



# **COLORADO THERAPY & ASSESSMENT CENTER**



## **Internship Policies and Procedures Manual 2024-2025**

## Doctoral Internship Policies

### CTAC Clinical Psychology Doctoral Internship Program

#### Accreditation Status

#### About Colorado Therapy & Assessment Center

##### What does CTAC do?

##### Who does CTAC serve?

##### Oversight

### Training Program Philosophy and Overview

#### General Description of Internship program

#### Aims, Philosophy, and Training Model

##### Training Goals & Objectives

##### Goal #1 - Research/Evaluation

##### Goal #2 - Ethical and Legal Standards

##### Goal #3 - Assessment

##### Goal #4 - Intervention

##### Goal #5- Consultation and interprofessional/interdisciplinary skills

##### Goal #6 - Professional values, attitudes, and behaviors

##### Goal #7 - Supervision

##### Goal #8 - Communication and Interpersonal Skills

##### Goal #9 - Individual and Cultural Diversity

##### Goal #10 Eating Disorders

### Program Structure and Components

#### Clinical Training Program Structure

##### Estimated Average of Weekly Internship Hours Distribution: 40-45 hours/week

##### Amount of direct clinical service: 20-22 hours

##### Amount of individual face-to-face supervision per week by licensed psychologists: 2 hours

##### Amount of group face-to-face supervision per week: 3 hours

##### Amount of training activities: 3 hours

##### Amount of professional development, administration & support activities: 7-12 hours (average)

#### Clinical Training Program Components

##### Psychotherapy and Psychological Interventions:

##### Psychological Assessment and Evaluation for:

##### Supervision:

##### Seminars:

##### Other training and professional development:

## Seminars & Trainings

Psychotherapy Seminar

Assessment Seminar

Eating Disorder Seminar

CTAC-wide Trainings and Professional Development

## Intern Evaluation, Retention, and Termination Policy

### Trainee Evaluation

The Intern Evaluation form is included here:

Dispute and Remediation Processes

Introduction

Due Process

Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both.

Interns: The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the intern include engaging with the training program in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

CTAC's Doctoral Internship Program: CTAC has the right to implement these Due Process procedures when they are called for as described below. The program and its staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

### Definitions

Due Process Procedures

Trainee

Primary Supervisor

Primary Supervisors are responsible for monitoring a trainee's clinical work, case management, professional development and oversee all administrative tasks such as performance reviews and documentation.

Additional Supervisor(s)

Training Director

Director (Chief Psychologist)

Notice:

[Hearing:](#)  
[Appeal:](#)  
[Trainee Problem](#)  
[Basic Procedure](#)  
[Formal Review](#)  
[Notification Procedures, Hearing, and Remediation](#)  
[Appeal Procedures](#)  
[Grievance Procedures](#)  
[CTAC Internship Program Staff](#)  
[Janean Anderson, Ph.D. CEDS-S \(she/her/hers\) - Founder, Director](#)  
[Emma Durham, Psy.D. \(they/them/their\) - Interim Training Director, Director of Clinical Services](#)  
[Lauren Millard Ph.D. \(she/her/hers\) - Interim Director of Group Services](#)  
[Amy Patinella, Psy.D. \(she/her/hers\) - Director of Operations](#)  
[Eligibility, Application process, Stipend, and Benefits](#)  
[Eligibility](#)  
[Application Process](#)  
[Summary of Financial and Other Benefit Support](#)  
[Stipend, Benefits, and Resources Policy](#)  
[Non-Discrimination Policy](#)  
[Telesupervision Policy](#)  
[Intern Selection and Academic Preparation Requirements Policy](#)  
[Supervisor Evaluation of Intern Form](#)  
[Internship Supervisor Evaluation Form](#)  
[Internship Program Evaluation Form](#)  
[Internship Program Alumni Survey](#)

# Doctoral Internship Policies and Procedures

# CTAC Clinical Psychology Doctoral Internship Program

## Accreditation Status

Colorado Therapy and Assessment Center is not accredited by the American Psychological Association (Updated 06/30/2023).

## About Colorado Therapy & Assessment Center

CTAC is a values-driven company that puts people first, including employees, student trainees, and clients. Our values, Compassion, Belonging, Excellence, and Humility, inform how we work together, train students, and serve our clients and our community. CTAC is a social justice-oriented organization. CTAC is an anti-racist, LGBTQ+-affirming, Health at Every Size®, and woman-owned practice.

CTAC is a private, outpatient-only clinic serving the greater Denver metro area. CTAC strives to provide affordable, accessible care for the community by offering a wide variety of services for numerous mental health concerns while accepting many payer sources such as commercial insurance, Medicare, Medicaid, Tricare, and reduced fee, private pay. CTAC is a designated Community Mental Health Clinic by the State of Colorado (CCR 21.120.3 B). Unlike county-wide Community Mental Health Centers, CTAC's operation as a private, Community Mental Health Clinic enables us to work with clients who are good fits for our services, clinical modalities, and are low acuity and appropriate for outpatient-only level of care. CTAC serves voluntary clients only.

CTAC offers specialty services for eating disorders, as well as general mental health treatment for depression, anxiety, relational concerns, trauma, and more through individual, group, couples, and family psychotherapy. CTAC's robust psychological assessment program provides comprehensive testing for multiple concerns.

CTAC has two locations, serving the greater Denver area. Interns will have a primary office at the Denver location, since the Training Director and the Assistant Training Director work out of this location. Interns will also attend seminars or co-lead group therapy virtually per opportunity. Each location has senior staff and supervisors as well as doctoral externs. On days where training activities are located at Westminster and/or Denver, each intern will have an office to work out of for the entire workday.

*Denver - 1777 S. Bellaire St. Suite 390 Denver, CO 80222*

Our Denver office is located on the south side of downtown Denver and near an eating disorder treatment program, with which CTAC works closely. This location includes therapy offices. Licensed psychologist supervisors, the Training Director and Assistant Training Director are on-site and coordinate with individual supervisors regarding intern services and training.

*Westminster - 8461 Turnpike Dr. Suite 102, Westminster, CO 80031*

Our Westminster office is located off of Highway 36 at Sheridan Blvd, midway between Denver and Boulder. This location is close in proximity to a dietetic service provider, with which CTAC also has a strong relationship. This location includes therapy offices. Licensed psychologist supervisors are on site and coordinate with the Training Director regarding intern services and training.

### What does CTAC do?

CTAC accomplishes its mission by offering clients:

1. Individual Psychotherapy
2. Group Psychotherapy
3. Family Psychotherapy
4. Couples Psychotherapy
5. Psychological Assessment and Testing

CTAC also has a training program for doctoral psychology graduate students, doctoral psychology interns, and postdoctoral residents. CTAC staff (Licensed Psychologists and Postdoctoral Residents) provide supervision and training to trainees, creating variety in their work and supporting CTAC's mission to provide a variety of services to individuals of all backgrounds, increasing access to quality mental health care.

### Who does CTAC serve?

1. CTAC provides services for clients who are clinically appropriate for outpatient-only level of care.
2. CTAC serves voluntary clients only. CTAC does not provide services for individuals who are mandated in any way, instead, providing them a referral to organizations that specialize in mandated services.
3. CTAC serves clients ages 5 years and older.

CTAC serves clients from all backgrounds, racial, ethnic, and gender identities, and with various levels of ability and disability, religious, spiritual, and non-faith backgrounds. CTAC does not discriminate based on identity or protected classes.

### Oversight

CTAC's Doctoral Internship Program is monitored by the American Psychological Association (APA)'s Commission on Accreditation (CoA). The CoA may be contacted at:

Office of Program Consultation and Accreditation

750 First Street NE

Washington, DC 20002-4242

Telephone: (202) 336-5979

TTD/TTY: (202) 336-6123

Fax: (202) 336-5978

<https://www.accreditation.apa.org/contact>

# Training Program Philosophy and Overview

## General Description of Internship program

The Clinical Psychology Doctoral Internship Program at CTAC is a full-time (40 hours per week, 2000 hours total), 12-month long program for qualified trainees who come from clinical psychology doctoral training programs. It provides interns a unique opportunity to work in a group private practice setting with a specialization in outpatient eating disorder treatment. Our program emphasizes a developmental approach to training that offers comprehensive supervision and support as interns grow and practice a mixture of therapeutic and assessment services to adults and adolescents. We strive to provide an excellent training program that is both personally and professionally rewarding in order to launch trainees into their future careers in clinical psychology.

The doctoral psychology internship program represents the first year in a two-year training track at CTAC; the second year is a postdoctoral residency which provides additional training in our areas of specialization (e.g., eating disorders, psychological testing, supervising externs) and hours toward licensure pending continued interest and fit at CTAC. Interns must complete their dissertation, doctoral degree, and internship in order to participate in the postdoctoral residency.

## Aims, Philosophy, and Training Model

At CTAC, our goal is to provide not only excellent, in-depth clinical training to interns, but to support interns' development, professionally and personally. The aims of the doctoral internship program are to provide students with a broad range of experiences in an outpatient setting specializing in treating eating-disorders, by treating a diverse population of clients and learning from psychologists with varying professional and personal backgrounds in order to develop profession-wide competencies. Following models of servant leadership and authentic leadership, interns will be invited to develop character strengths such as humility, forgiveness, courage, and more, in addition to professional skills such as assertive communication, conflict resolution, and collaborative teamwork. CTAC wants all employees and trainees to feel like they are better people for having worked here. Our program heavily emphasizes practical skills for the working world and professional mentorship. We draw from a Practitioner-Developmental-Apprenticeship model.

Consistent with the Practitioner-Developmental-Apprenticeship model, the training sequence begins with a structured orientation to CTAC policies, practices, and an emphasis on seminar trainings before interns build their caseloads. As the training year continues, interns will continue to receive consistent supervision and seminar



experiences, but transition to managing full caseloads in a manner equipping them for future independent practice. Throughout the training year, interns will receive hands-on support, supervision, and guidance by supervisors and training staff to gain clinical prowess alongside personal formation.

Supplementary to the hands-on training in the internship program, interns are encouraged to access the library of CTAC resources including training videos, books, assessment manuals, podcasts, and professional memberships, in order to deepen their training experience. CTAC has a social justice resource library for books related to anti-racist, LGBTQ-affirming, weight-inclusive, to name a few, to aid in social justice awareness and ability to implement social change. In addition to the resources provided by the internship program staff, interns also receive administrative support from the CTAC Administrative staff and Biller. The Administrative Staff and Biller provide support for interns regarding scheduling, EMR-support, insurance questions, client communication, and billing.

### Training Goals & Objectives

Grounded in the Developmental-Practitioner-Apprentice model of training, the CTAC Clinical Training Program seeks to achieve an advanced level of proficiency in training goals consistent with the APA's profession-wide competencies. In addition to the profession-wide competencies, interns are expected to demonstrate CTAC-specific competencies/objectives consistent with our company values of Compassion, Belonging, Humility, and Excellence. By the end of the internship training year, each intern is expected to demonstrate "intermediate competence" in each of our training goals and objectives. The CTAC training goals and objectives are as follows:

#### Goal 1# - Research/Evaluation

*To demonstrate a commitment to the application of scientific research to clinical practice. The application of scientific research to clinical practice competency relates to the Doctoral Interns' ability to pursue and integrate information from the literature that is relevant to their clinical cases and training at CTAC.*

#### Objectives:

- 1.1 Demonstrate ability to critically evaluate research.
- 1.2 Demonstrate ability to disseminate research and/or participate in other scholarly activities (i.e., case conference, presentation, publication).

## Goal #2 - Ethical and Legal Standards

*To demonstrate the application of ethical concepts and awareness of local and profession-wide legal issues regarding professional activities with individuals, groups, and organizations.*

### Objectives:

- 2.1 Have working knowledge and act in accordance with APA Ethics Principles and Code of Conduct alongside other relevant laws, regulations, rules, and policies, and professional standards and guidelines.
- 2.2 Independently identify ethical dilemmas as they arise and apply ethical decision-making processes to these dilemmas.
- 2.3 Act in an ethical and professional manner in all professional activities.

## Goal #3 - Assessment

*To develop knowledge and skills in the area of psychological assessment and evaluation. Assessment and evaluation competencies involve the ability to accurately choose and employ appropriate tools to assess and diagnose problems through the formal psychological evaluation and feedback process.*

### Objectives:

- 3.1 Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- 3.2 Demonstrate a respectful understanding of diverse human behavior and identities within the unique context (e.g., family, social, societal, and cultural).
- 3.3 Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 3.4 Independently select and apply multiple evaluative methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data needed to address the goals and questions of the assessment, keeping in mind relevant diversity characteristics.
- 3.5 Independently integrates assessment data and results to accurately evaluate presenting questions, inform case conceptualization, diagnosis, and recommendations in a manner following current research and professional standards and guidelines.
- 3.6 Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to different audiences.
- 3.7 Completes assessment, including administration, interpretation, and report writing, in a timely manner (as discussed in the CTAC Testing Program Manual).

## Goal #4 - Intervention

*To develop and show competence in establishing quality therapeutic relationships with a diverse range of clients and display a range of therapeutic interventions grounded in evidence-based practice in order to alleviate suffering and promote the well-being of individuals, groups, and/or organizations.*

### Objectives:

- 4.1 Establish and maintain effective relationships with a range of clients.
- 4.2 Display clinical skills to treat a wide range of presenting problems for a variety of clients in a manner consistent with ethical judgment.
- 4.2 Produce evidence-based intervention plans specific to the treatment goals.
- 4.3 Implement evidence-based interventions and clinical decision making consistent with empirical models, yet flexible enough to adapt where appropriate
- 4.4 Evaluate treatment progress and intervention effectiveness in an ongoing manner and adapt interventions to address relevant treatment goals.

## Goal #5- Consultation and interprofessional/interdisciplinary skills

*To develop and provide expert guidance or professional assistance and to understand and engage in related multidisciplinary consultation in response to client's needs or goals.*

### Objectives:

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

## Goal #6 - Professional values, attitudes, and behaviors

*To develop and show competence in behavior and comporment that reflect the values and attitudes of professional psychology.*

### Objectives:

- 6.1 Act in ways that reflect core professional values such as integrity, deportment, accountability, concern for others, and professional identity.
- 6.2 Engage in self-reflection, self-evaluation, and intentional efforts to maintain and improve competence and well-being.
- 6.3 Demonstrate humility through openness and responsiveness to feedback.
- 6.4 Demonstrate pursuit of excellence across professional domains.
- 6.5 Act in ways that communicate compassion and belongingness to clients, colleagues, and contractors.

- 6.7 Act in ways consistent with being an ideal team player

### Goal #7 - Supervision

*To demonstrate competence in the use of supervision and within a supervision role in working with doctoral externs.*

#### Objectives:

- 7.1 Demonstrate knowledge of supervision models and practices.
- 7.2 Apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals.

### Goal #8 - Communication and Interpersonal Skills

*To demonstrate broad personal qualities that directly impact professionalism across all areas of functioning as a clinician. These areas of competency reflect CTAC's company values of Humility, Excellence, Compassion, and Belonging.*

#### Objectives:

- 8.1 Demonstrate effective relationships with a wide range of individuals and groups, e.g., colleagues, communities, organizations, supervisors, supervisees, and clients.
- 8.2 Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- 8.3 Demonstrate effective interpersonal skills and the ability to manage critical feedback and difficult communication well.

### Goal #9 - Individual and Cultural Diversity

*To demonstrate awareness of one's personal identities (e.g. race, ethnicity, age, social class, ability, religion, gender, sexual orientation, etc.) and privileges, as well as to demonstrate ongoing competency in the ability to incorporate cultural humility, diversity factors and individual differences into clinical and professional work.*

#### Objectives:

- 9.1 Demonstrate awareness of the intersectionality of one's own identities, background, privilege, and biases.
- 9.2 Demonstrate knowledge of others as cultural beings and understanding of the theory and research of cultural humility and social justice.
- 9.3 Demonstrate an ability to apply cultural humility and social justice in assessment, treatment and consultation.
- 9.4 Independently apply awareness, knowledge, attitudes and skills regarding diverse and marginalized identities to work effectively with the range of individuals and groups encountered on internship.

## Goal #10 Eating Disorders

*To demonstrate an understanding and practice of effective diagnosis and treatment of eating disorders and eating disorder behavior, as well as to demonstrate an understanding of the influences of diet culture, weight stigma, and intersectionality on eating disorder etiology and subsequent treatment.*

### Objectives

- 10.1 Demonstrates awareness of one's own history and biases toward weight stigma and eating behaviors as these elements bear upon professional practice.
- 10.2 Demonstrates understanding of diet culture, weight stigma, and body diversity and challenges cultural and scientific assumptions about weight.
- 10.3 Demonstrates effective understanding and practice of evidence-based therapeutic interventions for working with a wide range of eating disorder behaviors.
- 10.4 Demonstrates ability to correctly diagnose eating disorders, determine level of care, and involve supports as indicated.
- 10.5 Demonstrates knowledge of and/or initiative to consult and learn about eating disorder concerns as indicated.
- 10.6 Incorporates interdisciplinary consultation with dietitians, primary care providers, and eating disorder centers for treatment planning and interdisciplinary care in a skillful, ethical way.
- 10.7 Articulates and demonstrates understanding of various evidence-based approaches in eating disorder treatment such as ACT, CBT, Psychodynamic, Family-Based Treatment, etc.

# Program Structure and Components

## Clinical Training Program Structure

Estimated Average of Weekly Internship Hours Distribution: 40 hours/week

- Direct Service Delivery (Therapy and Assessment): 20 hours
- Supervision & Training Activities: 8 hours
- Professional Development, Administration & Support Activities: 12 hours

Amount of direct clinical service: 20 hours per week

- Approx. 15 hours of individual and group therapy
- Approx. 5 hours of psychological assessment/writing
- 1 hour of providing supervision to an extern

Amount of individual face-to-face supervision per week by licensed psychologists: 2 hours per week

- 1 hour per week of Individual Therapy Supervision, with primary licensed supervisor
- 1 hour per week of Individual Assessment Supervision, provided by secondary licensed supervisor

Amount of group supervision per week: 1-2 hours per week

- 1 hour biweekly of Psychotherapy Group Supervision, provided by the Training Director
- 1 hour biweekly Group Assessment Supervision, provided by a licensed staff psychologist
- Additional 1 hour per month of Group Supervision of Group Therapy, provided by licensed staff psychologist

Amount of training activities: 2-3 hours per week

- 1 hour biweekly Eating Disorder Didactic
- 1 hour biweekly Assessment Didactic
- 1 hour biweekly Psychotherapy Didactic
- 1 hour biweekly Supervision Didactic
- 1 hour biweekly CTAC Team Meeting

Amount of professional development, administration & support activities: 7-12 hours per week

- Clinical note writing and case coordination with interdisciplinary providers
- CTAC Professional Development & Experiential Trainings
- Intern Team Building
- Assessment and/or Therapy consultations (as needed)
- Seminar reading and professional development projects

### Clinical Training Program Components

CTAC offers interns excellent clinical training and experience in the assessment and treatment of a diverse community in a private outpatient setting with a specialization in treating eating disorders. The program is designed to provide interns with practical clinical and administrative experiences in a private practice setting in order to not only prepare them to achieve doctoral level competency and their future careers in clinical practice, but challenge them to develop personal maturity. In order to accomplish these goals, the program offers the following clinical, supervision, and training experiences:

### Psychotherapy and Psychological Interventions:

- Individual therapy for a diverse population of adults and teens
  - Common presenting concerns include:
    - Eating disorders
    - Trauma/PTSD
    - Anxiety disorders
    - Mood disorders
    - OCD
    - Relationship issues
- Group therapy
  - Eating Disorder Group
  - Binge Eating Group
  - Relationships Interpersonal Process Group
  - Womxn's Interpersonal Process Group
  - LGBTQ+ Process Group
- Couples therapy
- Family therapy
- Psychoeducational group
- Supervision of doctoral extern trainee

### Psychological Assessment and Evaluation for:

- Attention-Deficit/Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)

- Learning Disorders including Dyslexia/Disorder of Written Expression, Math Disorder, and Reading Disorder
- Giftedness/IQ (Intelligence and Academic Performance testing)
- Gender-related surgery such as Gender Affirming Surgery Evaluation
- General Mental Health including Mood Disorders such as Bipolar Disorder

#### Supervision:

- Individual Psychotherapy Supervision (primary supervisor, 1 hour per week)
- Individual Assessment Supervision (secondary supervisor, 1 hour per week)
- Psychotherapy Group Supervision (1 hour biweekly)
- Assessment Group Supervision (1 hour biweekly)
- Supervision of Supervision (1 hour biweekly)
- Intern providing supervision to an extern (per opportunity)

#### Didactics:

- Eating Disorder Didactic (weekly)
- Psychotherapy Didactic (biweekly)
- Assessment Didactic (biweekly)

#### Other training and professional development:

- Interdisciplinary networking and consultation
- Risk Assessment
- Safe Zone (LGBTQ\* awareness and ally)
- Racial Justice
- Health At Every Size (HAES)
- Mandated Reporting



## Didactics & Trainings

### Psychotherapy Didactic

The purpose of the Psychotherapy Didactic is to assist interns in developing clinical assessment skills, diagnostic assessment skills, clinical intervention skills, and cultural awareness/humility in providing psychological services to a diverse population of outpatient clients. The didactic is consistent with the goals and convictions of CTAC in pursuing clinical excellence and social justice in all aspects of training and practice. It will be conducted bimonthly for 1 hour. Readings and/or videos will be chosen from relevant and current literature and assigned during each didactic in order to supplement discussion, learning, and engagement with the didactic. Topics are organized in a developmentally appropriate sequence to help interns build their clinical acumen in a manner consistent with their level of experience and training trajectory for the internship year. Didactics consist of lecture/presentation, discussion, and case presentation in order to enhance learning. Topics covered in the didactic may include\*:

- Assessing risk and fit for outpatient treatment
- Emotion Focused Therapy (EFT)
- Interpersonal Psychotherapy (IPT)
- Dialectical Behavior Therapy (DBT)
- Conceptualizing Clients Holistically
- Treatment of Couples
- Trust and Fidelity
- ADHD
- Gender/LGBTQ+ Affirming Care
- Solutions Focused Therapy
- Anxiety and Depression
- Grief and Loss
- Client Resistance
- Race and Social Justice
- Cultural Humility: ADDRESSING
- Specific Populations: LGBTQ+, BIPOC, Disabilities
- Vocational Therapy
- Interpersonal Effectiveness
- Yalom's Approach to Group Therapy
- Motivational Interviewing
- Assessing motivation to change
- Building a working alliance in treatment
- Developing cultural humility, competence and awareness

\*Subject to change

### Assessment Didactic

The Assessment Didactic is a biweekly training that is aimed to offer trainees an overview of all assessment tools used at CTAC, hands-on administration practice, discuss research on psychometric properties, guidance on interpretation of assessment measures, and integration of assessment tools to answer diagnostic questions. As such, there is a developmental trajectory in the seminar that transitions from general

assessment knowledge to more complex tools and diagnostic questions. It is conducted biweekly for 1 hour. Topics/tools covered in the seminar include\*:

- Assessment Approach & Report Structure
- Diagnosing Autism: Using the ADOS-2 and Vineland
- Cultural Considerations and Current Social Justice Issues When Diagnosing Autism
- Using the DKEFS for Diagnostic Impressions
- Interpreting Cognitive Abilities: WAIS-IV/WISC-V/MoCA
- Overlapping Symptoms of Autism and Other Diagnoses
- Executive Functioning: D-KEFS/Trails
- Common ADHD Score Profiles
- Personality Assessment: MMPI-3
- Personality Disorders and the MCMI-IV
- Rorschach Administration, Coding, and Interpretation
- Administering and Interpreting the WMS-IV
- Learning Disorder Assessment and Using the WIAT-4
- Child Mood and Behavior Assessment: M-PACI, MACI, MMPI-A-RF, BASC
- Providing Feedback
- Adoption Assessment
- Gender Affirming Medical Intervention Assessment
- Psychological Trauma in Test Data
- Malingering
- Medication, Substances, and the Impact on Test Performance

\*Subject to change

### Eating Disorder Didactic

The Eating Disorder Didactic is a weekly training that is aimed to provide foundational training for treating eating disorders such as assessing and managing risk, assessing the level of care, coordinating an outpatient team, ethical care using the Health At Every Size (weight-inclusive) paradigm, and understanding nuances of each eating disorder case through in-depth, multi-factorial case conceptualizations. Participants in the Eating Disorder Seminar will progress from ethics, level of care assessment, diagnostic evaluation to more complex topics such as using specific modalities to treat eating disorders and eating disorders in marginalized populations, integrating CTAC's social justice lens. It is conducted weekly for 1 hour by Amy Patinella, PsyD as well as other guest lecturers. Topics/tools covered in the didactic may include\*:

- Practicing from a Weight-Inclusive, Health At Every Size paradigm
- Assessing Level of Care
- Coordinating Care on an outpatient, multi-disciplinary team
- The role of the therapist, dietitian, and medical providers in ED treatment
- Diagnostic assessment
- ED Treatment for TGNC\*- identifying folx
- Anti-racist work in ED treatment
- Using ACT to treat eating disorders
- Psychodynamic approaches for eating disorders
- Supportive interventions with clients such as food exposures

- Specific interventions for Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder, EDNOS, and ARFID
- The role of diet culture and weight stigma
- Trait and temperament factors such as perfectionism
- Integration of nutritional rehabilitation with therapeutic goals

\*Subject to change

## CTAC-wide Trainings and Professional Development

Doctoral interns are seen as paid staff at CTAC and have the privilege to participate in the training opportunities offered to senior staff, licensed clinicians, and post-doctoral residents. Therefore, interns are involved in all in-house workshops and seminars. Additionally, interns are involved in professional networking opportunities with local dietitians and eating disorder treatment centers. Furthermore, our practice provides a variety of psycho-educational materials for the patients in our waiting room. Doctoral interns are encouraged to create and design these psychoeducational materials and are asked to do so in a manner that integrates current research with practical application. A sample of past and upcoming CTAC-wide training topics include\*:

- Eating Disorders for TGNC-identifying folx
- Anti-Racist Training
- Safe Zone LGBTQ+ Awareness and Ally Training
- Health At Every Size® (HAES)
- Group Therapy
- Mandated Reporting
- Risk Assessment

\*Subject to change

## Intern Evaluation, Retention, and Termination Policy

CTAC requires that interns demonstrate minimum levels of achievement across all competencies and training elements. Interns are formally evaluated by their primary supervisor twice annually, at the midpoint and end of the internship training year. Evaluations are conducted using a standard rating form, which includes comment spaces where supervisors include specific written feedback regarding the interns' performance and progress. The evaluation form includes information about the interns' performance regarding all of CTAC's expected training competencies and related training elements. Supervisors review with the interns and provide an opportunity for discussion at each timepoint.

To view this form, please refer to this [link](#). You can also find this form on the contact drive in the Intern Policies & Procedures Folder.

A minimum level of achievement on each evaluation is defined as an average rating of "4" for each competency, with no element being rated less than "3." The rating scale for each evaluation is a 5-point scale with the following values:

- 1= Remedial
- 2= Beginning/Developing Competence
- 3= Intermediate Competence
- 4= Proficient Competence
- 5= Advanced Competence

Additionally, all CTAC interns are expected to complete 2000 hours of training during the internship year. Meeting the hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. Intern evaluations and certificates are maintained indefinitely by the Administrative Manager (HR) in the intern's personnel file, a secure digital file. Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum, at the midpoint and end of the internship year, however may be more frequent if warranted. The home doctoral programs are contacted within one month of following the end of the internship year, or if an intern enters into a formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on evaluation.. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by CTAC as a result of Due Process procedures, up to and including termination from the program.

In addition to the evaluations described above, interns complete an evaluation of their supervisor and a program evaluation at the midpoint and end of the training year. Feedback from these evaluations is reviewed by CTAC Internship Staff and used to inform training and improvements made to the training program. All evaluations are available in this Policies & Procedures Manual, the Internship Training Manual, and on CTAC's secure Shared Drive.

## Trainee Evaluation

Twice per training year, the internship program conducts a formal evaluation of the training objectives for each intern. Each intern will receive written feedback and meet with their primary supervisor and the Training Director to review their evaluation. Upon completion of each formal evaluation, the Training Director will provide the doctoral psychology intern's graduate program with feedback concerning the intern's progress in the training program.

In addition to the formal evaluation, interns will also participate in a twice per year reflective self-appraisal exercise, an ongoing evaluative system for all CTAC paid staff. This activity will be discussed with the intern's primary supervisor and is used to implement ongoing self-awareness and growth.

If an intern receives a score less than a "3" on any training element at the mid-year evaluation, or if supervisors have reason to be concerned about the student's performance or progress, the intern's supervisor will address the concerns in the qualitative portion of the intern's evaluation and will initiate the program's Due Process procedures to support the intern in skill development. Students who receive less than a "4" on any training element during the End-of-Year evaluation will not meet requirements for successful completion of internship. The training objective rating scale is as follows:

1 = Not Competent, Consistently performs at a level below minimum acceptable standards; requires extensive guidance/supervision

2 = Beginning Competence: Demonstrates inconsistent level of performance; needs close supervision on all cases and improvement to meet training expectations.

3 = Foundational Competence: Demonstrates consistent level of skill and knowledge in need of regular supervision; performance is commensurate with training experience and is associated with readiness for internship.

4 = Intermediate Competence: Consistently meets appropriate level of skill and knowledge for internship training and is associated with readiness for entry level practice at the completion of the internship program.

5 = Advanced Competence: Expectations: Performance exceeds expectations for level of training; a distinct area of refined skills/strengths and/or skillful negotiation of challenges for an early career psychologist.

N = not able to rate (for particular areas/raters).

## Dispute and Remediation Processes

### Introduction

At CTAC, we seek to support the development of all trainees. Despite this, professional psychology training can be a challenging experience. CTAC trains individuals at various stages of development in the trajectory of professional psychology training including Psychology Student Externs, Doctoral Psychology Interns, Postmaster's Residents, and Postdoctoral Psychology Residents. These Due Process, Remediation, and Grievance Procedures apply to the internship level of training.

### Due Process

The following sections outline when a trainee's difficulties warrant intervention by CTAC. These procedures define individuals involved in the training problem, define problematic behaviors, indicate how problematic behaviors are identified, and subsequent notification and intervention provided to the trainee. Due Process is also used to address trainee concerns of the training site.

## Rights and Responsibilities

These procedures are a protection of the rights of both the intern and the doctoral internship training program, and also carry responsibilities for both.

**Interns:** The intern has the right to be afforded with every reasonable opportunity to remediate problems. These procedures are not intended to be punitive; rather, they are meant as a structured opportunity for the intern to receive support and assistance in order to remediate concerns. The intern has the right to be treated in a manner that is respectful, professional, and ethical. The intern has the right to participate in the Due Process procedures by having their viewpoint heard at each step in the process. The intern has the right to appeal decisions with which they disagree, within the limits of this policy. The responsibilities of the intern include engaging with the training program in a manner that is respectful, professional, and ethical, making every reasonable attempt to remediate behavioral and competency concerns, and striving to meet the aims and objectives of the program.

**CTAC's Doctoral Internship Program:** CTAC has the right to implement these Due Process procedures when they are called for as described below. The program and its staff have the right to be treated in a manner that is respectful, professional, and ethical. The program has a right to make decisions related to remediation for an intern, including probation, suspension and termination, within the limits of this policy. The responsibilities of the program include engaging with the intern in a manner that is respectful, professional, and ethical, making every reasonable attempt to support interns in remediating behavioral and competency concerns, and supporting interns to the extent possible in successfully completing the training program.

## Definitions

### Due Process Procedures

The term "Due Process Procedures" is used to describe procedures that are implemented in situations in which a supervisor or other staff member raises a concern about the functioning of a doctoral intern. CTAC's Due Process procedures occur in a stepwise fashion, involving greater levels of intervention as a problem increases in persistence, complexity, or level of disruption to the training program.

### Trainee

The term "trainee" is used to describe any person participating in professional psychology training at the organization including Psychology Student Externs, Doctoral Psychology Interns, and Postdoctoral Psychology Residents.



## Primary Supervisor

The primary supervisor is a CTAC employed staff member who oversees the training progress and development of an individual trainee. Primary supervisors may be licensed or unlicensed if supervising an extern trainee, and their work is overseen by a licensed psychologist. Doctoral Psychology Interns and Postdoctoral Residents are always supervised by a licensed psychologist. All supervision is overseen jointly by the Training Director and the Director (Chief Psychologist).

Primary Supervisors are responsible for monitoring a trainee's clinical work, case management, professional development and oversee all administrative tasks such as performance reviews and documentation.

## Additional Supervisor(s)

Trainees may receive supervision from other CTAC staff such as Doctoral Psychology Intern, Postdoctoral Residents, or Licensed Psychologists who are not their primary supervisors. Additional Supervisors are involved in group supervision, additional training, etc. Additional Supervisors may be enlisted to provide additional supervision and/or support when a person is placed on a Performance Improvement Plan (Remediation Plan), described later in this document.

## Training Director

The Training Director (TD) is a Licensed Psychologist who oversees all aspects of clinical training. The TD leads the Psychotherapy Seminar, coordinates with Primary Supervisors, group supervisors, and other staff members involved in training. The TD functions as the liaison between CTAC, a trainee's graduate program, and other relevant professional organizations such as APPIC and APA. The TD reports to the Director (Chief Psychologist).

## Director (Chief Psychologist)

The Director functions as the Chief Psychologist for all CTAC locations, operations, and programs. The Director is responsible for legal and ethical compliance, maintenance of referral sources, insurance contracts, government insurance contracts, licenses the clinic holds, and human resource-related tasks. The Director oversees the work of all CTAC team members including trainees, paid staff, and contractors.

## Notice:

Upon identification of problematic behavior, CTAC will notify the intern through the stated procedure including verbal feedback, informal written feedback and formal written feedback. All notices will be documented in the intern's supervision chart.

### Hearing:

A formal process by which CTAC notifies the intern of the identified problematic behavior and is notified of their right to respond to the addressed concerns.

### Appeal:

The intern has a right to appeal the actions taken by CTAC in regard to the identified problematic behavior.

### Retaliation:

Retaliation occurs when an employer (through a manager, supervisor, administrator or directly) takes any type of adverse action against an employee or intern for providing feedback or engaging in a protected activity. CTAC will not tolerate retaliation of any kind from a peer, supervisor, or coworker at CTAC. It is important for CTAC employees to feel comfortable providing feedback in a professional and respectful manner to the company as a whole.

### Trainee Problem

CTAC uses the following definition to describe a “trainee problem:”

A problem is defined as a behavior, attitude, or other characteristic, which, while of concern and requiring remediation, is not excessive, or outside the domain of behaviors for professionals in training (Lamb, D. H., Baker, J. M., Jennings, M.I. & Yarris, E., 1983). Problems can be reflected in one or more of the following ways: 1) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior; 2) an inability to acquire professional skills in order to reach an acceptable level of competency; and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

It is a professional judgment as to when an issue becomes a problem that requires remediation. When trainee problems occur, they are approached using a developmental lens, and whenever possible, are resolved using strengths-based, supportive interventions from staff. Examples of trainee problems may include but are not limited to:

1. Illegal, unethical, or otherwise non-compliance with legal, ethical, and internal guidelines
2. Inability to provide quality services to clients
3. Inability to conduct oneself professionally with members of the CTAC team
4. Inability to manage one’s own life stressors resulting in interference in professional functioning

5. Inability or unwillingness to incorporate professional competencies, feedback, supports or other resources into one's work

Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

- 1) the intern does not acknowledge, understand, or address the problem when it is identified;
- 2) the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
- 3) the quality of services delivered by the intern is sufficiently negatively affected;
- 4) the problem is not restricted to one area of professional functioning;
- 5) a disproportionate amount of attention by training personnel is required;
- 6) the trainee's behavior does not change as a function of feedback, and/or time;
- 7) the problematic behavior has potential for ethical or legal ramifications if not addressed;
- 8) the intern's behavior negatively impacts the public view of the company;
- 9) the problematic behavior negatively impacts other trainees;
- 10) the problematic behavior potentially causes harm to a patient; and/or,
- 11) the problematic behavior violates appropriate interpersonal communication with CTAC staff.

If problematic trainee behavior falls under the Americans with Disabilities Act, CTAC will respond per the guidelines outlined in that statute. CTAC will seek outside counsel from an employment attorney if necessary.

CTAC reserves the right to place trainees on due process remediation plans when a disproportionate number of resources are allocated to intervening with the trainee, including, but not limited to, supervision hours, teaching hours, media resources, and remediation plans.

### *Basic Procedure*

1. Trainees receive instruction during their onboarding period including written expectations for professional behavior and clinic policies. Primary Supervisors are responsible for making sure the trainee has received these instructions.
2. Trainees are informed during their onboarding that performance evaluations are conducted 2x per year and are conducted by their primary supervisor. Additional performance evaluations may be completed if this is recommended by the primary supervisor.

3. Company policies and procedures will be referenced when identifying whether there is problematic trainee behavior. Policies and procedures will be used to describe what is problematic about the trainee's behavior.
4. CTAC supervisors commit to addressing problematic behaviors immediately upon their identification, communicating these concerns directly to the trainee. CTAC will communicate frequently with the trainee's graduate program. Supervisors will document all verbal and written feedback provided to intern in their supervision chart.

### *Informal Review*

When a supervisor or other staff member believes that an intern's behavior is becoming problematic or that an intern is having difficulty consistently demonstrating an expected level of competence, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. From there, the intern's primary supervisor should notify the Training Director of the problem and chosen intervention. The TD in consultation with the trainee's Primary Supervisor and Director, will determine if the problematic behavior warrants further intervention, including a time frame for when behavioral change is expected by the trainee.

### *Formal Review*

If an intern's problem behavior persists following an attempt to resolve the issue informally, or if an intern receives a score less than a "3" on any training element at the mid-year evaluation, or if supervisors have reason to be concerned about the student's performance or progress, the intern's supervisor will address the concerns in the qualitative portion of the intern's evaluation and will initiate the program's Due Process procedures to support the intern in skill development.

- a) **Notice:** The intern will be notified in writing that the issue has been raised to a formal level of review, and that a Hearing will be held.
- b) **Hearing:** The supervisor or staff member will hold a Hearing with the Training Director (TD) and intern within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional staff member who works directly with the intern will be included at the Hearing. The intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem.
- c) **Outcome and Next Steps:** The result of the Hearing will be any of the following options, to be determined by the Training Director and other staff member who

was present at the Hearing. This outcome will be communicated to the intern in writing within 5 working days of the Hearing:

- 1) Issue an "Acknowledgement Notice" which formally acknowledges:
  - a) that the staff is aware of and concerned with the problem;
  - b) that the problem has been brought to the attention of the intern;
  - c) that the staff will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
  - d) that the problem is not significant enough to warrant further remedial action at this time.

2) Place the intern on a "Remediation Plan" which defines a relationship such that the staff, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of a Remediation Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan will be shared with the intern and the intern's home doctoral program and will include:

- a) the actual behaviors or skills associated with the problem;
- b) the specific actions to be taken for rectifying the problem;
- c) the time frame during which the problem is expected to be ameliorated; and,
- d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this remediation period as specified in 'c' above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and will be shared with the intern's home doctoral program. If the problem has not been remediated, the Training Director may choose to move to Step D below or may choose to extend the Remediation Plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.

3) Place the intern on suspension, which would include removing the intern from all clinical service provision for a specified period of time, during which the program may support the intern in obtaining additional didactic training, close mentorship, or engage in some other method of remediation. The length of the

suspension period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Suspension Plan will be shared with the intern and the intern's home

doctoral program and will include:

- a) the actual behaviors or skills associated with the problem;
- b) the specific actions to be taken for rectifying the problem;
- c) the time frame during which the problem is expected to be ameliorated;
- and,
- d) the procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of this suspension period as specified in 'c' above, the TD will provide to the intern and the intern's home doctoral program a written statement indicating whether the problem has been remediated to a level that indicates that the suspension of clinical activities can be lifted. The statement may include a recommendation to place the intern on a probationary status with a Remediation Plan. In this case, the process in #2 above would be followed. This statement will become part of the intern's permanent file.

d) If the problem is not rectified through the above processes, or if the problem represents gross misconduct or ethical violations that have the potential to cause harm, the intern's placement within the internship program may be terminated. The decision to terminate an intern's position would be made by the Training Committee and a representative of Human Resources and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Committee would make this determination during a meeting convened within 10 working days of the previous step completed in this process, or during the regularly-scheduled monthly Training Committee meeting, whichever occurs first. The TD may decide to suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. The internship program will notify APPIC and the intern's home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Interventions may include, but are not limited to, verbal warnings, written warnings, Performance Improvement Plans (Remediation Plans), or modification of employment/training.

5. The Trainee may initiate an appeal under the direction of the Director. Appeals must include a written rationale for the appeal and provide supporting documentation.

6. Initiation of Due Process will include feedback from multiple sources such as Additional Supervisors and CTAC staff.
7. The TD is responsible for ensuring all aspects of Due Process are documented. Records are maintained in the trainee's supervision chart and their personnel file.

### *Notification Procedures, Hearing, and Remediation*

At any time during the year the trainee's primary supervisor, Training Director, or Director (Chief Psychologist) may determine a trainee's behavior is definitionally problematic. If this occurs, the trainee will first be verbally informed by their primary supervisor that their behavior is considered problematic. This verbal conversation will be documented in the intern's supervision chart. If concerns escalate to formal written feedback as described below, the TD (in consultation with the Chief Psychologist), will contact the doctoral intern's graduate program to inform them of the formal written feedback and implementation of a Performance Improvement Plan. CTAC uses the following process for delivering feedback about problematic behavior and allowing for interns to respond to the concerns:

1. Verbal feedback from primary supervisor, and additional staff if necessary. Verbal feedback will be documented in the supervision chart. Interns are encouraged to provide verbal or written responses to their primary supervisor within three business days. Intern and Supervisor will collaborate on appropriate time frame to address problematic behaviors
2. Informal written feedback such as a secure message or email between primary supervisor and intern summarizing an in-person conversation or a reminder to improve performance. Supervisor and intern will work together to rectify the problem or skill deficits and determine an appropriate timeline for expected improvement. A copy of the written communication will be documented in the supervision chart.
3. Formal written feedback in the form of a Performance Improvement Plan (Remediation Plan) delivered by the primary supervisor, overseen by the TD, and created in collaboration with the trainee. The TD, Primary Supervisor and Intern will discuss and agree upon developmentally appropriate timeframes for correction of performance. Copy of the Performance Improvement Plan will be kept in the intern's supervision chart and personnel file.
  - a. Performance Improvement Plans may include measures such as reassigning clinical duties, re-distributing cases, temporary suspension of clinical privileges, recommendation for the trainee to seek their own psychotherapy, etc.
  - b. Trainee will receive notification that they have the right to request an appeal of this action (See Appeal Procedures).
4. Written letter of suspension of training.

5. Written letter of termination of training/employment with the organization.

### *Appeal Procedures*

If the intern wishes to challenge a decision made at any step in the Due Process procedures, the intern may request an Appeals Hearing before the Training Committee. This request must be made in writing to the TD within 5 working days of notification regarding the decision with which the intern is dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the TD and consisting of the TD (or another supervisor, if appropriate) and at least two other members of the training staff who work directly with the intern. The intern may request a specific member of the training faculty to serve on the review panel. The Appeals Hearing will be held within 10 working days of the intern's request. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel may uphold the decisions made previously or may modify them. Decisions made by the review panel will be shared with the intern and the intern's home doctoral program.

If the intern is dissatisfied with the decision of the review panel, they may appeal the decision, in writing, to the Training Director. If the intern is dissatisfied with the decision of the Training Director, they may appeal the decision, in writing, to the Clinical Director. Each of these levels of appeal must be submitted in writing within 5 working days of the decision being appealed. The Director and CEO has final discretion regarding the outcome. Decisions made during these appeal processes will be shared with the intern and the intern's home doctoral program.

### *Grievance Procedures*

Grievance Procedures are implemented in situations in which a psychology intern raises a concern about a supervisor or other staff member, trainee, or any aspect of the internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. For situations in which a intern raises a grievance about a supervisor, staff member, trainee, or the internship program:

#### *Informal Review*

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD in an effort to resolve the problem informally.

#### *Formal Review*

If the matter cannot be satisfactorily resolved using informal means, the intern may submit a formal grievance in writing to the TD. If the TD is the object of the grievance, the grievance should be submitted to the Clinical Director. The individual being grieved



will be asked to submit a response in writing. The TD (or Clinical Director, if appropriate) will meet with the intern and the individual being grieved within 10 working days. In some cases, the TD or Clinical Director may wish to meet with the intern and the individual being grieved separately first. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g. issues with policies, curriculum, etc.) the TD and Clinical Director will meet with the intern jointly. The goal of the joint meeting is to develop a plan of action to resolve the matter. The plan of action will include:

- a) the behavior/issue associated with the grievance;
- b) the specific steps to rectify the problem; and,
- c) procedures designed to ascertain whether the problem has been appropriately rectified.

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

If the plan of action fails, the TD or Clinical Director will convene a review panel consisting of the TD and at least two other members of the training staff within 10 working days. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding the outcome.

If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the Human Resources in order to initiate the agency's due process procedures.

In the event a trainee encounters difficulties or problems other than evaluation related (e.g. poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during his/her/their training program, a trainee should:

1. Discuss the issue directly with the staff member(s) involved;
2. If the issue cannot be resolved informally, the trainee should discuss the concern with the Training Director (TD), Assistant Training Director (ATD), Human Resources, other staff members, or Director if needed (if the concerns involve the TD, the trainee can consult directly with the Director or Human Resources);
3. If the TD and/or Director cannot resolve the issue of concern to the trainee, the trainee can file a formal grievance in writing with all supporting documents, with the Director and/or Human Resources

When the Director has received a formal grievance, within three (3) workdays of receipt, the Director will implement Review Procedures as described below and inform the trainee of any action taken.

CTAC will not tolerate retaliation of any kind from a peer, supervisor, or coworker at CTAC. It is important for CTAC employees to feel comfortable providing feedback in a professional and respectful manner to the company as a whole.

## CTAC Internship Program Staff

### *Janean Anderson, Ph.D. CEDS-S (she/her/hers) - Founder, Director*

Dr. Anderson is a licensed psychologist specializing in the treatment of eating disorders. She is a member of the International Association of Eating Disorder Professionals (iaedp) and is an iaedp Certified Eating Disorder Specialist. As a CEDS-S iaedp Approved Supervisor, she is able to provide supervision to professionals seeking their CEDS credential. She is part of the National Eating Disorders Association (NEDA) Network of treatment providers and is a member of the Academy for Eating Disorders (AED). Dr. Anderson was recognized as a Top 100 Eating Disorder Expert nationally in 2018. Dr. Anderson holds a Ph.D. in Counseling Psychology from Colorado State University. She has specialized in the treatment of eating disorders since 2008.

### *Emma Durham, Psy.D. (they/them/their) - Interim Training Director, Director of Clinical Services, Director of Testing Programs*

Dr. Durham is a licensed psychologist who sees adults for psychotherapy and individuals across the lifespan for psychological assessment. They specialize in working with the diverse gender and sexuality communities, anxiety disorders, obsessive-compulsive disorders, and posttraumatic stress. Dr. Durham has experience completing neuropsychological evaluations and forensic evaluations, including parental custody, parenting capacity, disability appeals, competency to stand trial, and criminal responsibility. Dr. Durham completed their Psy.D. from the Wisconsin School of Professional Psychology in Milwaukee, WI and their internship at Pacific Psychology and Comprehensive Health Clinic, an APA accredited site in Portland, OR.

### *Lauren Millard Ph.D. (she/her/hers) - Interim Director of Group Services*

Dr. Millard is a licensed psychologist specializing in the treatment of eating disorders and gender-based violence/trauma (sexual assault, relationship/domestic abuse) in Denver, CO. She completed her Ph.D. in Counseling Psychology from Colorado State University with the addition of earning her Graduate Women's Studies Certificate. Dr. Millard completed her doctoral psychology internship at the University of South Carolina followed by a postdoctoral fellowship at the University of Denver. She has specialized in the treatment of eating disorders and trauma since 2012.

### *Amy Patinella, Psy.D. (she/her/hers) - Director of Operations*

Dr. Patinella is a licensed psychologist who sees individuals across the lifespan with a primary focus in eating disorder populations. She completed her Doctorate of Psychology from The Chicago School of Professional Psychology in Chicago, IL. She

completed her doctoral psychology internship at Aspire Indiana as part of the National Psychology Consortium APA accredited internship program.

## Eligibility, Application process, Stipend, and Benefits

### Eligibility

Colorado Therapy & Assessment Center attends carefully to fit in the internship selection process. We seek interns with diverse backgrounds and identities who will not only benefit from the strengths of our program, but share and align with CTAC company values of COMPASSION, BELONGING, HUMILITY and EXCELLENCE. The prerequisites for our internship program are as follows:

- Applicants must have completed coursework and comprehensive exams towards a doctoral degree in psychology from an accredited institution (APA accreditation is preferred) prior to application
- Applicants must complete their dissertation proposal prior to the ranking deadline. We prefer candidates who will clearly complete their dissertation prior to internship as that makes for a much better internship experience. If this is not possible, applicants must provide verification that their dissertation project will be finalized by the time they have completed their internship year.
- Applicants must have at least 500 direct service practicum hours at the time of application.
- Applicants must have completed, or plan to complete, at least five integrated psychological assessment reports before starting the internship
- Applicants must have a readiness for training that attends to eating disorders and body-image concerns, though prior experience is not required.

Though not required, we seek applicants who demonstrate:

- Experience with interpersonal and/or relational/psychodynamic psychotherapy,
- Investment in cultural competence/humility,
- Facility with testing including Rorschach (R-PAS) and Autism Diagnostic Observation Schedule-Second Edition (ADOS-2) administration and scoring,
- Maturity and a commitment to ongoing personal/professional growth.

### Application Process

Qualified applicants should submit the following materials via the AAPI Online Portal:

1. APPIC Application Packet with match number (AAPI)
2. Resume/Curriculum Vitae
3. Two writing samples of a full, de-identified integrated psychological assessment reports from actual clients
4. Three letters of recommendation:
  - a. At least one letter from a recent clinical supervisor

- b. Other letters can be written by previous clinical supervisors, and/or by professors with extensive knowledge of the applicant's clinical and academic strengths

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

**Questions regarding the Doctoral Internship Program or Application Process should be directed (preferably by email) to:**

**[recruitment@coloradotherapyassessment.com](mailto:recruitment@coloradotherapyassessment.com)**

**Emma Durham, PsyD - Interim Training Director**

*Colorado Therapy & Assessment Center abides by all APPIC and APA policies. The CTAC Doctoral Internship Program does not discriminate in selection, training, retention, or evaluation on the basis of any individual characteristics which are not relevant to professional training such as age, ethnicity, race, sex, gender, sexual orientation, religious or philosophical affiliation, class, disability, nationality, citizenship, language, etc. CTAC values diversity and actively promotes cultural humility in all training and service activities.*

## Summary of Financial and Other Benefit Support

<b>Annual Stipend/Salary for Full-Time Intern (non-exempt status)</b>	<b>\$38,044</b>
<b>Access to medical insurance for intern</b>	Yes
<b>Intern contribution to cost of medical insurance required</b>	Yes
<b>Coverage for family member(s) available</b>	Yes
<b>Coverage for legally married partner and domestic partner available</b>	Yes
<b>Hours of paid time off available throughout the duration of the internship (optional to use once intern has reached 30 days of employment)</b>	80 hours
<b>Hours of sick time off (paid) available throughout the duration of the internship (optional to use once intern has reached 30 days of employment)</b>	48 hours
<b>In the event of medical conditions and/or family needs requiring extended leave, does the program allow reasonable unpaid leave to interns in excess of personal time off and sick leave?</b>	Yes
<b>Other Benefits:</b>  Dental Insurance, Vision Insurance, Access to medical insurance plans with Health Savings Account, Professional/Liability Insurance, Life Insurance at no cost to the employee, Short/Long-term Disability Insurance, and Traditional 401k and/or Roth401k with 4% employer match following 12 months of employment.	Yes



## CTAC's Stipend, Benefits, and Resources Policy

The annual stipend for all interns at Colorado Therapy and Assessment Center (CTAC)'s Doctoral Internship Program is \$38,044. As employees of CTAC, interns receive such benefits as medical, dental, and vision insurance, as well as life insurance, 48 hours of paid sick leave, and 80 hours of paid time off per internship duration. Questions regarding specific benefits packages can be directed to CTAC's Administrative Team at [contact@coloradotherapyassessment.com](mailto:contact@coloradotherapyassessment.com)

Interns should submit requests for time off to their primary supervisor at least two weeks in advance of any anticipated leave date(s). Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Sick leave must be communicated to the intern's primary supervisor as soon as the intern is physically able to do so. Supervisors are available for any questions related to time off or release time.

CTAC interns have access to numerous resources. All interns are provided with an individual office space, a desk, printers, software, business cards, ID badges, and basic office supplies. CTAC interns also have access to Spruce, a HIPAA-compliant patient communication platform for its phone, fax, and secure messaging directly with clients. Within the Spruce platform, CTAC staff, such as interns, are able to make phone calls to clients, make video calls for secure, HIPAA compliant telehealth appointments, to direct message clients, to send attachments such as resources, and to send internal messages not seen by clients to their supervisors. Intervention manuals, assessment materials, other training materials, and access to the DSM 5 and ICD-10 are provided by CTAC. Additional materials that may be needed may be purchased using internship funding with Training Director approval. Attendance at professional conferences is encouraged and funded by CTAC when opportunities are available. Each intern additionally has access to administrative support, as well as client scheduling support.

## Colorado Therapy and Assessment Center Non-Discrimination Policy

Colorado Therapy and Assessment Center's (CTAC) values are excellence, humility, compassion and belonging. With these values at our forefront, we believe that all employees, students and clients deserve a welcoming, safe and inclusive space for learning, personal growth and professional development. We believe that interns can bring a valued perspective to our staff based on their unique identity and diversity factors. CTAC believes that diversity among employees, students and clients improves one's clinical skills, educational experience, enhances professional development and helps to reduce community stigma for those seeking care. Every effort is made by CTAC to create an environment in which all staff and interns feel valued, respected, safe and able to carry out the jobs for which they are hired. CTAC strives to make every effort to increase awareness, confront biases, and increase comfort with multicultural experiences. CTAC's training program includes an expected competency in individual and cultural diversity, and multiple experiences via individual and group supervision, company-wide trainings and a social justice library are provided throughout the year to be sure that interns are both personally supported and well-trained in this area. CTAC encourages and facilitates discussions between staff, and interns about individual cultural identities into client conceptualizations, consultations, as well as professional trainings and didactic seminars. Furthermore, staff and interns are trained to facilitate conversations with clients regarding one's own identity factors and how they arise in the therapy or testing room.

As a company, CTAC strongly believes that access to affordable and quality care is an essential aspect of equity for all. CTAC offers in-network insurance options including accepting medicaid as we believe it is a vital way of doing social justice to best serve our local community. This allows CTAC to provide services to diverse individuals across the Denver Metro area. As such, CTAC works diligently to ensure diversity and inclusion training is at the forefront of our internship program. The training program believes that a diverse training environment contributes to the overall quality of the program. CTAC provides equal opportunity to all prospective interns and does not discriminate because of a person's age, ability status, ethnicity, gender identity, gender expression, language, national origin, race, religion, culture, sexual orientation, socioeconomic status, or any other factor that is irrelevant to success as a psychology intern or employee. Applicants are evaluated individually in terms of quality of previous training, practicum experiences, and fit with the internship. If an applicant or intern requires accommodations, please contact the internship training director to initiate this process.

CTAC's goal in diversity training is to ensure that interns develop the knowledge and skills necessary to provide competent psychological services to all members of the

public. To this end, CTAC's training program requires an expected competency in individual and cultural diversity. These competencies were developed to comply with the APA's statement on Preparing Professional Psychologists to Serve a Diverse Public: ". . . professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals." Interns at CTAC can expect to discuss client related diversity factors in supervision, share personal identity factors as appropriate (though never required) and evaluate how diversity factors may impact client relationships. Interns are expected to actively participate in diversity experiences and trainings that are offered throughout the year in order to become a well rounded and competent psychologist. CTAC staff and interns are encouraged to use self-reflection, consultation, and supervision as means to discuss diversity experiences, identities, and to conceptualize clients in holistic and affirming ways.

The CTAC training program actively seeks feedback from all individuals with whom we work (applicants, interns, faculty, graduates, etc.) throughout the training program to evaluate its effectiveness in regard to training in individual and cultural diversity. CTAC is continuously committed to growth with regard to diversity training, cultural awareness, and cultural humility.

## CTAC Telesupervision Policy

Colorado Therapy and Assessment Center's (CTAC) Doctoral Psychology Internship Program uses videoconferencing to provide weekly group supervision to all interns and individual supervision as needed. This format is utilized in order to promote interaction and socialization among interns and allow individual supervision meetings to take place when/if staff members are working remotely or if interns or staff members are dispersed across our two training sites. Interns and a staff facilitator meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Group supervision in this format is required for all current CTAC interns for one (1) hour each week, at a regularly scheduled time. Additionally, CTAC interns receive two (2) hours of individual supervision per week, some of which may take place via videoconferencing. Individual supervision will take place in-person at the Denver location unless the supervisor is absent and cannot reschedule an in-person supervision meeting within the week. In this instance, telesupervision will be used to fulfill the requirement of 2 hours of individual supervision per week. CTAC places high value on cohesion and socialization of intern cohorts and prioritizes supervision and training. Virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings. The use of videoconference technology for supervisory experiences is consistent with CTAC's training aim as CTAC places a strong training emphasis on access to behavioral healthcare in rural and underserved areas, which often includes the use of telehealth services.

CTAC recognizes the importance of supervisory relationships. Group supervision is led by members of the CTAC training staff, on a rotating basis in order to provide interns with the opportunity to experience a breadth of supervisory relationships and supervision modalities. It is expected that the foundation for these supervisory relationships is cultivated initially during CTAC's orientation, such that interns have formed relationships with the entire training staff prior to engaging in videoconference group supervision. For all clinical cases discussed during group supervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all CTAC supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

All CTAC videoconferencing occurs over a secure network using site-administered videoconferencing technology. Supervision sessions using this technology are never recorded without permission from the intern, thus protecting the privacy and confidentiality of all trainees. All interns are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year. Technical difficulties that cannot be resolved on site are directed to CTAC's Administrative team.

## CTAC Intern Selection and Academic Preparation Requirements Policy

Application Process Colorado Therapy and Assessment Center's (CTAC's) Doctoral Internship Program currently offers 2 full-time internship positions. Students interested in applying for the internship program should submit an online application through the APPIC website ([www.appic.org](http://www.appic.org)) using the APPIC Application for Psychology Internships (AAPI).

A complete application consists of the following materials:

1. A completed online AAPI
2. Cover letter (as part of AAPI)
3. A current Curriculum Vitae (as part of AAPI)
4. Three Standard Reference Forms, two of which must be from persons who have directly supervised your clinical work (as part of AAPI). Please submit no more than three SRFs.
5. Official transcripts of all graduate coursework

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

### Application Screening and Interview Processes

CTAC will base its selection process on the entire application package noted above; however, applicants must also meet the following requirements:

1. A minimum of 500 intervention hours;
2. A minimum of 50 assessment hours;
3. Dissertation proposal approved by the ranking deadline;
4. Current enrollment and good standing in an APA- or CPA-accredited doctoral program.

While not required, the following experiences and qualities are preferred:

1. Dissertation defended;
2. Some experience or special interest in working with eating disorders;
3. Practicum experience in psychological assessment of children.

All applications are reviewed by CTAC's Training Committee using a standard Application Rating Scale and evaluated for potential goodness of fit with the internship program. The Training Committee meets to determine which applicants to invite for interviews based upon the results of this review process. Applicants are notified whether they have received an interview by email on or before January 1. Interviews are scheduled in January on a first come, first served basis. Interviews take place virtually via videoconference with members of the Training Committee including our CEO, Training Director, Assistant Training Director, Director of Clinical Services, Director of Testing Services, and other program faculty. Interviews are conducted

using a standard set of interview questions, although members of the Training Committee may ask additional interview questions of applicants as appropriate.

#### Participation in the APPIC Match

The Training Committee holds a meeting within two weeks of the final interviews being completed and before APPIC's Rank Order Deadline to determine applicant rankings. The full application package and information gleaned from the interview process are utilized to determine applicant rankings. As a member of APPIC, CTAC participates in the national internship matching process by submitting its applicant rankings to the National Matching Service. CTAC abides by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

All interns who match to CTAC must provide proof of citizenship or legal residency and must successfully pass a background check for the state of Colorado before beginning employment. The history of a felony or misdemeanor may result in a failure in this review process and prevent the intern from working at CTAC.

Questions regarding any part of the selection process or CTAC's academic preparation requirements may be directed to the CTAC Training Director at [recruitment@coloradotherapyassessment.com](mailto:recruitment@coloradotherapyassessment.com).

**CTAC Supervisor Evaluation of Intern** : *To be completed by supervisor*

Intern: \_\_\_\_\_

Supervisor:

\_\_\_\_\_

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_

Methods used in evaluating competency (select all that apply):

\_\_\_\_\_ Direct Observation \_\_\_\_\_ Review of Audio/Video \_\_\_\_\_ Case Presentation

\_\_\_\_\_ Documentation Review \_\_\_\_\_ Supervision \_\_\_\_\_ Comments from other staff

Scoring Criteria:

1 -- Remedial Significant skill development required; remediation necessary
2 -- Beginning/Developing Competence Expected level of competence pre-internship; close supervision required on most cases
3 -- Intermediate Competence Expected level of competence for intern by mid-point of training program; routine or minimal supervision required on most cases
4 -- Proficient Competence Expected level of competence for intern at completion of training program; ready for entry-level practice
5 -- Advanced Competence Rare rating for internship; able to function autonomously with a level of skill representing that expected beyond the conclusion of internship training



Competency 1 - Intern will achieve competence in the area of: Research	
Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications)	Please select a score
Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 2 - Intern will achieve competence in the area of: Ethical and Legal Standards	
Demonstrates knowledge of and acts in accordance with each of the following:	
The current version of the APA Ethical Principles and Code of Conduct;	Please select a score
Relevant laws, regulations, rules, and polices governing health service psychology at the organizational, local, state, regional and federal levels;	Please select a score
Relevant professional standards and guidelines;	Please select a score

Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas	Please select a score
Conducts self in an ethical manner in all professional activities	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 3 - Intern will achieve competence in the area of: Individual and Cultural Diversity	
Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself	Please select a score
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity	Please select a score
Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles	Please select a score
Applies a framework for working effectively with areas of individual and cultural diversity	Please select a score

Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	

Competency 4 - Intern will achieve competence in the area of: Professional Values and Attitudes	
Behaves in ways that reflect the values and attitudes of psychology	Please select a score
Engages in self-reflection regarding personal and professional functioning	Please select a score
Engages in activities to maintain and improve performance, well-being, and professional effectiveness	Please select a score

Actively seeks and demonstrates openness and responsiveness to feedback and supervision	Please select a score
Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 5- Intern will achieve competence in the area of: Communication and Interpersonal Skills	
Develops and maintains effective relationships with a wide range of individuals	Please select a score
Demonstrates a thorough grasp of professional language and concepts	Please select a score
Produces, comprehends, and engages in communications (oral, nonverbal, and written) that are informative and well integrated	Please select a score
Demonstrates effective interpersonal skills and the ability to manage difficult communication well	Please select a score

AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 6 - Intern will achieve competence in the area of: Assessment	
Demonstrates current knowledge of diagnostic classification systems and functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	Please select a score
Demonstrates understanding of human behavior within its context	Please select a score
Selects and applies assessment methods that draw from the best available empirical literature	Please select a score
Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process	Please select a score
Collects 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	Please select a score
Interprets assessment results to inform case conceptualization, classification, and recommendations while guarding against decision-making biases	Please select a score

Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 7 - Intern will achieve competence in the area of: Intervention	
Establishes and maintains effective relationships with recipients of psychological services	Please select a score
Develops evidence-based intervention plans specific to the service delivery goals	Please select a score
Implements interventions informed by the current scientific literature	Please select a score
Demonstrates the ability to apply the relevant research literature to clinical decision making	Please select a score
Modifies and adapts evidence-based approaches effectively	Please select a score

Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
Competency 8- Intern will achieve competence in the area of: Supervision	
Applies overall knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals	Please select a score
Applies the supervisory skill of observing in direct or simulated practice	Please select a score
Applies the supervisory skill of evaluating in direct or simulated practice	Please select a score
Applies the supervisory skills of giving guidance and feedback in direct or simulated practice	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	

Comments:	
Competency 9 - Intern will achieve competence in the area of: Consultation and Interprofessional/Interdisciplinary Skills	
Demonstrates knowledge and respect for the roles and perspectives of other professions	Please select a score
Applies knowledge about consultation in direct or simulated (e.g. role played) consultation	Please select a score
AVERAGE SCORE FOR BROAD AREA OF COMPETENCE	
Comments:	
OVERALL RATING (average of broad competence area scores)	
Comments on Intern's overall performance:	

I acknowledge that my supervisor has reviewed this evaluation with me.



Intern Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Supervisor's Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

## CTAC Doctoral Internship Supervisor Evaluation: To be completed by intern

This Supervisor Evaluation is to be completed by interns at each evaluation period (concurrent with intern evaluation) and discussed with supervisor during intern evaluation meeting

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Dates of Evaluation: \_\_\_\_\_ to \_\_\_\_\_

Scoring Criteria:

- 1 Significant Development Needed--Significant improvement is needed to meet intern needs
- 2 Development Needed-- Improvement is needed to meet intern needs
- 3 Meets Intern Needs and Expectations
- 4 Exceeds Expectations--Above average experience
- 5 Significantly Exceeds Expectations--Exceptional experience
- N/A--Not Applicable/Not Observed/Cannot Say

NOTE: This Supervisor Evaluation is utilized by CTAC to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and all feedback is carefully considered. Any score below a 3 on any item will result in corrective action as deemed appropriate by the Training Committee in order to improve the intern's supervisory experience. Please include detailed explanatory comments wherever applicable in order to help us respond most effectively.

Please rate your supervisor on following items using the scale above.

General Supervisory Characteristics:

My supervisor is accessible for discussion, questions, and consultation. Select answer

My supervisor treats me with respect and courtesy. Select answer

My supervisor supports me in the successful completion of my internship program. Select answer

My supervisor presents as a positive professional role model consistent with the program's aims. Select answer

My supervisor schedules supervision meetings and is available at the scheduled time. Select answer

My supervisor allotted sufficient time for supervision. Select answer

My supervisor keeps sufficiently informed of my case(s). Select answer

My supervisor is interested in and committed to supervision.      Select answer

My supervisor sets clear objectives and responsibilities throughout supervised experience.  
Select answer

My supervisor is up-to-date in understanding of clinical populations and issues.      Select answer

My supervisor maintains appropriate interpersonal boundaries with patients and supervisees.  
Select answer

My supervisor provides constructive and timely feedback on supervisee's performance.      Select answer

My supervisor encourages an appropriate degree of independence.      Select answer

My supervisor demonstrates concern for and interest in my progress, problems, and ideas.  
Select answer

My supervisor communicates effectively with me.      Select answer

My supervisor interacts respectfully with me. Select answer

My supervisor maintains clear and reasonable expectations for me as a supervisee.      Select answer

My supervisor promotes recognition and effective navigation of individual and cultural diversity.  
Select answer

My supervisor provides a level of case-based supervision appropriate to my training needs.  
Select answer

My supervisor assists in coherent conceptualization of clinical work.      Select answer

My supervisor assists in translation of conceptualization into techniques and procedures.  
Select answer

My supervisor is effective in providing training in behavioral health intervention.      Select answer

My supervisor supports me in navigating and responding to clients' individual and cultural differences.      Select answer

My supervisor is effective in helping me develop short-term and long-range goals for clients.  
Select answer

My supervisor promotes clinical practices in accordance with ethical and legal standards.  
Select answer

My supervisor promotes my general acquisition of knowledge, skills, and competencies. Select answer

Summary:

Overall rating of supervision with this supervisor (Sum of responses/26)

Describe how your supervisor has contributed to your learning:

Describe how supervision or the training experience could be enhanced:

Any other suggestions/feedback for your supervisor?

Intern Signature:

---

---

Date:

Supervisor's Signature:

---

---

Date:

**CTAC Doctoral Internship Program Evaluation: To be  
completed by intern**

Intern: _____ Supervisor(s): _____	
Evaluation Interval (Please Circle): Mid-Point                      End of Year	
<p>This Program Evaluation is utilized by CTAC to continually improve and enhance the training program. All responses are reviewed by the Training Committee, and all feedback is carefully considered. Any ratings of "Poor" or "Fair" will result in action by the Training Committee to address the problematic item. Please include detailed explanatory comments wherever applicable in order to help us respond most effectively.</p>	
Scoring Criteria: 1=Bad; 2=Poor; 3= Fair; 4= Good; 5= Excellent	
OVERALL INTERNSHIP EXPERIENCE:	
Overall quality of training	Please select a score
Opportunities for professional socialization with intern cohort	Please select a score
Breadth of clinical intervention and assessment experience	Please select a score
Satisfaction with number of client contacts	Please select a score
Clarity of expectations and responsibilities for interns	Please select a score
Climate of training environment as it relates to respect for diversity	Please select a score

Caseload was appropriate to meet educational needs	Please select a score
Please provide any additional comments/feedback about your experience and provide explanations for any "poor" or "fair" ratings:	
<b>WEEKLY GROUP TRAINING OPPORTUNITIES:</b>	
Weekly Didactic Seminars	Please select a score
Group Supervision	Please select a score
Please provide any additional comments/feedback about your experience and provide explanations for any "poor" or "fair" ratings:	

**Overall Quality of Training Within Required Competency Areas**

For the following items, please rate the quality of the training you have received in each. Please consider your experience with didactic seminars, professional development opportunities, and supervision, as well as direct clinical experiences and other experiential training.

<b>Research:</b>	
Quality of Training	Please select a score

Comments:

Ethical and Legal Standards:

Quality of Training

Please  
select a  
score

Comments:

Individual and Cultural Diversity:

Quality of Training

Please  
select a  
score

Comments:

Professional Values, Attitudes, and Behaviors:	
Quality of Training	Please select a score
Comments:	
Communication and Interpersonal Skills:	
Quality of Training	Please select a score

Comments:	
Assessment:	
Quality of Training	Please select a score



Comments:

Intervention:

Quality of Training

Please  
select a  
score

Comments:

Supervision: (recall that, for the purposes of this evaluation, you are rating the training you received in this required area of competence, NOT the supervision you received)

Quality of Training

Please  
select a  
score

Comments:

Consultation and Interprofessional/Interdisciplinary Skills:	
Quality of Training	Please select a score
Comments:	

Please provide additional comments/feedback about the CTAC's overall training in the major areas of professional functioning:	
Please answer the following question regarding your experiences with receiving supervision.	
Helpfulness of supervision	Please select a score
Availability of supervisors	Please select a score
Frequency of supervision	Please select a score
Supervisors as professional role models	Please select a score
Effectiveness of teaching	Please select a score
Please provide additional comments/feedback about your supervision experience and provide explanations for any "poor" or "fair" ratings above:	

Please provide any other feedback and recommendations that you believe might be helpful or might improve the your training experience:

Intern Signature:

\_\_\_\_\_

Date:

Supervisor's Signature:

\_\_\_\_\_

Date:

## CTAC's Doctoral Internship Program Alumni Survey

Please fill out the following survey about your professional experiences after the completion of your internship year with CTAC.

1. Please provide your full name:

\_\_\_\_\_

2. What year did you complete your CTAC internship?

\_\_\_\_\_

3. If you have not responded to this distal data survey in the past, please complete the entire survey. If you have responded to this survey in the past, you will only need to complete the brief update section. If you are a recent graduate, you probably have NOT completed this survey yet. You can check with CTAC's Interim Training Director, Dr. Emma Durham (DrDurham@coloradotherapyassessment.com) if you are unsure.

Have you completed this survey in the past? Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, Please skip to question 12. If No, Please continue to question 4.

4. CTAC has outlined 9 competencies which guide the program's curriculum and evaluations. Please rate the degree to which the program promoted mastery in each of the competencies below. Please consider all exposure to each area in your response. Your exposure may have been through didactic/other seminars, supervision, direct clinical service, or other experiences.

1 2 3 4 5 Did Not Promote Adequately Promoted Fully Promoted Mastery Mastery Mastery  
GOAL RATING Research \_\_\_\_\_ Ethical and Legal Standards \_\_\_\_\_ Individual and  
Cultural Diversity \_\_\_\_\_ Professional Values, Attitudes, and Behaviors \_\_\_\_\_  
Communication and Interpersonal Skills \_\_\_\_\_ Assessment \_\_\_\_\_ Intervention \_\_\_\_\_  
Supervision \_\_\_\_\_ Consultation and Interprofessional/ Interdisciplinary Skills \_\_\_\_\_  
CTAC's Doctoral Internship Program Alumni Survey

5. The aim of the CTAC is to prepare high quality and competent psychologists to provide behavioral interventions in general outpatient facilities. How well does the curriculum you completed while on internship reflect the program's aim? 1 2 3 4 5 Not well at all Adequately Very Well

6. Overall, how well did your internship with CTAC prepare you for your current professional role? 1 2 3 4 5 Not Well Prepared Adequately Prepared Well Prepared

7. Please think about your FIRST employment following internship. In what type of setting was the employment. (Choose all that apply). \_\_\_\_\_ Community Mental Health Center \_\_\_\_\_  
Veterans Affairs Health System \_\_\_\_\_ Consortium \_\_\_\_\_ Military Medical Center \_\_\_\_\_  
Correctional Facility \_\_\_\_\_ Private General Hospital \_\_\_\_\_ Health Maintenance Organization

\_\_\_\_\_ General Hospital \_\_\_\_\_ Independent Practice \_\_\_\_\_ Other Medical Center \_\_\_\_\_  
Psychiatric Facility \_\_\_\_\_ Private Psychiatric Hospital \_\_\_\_\_ School District/System \_\_\_\_\_  
State/County/Other Public Hospital \_\_\_\_\_ University Counseling Center \_\_\_\_\_  
University/Academic Teaching \_\_\_\_\_ Academic Non-Teaching \_\_\_\_\_ 2- or 4-year  
Undergraduate Teaching \_\_\_\_\_ Changed to other career field \_\_\_\_\_ Medical School \_\_\_\_\_  
Other (e.g., consulting) \_\_\_\_\_ Research Position Please specify: \_\_\_\_\_  
None- have not been employed Please specify: \_\_\_\_\_

8. What was your job title for your first employment after internship?

\_\_\_\_\_

9. Was your first employment after internship within a formal postdoctoral training program?  
(Note: The postdoctoral program did not have to be accredited in order to select Yes.) Yes

\_\_\_\_\_ No \_\_\_\_\_ 9a. If yes, please select the emphasis of the formal postdoctoral training \_\_\_\_\_  
Primarily clinical \_\_\_\_\_ Primarily Research \_\_\_\_\_ Equally Clinical and Research \_\_\_\_\_ Other-  
Please Specify: \_\_\_\_\_ CTAC's Doctoral Internship Program Alumni  
Survey

10. Please select the activities that apply to your first employment after internship, whether a  
postdoctoral fellowship or otherwise. \_\_\_\_\_ Administration \_\_\_\_\_ Supervision \_\_\_\_\_

Assessment \_\_\_\_\_ Teaching \_\_\_\_\_ Consultation \_\_\_\_\_ Psychotherapy \_\_\_\_\_ Research \_\_\_\_\_  
Other- Please Specify: \_\_\_\_\_

11. Are you currently working in the same job with the same job title? \_\_\_\_\_ Same setting and  
same job title- Same \_\_\_\_\_ Setting but different job title – New \_\_\_\_\_ Setting but same job title  
– New setting \_\_\_\_\_ and new job title \_\_\_\_\_ Not currently employed If your setting or job title  
has changed, please answer questions

12 - 14. If there have been no changes to your setting or job title, please skip to question 15.

12. Select all setting types that apply to your current employment. \_\_\_\_\_ Community mental  
health center \_\_\_\_\_ Consortium \_\_\_\_\_ Correctional Facility \_\_\_\_\_ Health Maintenance  
Organization \_\_\_\_\_ Hospital/Medical Center \_\_\_\_\_ Independent Practice \_\_\_\_\_ Psychiatric  
Facility School \_\_\_\_\_ District/System \_\_\_\_\_ University Counseling Center \_\_\_\_\_ Academic  
Teaching \_\_\_\_\_ Other- Please Specify: \_\_\_\_\_

13. What is your current job title?

\_\_\_\_\_

14. Please select all activities that apply to this position. \_\_\_\_\_ Assessment \_\_\_\_\_ Supervision

\_\_\_\_\_ Consultation \_\_\_\_\_ Teaching \_\_\_\_\_ Research \_\_\_\_\_ Psychotherapy \_\_\_\_\_  
Administration \_\_\_\_\_ Other- Please Specify: \_\_\_\_\_ CTAC's  
Doctoral Internship Program Alumni Survey

15. Have you obtained licensure as a psychologist? \_\_\_\_ Yes, Full Independent Licensure  
\_\_\_\_ Yes, Temporary/Provisional Licensure \_\_\_\_ No, Not currently licensed 15a. If yes, in  
what state(s) are you licensed?

---

16. Please tell us about any other professional achievements you would like to share (e.g.,  
fellow status, diplomate, publications, etc.).

---

---

---

---

---

---

---

---

---

---