



PSYCHOLOGY INTERNSHIP
HANDBOOK
July 1, 2025 to June 30, 2026

Psychology Internship Administrative Staff

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Internship Staff

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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. Interns are engaged by 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 Training Director manages these meetings and invites the Program Director, as needed. 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 SITE

The Ohio Psychology Internship (OPI) is an Outpatient Forensic Services internship program with opportunities for interns to additionally facilitate brief therapy for individuals in a Community Corrections setting. One intern also has the opportunity to engage on a court treatment team for perpetrators of domestic violence. We follow a community-based practitioner model and provide a 2,000 hour internship from July 1 to June 30. Each supervisor is a licensed psychologist and is credentialed by the OPI. The outpatient forensic services track has been engaging in self-evaluation and has been piloting alterations to ensure interns do not engage beyond forty hours a week, which have been reportedly successful. Since these efforts are being evaluated during the upcoming internship years, interns in this track may still engage beyond the 40-hours a week to complete documentation or evaluations. Interns should feel free to approach members of the Training Committee if engaging beyond 40-hours a week and with questions or problems of any kind – procedural, personal, career-oriented, etc.

OMBUDSPERSON

The Ohio Psychology Internship has a 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 within the internship.

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 a remediation

plan during their internship year, the intern will not serve as Chief Intern during the quarters which they are on probation.

ACCREDITATION STATUS

Ohio Psychology Internship has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1998 and participates in the National Match (#1500).

OPI is accredited by the American Psychological Association (APA).

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

Office of Program Consultation and Accreditation American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

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.

I. REQUIREMENTS FOR ENROLLMENT

Health History

Interns may be asked to supply shot records for their internship file. Because our interns train 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 internship requirements are late, or if there are any problems at the site, outside work permission can be revoked at any time. Approval for work will be provided by the internship training committee on a case-by-case basis in consideration of internship requirements and work duties/requirements.

REQUIREMENTS FOR GRADUATION/PROGRAM REQUIREMENTS

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 on the internship drive).
2. Become familiar with, and adhere to, The Ethical Principles of Psychologists published by the American Psychological Association. (Provided to interns on the internship drive).
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. 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/they should contact the Director of Supervision at the site or the Training Director.
9. 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 a remediation plan.

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).

To successfully complete internship, interns must:

- complete all required elements of the internship program
- complete any outstanding documentation and transfer documents
- complete a mid- and end-of year survey about supervisors and the internship program
- meet expectations on all nine profession wide competencies, including all elements of the quarterly evaluation at the level of a graduating or advanced intern
- provide demographic and professional information for APA reporting, along with contact information for beyond internship to provide on-going feedback about professional activities and internship's influence on professional development

Failure to successfully complete each quarter will result in non-graduation unless remediation has been completed and the intern returns to on-level performance.

According to Implementing Regulation C-8 I. Profession-Wide Competencies, interns across APA-accredited internships must meet the below standard for each element of each profession wide competency (PWC) to complete a doctoral internship program:

Minimal Level of Achievement for completion of Internship is "Readiness for Entry Level Practice" defined as:

1. the ability to independently function in a broad range of clinical and professional activities;
2. the ability to generalize skills and knowledge to new situations; and,
3. the ability to self-assess when to seek additional training, supervision, or consultation.

Profession Wide Competencies

(i) Research

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

Research is incorporated into all of our clinical work and will frequently be reviewed, discussed or disseminated when treatment planning and/or in supervision. This may present in discussion of evidence-based practice or providing rationale for interventions utilized. In addition to research being incorporated into our everyday work, interns will complete two presentations.

Each intern will be required to present a workshop/didactic and receive a rating that determines readiness for entry-level practice. The topic and format of the workshop should be developed with the site supervisor. Documentation, including the rating form completed by a supervisor, regarding this presentation (outline of content, to whom it was presented, and any handouts used) must be turned in to the Training Director by June 30th.

Each intern is also 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. Interns are encouraged to present current research on topics related to working in a community setting and topics of interest to the intern group.

(ii) Ethical and legal standards

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

In the first quarter, thoroughly review Ohio Rules and Laws Governing Psychology and Ethical Principles of Psychologists. Copies of these materials will be provided on the internship drive or can be provided by the Training Director.

Engage in ongoing dialogue with supervisor(s) regarding legal ethical considerations in services being provided. Interns are obligated to bring ethical dilemmas to a supervisor's attention in a timely manner.

(iii) Individual and cultural diversity

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.
- The ability to apply a framework for working effectively with areas of individual and cultural diversity.
- The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

(iv) Professional values, attitudes, and behaviors

- Behave in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

(v) Communications and interpersonal skills

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Demonstrate a thorough grasp of professional language and concepts; produce, comprehend and engage in communications that are informative and well-integrated.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

(vi) Assessment

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).

- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Each intern will develop familiarity with clinical interviews and testing instruments appropriate for use with the populations they serve. The assessment or evaluation can include psychological testing based on the needs of the 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/referral 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. Testing material available is based on the services provided and referral questions answered at the site.

Summit Psychological Associates <i>*please note: there are various evaluation experiences but limited testing opportunities at this site*</i>		
Test	Type	Manual
16pf Management Potential Reports	Personality	Yes
California Psychological Inventory (CPI)	Personality	Yes
Juvenile Sex Offender Assessment Protocol-II (J-SOAP-II)	Risk Assessment	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-3	Personality (psychopathology & personality disorders)	Yes
SASSI-4	Substance Abuse Screening	Yes
Sex Offender Treatment Intervention and Progress Scales (SOTIPS)	Risk Assessment	Yes
Static 99R 2016	Risk Assessment	Yes
Vineland Adaptive Behavior Scale – Third Edition	Adaptive Behavior	Yes
Weschler Adult Intelligence Scale-4 (WAIS-IV)	Cognitive Functioning/ Intelligence	Yes

(vii) Intervention

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Interns will gain experience in providing individual and group therapy. Interns are encouraged to become familiar with the crisis management activities that are performed at their rotation sites. When possible, he/she/they should participate in these activities under the close supervision of their supervising psychologist.

(viii) Supervision

- Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.
- Apply the supervisory skill of observing in direct or simulated practice.
- Apply the supervisory skill of evaluating in direct or simulated practice.
- Apply the supervisory skills of giving guidance and feedback in direct or simulated practice.

Interns will attend a didactic on providing supervision in the first quarter. During the second and third quarter, all interns are required to engage in role plays, acting as the supervisor based on vignettes provided. This experience will be processed in individual and group supervision and allow the opportunity for continued discussions to hone in on these skills. If there is a determined need or request for additional role play opportunities, these can occur during the fourth quarter.

(ix) Consultation and interprofessional/interdisciplinary skills

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Interns will gain experience consulting regularly with other relevant professionals and/or referral sources to solicit information as to the client's functioning in activities and to offer recommendations pertaining to each team member's therapeutic role in the treatment process.

Forensic Psychology

Interns will become familiar with the various forensic psychological services required of Psychologists through internship activities, seminars and supervision.

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 client 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 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 the Program Director 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 the Training Director and Program Director should be notified.

Each intern is provided with 10 days of PTO which are available for use beginning July 1st. 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 has a need to not be present for internship 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. The site uses 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 internship.

Conferences and Professional/Academic Activities

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 in advance. Conference days must be approved at the agency level and with the internship. Conference days can also be used for interviewing, dissertation defense/meetings, or other professional development activities. Conference Days are not put into Ahola and once approved by the

Director of Supervision, the requests should be emailed to the intern's supervisor and the Training Director 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

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 Internship 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.

Twice during internship (mid-year and end-of-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.

OPI Training Committee designated two points during the internship year for formal feedback, yet Directors of Supervision and the Training Director are available throughout the internship year if an intern wishes to provide further information. Interns are also encouraged to provide feedback to the Chief Intern(s) for it to be brought to monthly OPI Training Committee meetings.

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 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 before July 1st 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 a remediation plan.

II. PERFORMANCE REVIEW PROCESS

Interns are evaluated by their supervisor(s) on a quarterly basis using the OPI Quarterly Evaluation Form. Interns are rated in the nine profession wide competencies (PWCs) based on their performance compared with typical interns at that stage of training (i.e. beginning interns are compared with typical interns at the beginning of the internship, whereas fourth quarter interns are compared with the performance expected by a graduating intern). The minimal level of achievement for completion of internship is “readiness for entry level practice” defined as: the ability to independently function in a broad range of clinical and professional activities; the ability to generalize skills and knowledge to new situations; and, the ability to self-assess when to seek additional training, supervision, or consultation.

Interns are rated based on a developmental model, with an increasing level of expectations each quarter, to ultimately demonstrate readiness for entry-level practice. Rating the intern on the quarterly evaluation at the expected level for the stage of internship training or above identifies satisfactory progress. Rating an intern above their current level of internship training or as an advanced intern at the end of the internship indicates exceptional performance in a competency area. An intern being rated at below expected levels for a beginning intern or being rated at a lower-than-expected level of performance at any time during the internship, indicates unsatisfactory progress. If an intern is rated more than one level below expected level of performance in any skill or one level below expected performance level in two or more skill areas, a remediation plan may be developed to assist the intern in meeting expected level of performance to demonstrate readiness for entry-level practice by the end of internship. If an intern is in need of remediation, this would be indicated on page 13 of the quarterly evaluation by the intern being rated “below” the expected level for the quarter. If this cannot be improved to “meeting” or “above” the expected level by the end of internship or if an intern cannot successfully complete a remediation plan by the end of internship, an intern is not eligible for successful completion of internship. In order to graduate internship, an intern must be rated ‘at level of graduating intern’ or above in all elements.

At times, interns can receive “below level” ratings that place them on a remediation plan. When an intern’s quarterly evaluation ratings identify a need for a remediation plan, the Training Committee will review the quarterly evaluation and will determine the intern’s needs and what would best support the intern in developing areas of growth. Interns placed on a remediation plan will meet with the supervisory team to create a remediation plan. Other supervisors may be involved at the discretion of the Training Committee. The intern is an active participant 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 and plan 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 Training Committee may recommend specific remediation steps or even dismissal from the program. In addition to the intern’s quarterly evaluation 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 Training 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.

Written documentation of any findings and recommendations of the Training 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 Training Committee, as a result of the above, he/she/they will be on probation until remediation is successfully completed.
- During Training 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/their impressions, input, and recommendations, and the intern should be prepared to provide this. The Training Committee will give serious consideration to the intern’s comments.
- Appeals
 1. Appealing the Quarterly Ratings - An intern may appeal his/her/their Quarterly Evaluation Form ratings by submitting a letter to the Training 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 Training Committee.

2. Appealing the Recommendations of the Training Committee - An intern may appeal the decision of the Training 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 Training 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 Training Committee would review the issues identified by the internship faculty member, and will allow the intern to provide a response to the concerns. The Training 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 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/them 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.

Accommodations

Under the Americans with Disabilities Act (ADA), employers must provide reasonable accommodations to qualified individuals with disabilities, allowing them to perform essential job functions and enjoy equal employment opportunities. Accommodations are modifications or adjustments to the job, work environment, or the way things are usually done, and must not create an undue hardship for the employer.

An intern may request accommodations to assist in meeting internship expectations by providing the Training Director with appropriate supplemental documentations (i.e. medical documentation). The Training Director will consider all requests after review of supplemental materials and may request additional documentation. Determination and approval of reasonable accommodations will be determined by OPI and site administrators.

Leave of Absence

An intern may petition for a leave of absence at any point in his/her/their enrollment. This is accomplished by submitting a request in writing to 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. Any approved leave of absence would lead to an extension of internship.

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/they is considered enrolled up to the date of the final Training 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, 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 clients. 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 and sweatpants 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

Agency dress code must be followed.

Training Location

Interns are primarily, if not entirely, expected to be present in their assigned office location during scheduled hours to ensure efficient access to supervisors and resources. Remote opportunities from home are discouraged yet requests may be considered or offered in relation to virtual trainings, facility disruptions and extenuating circumstances. These requests should be directed to the site's Director of Supervision for consideration.

Telesupervision

OPI values clinical and professional supervision and is committed to providing interns with high-quality supervision during the training year. Whenever possible, it is the expectation that interns receive in-person supervision; however, the program recognizes that circumstances may arise that create the need to consider alternative routes to delivery of high-quality supervision or eliminate hardships engaging in supervision. Unless otherwise approved by the Training Committee, this should only account for half of the supervision provided. It is the supervisor's responsibility to ensure that telesupervision is appropriate for the intern's training, learning and development. The internship program adheres to the telesupervision requirements issued by the APA Commission on Accreditation (APA CoA) through its Standards of Accreditation and corresponding Implementing Regulation.

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 quarterly to the Training Director.
3. **Paid Time Off requests** must be submitted in Ahola for any day missed by an intern, including vacation or sick days. All conference day forms must be turned in to the Training Director for approval prior to use. Ahola verification should occur 30 days prior to vacation and completed upon the intern's return to internship for sick days.
4. **Flex Time requests** must be submitted to the supervisory team with as much advance notice as possible, prior to the utilization of flex time. The flex form should include a plan on how time will be flexed in during the effected week and/or pay period to still meet 80 hours for the pay period. Coverage or rescheduling of impacted activities should be identified on the form.

Alcohol and Substance Use

The Ohio Psychology Internship neither encourages nor discourages the use of illicit and licit substances but does not permit the use during training hours. All members of the Internship are responsible for making decisions about their actions within the context of

Ohio and Federal 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 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 use, the intern will be required to appear before the Training 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 use 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 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 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 a Training Committee meeting. The content of the committee's 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 Training 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/their 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 clients/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 OPI 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 OPI, or an agent of OPI which is directly related to an intern, except:
 - a. A personal record kept by a OPI 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 OPI. 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 OPI prior to his/her/their actual attendance as an enrolled intern.
 - d. Records which relate to an individual as an alumnus after he/she/they no longer attends or participates in an educational activity for which OPI 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 Program Director to review their records in an attempt to resolve the questions raised. If the Program Director 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 Training 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. If a formal hearing establishes that the record in questions contains incorrect information, such findings will be transmitted to the Training Director in writing for appropriate corrective action. If the outcome of the hearing is unsatisfactory to the intern, he/she/they may submit an explanatory statement to the Program Director 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 Director.

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/their 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.

Records are held confidential under standards put forth by FERPA and a release of information for appropriate parties is completed on the first day of internship.

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/>