



ST. RAPHAEL
COUNSELING

A Ministry of Catholic Charities of the Archdiocese of Denver

DOCTORAL INTERNSHIP TRAINING PROGRAM
In HEALTH SERVICE PSYCHOLOGY

Internship Training Handbook

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This training handbook describes the internship training program at St. Raphael Counseling which is a ministry of Catholic Charities of the Archdiocese of Denver. This information is current and accurate at the time of printing but may be subject to revision. Last updated June of 2022.

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The SRC Doctoral Internship program is not accredited by the American Psychological Association (APA).
APA Office of Program Consultation and Accreditation
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Washington, DC 20002-4242
Website: [APA Office of Program Consultation and Accreditation](http://www.apa.org/consult)

ACKNOWLEDGEMENTS

Appreciation is due to Dr. Kathryn Benis, Ph.D., who started the doctoral internship program for the counseling ministry of Catholic Charities of the Archdiocese of Denver.

MISSION

Inspired by God's love and compassion, St. Raphael Counseling extends the healing ministry of Jesus Christ by bringing psychology to the service of the Catholic Church in Colorado. We serve children, adolescents, adults, couples, families, schools, and parishes by providing the very best in counseling, assessment, and education.

INTRODUCTION

St. Raphael Counseling (SRC) is a comprehensive, community-based psychological service program. SRC was designed and implemented through Catholic Charities of the Archdiocese of Denver in 2011. Although mental health services are available to anyone regardless of religious affiliation, as a program within Catholic Charities, it shares in the mission of the Catholic Church.

The goal of St. Raphael Counseling is to ultimately provide psychological services throughout the Archdiocese of Denver, which comprises 40,154 square miles in northern Colorado. Within the archdiocesan boundaries there are 143 missions and parishes, 38 Catholic elementary schools, 2 diocesan high schools, 2 colleges/universities, and 2 seminaries. There are 541,410 registered Catholics in the Archdiocese of Denver, served in parishes and other institutions by approximately 320 priests, 190 deacons, 15 religious brothers, and 272 religious sisters.

St. Raphael Counseling is a training clinic focused on providing excellent community-based mental health services while also forming outstanding mental health professionals. The St. Raphael Counseling (SRC) Doctoral Internship Program seeks to build on the skills developed during doctoral education and training to form competent entry-level psychologists who can function in a variety of settings. Our staff of 25 therapists treat individuals, couples, and families, in addition to providing counseling services to many Catholic schools in the Denver Metro area. As a ministry of Catholic Charities of the Archdiocese of Denver, we uphold the mission of Catholic Charities and are open to serving all. St. Raphael Counseling provides a unique opportunity for those future psychologists who have a desire to work at the intersection of psychology and faith. We prefer to hire staff members and interns who identify as Christian.

St. Raphael Counseling prides itself on crafting an internship experience tailored to the career interests of each candidate. Interns in the SRC Doctoral Internship Program spend 4-5 days each week engaged in direct client care, with time built in for supervision, note and report writing, dissertation work, and didactic seminars. For interns who wish to work in schools, they can spend 2 days a week working in a Catholic school and the other days at our outpatient clinic. For interns interested in working with seminarians or at the tribunal, we have those options as well. Clinical services provided at the outreach sites operate under the direction of the Internship Training Director.

ST. RAPHAEL COUNSELING DIVERSITY AND NON-DISCRIMINATION POLICY

St. Raphael Counseling values the richness that human diversity brings to our clinic, both among staff members and clients. We encourage compassionate understanding of human differences and unconditional acceptance of others. We believe that we are stronger, smarter, and better able to serve our clients if we have a diverse team. St. Raphael Counseling treats all trainees, whether master's level or doctoral level, as we treat all staff members and clients, with dignity, respect, and welcome inclusion. Our training efforts are considered our most important hiring mechanism for future employees, and we want trainees to feel welcome and valued. Our staff culture is one of egalitarianism and there is little focus on hierarchy – therapists at all levels, whether licensed or unlicensed, master's or doctoral externs or interns - are treated as valued professionals who have valid ideas and contributions. We lead with a growth mindset and encourage interns to see feedback as information for future growth rather than as reflections of self-worth.

St. Raphael Counseling prepares future psychologists to navigate issues of diversity and multiculturalism through formal and informal learning opportunities, most importantly, through direct clinical experience with a wide variety of clients. Interns are supported throughout this learning process and are expected to demonstrate a minimum level of knowledge, skills, and awareness in working with diverse individuals to successfully complete their internship year. SRC Doctoral Internship program seeks feedback from interns each year to evaluate the effectiveness of its diversity and multicultural training efforts.

St. Raphael Counseling, a ministry of Catholic Charities of Denver, is an equal opportunity employer. As such, we believe every employee has the right to work in an environment that is free from all forms of unlawful discrimination. Consistent with applicable laws, Catholic Charities makes all decisions involving any aspect of the employment relationship without regard to race, color, sex, age, marital status, sexual orientation, national origin, citizenship, the presence of any physical or mental disability of someone otherwise qualified, veteran status, genetic information, or any other status or characteristic protected by local, state, or federal law. Discrimination and/or harassment based on any of those factors are inconsistent with our philosophy of doing business and will not be tolerated. This policy of non-discrimination applies to all aspects application procedures, hiring, advancement, transfers, reductions in force, discharge, compensation, training, or other terms, conditions, and privileges of employment. Catholic Charities does not make it a practice but reserves the right to make decisions on religious grounds in all areas of employment policy. Reasonable accommodations for interns with special needs are available on a case-by-case basis and can be requested through the Internship Training Director who will then partner with Catholic Charities Human Resources department to answer that request.

**ST. RAPHAEL COUNSELING DOCTORAL INTERNSHIP
SELECIION & ACADEMIC PREPARATION REQUIREMENTS POLICY**

Application Process

St. Raphael Counseling currently offers 2 full-time doctoral internship positions. Interested students need to complete the APPIC Application for Psychology Internships (AAPI) through the APPIC website (www.appic.org).

A completed AAPI consists of the following:

- Cover Letter
- Current Curriculum Vitae
- Three Standard Reference Forms, including at least 2 of applicant's direct clinical supervisors.

Note: only three references will be reviewed.

- Official transcripts of all graduate coursework

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

Application Screening and Interview Processes

SRC will base its selection process on the application package noted above, although applicants who have met the following criteria will be considered preferred:

- A minimum of 500 intervention hours
- A minimum of 100 assessment hours
- Dissertation proposal defended
- Current enrollment and good standing in an APA-or CPA-accredited doctoral program
- Alignment with the Mission of Catholic Charities

All applications are reviewed by SRC's Training Committee using a standard application rating system. Applicants whom the Training Committee deems to be a good fit will be invited for interviews. Emails will be sent on or before December 30th inviting applicants to interview. Interviews are scheduled in January and in-person interviews are preferred, although video interviews are also an option. The Training Committee conducts the interview using standard interview questions, using follow-up questions as needed. Applicants will have time to meet with current interns and/or staff members to ask questions about the site.

APPIC Match

As a member of APPIC, SRC participates in the national internship matching process conducted by National Matching Service (NMS). Complete applications and interview responses are reviewed by the Training Committee after all interviews have been concluded to determine applicant rankings and these are submitted to NMS. SRC abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

- All interns who match to SRC must provide proof of citizenship or legal residency and must successfully complete a fingerprint-based background check before beginning employment.
- The history of a felony or misdemeanor may result in a failure to pass this review process and prevent the intern from working at SRC.
- Catholic Charities of the Archdiocese of Denver is a drug-free workplace, and all interns must pass a drug test (free from marijuana, cocaine, amphetamines, opiates, and PCP). Failure to do so may result in an intern being unable to work at SRC.
- All employees must complete a COVID-19 Vaccine Information Form that states whether or not the individual is vaccinated for COVID-19; if unvaccinated, the individual will check whether s/he is taking a medical or religious exemption.

Instructions for completing the necessary employment application, background test, and drug screen will be sent out to all matched students once the match process is complete.

Questions about the selection process or SRC's academic preparation requirements may be directed to SRC's Training Director.

ST. RAPHAEL COUNSELING DOCTORAL INTERNSHIP STIPEND, BENEFITS, and RESOURCES POLICY

The annual doctoral intern stipend for St. Raphael Counseling is \$30,000 per year. As employees of Catholic Charities of the Archdiocese of Denver, interns receive comprehensive medical and dental benefits, 9 paid holidays, and accrual of sick and vacation time that is dependent on hours worked.

Interns submit requests for time off via the electronic payroll system used by all employees. Vacations or planned absences should be requested two weeks in advance and sick time requests should be made as soon as physically possible. The intern is responsible for notifying all relevant supervisors and superiors (e.g., school principal) of absences. Questions about time off should be directed to the Training Director and/or Director of School Counseling Program (if applicable).

Maternity leave is provided by Catholic Charities for full time employees who become new mothers following birth, adoption, or placement of a foster child. Employees are provided a match for earned and unused time off (PAL or extended illness bank) by Catholic Charities at a rate of 1.5x the accrued hours, up to 12 weeks. Fathers who wish to take time off for similar reasons are encouraged to speak with the HR business partner for SRC.

SRC Doctoral Interns have numerous resources at their disposal. All interns are provided with individual office space that includes a desk, laptop computer, bookcase, couch, and chairs. Interns are given ID badges, keys, access to a printer, and basic office supplies. Interns have a long list of assessment materials available, including iPads, projective tests, electronic scoring programs, and questionnaires. Supervisors make their personal book collections available to interns for borrowing.

SRC has a long list of available on-line or recorded training programs and interns are encouraged to access additional training and to attend professional conferences to further their learning. SRC's Administrative Assistant handles referrals and scheduling initial appointments for all staff, including doctoral interns. The Director of Operations provides any needed assistance with the electronic medical record-keeping system and SRC's Business Manager aids with issues related to invoicing and billing. Catholic Charities provides SRC with IT support.

ST. RAPHAEL COUNSELING DOCTORAL INTERNSHIP TRAINING and SUPERVISION REQUIREMENTS POLICY

Training

Each site is responsible for orienting and training interns within the first two weeks of the training year. The TD and Training Committee will conduct training for interns that takes place during the first week of the internship year. Interns are also required to attend the Catholic Charities' new hire orientation as well as the Virtus training program sponsored by Catholic Charities.

Formal Supervision

The SRC Psychology Internship Program takes a developmental approach to training and supervision. Interns are viewed as colleagues-in-training, with consideration for each intern's individual needs and skill level. The internship year is viewed as a transitional one in which interns move from the role of student to that of a professional. SRC staff members are committed to helping that transition be as stress-free as possible. Interns are encouraged to use the internship year to challenge themselves in the supportive environment of the training program.

The Internship Program supports variety in therapeutic approaches within a framework that maintains the therapist-client relationship as central to effective intervention. Similarly, the supervisor-intern relationship is central to effective supervision. If the intern and the supervisor are to grow professionally and personally, this relationship must be one of mutual trust, respect, honesty, and commitment to sustaining the relationship.

The primary supervisor for each intern is a licensed psychologist who carries clinical responsibility for the intern's cases. One major training role of the primary supervisor is to ensure quality of care in service delivery. All areas of the interns' work are discussed in supervision, including intakes, counseling/psychotherapy, consultation/outreach, crisis intervention/emergency coverage, diagnostic assessment and testing, ethics, work with diverse populations, applied research, and paperwork. The supervisor also serves as advocate and consultant and assists the intern in decisions related to professional development. The Training Director is responsible for documenting and maintaining all records related to each intern's training.

The St. Raphael Counseling Doctoral Internship Program requires that doctoral interns receive 2 hours of individual face-to-face supervision each week: one hour with their primary supervisor, and one with their secondary supervisor, both licensed psychologists. Interns then receive 2 hours of group supervision that is overseen by a licensed psychologist each week: assessment supervision group and school supervision group. If an intern is not placed in a school rotation, that intern will receive one additional hour of individual supervision from a psychologist on staff, different from their primary or secondary supervisors.

Access to Informal Supervision/Consultation

Primary and secondary supervisors work in the same office as the interns. SRC has an open-door policy that encourages staff members (including interns) to seek consultation from any supervisor available. Interns are also encouraged to knock on the closed door of a supervisor if they need an emergency consultation for risk-management.

When interns are working at their school sites, they are encouraged to reach out via text or phone call to their supervisors in this order: Director of School Counseling program, then Primary Supervisor, then Secondary Supervisor.

ST. RAPHAEL COUNSELING DOCTORAL INTERNSHIP TELESUPERVISION POLICY

St. Raphael Counseling prioritizes in-person supervision as a means for professional socialization and assessing of trainee competence. When situations arise that prevent in-person supervision, telesupervision is encouraged.

Acceptable reasons for using telesupervision are as follows:

- The supervisor or intern are ill or have tested positive for illness (e.g., covid 19) despite having no symptoms. If a supervisor or intern is too sick to work, the individual can take a PAL Day and does not have to attend supervision.
- The supervisor or intern is out of town on work-related business (e.g., professional conference) and needs to participate remotely.

Telesupervision must include a synchronous audio and video format. SRC currently uses a HIPAA-compliant platform (Office 365 Microsoft Teams) to protect the privacy of interns and clients. Supervision using this format cannot account for more than 50% of the required supervision per week (e.g., not more than one hour of individual supervision, not more than 2 hours of total supervision).

Interns will have developed a relationship with their supervisors during orientation and training at the start of internship. Interns are instructed during orientation on how to use the Microsoft Teams site for supervision using the laptops provided. The supervisory relationships are continued during in-person supervision every week. Supervisors maintain full professional responsibility for all clinical cases, regardless of the modality of supervision.

REQUIREMENTS for SUCCESSFUL INTERNSHIP PERFORMANCE POLICY

PROGRAM AIM, EXPECTED COMPETENCIES, MINIMUM LEVELS OF ACHIEVEMENT

Program Aim: The St. Raphael Counseling (SRC) Doctoral Internship Program seeks to build on the skills developed during doctoral education and training to form competent entry-level psychologists who can function in a variety of settings.

Doctoral Interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on the final evaluation across all nine competency areas demonstrates that the intern has successfully completed the internship program. Certificates of completion are provided to the interns and shared with the training director at their home program within one month of program completion.

Learning Opportunities Provided:

- ✓ Intake
- ✓ Assessment
- ✓ Individual/couples/family/group therapy
- ✓ Individual supervision
- ✓ Group supervision
- ✓ Didactic training
- ✓ Seminars/staff meetings
- ✓ Case presentation/discussion
- ✓ Interdisciplinary consultation/collaboration
- ✓ Educational presentation (leading/presenting)

Methods of Evaluation:

- ✓ Direct observation or review of recorded sessions
- ✓ Review of written work/reports
- ✓ Review of raw test data
- ✓ Discussion of clinical interaction
- ✓ Input from other supervisors/staff
- ✓ Observation in didactics/staff meetings
- ✓ Observation of case presentation/discussion

Rating Scale:

- 1 Remedial Competence: Area of significant weakness, additional coursework/training/supervision needed. *Remediation required.
- 2 Beginning/Developing Competence: Expected level of competence pre-internship; close supervision required on most cases; additional coursework & training needed. *Remediation required.
- 3 Intermediate Competence: Expected level of competence for intern by mid-point of training program; routine or minimal supervision required on most cases.
- 4 Proficient Competence: Expected level of competence for intern at completion of internship training program. Ready for entry into practice at post-doctoral level. (This represents minimum level of achievement)
- 5 Advanced Competence: Able to function autonomously with a level of skill that is beyond typical conclusion of internship program.

Interns are assessed on nine competency areas that are taken from the Standards of Accreditation for Health Service Psychology [February, 2015] and Accreditation Operating Procedures [Revised August, 2017, June, 2018, November, 2019].

Competencies:

1. Psychological Research as Applied to Clinical Practice
Knowledge: Stays informed on current research in clinical & scholarly literature.
Application: Utilizes current research to implement best-practices when assessing and treating clients.
2. Ethical/Legal Functioning
Knowledge: Identifies ethical/legal considerations relevant to each case.
Practice: Adheres to ethical practices & procedures; uses sound ethical reasoning and judgement informed by legal considerations.
3. Cultural Diversity
Knowledge: Understands foundational knowledge of diversity considerations; understands intersection of personal identity & client identity issues.
Assessment: Identifies issues of cultural diversity that are relevant to treatment & working with clients.
Application: Applies important elements of cultural diversity to therapeutic interventions/ treatment recommendations; acts with cultural humility & awareness of personal biases.

4. Professional Values, Attitudes & Behaviors

Initiative: Shows interest, self-direction, willingness to be involved; participates in staff meetings and organizational events.

Responsibility: Follows through & complete assigned tasks; ability to work independently & assume responsibility for actions.

Time Management: Punctual attendance (e.g., client services, didactics); meets deadlines as required (e.g., case notes & reports).

Records: Maintains complete records & relevant client information; notes & reports clear & concise; files in compliance with HIPAA.

Professional Conduct: Adheres to agency guidelines, including proper attire, conduct, speech; follows direction/guidance from supervisors & staff.

Problem-Solving: Conceptualizes, synthesizes & evaluates information & uses critical thinking skills to solve dilemmas.

Self-Awareness: Possesses knowledge of own strengths & weaknesses, both within clinical practice, & as an employee, co-worker, teammate.

Self-Care: Reflects on personal wellness as related to professional functioning; engages in activities to maintain & improve personal health/wellness.

5. Communication and Interpersonal Skills

Interpersonal Skills: Works well with co-workers & staff; maintains positive working relationships; concerned for welfare of others.

Communication: Effectively shares information using professional language & concepts accurately; manages difficult communication well.

6. Assessment and Diagnosis

Clinical Intake/Interviewing: Gathers accurate history, necessary collateral data, and pertinent contextual information to formulate accurate diagnosis & treatment plan.

Knowledge of Assessment: Chooses appropriate psychological tests for presenting concerns.

Administration and Scoring: Administers & scores psychological tests in a standardized manner.

Assessment Interpretation: Accurately interprets psychological assessments

Diagnosis: Generates appropriate diagnostic hypotheses & articulates justification for conclusions based on current knowledge of diagnostic classification systems, functional & dysfunctional behaviors, and consideration of client strengths & weaknesses.

Treatment Recommendations: Makes appropriate treatment recommendations to client & relevant professionals.

Report Writing: Integrates, synthesizes, & organizes social, clinical, & assessment data into accurate, reader-friendly report.

7. Therapeutic Intervention

Theoretical Knowledge: Identifies & explains theoretical foundations guiding case formulation & intervention.

Treatment Planning: Develops treatment according to best practices; uses evidence-based treatments appropriate to presenting issues & diagnoses.

Termination: Develops a plan for terminating therapy based on treatment progress, client needs, & relevant contextual factors.

Application: Implements treatment plan goals & objectives, applies theoretical constructs in a therapeutically beneficial way.

Case Formulation: Conceptualizes cases based on data gathered from interviews and assessment tools.

Crisis Management: Identifies situations where emergency management and/or mandated reporting are necessary; follows identified procedures needed to resolve crisis.

Listening: Uses non-verbal skills to attend to client sharing; uses silence effectively.

Process: Understands interpersonal processes; adjusts treatment plan in session based on client presentation.

Self-Composure: Presents as calm, confident & relaxed in session despite internal feelings; understands how transference & countertransference impact interventions.

8. Supervision

Openness: Open to observation & new ideas; identifies issues & seeks input from supervisor.

Use of Feedback: Utilizes feedback, implements suggestions with clients.

Supervision Skills: Demonstrates basic supervision skills of observing, evaluating, and providing feedback with other interns in direct or simulated practice.

9. Consultation & Interdisciplinary Skills

Assessment: Consults with interdisciplinary teams/staff members to determine client needs.

Response and Proposal: Responds accurately to consultation needs & makes appropriate proposals & follows through on proposals.

ST. RAPHAEL DOCTORAL INTERN EVALUATION, RETENTION, AND TERMINATION POLICY

The St. Raphael Counseling Doctoral Internship Program requires that doctoral interns demonstrate minimum levels of achievement across all competencies and training elements. Interns are formally evaluated twice a year, in December and May of their internship year. Evaluations are conducted using a standard rating form that covers all competencies and training elements and includes comment areas for supervisors to include specific written feedback about intern progress and performance. Supervisors review the evaluation and ratings with the interns to provide opportunity for discussion and creation of goals for areas of growth.

For interns to successfully complete the Program they must receive no less than a “4” (“ready for entry into practice at post-doctoral level”) on all elements and competency areas on the Doctoral Intern Evaluation Form at their *final evaluation*. The evaluation is completed by the primary supervisor with input from secondary and other supervisors. The rating scale is as follows:

- 1 Remedial Competence: Area of significant weakness, additional coursework/training/supervision needed. *Remediation required.
- 2 Beginning/Developing Competence: Expected level of competence pre-internship; close supervision required on most cases; additional coursework & training needed. *Remediation required.
- 3 Intermediate Competence: Expected level of competence for intern by mid-point of training program; routine or minimal supervision required on most cases.
- 4 Proficient Competence: Expected level of competence for intern at completion of internship training program. Ready for entry into practice at post-doctoral level. (This represents minimum level of achievement)
- 5 Advanced Competence: Able to function autonomously with a level of skill that is beyond typical conclusion of internship program.

If an intern receives a score less than a 3 on any training element at the mid-year evaluation, or if supervisors have concerns about the student’s performance or progress, the program’s Due Process procedures will be initiated. The Due Process procedures can be found in the SRC Doctoral Internship Handbook. If a student is taking part in the *Formal* level of Due Process procedures, the SRC Training Director will communicate this information to the student’s home doctoral program to engage support from faculty who have a vested interest in the success of the student. The home doctoral program will be notified of any further action that may be taken by SRC because of Due Process procedures, up to and including termination from the program.

Interns must receive no rating below a 4 on all elements and competencies in their final evaluation to complete the program. In addition, completion of the requirements in any developmental or probation plan must be met prior to graduation.

Doctoral Interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on the final evaluation demonstrates that the intern has successfully completed the internship program. Certificates of completion are provided to the interns and shared with the training director at their home program within one month of program completion.

Interns are asked to evaluate their primary and secondary supervisors as well as the SRC internship program in May and December. Feedback from these forms is reviewed by the Training Committee and used to inform changes or improvements to the training program. All evaluation forms are available in the SRC Doctoral Internship Handbook and via the SRC intranet. The SRC Training Director maintains all evaluation forms, certificates of completion, and other relevant materials in a secure digital file.

**ST. RAPHAEL COUNSELING DOCTORAL INTERNSHIP
MAINTENANCE of RECORDS POLICY &
POLICY for COMMUNICATION with DOCTORAL PROGRAMS**

MAINTENANCE of RECORDS POLICY

The Training Director maintains the following documents in both an electronic format and a physical copy in perpetuity:

- Intern Evaluation Forms
- Certificate of Internship Completion
- Description of Intern Activities
- Formal Grievance submissions
- Remediation Plans and outcome of any Due Process procedures

The current TD will turn over all copies, both electronic and physical, to the next TD in the event of a change in personnel at that position.

POLICY for COMMUNICATION with DOCTORAL PROGRAMS

The Training Director communicates with home doctoral programs for interns at least 3 times a year in the following ways:

- Official letter of acceptance is sent via email after the match process is finalized
- A copy of the signed Intern Evaluation Form sent via email at mid-year
- A copy of the signed Intern Evaluation Form sent via email at end of year, along with the signed Internship Certificate of Completion

The TD will communicate with an intern's home doctoral program if the intern is placed on probation, sharing the remediation plan for resolving the problem behavior. Extension of the remediation plan will be communicated with the home program as will successful completion of the plan. If an intern is placed on suspension, the TD will share the suspension plan with the home program. If it is determined that an internship needs to be terminated, this information will be shared with the intern's home program.

INTERNSHIP SITES

St. Raphael Counseling (SRC) offers psychological services – psychotherapy, psychoeducation, psychological assessment, and consultation - throughout the Denver Metropolitan area. Doctoral Interns spend most of their time at the SRC main office, based in Englewood, CO, where their primary supervisor works full-time. Depending on the interests and future career path of interns, we provide opportunities to gain experience in working with students at a Catholic school, seminarians attending St. John Vianney Seminary, or providing psychological opinions for the Tribunal of the Archdiocese of Denver. Current interns are providing school counseling services two days per week (8 hours each day) at three of the twelve Catholic Schools served by SRC in the Denver Metro area. While working at the school, a supervisor will be accessible to the intern via cell phone. If an emergency should arise, the supervisor will go to the site and assist in resolution of the emergency, if needed.

St. Raphael Counseling

750 W Hampden Ave, Suite 415

Englewood, CO 80110

720-377-1359

<https://ccdenver.org/straphaelcounseling/>

St. Raphael Counseling provides comprehensive psychological services in the Denver Metropolitan area. Although services are available to anyone regardless of religious affiliation, SRC therapists provide mental health services consistent with Catholic doctrine and moral teaching. Clinic-based services include therapy for adults, children and adolescents, couples, families, and groups. Psychological, academic, and religious vocational assessment is available, as well as consultation with priests, religious, and Catholic school personnel. In addition, clinicians at SRC welcome opportunities to speak with parish and Catholic school groups.

Possible Outreach Service Sites

For academic year 2021-2022, Doctoral Interns provide services to the following schools:

Blessed Sacrament Catholic School

1958 Elm Street

Denver, CO 80220

303-377-8835

www.info@bscs-denver.net

Blessed Sacrament Catholic School is a dynamic community in the heart of Park Hill, that puts Faith, Academics and Service at the core of all that we do. Every student matters and our faculty and staff work tirelessly to educate the whole child. As a Catholic school within the Archdiocese of Denver, Blessed Sacrament Catholic School (BSCS) is devoted to the teachings of the Catholic faith and to providing a safe environment where every child can excel. At all levels, BSCS offers a challenging academic curriculum that is balanced with creative and social offerings.

Saints Peter and Paul Catholic Stem School

3920 Pierce St.

Wheatridge, CO 80033

303-424-0402

www.info@sppccatholic.com

Sts. Peter and Paul Catholic STEM School offers an integrated faith formation, a rigorous academic program, and preparation for a lifetime of spiritual and vocational success. We believe that approaching education from the perspective of wonder, exploration and faith will ignite the love of learning in our children. Curiosity and critical thinking are fruits of STEM education. As a Catholic STEM school, we will help our children experience the beautiful harmony of faith and reason so they can be a light in the secular world, both in their careers and in their lives.

St. Pius X Catholic School

13680 E. 14th Place

Aurora, CO 80011

303-364-6515

www.stpiusxschool.net

St. Pius X Catholic School is based upon the founding principles of the Sisters of Charity and states: We are called to provide a quality education in the Catholic tradition through Goodness, Discipline, and Knowledge. We work towards Goodness by providing a strong faith foundation for our students. We work towards Discipline by helping students see the need for self-discipline in their studies, behaviors, and activities. We work towards Knowledge by providing our students with an exceptional academic education in five core subject areas – Language Arts, Mathematics, Religion, Science, and Social Studies. Technology instruction is provided in all subject areas.

During the 2020-2021 training year, interns provided services to the following sites:

St. John Vianney Theological Seminary

1300 S. Steele St.

Denver, CO 80210

303-282-3427

<https://sjvdenver.edu>

Seminary formation at St. John Vianney Theological Seminary is guided by the Program of Priestly Formation, Fifth Edition (PPF), the governing document for seminaries in the United States.

Metropolitan Tribunal & Office of Canonical Affairs

Archdiocese of Denver

1300 S. Steele St.

Denver, CO 80210

303-894-8994

<https://archden.org/tribunal/>

The Metropolitan Tribunal and Office of Canonical Affairs is the vicariate established by canon law as the judicial arm of the archbishop's government of the archdiocese. As such, it is the court system of the Church and the canonical forum for the resolution of legal questions arising from the activity of the Church and of the faithful.

DOCTORAL INTERNSHIP TRAINING COMMITTEE

Michelle Connor Harris, Psy.D.

Clinical Director, St. Raphael Counseling of Catholic Charities

SRC Doctoral Internship Training Director

University of Denver

Theoretical orientation/Areas of Special Interest: Trauma-informed-treatment, Eye Movement Desensitization and Reprocessing, Internal Family Systems, parenting, psychological assessment, and organizational health

Jim Langley, Psy.D.

Executive Director, St. Raphael Counseling of Catholic Charities

University of Denver

Theoretical Orientation/Areas of Special Interest: Family therapy, school psychology, psychological assessment, learning disorders and ADHD, integration of Catholic anthropology and psychology

Bert Pace, Psy.D.

George Fox University

Theoretical Orientation/Areas of Special Interest: Psychoeducational assessment, autism diagnosis, anxiety, OCD, teens/adults

RIGHTS and RESPONSIBILITIES, DUE PROCESS, and GRIEVANCE PROCEDURES

RIGHTS AND RESPONSIBILITIES

Doctoral interns and the internship training program each have rights that are protected via processes for remediation of problems or complaints. Both entities also have responsibilities to uphold within the training relationship.

Interns have the following rights:

- The right to be treated with dignity and respect.
- The right to be trained by professionals who behave in accordance with the APA Ethics Code and other APA practice guidelines.
- The right to expect that the training staff will make efforts to accommodate special training needs.
- The right to clear understanding of the competencies upon which the intern is to be evaluated.
- The right to provide feedback about the training experience.
- The right to participate and be heard in the Due Process procedures that offer both informal and formal options for resolution of problems with intern behavior. The intern has the right to appeal decisions within the limits of this policy.
- The right to register a complaint and participate in the Grievance procedures that offer both informal and formal paths to resolution.

Interns have the following responsibilities:

- To act in a professional manner that is consistent with the APA Ethics Code and other APA practice guidelines.
- To behave in accordance with the laws and regulations of the State of Colorado and with HIPAA.
- To responsibly meet training aims and to strive to achieve minimum levels of competency (or higher).
- To make appropriate use of supervision and other learning opportunities (e.g., didactic seminars).
- To manage personal stress and engage in self-care that allows for full engagement in the activities of the internship program.
- To make every reasonable attempt to fully remediate behavioral and competency concerns in a timely manner.

The SRC Doctoral Internship program has the following rights:

- The right for all staff members to be treated with dignity and respect.
- The right to expect that interns will behave in a professional manner, consistent with the APA Ethics Code and other APA practice guidelines.
- The right to expect that interns will make every reasonable effort to meet the aims and competency expectations upon which the intern is to be evaluated.
- The right to provide constructive feedback about interns' behavior and competency level.
- The right to initiate the Due Process procedures as described below when necessary.
- The right to make decisions related to remediation for an intern, including probation, suspension, and termination, within the limits of this policy.

The SRC Doctoral Internship Program has the following responsibilities:

- To treat all interns with dignity and respect.
- To train interns in a professionally responsible manner that is consistent with the APA Ethics Code and other APA practice guidelines.
- To train interns in accordance with the laws and regulations of the State of Colorado and with HIPAA.
- To make reasonable efforts to accommodate special training needs.
- To make every reasonable effort to support interns in successfully completing the training program, including accommodating special training needs, and helping interns remediate behavior concerns

DUE PROCESS PROCEDURES

Due Process Procedures are implemented in situations in which a supervisor or other faculty or staff member raises a concern about the functioning of a doctoral intern. SRC's Due Process procedures occur in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program. All time frames listed below may be extended by mutual consent within a reasonable limit.

Problem Behavior

Interns experience significant developmental transitions during the training period. One aspect of the training process involves the identification of growth and/or problem areas of the intern. A problem is defined as a behavior, attitude, or other characteristic, which, while of concern and requiring remediation, is not excessive, or outside the domain of behaviors for professionals in training (Lamb, D. H., Baker, J. M., Jennings, M.I. & Yarris, E., 1983). Problems are typically amenable to management procedures or amelioration. However, there may be occasions where an intern is unable or unwilling to resolve identified problem areas. Such instances may be defined as interference in professional functioning which is reflected in one or more of the following ways:

- 1) An inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behaviors;
- 2) An inability to acquire professional skills to reach an acceptable level of competency; and/or
- 3) An inability to control personal stress, psychological dysfunction, and/or strong emotional reactions which interfere with professional functioning.

Specific evaluative criteria will allow for identification of problem behaviors via the evaluation forms completed by supervisors. More specifically, problems will typically become identified as unchangeable if they include one or more of the following characteristics (Lamb et al., 1987):

- The intern does not acknowledge, understand, or address the problem when it is identified.
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
- The quality of services is sufficiently negatively affected.
- The problem is not restricted to one area of professional functioning.
- A disproportionate amount of attention by training staff is required.
- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.
- The problematic behavior has potential for ethical or legal ramifications if not addressed.
- The intern's behavior negatively impacts the public view of the agency.
- The problematic behavior negatively impacts other trainees.
- The problematic behavior potentially causes harm to a patient.
- The problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

At any point in the training year, a supervisor or staff member may identify an aspect of an intern's performance as problematic or as not demonstrating an expected level of competency. It is expected that the issue will be brought to the intern as soon as possible by the individual with the concern and that an informal solution will be agreed upon. The individual raising the concern will also notify the intern's SRC supervisor of the concern and agreed upon solution. Solutions may take the form of clarified expectations, additional coaching or training, extra supervision, and/or structured assignments. Supervisors will monitor the outcome of the situation, along with the individual who raised the issue (e.g., site supervisor, principal).

Formal Review

Should an intern's problematic behavior persist after efforts to resolve the issue informally, or if an intern receives a rating below a 3 on any competency from a supervisor evaluation, the following process is initiated:

1. **Notice:** The intern will be notified in writing ("Notice of Formal Review") that the issue has been raised to a formal level of review and that a Hearing will be held.
2. **Hearing:** The Training Director will hold a hearing within 10 working days of issuing a Notice of Formal Review, in conjunction with the supervisor or staff member who raised the issue, to determine what action needs to be taken. If the TD is the person raising the issue, an additional supervisor will be included in the Hearing. The intern will have the opportunity to present his/her perspective and the Hearing and/or to provide a written statement related to his/her response to the problem.
3. **Outcome and Next Steps:** The Hearing will result in any of the following options, as determined by the Training Director and other staff member present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:
 - a. Issues an "Acknowledgement Notice" that formally acknowledges:
 - i. the training committee is aware of and concerned with the problem;
 - ii. the problem has been brought to the attention of the intern;
 - iii. the TD or supervisor will work with the intern to specify the steps necessary to rectify the problem or skills deficits;
 - iv. the problem is not significant enough to warrant further remedial action at this time.
 - b. Place the intern on **Probation**, which involves following a *Remediation Plan* that specifies a time frame for resolving the problem behavior. During this time, supervisors and the TD will actively and systematically monitor the behavior of the intern to determine the level of improvement. The length of this probationary status will be determined by the TD and other supervisors and will vary according to the nature of the problem. A written remediation plan will be shared with the intern and the intern's home doctoral program and will include:
 - i. the actual behaviors or skills associated with the problem;
 - ii. the specific actions to be taken for rectifying the problem;
 - iii. the time frame during which the problem is expected to be ameliorated; and,
 - iv. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified above, the TD will provide a written statement indicating whether the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the intern's home doctoral program. If the problem has not been remediated, the

Training Director may choose to extend the remediation plan, and all information above will again be specified, including the new time frame. The TD may instead choose to move to suspend the intern.

- c. Place the intern on ***Suspension***, which includes removing the intern from all provision of clinical service for a specified period. During the suspension, the program may support the intern in obtaining additional didactic training, close mentorship, coaching, or engage in some other method of remediation. The length of suspension will depend on the nature of the problem and will be determined by the TD and supervisors. A written Suspension Plan will be shared with the intern and the intern's home doctoral program and will include:
 - i. the actual behaviors or skills associated with the problem;
 - ii. the specific actions to be taken for rectifying the problem;
 - iii. the time frame during which the problem is expected to be ameliorated; and,
 - iv. the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period as specified above, the TD will provide to the intern and the intern's home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates the suspension of clinical activities can be lifted. The statement may include a recommendation that the intern be placed on probationary status with a Remediation Plan. In this case, the process outlined previously will be followed. This statement becomes part of the intern's permanent file.

- d. ***Termination*** of the intern's placement with the internship may take place if the problem is not rectified through the above processes or if the behavior represents gross misconduct or ethical violations that have the potential to cause harm. The decision to terminate an intern's position will be made by the Training Committee and a representative of Human Resources and would cause the intern to be removed from every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of completion of the previous step in this process. The TD may decide to suspend an intern's clinical activities during the period prior to a final decision being made, if warranted. The TD will notify APPIC and the intern's home doctoral program of the decision.

Appeal Process

If the intern wishes to contest a decision made at any step in the Due Process procedures, the intern may request an Appeal Hearing before the Training Committee. The request for appeal must be submitted in writing to the Training Director within 5 working days of being informed of the decision to be challenged. The Training Director will then conduct a hearing involving all relevant parties within 10 working days of receiving the written appeal. The intern may request a specific supervisor or staff member to participate as part of the review panel if he/she is not already a member of the Training Committee. All written materials will be reviewed, and relevant parties may be interviewed as needed. The Training Committee may uphold decisions made previously or may modify them. A final decision will then be made on the

matter, and all relevant parties informed of the decision in writing, including the intern's home doctoral program, within 5 working days of the appeal hearing.

If the intern is dissatisfied with the decision of the Training Committee, he/she may appeal the decision, in writing, to SRC's Human Resources liaison at Catholic Charities. If the intern is dissatisfied with the decision made by the HR representative, the intern may appeal to the Director of Human Resources at Catholic Charities. The HR Director has the final discretion regarding outcome. Appeals must be submitted in writing within 5 working days of the decision to be appealed. Decisions made during the appeal process will be shared with the intern and the intern's home doctoral program.

GRIEVANCE PROCEDURES

Grievance Procedures are implemented when a doctoral intern raises concerns about a supervisor, staff member, fellow intern, or any other aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. The procedure for addressing grievances is as follows:

Informal Review

The intern is expected to raise the issue as soon as possible after the issue arises with the concerned supervisor, staff member, fellow intern, or TD to resolve the problem informally.

Formal Review

If a satisfactory resolution is not reached after using the informal review process, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to the Executive Director. The individual being grieved will be asked to submit a response in writing. The TD (or Executive Director, if appropriate) will meet with the intern and the individual being grieved within 10 working days of the after submission of the formal grievance. Depending on the nature of the grievance, the TD or Executive Director may choose to meet separately with the intern and the individual prior to a joint meeting. If the intern has filed a grievance about an aspect of the training program (e.g., policies, curriculum, etc), rather than an individual, the TD and Executive Director will meet jointly with the intern. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

1. the behavior/issue associated with the grievance;
2. the specific steps outlined to correct the problem; and,
3. the procedures designed to determine whether the problem have been corrected.

The TD or Executive Director will document the process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the TD or Executive Director in writing within 10 working days regarding whether the issue has been adequately resolved and/or the plan is being executed effectively.

If the action plan fails to resolve the issue, the TD or Executive Director will convene a review panel consisting of him/herself and at least 2 other members of the training staff within 10 working days. The intern may request a specific member of the training staff to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome. If the review panel determines that a grievance against a staff member cannot be resolved internally, then the issue will be turned over to Human Resources to initiate the agency's due process procedures.

Please sign this acknowledgement page and return to the internship Training Director.

Acknowledgment

I acknowledge that I have received and reviewed the SRC Doctoral Internship Training Handbook, including the Due Process and Grievance procedures. I agree to abide by the policies and procedures outlined in this document. I have been provided with a copy of the document to keep in my files.

Print Name _____

Signature _____ Date: _____

APPENDIX

APA Documents

APA Ethical Principles and Code of Conduct (2003, Amended 2010, 2017)
<http://www.apa.org/ethics/code/index.aspx>

APA Practice Guidelines

<http://www.apa.org/practice/guidelines/index.aspx>

Including:

- Guidelines for the Practice of Parenting Coordination
- Record Keeping Guidelines
- Guidelines for Child Custody Evaluations in Family Law Proceedings
- Guidelines for Psychological Practice with Girls and Women
- Guidelines for Psychological Practice with Older Adults
- Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists
- Practice Guidelines Regarding Psychologists' Involvement in Psychopharmacological Issues
- Guidelines for Psychological Evaluations in Child Protection Matters
- Guidelines for Psychological Practice in Health Care Delivery Systems
- Practice Parameters: Screening and Diagnosis of Autism
- Guidelines for Test User Qualifications
- Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients
- Guidelines for Assessment of and Intervention with Persons with Disabilities
- Guidelines for the Evaluation of Dementia and Cognitive Change

Colorado Statutes and Key Legal Decisions:

Colorado Department of Regulatory Agencies (Psychology): <http://www.dora.state.co.us/mental-health/psy/licensing.htm> (Including Colorado State Board of Psychologist Examiners Rules, Colorado Mental Health Statute)

Colorado Involuntary Commitment Proceedings:

<http://www.colorado.gov/cs/Satellite?blobcol=urldata&blobheadername1=Content-Disposition&blobheadername2=Content-Type&blobheadervalue1=inline%3B+filename%3D%22Behavioral+Health+Emergency+and+Involuntary+Commitment+Process+Program+Profile.pdf%22&blobheadervalue2=application%2Fpdf&blobkey=id&blobtable=MungoBlobs&blobwhere=1251694195238&ssbinary=true>

Tarasoff versus Regents of University of California, 13 C. 3d 177, 529 P.2d 533, 118 Cal. Rptr. 129 (1974)

Child Protection Act of 1975: Legal responsibilities in instances of child abuse

HIPAA (Health Insurance Privacy and Portability Act) <http://www.hhs.gov/ocr/privacy/>