Manual for Interns
Doctor of Psychology Degree (Psy.D.)
Institute for Graduate Clinical Psychology
School of Human Service Professions

2013 Revision
This manual is designed to describe the goals, requirements, and operating features of the exclusively affiliated internship experiences associated with the Doctor of Psychology and Respecialization Programs in the Institute for Graduate Clinical Psychology at Widener University. The general guidelines described in this manual are consistent with, and in part, derived from the training philosophy of the American Psychological Association and the National Council of Schools and Programs of Professional Psychology (NCSPP). Consistent with the NCSPP model, the two years of internship training include exposure to the seven areas of competency which provide the foundation of professional psychology: relationship, assessment, intervention, supervision and management, consultation and education, and research and evaluation, and diversity.

The Doctor of Psychology program trains students to be generalists. Therefore the program requires that over the five years students are placed in a range of different settings and work with a diverse set of patient populations. The program requires that at least one year be spent in the following clinical circumstances: (a) service to a child/adolescent population; (b) service to an adult population; (c) service in an inpatient setting; (d) service in an outpatient setting; (e) service in a setting emphasizing assessment activities; (f) service in a setting emphasizing psychotherapy activities and (g) service to a special needs population. There are many internship sites that can meet more
than one of these requirements simultaneously. For example, an adult inpatient placement would fulfill both (b) and (c).

**Differences Between Practicum and Internship**

Although the Doctor of Psychology program in the Institute for Graduate Clinical Psychology provides clinical experiences during each of the five years of the program, there are many differences between practicum and internship training. The practicum is an introductory clinical experience to enable students to become acquainted with clinical settings as well as to master fundamental skills in assessment and intervention.

The internship offers more challenging experiences as well as a higher level of responsibility. The intern's role is that of an apprentice, performing at increasingly higher levels the tasks of a professional psychologist, and assuming a direct service role and responsibility as appropriate, under supervision. Interns present in case conferences, interact with other staff and professionals as junior colleagues who have already acquired basic knowledge and skill, and participate intensively in consultations, psychotherapy, full diagnostic test battery analysis, and other advanced or specialized activities, such as supervision and management.

**Eligibility**

At the end of the first semester of the third year in the program, each student is brought up for review by the core faculty. Faculty members consider grades, practicum evaluations and demeanor in all relevant professional settings in which the student has functioned or is currently functioning while in the program. At this point, the faculty may decide that the student may begin internship in the following July pending the fulfillment of all academic requirements or may not be permitted to do so. In some cases, the faculty may mandate additional practicum or academic experiences prior to the beginning of internship. Also prior to internship, the student must take and pass the Third-Year Qualifying Examination given in June following spring semester of the third year. Only those students who have a grade of "C" or higher in every course, and have no outstanding incompletes and are not on academic probation in the spring semester prior to the examination may sit for the examination.

Students who do not pass the Third-Year Qualifying Examination may re-take it the following October. If the exam is passed in October, the student receives full credit for the year of internship. If the student does not take or pass the examination in October, then the clinical experience for the year is considered a practicum and the student must still complete two years of internship, typically beginning at the start of the subsequent
placement year.

In addition, prior to the beginning of internship, students are required to have completed a minimum of six (6) psychological batteries with written reports and two (2) long-term therapy cases (treatment for at least six months).

If a student is not able to obtain the needed experiences at his/her practicum placements, it may be possible to obtain this experience through the Counseling Center at Widener University or through a number of agencies that have contacted the Institute requesting these services. Please contact the Director of Practicum Training for arrangements.

**Site/Intern Matching Process**

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Each year, rotations are requested to complete a Descriptive Outline for the Training Site (see Appendix B), which requires a description of the patient population, the major training activities for interns, the goals of the training experience, and the resources for supervision. The outlines are assembled in a reference book. Several copies of this book are available to students including a copy in the student lounge.

**Preferences**

Generally during December, on the basis of (a) the descriptive outlines; (b) the information provided by interns who are currently placed in the settings, and (c) consultations with the Director of Internship Training, the current third and fourth-year students submit a list of preferences for settings at which they would like to interview. The Director of Internship considers these requests with respect to each student’s prior experience. This is in reference to the requirement for each student to have inpatient and outpatient experience with children and adults in the areas of assessment and intervention as well as an opportunity to work with a special needs population.

Some students may have an interest in a particular site which is not currently a rotation in the exclusively affiliated internship. The student should inform the Director of Internship Training of the name of the site and if possible a contact person and telephone number. The Director of Internship Training will contact the site to determine whether there is a willingness to train an intern and to determine whether the site meets the criteria for internship rotations. If both of these criteria are met, the Director of Internship Training will visit the site and arrange for the student to be interviewed. Students who take a major initiative in developing a new site have the option of being placed there, if it is acceptable to the site, without other students being considered for the first year.

**Interviewing**

The Director of Internship will provide each student with a list of approximately five places at which to interview. Most of the places on the list will generally be the original
choices. The number of students sent to each site is usually a direct function of (a) the number of students requesting an interview at that site and (b) the number of intern positions at that site. Students are then responsible for contacting each placement and scheduling an interview. At the time of the initial contact between the student and the placement, the placement may request that the student bring materials such as a resume or prior assessment reports which may be helpful in the evaluation of the fit between the applicant and the placement. The Institute requests that the sites not ask students to provide letters of recommendation. It is also requested that students not be required to interview at a site on multiple occasions.

In recognition of the need to interview for placement for the following academic year, the Institute has designated two days in the spring semester as being official interviewing days. One day will be taken from class days (the second Thursday in February) and another day will be taken from the placement days (the third Friday in February). Placements are required to either give students this day off or if clinical responsibilities make this impossible, to provide students with another day of placement time to interview. Occasionally, if there have been snow days which interfere with the holding of classes, the academic interviewing day will be cancelled.

The interview represents an opportunity for both the student and the placement to assess the degree of compatibility along a number of important dimensions such as the level of clinical experience in a given area required by the setting and the level of clinical experience in that same area possessed by the student. The interviewing process is important not only to the matching process but to the student's development of the Relationship competency. That is, the student gains experience in how to present himself or herself in a first-time professional encounter. Students who show deficits in interviewing skills will receive counseling from the Director of Internship Training or a faculty member and may be referred to the Career Advising and Planning Services program for additional training.

The Director of Internship Training in conjunction with the Director of the PsyD program ultimately will make the match (with consideration of the preferences of both the student and the setting). Thus, although interviewers sometimes indicate that a particular student is the choice candidate of the setting, that student may not be assigned to that setting. However, it is perfectly acceptable for a site to express their enthusiasm about a student. Students should not be asked how they rank the setting although interviewers certainly can ask if students see the placement as able to fulfill their current training goals. The person who conducts the interview may or may not be the on-site supervisor. Students should ask to meet with the person who will be providing the supervision, and this is normally done. However, that person may leave the position between the time of the interview and the time the internship actually begins. There is also no guarantee that a particular person will provide all of the supervision to an intern.

During the interview, the interviewer should reveal any scheduling requirement that represents a departure from a typical 9:00 a.m. to 5:00 p.m. position. For example, if students are expected to see patients one evening a week or carry a beeper over a
weekend, they should be informed of that fact. In turn, the students should inform placements of any scheduling restrictions which would affect their ability to meet their obligations at the site.

Some placements may have expenses associated with working there. These expenses may include, but are not limited to: child abuse clearances, FBI or state police background checks, drug screenings, medical tests or physical examinations. Because students are responsible for these expenses, it is important to ask about these requirements during the interview and take this information into consideration when making a selection. The student rather than the program will be responsible for these expenses.

Matching

After the interview has been conducted, the interviewer will complete and return to the Director of Internship Training the Internship Interview Form (Appendix C). Preferably by the beginning of March, students will have completed their first round of interviewing.

Upon receiving the sites and students preferences, the Director of Internship Training matches individuals with placements. In making the matches, the Director considers several factors in addition to the preferences of the students and the sites. Among these factors are the following:

1. The student's Year of Training—All other factors being equal, the current fourth-year students are given preference over third-year students.
2. The student's Prior Experience—If students have not received experience in some major area such as outpatient psychotherapy they will be given preference over a student who has had such experience.
3. Convenience of the Placement for the Student—An effort is made to inconvenience students as little as possible in terms of time and effort in getting to the placement site. Students without cars are sometimes given priority for certain sites.
4. The Perception of the Internship Director and the Director of the Institute—Based upon the long-term knowledge of both students and the placement, the Directors may see one particular match between a student and a placement as more desirable than another. The goal is to achieve the best match possible based upon both personality and training needs relative to the needs of the training site.

Most students are able to obtain their first or second choice of a site. If no appropriate match can be made, a second round of interviews occurs for a small percentage of students each year and is a natural part of the placement process.

Students often ask if they can remain at a site for a second year. While this is not preferable in terms of breadth of training, it can be done if the experience is substantially different during the second year. Students who would like to remain at or return to a particular site, should submit a letter to the Director of Internship Training detailing why they wish to remain for another year and in what way the training will be at a more
Assignments

It is the policy of Widener University's Institute for Graduate Clinical Psychology to provide the doctoral clinical psychology students with a wide variety of training experiences. The internship sites represent the broad assortment of domains in which psychologists provide services in response to needs expressed in the community. Client groups will, therefore, likely be diverse in socio-economic and ethnic backgrounds.

As part of their training in clinical psychology, all doctoral students can be expected to be exposed to a wide diversity of individuals seeking services. These individuals, likewise, will be encountered in an extensive variety of settings, including, but not limited to, inpatient and outpatient settings, schools, community organizations, and private homes.

In order to provide adequate breadth and depth of practical clinical experiences, students are expected to complete their interviews and clinical training at all sites as assigned. It is only with the permission of the Director of Internship Training that a change can be made in the student's roster of sites to be visited. The faculty and staff of the Institute are dedicated to providing the doctoral students with appropriate safeguards to insure safety. Recognizing the potential danger factors in clinical work with any individual or group of individuals—no matter the setting—these safeguards may include, but are not limited to the following:

1. annual site visits by faculty of all practicum and internship sites
2. personal safety training
3. escort services at sites where needed
4. the development of a "buddy system" when the clinical rotation requires in-home contact. The Director of Internship Training in consultation with the site will determine what safeguards are necessary. The Faculty of the Institute, as represented by the Director of Internship Training, will also work to develop additional safeguards as necessary for individual students at individual sites.

Tracks, Clusters and Joint Degree Programs

Many of the clusters as well as the joint degree programs have specific internship requirements. These are listed below. It is important to take these into consideration in making your internship site selections.

Family Therapy Cluster

During their internship (either fourth or fifth year) students in the family therapy concentration should be placed in an agency where they will have the opportunity to implement the theoretical concepts and to practice the techniques that are covered as part
of the different courses. Interns should have the opportunity to treat a variety of marital and family problems during their tenure at that agency.

**Psychoanalytic Cluster**

At least one of the fourth or fifth year rotations must be in an agency where the student will have the opportunity to practice psychoanalytically oriented psychotherapy.

**School Psychology Track**

After completion of two general practica, two additional half time years (usually the third and fourth year of the program) comprise the school psychology internship. The total internship equals 1200 hours at least 600 of which are spent in a public school. These experiences are supervised by a certified school psychologist. One of the half time years must be spent in a public school setting. The other may be in a non-school setting involving children and/or adolescents or where there is opportunity for school based consultation.

Over the course of the internship students should have experience in assessment, intervention and classroom consultation. Classroom observation, conferences with teachers, and contact with other educational specialists should be part of the experience. This requirement is relevant to the program's Consultation competency. Opportunity to be involved with children or adolescents at various age levels and in both regular and special education is desirable. In addition to whatever other supervision the student receives, there should be on site supervision by a certified school psychologist at least one hour per week.

**Clinical Neuropsychology Track**

During the fifth year, students in the Clinical Neuropsychology Track will be placed in a hospital or rehabilitation setting where the student will: (a) have the opportunity to administer and interpret neuropsychological tests, (b) provide consultation to medical specialists, and (c) practice intervention techniques across a wide variety of neuropathological conditions.

**Group Psychotherapy Cluster**

60 hours of experience or support during the program in conducting psychotherapy or support groups with a minimum of 30 hours of supervision from a supervisor meeting qualification of Full Membership from The American Group Psychotherapy Association.

**Health Psychology Cluster**

A minimum of one year of clinical training will be in an agency where there is an opportunity to implement the key concepts and techniques covered in the required health
psychology courses.

**Forensic Psychology Cluster**

At least one of the two year long rotations needs to be in an agency where the student will have the opportunity to practice forensic psychology.

**Joint Degree Programs**

**Law-psychology (JD/PsyD)**

During the internship, JD/PsyD students will spend one year in a clinical site where they have an opportunity to engage in activities utilizing their legal backgrounds in a clinical way. For example, in forensic settings, students might perform psychological testing that will be used in a legal hearing.

**Clinical Psychology/Business Administration in Health and Medical Services Administration (PsyD/MBA-HMSA)**

In this joint degree program, students are required to do one year of internship training in which there is an opportunity to perform administrative leadership/program development activities in a mental health, health care or business setting under the supervision of a licensed psychologist and administrator.

**Clinical Psychology/Master of Business Administration (PsyD/MBA)**

In this joint degree programs, the administrative component of the internship is optional.

**Clinical Psychology/Master of Criminal Justice (PsyD/MCJ) and Clinical Psychology/ Masters in Public Administration (PsyD/MPA)**

In these joint degree programs students can get specialized training experience either during practicum or internship.

**Internship Schedule**

The internship consists of spending three (3) days per week at a site. Students must complete a minimum of 2,000 supervised hours in no more than 24 months. Placements may require students to work one evening per week. Days that are at least 8 hours long should include a break of at least 30 minutes. In order to meet special training needs or agency constraints, students may be assigned to two sites during the fourth or fifth years.
**Rotation Schedule**

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12-Month Rotation: July 1–June 30

10-Month Rotation: September 1–June 30

9-Month Rotation: September 1–May 31

**Vacation Schedule/Sick Time**

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12 Month Rotation:

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<tr>
<td>2 days per week</td>
<td>4 days/1.5 sick days</td>
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<tr>
<td>1 day per week</td>
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<td>0.5 day per week</td>
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10 Month Rotation:

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<td>3 days/1.5 sick days</td>
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9 Month Rotation:

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<td>3 days/1 sick days</td>
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In agencies which are closed at specific times, e.g., schools closed for Christmas week, those periods will constitute students' vacations with the exception of major holidays. In addition to vacation time, interns are given the following six holidays:

- New Year's Day
- Memorial Day
- Fourth of July
- Labor Day
- Thanksgiving Day
- Christmas Day

In half-day placements, there is no sick time allocated. If a student has an illness going beyond this allocation, the student must make up the time either through the use of vacation days or holidays, or by working previously unscheduled days. In the case of a protracted illness or medical condition, a plan for making up the time must be developed by the student and the site supervisor and must be approved by the Director of Internship Training. It is the responsibility of the student to contact the on-site internship supervisor in the event of any unexpected absence, either short-term or long-term. In addition, if an extended leave of absence is needed for mental or physical health reasons, students will need to contact the Director of Internship Training, the student's faculty advisor and the Director of the Institute for Graduate Clinical Psychology. Fifth year interns can not extend their hours beyond June 30th, because then they would not be eligible to graduate.

Other Time Off

Students may be called to jury duty or court. Placements may request verification of this time. Students should be excused for jury duty. Court appearances that are personal require using vacation time, or making-up the day. Court appearances that are professional are part of the intern's working hours.

Internship Requirements

There are five experiential criteria which must be fulfilled by the end of the two years of internship. While any one site may not be able to provide all of these training experiences, it is an expectation that each site enable you to advance significantly in meeting these criteria.

1. Four assessments with full psychological reports. The assessment must include the provision of feedback to the assessment subject (one of these cases may be
used for orals). (Assessment Competency)

2. Six therapy cases, two of which must be planned brief psychotherapy. (Intervention Competency)

3. One supervised supervision of a practicum student. This must take place during the fifth year of the program. Interns will provide one to two hours per week of supervision in order to facilitate the practical application of classroom learning in the supervision course. The opportunity to supervise during the fourth year does not fulfill the requirement for the supervision class. (Management and Supervision Competency)

4. One presentation of clinical case material or research material in the clinical setting or an interdisciplinary setting. The student should have an observer complete an evaluation form and submit it to the Institute. (Research and Evaluation Competency)

5. One supervised clinical consultation, e.g., consultation to schools, treatment team, or parents. (Consultation and Education Competency)

Interns and supervisors will be asked to keep track of the occasions when interns have fulfilled a given criterion. At the time the supervisor completes the end-of-the-year evaluation of the intern, documentation will also be requested on the criteria the intern fulfilled that year.

In order to preserve the training rather than the service function of the internship, interns should be given the opportunity during the day to write progress notes, do reading related to their cases, and have formal and informal contacts with their supervisors and other trainees. Thus, an intern's day should not be completely filled with service activities. For example, in an outpatient setting, it would be appropriate for an intern to schedule at most five of the eight hours with patients. When an intern is doing full psychological assessments, no more than one referral per week should be made, except under unusual circumstances (e.g., a neuropsychological placement where an intern's activities are almost entirely of an assessment/diagnostic nature).

The emphasis upon training is also evident in a setting's willingness to protect interns from concerns with the financial integrity of the organization.

Interns should receive at least one-half hour for a non-work lunch.

**Designation of Interns**

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Fourth and fifth year doctoral students and second and third year respecialization students shall be clearly designated as psychology interns. They shall be referred to in no fashion that obscures their status as trainees. Students must make clear to all of their patients/clients that their work is supervised. The APA-ethical code requires that supervisors be identified to the recipients of supervised psychological services.
Supervision

Supervisors are legally responsible for the cases and activities they supervise and therefore must act to ensure that interns perform in a way that is ethical, legal, and furthers the well-being of the patients/clients at the site. The American Psychological Association requires that interns receive a minimum of two hours per week of individual formal supervision from a licensed psychologist. The formal nature of this supervision requires that there be a regularly scheduled time for the supervision session. Frequent incidental encounters cannot be used to substitute for formal sessions. Because interns are in training to become professional psychologists, it is essential that the basic supervisory requirement be fulfilled by psychologists. However, supplemental supervision by representatives of other disciplines such as psychiatry and social work is an enhancement of the training experience. While it is highly desirable for the majority of an intern's supervisory time to be on-site, interns sometimes do receive off-site supervision from the core or adjunct faculty members of the Institute for Graduate Clinical Psychology. It must be emphasized that primary ethical and legal responsibility for an intern's work is that of the on-site supervisor. As such, even if interns regularly present certain cases to an off-site supervisor, the on-site supervisor must maintain an active knowledge of each case and must participate in all case-management decisions. At times, it may be necessary for off-site and on-site supervisors to communicate perspectives on a case and develop a mutually agreed-upon plan.

There are a large number of licensed psychologists in the community, many of whom are graduates of the program, who volunteer one or more hours per week of their time to supervise interns. A book is kept in the Institute with the names, locations and specialties of these individuals. Because theoretical orientations and specialties are so diverse, interns are able to be matched with a supervisor who shares the student's area of interest. To request an outside supervisor, complete the Outside Supervision Request Form (Appendix I) and return it to the Director of Internship Training.

Interns should also be provided with back-up supervision when the supervisor is on vacation or absent due to prolonged illness. Cancelled supervision times should be rescheduled. Interns should also be given clear directions on how to contact their supervisor when an emergency develops during off-hours, such as a patient who might indicate a suicide plan during a therapy session that takes place after the supervisor has left for the day.

It is also important to note that there is no guarantee that a particular person will provide all of an intern's supervision throughout the year. Due to institutional changes, an intern may have multiple supervisors in the course of a year.

In keeping with Widener University's Faculty Bylaws, supervisors and students should avoid situations where conflicts of interest arise. That includes avoiding having family members or others with whom there is a personal relationship provide supervision unless
there are no other options. When a potential conflict of interest is unavoidable, there should be open discussion about the issue between the student and the supervisor and the Director of Internship Training. All possible alternative options should be explored.

On-site supervisors are highly valued by the internship training program of the Institute for Graduate Clinical Psychology. One example of this is the Annual supervisor's Day program. This program is organized by the Director of Internship Training for all supervisors and graduating interns. Graduating interns are excused from class to attend this program, because it furthers their Supervision competency. The program consists of an information session on new or important information relevant to training, a networking session for supervisors from different sites to discuss common issues, an informal lunch, an award ceremony honoring the outstanding supervisor of the year, and a distinguished lecture.

**Intern Evaluation and Remediation**

Supervisors submit a semi-annual formal evaluation of each intern's progress. Interns are evaluated after they have completed six months of their internship training and at the end of the year. A form is sent to the key supervising psychologist at each site that invites commentary on both specific areas of skill as well as general professional demeanor (Appendix D). These evaluation forms are to be discussed with the interns and then signed by both the intern and the supervisor. Interns are given the opportunity to respond to any comments made by the supervisor with which they disagree and to have the response included with the evaluation. Evaluations should be based on an accurate picture of each intern's work. Supervisors should observe sessions or listen to audio tapes of sessions on a regular basis. There should be clear on-going communication between interns and their supervisors throughout the year on areas of strength and weakness. Interns should never be surprised by the feedback they receive on the formal evaluation because they should be obtaining this information over the course of the year in supervision.

In addition to the formal evaluation, a more specific evaluation form is given to on-site and off-site supervisors whose responsibility it is to supervise in a specific area such as assessment (Appendix E) or psychotherapy (Appendix F).

The Director of Internship Training will receive and read these forms.

If the evaluation reveals that an intern is having minor difficulties at the internship site, the Director of Internship may do any of the following: (a) obtain more information from the placement; (b) discuss the difficulties with the intern; (c) discuss the difficulties with the intern's faculty advisor and/or the Director of the Institute for Graduate Clinical Psychology.

If an intern appears to have significant difficulties at his or her site, the following process
will be initiated:

1. The evaluation will be presented to the Internship and Practicum Training Committee which includes the Director of the Internship and the Director of the Practicum Training Programs. The committee has access to the intern's evaluations from prior sites (including practica).

2. A remediation plan will be developed. To the extent possible, the intern will be a contributor to the design of the remediation plan. The remediation plan, including its duration will be described in writing. In many cases, the remediation plan will require the intern to work with a remediation team of two program training supervisors, each with a different role. For example, one may serve as a supervisor and the other an advisor/mentor. The program training supervisors will consult with one another throughout the remediation period. When the prescribed period has ended, the program training supervisors will make a recommendation about the intern’s status, which will be shared with the IGCP Director. For example, the program training supervisors may recommend that the remediation continue, that the intern return to a status of “in good standing,” or that the intern be asked to leave the program based on a lack of progress and/or cooperation. If the recommendation is for the remediation plan to continue, the intern will be reviewed at regular intervals as specified in the remediation plan, for example, every three months, until the intern is returned to a status of “in good standing” or terminated from the program.

A final appeal may be made by the intern to the Director of the Program. Interns' behavior in the internship site is also extremely important. While clinical skills develop over the five years in the program, throughout the interns' involvement in the program, interns are expected to be professional in their conduct. The program may be notified of departures from standards of professional conduct in at least two ways. An incident or pattern of behavior may lead site supervisors to lodge a complaint against the intern with the program. Alternatively, the intern may receive a negative evaluation in the interpersonal sphere on his or her semi-annual evaluation. A score of "2" or lower on the question concerning interpersonal functioning (Question 2 Appendix D) would be considered unsatisfactory. In either case, an investigation will be undertaken by the Director of Internship Training with a report made to the program training supervisors. Except in extreme instances, a documented program of remediation will be developed for the intern in conjunction with site supervisors as described above. However, if infractions are severe or persistent, interns will be reviewed by the core faculty of the Institute for possible dismissal. In all instances, interns will be accorded the right of appeal according to a process described in the Graduate Student Handbook.

The evaluation process is used not only to identify interns with difficulties, but also to determine which interns are achieving excellence in their functioning. For example, these evaluations are one source of information for the selection of interns who will be the recipients of awards at the time of their graduation.
Evaluation of the Site

There are several means by which a site is evaluated. Interns are asked to complete a questionnaire twice yearly (Appendix G). This questionnaire requires your comments on a variety of dimensions including the amount of supervision, its quality, the educative value of the seminars and conferences, the degree of respect accorded interns, and the administrative support for the internship. The form is submitted to the Director of Internship Training. If a score of "1" or "3" is given on Question 1 concerning the overall assessment of training experience, a meeting will take place between the Director of Internship Training and the student both to enable the Director to obtain more information about the problems and to develop a strategy to address the problems. Interns are asked to document the number of hours of supervision to guarantee that each student is obtaining at least the minimum number of hours of supervision required by the APA and the state licensing law. Interns also participate in Professional Seminar group meetings with their faculty advisors. The meetings take place twice each semester and students are encouraged at that time to discuss issues related to their internship training. The faculty advisor will provide the Director of Internship Training with any information which may require intervention. A core faculty member visits each site every other year and has a meeting with the interns placed at the site and the chief supervising psychologist. At that time, the faculty member obtains the intern's assessment of the strengths and weaknesses of the setting. This information is then shared with the Director of Internship Training who discusses the perceived strengths and weaknesses with the chief supervising psychologist. An attempt is made to remedy any weaknesses which are identified. Finally, the core faculty member who made the visit documents the site's strengths and weaknesses in a letter to the chief supervising psychologist. In all cases, when an intern or faculty member perceives a problem within an internship site, an attempt is made by working with the site, to eradicate the problem so that the interns can continue to enjoy the training benefits of the site, and the site, the interns' presence. Depending upon the scope of the problem, encouragement may be given to the intern to work with his or her on-site supervisor to eliminate the problem. In cases where the latter has been attempted unsuccessfully or when the scope of the problem is so great as to be likely to affect not only present but future interns in a serious way, the Director of Internship Training will work with the site to solve the problem. If the problem persists, the site will not be used in the future for internship training, and if the nature of the problem seriously compromises the intern's training or ethical functioning within the setting, the intern will be withdrawn from the setting. Appropriate consideration will be given to the needs of the intern's patients in relation to termination or transfer.

All sites are encouraged to engage in their own self-study process. On a quarterly basis, the chief supervising psychologist and possibly other staff should meet with the
psychology interns to discuss the perceptions of the training experience. A copy of the form to document these meetings appears in Appendix H. Certainly, all efforts should be made to correct any deficiencies in the training experience which are identified by the interns.

**Grievance Policy**

In his or her capacity as an intern, a student might have a grievance against any party associated with the internship (e.g., faculty member, on-site supervisor). The intern is strongly encouraged to first resolve the issue informally with the party involved. If the student has attempted to do so unsuccessfully or believes he or she is unable to do so without the assistance of an external party, the intern is encouraged to proceed through as many of the following steps as may be necessary for the resolution of the problem.

1. Discuss the issue with some member of the core faculty who is not directly involved with this complaint. Possible candidates for this discussion are the Director of the Institute, the Director of Internship Training, the Academic Advisor of the student, or another faculty member with whom the student feels comfortable. At this initial exploratory stage, the student may speak confidentially to the faculty member who will help to clarify the problem. In some cases, this contact may be sufficient to resolve the complaint.

2. If necessary, the faculty member may, with the permission of the intern, perform an informal investigation which may include interviewing the parties involved or any party who has evidence concerning the validity of the complaint.

3. If this informal investigation fails to lead to the resolution of the grievance, the faculty member will assist the grievant in formulating a plan of action. This plan of action may take the form of utilizing the grievance procedure within the sites.

4. If such procedures are used and are unsuccessful in resolving the complaint in the eyes of the student, then the Grievance Panel of the Internship Program will review the complaint. Such a review is formal and requires a written complaint on the part of the student. The Grievance Panel is composed of the members of the Internship and Practicum Committee and an additional faculty member, typically the student's advisor. If the advisor is already on the Panel, a member will be chosen randomly from the faculty. The Grievance Panel will render a decision about the complaint that will be communicated in writing to all parties involved.

5. If the decision involves the withdrawal of the intern from the site, or if the student wishes to make an appeal, the complaint will be reviewed by the Associate Dean and Director of the Institute for Graduate Clinical Psychology.

6. If it is impossible to resolve the matter at this level, the student may appeal to the Dean of the School of Human Service Professions, followed by the Provost of the University.

7. A final appeal may be made to the President of Widener University.
Policies of the Institute for Graduate for Clinical Psychology

1. Opportunities for interns and other graduate students to take and receive feedback on their own psychological tests (e.g., Rorschach, MMPI, Wechsler), should only be offered through a list of volunteer clinicians who are not affiliated with the site or the school and who are willing to establish a formal clinical relationship with students and to work with them at a reduced fee. Faculty members of the Institute, supervisors at internship rotations, or interns should not administer or score psychological tests taken by graduate students at the Institute since these tests have the potential of uncovering possibly embarrassing and highly private measures of mental and emotional functioning. However, this does not preclude students practicing their testing techniques on each other in mock testing sessions, or supervisors allowing students to take self-administered and self-scored checklists at their sites. However, supervisors should not have access to the outcomes of such administrations.

2. Didactic experiences are provided both at internship rotations and through course work at the Institute. It is important to be vigilant when presenting case material in case conferences and other courses to protect clients' confidentiality by disguising identifying information.

3. If an intern feels that he or she is having a personal problem, or if an intern feels he or she could benefit from personal therapy, the Institute maintains a list of practitioners in the area who have volunteered to see interns at a reduced fee. This list is available to interns upon request.

4. The Institute strongly supports the student's engagement in research in the rotation sites because it helps the student to develop the Research and Evaluation competency. However, all research that is done at an internship site must be reviewed by the Institutional Review Board at that site, or by the Institutional Review Board of the Institute for Graduate Clinical Psychology at Widener University. If the student is a principal investigator, it must always be reviewed by Widener's IRB. The student must submit documentation of these reviews to be kept in his or her file.

5. Completing the required hours of internship training must take precedence over all other work activities such as a summer job, or the completion of the requirements of another degree.

Post Internship Issues

1. It is the Institute for Graduate Clinical Psychology at Widener University that is APA approved as an internship site, not the rotation at which students are placed. Therefore, to list your internship on your vita, please use the following format:
APA Approved Doctoral Internship in Clinical Psychology
The Institute for Graduate Clinical Psychology, Widener University, Chester, PA
(Dates of internship, i.e., 1998-2000)
Rotations at: The Belmont Center for Comprehensive Treatment, Northwestern Human Services Center

Then provide a description of each of the sites including responsibilities such as group and individual therapy, psychological evaluations, etc.

2. All states require documentation of doctoral internship training hours to qualify for licensure. These documentation forms should be sent to the Director of Internship Training to be completed since it is the Institute for Graduate Clinical Psychology that maintains the responsibility for internship training.

Accreditation Status

This internship is APA accredited. The next site visit will take place in Fall 2018. APA can be reached at the following address and telephone number: Office of Program Consultation and Accreditation 750 First Street, NE Washington, D.C. 20002-4242 202-336-5979

Stipend

The sites participating in the Exclusively Affiliated Internship Program sign a contract with Widener University which stipulates the nature of the financial arrangements (Appendix J). The contract indicates the magnitude of the stipend and an arrangement for the stipend to be paid to Widener University in monthly installments. Each year the stipend is increased. Sites are notified of the new rates for the upcoming internship year in the winter. This stipend is used to offset the cost of yearly tuition. Should the amount of the stipend exceed the cost of tuition, this amount of money will be paid to the student by Widener University. Occasionally sites make changes which result in financial implications. For example, a site may become available only 10 months per year rather than 12 months per year, or may change from requesting an intern 3 days per week to 2 days per week. The Institute for Graduate Clinical Psychology does not guarantee a particular stipend to any student. In addition, the Institute also does not guarantee a placement at a particular site. It is possible that after an intern has been matched with a particular site, that site could lose the only supervisor, the funding, or go out of business. If this should happen, the Director of Internship Training will find an appropriate alternate placement. The Institute will guarantee enough hours of pre-doctoral internship training to qualify for licensure in Pennsylvania and most other states. If you are planning to practice in another state, or another country following graduation from this program,
you should find out the requirements for independent practice that you will be expected to meet to determine whether these requirements can be met within this program.

Conclusion

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This manual has been designed to address many of the questions and issues that commonly arise. It is an overall training guide. If you have a question or concern that is not covered here, please contact Dr. Linda Knauss, Director of Internship Training, or Dr. Virginia Brabender, Associate Dean and Director of the Institute for Graduate Clinical Psychology.