

Doctoral Clinical Psychology Internship Program Brochure

Children's Program (updated August 10, 2021)

We are pleased you are considering the Children's Program doctoral clinical psychology internship program. Children's Program is a multi-disciplinary mental health clinic serving children and families. Our internship in clinical psychology offers an opportunity to learn from more than 20 licensed psychologists, all of whom have a unique specialty relating to children and families. Areas of specialty include: diagnosis and treatment of neurodevelopmental disorders (including ADHD, Autism Spectrum Disorder, and developmental delays), mood disorders and anxiety, issues related to trauma and attachment, and issues specific to children involved in the child welfare system. Children's Program clinicians use empirically supported treatments and work primarily from a Cognitive Behavioral Therapy perspective. We offer a number of therapy and psychoeducational group programs and classes for children and families.

We are proud to have served our community since 1987. Although located in Southwest Portland, Children's Program serves children, families and agencies from across the state of Oregon. In addition to psychologists, Children's Program employs developmental behavioral pediatricians, a child psychiatrist, licensed professional counselors, a social worker, a psychometrician, tutors, and also is a training placement for students from various training programs and specialties (e.g., Pacific University, OHSU).

We approach the intern training year from a developmental perspective. We strive to expand on existing intern skill-sets, and provide interns with an opportunity to further define their desired areas of expertise. Our goal is to provide interns with a supportive environment for professional growth, with a mix of hands-on practice and didactic experiences.

Prerequisites for Application

Internship candidates must be doctoral students in counseling, clinical, or school psychology. Both psychometric assessment and psychotherapy experience are required. Qualified candidates will have completed at least 400 intervention and assessment hours, with preference being given to applicants who have a majority of hours completed with children and/or adolescents. A minimum of 4 years of graduate training is required. All qualifying examinations must be passed by the internship application deadline. A candidate's dissertation proposal must be approved before the internship match ranking deadline.

Please note, we require a Supplemental Assessment Report for all applicants, which should include a comprehensive evaluation with a child or adolescent client (not for a class).

Internship Training Aims and Competencies

The aim of the doctoral psychology internship at Children's Program is to facilitate specialization in child/family psychology practice while meeting clinical training requirements in the doctoral training process in Clinical, School or Counseling Psychology. The internship is designed to support the Intern in developing a professional identity, assuming the professional role of a psychologist, growing clinical skills, and cementing the application of the scientist-practitioner model in clinical practice. As such, the Intern will take on increasingly complex cases throughout the year that will involve more autonomy as competence is demonstrated thereby.

building on the foundation of previous coursework and training and allowing the Intern to increase readiness for independent practice.

Competencies

The Interns and their respective supervisors will collaboratively develop an individualized training plan targeting areas of interest and growth. Interns are regularly evaluated on the following core competencies: Understanding and interpreting research, Ethical and legal standards, Individual and cultural diversity, Professional values, attitudes, and behaviors, Communication and interpersonal skills, Assessment, Intervention, Supervision, Consultation and interprofessional/interdisciplinary skills. Please note, our internship program does not define any program-specific competencies. Our focus is on the required profession-wide competencies within the internship training activities and context. See below for further detail regarding competencies.

Learning Elements

The Children's Program Doctoral Clinical Psychology Internship Program learning elements include:

- Participation in regular didactic seminars instructed by psychologists with a range of specialties, including ethics, professional development, issues related to equity and diversity, and clinical topics
- Intensive didactic and experiential training in best practice models for assessing and treating the mental health needs of children and families
- Multiple supervisory experiences (both individual and group) with psychologists who specialize in a range of clinical issues relating to children and families
- Assistance and support in developing and refining a clinical specialty area on a topic of Intern interest
- Opportunity to function as a colleague and respected member of Children's Program multi-disciplinary clinical staff
- Regularly scheduled formal and informal consultation opportunities with multidisciplinary staff members
- Specific training regarding working within a multi-disciplinary practice and integrating care across disciplines

There are four prongs of the training program at Children's Program: didactic learning through weekly seminars, supportive training opportunities through case conferences and consultations, individual and group supervision, and direct client service. Interns at Children's Program will participate in a minimum of two hours of didactic instruction/professional development per week; however, there are often more opportunities than the minimum requirement. Additionally, Interns are afforded time to attend psychology-related conferences, workshops, or trainings beyond those provided by Children's Program.

Intern Seminar Series

The Children's Program Intern Seminar Series is designed to provide interns with advanced-level training in the following areas: ethics and professional development, issues related to diversity, equity and inclusion (DEI), as well as the assessment and treatment of clinical concerns in children and youth. The Intern Seminar Series is presented by Children's Program clinicians who possess a diverse range of clinical specialties and areas of expertise. Seminars are presented throughout the entirety of the training year and are on a weekly basis.

Internal didactic seminar topics vary from year to year but may include:

Ethics and Professional Development Seminar Topics

- Child Abuse Reporting in Oregon
- Confronting or Addressing Colleagues' Ethical Transgressions
- Providing Ethical Consultation to Colleagues
- Whose Side am I On, Anyway? Navigating Ethical and Clinical Challenges in Working with Tweens, Teens, & Parents
- Psychologist Self-Care: Toward Supporting Ourselves and Our Colleagues
- Providing Court Testimony as a Child Psychologist

Diversity, Equity and Inclusion (DEI) Seminar Topics

- How Language Constructs Reality
- Multicultural Interviewing
- Intersectionality
- Cultural and Language Considerations in the Use of Common Assessment Measures

Assessment Seminar Topics

- Hypothesis-Driven Assessment: A Seminar
- Psychological Assessment of Infants, Toddlers, and Preschool-Age Children
- Diagnosing ADHD: Considerations and Differential Diagnosis
- Evaluating Children in the Foster Care System: A Review
- Assessment and Diagnosis of Autism Spectrum Disorder
- Assessment of Gender Identity in Children and Adolescents
- Assessment and Diagnosis of Learning Disorders
- Delivering Assessment Feedback to Parents and Caregivers

Clinical Seminar Topics

- Assessment and Treatment of Attachment Problems
- Impact of Early Childhood Trauma and Implications for Treatment
- Evidenced-Based Practices for the Treatment of Acute and Complex Child Trauma
- Utilization of Play, Narrative, and Art Therapy in Trauma-Based Treatment

- Parent Child Interaction Therapy (PCIT): An Overview
- PCIT and Adaptations to Strengthen Parent-Child Attachment
- Addressing Parent Attachment Concerns in the Therapy Process
- Tantrums, Meltdowns, and Rage: Guidelines for Professionals in Calming the Storm
- EMDR Introduction and Overview
- Assessing and Treating Vomit Phobia in Children
- Assessment and Treatment of Selective Mutism
- Assessing and Treating Obsessive Compulsive Disorder in Children
- School Consultation Regarding Behavioral Concerns and the FBA
- Childhood Emotion Regulation Conceptualization and Intervention
- Parent Training for Child Anxiety Disorders (Supportive Parenting for Anxious Childhood Emotions [SPACE] Program)
- Assessment and Treatment of Eating Disorders in Children and Adolescents
- The Incredible Years and Dinosaur School Group Interventions for Young Children with Disruptive Behavior
- Mindfulness Interventions: An Overview
- Biofeedback Interventions for Children and Youth with Anxiety and/or ADHD
- Game-Based Psychoeducational and Practice Activities for Children with ADHD

Required supportive training opportunities include:

- Bi-monthly case consultation conferences with staff clinicians (aka “team meetings”)
- Monthly clinical trainings with external speakers/trainers (aka “clinical meetings”)
- Monthly Diversity, Equity, Inclusion (DEI) journal club meetings
- Bi-annual case presentations by intern to staff clinicians

Interns are given time to work on dissertation and attend professional conferences and trainings as needed, in consultation with the Director of Training and primary supervisors. Interns are encouraged to seek out and access optional supportive learning activities, such as the Oregon Health & Science University Pediatric and Psychiatry Grand Rounds (which are free and open to the public).

Direct Client Service Options

Direct Service Treatment Modalities and Rotations

- Individual
- Group
- Family/Couples
- Agency consultation
- Parent training

Interns will complete training rotations, both major and minor, focusing on assessment and intervention. Interns can customize their training year by selecting minor rotations that align with

their clinical interests. The major rotation will be a full year from September through August; minor rotations will be for 6 months and will rotate in March. The rotations are as follows:

Major rotation (full year; 8-10 hours per week):

- **Trauma Assessment:** completing comprehensive psychological evaluations of at-risk children across the age span who are involved in the child welfare system and have differing levels of dysfunction, impact, and clinical needs. The rotation involves clinical supervision and training in issues related to: trauma, attachment, interacting and coordinating care with community partners and agencies, ethical and legal issues specific to the child welfare system, as well as more general training in the psychological assessment of infants, children and youth.

Minor rotation options (half year; 8-10 hours per week):

- *Diagnostic assessment rotation:* completing comprehensive psychological, diagnostic, and psychoeducational evaluations for children with neurodevelopmental delays, ADHD, LDs, etc.
- *Anxiety treatment rotation:* delivering evidence-based (e.g., ERP, CBT, SPACE) treatment for children with anxiety disorders.
- *Disruptive behaviors rotation:* providing group and individual therapy to families/children with disruptive behavior problems (e.g., (Parent Child Interaction Therapy [PCIT], parent training, Incredible Years and Dinosaur School group interventions).
- *ASD rotation:* conducting diagnostic ASD evaluations and providing behavioral intervention and consultation to families of children on the Autism Spectrum.
- *ADHD treatment rotation:* providing group and individual intervention for children with ADHD diagnoses including ADHD-specific individual and group parent training, and behavior therapy.
- *Integrated care rotation:* providing consultation and short-term intervention in a pediatric primary care setting, including a telemedicine service delivery.
- *Trauma treatment rotation:* conducting evidence-based, trauma-focused treatment for children and families. Rotation may include opportunities to learn about EMDR, TF-CBT, and/or TBRI

The introduction to independent clinical service delivery will be developmental and progressive in nature. Interns will start by shadowing supervisors and other clinic psychologists conducting evaluations and individual and group intervention. After a period of observation, the Intern will co-conduct these clinical services, with supervision and feedback provided; the Intern will assume gradually more responsibility and leadership in the provision of services. As the Intern demonstrates adequate skills, the Intern will then provide services with direct supervision. Finally, once the Intern's skills are assessed to be at a level appropriate for independent work, the Intern will proceed with autonomous provision of services with ongoing scheduled supervision to review cases.

Sample Intern Weekly Schedule

2 hours didactic training seminar

2 hours of individual supervision (1 hour with Primary supervisor, 1 hour with Minor Rotation supervisor)

2 hours for case management

1 hour per week consultation conference or journal club

1 hour of group supervision

20 hours of direct client contact per week (Assessment, Group, and Individual Therapy) (15 hours devoted to Major Rotation and 5 hours devoted to Minor Rotation).

8-10 hours of administrative time to complete paperwork, write reports, prepare for supervision

2 hours for other training activities (e.g., learning new assessment measures, observing other clinicians, attending external trainings, reading and research, and professional consultation). All supervised training will take place on site at the Children's Program clinic or virtually as pertinent laws and ethics standards allow. One exception may be workshops or talks provided to community bodies, which would be likely be delivered at the organization's place of service.

Intern Supervision

Interns will receive a minimum of three hours of formal supervision per week from Children's Program licensed psychologists, including one hour individual supervision with Major Rotation Supervisor, one hour individual supervision with Minor Rotation Supervisor, and one hour of group supervision with other interns or trainees. See Appendix for detailed information regarding supervisors. Throughout the training year, additional in-vivo supervision will occur on a frequent and regular basis, as interns will be paired with supervisors and other clinical staff for assessment, therapy and group intervention activities. Supervision and consultation are always available on an as needed basis, given the number of clinicians on staff. Interns rotate through two to three supervisors during the internship year, depending on their training goals and individualized training plan developed in consultation with the Director of Training.

Supervision will be flexible and oriented around the learning interests of the individual Intern while ensuring that all basic professional competencies are achieved. Interns are asked at the onset of internship to identify clinical and professional areas that they would like to strengthen and learn more about and this is incorporated into the supervision. Examples of this include strengthening particular assessment skills (e.g., assessment of executive function or Autism Spectrum Disorder), work with specific populations (e.g., infants and toddlers; preschoolers; teens; parents), or particular clinical issues (e.g., trauma and attachment; mood disorders; anxiety; behavioral disorders).

Evaluation Procedures

The Psychology Internship Program at Children's Program will provide interns with quarterly written evaluations (see Appendix for Intern Evaluation Form), monitoring progress according to the core competencies, outlined below. Supervisors are required to directly observe intern performance (intervention or assessment) during each quarterly evaluation period. Children's Program will communicate with each Intern's graduate program regarding progress during the internship year. If concerns arise regarding intern performance, the internship program will develop a formal remediation plan with specific guidance regarding areas of needed

improvement for the intern and the provision of additional supervision and supports as necessary. Once the Intern satisfactorily completes the internship year, a Certificate of Completion will be awarded.

Interns also complete formal evaluations of their supervisors, as well as comprehensive program evaluations at the mid- and end-points of the training year. All evaluations are then used to inform any necessary changes to the internship program. Interns also have access to a formal grievance procedure if necessary (see Appendix for Grievance Policy and Due Process Procedure).

Core Competencies

By the completion of the 12-month internship, interns are expected to evidence competency in the following areas: Understanding and interpreting research, Ethical and legal standards, Individual and cultural diversity, Professional values, attitudes, and behaviors, Communication and interpersonal skills, Assessment, Intervention, Supervision, Consultation and interprofessional/interdisciplinary skills.

Understanding and Interpreting Research: Interns will demonstrate the ability to 1) utilize the relevant research literature on evidence-based practices to develop case conceptualizations and treatment plans; 2) collect and interpret outcome data; 3) revise treatment plans (if necessary) according to outcome measurement; 4) cite the relevant literature when discussing cases in supervision; and 5) develop and present a psychoeducational presentation on a topic of interest for colleagues and/or community group using relevant research base.

Ethical and Legal Standards: Interns will demonstrate the ability to 1) detect and resolve ethical dilemmas using APA Code of Ethics and relevant Oregon statutes; 2) use and understand informed consent; 3) detect and avoid dual relationships; 4) maintain confidentiality, as well as understand and follow HIPAA guidelines; 5) recognize the limits of their competency and seek consultation, supervision and provide referrals as appropriate.

Individual and Cultural Diversity: Interns will demonstrate the ability to 1) recognize and discuss their specific individual and cultural worldview and biases; 2) attend to each client's cultural values and context in assessment, conceptualization, treatment planning, and intervention; 3) evidence awareness and knowledge of diversity, equity and inclusion (DEI) concepts from relevant empirical literatures, including issues related to the culturally competent assessment and treatment of children and youth from BIPOC and queer identifying communities; 5) incorporate APA Code of Ethics guidelines regarding diversity into clinical work; and 6) sensitively discuss issues related to DEI and relevant clinical work in supervision and other professional interactions.

Professional Values, Attitudes, and Behaviors: Interns will demonstrate the ability to 1) solicit and respond constructively and professionally to feedback regarding their work, communication skills, and demeanor; 2) recognize and discuss their professional strengths and weaknesses in supervision and during consultation; 3) recognize, communicate about and manage workplace

related stress; and 5) maintain professional boundaries with supervisees, supervisors, administrative staff and clients.

Communication and Interpersonal Skills: Interns will demonstrate the ability to 1) establish and maintain rapport with clients while maintaining a focus on therapeutic goals and professional boundaries; 2) communicate effectively in 1:1 interactions with peers, supervisors, coworkers and administrative staff; 3) communicate effectively in group consultation, supervision and training settings; and 4) communicate effectively during psychoeducational and research-focused presentations for fellow clinicians, clients, and community groups.

Assessment: Interns will demonstrate the ability to 1) identify the referral question; 2) build rapport with assessment client; 3) correctly administer, score, and interpret appropriate psychometric tests; 4) conceptualize and integrate test findings; 4) verbally communicate test findings in an accessible and sensitive manner; and 5) produce a written report of findings in a timely, professional manner.

Intervention: Interns will demonstrate the ability to 1) conduct a comprehensive intake assessment while building therapeutic rapport; 2) accurately conceptualize client presenting problem and development treatment plan that is based in theory and data; 4) seek consultation and respond appropriately in a crisis situation; 5) implement treatment plan; 6) monitor client progress toward treatment goals on a regular basis; 7) seek consultation and/or make appropriate referrals in the event that the client does not progress toward treatment goals; 8) terminate therapy in a sensitive and planful manner when appropriate, 9) maintain intervention records that are in compliance with clinic and professional guidelines and expectations.

Supervision: Interns will demonstrate the ability to 1) prepare for individual and group supervision meetings by developing consultation questions and case presentations; 2) be effective, timely and appropriate in communication with supervisors; 3) recognize the need for, seek out, and utilize supervision for difficult and/or complex clinical cases; and 4) provide appropriate, professional guidance and mentorship to supervisees (e.g., practicum students) when appropriate.

Consultation and Interprofessional/Interdisciplinary Skills: Interns will demonstrate the ability to 1) communicate and collaborate with professionals from other disciplines (e.g., psychiatry, speech language pathology, social work); 2) adapt verbal and written communication style to the needs of professionals from other disciplines; and 3) participate in interprofessional consultation and case presentations.

Children's Program Statement of Non-Discrimination

It is our policy to ensure equal opportunity for all people without regard to race, color, religion, creed, national origin, sex, sexual orientation, age, ancestry, marital status, disability, veteran or draft status. It is our policy to comply with all relevant and applicable provisions of the Americans with Disabilities Act. Children's Program will not discriminate against any qualified employee or job applicant with respect to any terms, privileges, or conditions of employment because of a person's physical or mental disability. It is our policy to make reasonable accommodations wherever necessary for all employees or applicants with disabilities, provided

that the individual is otherwise qualified to safely perform the duties and assignments connected with the job, and provided that any accommodations made do not require significant difficulty or expense.

Location of Internship/Hours

Interns work at Children's Program, which is located in Southwest Portland. Children's Program is open Monday through Friday. Special classes and programs are occasionally offered late evenings or on the weekends and interns may be asked to assist with some of these activities. Otherwise, intern activities typically occur between 8:00 am and 6:00 pm (with interns working either 8:00 am to 5:00 pm or 9:00 am to 6:00 pm), Monday through Friday.

Interns are provided office space at Children's Program and are equipped with a computer, phone, etc. Interns have access to group rooms that include adequate space for conducting groups and classes. Interns have access to a kitchen/breakroom, and a printer/fax/copier. Children's Program has front office staff members who can assist with scheduling and scanning/mailing documents.

Population

Children's Program provides services to a wide array of clients throughout Portland and the state of Oregon. Children's Program provides services to families, adolescents, and children. These services include individual therapy, group therapy, couples' therapy, family therapy, medication evaluation and management services, behavioral health psychology, and school/agency consultation and training.

Intern Compensation

Compensation is \$27,000 for the training year and interns complete approximately 2000 hours over a 12-month period that typically starts and ends the first week of September. All training time credited to internship is post-practicum and pre-doctorate. Please note Children's Program generous policy of vacation/personal days. Interns receive 20 days of PTO to be used at their discretion, as well as additional days available for purposes of dissertation or attendance at professional conferences. Interns are also eligible for health insurance. Interns can expect a maximum of 50% of their time providing face-to-face services to clients. Intern schedules will be 38-40 hours per week or as otherwise determined by Intern agreement.

Appendix

INTERN TIME OFF REQUEST FORM

Interns are asked to utilize this form to formally request time off for vacation, personal time, sick time, or other instances where an Intern is requesting time off. Time off must be approved in advance by a supervisor, except in cases of emergencies or unexpected illness. Time off is tracked in half-day increments. It is the Intern's responsibility to block time out on their schedule (except in cases of emergencies), inform clients, and arrange crisis call coverage, as appropriate.

Today's date _____

Dates requested _____ (designate half or full days request off)

Approved by (supervisor) _____

Comments (optional) _____

Director of Training signature

Children's Program Intern Evaluation Form

Date: _____

Intern Name: _____

Primary Supervisor's Name: _____

Secondary Supervisor's Name: _____

This evaluation covers the following dates: _____ to _____

Indicate methods of evaluation used during this quarter (direct observation of some type is required):

Direct observation of individual/family therapy

Direction observation of group therapy

Direct observation of assessment

Review of written documentation (chart notes)

Review of written documentation (assessment report)

Discussion of intervention or assessment case

Performance Factors

1 = Below Standards

2 = Meets Standards

3 = Exceeds Standards

4 = Outstanding

N/A = Not applicable

	1	2	3	4
SUPERVISION:				
<ul style="list-style-type: none"> • Prepares for supervision 				

• Makes use of supervision and feedback				
• Effective in communication with supervisor				
• Use of ongoing consultation to manage difficult cases				
• Effective in supervision of others (e.g. practicum students)				
COMMENTS:				

	1	2	3	4
INTERVENTION:				
• Able to establish and maintain therapeutic alliance				
• Understand and conceptualize client problems using DSM-V				
• Formulate appropriate treatment goals				
• Effective in pursuit of treatment goals				
• Knowledge of empirical based treatment and best practices with populations served in clinic				
• Awareness of individual and cultural diversity in clinical care				
• Coordinate with other professionals and services				
• Provide case management, referral, and follow-up				
• Acknowledge and understanding of personal strengths and weaknesses in providing treatment				
COMMENTS:				

	1	2	3	4
ASSESSMENT:				
• Interviewing skills				
• Test administration and test scoring skills				
• Knowledge base of diagnoses commonly seen in our clinic				
• Ability to respond to referral questions				
• Ability to conceptualize cases and integrate findings				
• Ability to formulate appropriate and practical recommendations to families				
• Communication of findings: oral				
• Communication of findings: written				
• Awareness and knowledge of individual and cultural factors impacting assessment tools and findings				
• Timely and accurate completion				
COMMENTS:				

	1	2	3	4
PROFESSIONAL VALUES, ATTITUDES AND BEHAVIORS				
• Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness				
• Accurate, timely and appropriate documentation following client appointments				
• Oral presentation of clinical findings to supervisor and/or colleagues				

• Participation in treatment/assessment team meetings				
• Effective inter-disciplinary communication				
• Familiarity with community resources available to our clients				
• Demonstration of appropriate professional boundaries				
• Practices with appropriate independence and self-direction				
• Reliability (dependable, prepared, organized, good attendance, etc.)				
COMMENTS:				

	1	2	3	4
COMMUNICATION, CONSULTATION & INTERDISCIPLINARY SKILLS				
• Communicates in a collegial, professional manner with colleagues and supervisors				
• Demonstrates knowledge and respect for the roles and perspectives of other professions				
• Elicits or develops appropriate consultation questions				
• Utilizes consultation resources appropriately				
• Builds rapport effectively with clients				
• Builds rapport with community partners and professionals in other disciplines				
• Completes outreach activities effectively				
COMMENTS:				

	1	2	3	4
ETHICAL AND LEGAL STANDARDS:				
<ul style="list-style-type: none"> Understand and adhere to APA Ethical Guidelines and Oregon's laws related to delivery of mental health services 				
<ul style="list-style-type: none"> Active use of consultation with senior clinical staff 				
<ul style="list-style-type: none"> Knowledge of and adherence to Children's Program risk management guidelines 				
<ul style="list-style-type: none"> Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve the dilemmas 				
<ul style="list-style-type: none"> Thoughtful discussion of ethical/legal issues with colleagues and supervisors when they do arise 				
COMMENTS:				

	1	2	3	4
INDIVIDUAL AND CULTURAL DIVERSITY:				
<ul style="list-style-type: none"> Aware of personal biases/worldview 				
<ul style="list-style-type: none"> Demonstrates understanding of how trainee's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves 				
<ul style="list-style-type: none"> Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in clinical service, including awareness of potential biases in assessment and/or intervention protocol 				
<ul style="list-style-type: none"> Able to integrate awareness and knowledge of individual and cultural differences in clinical service 				
COMMENTS:				

	1	2	3	4
RESEARCH:				
• Aware of evidence base for intervention and assessment methods				
• Identifies and critically evaluates additional relevant research for individual cases				
• Ability to synthesize and present research findings orally				
• Ability to conduct thorough and thoughtful written literature reviews on select topics				
COMMENTS:				

Signatures below indicate that this evaluation has been reviewed and discussed with Intern and Primary/Secondary Supervisors.

Intern

Date

Primary Supervisor

Date

Secondary Supervisor

Date

INTERN DUE PROCESS AND GRIEVANCE POLICY AND PROCEDURES

Children's Program has instituted both Due Process and Grievance Procedure policies in order to resolve grievances in a manner that is fair, productive and allows for dialogue between involved parties. Due Process is a procedure that comes into use when an intern's behavior is problematic whereas the Grievance Procedure is invoked when an Intern has complaints against the training program.

Grievance Procedure

It should be noted that Children's Program encourages grievances to be resolved on an informal basis whenever possible through professional communication and consultation. If a grievance is not resolvable through informal processes, the formal grievance procedure outlined below is followed. The internship grievance procedures are designed to protect confidentiality for all parties as fully as possible. There are three levels of the Grievance Procedure: Informal Meeting, Grievance Meeting, and Formal Complaint, outlined below.

An intern can initiate Grievance Procedures in response to a significant problem or challenge related to any element of the training program. Examples include, but are not limited to: 1) poor supervision, 2) lack of availability of supervision/supervisor, 3) evaluations perceived as inaccurate or unfair, 4) workload issues, 5) treatment perceived as discrimination/bias or harassment, or 6) compensation disputes.

1. *Informal Meeting* The Intern should first request an Informal Meeting to verbally discuss the issue with the faculty, supervisor, or staff involved. The Intern is permitted to have a supporter, such as the doctoral training program mentor/advisor or an internship training peer, present throughout all stages of the process or in any grievance-related meeting. All parties are encouraged to document the outcome of the initial meeting and mutually decide if the issue is resolved, in progress, or unresolved. If in progress, another meeting (known as a Progress Meeting) should be scheduled at a future date to review the status of the concern. A mutually agreed-upon timeline for responding to the concern will be determined at the conclusion of the informal meeting, not to exceed 30 days. The Director of Training will be made aware of the meeting (if not directly involved) and parties will submit the documentation of the informal resolution meeting to the Training Director.
2. *Grievance Meeting* If the issue cannot be resolved informally, the Intern can request in writing a Grievance Meeting to orally discuss the concern with the Director of Training, Assistant Director or Intern supervisor. The Director of Training will respond to a request for a grievance meeting within 1 week. A decision will be made at the conclusion of this meeting as to whether further action is needed or if the Intern is satisfied with the plan or actions to address the concern and the outcome will be recorded in writing. A mutually agreed-upon timeline for responding to the concern will be determined at the conclusion of the grievance meeting, but should not exceed 30 days.
3. *Formal Complaint* If the Director of Training, Assistant Director of Training, Clinic Director, or Intern supervisor cannot resolve the issue, or if the Intern is not satisfied with the response to their grievance, the Intern can file a Formal Complaint with the Human

Resources representative (this individual and their contact information will be clearly identified to the Intern, in writing, during internship orientation.) The complaint must be in writing, with all supporting documents attached. The complaint is given to the Director of Training, or, the Clinic Director if the complaint is about the Director of Training (i.e., there a conflict of interest involving the Director of Training).

4. The Director of Training or the Clinic Director will meet with all involved parties and gather data to investigate the grievance and make the best effort to resolve the complaint. If the complaint is not able to be resolved, the Director of Training or Clinic Director will provide a written explanation copied to all involved parties as to why the complaint is not resolvable. The Formal Complaint stage should be completed within 60 days from the time the grievance is first logged. The final decision-maker is the Director of Training, unless there is a conflict of interest, in which case the final decision is made by the Clinic Director. The Intern will be informed of the final decision in writing by either the Director of Training or Clinic Director.
5. A Grievance may be logged for up to 6 months following the end of the internship training year.
6. If the Intern disagrees with final decision, the Human Resources representative will review the complaint, supporting documents, gathered data, and final decision. A meeting will be conducted that includes the Intern, Director of Training, Clinic Director, Human Resources representative, and, if desired, a representative from the Intern's graduate training program. The Human Resources representative will either resolve the complaint or explain to the Intern why the complaint is not resolvable.
7. The Children's Program Human Resources representative will become involved if/ when the complaint involves issues beyond the scope of clinical training and related to general clinic policies and/or laws and regulations pertaining to the practice of psychology.

Due Process

Due Process includes three elements: notifying the Intern of the problematic behavior; a hearing so the Intern may have the opportunity to hear and respond to concerns identified by the Internship Program Training Director and planning for remediation; and appeal procedure whereby the Intern may appeal any actions taken by the Internship program with respect to the problematic behavior. Due Process would be invoked if it becomes apparent an Intern is failing to meet minimum competency standards, exhibiting performance that is below expectations for the level of acquired training, or displaying concerning or problematic behavior. This could include a poor review on formal evaluation of the Intern's performance in one or more evaluated competency areas. Due Process would not apply to Interns who are deviating from standard training practices due to a documented disability covered under ADA. Children's Program Human Resources would be involved in intern Due Process procedures in circumstances where problematic behavior concerns are beyond the scope of clinical training and involve violation of clinic policy and/or laws or regulations pertaining to the practice of psychology.

Interns have the following Rights and Responsibilities:

Rights

- Have a support person present at each phase of the Due Process procedure or Grievance when meetings are conducted

- Creation of their own documentation of the outcome of any Due Process or Grievance meetings
- Have access to standards of competency being evaluated or monitored by the training program
- Access to a training environment and opportunities that are free of discrimination or unjust treatment

Responsibilities

- Uphold APA Ethical Principles of Psychologists and Code of Conduct and act in accordance with relevant Oregon state laws governing the practice of psychology
- Adhere to outlined Children's Program policies and procedures
- Attend Due Process meetings and respond to correspondence related to Due Process
- Attempt to hear out and remediate concerns in a collaborative manner

The training program has the following Rights and Responsibilities:

Rights

- Enact the Due Process procedure when Intern conduct or performance meets criteria for doing so (outlined above)
- Communicate with the Intern's training progress as specified in the Due Process procedure

Responsibilities

- Ensuring Interns have meet minimum training requirements for the internship program
- Regularly reviewing Intern performance on defined competency areas
- Provide regular, quality supervision
- Allowing the intern to seek individual support during the Due Process
- Acting and communicating in a respectful and just manner toward the Intern
- Responding to Intern inquiries or questions about the Due Process in a forthright and expedient manner

Due Process involves the following components:

- 1) *Notice* Intern would be notified of identified problems and that the internship is addressing the problem first through discussion with the primary supervisor and Training Director, with follow up written documentation of the notice (e.g., via email) with details about the hearing.
- 2) *Hearing* A hearing would take place within 7 business days following the *Notice* to review of the problem. Intern will be provided with specific and detailed written and verbal feedback regarding concerns. Feedback would be provided to allow the Intern to address and remediate the concern and give the Intern an

opportunity to respond to concerns. A follow up review meeting will be scheduled, to be conducted within 30 days, at the conclusion of the discussion. If the concern is resolved, no further action would take place.

- 3) *Written Remediation Plan* If the concern remains after 30 days and the Intern's actions have been insufficient in correcting the problem the Intern would receive notification in writing and a written remediation plan would be developed in collaboration with the Intern, primary supervisor, and Director of Training. The remediation plan would include specific, concrete objectives for Intern behavioral change/performance improvement, as well as a timeline for review. A copy of the remediation plan would be provided to the Intern's doctoral training program.
- 4) *Review of Remediation Plan* Formal review of the remediation plan would occur every two weeks with the Intern, primary supervisor, and Training Director to assess the Intern's progress in responding to the identified problem. Monthly updates regarding the Intern's progress would be provided to the Intern's doctoral training program until the problem is designated as resolved. The remediation plan would last no more than 60 days, unless specifically approved by the Training Director.
- 5) *Probation* If the remediation plan is not successful in correcting the Intern's problematic behavior or performance within the 60-day timeline, the primary supervisor, Director of Training, and Clinic Director would place the Intern on probation for 90 days, with a written notification provided to the Intern. The Intern's doctoral training program would be notified of the probation period and the probation would be reflected on the Intern's evaluation review. A probation plan would be created with the primary supervisor, Director of Training, and Clinic Director and reviewed every two weeks until the end of the 90-day period. If the Intern successfully meets goals outlined in the probation plan, the Intern would exit the probation period. A written summary of the completion of the probation period and documentation of the Intern's remediation of the problem would be provided to both the Intern and their doctoral training program. If the Intern exits the internship training program prior to the end of the probationary period, this fact and a summary of concerns and progress would be reflected in their formal written evaluation.
- 6) *Termination* If problems persist following the 90-day probation period, the Intern would be terminated. The appropriate representative for the Intern's doctoral training program would be invited to attend a conference with the Training Director, primary supervisor, and Intern to review the decision for termination. The Children's Program Director of Training is responsible for making the final decision about termination of an Intern. A written summary of the concern, efforts by the internship trainers, and documentation of insufficient response to the concerns and remediation by the Intern would be provided to all parties. The Intern may receive credit for training hours completed as allowable by their doctoral training program but would not be permitted to indicate completion of

the Internship at Children's Program on any future documentation (e.g., CV, resume, etc.). The Intern would be expected to finish all uncompleted clinical paperwork with close supervision of the Training Director as well as write a letter about the Intern's departure to current clients with a transfer plan to an alternative clinician.

- 7) *Intern Appeal Process (Appeal)* If the Intern disagrees with the identified concerns, the decision to initiate a remediation plan or probation period, or termination the Intern may provide written documentation of their dissent and defense of their behavior or performance. The Intern can appeal in writing to Director of Clinical Services (who is prohibited from involvement in previous due process steps) within 30 days of the final decision to terminate to dispute decisions made by the Training Director and/or direct supervisor. The Intern is also encouraged to notify the appropriate parties at their doctoral training program to gain external support. The Director of Clinical Services will make all final decisions regarding the Intern appeal(s). Appeal decisions may include:
1. Support of the appeal with referral back to the Training Director and Clinic Director for re-consideration
 2. Recommended reinstatement with continued remediation
 3. Termination upheld

Children's Program Primary Clinical Supervisors

Jeff Sosne, Ph.D., Director of Children's Program

Dr. Sosne is a graduate of Princeton and received his doctorate in clinical psychology from Rutgers University. He escaped New Jersey in 1978 and completed his internship and residency training at the Child Development and Rehabilitation Center at OHSU. Dr. Sosne has been working with children since 1972 and has been with the Children's Program since 1980. Current interests include Attention-Deficit/Hyperactivity Disorder, anger problems, learning disabilities and group therapy for elementary age students with self-control problems. He is the author of two practical guides for parents and school personnel, "The ADHD Notebook and The Anger Notebook." Dr. Sosne provides supervision on a range of topics, including hypothesis-driven assessment, diagnosis and treatment of neurodevelopmental and behavioral disorders including ADHD, as well as parent training and psychoeducation.

Rose Eagle, Ph.D., Director of Training

Dr. Eagle is the Director of Training and coordinates the internship at Children's Program. She has been Director of Training at Children's Program since 2016, and also supervises Psychologist Residents and practicum trainees. Dr. Eagle received her Ph.D. at Binghamton University, State University of New York in 2008. Her training also includes an internship in pediatric psychology and developmental disabilities at the Child Development and Rehabilitation Center at Oregon Health and Science University. Dr. Eagle has an extensive background and training in the evaluation and treatment of children with Autism Spectrum Disorders and developmental disabilities. She is also a Lead Clinician for the Incredible Years program at Children's Program. Dr. Eagle provides evaluation and treatment for young children with various developmental, behavioral, and emotional difficulties. She enjoys working with children who are preschool through elementary school age on issues of social skills and emotion-regulation. Her treatment approach tends to be family-focused and employs cognitive-behavioral strategies.

Nichole Sage, Psy.D., Assistant Director of Training

Dr. Sage received her doctoral degree in clinical psychology with an emphasis in child and family practice from Pacific University. She has completed training at Wright State University, Dayton Children's Hospital, Morrison Child & Family Services, and Oregon Health & Science University-Child Development and Rehabilitation Center. Nichole has a special interest in evaluating and treating infants, toddlers, preschoolers, and early school-age children. Her practice centers on work with children who have developmental and behavioral challenges, including ADHD, anxiety, emotion dysregulation, impulsivity, and disruptive behaviors such as tantrums, aggression, and noncompliance. She co-teaches the child group of the Incredible Years curriculum, an evidence-based treatment for children with internalizing and externalizing problems. She is also trained in the Supportive Parenting for Anxious Childhood Emotions (SPACE) Program. She also has a background in helping children and families cope with

medically-related problems, such as treatment adherence, feeding, toileting, and sleeping issues. Nichole utilizes a behavioral/cognitive-behavioral framework with a high degree of family involvement and parent training to develop and implement practical interventions. Nichole also participates in the Children's Program training program as a supervisor of doctoral practicum trainees and psychologist residents. Nichole is a former member and Past Chair of the Oregon Psychological Association Ethics Committee.

Ally Burr-Harris, Ph.D., Supervisor

Dr. Burr-Harris received her doctorate in Clinical Psychology from the University of Missouri-Columbia. Her areas of specialty include adoption, parent-child attachment, trauma, loss or bereavement, and behavior problems. Ally utilizes family therapy, cognitive-behavioral therapy, EMDR, and trauma/attachment-focused therapy. She utilizes parent coaching in attachment skills and behavior management skills, collaborative problem-solving, story-telling and narrative work, structured play and art therapy, and individualized methods for building and mastering social, emotional, and behavioral skills. When adult issues are interfering with parenting, Ally provides individual, relationship-based, supportive therapy with adults. She also provides consultation and training to parents and professionals on topics related to adoption, attachment, trans-racial parenting, anger management, emotional regulation, child abuse, and other forms of child trauma. Ally has worked in the child mental health field since 1988, and she has been a licensed psychologist since 2000. She has served on the Board of Adoption Mosaic, and she was previously the director of a child trauma program affiliated with the National Child Traumatic Stress Network.

Allan Cordova, Ph.D., Supervisor, Director of Clinical Services

Dr. Cordova received his doctorate from the University of Denver and completed his internship and postdoctoral work at the University of Washington. He has worked with youth and families in hospital, clinic and school settings. A native Oregonian, he joined the Children's Program in 2002. He enjoys working with families and children of all ages. Areas of special interest include teenagers, couples, treatment of anxiety and depression, and family transitions.

Laura Pagenstecher, Psy.D., M.A.T., Supervisor

Dr. Pagenstecher received her doctoral degree in clinical psychology with an emphasis in child and family practice from Pacific University. She completed her internship Daily Behavioral Health in Cleveland, Ohio working with children with a variety of emotional and behavioral issues and developmental disabilities. Laura completed clinical training with LifeWorks NW and the Forest Grove School District. She has a master's degree in education, and has a clinical interest in educational issues. Laura was an educational consultant at Children's Program prior to earning her doctorate. Her other areas of interest include psychological and educational assessment, emotional and behavioral disorders, ADHD, anxiety, and adjustment issues. Laura enjoys working with children of all ages, and particularly with late elementary/middle school-

aged children. She utilizes a strengths-based approach and works from behavioral, cognitive-behavioral, and solution-focused frameworks.

Daniel J. Munoz, Ph.D., Supervisor

Dr. Munoz received his doctorate in clinical psychology from the State University of New York at Albany and completed a postdoctoral fellowship at the University of Chicago Eating and Weight Disorders Program. He works with children, adolescents, young adults, couples and families with issues of depression, anxiety, obsessive-compulsive disorder, sexual issues and emotional regulation (i.e. impulse control disorder, cutting, etc.). In addition, Dr. Munoz's clinical expertise is in psychological assessment (ADHD, personality, executive functioning, intellectual testing). He also offers a specialty clinic in the area of eating disorders (anorexia, bulimia, binge eating disorder, obesity, bariatric surgery assessment) and issues related to sexual and gender identity, in particular youth who identify as transgendered or gender questioning. Dr. Munoz uses an evidence-based approach towards treatment using modalities such as Dialectical Behavior Therapy (DBT), Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), and the Maudsley/Family Based Treatment approach to eating disorders. Dr. Munoz has been an invited speaker at international conferences on eating disorders and the recipient of the 2009 Academy of Eating Disorders Young Investigator Award for excellence in research. Dr. Munoz is the past vice-chair of the Oregon Board of Psychologists.

Megan Nichols, Psy.D., Supervisor

Dr. Nichols received her doctorate from the Illinois School of Professional Psychology at Argosy University, Chicago with a concentration in children and adolescents. She completed her internship and postdoctoral fellowship at Streamwood Behavioral Healthcare Systems where she worked predominately on the child inpatient unit. She has worked in a number of different settings including developmental clinics, residential programs, therapeutic schools, and inpatient units. Megan also has a master's in special education and was a self-contained classroom teacher prior to receiving her doctorate and she has also worked as a consultant for Head Start. Megan specializes in the evaluation and treatment of children and adolescents with trauma, developmental concerns, including autism spectrum disorder, and behavioral/mood concerns. In treatment, she has an integrated approach with an emphasis on attachment and family systems theory. She has training and experience in play and art therapy, sand tray, Collaborative Problem Solving, Dialectical Behavior Therapy, and Theraplay. Dr. Nichols offers a training rotation that focuses on assessment of children who have experienced trauma and are in need of a best interest evaluation and assessment of clients who have "red flags" for Autism Spectrum Disorder. Dr. Nichols offers supervision that focuses on consolidation of skills that have been previously learned and gaining insight into how we each impact the therapeutic relationship.