



**Doctoral
Psychology Internship
Program
2021 - 2022**

Handbook

Mission:

The Mission of The University of Texas Health Science Center at Tyler Psychology Internship Program is to prepare psychologists-in-training to provide clinically and culturally competent behavioral health services to traditionally underserved populations and geographical areas.

Accreditation Status

The University of Texas Health Science Center at Tyler Psychology Internship Program is currently accredited by the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

[Office of Program Consultation and Accreditation](#)

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979

Email: apaaccred@apa.org

APPIC Membership Status

The University of Texas Health Science Center at Tyler PIP is a participating member of The Association of Psychology Postdoctoral and Internship Centers (APPIC).

Program Overview

The University of Texas Health Science Center at Tyler Psychology Internship Program provides training in human development, psychopathology, assessment, psychotherapy, and ethics and provides interns with the necessary skills to practice as competent and ethical entry-level professional psychologists.

The University of Texas Health Science Center at Tyler (UTHSCT) is the only academic health science center in northeast Texas and sponsors ten graduate medical education training programs and three internships/fellowships in family medicine, internal medicine, occupational medicine, and psychiatry and behavioral medicine. UTHSCT provides a rich training experience through opportunities to work with highly-experienced psychologists in serving a wide variety of patients, including historically underserved, underfunded, and rural persons, across a number of treatment settings within the organization.

The University of Texas Health Science Center at Tyler includes an Emergency Department, and various outpatient clinics including Family Medicine, Internal Medicine, Center for Healthy Aging, Palliative Care and Oncology, and cardiopulmonary clinics. Further, UTHSCT houses four inpatient psychiatric units. UTHSCT is the regional anchor for Medicaid DSRIP projects for innovative health care. Among the many projects is the Behavioral Health Integration Project, which focuses on integrating mental health care in primary care settings. Northeast Texas is a rural state region

characterized by 1) low income and below state average education level, 2) older average age, 3) high rates of chronic illness, 4) high rates of mental health problems, and 5) underutilization/limited access to mental health resources.

Program Structure and Training Model

The University of Texas Health Science Center at Tyler Psychology Internship Program (UTHSCT-PIP) offers ten one-year, full-time internship positions beginning July 1 and ending June 30 of each year. This is a 2,000 hour program. The program provides comprehensive clinical and didactic experiences to support future professional practice.

UTHSCT-PIP training is based in the Practitioner-Scholar model, training doctoral psychology interns to become effective consumers of research who utilize scholarly inquiry to inform their practice.

Intern Selection and Academic Preparation Requirements Policy

Application Process

Students interested in applying for the internship program should submit an online application through the APPIC website (www.appic.org).

A complete application consists of the following materials:

1. A completed Online AAPI (APPIC's standard application)
2. Cover letter (as part of AAPI)
3. A current Curriculum Vitae (as part of AAPI)
4. Three Standardized Reference Forms, two of which must be from persons who have directly supervised your clinical work (as part of AAPI).
5. Official transcripts of all graduate coursework
6. A sample assessment report, appropriately redacted or de-identified.

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

Application Screening and Interview Processes

The University of Texas Health Science Center at Tyler Psychology Internship Program 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. A minimum of 400 intervention hours;
2. A minimum of 50 assessment hours;
3. Dissertation proposal defended;
4. Some experience or special interest in working with diverse populations;
5. Practicum experience in a medical setting;
6. Current enrollment and good standing in an APA-accredited doctoral program.

While preferred, the above qualifications are not essential for consideration.

All applications will be screened by the Training Committee, using a standard Application Rating Scale, and evaluated for potential goodness of fit with the internship program. The Training Committee will hold a selection meeting to determine which applicants to invite for interviews based upon the results of this screening process. If applicants are invited to interview, they will be notified by email in early December. Face-to-face interviews will be scheduled in early January with members of the Training Committee. Virtual interviews may be permitted in extenuating circumstances if approved by the Training Committee or as recommended by APPIC guidance. Interviews will be conducted using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate.

Participation in the APPIC Match

The Training Committee will hold a meeting within two weeks of the final interviews being completed in order to determine applicant rankings. The full application package and information gleaned from the interview process will be utilized in determining applicant rankings. As a member of APPIC, The University of Texas Health Science Center at Tyler Psychology Internship Program will participate in the national internship matching process by submitting its applicant rankings to the National Matching Service. Questions regarding any part of the selection process or our academic preparation requirements may be directed to the Program Director.

Program Goals and Objectives

Goal 1: Interns will achieve competence appropriate to their professional developmental level in the area of Evidence Based Practice in Intervention.

Objectives related to this goal include the achievement of competence in the following:

1. Case conceptualization and treatment planning
2. Implementation of therapeutic interventions
3. Evaluation of interventions

Goal 2: Interns will achieve competence appropriate to their professional developmental level in the area of Evidence Based Practice in Assessment.

Objectives related to this goal include the achievement of competence in the following:

1. Instrument selection, administration, and scoring
2. Test interpretation
3. Communicating results

Goal 3: Interns will achieve competence appropriate to their professional developmental level in the area of Interdisciplinary Consultation and Collaboration.

Objectives related to this goal include the achievement of competence in the following:

1. Theories and methods of consultation
2. Multidisciplinary collaboration

Goal 4: Interns will achieve competence appropriate to their professional developmental level in the area of Supervision.

Objectives related to this goal include the achievement of competence in the following:

1. Theories and methods of supervision

2. Effective provision of supervision

Goal 5: Interns will achieve competence appropriate to their professional developmental level in the area of Cultural and Individual Diversity.

Objectives related to this goal include the achievement of competence in the following:

1. Cultural awareness
2. Evidence-informed approach to cultural considerations
3. Effective clinical approaches

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

Objectives related to this goal include the achievement of competence in the following:

1. Application of scientific knowledge to practice
2. Program evaluation

Goal 7: Interns will achieve competence appropriate to their professional developmental level in the area of Ethical and Legal Standards.

Objectives related to this goal include the achievement of competence in the following:

1. Knowledge of and adherence to ethical, legal, and professional standards
2. Ethical decision-making and conduct

Goal 8: Interns will achieve competence appropriate to their professional developmental level in the area of Professional Values and Attitudes.

Objectives related to this goal include the achievement of competence in the following:

1. Self-awareness and professional behavior
2. Professional awareness

Goal 9: Interns will achieve competence appropriate to their professional developmental level in the area of Communication and Interpersonal Skills

Objectives related to this goal include the achievement of competence in the following:

1. Interpersonal skills
2. Effective communication

Didactics

At a minimum, an average of three hours of weekly didactic training will be provided by Program faculty, physicians, and other professionals.

Supervision

All interns will receive a total minimum of 4 hours per week of supervision from a licensed psychologist. Interns will also have the opportunity to provide supervision to Master's students in Clinical and Counseling programs at UT Tyler.

- Interns receive a minimum of two (2) hours of individual supervision each week from a licensed psychologist.
- Opportunities for makeup supervision are presented to interns during the month of January as interview season creates variation in faculty schedules.
- Interns will meet for one hour per week for group supervision with a focus on Professional

Development, led by the Program Director.

- Interns will additionally meet for one hour per week of group supervision in a case conference format. This group supervision meeting may focus on legal/ethical issues and clinical topics.
- While providing supervision to Master's students, interns will also receive weekly supervision of supervision by a licensed psychologist.

Research

Research opportunities will vary. Interns may also pursue projects of their own, with faculty oversight. Interns will participate in an annual scholarly project that is presented at the end of the training year the annual Quality and Scholarly Activity Day hosted by Graduate Medical Education.

Stipend, Benefits, and Resources

The University of Texas Health Science Center at Tyler Psychology Internship Program interns are temporary University of Texas employees. The annual stipend for all interns will be \$30,000 as well as the other benefits of UT employment, including vacation, holidays and floating holidays, sick leave, and health insurance. As for all UT employees, health insurance is not available for up to 30 days during the pre-enrollment period. However, interns are required to be insured. Therefore, interns must carry their own health insurance, for which they will be reimbursed up to \$700. Receipts or statements from the insurance company will be required for this reimbursement.

UTHSCT-PIP interns have access to numerous resources. Interns are provided with office space, a laptop computer, phone, and necessary office materials. Assessment and other training materials are provided, including an on-site library and access to a number of electronic library resources. Administrative and IT support is provided. Interns also have access to the employee gym and to walking trails on campus.

Expectations and Experiences

The University of Texas Health Science Center at Tyler Psychology Internship Program is a year-long, full-time doctoral internship experience. Interns are expected to work 40 hours per week and to complete 2000 hours of training during the year. Interns will typically work from 8:30am to 5:00pm, five days per week. In some cases, there may be work (e.g., groups, documentation) that extends past 5:00pm on some days.

Throughout the year, interns will participate together in didactics and group supervision. Interns will complete an average of 12-20 hours per week of face-to-face direct service delivery. Interns are expected to maintain a daily log of direct service and indirect activities related to the internship program (e.g., client sessions, clinical preparation, case documentation, supervision, etc.) using Time2Track. Further, Interns will learn how to document in an electronic medical record.

Interns are also expected to achieve the goals and objectives of the internship program as stated above and fulfill its requirements, to abide by the APA Code of Ethics, policies, procedures, rules and regulations of the University of Texas System and The University of Texas Health Science Center at Tyler.

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Training at UTHSCT-PIP emphasizes intern participation in longitudinal experiences in an interdisciplinary environment.

Integrated Behavioral Health Care Experience:

The *Integrated Behavioral Health Care* experience uses a collaborative and interprofessional approach in a teaching hospital. The experience utilizes the biopsychosocial model of medicine while integrating the latest research. This model places an emphasis on a collaborative versus prescriptive patient relationship in order to foster improvement in health and wellness in a medical environment.

The Integrated Behavioral Health Care experience consists of working in various settings within the hospital on both an inpatient and outpatient basis. The Family Health Center is the center of this experience, where interns work closely with medical residents. Interns see patients as needed in the clinic based on referral and provide consultation as well as therapy services within a variety of therapeutic modalities. In these settings, there may be long-term or shorter-term individual psychotherapy experiences. Further, interns may provide brief assessments and interventions in a variety of medical clinics.

Interns are expected to field “warm-handoffs” from faculty and resident physicians as needed throughout the hospital and attached clinics. A “warm-handoff” consists of the intern coming into a medical appointment to address psychological symptoms that a patient may be experiencing. This can consist of addressing acute symptoms directly with brief intervention or conducting a “meet and greet” to facilitate a future therapy appointment. Warm handoffs serve an important integrated consultation/liaison experience offered to Family Medicine, Emergency Department, Inpatient medical setting, Oncology, Palliative Care, Pulmonology, Physical and Occupational therapy, and Internal medicine.

Neuropsychology Experience:

The Neuropsychology experience is provided to interns as an introduction to those who have had no prior exposure, and as a continuance of training for those with prior experience in testing of adults.

Interns receive training and supervision by the faculty neuropsychologists primarily in the Center for Healthy aging, a sub-clinic of the Internal Medicine Clinic. Experiences are wide-ranging and include referrals for neurodegenerative disorders, traumatic brain injury, stroke, and vocational batteries. Further, brief cognitive assessments of adults in outlying clinics and in the psychiatric units are supervised by the neuropsychologists as well.

An elective opportunity for training in neuropsychology is available at Terrell State Hospital, where interns interface and learn from clinical psychologists and a neuropsychologist. This setting also provides neuropsychological assessment of children. Interns will administer tests, synthesize information into a cogent and comprehensive report, and will develop skills in providing feedback to patients and their families.

Psychological Assessment Experience:

The Psychological Assessment experience includes health psychology assessment, adult psychological assessments, and child and adolescent psychological assessments. Health psychology assessment include evaluations for pain management and for bariatric surgery. Adult, child, and adolescent psychological assessments may include psychodiagnostic, cognitive, achievement, personality, and competency-based measures. Interns will be expected to administer, interpret, and provide written syntheses of these psychological test batteries. Interns will have opportunities to write reports and make recommendations that convey meaningful information to clients/patients and their referral sources.

Interns will also provide structured intake assessments for adult therapy patients as part of their Psychological Assessment experience. Intake assessments may include semi-structured and structured clinical interviews, screening measures, and/or personality assessment.

Inpatient Psychology Experience:

The Inpatient Psychology Experience utilizes a collaborative and interprofessional approach in the four on-campus psychiatric units at UTHSCT-North Campus. All clinical service provision utilizes an evidence-based, brief psychotherapy approach. Primary modalities utilized for individual and group psychotherapy include cognitive-behavioral, acceptance and commitment, Dialectical Behavior Therapy Skills Training, motivation-enhancement techniques, safety planning, and psychoeducational materials. Opportunities in group psychotherapy across units include DBT Skills Training, Seeking Safety, Illness Management and Recovery, ACT for Psychosis Recovery, Social Skills Training for SMI, and relaxation skills training. Interns will also engage in interdisciplinary collaboration through consultation with physicians and nursing staff, and provide education and training to medical residents and nursing staff. Each intern will also have the opportunity to sit in on a unit Treatment Team meeting at least two times during the training year. This may be done on the same unit or on different units, according to intern preference.

3-West

The 3-West unit is a 14-bed acute-stay, psychiatric unit. Typical length of stay varies from 3 days to several weeks. Interns on this unit will have the opportunity to engage in brief psychotherapy (1-2 sessions per patient on average), brief psychodiagnostics assessments, and clinical research involving assessment data collection and data management. Interns interested in research may select this rotation and complete a research project by the end of internship year. Interns may participate in this unit's treatment team meeting according to intern interest.

3-East

The 3-East unit is a 30-bed, subacute psychiatric unit which serves as a rehabilitation program for many patients who have been civilly committed to psychiatric treatment. Most individuals on the unit are diagnosed with a serious mental illness and live on the unit for 2-3 years. Interns on this unit will have opportunities for longer-term psychotherapy with SMI, including CBT for SMI, ACT for Psychosis Recovery, and Metacognitive Therapy+. Interns will also have the opportunity to co-facilitate SMI groups on the unit, such as Social Skills Training, Illness Management and Recovery, and ACT for Psychosis Recovery. Interns may participate in this unit's treatment team meeting according to intern interest.

4-East

The 4-East unit is a 24-bed acute-stay, psychiatric unit. Interns on this unit will have opportunities for brief individual psychotherapy (1-2 sessions per patient), behavior plan development and implementation, brief psychodiagnostics evaluations, and group psychotherapy. Groups on the unit include DBT Skills Training and Seeking Safety.

4-West

The 4-West unit is a 10-bed, acute-stay psychiatric unit for geriatric patients (ages 55+). Interns on this unit will have the opportunity to provide brief cognitive and neuropsychological screening assessments and brief individual psychotherapy. Psychotherapy groups may be offered twice per week on the unit, should there be a sufficient number of appropriate patients. Additionally, interns on this rotation will have the opportunity to engage in clinical training opportunities with medical residents and medical students on the treatment team (e.g., Motivational Interviewing, clinical interviewing, basic helping skills, etc.).

Terrell State Hospital

An elective opportunity for training in inpatient psychology is available at Terrell State Hospital. Interns will have opportunities to provide individual and group treatment to children, adolescents, and adults and to collaborate with interdisciplinary treatment teams. Additional opportunities related to forensic psychology may be available for interested interns.

Child and Adolescent Experience

The Child and Adolescent Psychology experience serves children and adolescents ages 3-18. Diverse families and their children present with a variety of diagnoses and needs. The skills learned and practiced in this setting include differential diagnosis, identification and use of evidence-based treatments and/or their components following a targeted assessment. Engagement of families, providing feedback to families, and incorporating ongoing feedback from families is emphasized.

Supervising

Interns will supervise master's level practicum students from the University of Texas at Tyler. This takes place as part of a course for these students which is taught by UT Tyler faculty and/or UTHSC faculty. Faculty supervise interns' supervision. Additional supervision of the interns as supervisors is provided by internship faculty as needed or requested by the intern.

Additional Didactics and Training:

In addition to the weekly minimum didactic training required by the Program, interns are encouraged to access the many other opportunities for didactic training throughout the hospital. A sample of these opportunities includes attending Grand Rounds each Friday on various medical, psychological, and professional topics, remote attendance of Tuesday Grand Rounds at the downtown hospital, and interdisciplinary treatment team meetings. Interns are provided with a schedule of these opportunities.

INTERNSHIP POLICIES AND PROCEDURES

Diversity and Non-Discrimination Policy

The University of Texas Health Science Center at Tyler Psychology Internship Program (UTHSCT-PIP) strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its interns. Diversity among interns and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by the UTHSCT-PIP to create a climate in which all staff and interns feel respected. The UTHSCT-PIP includes an expected competency in individual and cultural diversity, and multiple experiences are provided to be sure that interns are both personally supported and well-trained in this area.

The UTHSCT-PIP welcomes applicants from diverse backgrounds and remains committed to diversity efforts in the recruitment process. The UTHSCT-PIP provides equal opportunity to all prospective interns and does not discriminate because of a person's race, color, religion, sex, national origin, age, disability, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship.

Psychology Intern Duty Hours and the Working Environment

1. Professionalism, Personal Responsibility, and Patient Safety

- a. Psychology Interns are educated concerning the professional responsibility to appear for duty appropriately rested and fit to provide the services required by their patients.
- b. The program is committed to and responsible for promoting patient safety and psychology intern well-being in a supportive educational environment.
- c. The Program Director and institution ensure a culture of professionalism that supports patient safety and personal responsibility.
- d. Psychology interns and faculty members demonstrate an understanding and acceptance of their personal role in the following:
 - i. Assurance of the safety and welfare of patients entrusted to their care
 - ii. Provision of patient- and family-centered care
 - iii. Assurance of their fitness for duty
 - iv. Management of their time before, during, and after clinical assignments
 - v. Recognition of impairment, including illness and fatigue, in themselves and in their peers
 - vi. Attention to lifelong learning
 - vii. Monitoring of their patient care performance improvement indicators
 - viii. Honest and accurate reporting of duty hours, patient outcomes, and clinical experience data
- e. All psychology interns and faculty members will demonstrate responsiveness to patient needs that supersedes self-interest. They must recognize that under certain circumstances,

the best interests of the patient may be served by transitioning that patient's care to another qualified provider.

2. Supervision of Psychology Interns

- a. In the clinical learning environment, each patient will have a licensed, appropriately-credentialed and privileged supervising psychologist who is ultimately responsible for that patient's care.
 - i. This information should be available to psychology interns, faculty members, and patients.
 - ii. Psychology Interns and faculty members should inform patients of their respective roles in each patient's care.
- b. The program must demonstrate that the appropriate level of supervision is in place for all Psychology Interns who care for patients.
 - i. A licensed psychologist will be physically on site wherever a psychology intern is delivering services, or within 15 minutes of a remote location and immediately available by phone and text alert. In these remote locations where a psychologist is not physically present, a mid-level (social worker or Master's level licensed individual) or provisionally licensed postdoctoral fellow will be physically present.
 - ii. Each psychology intern will receive a minimum of 2 hours individual supervision, and 2 hours group supervision by a licensed psychologist, yielding a minimum of 4 hours of supervision per week.
 - iii. Each psychology intern will receive a minimum of 3 hours of didactics per week pertinent to the field of psychology.

4. Moonlighting

In order for interns to have sufficient time/energy to devote toward successfully completing internship requirements, interns must obtain approval in writing prior to obtaining outside employment, which is limited to no more than 10 hours/week.

5. Record Retention

Intern records will be maintained by the Program Coordinator and will be accessible to the psychology intern upon request. Psychology intern evaluations, the psychology intern's responses to the evaluations, certifications of completion, and description of training experiences will be maintained indefinitely. Records will be maintained in locked file cabinets and/or secure electronic storage in the Program or department office.

6. Observations

Intern performance will be evaluated through observation both formally and informally. A formal observation will be conducted during each evaluation period, at a minimum of twice a year. Informal observations will occur throughout the training year.

Evaluation Procedures and Minimal Requirements

A psychology intern will be evaluated at least twice each year with regard to his or her performance, knowledge, skills, satisfactory progressive scholarship, and professional growth. To progress in the program and to successfully complete the program, a psychology intern must demonstrate his or her ability to assume increased responsibility for patient care.

UTHSCT-PIP requires that interns demonstrate minimum levels of achievement across all training competencies, as outlined on the Intern Evaluation Form. Interns are formally evaluated by their primary supervisors at least twice annually: 1) at the midpoint; and 2) at the end of the internship year. Evaluations are conducted using a standard rating form; ratings represent the median of individual supervisor ratings. Supervisors are expected to only rate competency areas in which they have directly observed or supervised the intern.

Intern performance on all of UTHSCT-PIP's expected training competencies and the related objectives is rated. The rating form includes comment spaces where supervisors include specific written feedback regarding intern performance and progress. Supervisors are expected to review these evaluations with the intern and provide an opportunity for discussion if the intern has questions or concerns about the feedback. Evaluations will be communicated to the psychology intern in a timely manner.

A minimum level of achievement on each evaluation is defined as a rating of "3" for each competency. The rating scale for each evaluation is a 5-point Likert scale, with the following rating values: 1= Significant Development Needed, 2= Development Needed, 3= Meets Expectations, 4= Exceeds Expectations, 5= Significantly Exceeds Expectations. If an intern receives a median score less than 3 on any competency area of any evaluation, or if supervisors have reason to be concerned about the intern's performance or progress, the due process procedures will be initiated.

Additionally, all UTHSCT-PIP 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. Feedback to the intern's home doctoral program is provided at mid-year and at the culmination of the internship year. Doctoral programs are contacted within one month following the end of the internship year and informed if the intern has successfully completed the program. 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 grievance by a supervisor or an inadequate rating on an evaluation, the home doctoral program will also be contacted. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the intern's progress, is kept engaged in order 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 UTHSCT-PIP as a result of the due process procedures, up to and including termination from the Program.

In addition to the evaluations described above, interns must complete a self-evaluation form at the beginning, mid-point, and end of the internship. Additionally, interns will complete evaluations of

their individual supervisors and a program evaluation at the mid-point and end of the internship year, in order to provide feedback that will inform any changes or improvements in the training program.

DUE PROCESS AND GRIEVANCE PROCEDURES

Due Process Procedures are implemented in situations in which a supervisor or other faculty member raises a concern about the functioning of a psychology intern. These procedures are a protection of intern rights and are implemented in order to afford the intern every reasonable opportunity to remediate problems and to receive support and assistance. These procedures are not intended to be punitive.

Definition of a Problem

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

Administrative Hierarchy and Definitions

The University of Texas Health Science Center at Tyler Psychology Internship Program's (UTHSCT-PIP's) Due Process procedure occurs in a step-wise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

Faculty roles included herein are defined as follows:

Supervisor: Any faculty member who provides direct supervision or teaching to an intern.

Program Director (TD): The supervisor who functions as the director of training. S/he leads the internship Training Committee and oversees the training program.

Informal Review

When a supervisor believes that an intern's behavior is becoming problematic, the first step in addressing the issue is to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. This process is documented in writing and discussed with the Program Director but will not become part of the intern's professional file.

Formal Review

If an intern's problem behavior persists following an attempt to resolve the issue informally, if a behavior is considered sufficiently severe, or if an intern receives a rating below a "3" on any competency on a supervisory evaluation, a formal review process is initiated. The decision to move from informal to formal procedures is frequently based upon professional judgment. The following guidelines are used to support this determination:

- 1) the intern does not acknowledge, understand, or address the problem when it is identified

- 2) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training
- 3) the quality of services delivered by the intern is sufficiently negatively affected
- 4) the problem is not restricted to one area of professional functioning
- 5) a disproportionate amount of attention by training personnel is required
- 6) the trainee's behavior does not change as a function of feedback, and/or time
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed
- 8) the intern's behavior negatively impacts the public view of the agency
- 9) the problematic behavior negatively impacts the intern cohort
- 10) the problematic behavior has the potential to cause harm to a patient
- 11) the problematic behavior violates appropriate interpersonal communication with agency staff.

The decision to move to a formal review process is made by the Training Committee. If a formal review is initiated, the following process will occur:

- A. The supervisor will meet with the Program Director (TD) and intern within 10 working days to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the intern's direct supervisor, an additional member of the Training Committee will be included in the meeting.
- B. The intern will have the opportunity to provide a written statement related to his/her response to the problem. This response must be submitted to the Program Director within 3 working days of the meeting in step A.
- C. After discussing the problem and the intern's response, the supervisor and TD may:
 - 1) Issue an "Acknowledgement Notice" which formally acknowledges:
 - a) that the faculty are aware of and concerned with the problem
 - b) that the problem 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 problem or skill deficits identified by the inadequate evaluation rating; and
 - d) that the problem is not significant enough to warrant further remedial action at this time

This notice will be issued within 5 working days of the meeting described in step A.

- 2) Place the intern on "Probation" which defines a relationship such that the faculty, through the supervisors and TD, 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 length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Probation statement is shared with the intern and the Director of Clinical Training at the intern's graduate institution and includes:
 - a) the actual behaviors or skills associated with the problem;

- b) the specific recommendations for rectifying the problem;
- c) the time frame for the probation during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately rectified.

This statement will be issued within 10 working days of the meeting in step A. At the end of this probation period, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file.

3) In special cases, the intern may be allowed to switch supervisors within the internship program. This option would be applicable in situations in which it is believed that the intern's difficulties are the result of a poor "fit" between the intern and supervisor and that the intern could be successful in a different supervisory relationship. This option would require a meeting of a review panel convened by the Program Director and consisting of him/herself, the intern's primary supervisor, and at least two other members of the Training Committee or supportive faculty. Additional parties who are knowledgeable about the intern's abilities may be involved in order to inform decision making. This meeting, if deemed necessary by the Program Director, will be convened within 10 working days of the original meeting discussed in step A.

D. If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship may be terminated. The decision to terminate an intern's placement would be made by the entire Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the original meeting discussed in step A, or during the regularly-scheduled weekly Training Committee meeting, whichever occurs first. The TD may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, APPIC and the intern's Director of Training at the intern's home doctoral program would be contacted.

Appeals Process

If the intern wishes to challenge the decisions made, he or she may request an Appeals Hearing before the Training Committee. This request must be made in writing- an email will suffice- to the TD within 5 working days of notification regarding the decision made in step C or D above. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of him/herself, the intern's primary supervisor, and at least two members of the agency's administration. If the TD is the intern's primary supervisor, an additional member of the Training Committee will be included. 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. The review panel has final discretion regarding outcome.

Notifying the Sponsoring Doctoral Program

If either the Acknowledgment Notice or the Probation action occurs, the TD will inform the intern's sponsoring university within 5 working days, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the faculty. The intern shall receive a copy of the letter to the sponsoring university.

Once the Acknowledgment Notice or Probation is issued by the TD, it is expected that the status of the problem or inadequate rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the problem has been rectified to the satisfaction of the faculty and the intern, the sponsoring university and other appropriate individuals will be informed and no further action will be taken.

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 the internship training program. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts. 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 steps will occur:

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or TD in an effort to resolve the problem informally. In some cases, the TD or another Training Committee member may wish to meet with the intern and the individual being grieved in order to provide consultation related to the issue. The goal of the meeting will be to develop a plan of action to resolve the matter informally. The plan of action will include:

- a) the behavior or problem associated with the grievance;
- b) the specific steps to rectify the problem; and,
- c) a designated time at which the parties will meet again to ascertain whether the problem has been appropriately rectified.

Formal Review

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to another member of the Training Committee. The individual being grieved will be asked to submit a response in writing. The TD (or other Training Committee member, if the TD is the object of the grievance) will meet with the intern and the individual being grieved within 10 working days to determine a new or revised plan of action.

The TD or other Training Committee member will document the process and outcome of the meeting. The intern and the individual being grieved will be asked to report back to the TD or other Training Committee member in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails during the formal review process, the TD or other Training Committee member will convene a review panel consisting of him/herself and at least two other members of the Training Committee or supportive faculty within 10 working days. The intern may request a specific member of the Training Committee 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 Human Resources in order to initiate the due process procedures outlined in the employment contract. If the review panel determines that the grievance against the staff member potentially can be resolved internally, the review panel will develop a second action plan that includes the same components as above. The process and outcome of the panel meeting will be documented by the TD or other Training Committee member. The intern and the individual being grieved will again be asked to report back in writing regarding whether the issue has been adequately resolved within 10 working days. The panel will reconvene within 10 working days to again review written documentation and determine whether the issue has been adequately resolved. If the issue is not resolved by the second meeting of the panel, the issue will be turned over to Human Resources in order to initiate the due process procedures outlined in the employment contract.

EVALUATION FORMS

The University of Texas Health Science Center at Tyler Psychology Internship Program (THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT TYLER PIP)

Primary Intern Evaluation Form

To be completed by primary supervisor(s)

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

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

NOTE: As described in the internship policies, any score below a "3" on a broad domain will trigger THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT TYLER PIP's Due Process Procedures. Additionally, any score below a 3 on any individual competency item will result in close monitoring of the competency by the supervisor and additional support to the intern as deemed appropriate by the Training Committee.

Evidence Based Practice in Intervention	
Develops evidence-based treatment plans specific to the service delivery goals.	
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
Demonstrates the ability to apply the relevant research literature to clinical decision making.	
Establishes and maintains effective therapeutic relationships.	
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	
Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.	
AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!

Comments:

Evidence Based Practice in Assessment

Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.

Collects 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 client.

Interprets assessment results within current research and professional standards and guidelines.

Uses interpretations to inform case conceptualization, classification, and recommendations.

Guards against decision-making biases by distinguishing subjective from objective aspects of the assessment.

Communicates assessment results orally in an accurate and effective manner sensitive to a range of audiences.

Communicates assessment results in writing in an accurate and effective manner sensitive to a range of audiences.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Consultation / Interprofessional / Interdisciplinary

Demonstrates knowledge and respect for the roles and perspectives of other professions.

Demonstrates knowledge of consultation models and practices.

Applies knowledge about consultation in direct or simulated consultation with individuals and their families, other healthcare professionals, interprofessional groups, or systems related to health and behavior.

Applies knowledge about consultation in direct or simulated consultation with other healthcare professions and interprofessional groups.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Supervision

Demonstrates knowledge of supervision models and practices.

Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Cultural and Individual Diversity

Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Demonstrates 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.

Integrates knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Can apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.

Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may create conflict with their own.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Research/Scholarly Activity

Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities via professional publication or presentation at the local, regional or national level.

Demonstrates knowledge of theories and methods of program evaluation.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Ethical and Legal Standards

Demonstrates knowledge of and acts in accordance with the APA Ethical Principles and Code of Conduct.

Demonstrates knowledge of and acts in accordance with all organizational, local, state, and federal laws, regulations, rules and policies relevant to health service psychologists.

Demonstrates knowledge of and acts in accordance with all professional standards and guidelines.

Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them.

Conducts self in an ethical manner in all professional activities.

AVERAGE SCORE FOR BROAD GOAL AREA

#DIV/0!

Comments:

Professional Values and Attitudes

Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Actively seeks and demonstrates openness to feedback.

Engages in self-reflection regarding personal and professional functioning.

Engages in activities to maintain and improve performance, well-being, and professional effectiveness.

Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!
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Comments:

Communication & Interpersonal Skills

Develop and maintain effective relationships with a wide range of individuals, including colleagues, organizations, professions, communities, and those receiving professional services.

Possesses effective interpersonal skills.

Is able to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.

Demonstrates a thorough grasp of professional language and concepts.

Manages difficult communication.

AVERAGE SCORE FOR BROAD GOAL AREA	#DIV/0!
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Comments:

OVERALL RATING (average of broad goal area scores)

Comments on Intern's overall performance:

I acknowledge that my supervisor has reviewed this evaluation with me.

Intern Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

The University of Texas Health Science Center at Tyler Psychology Internship Program (THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT TYLER PIP)

Intern Self-Evaluation Form

To be completed by intern at beginning, middle, and end of training year.

Intern: _____

Evaluation Period (beginning, middle, or end): _____

Instructions: Each shaded area represents a broad area of competence on which you will be evaluated during your internship year. Please see the THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT TYLER PIP Training Manual for more information about expected competencies within each broad area. We would like for you to assess your current level of achievement in each area. Please also make notes of any strengths you have as well as up to three specific training goals related to the competency area.

Scoring Criteria:

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

NOTE: Please rate yourself thoughtfully. Any score below 3 on any item will result in additional support as deemed appropriate by the Training Committee in order to help you develop competency in these areas.

Evidence Based Practice in Intervention	Self Score:
Strengths & Training Goals related to competency area:	
Evidence Based Practice in Assessment	Self Score:
Strengths & Training Goals related to competency area:	

Consultation / Interprofessional / Interdisciplinary	Self Score:
Strengths & Training Goals related to competency area:	
Supervision	Self Score:
Strengths & Training Goals related to competency area:	
Cultural and Individual Diversity	Self Score:
Strengths & Training Goals related to competency area:	
Research	Self Score:
Strengths & Training Goals related to competency area:	
Ethical and Legal Standards	Self Score:
Strengths & Training Goals related to competency area:	

Professional Values and Attitudes	Self Score:
Strengths & Training Goals related to competency area:	
Communication & Interpersonal Skills	Self Score:
Strengths & Training Goals related to competency area:	
OVERALL RATING (average of broad area scores)	#DIV/0!
Any other strengths or training goals you would like to mention?	

I acknowledge that my supervisor has reviewed this evaluation with me.

Intern Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

Supervisor's Signature

Date

The University of Texas Health Science Center at Tyler Psychology Internship Program (THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER AT TYLER PIP)

Supervisor Evaluation Form

To be completed by intern at mid-point and end of training year (concurrent with intern evaluation) and discussed with supervisor during intern evaluation meeting

Intern: _____ Supervisor: _____

Dates of Evaluation: _____ to _____

Scoring Criteria:

1 Significant Development Needed --Significant improvement is needed to meet intern needs	
2 Development Needed -- Improvement is needed to meet intern needs	
3 Meets Intern Needs and Expectations	
4 Exceeds Expectations --Above average experience	
5 Significantly Exceeds Expectations --Exceptional experience	
N/A --Not Applicable/Not Observed/Cannot Say	

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

General Characteristics of Supervisor

Is accessible for discussion, questions, etc

Schedules supervision meetings and is available at the scheduled time

Allots sufficient time for supervision

Keeps sufficiently informed of case(s)

Is interested in and committed to supervision

Sets clear objectives and responsibilities throughout supervised experience

Is up-to-date in understanding of clinical populations and issues

Presents as a positive role model

Maintains appropriate interpersonal boundaries with patients and supervisees

Provides constructive and timely feedback on supervisee's performance

Encourages appropriate degree of independence

Demonstrates concern for and interest in supervisee's progress, problems, and ideas

Communicates effectively with supervisee

Interacts respectfully with supervisee

Maintains clear and reasonable expectations for supervisee

Provides a level of case-based supervision appropriate to supervisee's training needs

Supports the intern's successful completion of the internship program

Comments:

Development of Clinical Skills

Assists in coherent conceptualization of clinical work

Assists in translation of conceptualization into techniques and procedures

Is effective in providing training in behavioral health intervention

Is effective in providing training in assessment and diagnosis

Is effective in providing training in interdisciplinary collaboration and consultation

Is effective in helping to develop short-term and long-range goals for patients

Promotes clinical practices in accordance with ethical and legal standards

Promotes intern's general acquisition of knowledge, skills, and competencies

Comments:

Summary

Overall rating of supervision with this supervisor

#DIV/0!

Describe how the supervisor contributed to your learning:

Describe how supervision or the training experience could be enhanced:

Any other suggestions/feedback for your supervisor?

Supervisor's Signature

Date

Intern's Signature

Date

Program Evaluation: To be completed by Intern

This evaluation is utilized by the internship program as a mechanism to elicit feedback that will lead to improvement and enhancement of the program. All responses are reviewed by the Training Committee, and your feedback is carefully considered. Any ratings of "poor" or "fair" will result in action by the Training Committee to address the problematic item, so please include detailed comments whenever applicable in order to help us respond most effectively.

Intern: _____

Dates of Evaluation: _____ to _____

Scoring Criteria: 1=Poor; 2= Fair; 3= Average; 4= Very Good; 5= Excellent	
Cohort Experience: In this section, please provide ratings related to the activities that you participated in with your intern cohort.	
Didactic Lectures	
Overall quality of lectures	
Relevance of lecture topics	
Group Supervision	
Program Director Group Supervision	
Case Conference Group Supervision	
Intern Time	
How well did "Intern Time" work to foster cohesion in your intern cohort?	
Comments:	
Development of Clinical Skills: In this section, please rate the quality of your training within each of the program's identified competency areas. Please consider your experience with didactic training and supervision as well as direct clinical experiences.	

Evidence Based Practice in Intervention	
Quality of Training	
Comments:	
Evidence Based Practice in Assessment	
Quality of Training	
Comments:	
Consultation / Interprofessional / Interdisciplinary	
Quality of Training	
Comments:	
Supervision	
Quality of Training	
Comments:	
Cultural and Individual Diversity	
Quality of Training	

Comments:	
Research	
Quality of Training	
Comments:	
Ethical and Legal Standards	
Quality of Training	
Comments:	
Professional Values and Attitudes	
Quality of Training	
Comments:	
Communication & Interpersonal Skills	
Quality of Training	

Comments:	
General Ratings: In this section, please provide feedback about your overall experience of the internship program.	
General Areas	
Overall quality of training	
Comments:	
Breadth of clinical intervention experience	
Comments:	
Satisfaction with number of client contacts	
Comments:	
Satisfaction with opportunities to work with culturally diverse clients	
Comments:	
Clarity of expectations and responsibilities of intern	

Comments:	
Role of intern at the site	
Comments:	
Caseload was appropriate to meeting educational/training needs	
Comments:	
Other Feedback	
Any other comments, feedback, or suggestions?	

<u>Intern's Signature</u>	<u>Date</u>
<u>Supervisor's Signature</u>	<u>Date</u>
<u>Supervisor's Signature</u>	<u>Date</u>

Supervisor's Signature

Date

OTHER INSTITUTIONAL POLICIES

Institutional Policies and Disclosures

All policies are located at <http://sharepoint/sites/utpolicy/default.aspx>.

Disclosures

Psychology Interns are hired employees of UT Health Science Center, a State of Texas agency. Employment and training as an Intern will be based on successfully passing criminal background checks and health screenings. Health screenings include an occupational health exam (including tuberculosis test, spirometry, and PAPR fit testing). Immunizations are required to be up to date or brought up to date. Flu shots are required and provided to all interns.

COVID-19 VACCINE MANDATE UPDATE 11/12/2021: The Centers for Medicare & Medicaid Services (CMS) has issued an emergency regulation requiring employees at all Medicare and Medicaid-participating healthcare facilities to be fully vaccinated by January 4, 2022. Under this vaccine mandate, healthcare workers do not have the option for weekly COVID-19 testing in lieu of vaccination. All healthcare providers at UTHSCT, including psychology interns, will need to be fully vaccinated by January 4, 2022.

UT Health Science Center is a drug-free and nicotine-free campus. Employees, including interns, may be subjected to drug and nicotine screening and must have clear test results to be considered for hire, including to enter training.

Psychology Intern Professional Behavior

Psychology Interns are subject to all the policies of The University of Texas Health Science Center at Tyler that pertain to Student Conduct and Discipline, as well as Employee Conduct. These include policies on Zero Tolerance of Abuse and Violence in the Workplace. It is our aim to ensure professional behavior and physical and emotional safety in the workplace for all employees, whether trainee or permanent employee. These policies can be found at: <http://sharepoint/sites/utpolicy/default.aspx>.

Complaints of Sexual Harassment or Unlawful Discrimination

Complaints of sexual harassment and/or other forms of unlawful discrimination are to be addressed in accordance with the regulations of UTHSCT as set out in its Handbook of Operating Procedures

Graduation/Completion of the Psychology Doctoral Internship

Interns must receive a score of 3 or higher on all items of the final evaluation and complete 2,000 hours.

Further criteria for graduation shall be based upon three parameters. The psychology intern must be judged as competent in each of the three parameters for graduation. The parameters of satisfactory performance are:

1. Clinical and Academic Competence -- fund of knowledge, education meeting attendance, clinical performance (rotation evaluations), clinical judgment, technical skills, including procedural

competence and documentation, awareness of limitations in skills or knowledge.

2. **Professional Behavior** -- working relationship with faculty, ancillary staff, intern and resident colleagues, and patients; acceptance of responsibility, including demonstrated ability to supervise others, punctuality and reliability, willingness/openness to do brief consults (“warm handoffs”), and fulfillment of administrative duties, including timely and thorough records completion, completion of all evaluations, logs, and administrative meeting attendance; and timely attention to clinical duties (quality measures, returning messages.)
3. **Impairment** -- absence of impaired function due to mental or emotional illness, personality disorder, substance abuse; absence of lying or cheating on examinations.

Privacy Policies

HIPAA: Federal regulations protect the privacy of patient health information. The Health Insurance Portability and Accountability Act (HIPAA) is a set of federal rules that defines what information is protected, sets limits on how that information may be used or shared, and provides patients with certain rights regarding their information.

These rules protect information that is collected or maintained (verbally, in paper, or electronic format), that can be linked back to an individual patient and is related to his/ her health, the provision of health care services, or the payment for health care services. This includes, but is not limited to, clinical information, billing and financial information, and demographic/scheduling information. Even the fact that an individual has received care through UT Health PIP training site is protected.

HIPAA regulations limit the use or sharing of protected patient information to the following purposes: providing treatment, obtaining payment for services, certain health care administrative functions and when required or permitted by law. Any other use or disclosure of protected information requires written authorization from the patient. For all uses or disclosures other than treatment, only the minimum amount of information necessary will be shared on a need-to-know basis. The Notice of Privacy Practices describes to patients how we may use or disclose their health information and patient rights regarding their protected health information.

Dress Code

An official identification badge should be worn while at work. Professional attire consistent with the UTHSCT dress code will be worn to work.

Additional Policies

A. General Information

Doctoral psychology students pursuing their doctoral internship graduate training at The University of Texas Health Science Center at Tyler are appointed by The University of Texas Health Science Center at Tyler.

B. Level of Training

Psychology interns are doctoral level students who receive one year internship training.

CONDITIONS OF APPOINTMENT

A. Parties to the Agreement and Their Responsibilities

The parties to the appointment Agreement (Agreement) are the individual in training (Psychology Intern) and UTHSCT.

The Psychology Intern agrees:

- to serve at the affiliated hospitals;
- to accept the duties, responsibilities, and rotations assigned by the Program Director;
- to meet the training program's standards for learning and advancement including objective demonstration of the acquisition of knowledge and skills;
- to abide by the Rules and Regulations of the Board of Regents of The University of Texas System, the regulations of The University of Texas Health Science Center at Tyler as set out in its Handbook of Operating Procedures (web-site: <http://sharepoint/sites/utpolicy/Handbook%20of%20Operating%20Procedures/Forms/AllItems.aspx>) and the regulations of the hospitals to which assigned;
- to conduct himself or herself ethically and morally in keeping with his or her position as a psychology intern; and,
- to meet the conditions outlined in this Doctoral Internship in Psychology Handbook (Handbook).

UTHSCT agrees to perform a series of administrative and educational functions for the benefit of both the Psychology Intern and the Program. These functions include:

- issuance of paychecks;
- provision of personnel services;
- provision of an office and personnel for the administration of the Program;
- maintenance of records;
- procurement and administration of the fringe benefits outlined in the Handbook;
- provision of mechanisms for effective coordination of the Program among the hospitals.

B. Appointment Agreement

The Psychology Intern will receive an offer letter from the Program Director, on behalf of UTHSCT.

C. Appointment

Selection of the Psychology Intern for appointment to the Program will be in accordance with APPIC guidelines, as well as with UTHSCT, departmental, and psychology section policies and procedures. An Agreement will be issued to the Psychology Intern no earlier than eight (8) months prior to the date the Psychology Intern agrees to accept the appointment. This Agreement will extend for a period not to exceed twelve (12) months.

Graduation/Successful Completion of the Program will be determined at the discretion of the UTHSCT Departmental Chairperson and Program Director. The decision to complete will be based

on performance evaluations and an assessment of the Psychology Intern's readiness to advance. In instances where a psychology intern will not successfully complete the program, the Program Director will provide the Psychology Intern with a written notice of intent not to graduate no later than two months prior to the end of the Intern's current appointment term. However, if the primary reason(s) for the failure to graduate occurs within the two months prior to the end of appointment term, the Intern will be provided with as much written notice of the action as possible. At a Psychology Intern's request, a Program Director's decision to not permit graduation may be reviewed, utilizing the Appeals Process described on page 15 of the handbook.

Psychology Interns are not required to enter into a non-compete or other restrictive covenant agreement with UTHSCT as a condition of appointment.

D. Content of Program

The Psychology Doctoral Internship will include: provision of inpatient and outpatient settings; provision of equipment and other facilities for the care of patients; provision of supervision and evaluation of the professional work of the Psychology Intern by UTHSCT or affiliated and cooperating institutions; and, provision of didactic experiences to supplement practical clinical experiences. The psychology intern will be expected to participate actively in the care of all patients of the facility to which he or she is assigned.

The Psychology Intern will be assigned to a regular schedule. This schedule is largely 40 hours per week on site. Additional reading, report writing, and lecture preparation may often occur after hours. The major objective of the Program is educational, and as such the educational needs of the Psychology Intern will be a major priority of the Program Director.

The teaching staff will supervise the Psychology Intern in a manner designed to facilitate progressively increasing responsibility for patient care according to level of training, ability and experience. The level of responsibility accorded to each Psychology Intern will be determined by the Program Director and/or teaching staff.

E. Stipends

Stipends will be paid to the Psychology Intern by UTHSCT.

F. Quality Assurance

The Psychology Intern will be informed of the various hospitals' organizations for and methods of providing quality assurance. The psychology intern should participate in the quality assurance activities of the clinical services to which he or she is assigned.

G. Medical Records

The Psychology Intern is required to complete medical records in a timely manner. Failure to complete medical records promptly and accurately indicates failure to deliver adequate care of patients and is considered grounds for academic corrective action.

H. Other Benefits and Services

The benefit program outlined below applies to all eligible Psychology Interns. The benefits listed in this Paragraph H are administered through UTHSCT.

1. Vacation and Scheduled Time Off

- Psychology Interns are permitted the equivalent of 12 days of vacation each year in addition to State holidays and a total of 5-6 floating holidays.
- The Psychology Intern must coordinate scheduled time off with the Program Director, the respective rotation, as well as with other Psychology Interns to ensure adequate coverage to meet patient needs and to minimize cancellations of patient appointments. 30 days' notice is required, while 60 days' notice is preferred. In some circumstances, exceptions to this policy may be made, at the discretion of the Program Director. It is the responsibility of the other Interns to cover for one another during a Psychology Intern's absence.
- A psychology intern is eligible to accumulate annual vacation and sick leave. A psychology intern leaving the Program will be compensated for unused vacation. Sick leave may be donated to the intuitional sick pool, however this is voluntary.

2. Group Insurance

Health Insurance

Coverage is effective the first of the month following employment (i.e., 8/01/21). Interns have 31 days after a life status change (such as birth, marriage, divorce, etc.) to add dependents. UT Health Science Center and the State of Texas pays the full cost of the employee's coverage and up to 50% of eligible dependent costs through Premium Sharing.

There is up to a one month waiting period before medical insurance will become effective for psychology interns and dependents. However, enrollment to elect coverage for any eligible dependents and/or elect Optional Coverage must be done within 31 days of hire or family status changes.

Psychology Interns will be provided \$700.00 compensation to cover the cost of the intern's pre-existing insurance until the one month-day waiting period has lapsed. Receipts/proof of payment is required.

Additional benefits are also available, to be determined by the Human Resources Department and UT System. In the past, these benefits have included:

- **Dental Insurance**
- **Vision Insurance**
- **Life Insurance** in the amount of \$10,000 may be provided at no cost to the Psychology Intern when the medical insurance becomes effective.
- **Accidental Death and Dismemberment (AD&D) Insurance** in the amount of \$10,000 may be provided at no cost to the Psychology Intern when the medical insurance

becomes effective. Additional Accidental Death and Dismemberment Insurance may be elected for Psychology Intern and dependents at group rates.

- **Short Term Disability Insurance and Long Term Disability Insurance** may be provided to the Psychology Intern at group rates.
- **Long Term Care Insurance** may be available to the psychology intern, and family members at group rates.
- **Flexible Spending Accounts (FSAs)** may be available to provide a tax-advantaged way to pay certain out-of-pocket health care and work-related to day care expenses with pre-tax dollars before you file your tax return by not having to pay Federal income tax or Social Security taxes on the money budgeted in the plan year that will be used for these types of expenses.

A psychology intern may be able to set aside money on a pre-tax basis in the UT FLEX Medical Expense Reimbursement Account to pay for qualifying out-of-pocket medical, dental, vision or hearing expenses that are not covered under existing insurance plans.

3. Student Services

The University of Texas Health Science Center at Tyler supports the use of its resources for the purpose of fulfilling requirements of the internship and conducting business of the University or system. Additionally, the sponsoring doctoral program for each intern is responsible to provide continued student services for the duration of the training which include: student-specific library privileges, student email, student counseling services, and wellness activities. All support and resources provided to the interns by UTHSCT are granted as benefits of employees of the state, therefore, they should be used for employment related duties.

4. Educational Meetings

Interns may take up to an additional 2 days of professional leave during the training year, which will not be considered part of floating holiday or vacation. This time is not guaranteed and is to be used for only the most essential of professional activities. The Program Director must authorize a Psychology Intern to take a leave of absence for professional leave. Examples of professional leave might include dissertation defense, postdoctoral training interviews, graduation ceremonies, or professional conferences at which the intern is presenting a lecture. The intern must be able to provide the Program Director when asked with verification of the intern's attendance at these professional activities.

5. Paid Sick Leave

Interns are permitted the equivalent of 12 days of paid sick leave each year. Paid sick leave does not carry forward from year to year, and will not be compensated upon separation. Generally, employees accrue 8 hours of sick leave each month.

In the event an illness exceeds accumulated paid sick leave and vacation time, a leave of absence without pay may possibly be granted (see below).

6. Leave of Absence (LOA), Including Leave Without Pay (LWOP)

All requests for LOA must be approved by the Department of Human Resources and the Program Director in accordance with applicable state and federal laws and accreditation requirements. An extended LOA, which exceeds the twelve (12) week allotment, may necessitate resignation from the Program. The Psychology Intern may seek reappointment to the Program at a later date. Consistent with the Federal Family and Medical Leave Act of 1993 (FMLA), The University of Texas System - Medical Foundation will grant up to 12 calendar weeks of leave in a 12-month period to its employees who qualify. Family and medical leave may be granted for one or more of the following reasons:

- Birth of son/daughter and care after such birth;
- Placement of son/daughter for adoption or foster care;
- Serious health condition of spouse, child, or parent of Psychology Interns; or
- Serious health condition of Psychology Interns (unable to perform the functions of his or her position).

The duration of LOA must be consistent with satisfactory completion of training, which will be determined by the Psychology Internship Program Director and the interns home institution.. Interns will be required to extend their training to make up contact hours that are missed during a leave of absence.

A Psychology Intern may continue his or her personal insurance coverage and dependent insurance coverage during a period of LOA at his or her own personal expense. Arrangements for these premium payments must be made prior to the commencement of the leave.

7. Work-Related Injury or Disability

Injury or disability incurred by a Psychology Intern within the course and scope of his or her appointment is covered by workers' compensation through a workers' compensation insurance policy. A Program Director is required to complete a First Report of Injury form to qualify for workers' compensation. Leave taken in connection with an injury or disability not incurred during the course and scope of the appointment will be considered sick leave.

8. Retirement Plan

Interns are automatically enrolled in the Teacher Retirement System of Texas (TRS). The TRS retirement plan follows ERISA guidelines and UT Systems plan documents, for specific information please request plan summary document from the Human Resources Department. Psychology Interns can elect to participate in Tax Sheltered Annuities in addition to TRS contributions.

9. Employee Assistance Program

Psychology Interns are eligible to use the Employee Assistance Program (EAP).

The Employee Assistance Program offers services to help Psychology Interns resolve problems in their personal lives that may affect performance in their Programs. Refer to: (903) 581-6300 or (800) 477-8622.

I. Professional Fees

As a condition of acceptance to the Program, the psychology intern waives all rights to fees for professional services to patients, regardless of the level of participation in the care of those patients. Such fees will be collected on behalf of the supervising professional staff in accordance with the following:

1. the regulations of the hospitals or other clinical settings in which the work is done;
2. the practices of the professional staff of each hospital or clinical setting; and,
3. the regulations, where applicable, of third-party payers.

J. Evaluation and Advancement

A psychology intern will be evaluated at least twice each year with regard to his or her performance, knowledge, skills, satisfactory progressive scholarship, and professional growth. To progress in the program and to successfully complete the program, a psychology intern must demonstrate his or her ability to assume increased responsibility for patient care.

Advancement to higher levels of responsibility will be on the basis of an evaluation of his or her readiness for advancement. This determination is the responsibility of the Departmental Chairperson together with the Program Director and with input from members of the teaching staff. Evaluations will be communicated to the psychology intern in a timely manner. The evaluations and the psychology intern's responses to the evaluations, if any, will be maintained in the Program or department office and will be accessible to the Psychology Intern for review.

It is the duty of the Program Director to establish a mechanism for evaluating the performance of the Psychology Intern, including written progress reports to the Psychology Intern. If a Psychology Intern is not performing satisfactorily, the Program Director should document the deficiencies and outline a plan or program to correct the deficiencies.

The plan or program may be formal or informal and may include corrective action. It is the responsibility of the Psychology Intern to follow up with any questions that he or she may have regarding an evaluation.

ACKNOWLEDGEMENT PAGES

UTHSCT Policies and Procedures

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

Acknowledgment

I acknowledge that I have received information on The University of Texas Health Science Center at Tyler (also known as The University of Texas Health Science Center at Tyler) Handbook on Policies and Procedures (IHOP) and that I am subject to and will comply with these policies and procedures found at:

<http://sharepoint/sites/utpolicy/default.aspx>

Signature

Print Name

Date

The University of Texas Health Science Center at Tyler PIP Policies and Procedures

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

Acknowledgment

I acknowledge that I have received and reviewed the The University of Texas Health Science Center at Tyler PIP Program Handbook. I agree to abide by the policies and procedures outlined in these documents. I have been provided with a copy of the document to keep in my files.

Signature

Print Name

Date

Authorization to Exchange Information

The Committee on Accreditation and the Office of Program Consultation and Accreditation of the American Psychological Association (APA) encourage close working relationships between internship programs and graduate programs in professional psychology. Doctoral programs and internship centers share a responsibility to communicate about trainees. More specifically, communication is required regarding preparation for training experiences and progress and status in programs.

This form is intended to facilitate communication between the internship and doctoral program of the intern named below. Please provide the information in the spaces below. By signing this form you are providing permission for your doctoral program and this internship to communicate about your functioning in both programs.

Intern's Doctoral Program: _____

Director of Doctoral Program: _____

Address of Doctoral Program: _____

Academic Program's Director's Telephone Number: _____

Academic Program's Director's e-mail: _____

I grant permission to the The University of Texas Health Science Center at Tyler Psychology Internship Program and the doctoral program listed above to exchange information pertinent to my internship, training, and professional development.

Intern Signature

Date

Please return this completed form to the Program Director

HIPAA COMPLIANCE, PRIVACY POLICIES and ACCEPTABLE USE ACKNOWLEDGMENT PAGE

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

Acknowledgment

The Health Insurance Portability and Accountability Act (HIPAA) is a set of federal rules that defines what information is protected, sets limits on how that information may be used or shared, and provides patients with certain rights regarding their information. I acknowledge that I understand the HIPAA Compliance procedures as they relate to responsibilities and care through the The University of Texas Health Science Center at Tyler Psychology Internship Program.

I commit to maintaining confidentially in accordance with The University of Texas Health Science Center at Tyler Psychology Internship Program policies, The University of Texas Health Science Center at Tyler privacy policies, and the law. I have read, understand, and agree that as I am committed to upholding the highest standard of individual ethical and legal confidentiality practices as outlined in HIPAA and The University of Texas Health Science Center at Tyler privacy and acceptable use policies.

I have been provided with a copy of the Overview of Privacy Policies document to keep in my files.

I <http://sharepoint/sites/utpolicy/default.aspx>.

Signature

Print Name

Date

American Psychological Association Ethical Principles of Psychologists and Code of Conduct

Please sign this acknowledgement page and return to the Program Director

Acknowledgment

I acknowledge that I have received and reviewed the American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct. I agree to abide by the Principles, Standards, and spirit of the Ethics Code. I have been provided with a copy of the document to keep in my files.

Signature

Print Name

Date