



**PSYCHOLOGY INTERNSHIP  
HANDBOOK**  
July 1, 2023 to June 30, 2024

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## **ADMINISTRATION OF THE INTERNSHIP**

The Ohio Psychology Internship is administered by Summit Psychological Associates, Inc. where the Internship Program Director and the Training Director are employed. The interns are also employees of Summit Psychological Associates, Inc. and receive their stipend and health insurance benefits through this agency. Both the Internship Program Director and the Training Director are voting members of the Internship Training Committee which meets each month along with each site's Director of Supervision. The Internship Training Committee develops the policies and procedures for the internship and monitors the sites for adherence to internship goals. The Internship Program Director is not a direct supervisor for any of the interns and can be accessed by the interns at any time to address questions or concerns that may arise with the Training Director.

## **THE CLINICAL ROTATION SITES**

The Ohio Psychology Internship Program is a consortium of associated mental health agencies, a psychiatric hospital, and correctional facilities. Each agency has selected a psychologist to serve in the role of Director of Supervision. The Director of Supervision holds a voting seat on the internship's Training Committee and is responsible for ensuring the training goals of the internship are met at each of the sites. Interns should feel free to approach these individuals at their respective sites with questions or problems of any kind – procedural, personal, career-oriented, etc.

- |  |                        |
|--|------------------------|
| 1. Oriana House                                      | Dr. Sylvia O'Bradovich |
| 2. Summit Psychological Associates, Inc.             | Dr. Sylvia O'Bradovich |
| 3. Heartland Behavioral Healthcare                   | Dr. Melissa Dunphy     |
| 4. Ohio Department of Rehabilitation and Corrections | Dr. Robyn Schaffer     |

## **OMBUDSPERSON**

The Ohio Psychology Internship has an area clinical professional who is not currently serving on the Training Committee or as an internship supervisor to serve in the role of ombudsperson. The ombudsperson is available to the interns to discuss or address any concerns that they feel have not been addressed through other avenues.

## **CHIEF INTERN**

One or two interns can serve in the role of Chief Intern during their internship year. The Chief Intern serves as a liaison between the internship's administration and the intern group. Interns serving in the role of Chief Intern will attend a portion of the Training Committee meetings where they will be an active participant in creating internship policies and procedures. Chief Interns provide a report at the Training Committee meetings which provides updates on the intern group. Following the meetings, the Chief Intern provides feedback to the intern group regarding current administrative activities. Chief Interns are never involved in administrative discussions about specific interns.

In addition to their Training Committee duties, the Chief Intern assists the Training Director with the organization of internship activities, including interviews, and the internship graduation. Chief Interns also facilitate the attendance records for the internship seminars, as well as facilitating the seminar evaluations.

Interns are nominated for the Chief Intern position during their first quarter of the internship, with the first Training Committee meeting in September. Interns can self-nominate, nominate another intern, or can be nominated by their supervisor. Nominations are given to the Training Director. If two interns want to participate in the role of Chief Intern, we will coordinate Co-Chief Intern roles. If a Chief Intern is placed on academic probation during their internship year, the intern will not serve as Chief Intern during the quarters which they are on probation.

## **RULES AND REGULATIONS OF THE OHIO PSYCHOLOGY INTERNSHIP PROGRAM**

*As a dynamic entity, the Ohio Psychology Internship is continually evolving. This section of the Intern Handbook is not and cannot be a compendium of all rules and regulations of the Program; rather it is meant to serve only as a convenient assembly of some of the major rules and regulations that affect the Program's interns. Other rules and regulations affecting interns can be found in various supplementary agency publications or will be passed along at appropriate points in the curriculum.*

### **REQUIREMENTS FOR INITIAL ENROLLMENT**

#### **Health History**

Some rotations require that interns receive certain vaccinations prior to beginning work with clients; however, the vaccinations are available at the rotation. Interns may be asked to supply shot records for their internship file. Because our interns work in Behavioral Health settings, federal rules for COVID vaccinations apply.

#### **Policy Regarding Infectious Disease or Conditions**

The Ohio Psychology Internship's policy regarding infectious diseases or conditions will be followed as will the procedures regarding a student or an employee with Acquired Immune Deficiency (AIDS), Human Immunodeficiency Virus (HIV), or Hepatitis.

#### **Malpractice Liability**

Interns are required to carry malpractice liability insurance coverage of 1,000,000/3,000,000. If an intern becomes aware of any claim against him/her/them, he/she/they will contact the Training Director immediately. The Director of Supervision at the site where the incident occurred must also be notified.

## **Outside Employment and/or Course Work**

Interns are discouraged from working outside the internship. The program is demanding so that work beyond the requirements must be considered on a case-by-case basis. Interns requesting outside work need a letter of support from their direct supervisor(s) that is sent to the Training Committee for approval. If academic requirements are late, or if there are any problems at the site, outside work permission can be revoked at any time. Approval for work cannot be granted until at least one quarterly evaluation has been completed and the intern has received satisfactory ratings.

## **REQUIREMENTS FOR GRADUATION/PROGRAM REQUIREMENTS**

### **Psychological Evaluation Requirements**

Each intern must develop familiarity with assessment instruments appropriate for use with the populations of their rotation sites. Therefore, he/she will be required to submit a total of 6 comprehensive psychological evaluations. At least three evaluations must be submitted to their supervisor no later than December 1<sup>st</sup>, and the remaining three evaluations by May 1<sup>st</sup> of the internship year. Final corrected copies are due to the Training Director by January 15<sup>th</sup> for the first semester and by June 1<sup>st</sup> for the second semester.

Each evaluation must address cognitive functioning as well as personality functioning. The evaluation can include psychological testing based on the needs of the consortium site and the client. A list of possible instruments is included for illustration. Please note: the list of a specific test in any area does not imply that its use will constitute an adequate clinical assessment of the area. What constitutes an adequate assessment will depend upon the clinical question, the characteristics of the client and the needs of the agency. Any use of psychological tests must be decided in consultation with your supervisor.

The Director of Supervision or designee must review all requirements, prior to being turned into the internship program. This review must be documented by the supervisor's signature on each requirement cover page. The cover page should indicate the number of the requirement (i.e. Evaluation 3) and have the intern and supervisor's signatures to indicate that the requirement was turned in on time.

<b>Heartland Behavioral Healthcare</b>		
<b>Test</b>	<b>Type</b>	<b>Manual</b>
AAMD Adaptive Behavior Scale	Adaptive Behavioral (MR functioning)	Yes
Beck Anxiety Inventory (BAI)	Affect (anxiety)	Yes
Beck Depression Inventory (BDI)	Affect (depression)	Yes
Beck Suicide Inventory (BSI)	Affect (suicidality)	Yes
Bender Visual-Motor Gestalt Test	Neuropsych (visual-motor functioning/perception)	Yes
Brief Derogatis Psychiatric Rating Scale (B-DPRS)	Symptom specific (psychosis)	No
Brief Symptom Inventory (BSI)	Affect (general)	No
Brown ADD Scales	Cognitive Functioning (ADHD and executive functioning)	Yes
Competence Assessment to Stand Trial For Defendants With Mental Retardation (CAST-MR)	Forensic Competency (MR)	Yes
Clock Drawing Task	Cognitive Functioning (cognitive impairment & brain damage)	No
Cognitive Behavioral Rating Scale (CBRS)	Cognitive Functioning (impairment)	Yes
Color Trails 1 & 2	Neuropsych (sustained attention and sequencing)	Yes
Coolidge Assessment Battery (CAB)	Personality (Axis I & II dx, executive functioning)	Yes
Coolidge Axis II Inventory (CATI)	Personality (personality disorders)	Yes
Delis-Kaplan Executive Function System (D-KEFS)	Cognitive Functioning (executive functioning)	Yes
Dementia Rating Scale-2 (DRS-2)	Neuropsych (cognitive status/impairment in age 55+)	Yes
Dot Counting Test	Malingering (test-taking effort)	No
Evaluation of Competency to Stand Trial, Revised (ECST-R)	Forensic Competency	Yes
Hare Psychopathy Tests (HARE PCL-R)	Personality (psychopathology)	Yes
Inventory of Offender Risk, Needs, and Strengths (IORNS)	Behavior/Personality (static, dynamic, and protective factors related to offender risk, treatment need, and management)	Yes
Kaufman Brief Intelligence Test (K-BIT)	Cognitive Functioning/Intelligence	Yes
Kaufman Short Neuropsychological Assessment Procedure (K-SNAP)	Neuropsych (brief cognitive functioning)	Yes
Luria-Nebraska Neuropsychological Battery	Neuropsych (cognitive functioning & brain damage)	Yes
MacArthur Competence Assessment Tool-Criminal Adjudication (MacCat-CA)	Forensic Competency	Yes
Miller Forensic Assessment of Symptoms Test (M-	Malingering	Yes

FAST)	(psychiatric illness)	
Mini Mental Status Exam (MMSE)	Cognitive Functioning	No
Millon Clinical Multiaxial Inventory-III (MCMI-III)	Personality (psychopathology & personality disorders)	
Millon Clinical Multiaxial Inventory- IV (MCMI-IV)	Personality (psychopathology & personality disorders)	Yes
Minnesota Multiphasic Personality Inventory-Adolescents (MMPI-A)	Personality (adolescent psychopathology)	Yes
*Minnesota Multiphasic Personality Inventory-II (MMPI-II)	Personality (psychopathology & personality disorders)	Yes
Minnesota Multiphasic Personality Inventory-Restructured Format (MMPI-RF)	Personality (psychopathology & personality disorders)	Yes
Minnesota Multiphasic Personality Inventory-3	Personality (psychopathology & personality disorders)	
Montreal Cognitive Assessment (MoCA)	Cognitive Functioning	Yes (electronic)
Neuropsychological Impairment Scale (NIS)	Neuropsych (brief test for neuropsych symptoms)	Yes
Peabody Picture Vocabulary Test (PPVT)	Cognitive Functioning/ Intelligence (verbal abilities)	Yes
Personality Assessment Inventory (PAI)	Personality	Yes
Ravens Matrices	Cognitive Functioning/ Intelligence	Yes
Reiss Screen for Maladaptive Behavior	Behavior (MR and psychopathology)	Yes
Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)	Neuropsych (cognitive status and decline)	Yes
Rorschach (with Exner System)	Personality	Yes
Rotter Incomplete Sentence Blank	Personality	Yes
Ruff 2 & 7	Neuropsych (sustained and selective attention)	Yes
Structured Interview of Reported Symptoms (SIRS)	Malingering (psychiatric symptoms)	Yes
Structured Inventory of Malingering Symptomatology (SIMS)	Malingering (psychopathology and cognitive symptoms)	Yes
Thematic Apperception Test (TAT)	Personality	Yes
Test of Memory Malingering (TOMM)	Malingering (memory)	Yes
Validity Indicator Profile (VIP)	Malingering (response styles)	Yes
Vineland Adaptive Behavior Scale	Adaptive Behavior	Yes
Weschler Abbreviated Scale Intelligence (WASI-II)	Cognitive Functioning/ Intelligence	Yes
Weschler Adult Intelligence Scale-4 (WAIS-IV)	Cognitive Functioning/ Intelligence	Yes
Weschler Memory Scale-4 (WMS-IV)	Neuropsych (learning, memory, and working memory)	Yes
Wide Range Achievement-4 (WRAT-4)	Achievement	Yes
Wisconsin Card Sorting Test (WCS)	Neuropsych (perseveration and abstract reasoning)	Yes

<b>Ohio Department of Rehabilitation &amp; Correction</b>		
<b>Test</b>	<b>Type</b>	<b>Manual</b>
Beck Depression Inventory (BDI)	Affect (depression)	Yes
Bender Visual-Motor Gestalt Test	Neuropsych (visual-motor functioning/perception)	Yes
Cognitive Distortion Scales	Cognitive distortion information	Yes
Color Trails 1 & 2	Neuropsych (sustained attention and sequencing)	Yes
Dementia Rating Scale-2 (DRS-2)	Neuropsych (cognitive status/impairment in age 55+)	Yes
Hare Psychopathy Tests (HARE PCL-R)	Personality (psychopathology)	Yes
Kaufman Brief Intelligence Test (K-BIT)	Cognitive Functioning/Intelligence	Yes
Miller Forensic Assessment of Symptoms Test (M-FAST)	Malingering (psychiatric illness)	Yes
Mini Mental Status Exam (MMSE)	Cognitive Functioning	Yes
Millon Clinical Multiaxial Inventory- IV (MCMI-IV)	Personality (psychopathology & personality disorders)	Yes
*Minnesota Multiphasic Personality Inventory-II (MMPI-II)	Personality (psychopathology & personality disorders)	Yes
Minnesota Multiphasic Personality Inventory- Restructured Format (MMPI-RF)	Personality (psychopathology & personality disorders)	Yes
Minnesota Multiphasic Personality Inventory-3	Personality (psychopathology & personality disorders)	Yes
Montreal Cognitive Assessment (MoCA)	Cognitive Functioning	Yes
Personality Assessment Inventory (PAI)	Personality	Yes
Rorschach (with Exner System)	Personality	Yes
Rotter Incomplete Sentence Blank	Personality	Yes
SASSI-4	Substance Abuse Screening	Yes
State Trait Anger Expression Inventory-2 (STAXI-2)	Anger Dynamics	
Structured Interview of Reported Symptoms (SIRS)	Malingering (psychiatric symptoms)	Yes
Thematic Apperception Test (TAT)	Personality	Yes
Test of Memory Malingering (TOMM)	Malingering (memory)	Yes
Vineland Adaptive Behavior Scale	Adaptive Behavior	Yes
Weschler Adult Intelligence Scale-4 (WAIS-IV)	Cognitive Functioning/ Intelligence	Yes
Wide Range Achievement-4 (WRAT-4)	Achievement	Yes

<b>Summit Psychological Associates</b>		
<i>*please note: there are various evaluation experiences but limited testing opportunities at this site*</i>		
<b>Test</b>	<b>Type</b>	<b>Manual</b>
California Psychological Inventory (CPI)	Personality	Yes
Miller Forensic Assessment of Symptoms Test (M-FAST)	Malingering (psychiatric illness)	Yes
Mini Mental Status Exam – 2: SV (MMSE-2:SV)	Cognitive Functioning	Yes
Myers-Briggs Type Indicator (MBTI)	Personality	Yes
*Minnesota Multiphasic Personality Inventory-Adolescent Restructured Form (MMPI-A-RF)	Personality (psychopathology & personality disorders)	Yes
Minnesota Multiphasic Personality Inventory-2 Restructured Format (MMPI-2-RF)	Personality (psychopathology & personality disorders)	Yes
*Minnesota Multiphasic Personality Inventory-3 <i>*being ordered</i>	Personality (psychopathology & personality disorders)	Yes
SASSI-4	Substance Abuse Screening	Yes
Vineland Adaptive Behavior Scale – Third Edition	Adaptive Behavior	Yes
Weschler Adult Intelligence Scale-4 (WAIS-IV)	Cognitive Functioning/ Intelligence	Yes

In addition to a selected battery of psychological instruments, a clinical interview, statement of the presenting problem or reason for referral, social history, mental status information, diagnostic impression, and treatment recommendations must be an integral part of the evaluation. The sources of data must be clearly stated, and the report must be well organized. Only full tests should be given unless unusual clinical circumstances prevent this and it is discussed with the supervisor. The specific circumstances must be clearly stated in the report. To be considered adequate, the report must contain accurate interpretations and conclusions based on the data presented. Strict confidentiality of these materials must be maintained.

Sample test reports will be provided to the interns through the supervisor at the training site.

### **Individual Psychological Treatment Requirements**

In conjunction with the clinical supervisor, each intern must assume responsibility for the psychological treatment and record keeping of patients assigned to him/her/them during the internship year. These responsibilities include intake interview, development of a treatment plan, coordination of treatment and follow-up planning with other professionals involved with the case. All of the above activities are to be conducted under the close supervision of the intern's supervising psychologist.

Write up one detailed individual case study and submit to the Site Supervisor by October 31<sup>st</sup> of the internship year. Final corrections (if needed) are due by December 1<sup>st</sup> to the Training Director. The write-up is to include at least each of the following:

- Cover page identifying individual case study and signatures

- Assessment of the case (does not have to include testing but should include presenting symptoms and diagnosis)
- Intervention strategy/treatment plan (and its rationale including multicultural considerations)
- Implementation of treatment plan – summarize course of treatment
- Progress evaluation – changes that have been made to treatment, barriers to treatment, gains made during treatment
- Case outcome – can be an ongoing case and what will be focused on in the future or a closed case with information about discharge.

An alternative assignment would be to present a case conceptualization with the above information during OPI's group supervision. If the alternative assignment is desired, this must be requested and approved by the Training Director by October 15<sup>th</sup>. A confidential example of a case study will be provided by the intern's supervisor.

### **Crisis Management**

Interns are encouraged to become familiar with the crisis management activities that are performed at their rotation sites. In addition, when possible he/she/they should participate in these activities under the close supervision of their supervising psychologist.

### **Group/Family/Marital Treatment Requirements**

Each intern must participate, either individually or as a co-leader, in a least one case involving group, family or marital psychotherapy. In addition, one written report addressing the following must be submitted to the Site Supervisor by March 31<sup>st</sup> of the internship year. Final corrections (if needed) are due by May 1<sup>st</sup> to the Training Director.

- Cover page identifying group report and signatures
- Assessment of the problems – either presenting problems for the couple or purpose of the group and the current group configuration
- Intervention strategy (and its rationale) – what are the treatment goals and how does that fit with the needs of the couple or group members
- Implementation of the treatment plan – how the treatment plan is being carried out

- Progress evaluation – either the outcomes for the couple, or the current status of the group (members that have graduated, members that have required additional sessions or members that are ongoing)

An alternative assignment would be to choose to have a formal observation as a group leader during the third quarter. If the alternative assignment is desired, this must be requested and approved by the Training Director by February 15<sup>th</sup>. A confidential example of this report will be provided to interns by the intern's supervisor.

### **Diversity Case Study**

Each intern is required to complete a written individual case study focusing on the cultural, ethnic or personal needs the client presented during his/her/their care. Write up of report must be submitted to the Site Supervisor by March 31<sup>st</sup> of the internship year. Final corrections (if needed) are due by May 1<sup>st</sup> to the Training Director.

- Cover page identifying c report and signatures
- Assessment of the case (does not have to include testing) including cultural, ethnic or personal needs identified during assessment.
- Intervention strategy (and its rationale based on the client's cultural, ethnic or personal needs)
- Implementation of treatment plan – course of treatment and how multicultural variables are considered throughout treatment
- Progress evaluation – how progressing in treatment
- Case outcome – can be an ongoing case and what will be focused on in the future or a closed case with information about discharge.

An alternative assignment would be to attend an approved event to develop a diversity reflection paper based on cultural activities the intern participated in while at the internship (ie. Attending a training at an outside agency, participating in cultural walks or community events or participation in virtual cultural trainings). If the alternative assignment is desired, this must be requested and approved by the Training Director by February 15<sup>th</sup>. A confidential example of a cultural sensitivity case study or a reflection paper will be provided by the intern's supervisor.

### **Documentation of Above Requirements**

Each of the above reports must be reviewed, approved and cosigned by the intern's supervisor. The intern should attach a cover page, signed by the intern and the supervisor, which lists the requirements being submitted.

## **Multidisciplinary Team Requirements**

When required, attend and assume an active role in weekly case review/team meetings. Complete case presentations in weekly team meetings.

Consult with physicians regarding individual assessment, diagnosis, treatment approaches/plan and progress. Work with social workers in seeking/determining most suitable post-discharge placement or services available and obtaining family information, etc., relevant to psychosocial assessment of patients.

Consult regularly with other relevant professionals to solicit information as to the patient's functioning in activities and to offer recommendations pertaining to each team member's therapeutic role in the treatment process.

## **Ethical Consideration**

Within the first week of the program thoroughly review Ohio Rules and Laws Governing Psychology and Ethical Principles of Psychologists. Copies of these materials will be provided by the Training Director.

Engage in ongoing dialogue with supervisor(s) regarding legal ethical considerations in services being provided.

## **Forensic Psychology**

Become familiar with the various forensic psychological services required of Psychologists through internship seminars and supervision.

## **Consortium Activities**

Each intern will be required to attend consortium activities, at least, on a quarterly basis.

## **Workshops**

Each intern will be required to present a workshop to one of the internship sites. The topic and format of the workshop should be developed with the site supervisor. Documentation regarding this presentation (including outline of content, to whom it was presented and any handouts used) must be turned in to the Training Director by June 30<sup>th</sup>. Each agency may have its own policy regarding the presentation of workshops. If an agency requires a workshop as part of its own policies, this workshop can be used to meet the internship requirement.

## **Research Presentation**

Each intern is required to give a research presentation to the intern group in the third and/or fourth quarter of the internship year. The presentations consist of an informal, 15 minute oral presentation on the following possible topics: research completed by the intern

in the past; ongoing research being completed by the intern; scholarly review of literature; detailed description of an evidence based treatment procedure and/or detailed case study of an intern's client including how research was utilized in making treatment choices. Topics must be approved by one of the intern's site supervisors. Interns are encouraged to present current research on topics related to working in a community setting and topics of interest to the intern group. Changes in presentations topics need to be discussed with the supervisor.

## **Graduation**

The internship holds a graduation ceremony for the interns in the last month of the internship each year. The interns receive their certificates of completion from their supervisors and awards are presented to Chief Intern(s).

## **Rotation Performance**

In addition to meeting the above requirements, all interns must receive on level or above performance ratings by their supervisors during each quarter. Failure to successfully complete each quarter will result in non-graduation unless remediation has been completed and the intern returns to on-level performance.

## **Seminars**

Interns must attend all seminars and required presentations. It is expected that interns will participate in lectures and all group sessions such as seminars, grand rounds and patient presentations. Interns should not schedule other internship activities (i.e., clients, groups or testing) during scheduled seminar times. If done via teleconferencing, interns are expected to have cameras on and be engaged in the didactic. Lack of attendance at such sessions for any reason, whether illness or excused absence, does not release an intern from responsibility of material covered during his/her/their absence. When an intern is going to miss, he/she/they is to notify the Chief Intern who will in turn notify the Training Director.

Participation in all activities is mandatory unless otherwise noted, and lack of participation may result in non-graduation. Any questions or concerns about seminars should be directed to the Training Director.

## **Payroll/Paid Time Off**

Interns should clock in and out each day using Ahola Payroll Services. If a clock in or clock out punch is missed, then Dr. Walsh should be notified on what hours should be added to the system. If there is an issue with using Ahola for clocking in and out, both Dr. Walsh and HR at SPA should be notified.

Each intern is provided with 10 days of PTO which are available for use beginning July 1<sup>st</sup>. Interns are encouraged to not take PTO during the first two months of the internship due to a significant amount of training and orientation that occurs between July and August.

If an intern needs to attend something during those months, he/she/they should discuss the time off with the supervisor and determine how to obtain the information needed from the trainings/orientation. Most sites use seniority to determine eligibility for PTO use during the holiday seasons; interns should keep this in mind when scheduling time away from the program. Requests for vacation should be made through Ahola 30 days prior to the planned vacation. Sick time should be put into Ahola the day the intern returns to work.

### **Workshops and Conferences**

Each intern is given two days for workshops of their choice. The workshops must be approved by the agency Director of Supervision and the Training Director. Workshop days must be approved at the agency level and with the internship. Conference days can also be used for interviewing and dissertation defense/meetings in the spring. Conference Days are not put into Ahola and the requests should be emailed to the intern's supervisor and Dr. Toscano for approval.

### **Research with Psychology Interns or Supervisors**

All research projects involving interns or program supervisors must be reviewed by the psychology internship Training Committee prior to approaching program interns or supervisors about participation. The researcher needs to provide the Training Committee with the following information:

1. A description of the research, including a list of materials to be completed by the participant and how confidentiality and informed consent are insured.
2. A copy of any research specific questionnaires to be given to the participant.
3. A copy of University IRB approval for the project, if part of dissertation.

The request will be reviewed at the monthly Training Committee meeting and the Training Director will inform the student of the decision. Research projects involving clients or staff of an agency must also be approved by the agency involved.

### **Evaluation of Educational Programs**

At the end of the internship year, all interns must complete evaluations regarding their experiences in supervision and their training experiences at the sites. Evaluation data is provided to the Training Committee in aggregate form following intern graduation.

### **Requirement Due Dates:**

Interns are responsible for keeping track of requirements and making sure they are completed on time. Interns are responsible for communicating with two supervisors concerning how requirements will be divided. Interns need to discuss any time concerns about requirements with their supervisor at least **one month** prior to the due date. Failure

to submit all requirements to the site supervisor and the Training Director by the final due dates will result in the intern being ineligible to participate in the graduation ceremony. Failure to complete all requirements by August 1<sup>st</sup> will prevent graduation of the Ohio Psychology Internship Program. In addition to the above consequences, failure to meet any of the deadlines may result in being placed on academic probation.

### **Performance Review Process**

Interns are evaluated by their supervisor(s) on a quarterly basis using the OPI Quarterly Evaluation Form. Interns are rated in seven categories, with specific competencies being listed out in each category. Interns are evaluated based on their performance compared with typical interns at that stage of training (ie. Beginning interns are compared with typical interns at the beginning of the internship, whereas 4th quarter interns are compared with the performance expected by a graduating intern). Interns are expected to receive primarily “at level” ratings for the quarter they have completed, however, an intern can receive ratings that fall below their current level of training (weaknesses) or ratings that are above their current level of training (strengths).

At times, interns can receive “below level” ratings that place them on academic probation. Based on scores from the quarterly evaluation, interns are identified as needing academic remediation in the following ways:

- An intern receives a below level rating on two or more specific competencies within one of the seven categories. For example, an intern in their second quarter receives a “at level of a first quarter intern” in the two competencies of “correct administration” and “report writing” within the Assessment Category. An intern’s performance is rated one level below expected performance for their level of training for several competencies within one of the seven categories.
- An intern receives one or more significantly below level ratings within one of the seven training categories. For example, an intern in their second quarter of training receives a “below level expected for a beginning intern” rating on “report writing” within the Assessment Category. The intern’s performance is rated two levels below expected performance for their level of training.

When an intern’s quarterly evaluation ratings identify a need for academic remediation, the Training Committee will review the quarterly evaluation and will determine if the intern needs to be placed on academic probation. Interns placed on academic probation will meet with an academic review committee to create a remediation plan. The academic review committee consists of the intern’s primary supervisor (who completed the evaluation), the agency’s Director of Supervision, an internship supervisor from a different track, the intern, and the Training Director. Other supervisors may be involved at the discretion of the Review Committee. The intern is an active participant in the academic review committee and assists in developing a plan of remediation. The recommendations will be designed to assist the intern in achieving on level or higher performance ratings in the areas of concern. The purpose of the committee is not of a punitive nature, but instead provides assistance to the intern and the supervisor in making the intern and the training program successful.

Remediation is generally based on the severity of deficits noted and is tailored to address the competencies with “below level” ratings. According to the problem and student record, the Academic Review Committee may recommend specific remediation steps or even dismissal from the program. In addition to the Intern Evaluation Form ratings, input from additional site supervisors is considered. Recommended remediation may include, but not be limited to, the following:

- Didactic/Academic Remediation - may include, but not be limited to, a graduate level course(s), professional workshop(s), and/or individual tutorial. The intern must demonstrate a mastery of the didactic material completed. Mastery of didactic material can be demonstrated by a passing grade, a written summary of the didactic material evaluated by the intern’s supervisor, and/or any manner identified by the Academic Review Committee.
- Experiential Remediation - may include, but not be limited to, additional specified clinical experiences at the same or different rotation site, and/or intensified clinical supervision.
- Completion of both Didactic and Experiential Remediation.
- Possible extension of the internship rotation to complete additional experiential remediation.
- A recommendation for personal psychological therapy.

Written documentation of any findings and recommendations of the Academic Review Committee will be forwarded to the intern, the intern’s Director of Supervision and the intern’s credentials file maintained by the Psychology Internship Program.

- If an intern is reviewed by the Academic Review Committee, as a result of the above, he/she will be on probation until remediation is successfully completed.
- During Academic Review Committee meetings, the Committee may deliberate without the intern present. However, the important parts of these meetings occur when the intern is present. The intern will always be asked for his/her impressions, input, and recommendations, and the intern should be prepared to provide this. The Academic Review Committee will give serious consideration to the intern’s comments.
- Appeals
  1. Appealing the Quarterly Ratings - An intern may appeal his/her Quarterly Evaluation Form ratings by submitting a letter to the Academic Review Committee through the Training Director. A copy of this letter must also go to the Director of Supervision. The letter will be considered by the Academic Review Committee.

2. **Appealing the Recommendations of the Academic Review Committee -**  
An intern may appeal the decision of the Academic Review Committee to the Program Director in written format and the Program Director will review the committee's findings.

### **Academic Probation:**

- It should be noted that Academic Review Committee involvement may be requested by an internship faculty member at any time it is needed. It does not need to be dependent on completion of a regularly scheduled quarterly evaluation. In this situation, the Academic Review Committee would review the issues identified by the internship faculty member, and will allow the intern to provide a written response to the concerns. The Academic Review Committee will also consider input from additional internship supervisors and administrative staff, and will review previously completed Quarterly Evaluations. Issues that may lead to academic probation outside of the quarterly evaluation include, but are not limited to failure to meet deadlines regarding internship requirements, repeated unprofessional behavior, failure to complete required clinical paperwork at the training site, and unethical behaviors. Academic probation may be adjudicated through a formal Academic Review Committee (see above) or through the Training Committee, based on the judgment of the Director of Training.

### **Academic Suspension:**

- The following examples are some but not necessarily all of the circumstances in which academic suspension may be necessary:
  1. There is potential of the intern causing harm to him/her or patients.
  2. The intern's behavior is disruptive to other individuals in the clinical setting.
  3. The intern has an illness, which may place patients at risk.

Academic suspension is usually of short duration and will provide opportunity for fact-finding and official action. The intern may appeal the suspension to the Program Director.

General program concerns and grievances by the Intern are addressed in the Grievance Procedure.

### **Leave of Absence**

An intern may petition for a leave of absence at any point in his or her enrollment. This is accomplished by submitting a Leave of Absence Request Form, available from the Training Director. The granting of leaves is subject to the discretion of the Training

Committee. The internship program further retains the right to restrict leaves at certain points in the curriculum.

### **Withdrawal Policy**

All withdrawal actions are handled on a case-by-case basis and each intern is reviewed individually based on his/her/their circumstances. The internship program retains the authority to make decisions regarding enrollment/withdrawal on this basis.

1. Dismissal – All interns who have been dismissed are considered enrolled up to the date of the dismissal decision. If the intern appeals this decision, he/she is considered enrolled up to the date of the final Academic Review Committee decision.
2. Reversal of Dismissal Decision – Should the intern appeal a dismissal decision and the appeal is upheld, the intern will continue in the program.
3. Voluntary Withdrawal – When voluntarily withdrawing from the Ohio Psychology Internship Program, the intern is considered withdrawn as of the date the intern's letter of notification is received by the proper authority.

### **Intern Appearance and Attire**

Psychology interns are professionals-in-training and should realize the effect of their appearance on the public and their patients. Therefore, interns must maintain their cleanliness and appearance in a manner consistent with the high standards of the profession and consistent with professional education. As a method of formalizing these standards, the internship will enforce the following dress code for its interns:

1. Blue jeans are inappropriate for the clinical setting (unless designated by the agency as appropriate for certain times)
2. Shirts are to be worn at all times; T-shirts or sweatshirts are inappropriate for the clinical setting
3. Hair of any length or style is to be worn neatly and not in a way which would be offensive to patients

Additional appearance and dress regulations of your consortium site must also be followed.

### **Clinical Supervisee Responsibilities**

As a clinical supervisee, each intern has the following responsibilities:

1. Become familiar with, and adhere to, The Ohio Psychology Law and Rules Governing Psychologists. (Provided to interns at Internship Orientation).

2. Become familiar with, and adhere to, The Ethical Principles of Psychologists published by the American Psychological Association. (Provided to interns at Internship Orientation).
3. Attend all regularly scheduled supervision sessions with completed weekly supervision forms and client charts. Be open to professionally appropriate feedback from supervisors or professional staff. Reschedule missed supervision sessions. Notify Training Director if supervision is not occurring on regularly scheduled basis.
4. Contact the supervising psychologist when additional supervision is needed.
5. Be an active participant in the training, clinical services and overall activities of the internship.
6. Complete all internship requirements in a timely, competent and ethical manner.
7. Actively work to develop competencies as outlined in the Quarterly Evaluation Form.
8. Complete a supervision evaluation form for each supervisor at the end of the experience at a site. Complete an internship evaluation form. These forms must be returned to the Training Director within 10 days of the end of the internship.
9. Follow all rules and regulations of the State Board of Psychology, the Ethical Standards of the American Psychological Association, the Ohio Psychology Internship Program, and the placement site. In the event that an intern is requested to violate these regulations he/she should contact the Director of Supervision at the site or the Training Director.
10. Each intern will complete all required paperwork at their site before leaving their rotation. Paperwork requirements are site specific. Failure to complete all paperwork requirements may result in placement on academic probation.

### **Intern Administrative Responsibilities**

Interns have the following administrative responsibilities:

1. **Timesheets** are to be accurately completed and monitored by the intern via Ahola, and verified bi-weekly.
2. **Weekly Supervision Forms** are to be completed by the intern and their supervisor and turned in monthly to the Training Director.
3. **Leave Forms** must be completed for any day missed by an intern, including vacation, sick or conference days. All conference day forms must be turned in to

Training Director for approval prior to use. Ahola verification should occur 30 days prior for vacation and completed upon the intern's return to work for sick days.

### **Intern Evaluation of the Curriculum**

As a developing Program, intern opinions of the curriculum, articulated in an organized manner, are an invaluable source of aid to the faculty in "fine tuning" the curriculum. Therefore, all interns are required to complete Intern Evaluation Forms in an honest manner.

Special efforts are taken to protect the confidentiality and sensitivity of this intern feedback. Supervisors are not informed of the individual identity of the interns providing specific feedback.

### **Alcohol and Substance Use**

The Ohio Psychology Internship Program neither encourages nor discourages the use of alcoholic beverages but does condemn the abuse of alcoholic beverages. All members of the Internship are responsible for making decisions about their actions within the context of Ohio Law and the highest standards of professional conduct. In addition, awareness of the rights of others within our community who may choose not to use alcoholic beverages must be honored.

All interns of the Ohio Psychology Internship Program are expected to be familiar with and respect the laws of the State and Federal government with regard to the use of intoxicating and other mood or consciousness-altering substances. Possession or use of many of these substances is illegal and a felony conviction of any intern may preclude licensure or practice psychology in the State of Ohio and could subject an intern to dismissal from the program.

Both for reasons of personal well-being and because of the nature of their profession, interns are expected to show restraint and responsibility in their use of consciousness-altering substances. In cases where the Internship becomes aware that an intern has developed a problem relating to alcohol or other substance abuse, the intern will be required to appear before a Review Committee to determine if it is necessary that the intern leave the program. The Internship's primary areas of concern in these matters are to aid the intern in overcoming problems with regard to substance abuse and to protect clients from any harm. The nature of the profession requires that interns who fail to overcome such problems not be allowed to continue preparation for the practice of psychology.

### **Parking at the Internship Site**

Please check with the Director of Supervision at your internship site to determine the parking rules and regulations relevant to you.

### III. INTERN RIGHTS AND RESPONSIBILITIES

#### Grievance Procedure

The grievance procedure is designed to provide interns with a mechanism to have problems and issues reviewed in a timely and consistent manner. This procedure applies to both formal and informal correspondence by the intern regarding any aspect of the program. The procedures for review of issues differ for problems of a general nature regarding the internship and those that are personal in nature or specific to a particular intern. It is expected that interns will attempt to resolve problems with the individuals concerned prior to making a formal grievance.

- A. General Issues – General issues regarding the internship program should be directed to the Chief Intern who will request that the identified issues be placed on the agenda for the next scheduled Clinical Training Committee meeting. During that meeting, the issue will be presented by the Chief Intern and addressed by the Committee as a whole. The Chief Intern will then be responsible for providing feedback to the intern who raised the issue. In some cases it will also be appropriate for the Clinical Training Committee’s actions to be reported to all of the interns.
- B. Personal and/or Intern Specific Grievance – Issues that are personal in nature or are specific to a particular intern should be presented in writing by the intern, directly to the Training Director. At that time the Training Director will document the nature of the problems and a recommended course of action. Copies of the intern’s written communication and the Training Director’s documentation will be sent to the involved Director of Supervision, the Program Director, and the intern’s file. If the subject of the grievance is the Training Director, the intern should present the grievance, in writing, to the Program Director. The Program Director will assume the role of Training Director as outlined for grievance processes.

By mutual agreement between the Director of Supervision and the Training Director or Program Director assuming the role, the issue may be:

- 1. Considered resolved between the Training Director and the intern. The Training Director and the intern will sign documentation of this resolution and a copy will be sent to the Program Director, the Director of Supervision, and the intern’s file.
- 2. Discussed in a meeting between the Training Director/Designee, responsible Director of Supervision, and the intern. The Training Director/Designee will document the nature and outcome of this meeting, including whether the issue is resolved. All involved parties, including the intern, will sign this document. Copies of this documentation will be sent to the Program Director, Director of Supervision, and the intern’s file.

3. Discussed in an Academic Review Committee meeting. The content of the Review Committee discussion will be documented and signed by the involved parties (including the intern). Copies of this documentation will be sent to the Program Director, Director of Supervision, and the intern's file.
4. All grievances that are in process will be regularly reported on in Training Committee meetings.
5. When the Review Committee considers it proper and necessary, the appropriate Agency Director will be notified.

### **Intern Correspondence**

All intern correspondence that is in writing shall be placed in the intern's file. Copies will also go to the responsible Director of Supervision and the Training Director. Interns will be asked to sign releases of information for the internship prior to leaving the program so that future requests for information (from the intern's academic program or verifying completion of the internship) can be fulfilled.

### **Ombudsperson**

A volunteer clinical professional, who is not currently affiliated with a training site, fills the Ombudsperson role. The Ombudsperson is available to work with interns on understanding their rights and ensuring that the policies and procedures are followed after the intern has discussed concerns with members of the Training Committee. The Ombudsperson can be contacted by an intern, the Training Director, the Training Committee, or the Academic Review Committee, if issues appear to be unresolved by way of the Training Committee.

The Role of the Ombudsperson includes:

- Listening and discussing questions, concerns or complaints with all involved parties.
- Information gathering on an informal basis.
- Expanding the number of possible options and assisting in evaluating options.
- Help resolve problems informally and expeditiously.
- Acts as a neutral resource between intern and faculty member.
- Facilitates communication between and among individuals.
- Explanation of relevant internship policies and procedures.
- Referral to appropriate individuals or committees.
- Acts as an informal resource to students, faculty and staff.

The Ombudsperson's role does not involve:

- Participation in formal grievance processes or representing interns in appeal.
- Overturning committee decisions or intern evaluation ratings.
- Change of policies or procedures for the internship.

- The Ombudsperson is neutral and impartial. The Ombudsperson advocates for a solution, not for a particular side.
- Can guide an intern on keeping his/her own records, but does not keep formal records as an Ombudsperson.

## **Intern Conduct**

The Ohio Psychology Internship Program exists for the purpose of educating interns to become psychologists who will serve the needs of society by their pursuit of excellence in the practice of psychology, instruction of following generations of psychologists, and the pursuit of research. Interns are expected to develop and maintain the ethical and moral values consistent with the highest standard of the practice of psychology. It is implicit that honesty and integrity be part of an intern's behavior.

Each intern shall demonstrate behavior, which, by its nature and interpretation, is considered to be appropriate for a career in psychology. Such appropriate behavior includes, but is not limited to, the demonstration of good judgment, personal insight, personal accountability, responsibility to patients, ability to recognize personal limitations and ability to function under pressure. Interns must also be aware of the social impact of their behavior as students and later as psychologists.

- A. Principles of Professional Behavior – Interns will adhere to the Principles of Professional Behavior. Interns will not:
1. Plagiarize or present the work of another as their own work, or participate in plagiarism by preparing a writing with the knowledge that it is to be used by another as representing that person's own work;
  2. Knowingly and willfully falsify or manufacture scientific or educational data and represent the same to be the result of scientific or scholarly experimental research;
  3. Have furnished false information to admissions committee members in an effort to gain admission to the psychology internship program;
  4. Cheat by any means or method;
  5. Restrict the use of material used in study in a manner prejudicial to the interests of other students;
  6. Furnish false information to faculty or academic officers relative to academic or clinical matters;
  7. Knowingly and willfully falsify, by omission or commission, information pertinent to client/patient care or in other ways violate the patient trust which is essential to the psychologist-patient relationship;

8. Disclose confidential or privileged patient information in an unethical or inappropriate manner;
9. Maliciously remove or intentionally destroy or deface property belonging to the Ohio Psychology Internship or any affiliated institutions;
10. Violate Federal or State Laws, the rules and regulations of the Ohio Psychology Internship Program, associated institutions, or other applicable guidelines stated or published.

#### **IV. ACCESS TO INTERN RECORDS**

Intern records are kept by the Training Director. Access to student records, both by the intern and others, is governed by guidelines developed to be consistent with the Family Educational Rights and Privacy Act of 1974, as amended. These guidelines follow:

##### **A. Definitions:**

1. Intern – Any person who attends or has attended the Ohio Psychology Internship Program, and regarding whom OPIP maintains education records.
2. Educational Records (Exceptions) – Any record (in handwriting, print, tape, film, or other medium) maintained by the Ohio Psychology Internship Program, an employee of OPIP, or an agent of OPIP which is directly related to an intern, except:
  - a. A personal record kept by a OPIP staff person, or agent which meets the following tests:
    - 1) It was made by personal memory aid
    - 2) It is the sole possession of the person who made it; and
    - 3) The information contained in it has never been revealed, or made available to any other person except the maker's temporary substitute.
  - b. An employment record used only in relation to an individual's employment by OPIP. However, the records related to a student's employment are education records when:
    - 1) The position in which the student is employed depends on his/her status as a student; or
    - 2) The student receives a grade or credit based on his/her performance as an employee.

- c. Records connected with an individual's application for admission to OPIP prior to his/her actual attendance as an enrolled intern.
  - d. Records which relate to an individual as an alumnus after he/she no longer attends or participates in an educational activity for which OPIP awards a grade or credit.
3. Personal Identifier – Any data or information that relates a record to an individual. This includes the individual's name, the name of the individual's parents or other family members, the individual's address, the individual's social security number, any other number or symbol which identifies the individual, a list of the individual's personal characteristics, or any other information which would make the individual's identity known and can be used to label a record as the individual's.
  4. Directory Information – Information which would not generally be harmful or an invasion of privacy if disclosed. This information may be disclosed by the Internship.

#### B. Access Rights

1. All students have the right to be provided a copy of the Ohio Psychology Internship Program's policy regarding privacy rights of interns and a list of types of educational records maintained by the Internship which are directly related to interns with the exceptions stated in Section D.
2. All currently registered and former interns of the Ohio Psychology Internship Program have the right to review and inspect their official records at the Internship in accordance with these rules.

Official student records are those regularly maintained by the Internship. These include admissions, academic, and financial records prepared and retained by the Internship. Interns who wish to review their records should make an appointment in advance with the Training Director. Your request will be granted within 45 days.

3. All interns have the right to obtain copies of their education records only in those situations where failure of the Internship to provide copies would effectively prevent the student from exercising the right to inspect and review his/her education records.

4. All students have the right to a response from the Internship to any reasonable request for explanations and interpretations concerning the accuracy of their records.

Interns having questions regarding the content or interpretation of content of their educational records may make an appointment with the General Counsel to review their records in an attempt to resolve the questions raised. If the General Counsel is unable to provide a satisfactory explanation, interns will be referred to the individual responsible for submitting the record in question for clarification. If such explanations are still not satisfactory, the procedure described below will be followed.

5. All interns have the right to a hearing to challenge the factual entries in their education records.

Upon request of the intern involved, a hearing shall be conducted within the following ten-day period. The hearing shall be conducted by the General Counsel, or, if they/he/she has a direct interest in the outcome of the hearing, by the **Academic Review** Committee. The intern shall be afforded a full and fair opportunity to challenge the accuracy of any factual entries and may be assisted or represented by individuals of his/her/their own choice including an attorney. The decision, which shall include a summary of the evidence and reasons for said decision, shall be rendered in writing within one week after conclusion of the hearing. It should be emphasized that this hearing will relate only to whether the intern's record is inaccurate, misleading or otherwise in violation of the privacy or other rights of the intern, with the decision based solely on evidence presented at this hearing. If the hearing is in regard to a grade, the hearing cannot determine whether a higher grade should have been assigned.

6. The policy of the Internship for reviewing and expunging records: If it is determined that the record in question is inaccurate, the Internship will take appropriate steps to correct the record. If corrective action is indicated by an informal proceeding, a written request from the faculty member in question will be forwarded to the **Training Director** stating that an error was made in the original record as well as listing the change that should be made. The Program Secretary will act accordingly upon receipt of this information. If a formal hearing establishes that the record in questions contains incorrect information, such findings will be transmitted to the Program Secretary in writing for appropriate corrective action. If the outcome of the hearing is unsatisfactory to the intern, he/she may submit an explanatory statement to the Program Secretary for inclusion in their intern file.

7. All interns have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the Internship to comply with the requirements of the Act.

### C. Waiver of Access Rights

The Ohio Psychology Internship Program does not require interns to waive their right of access to their education records, nor is a waiver of access rights a condition for admission to or receipt of financial aid or of any other services or benefits from the Internship.

Under certain circumstances, however, an intern may wish to waive his/her/their right of access to confidential recommendations and interview reports. An intern may do so by signing a waiver form. In this event the intern will be notified of the names of the persons making such recommendations or reports, and the recommendations or reports will be used solely for the purpose for which they are intended. Waiver forms may be obtained from the Program Secretary.

### D. Limitations on Access Rights

The ACT provides for limitations on the right of an intern to have access to his/her/their official records. Among the specific exclusions are the following:

1. Confidential statements and letters of recommendation placed in an intern's file provided they are used for the purpose for which they were specifically intended.
2. Records of instructional, administrative, and supervisory staff which are in the sole possession of such personnel and not accessible to any other person except a temporary substitute.
3. Records of professional and paraprofessional personnel which are created maintained and used solely for the purpose of treatment and are not available to anyone other than the individual providing the treatment; the intern has the right, however, to have such records reviewed by an appropriate professional of his/her choice.
4. All confidential recommendations or interview reports for which the intern has requested and signed a waiver of his/her/their right of access and has been given an opportunity to request to be notified of the names of all persons submitting such documents. In the absence of the execution of a waiver, a right of access exists to such documents.

### E. Others to Whom Access Rights Apply

The ACT permits the following others to have access to intern's records:

1. A person who presents a consent form signed by the intern which lists the specific records to be released, the reasons for such release, and the names of the parties to whom such records are to be released, may have access to the specific records listed in the consent. In such instances, the student will be given the opportunity to obtain copies of the records to be released.
2. Pursuant to a judicial order or pursuant to a lawfully issued subpoena, any Court or individual may have access to the intern record. In such instances a reasonable effort will be made to notify the intern of the order or subpoena in advance of the compliance therewith.
3. Authorized representatives of the following for audit and evaluation of Federal and State supported programs: Comptroller General of the United States, the Secretary of Education and administrative head of education agency or state educational authorities.
4. In an emergency situation, individuals may have access to an intern's records where the knowledge of such information is necessary to protect the health or safety of the intern or other person. Under the regulations, access rights in an emergency situation are to be narrowly construed; factors that will be taken into account in evaluating a situation include: the seriousness of the threat to human health or safety, the need for the record to meet the emergency, whether the person to whom the record would be released is in a position to deal with the emergency, and the extent to which time is of the essence.
5. Organizations conducting education-related studies, if such studies will not permit the personal identification of interns. These records must carry a disclaimer that they must be destroyed when no longer needed for the studies.
6. Accrediting organizations carrying out their accrediting functions.
7. State and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to the Ohio Revised code adopted prior to November 19, 1974.
8. Veterans Administration.
9. Persons or organizations providing to the interns financial aid, or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of terms of said aid.
10. Parents of an intern who have established that intern's status as a dependent according to Internal Revenue Code of 1954, Section 152.

F. Types of Educational Records Retained by the Program Secretary:

1. Admissions

- Application forms
- Transcripts
- Recommendations
- Acceptance Letters

2. Academic

- Transcripts
- Remediation statements
- Course, rotation, elective and other assessments
- Letters of recommendation
- Correspondence and internal communications relating to academic and other matters of concern to the intern

G. Public Notice Designating Directory Information

The Ohio Psychology Internship Program does not have an intern directory at this time. However, we do have an internship alumni LinkedIn group:

<https://www.linkedin.com/groups/14273968/>