). The trainee will be given a letter specifying the following:

- a. Description of the unsatisfactory behavior
- b. Actions required to correct the unsatisfactory behavior
- c. Timeline for correction
- d. Possible consequences if the problem is not corrected

NOTE:

1. Performance Improvement Plan (PIP). Should a trainee continue to struggle in a specific area after receiving verbal feedback and/or a letter of instruction, a PIP will be developed and put into place. During this time, the trainee is considered to be in a probationary period and will be given concrete goals to reach in a specific timeframe. The PIP will be signed by the primary supervisor, trainee, and Training Director and a copy will be forwarded to the Director of Clinical Training at the trainee's school.
2. Should the probationary period reach its end without marked improvement, the Training Director will meet with the supervisor, trainee, and Director of Clinical Training at the trainee's school in order to find resolution. This may result in a) an extension of time for the PIP to be implemented, b) a different PIP with extension of time or alternate remediation plan, or c) termination.

Schedule Modification – the trainee's schedule is modified to allow the trainee to focus on remediation of the area of concern. Examples of possible modifications include:

- a. Increasing the amount of supervision, either with the same or other supervisors
- b. Changing the format, emphasis, or focus of supervision
- c. Recommending personal therapy
- d. Reducing the trainee's clinical or other workload

Probation – if the area of unsatisfactory behavior is deemed serious enough, the trainee may be placed on probation. The trainee will be given a letter specifying the following:

- a. Description of the unsatisfactory behavior

- b. Actions required to correct the unsatisfactory behavior
- c. Timeline for correction
- d. Explanation of the procedure that will be used to determine whether satisfactory progress has been made
- e. Possible consequences if the problem is not corrected

Clinical Privileges Suspension – if it is determined that the trainee’s problem behavior might impact client welfare, the trainee’s clinical privileges will be suspended. The trainee will be given a letter specifying the following:

- a. Description of the unsatisfactory behavior
- b. If applicable,
 - 1) Actions required to correct the unsatisfactory behavior
 - 2) Timeline for correction
 - 3) Explanation of the procedure that will be used to determine whether satisfactory progress has been made
 - 4) Possible consequences if the problem is not corrected

Temporary Suspension – the trainee may be placed on leave, accompanied by suspension of all duties and responsibilities in the agency. The trainee will be informed in writing about potential consequences resulting from suspension, which might include inability to complete program hours or other requirements.

Issuance of a Temporary Suspension Notice. A temporary suspension notice may be utilized if it has been determined that the welfare of the trainee’s client has been jeopardized and/or the trainee has violated the APA Code of Ethics. Upon such notice, the trainee will be temporarily suspended from engaging in any direct service activities; such suspensions can be administered by either the Training Director or Assistant Training Director. All temporary suspensions become effective immediately upon notifying the trainee of the suspension, either orally or in writing. The written notification of, and the reasons for, the suspension will be delivered to the trainee within three (3) working days. If the trainee’s behavior that jeopardized the welfare of the client or the ethical/legal breach is one that can be remediated, a specific program will be developed and a meeting date set to evaluate the trainee’s progress toward remediation of the violation. If remediation seems an inappropriate response due to the nature or severity of the trainee’s actions, the trainee’s training experience at PAI may be terminated. The trainee’s academic program will be informed when a Temporary Suspension Notice is issued, and the notification will indicate the nature of the behavior, the actions taken by the training program, and the rationale for these actions. The trainee shall receive a copy of any letter sent to the academic program.

Dismissal from the Training Program. When specific interventions do not, after a reasonable time period, rectify the inadequate performance and/or problematic behavior and the trainee seems unable or unwilling to alter her/his behavior, the Training Director will discuss with the trainee’s Director of Clinical Training the possibility of termination from the training program and dismissal from PAI.

Guidelines for Implementing Decisions

1. Once the final decisions have been made by the Training Committee, after evaluating the review panel findings, the Training Director, Assistant Training Director, and primary supervisor meet with the trainee to review the decisions made and specify the remediation procedures.
2. Any formal action taken by the Training Program is communicated in writing to both the trainee and the trainee's home program. This notification indicates the nature of the problem, a rationale for the implementation of the remediation procedures and the specific steps that are to be taken.
3. When necessary the status of the trainee's remediation, efforts are reviewed within a designated time period, but no later than the next formal evaluation period. This review is made by the Training Director and the trainee's primary supervisor.
4. The outcome of the review is communicated in writing to the trainee, the trainee's home program, and to the Training Committee.

Appeals Process

Procedures for Grievance with Written Evaluation or with Trainee Training Committee Decision:

If an trainee does not agree with a written evaluation and discussion with the supervisor does not resolve the issue, or if an trainee does not agree with the decision of the Trainee Training Committee, the trainee may submit a letter of addendum or disagreement to be attached to the specific supervisor's evaluation or Committee recommendation, then to be forwarded to the Training Director. In this letter, the trainee may also request an appeal based on:

1. Denial of due process in the evaluation/grievance procedure (ex: opportunity to demonstrate proficiency not provided prior to evaluation)

or

2. Denial of opportunity to present data to refute criticisms in the evaluation/grievance process.

The request must be submitted no later than five (5) working days after the evaluation is finalized or decision is communicated, must identify the specific aspect of the evaluation or decision with which the trainee disagrees, and must suggest 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 two staff members, will be formed within ten (10) working days of receipt of the appeal. The trainee may designate one member of the Appeals Committee from the senior staff. The PAI Chief Operating Officer, an Outside Consultant, or designee, will designate the other member, with recommendations from the

Training Director, or designee. The Training Director and primary supervisor are prohibited from serving on the Appeals Committee.

B. The Appeal's Committee, convened and presided over by the Outside Consultant, Chief Operating Officer, or designee, review the appeal procedures and make sure that no committee member has a conflict of interest in the case presented.

- a. The trainee and the supervisor(s) involved 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 trainee may submit to the committee any written statements deemed appropriate, may request a personal interview or may request that the committee interview other individuals with relevant information. The involved supervisor also has these same privileges.
- d. The committee will meet within 30 working days of the receipt of the appeal and will present a written summary of the committee's findings and any recommendations to the Training Director.

C. The Training Director will take action based on the Appeals Committee's findings and the recommendation is to be communicated in writing to the trainee in a timely manner.

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 her/himself or add an addendum to the original evaluation;
4. Recommend that probation or another remedial plan be implemented.

Grievance Procedures

Procedures for Grievance with Training, Supervision, and All other Concerns:

Informal Problem Resolution Procedure

If a trainee experiences a problem with a PAI clinical or support staff member, the trainee is encouraged to proceed by taking the following actions. If a step is not successful, the trainee should proceed to the next step. We recognize that in some situations, the trainee may feel uncomfortable about talking directly with a staff member about an issue. If that is the case, the trainee is advised to consult with the Training Director.

A. Step 1: First, attempt to address and resolve the problem with the individual as soon as possible.

- B. Step 2: If addressing the issue with the staff member is not successful, or the trainee prefers not to first address the issue with the individual, he/she may consult with the Training Director. The Training Director will assist by using one or more of the following actions.
- a. Serving as a consultant to assist in deciding how best to communicate with the individual
 - b. Facilitating a mediation session between the staff person and the trainee
 - c. Taking the issue to PAI Leadership Team members and/or the Training Committee for consultation and problem solving
 - d. Consulting with the PAI Outside Consultant

In the case of an issue with the Training Director, the trainee should consult with the Assistant Director. In the case of an issue in which neither the Training Director or Assistant Director can be consulted, the trainee should consult with the PAI Chief Operating Officer, or a designated Outside Consultant.

- C. Step 3: If satisfactory resolution is still not attained, the trainee may file a formal grievance.

Formal Grievance

- A. Step 1: The trainee will provide a letter to the Training Director (Assistant Training Director, Chief Operating Officer, or Outside Consultant as noted above) documenting the nature of the grievance and what attempts have been made to resolve the issue.
- B. Step 2: The designated individual will write a letter to the trainee outlining the grievance procedure, including the trainee's right to select one of the PAI staff members on a review panel and the opportunity to dispute information and/or explain his/her position. The letter will also document the timeline for responding to the grievance.
- C. Step 3: The designated individual will then convene a review panel that includes the Training Director, Assistant Director, one staff member selected by the Training Director and one staff member selected by the trainee. Excepting if one of these three individuals is named in the grievance. In the case if it is the Training Director, the Chief Operating Officer or Outside Consultant will step in.
- a. Both parties involved (trainee and staff member trainee is filing a grievance against) review the appeal procedures and make sure that no committee member has a conflict of interest in the case presented.
 - b. The trainee and the staff involved will be notified when the meeting will be held.
 - c. The panel may request the presence of a written statement from the individuals involved, as deemed appropriate.
 - d. The trainee may submit to the committee any written statements deemed

appropriate, may request a personal interview or may request that the committee interview other individuals with relevant information. The involved staff also has these same privileges.

- e. The committee will meet within 30 working days of the receipt of the written notice. The review panel will hear all information and, within five (5) working days of the completion of the review hearing, the review panel will, by majority vote, prepare a recommended response to the grievance. Within five (5) working days of receipt of the review panel's recommendation, the Training Committee will accept the recommendation, reject the recommendations and provide an alternative, or refer the matter back to the review panel for further deliberation. Within five working days, the review panel will convene and prepare a report to be given by the Training Director to the Chief Operating Officer or Outside Consultant. They will then make the final decision regarding the appropriate response to the grievance.

D. Step 4: Once a decision has been made the trainee, sponsoring university, and other appropriate individuals will be informed in writing of the action taken.

Good Faith Problems

No trainee will be penalized in any way for pursuing in good faith problems through this procedure. However, in initiating and pursuing a grievance, a trainee is obligated to proceed in candor and good faith at all times, and may not initiate or pursue a grievance for abusive or obstructionist purposes.

Racial or Sexual Harassment Procedures

The training program is committed to maintaining an atmosphere conducive to personal and professional development and has a zero-tolerance policy with regard to racial or sexual harassment. This requires an environment in which each trainee feels safe and respected. All complaints related to racial or sexual harassment that involves trainees, whether the trainee is the alleged victim or perpetrator, will be prioritized and an emergency meeting will be called within three (3) business days and will include the Chief Operating Officer or Outside Consultant.

VOICEMAILS

Please record your voicemails in the following manor:

Hello, you have reached (NAME) from Psychological Assessment, Inc. Please leave your name, number, and reason for call and I will get back to you within 24 business hours. For my supervisor, Dr. (NAME) please dial [888-524-5122](tel:888-524-5122) x (ADD extension)

For EOY holiday break:

Hello, you've reached (NAME) from Psychological Assessment, Inc. Please be aware that the Offices are closed between x/x/x and x/x/x. I will be back in the office on x/x/x. If this is an emergency, please dial 911, your caseworker, or your probation/parole officer. Happy Holidays and we hope you have a safe New Years.

APPENDIX 1

MANDATORY READING

APA CODE OF ETHICS

All trainees are Responsible for review the following and adhering to the codes:

[HTTP://WWW.APA.ORG/ETHICS/CODE/INDEX.ASPX](http://www.apa.org/ethics/code/index.aspx)

PROFESSIONAL TREATMENT NEVER INCLUDES SEX

[HTTP://WWW.DCA.CA.GOV/PUBLICATIONS/PROFTREATMENT.SHTML](http://www.dca.ca.gov/publications/proftreatment.shtml)

CALIFORNIA LAWS AND REGULATIONS RELATED TO THE PRACTICE OF PSYCHOLOGY

[HTTP://WWW.PSYCHOLOGY.CA.GOV/LAWS_REGS/2012LAWSREGS.PDF](http://www.psychology.ca.gov/laws_regs/2012lawsregs.pdf)

GENERAL GUIDELINES FOR PROVIDERS OF PSYCHOLOGICAL SERVICES

[HTTPS://WWW.APA.ORG/ABOUT/POLICY/GUIDELINES-PROVIDERS.PDF](https://www.apa.org/about/policy/guidelines-providers.pdf)

GUIDELINES FOR PROVIDERS OF PSYCHOLOGICAL SERVICES TO ETHNIC, LINGUISTIC, AND CULTURALLY DIVERSE POPULATIONS

[HTTPS://WWW.APA.ORG/ABOUT/POLICY/PROVIDERS-OF-PSYC-SERVICES.PDF](https://www.apa.org/about/policy/providers-of-psyc-services.pdf)

APPENDIX 2

Weekly Documentation of Supervision and Training Form

Internship Supervisee Weekly Log of Activities	Month/Year
Supervisee's Name	
Work setting in which Supervision took place	
Supervised hours for the week ending	
Supervision & Training	
Face-to-face individual supervision with primary supervisor	
Group supervision with primary supervisor	
Face-to-face individual supervision with delegated supervisor	
Group supervision with delegated supervisor	
Training Activities	
Professional Services Performed	
Individual psychotherapy	
Couples, children & /or family psychotherapy	
Group psychotherapy	
Testing & assessment (administration, scoring, interpretation, report)	
Intakes	
Consultations	
Other Work Performed	
Staff meetings	
Administrative duties	
Other professional activities (describe)	
Total number of hours of supervised experience per week	
Total number of hours of SPE performed satisfactorily	
Primary supervisor's printed name and psychology license number	<p>I certify that the information on this form accurately represents the training activities</p> <p>Of _____ (Supervisee)</p> <p>At _____ (Work setting)</p> <p>Primary supervisor's printed name and psychology license number</p> <p>_____ Primary supervisor's signature and date</p>
Primary supervisor's signature and date	
Delegated supervisor's printed name, license type and number	
Delegated supervisor's signature	
Delegated supervisor's printed name, license type and number	
Delegated supervisor's signature	
Supervisee's signature and date	

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Above is a Sample form. Please use the form that is provided by your school, use Time to Track, or other forms required in your intended licensure jurisdiction.

APPENDIX 3

Psychology Training Committee and Supervisors



Dr Dempsey is a Forensic Neuropsychologist whose specialty and passion is psychological testing and assessment, training, and supervision. She is the Founder/CEO and head of the Advanced Assessment division of PAI.

R. Dempsey, Psy.D., ABPP
CEO/Founder PAI



Forensic Neuropsychologist

Dr. Taxy is a psychologist who graduated from Alliant International University in 2017. He started with PAI as a postgraduate and, due to his experience across all PAI division and programs during his training he has established himself as the current Director of Clinical Training in addition to his responsibilities managing the HealthyBehaviors and Crossroads Competency Restoration programs.

Daniel Taxy, PsyD
Training Director

Healthy Behaviors Program Manager
Crossroads Competency Restoration Program Manager



Dr. Wysopal is a Forensic Psychologist who graduated from Alliant International University. She began her career working with sexual offenders, which she continues today as the Shaping Success Program Director. She completes evaluations for both programs and is looking forward to a successful training year!

Michelle Wysopal, Psy.D.
Director of Shaping Success
Assistant Training Director



Dr. Roach is a psychologist with a lengthy history of experience in a variety of forensic settings, including working with state hospitals, providing expert witness testimony and working at San Quentin state Prison. In addition to providing clinical supervision at PAI he also leads the "Supervision of Supervision" rotation where interns are allowed the opportunity to practice supervising other clinicians.

Christopher Roach, Ph.D.
Supervisor

APPENDIX 4

Clinician Guidelines

The following is a fluid guideline for any clinician working in a forensic setting. There may be additions or alterations to this. If you think of others, please let your supervisor know.

Professionalism

- Be respectful of and support each other. If there is a conflict, APA guidelines suggest first attempting to gain resolution by speaking with the individual with whom you are experiencing a conflict. If initial attempts are unsatisfactory, then the conflict should be escalated to the supervisory staff. If it is egregious then voice your concerns directly to supervisory staff as early as is feasible. However, you still need to work as a team – so please refrain from name calling, gossiping, or belittling each other.
- It is your responsibility to alert supervisors when there are client issues. You are working under someone else's license, please respect this. Client issues include, but are not limited to, behaviors that warrant mandated reporting, boundary violations, stagnation, severe changes in mood, need for psychiatric evaluation, etc.
- If you have an issue with a supervisor that you cannot resolve with the supervisor directly, you can escalate it to the Training Director or Assistant Training Director.
- All notes are to be completed by COB same day.
- If you do not know how to do something, it is your responsibility to ask for help.
- If you will not be able to meet a deadline for any reason, this should be communicated to your supervisor as well as the program director as soon as you become aware of the likelihood the task will not be completed.
- If you become aware of an ethical violation, you should inform the supervisory staff and they can instruct you on how to proceed.
- We work with many other professionals and stakeholders. Communication with these professionals, and the reason for necessary contact, should first be discussed in supervision.
- When emailing, use case numbers and/or initials and not full names. If you get an email from a stakeholder with identifying information and respond, please make sure to delete the identifying information.
- Be respectful of clients and their varying viewpoints, they are receiving treatment to develop insight, awareness, and understanding of their beliefs and behaviors, positive or negative. If you find that you are triggered, it is important to contain your counter transference and work through this in supervision.

Safety and Boundaries

- No touching. This means no hugging clients, hand shaking, patting shoulders, etc. There are some exceptions for fist bumps (usually with our CBP and Juvenile clients). The only acceptable time for handshakes is when meeting other professionals and stakeholders and when a client graduates from the program, unless it is otherwise contraindicated.
- No weapons. Please do not bring weapons (tasers, knives, etc.) to sessions with clients as they can often be used against you.

- NEVER arrive to work under the influence. You will be dismissed and your school will be notified immediately.
- Do not give any gifts to clients regardless of the price. This includes food, BART tickets, gift cards, leftovers, etc. It is imperative to maintain boundaries, not show favoritism, and to empower clients to problem solve.
- Do not accept gifts from clients. If a gift seems appropriate and is offered (ie: a plant for the lobby, culturally – tamales at Christmas, etc. this should be staffed with your supervisor/case conference).
- Do not feed our clients. If a client asks for food, direct him to the nearest store/restaurant. If he says it's a medical emergency – call 911.
- NEVER give clients medication of any kind. Bandages are ok in rare occasions.
- Never give clients rides.
- Never eat with clients or take them out for meals.
- Never give clients your personal information (where you live, how many people are in your family, your personal cell phone, etc.)
- Speak with your supervisor before engaging in self-disclosure to discuss the need and potential positive/negative ramifications of such a disclosure.
- If you become aware of a conflict of interest or dual relationship, inform your supervisor immediately to determine the appropriate course of action.
- NEVER ENGAGE IN ANY INTIMATE/SEXUAL RELATIONS WITH A CLIENT, A FAMILY MEMBER OF A CLIENT, OR ANOTHER PROFESSIONAL CONTACT/STAKEHOLDER.

Confidentiality

- Maintain professional demeanor around clients in waiting room, halls, etc. This means do not speak loudly and maintain confidentiality of all clients by not speaking about clinical issues.
- Refrain from putting one client down to another client in a closed setting. Sometimes clients need to process what is going on in group and this is acceptable, but it is not acceptable to gossip or belittle other clients. Help teach tolerance and mutual respect.
- If you see a client in the community, do not engage them in conversation. Speak with them about the APA guidelines at the start of your working relationship with them, or as necessary. If a client engages you on the street, keep the interaction brief (“hello”) and continue about your business.

Sessions

- Cell Phones **Off** during any therapy session. Preferably clinicians do not take phones into any therapy session in order to model appropriate behavior.
- No gum or food in sessions with clients. Drinks are acceptable, as long as they are not a distraction
- All sessions must start and end on time. There are a few exceptions in CBP on a case-by-case basis. However, we must model appropriate boundaries for the clients and as such that means you need to start and end sessions on time (90 min for groups, 50 min for individual sessions)
- Be prepared for your session. This means you've already printed out homework, know where you are in manuals, have all of the material you need, and have reviewed charts for what you will be going over. This is NOT done in session.

- NO Computers open in session unless you have prior permission from your supervisor and are strictly using it to reference manuals. This is the rare exception. Computers interrupt the rapport with clients and foster a disconnect. (ie – no note taking on computers during session)
- Provide beneficial feedback to clients. Don't be afraid to hold the frame and boundaries. We recognize it is difficult to expel clients who are disrespectful, but if warnings have been given and are ignored, then this is necessary.
- Be cognizant of your body language, facial expressions, and physical placement in the room. Do not invade a client's space by sitting too close to them. In order to protect your safety, configure yourself closest to the door. If there are co-facilitators, do not sit side by side on the same side of the table. Better to spread out some.
- With regard to co-facilitating, both must be engaged. If one facilitator is more introspective/ quiet, they should do more board work.
- Do not allow a client who has disclosed suicidal or homicidal ideation to leave a session without assessing the means, intent, and plan and/or speaking with a supervisor about the need to call 911. If a client flees the office without giving you the opportunity to process, immediately call the supervisor and 911.

APPENDIX 5

HANDBOOK ACKNOWLEDGMENT FORM

I have received a copy of the revised Psychological Assessment Inc., Psychology Training Program Handbook, and have been given the opportunity to ask questions and/or request clarification related to the Handbook and its contents. I understand that I am encouraged to request clarification on any aspect of the Handbook should I have any questions in the future.

I understand that I am expected to abide by the policies and procedures contained within the Handbook, and I am expected to consult with a PAI professional should I be unclear as to whether my actions conform to the Handbook's procedures.

I understand that the PAI Training Program Handbook is presented as a guide for trainees and contains descriptions and explanations of rules, procedures, rights and responsibilities. I understand that PAI reserves the right to amend or change such rules, procedures and benefits at any time and that I will be notified of any changes by a written addendum to this Handbook.

DATED: _____

Trainee Name (Please Print)

Trainee Signature