

ERIE PSYCHOLOGICAL CONSORTIUM HANDBOOK
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CLINICAL DIRECTOR

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MISSION STATEMENT: The Erie Psychological Consortium (EPC) strives to prepare students in clinical and counseling psychology to become competent and ethical psychology professionals.

The EPC is built upon the premise that intensive experiential training with a variety of age groups under close clinical supervision will facilitate the process of integrating psychological and neuropsychological theory and findings into clinical practice. While each rotation has a particular clinical emphasis, the program is designed to provide a general diverse experience in preparation for clinical practice with a variety of age groups and cultures.

STATEMENT OF DIVERSITY: The Erie Psychological Consortium is fundamentally committed to the principle that cultural and individual differences matter in our efforts to train competent psychologists. The provision of culturally competent psychological services is an important objective of our internship program and we continually strive to enhance our efforts toward attracting diverse faculty and interns. Attracting diverse faculty and interns allows for a more diverse and rich environment and curriculum that embraces individual difference and diversity. This is particularly important in the training of psychological assessment and interventions with diverse groups.

Consistent with these efforts, EPC acts to ensure a supportive and encouraging environment appropriate for the training of diverse individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in the EPC internship training program or a career in psychology. EPC strives to ensure interns will have opportunities to learn about cultural and individual diversity as they relate to the practice of psychology and integrate into their clinical practice as psychologists. Specific goals and objectives are included in the intern's clinical learning objectives.

TRAINING MODEL: The Erie Psychology Consortium (EPC) is distinctive not so much in terms of its structure i.e. a consortium, but in the unique composition of its members and the services provided. Safe Harbor (SHBH) is a multi service outpatient clinic providing a range of clinical services to a more traditional mental health population. Northshore Psychological Associates (NPA) is a private practice of psychology providing integrative care in predominantly health care settings. As such, traditional models of training such as those defined by psychotherapeutic approaches do not adequately grasp the nature of "psychology in action" within the fast paced and changing nature of such practices. EPC has chosen to term its philosophy / model of training as 'experiential' as it is through the immersion of the intern into the culture, science and practice of professional psychology that they acquire not only the technical skill for future practice but also the identity as a psychologist. EPC discusses early in the internship year that interns are "doctors in training" on a par with other doctoral trained health care professionals. The goal, therefore, is that graduates of EPC will feel technically

qualified and professionally prepared for any future employment. How does EPC do this?

Integrating science and practice:

Interns participate in a variety of educational experiences both within the internship and at off campus offerings. These include: Internally- Assigned readings, Monthly journal articles, Case discussion, monthly lectures combining neurology residents and psychology interns and various topic discussions within psychology such as managing diabetes, dementia, depression, intro to traumatic brain injury, stroke and rapidly progressive dementias. Externally - Attendance at the Annual Neuroscience conference, UPMC neurology grand rounds and other community offered programs such as a medical ethics conference sponsored by a local hospital, a social work seminar at a local university etc.

The culture and the profession:

EPC achieves this in several ways. The first relates to modeling. Interns, particularly during their rotation at NPA, are immersed into the private practice world of psychology. Several faculty / supervisors have extensive involvement in the larger profession of psychology, serving as presidents of the regional psychological association (2), presidents of the state psychological association (2), members of various state association committees (6), members of the state psychological political action committee (1), APA Heiser award recipients (2), and APA Council of representatives (1). Interns meet on a monthly basis for a seminar on ethical and professional issues in psychology. Topics in this seminar range from macro issues such as the future of psychological training and internships to individual ethical dilemmas faced during internship. A list of these topics and readings will be provided. Interns, in the company of faculty, attend a yearly, invitation only, Ethics Educators Seminar sponsored by the state psychological association. During this experience, interns are exposed to faculty and supervisors involved in ethical training and education. The interns, in the company of faculty, attend the Annual Advocacy Day activities sponsored by the state association. During this event, interns receive training on legislative and regulatory issues in Pennsylvania that impact on psychology or the patients we serve. Interns then accompany psychologist to the state capitol where they partake in advocacy efforts with state legislators around these issues.

CLINICAL SUPERVISION: Interns are provided with four or more hours of supervision per week coordinated through the primary clinical supervisor. Two hours per week are provided at your primary site (Northshore or Safe Harbor) and provided by your primary clinical supervisor and the clinical director of the internship program. Interns also receive an hour of group supervision on a weekly basis with the clinical director. Group supervision will include case presentations, journal club (general article reviews), review of neuropsychological assessment and instruments, literature discussion, issues of cultural diversity, professional development, and general discussion. All supervisory sessions will be documented on the clinical supervision form and signed by the interns and supervisor. Interns will also receive an additional hour of supervision attending various seminars scheduled throughout the month supervised by other staff psychologists related to ethics,

INTERN SCHEDULE AND HOURS: During the initial week of internship, an orientation will be completed. You will be provided with an orientation checklist and provided a tour of the

facility, and given an opportunity to become familiar with your office and the facilities at your site. Your schedule will also include completion of orientation through HealthSouth of Erie and UPMC Hamot for the Northshore rotation, and Safe Harbor orientation will also be scheduled for the next orientation session.

The internship is based on a 40-hour work week schedule, typically beginning at 8:00 AM and concluding at 4:30 PM. Work a different schedule based on a client's needs or special events scheduled. Please keep your supervisor informed of any changes in your schedule.

The internship is divided into two six-month rotations. The first rotation typically ends in February, and time is allotted to plan and transition to the next site.

ATTENDANCE: Interns are expected to be at their respective sites as scheduled, unless previously arranged and approved by their clinical supervisor and/or the clinical director. Dress code is generally professional, consisting of slacks and shirt or sweater, or dress/skirt and blouse or sweater. On certain approved days at each site, casual business wear may be appropriate. It is the intern's responsibility to review the dress code for each site with his/her supervisor or the clinical director as to what is considered appropriate dress. Completion of time sheets and pay will be coordinated through Safe Harbor Behavioral Health. Interns are considered employees of Safe Harbor Behavioral Health. The internship offers a stipend of \$15,000 dispersed on a bi-weekly basis. It is necessary to complete a time card in advance as directed by Safe Harbor human resources.

HOLIDAYS: EPC observes the following holidays: New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving, and Christmas. Additional holidays may be observed at the specific site where you are located. Interns are also eligible for these holidays.

SCHEDULING TIME OFF: It is often necessary to schedule time off to prepare for post-doctoral interviews, family emergency issues, or other matters. You may need to coordinate this with your primary supervisor.

RESEARCH TIME: The EPC offers four hours per week of scheduled research time. You are free to complete dissertation, research projects, or other research consistent with your academic and career goals. Please schedule this time through your clinical supervisor.

PROFESSIONAL DEVELOPMENT: The EPC encourages additional training and professional development throughout the course of the internship year. You are encouraged to attend conferences, workshops, and other educational activities. Many of these activities are located in Erie and Erie County. Please coordinate any requests through your clinical supervisor. Several conferences are scheduled each year and should be incorporated into your schedule in advance. These include UPMC Neurology Conference in November, Pennsylvania Psychological Association Ethics Conference in October, and Pennsylvania Psychological Association Lobby Day in April.

INTERN PERFORMANCE EVALUATION AND FEEDBACK: Intern performance and feedback are evaluated by:

- Direct observation of clinical practice
- Direct observation of participation in meetings
- Review of clinical case documentation
- Review of psychosocial assessments
- Review of psychological evaluations and neuropsychological evaluations
- Review of psychological and neuropsychological testing reports
- Evaluation of case formulation, as well as diagnostic and treatment plans
- Evaluation of adherence to ethical and professional standards throughout observation and supervisory sessions
- Evaluation of sensitivity to diversity and multicultural issues
- Evaluation of ability to interpret and apply empirical findings, and treatment strategies
- Written review and feedback are provided throughout the internship experience and at the conclusion of the internship period. A variety of evaluation forms is utilized and included in this orientation handbook
- Evaluation of ability to integrate current treatment theory and methods
- Intern feedback is offered through completion of the supervisor evaluation form and final analysis evaluation

APPLICATION REQUIREMENTS: As noted, the internship is a full-time one-year clinical experience, beginning the first week of August and ending the last week of July. Applicants must have completed course work for doctoral-level training in clinical or counseling psychology, and successfully completed their comprehensive examinations. They must be in good standing with their doctoral programs and have completed at least 1200 hours of supervised practicum training. A letter of readiness written by the director of training for the doctoral program is required and part of the APPIC application. Applicants should submit three copies of their curriculum vitae, three letters of professional reference, including one from the director of clinical training, graduate transcripts, and a clinical work sample as defined on the APPIC site. The work sample should include completion of a psychological and/or neuropsychological assessment. The application deadline is November 15th. Individual interviews are typically offered on or prior to December 23rd. Applicants are required to be citizens of the United States and have completed requirements for Masters degree. Dissertation proposal should also be defended by application deadline.

In addition, please review additional specific criteria as outlined on the EPC website at eriepsychologicalconsortium.org . under the tab **APPLICATION PROCESS**..

EPC FACULTY: Current EPC faculty includes

Northshore Rotation:

Donald McAleer Psy.D ABPP. Licensed Psychologist, Board-certified in clinical psychology–American Board of Professional Psychology (ABPP). Dr. McAleer received his graduate training at Indiana University of Pennsylvania and completed his internship in Clinical Psychology and Neuropsychology at Hamot Medical Center. He has been a member of the Consortium since its inception in 2003 and provides a variety of clinical supervision and administrative services. Dr. McAleer provides a monthly seminar on ethics and professional

issues in Psychology. His clinical interests include behavioral medicine, rehabilitation, and various topics in neuropsychology. He is a past president of the Pennsylvania Psychological Association.

Mark Hogue Psy.D./Licensed Psychologist. Dr. Hogue is a clinical supervisor with EPC. He completed his doctoral training at Indiana University of Pennsylvania. His clinical interests include sports psychology, faith-based psychology, behavioral medicine, concussion, and sleep psychology. He is a past president of the Pennsylvania Psychological Association.

Tammy Kordes PhD./Licensed Psychologist. Dr. Kordes is a graduate of Gannon University. She is a clinical supervisor with EPC and has provided supervision and guidance since 2005. Her professional interests include sports psychology, dementia, traumatic brain injury, treatment of stroke, concussion and multiple sclerosis.

Robert Mailliard Psy.D./Licensed Psychologist. Dr. Mailliard is a graduate of the Philadelphia College of Osteopathic Medicine. He provides clinical supervision and didactic training for EPC. His clinical interests include chronic disease management, cognitive, behavioral, and reality-based psychology, ADD and ADHD, and pre-bariatric psychological evaluations. Dr. Mailliard has been a faculty member with EPC since 2009.

Lisa May Ph.D./Licensed Psychologist. Dr. May is a graduate of Gannon University. Dr. May provides clinical supervision and didactic training, including a monthly in-service of selected topics in neuropsychology to the EPC interns and medical residents. Her clinical interests include women's issues, behavioral medicine, dementia, neuropsychology and pre-bariatric evaluations. She has been a clinical supervisor with EPC since 2010.

Jon Glass Ph.D./Licensed Psychologist. Dr. Glass is a graduate of Gannon University and clinical supervisor and faculty member since 2012. His clinical interests include neuropsychology, sports psychology, concussion, and dementia.

Debra Gilroy Ph.D./Licensed Psychologist. Dr. Gilroy completed her graduate training in Counseling Psychology from Gannon University in 2004. She completed her predoctoral internship training at the Carruth Center for Counseling and Psychological Services at West Virginia University. Her clinical interests include learning disorders, ADHD disorders for those 12 and older, grief counseling and memory assessment. She joined the EPC faculty in 2015.

Michael Schwabenbauer Ph.D ABPP./ Licensed Psychologist. Dr. Schwabenbauer received his graduate training at United States International University and completed his post doctoral residency in Neuropsychology at Lake Erie Institute of Rehabilitation. Dr. Schwabenbauer has been clinical director of EPC since its inception in 2003. He is board-certified in clinical psychology. His professional interests include neuropsychology, dementia, Parkinson's disease, and projective techniques. Specific topics covered in supervision include post-stroke depression, bedside assessment, differential diagnosis of dementia, and psychopharmacology.

Safe Harbor Rotation:

Richard Sekula Ph.D./Licensed psychologist. Dr. Sekula is a psychological testing training supervisor at the Safe Harbor Behavioral Health rotation site. He is a licensed psychologist with over 25 years experience working with populations of all ages. His interests involve psychotropic medications privileges for psychologists, assessment of neurodevelopment disorders, brief psychodynamic therapy, and the influence of therapeutic lifestyle changes on fostering and maintaining optimal mental and physical health functioning. Dr. Sekula is a professional trumpet player, who enjoys taking care of neglected and abused cats.

Mandy Fauble PhD/Licensed Clinical Social Worker. Dr. Fauble is the Vice President of Clinical Operations at Safe Harbor Behavioral Health. Dr. Fauble completed her PhD at Case Western Reserve University, where her research focused on how maternal childhood maltreatment impacts children's mental health outcomes. Dr. Fauble has been providing clinical supervision since 2004, and is experienced in community mental health outpatient therapy, crisis intervention and case management services. Her clinical interests include serious and persistent mental illness, crisis intervention, recovery from abuse and trauma, attachment and intergenerational family dynamics as well as social systems and social functioning.

Consultants

Parris Baker PhD./Cultural Diversity Consultant. Dr. Baker is the cultural diversity consultant for EPC interns. He is director of the Social Work program at Gannon University. He provides training throughout the year on a number of selected topics related to cultural diversity and cultural competence.

Jacqueline Sabol-Phillips PhD ABPP-CN/Licensed Psychologist Dr. Phillips-Sabol completed her graduate training at Gannon University. Her prior appointments include Director of Neuropsychology at University of Texas Health Science Center and a similar position at Scott and White hospital in Temple, Texas. Dr. Sabol-Phillips is board certified in Clinical Neuropsychology.

Clinical Competencies and Expectations

The EPC expects interns to master established clinical competencies by the conclusion of the program. These competencies reflect the basic performance necessary to function as a psychologist in a clinical setting. Specific goals are as follows and identified in the **Psychology Trainee Competency Assessment Form** and completed at the conclusion of each six month rotation by your primary supervisor.

GOALS:

Group A Competence in Professional Conduct, Ethics and Legal Matters

Objective 1 Professional Interpersonal Behavior/Professional and appropriate interactions with

treatment teams, peers and supervisors, seeks peer support as needed

Northshore Rotation :engage in interdisciplinary treatment team meetings, complete one lunch and learn presentation

Safe Harbor Rotation: participate in staff meetings, engage in interdisciplinary treatment team meetings, facilitate at least one 'lunch and learn' presentation

Objective 2 Seeks consultation or supervision as needed and uses it productively.

Safe Harbor Rotation/Northshore Rotation: participates in weekly supervision, seeks alternative administrative supervision when supervisor is unavailable for immediate consultation

Objective 3 Uses positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality patient care.

Safe Harbor Rotation/Northshore Rotation: utilizes supervision to address areas of personal growth, identifies areas of bias and emotional reasoning, discusses boundaries

Objective 4 Professional Responsibility and Documentation Responsible for key patient care tasks and completes promptly (eg. returning phone calls. All patient contacts are well documented and include crucial information.

Safe Harbor Rotation/Northshore Rotation: intern achieves independence in documentation, completes all documentation as assigned

Objective 5 Efficiency and Time Management Keeps scheduled appointments and meetings on time. Keeps supervisors aware of whereabouts as needed. Minimizes unplanned leave whenever possible.

Safe Harbor Rotation/Northshore Rotation: ability to schedule therapy and assessments in a timely manner.

Objective 6 Knowledge of Ethics and Law Demonstrates good knowledge of ethical principles and state law. Consistently applies these appropriately, seeking consultation as needed

Safe Harbor Rotation: identifies as a mandated reporter and completes training in mental health law, as well as Duty to Protect/Duty to Warn. Utilizes supervision as a forum for discussion of ethical conflicts.

Northshore Rotation: attendance and participation including assigned readings at monthly Ethics seminar

Objective 7 Administrative Competency Demonstrates a growing ability to accomplish administrative tasks. Prioritizes appropriately. Shows a growing autonomy in management of larger administrative, research or clinical projects.

Safe Harbor Rotation/Northshore: demonstrates ability to self manage schedule, documentation, and initiative of new tasks.

Group B Competence in Individual and Cultural Diversity

Objective 1 Patient Rapport. Consistently achieves good rapport with patients

Safe Harbor Rotation/Northshore Rotation: intern demonstrates appropriate retention of clients.

Objective 2 Sensitivity to Patient Diversity. Sensitive to the cultural and individual diversity of patients and committed to providing culturally sensitive services

Safe Harbor Rotation/Northshore Rotation: intern completes interpreter training, intern shadows at Multicultural Community Resource Center, utilizes supervision to discuss role of culture in assessment and planning, participates in Special Group training.

Northshore Rotation: complete didactic diversity seminar training/Dr Baker

Objective 3 Awareness of own Cultural and Ethnic Background Aware of own background and impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

Safe Harbor Rotation/Northshore Rotation: utilizes supervision to articulate the role of culture in assessment and intervention.

Northshore Rotation: complete community outreach project

Group C Competence in Theories and Methods of Psychological Diagnosis and Assessment

Objective 1 Diagnostic Skill Demonstrates a thorough knowledge of psychiatric diagnostic nomenclature and DSM manual. Utilizes historical, interview and psychometric data to diagnose accurately.

Safe Harbor Rotation: develops skills set for application of knowledge to the population with serious mental illness or serious emotional disturbance, completes psychological and psychosocial assessments.

Northshore Rotation: Complete initial psychological evaluations at HealthSouth including history, tests administered, diagnostic impressions and recommendations

Objective 2 Psychological and Neuropsychological Test Selection and Administration.

Promptly and efficiently administers commonly used tests and can appropriately choose the tests to be given. Demonstrates test competence for psychological and neuropsychological instruments.

Safe Harbor Rotation: completes psychological and medical necessity evaluations.

Northshore Rotation: Complete outpatient neuropsychological assessment at Northshore

Objective 3 Psychological Test Interpretation. Interprets the results of psychological tests used during the course of the internship.

Safe Harbor Rotation: completes review of testing, under the supervision of licensed psychologists.

Northshore Rotation: Interprets the results of neuropsychological assessment under supervision of licensed psychologists.

Objective 4 Assessment Writing Skills Writes a well organized psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.

Safe Harbor Rotation: completes written assessments in a timely way, assessments address presenting concerns and include recommendations. Reports are completed under the direction of licensed psychologists.

Northshore Rotation: demonstrates basic integration of history, neuropsychological and psychological test findings into a coherent report

Objective 5 Feedback Regarding Assessment. Plans and carries out a feedback interview.

Explains the test results in terms the patient or caregiver can understand, provides suitable recommendations and responds to issues raised by patient or caregiver.

Safe Harbor Rotation: completes follow up interviews and documents them appropriately, remains available for clarification to client, family or staff.

Northshore Rotation. Completes feedback sessions with patients and family, clarifies and documents feedback sessions.

Group D Competence in Theories and Methods of Effective Psychotherapeutic Interventions

Objective 1 Patient Risk Management and Confidentiality. Effectively evaluates, manages and documents patient risk by assessing immediate concerns such as suicidality, homicidality and any other safety issues. Collaborates with patients in crisis to make appropriate short term plans, and intensify treatment as needed. Discusses all applicable confidentiality issues openly with patients.

Safe Harbor Rotation: completes Applied Suicide Intervention Skills Training, shadows at Crisis Services, identifies role as mandated reporter and crisis responder as needed. Demonstrates awareness of poverty, oppression and marginalized status as risk factors, completes shadowing/community experience to inform this awareness.

Objective 2 Case Conceptualization and Treatment Goals. Formulates a useful case conceptualization that draws on theoretical and research knowledge. Collaborates with patient to form appropriate treatment goals.

Safe Harbor Rotation: completes treatment plans for all clients in therapy utilizing the SMART format.

Objective 3 Therapeutic interventions are well timed, effective and consistent with empirically supported treatments.

Safe Harbor Rotation: utilizes evidence based and best practices, articulates rationale for treatment approaches, completes taping and observation by supervisor.

Northshore Rotation: Complete inpatient rehabilitation sessions, document summary note clearly in medical record

Objective 4 Effective use of Emotional Reactions in Therapy or Counter transference
Understands and uses own emotional reactions to the patient productively in the treatment.

Safe Harbor Rotation: utilizes supervision to articulate role of self in therapeutic relationship, can identify strategies for professional use of self and boundary development.

Objective 5 Group Therapy Skills and Preparation. Intervenes in groups skillfully, attends to member participation, completion of therapeutic assignments, group communication, safety and confidentiality. If the group is psycho educational, readies materials for group, and understands each sessions goals and tasks.

Safe Harbor Rotation: co-facilitates group therapy experiences for children and adults, articulates the role of group rules and group dynamics, builds appropriate relationship with peer to co-facilitate.

Group E Competence in Scholarly Inquiry and Application of Scientific Knowledge to Practice

Objective Seeks Current Scientific Knowledge Displays necessary self direction in gathering clinical and research information independently and competently seeks out current scientific knowledge as needed to enhance knowledge about clinical practice and other relevant areas.

Northshore Rotation: attendance at UPMC Neurology Rounds, attends and participates in UPMC Neurology Conference (November), attendance at Neuropsychology Rounds; demonstrates basic understanding of common stroke syndromes, traumatic brain injury and cognitive correlate;, psychopharmacology including principles, antidepressants and antipsychotics

Safe Harbor Rotation: attends lunch and learn, participates in available agency training, completes research to inform specific case direction.

Objective 1 Consultation Assessment Performs an assessment of the patient referred for consultation, incorporating mental status exam, structured interview techniques or psychological assessment, as needed, to answer the referral question.

Safe Harbor Rotation: completes testing and feedback sessions, as well as provides written reports and recommendations, working under a licensed psychologist. Demonstrates and ability to work in an interdisciplinary team setting appropriately and integratively.

Northshore Rotation: Demonstrates competent completion of bedside mental status examination.

Objective 2 Consultative Guidance Gives the appropriate level of guidance when providing consultation to other health care professionals, taking into account their level of knowledge about psychological theories, methods and principles.

Safe Harbor Rotation: Demonstrates an ability to work effectively across disciplines, including medical/psychiatric, nursing, counseling, social work, and crisis intervention specialists. Reports are salient to the interventions delivered at Safe Harbor Behavioral Health and, where appropriate, outside referrals are indicated and explored.

Northshore Rotation: Demonstrates competence reviewing test findings at interdisciplinary team meetings

ADMINISTRATIVE SUPPORT: Erie Psychological Consortium interns are provided with administrative support . Each rotation site has a dedicated furnished, office space. Interns are provided with necessary technical support from Northshore Technological Services and Safe Harbor Technological services including email and dictation. Administrative assistance is provided for all internal and patient scheduling at each site including dedicated templates for weekly scheduling. Interns are also provided with medical records support and assistance. Administrative support is also provided for all hospital contact through UPMC and Healthsouth of Erie through medical and educational staff departments.

EEOC AFFIRMATION: Erie Psychological Consortium in recognition of its responsibility to

its clients, family members, staff and the communities it serves affirms its policy in compliance with all applicable federal , state and local laws to hire qualified applicants and treat employees during their employment without regard to race, color, religion, sex, age, national origin, disability, sexual orientation or any other characteristic protected by law.

The successful achievement of a non-discriminatory employment policy requires cooperation between the agency administration and its employees. In fulfilling its part in this cooperative effort, administration is committed to setting the example by establishing and implementing affirmative practices, which ensure the objective of equitable employment opportunities for all.

In order for the Erie Psychological Consortium to fulfill this policy, all vendors, customers and employment services are required to comply with all applicable federal, state and local laws in their association with the Erie Psychological Consortium.

EEOC POLICY: An open and equitable personnel system will be established and maintained. Personnel policies, procedures and practices will be designed to prevent discrimination on the basis of race, color, religious creed, disability, ancestry, national origin, age or sex.

Employment opportunities shall be provided to applicants and reasonable accommodation(s) shall be made to meet the physical or mental limitations of qualified applicants or employees.

Any employee who believes he/she has been discriminated against may file a complaint of discrimination with any of the following:

Bureau of Equal Opportunity
Department of Public Welfare
Room 223 Health and Welfare Building
P.O, Box 2675
Harrisburg ,Pa. 17105

Office of Civil Rights
U.S. Department of Health and Human Services
Office of Civil Rights Region III
Suite 372 Public Ledger Building
150 South Independence Mall West
Philadelphia, Pa. 19106-9111

Pennsylvania Human Relations Commission
Pittsburgh Regional Office
Eleventh Floor, Pittsburgh State Office Building
300 Liberty Street
Pittsburgh, Pa. 15222

Bureau of Equal Opportunity

Department of Public Welfare
Western Field Office
Room 702 Pittsburgh State Office Building
300 Liberty Street Pittsburgh, Pa. 15222

EMPLOYMENT POLICY: In order to ensure the orderly induction of staff and interns and to establish general guidelines for the employment relationship between Erie Psychological Consortium and employees and interns, the following practices and policies have been established. It is the policy of the Erie Psychology Consortium:

To employ the best qualified person for each job opportunity regardless of race, creed, religion, national origin, sex, sexual orientation, age or handicap.

- To encourage promotion of current Erie Psychological Consortium employees who demonstrate leadership skills and exceptional abilities.
- To foster individual development as directly related to the goals of the agency.
- To provide working conditions free from unnecessary hazards.
- To provide hours of labor and conditions of employment in accordance with federal, state and local regulations.
- To foster in each employee a sense of pride in the Erie Psychological Consortium and its mission to the clients it serves.

EPC-Performance /Grievance Policy and Procedure: The Pre-Doctoral Intern Performance Problems policy has been revised to reflect adherence to local, state, and federal statutes (see Safe Harbor Behavioral Health HR manual) to govern fair treatment of Interns. The revisions reflect a change where the Intern may appeal a Hearing Committee decision to a separate Committee comprised of 2 Clinical Supervisors that do not have direct supervisory responsibilities with the Intern, and the Agency CEO for a final determination. This allows for the Intern to appeal a Hearing Committee decision to new Committee to evaluate the appeal or Intern grievance.

POLICY

It is the policy of the Erie Psychological Consortium to respond to performance problems of pre-doctoral candidates in a timely manner according to the procedure below.

PROCEDURE

1. Any questions or concerns about intern performance should be presented verbally to the respective Site and Clinical Supervisor. The Site and Clinical Supervisor has the discretion to request a meeting with the person or persons submitting the concern to gather additional information.
2. The Site and Clinical Supervisor will convene a meeting with the respective intern to:
 - a) Discuss the questions or concerns about performances that were raised.
 - b) Determine the level of severity of the performance concerns.
3. If the behavior were determined to be that of a serious ethical or legal nature, the Clinical Supervisor would consult with the Site Supervisor and Consortium Director.
4. The intern will be given **WRITTEN NOTICE** of a pending hearing by the Hearing Committee (composed of Clinical and Site Supervisors and Consortium Director), as well as the nature of the concern. Action that may be implemented may consist of:
 - a) Corrective Action Plan
 - b) Probation
 - c) Suspension – Pending further investigation
 - d) Termination from the Consortium
 - i) The Consortium Director will make contact (oral and/or written) with the respective intern's University Director of Training from which the intern is registered.
 - ii) The Consortium Director will also evaluate the need to make contact (oral and/or written) with the respective professional body (i.e. APA) with which the intern is registered.
5. If the behavior warrants a corrective action plan, the Hearing Committee will develop a measureable corrective plan of action with the intern that may consist of:
 - a) A written description of the specific performance concern.
 - b) A manner in which to quantify or measure the performance concern.
 - c) Specific requirements delineated to allow the intern an opportunity to correct his/her performance (re-training, taped therapy sessions with review, test review and practice, ethics reading/review/discussion with Clinical Supervisor).
 - d) A manner in which to quantify or measure improvement in the intern's performance (certification of trainings received, number of tapes recorded and reviewed, hours of productivity, number of practice test administrations).
 - e) A time frame in which the intern is to improve his/her identified area of performance.

6. Appeal of Committee's Decision

Appeal by Student

The alleged violator may request a review of the Committee's decision by submitting to the Committee in writing, within 30 days of that decision, a request of appeal of the

decision, including the reasons (s)he disagrees with the Committee's decision on the complaint.

Committee's Response to an Appeal

- a) The Committee, for the purpose of review of student's appeal, will consist of 2 Clinical supervisors, who are not the student's direct supervisors and the Agency CEO. This Committee will review any additional information submitted since the outset of the hearing.
 - b) The Committee may or may not conduct additional investigation, may or may not direct the Committee to re-evaluate all pertinent information.
 - c) The Committee then may take one or more of the following actions on the appeal:
 - i) It may uphold, overturn, or modify its original decision and will communicate (in writing) this decision to the complainant and the alleged violator.
 - ii) It may authorize a challenge to its original decision by
 - a) Authorizing a filing of a new complaint, waiving the time limits, as necessary; or
 - b) Inviting the alleged violator and the complainant to attend one of its regularly scheduled meetings to present their cases.
 - d) The Hearing Committee then will make the final written determination on the case and will communicate (in writing) the results to all parties involved.
7. All areas of performance identified via this process will continue to be reviewed with the intern, by the Clinical Supervisor during his/her quarterly performance evaluation.
 8. Repeated infractions of previously identified and corrected performance concerns could result (at the discretion of the Consortium Director, Site and Clinical Supervisors) in termination from the Consortium.