

**Middlesex Health Behavioral Health Services**

**Doctoral Internship in Professional Psychology**

**2019-2020 Handbook**

Middlesex Health Outpatient Center for Behavioral Health  
28 Crescent Street  
Middletown, CT 06457

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## **About Middlesex Health Behavioral Health Services:**

The Middlesex Health Center for Behavioral Health is a full-service outpatient facility located on the Middlesex Health campus in Middletown, Connecticut. Our multidisciplinary team is comprised of psychiatrists, APRN's psychologists, clinical social workers, and other mental health care staff.

The Middlesex Health Center for Behavioral Health is closely affiliated with managed care, providing interns with experience in a community mental health environment that emphasizes time-efficient intervention, assessment, crisis management, and treatment planning. Within this fast-paced environment, the clinical team is highly committed to helping community members attain the highest quality of life possible through individualized, client-specific treatment. As one of the primary mental health service providers within this geographic area, the Middlesex Health Center for Behavioral Health offers interns an opportunity to receive comprehensive clinical training through work with underserved clientele, diverse in terms of age, cultural background, language, religion, socioeconomic status, education level, handicap status, gender identity, and sexual orientation. In addition, the client population presents with a wide range from mild to severe psychiatric impairment, with varying clinical diagnoses. In addition to functioning with the multidisciplinary team, interns will also collaborate with providers and other systems within the community to coordinate patient care.

Within the adult program, services include outpatient clinic, day treatment (i.e., intensive outpatient program/partial Hospitalization program), emergency department crisis evaluation and inpatient psychiatric unit. Additional noteworthy aspects of the program include suboxone management services, bariatric evaluations to assess readiness for bariatric surgery, and affiliation with Middlesex Health Gender Affirmation Program (GAP) that services the transgender/gender non-conforming community. Interns work primarily within the outpatient clinic providing psychotherapy (i.e., individual, group) and psychological testing services. Opportunities for training and experience within other stated areas are available if one is interested, and could take place following discussion with supervisor.

Within the child program, services include outpatient clinic, emergency department crisis evaluation, and several in-home support teams. Additional noteworthy aspects of the program include emergency mobile psychiatric services (EMPS) and Yale's in-home intensive child and adolescent psychiatric services (IICAPS). Interns work primarily within the outpatient clinic providing psychotherapy (i.e., individual, family, group) and psychological testing services. Opportunities for training, experience and consultation within other stated areas are available if one is interested, and could take place following discussion with supervisor.

## **Our Mission:**

At Middlesex Health, our mission is to develop and maintain a high-quality, cost-effective, and community-focused healthcare delivery system. This system assures an accessible, affordable, and responsive continuum, which commits to cultural competence and reflects compliance with all state statutes, while providing care and partnering with the community to promote emotional, behavioral, and mental health. The hospital strives to create positive change in the lives of clients

within a clinical structure that supports and helps clinical staff and students grow professionally. Mental health services are made accessible to all individuals in the community and treatment is provided for a wide range of mild to severe psychiatric issues.

The aims of the Center for Behavioral Health Outpatient services are consistent with the mission of the parent organization, Middlesex Health System, Inc, in that it is committed to serve all residents of Middlesex County who are in need of psychiatric services. The Center for Behavioral Health is a part of the psychiatry department of Middlesex Health, which provides a full continuum of psychiatric care, including inpatient, emergency, partial, and outpatient and support services. Services are provided for all who are eligible and in accordance with Federal, State and local laws. Services are consistent with the needs of the community and determined by the Board of Directors and other funding sources. Services will be provided to all individuals regardless of their income level. The center is cognizant of the social and environmental influences affecting a culturally diverse population, which is served within the community. The internship at Middlesex Health places primary emphasis on training in clinical practice.

### **The Internship Program:**

The doctoral internship is an APA accredited, full-time (i.e., 40 hours/week) training and supervised experience which consists of 2,000 hours over twelve months (52 weeks) in duration; during this first year, our program is accredited by the American Psychological Association on a contingency basis. Two weeks of vacation and sick time are allotted during the year, with options to flex or make up missed time as needed. The program begins at the beginning of September and extends through August of the following year. Two interns will be selected for the 2019-2020 training year. One intern will work with children/adolescents and one intern will work with adults.

1. Interns in the child/adolescent track will work out of Middlesex Health Family Advocacy Program outpatient clinic, a community mental health center which provides services for children, adolescents, and families who reside in the community. Services include assessment/evaluation, individual therapy, family therapy, group therapy and medication management. Patient populations are clinically and culturally diverse.
2. Interns in the adult track will work out of Middlesex Health's Outpatient Center for Behavioral Health, a community mental health center which provides services for individuals 18 and older who reside in the community. Services include assessment/evaluation, individual therapy, group therapy, and medication management. Patient populations are clinically and culturally diverse.

Depending on interns' individual interests, opportunities also exist for exposure/training in the Health's other behavioral health departments. These include several levels of psychiatric services, including intensive outpatient, partial Health, inpatient, crisis intervention and in-home therapeutic services. In addition, individuals in the adult track may have opportunities for specialized evaluation (i.e., bariatric surgery candidates).

In addition to direct care, interns participate in various training opportunities within both the

clinic and Health settings (see Training Experiences section).

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

Office of Program Consultation and Accreditation American Psychological Association

750 1st Street, NE,

Washington, DC 20002

Phone: (202) 336-5979

E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)

Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## **Training Program and Philosophy:**

The internship at Middlesex Health places primary emphasis on training in clinical practice, specifically clinical assessment and intervention. Training in psychological assessment is a secondary, but still vital, aspect of the internship experience. The internship structure is designed to allow for some flexibility to accommodate each intern's training needs. Prior to the start of the internship and throughout the year, interns work with supervisors to develop caseloads that are tailored to their unique clinical interests within the core framework of the program.

In adherence to the practitioner-scholar model of training, the internship considers psychologists to be consumers of research who apply knowledge and evidence-based techniques in practice. The internship subscribes to the following characteristics commonly associated with the practitioner-scholar model of training:

1. A scholarly approach to practice via reflection and critical thinking
2. An application of scholarly work and empirically-based research data to the practice of psychological assessment and clinical practice
3. An emphasis on the psychologist as an informed consumer of scholarly work including theoretical material and empirical research
4. A recognition of the importance of generating knowledge through practice

## **Internship Training Goals:**

The internship program at Middlesex Health is designed to teach early-career professionals the skills and knowledge that will enable them to function as independent, ethical, and competent psychologists. The overall goal of the program is to prepare advanced graduate students for generalist practice in a multitude of mental health settings. Intern graduates will be well prepared to begin working in a diverse number of environments including outpatient clinics, inpatient treatment programs, college counseling centers, and primary care settings. Interns will develop into psychologists who are critical thinking, self-reflective scholars and practitioners. The internship staff and supervisors represent multiple theoretical orientations and clinical styles, providing interns with training in diverse treatment models for a multitude of clinical

presentations. Interns will establish personalized goals through consultation with their supervisors.

Interns are expected to meet the following profession-wide competencies in order to achieve the goals listed above:

### **1. Research**

- Independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including host institution), regional or national level
- Conduct research or other scholarly activities

### **2. Ethical and legal standards**

- Be knowledgeable of and act in accordance with each of the following:
  - 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
  - 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

### **3. Individual and cultural diversity**

- Understand how own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
- Knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
- 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).
  - Ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of career
  - Ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with own
- Ability to independently apply knowledge and approach in working effectively with a range of diverse individuals and groups encountered during internship

### **4. Professional values and attitudes**

- Behave in ways that reflect the values and attitudes of psychology (e.g., integrity, deportment, professional identity, accountability, lifelong learning, 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

## **5. Communication and interpersonal skills**

- Develop and maintain effective relationships with a wide range of individuals (e.g., colleagues, communities, organizations, supervisors, supervisees, 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
- Effective interpersonal skills and ability to manage difficult communication well

## **6. Assessment**

- Current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- Understanding of human behavior within its context (e.g., family, social, societal, cultural)
- Application of 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 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 aspects of the 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

## **7. 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
- Application of relevant research literature to clinical decision making
- Modify and adapt evidence-based approaches effectively when a clear evidence-based is lacking
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation

## **8. Supervision**

- Knowledge of supervision models and practices
- Application of knowledge in direct or simulated practice with other mental health

professionals.

- Examples of direct or simulated practice: role-played supervision with others, peer supervision with other trainees

## 9. Consultation and interprofessional/interdisciplinary skills

- Knowledge and respect for the roles and perspectives of other professions
- Application of knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior
  - Examples of direct or simulated practice: role-played consultation with others, peer consultation, provision of consultation to other trainees

Interns participate in formal evaluation and feedback with supervisors at the midpoint and end of the internship training year. This process includes completion and review of the internship program-specific evaluation form, in addition to any evaluation required by the intern's academic program. Supervisors maintain records for each intern (e.g., documentation of training experiences, evaluation forms, certificates of internship completion, and formal complaints) in their respective filing locations, which are secure and locked. These records are kept for five years, and interns can request records within this period of time. This process is reviewed with interns at the beginning of the training year.

## Training Experiences:

1. Outpatient Psychotherapy: Interns spend the majority of their time engaged in clinical services including individual, family and group psychotherapy. Services range the entire timeline of treatment, and include diagnostic assessment, treatment planning, participation in client follow-up, discharge planning and other service-related responsibilities (e.g., collaboration with community resources, referrals). Interns will carry a caseload of short- and long-term individual psychotherapy cases. Additionally, opportunities to conduct psychotherapy with bariatric surgery candidates are available for interns placed in the adult track. ***For interns in the child/adolescent track, expected productivity rate (i.e., direct contact time) is approximately 55%. For interns in the adult track, the expected productivity rate is approximately 70%.*** These rates are aspirational. Interns are not held to productivity standards.
2. Assessment: Interns have the opportunity to conduct intake evaluations for new referrals. Through didactics and supervision, interns will be trained in cognitive, projective, and personality testing, as well as rating scales and self-report measures. Training will include administration, scoring, interpretation, and use of testing to answer referral questions and guide treatment planning. Opportunities to conduct psychological and neuropsychological testing within the hospital are rare, but may be offered to interns when needed. ***For interns in both the child/adolescent and adult track, the expected number of psychological testing batteries to be completed during the internship year is six.*** Within the adult track, depending on interns' individual interests, there are opportunities to conduct psychological evaluations with bariatric surgery candidates.

3. Didactic Trainings: The psychology didactic seminar consists of educational and professional presentations provided by staff psychologists, guest speakers from the hospital and community, and psychology program trainees (i.e., practicum students, interns, postdoctoral fellows). Didactics are devoted to topics including psychological theories, effective methods of psychological assessment and intervention, diagnosis and treatment planning, consultation, program evaluation, supervision and/or teaching, strategies of scholarly inquiry, professional conduct, ethics and related standards, specific topics related to community mental health, and issues of cultural and individual diversity. Psychology didactic seminar is held for one hour, on a weekly basis, and is a mandatory training activity.

In addition to the psychology didactic seminar, interns also have the opportunity to participate in other trainings including monthly psychiatric grand rounds, monthly hospital Schwartz rounds, monthly clinic-wide educational trainings, and hospital-specific training requirements (e.g., risk assessment, diversity practices, safety procedures).

4. Supervision: Interns receive two hours of individual, face-to-face supervision per week with a licensed staff psychologist at a ratio of no less than 1-hour of supervision for every 20 internship hours. In addition to individual supervision, interns receive two hours of group supervision per week in conjunction with the other graduate level trainees, led by a licensed staff psychologist. Interns also participate in monthly, intradisciplinary peer review.

In addition to the formal supervision specified above, during the course of the internship year, supervisors engage in direct observation of intake assessments, psychological testing, and group therapy to assess interns' skills. Interns also participate in regular consultations with clinic multidisciplinary teams, which include case review, discussion about clinic policies, and administrative topics.

### **Stipend and Benefits:**

Interns will receive a stipend of \$20,000 for the internship training year. Interns are classified as contractors, and therefore do not receive health benefits (i.e., insurance, reimbursement).

Included benefits for interns at Middlesex Health include access to the hospital research library, office space, and personal computer. In addition, select local businesses provide discounts when proof of employment (i.e., hospital badge) is provided.

### **Evaluation Process:**

This internship utilizes a program-specific form to evaluate intern performance. This evaluation form adheres to APA's profession-wide competencies. Formal written and verbal feedback is provided to interns after six and twelve months of the internship program. All supervisors and training staff who regularly interact with interns will be asked for their feedback, which will be



included in the evaluation. Evaluations are discussed with interns and copies are provided to them and their doctoral training programs. Interns also formally evaluate their supervisors and the internship program during the same time intervals. Less formal feedback is provided regularly throughout the year in supervision. Following the completion of the end of year evaluation, interns are given the opportunity to complete an evaluation of their internship experience, including training, supervision and their overall experience.

This internship will maintain communication with interns' graduate programs' Directors of Clinical Training throughout the year to discuss their performance. All interns must adhere to this evaluation process, without exception.

### **Program Completion Requirements:**

1. Completion of 2,000 hours. Interns are responsible for tracking their own hours and submitting them to their supervisor on a monthly basis. These reports are cross-referenced with the hospital scheduling system.
2. Satisfactory completion of a minimum of 500 direct contact hours with clients. This includes intake assessments, psychological testing, and psychotherapy hours.
3. Satisfactory intake evaluation or psychological assessment skills as evidenced by:
  - Completion of intake assessment or psychological testing with write-up and supervisor approval
  - Evidence of thorough screening, appropriate diagnosis and recommendations, and clearly written reports
  - Demonstration of the ability to choose appropriate assessment materials (taking into consideration cultural, language, and disability factors)
  - Demonstration of the ability to independently administer, score, and interpret assessment materials
  - Presentation of at least one assessment case during supervision or a didactic session
4. Satisfactory psychotherapy skills as evidenced by:
  - Completion of psychotherapy cases with successful termination and supervisor approval
  - Presentation in clinical team meeting of at least two cases with supervisor approval
  - Completion of all other psychotherapy and intervention skills identified as part of the intern's specific goals, established at the beginning of the internship with his/her supervisor
5. Satisfactory crisis assessment skills as evidenced by:
  - Demonstration of assessment skills for suicide potential, risk of violence/lethality/homicide potential, and mental status
  - Demonstration of comprehensive understanding of all on-site requirements and procedures for managing suicide/homicide risk and crisis intervention
  - Demonstration of helping clients develop safety plans and short-term crisis management plans which utilize community resources, strengths, coping skills and support systems

6. Satisfactory assessments on internship-specific evaluation forms (as evidenced by a score of 4, indicating minimal levels of achievement across all competencies).
7. Satisfactory termination of any due process and/or remediation plans.
8. Satisfactory work with diverse populations as evidenced by:
  - Attendance and full participation in diversity and multicultural seminars and trainings
  - Ability to articulate diversity issues in clinical work
  - Ability to identify own cultural/diversity issues, both on the site and as discussed in case presentations
9. Satisfactory completion of site-specific responsibilities:
  - Approval by primary supervisor that intern has met all site-based responsibilities including any rotation or concentration area requirements.
  - Satisfactory completion of all paperwork (All clinical cases completed and co-signed by supervisor including: intakes, psychological testing reports, treatment plans, progress notes, and termination summaries)
  - Co-signatures on all clinical charting by supervisees
10. Satisfactory use of supervision as evidenced by:
  - Timely follow-through on supervisor's requests (e.g., for audio/video tapes, letters to clients, reports, actions with clients, etc.)
  - Openness to feedback and suggestions in individual and group supervision

## **Training Staff**

Marlene Baldizón, Ph.D., Seton Hall University, Staff Psychologist, Internship Training Director

Scott Jones, Psy.D., University of Hartford, Staff Psychologist

Angel Roubin, Psy.D. Pepperdine University, Staff Psychologist

Margarita Hernandez, Ph.D., Oklahoma State University, Staff Psychologist

## **Auxiliary training staff who participate in didactics:**

Richard Tsukada, LCSW

Lorelei Muresan, Psy.D., LPC, LADC

Kim Daniels, Psy.D.

Laura Baird, Psy.D

Kimberly Citron, Ph.D.

Karin Sidman-Croghan, Psy.D. LPC

## **Application Process:**

Interns must be advanced doctoral level graduate students from APA accredited Psy.D. or Ph.D. programs in clinical or counseling psychology. Intern applicants should have completed a minimum of three years of graduate training. In addition, applicants should have a broad range of clinical experiences, including individual and group psychotherapy, as well as psychological assessment. Applicants are also expected to have completed basic required academic coursework, successfully passed their doctoral comprehensive or qualifying examinations, and have the endorsement of their graduate program Director of Clinical Training. Interns must

complete drug testing and a criminal background check prior to the start of their training. These procedures are arranged by interns. Any relevant costs are incurred by them.

To apply to this internship, candidates must submit a completed APPIC application. Internship selection is completed through the process of reviewing APPIC application materials, interviewing applicants, and submitting rank order to APPIC organization. Applicants are ranked based on relevant experience, strength of written materials and congruence with program goals. Additional materials for consideration include recommendation letters and dissertation status. The Middlesex Health internship program complies with APPIC placement through the match system.

APPIC applications are due in early December, date dependent on the year. Applicants are notified about interview status in mid-December, date dependent on the year. Interviews are conducted during the month of January, or in the beginning of February as needed, based on individual applicants' scheduling needs. Interview days begin in a group orientation format that provides applicants with a general overview of the program and job description. Interns then have the opportunity to meet solely with current interns to ask questions about the internship and their experience. This informal "Q&A" session is followed by individual interviews with primary and secondary supervisors from the track to which interns applied. Interns receive a tour of the Health campus and clinics from current interns. Interns are also invited to attend lunch with current interns and supervisors in the Health cafeteria.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

### **Internship Due Process:**

Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Training Program identify specific evaluative procedures which are applied to all trainees and provide appropriate appeal procedures available to the intern. All steps are appropriately documented and implemented.

### **Overview**

Interns are subject to the internship program's Due Process. It is more comprehensive than the Health's due process but fits within it. Internship Program and hospital due process policies and procedures are compatible and do not contradict each other. The internship program's Due Process adheres to APA requirements, Middlesex Health policies, and state or federal statutes. Interns are protected by all fair treatment policies of Middlesex Health including those related to non-discriminatory practices and Americans With Disabilities (ADA) compliance.

Interns are presented with the program's expectations related to professional functioning and conduct. This occurs during the orientation period of the first two weeks. These expectations are discussed in both group and individual settings.

Procedures for intern evaluation are stipulated in the above-noted “Evaluation Process” section. This information is verbally discussed within the orientation period, with emphasis on the profession-specific competencies that are the basis of evaluation.

The various procedures and actions involved in making decisions regarding problematic professional competence are articulated during the orientation process.

#### Steps of Due Process:

Step 1 - Concerns about intern development can be raised by a member of the training staff at any time. Perceived or suspected professional difficulties are discussed in individual supervision. They are typically handled as a routine aspect of supervision and this is done in a prompt and supportive manner.

Step 2 - If the problem persists after being discussed in supervision, notice is given to the intern that a problematic behavior has been identified and that the internship is addressing the problem. The Psychology Training Director is also notified. Concerns could relate to problematic behaviors and/or concerns towards intern’s competence in meeting profession-wide competencies, found in program-specific evaluation form (Psychology Trainee Competency Assessment Form). Since interns are expected to obtain scores of 4 or Competent by the completion of the internship year, predominant scores of 1, 2, or even 3 at mid-year may be cause for concern. A meeting in which the intern, supervisor, and Training Director discuss the problem occurs within one week of such notification.

Step 3 - The Psychology Training Program Director communicates early and often with graduate programs about suspected difficulties with interns. He or she seeks input from these academic programs about how to address such difficulties. Such input is documented and retained in the intern’s file.

Step 4 - When appropriate, the program institutes a remediation plan for identified inadequacies. This plan is formed by the intern’s primary supervisor and the Training Program Director. It is sent to the Manager of Adult Outpatient Services and Day Treatment Services (adult track) or Manager of Child Services (child and adolescent track) for approval prior to discussion with the intern. The plan includes a time frame for expected remediation and the consequences of not rectifying the inadequacies. Such consequences may include termination from the internship program. The remediation plan is discussed in a meeting between the intern, the primary supervisor, the Training Program Director, and the appropriate manager (if he or she would like to participate). A copy of the plan is sent to the graduate program.

Step 5 - If within the time established for the remediation plan the intern and based on documentation/review between the intern, the primary supervisor, the Training Program Director, and the appropriate manager, if included, there is evidence that the remediation plan is working then the intern may exit the remediation plan. If not, the plan will continue until it is deemed fulfilled and the intern exits the plan or the intern is recommended for termination.

Step 6 - Interns are reminded of the grievance procedures that are outlined below. They are provided with a written copy of the program's grievance policy. Efforts are made to ensure that interns are fully aware of how to appeal the program's action. Interns will be provided with complete copies of the Internship and Health Policies, including all grievance and due processes. The grievance process for interns will follow that of other Health employees (see Section 400 of the Middlesex Health System Human Resources Policy Manual, Policy # 412).

Step 7 - It is expected that the goals of the remediation plan will be met and the problem will be resolved. However, program staff may decide to terminate an intern's placement. This decision will only be made with approval of the Manager of Adult Outpatient Services and Day Treatment Services (adult track) or Manager of Child Services (child and adolescent track). Any action taken by the program and its rationale will be documented and presented to the graduate program. The office of Human Resources will be notified as well.

Step 8 - At any of the above steps, an intern can appeal any decision or actions taken by the program in regards to the identified concerns. This appeal should be made in writing to the Training Program Director and discussed at a meeting with the primary supervisor, the Training Program Director, and the appropriate manager within a week from the Hearing and the feedback to the intern will be as well within a week. The office of Human Resources will be notified as well. If the decision made by the program staff and/or managerial staff of Middlesex Health, then the intern is directed to follow the Grievance Procedures discussed next.

### **Grievance Procedures**

Interns will be provided with complete copies of the Internship and Health Policies, including all grievance and due processes. The grievance process for interns will follow that of other Health employees (see Section 400 of the Middlesex Health System Human Resources Policy Manual, Policy # 412).

#### **Purpose of grievance policy**

The clinical psychology doctoral internship program's training staff members commit to upholding the Middlesex Health System's Grievance Policy when it comes to addressing interns' concerns about any aspect of their training. The Grievance process gives interns a forum to express concerns under Health System policy. The Grievance process also gives supervisors and department managers the opportunity to review policy decisions in a timely fashion beginning with the lowest possible level in interns' chain of command.

#### **Overview**

It is the policy of the Clinical Psychology doctoral Internship Program to encourage interns to discuss any internship-connected problems with their supervisors. It is expected that informal discussion will be the primary method of settling most problems or complaints. The Grievance Procedure provides interns with an effective avenue to pursue when they have questions or concerns about the interpretation or application of Middlesex Health System policies, or any matter affecting their training and work. The basic objective is to provide interns the opportunity for a fair process with timely and appropriate responses to their concerns. The Grievance Procedure provides progressive steps for managerial review and discussion starting with the

immediate supervisor up to the Psychiatry Department chair. All interns are encouraged to use the following procedure. Briefly the steps are as follows:

Step 1 - Resolution between intern and immediate supervising psychologist

Step 2 - Resolution between intern and Psychology Training Program Director

Step 3 - If the question or concern relates to policies or procedures, the intern will meet with the clinic manager for resolution. If it relates to clinical issues, the intern will meet with the clinic medical director.

Step 4 - Resolution between the intern and the Director of Outpatient Behavioral Health Services

Step 5 - Resolution between the intern and the Chairman of the Middlesex Health System's Psychiatry Department

Steps of the Grievance Procedure:

The steps must be followed in order. If an intern bypasses a step, he/she should be sent back to that step before proceeding.

Step 1 - If an intern has a complaint or concern regarding any aspect of his/her internship, he/she should initially discuss the matter with his/her immediate supervisor. If the supervisor can make a decision about the matter, the intern will be informed of the decision at once. The supervisor will address the issue and respond to the intern within one working day.

Step 2 - If a decision cannot be made by the supervisor or if the intern wishes that the matter be reviewed further, the immediate supervisor will arrange for the intern to talk with the Training Director who will listen to the problem or complaint and attempt to work out a satisfactory solution. The Training Director will address the issue and respond to the intern within one working day of hearing about it.

Step 3 - If the situation is not satisfactorily resolved after step 2, the Training Director will ask the intern to put the complaint into writing and submit it to the next level of management within three working days. Issues related to policies, procedures, and other issues that do not involve direct clinical work with specific patients will be addressed by the Manager of Adult Outpatient Services and Day Treatment Services (adult track) or Manager of Child Services (child and adolescent track). Clinical issues will be addressed by the adult or child clinic Medical Director.

Step 4 - If the situation is not satisfactorily resolved after step 3, the intern may request to see the Director of Outpatient Behavioral Health Services, who will attempt to work out a satisfactory solution. This meeting will occur within one week of the intern's request to meet with the Director of Outpatient Behavioral Health Services.

Step 5 - If the situation is still unresolved after step 4, the intern may request to see the chairman

of the Psychiatry Department. A final decision will be rendered by the chairman within one week of this request. Supervisors and managers will be informed of the decision.

Supervisors' Responsibilities:

- Supervisors will be familiar with the steps involved in the Grievance Process.
- Supervisors will inform management when an intern voices a complaint and asks for resolution using the Grievance Procedure.
- Supervisors will follow the steps involved in the Grievance Procedure and will document meetings with interns.

Interns' Responsibilities:

- Interns will inform their supervisors of issues or problems and ask for resolution using the Grievance Procedure.
- Interns will request specific information on each step of the Grievance Procedure so they understand their role as well as the roles of others who are part of the Grievance Procedure.
- Interns will follow the steps of the Grievance Procedure.