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University of Washington School of Medicine
Psychology Internship Program Administration/Training Manual
Version 17 (July 2015)

I. Introduction

A. Purpose of the administration/training manual

The purpose of this manual is to present general information about the organizational and administrative structure and content of the University of Washington School of Medicine Psychology Internship Program, to give an overview of the internship program and its components, and to serve as the central reference guide for policies and procedures for internship-related matters. This manual was accepted by the Internship Steering Committee, the Chair, and Administrator, of the Department of Psychiatry and Behavioral Sciences, on November 24, 1998; section V on Grievance Policy and Problem Resolution, existed previously in memorandum form. Subsequent revisions of this manual have been reviewed by the Steering Committee and accepted by majority vote.

B. Program overview and mission statement

The Internship Program strives to provide excellent clinical, didactic and research training firmly rooted in the scientist-practitioner tradition to predoctoral students of clinical and counseling psychology. The Program seeks to provide broad-based training with an emphasis in one of three training tracks. At the present time, the three emphasis tracks of the internship, as registered with the national computer matching system, are: General Adult Psychology, General Child Psychology, and Behavioral Medicine/Neuropsychology. We certify that psychology residents who successfully complete the program accrue a minimum of 2000 hours of clinically-relevant experience and at least 200 hours of supervision during the year (at least 100 hours of which are individual supervision).

C. Historical perspective on the program

The first year of the program was 1961. It was first accredited by the American Psychological Association (APA) Committee on Accreditation on June 1, 1965. The internship program has had full accreditation status continuously since the time of its first accreditation. The last accreditation review occurred in May, 2013.

The internship has been a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) since 1969. The University of Washington internship program adheres to the APPIC member guidelines including but not limited to those regarding the appropriate process for the notification of internship applicants. The internship program also adheres to the ethical guidelines established by the American Psychological Association and the legal regulations set forth in the Washington Administrative Code of revised statutes.

In terms of program honors, in 1998, after a peer-review process, the program was admitted to the Academy of Psychological Clinical Science, which is associated with the American Psychological Society. The Academy of Psychological Clinical Science is a coalition of training programs that share a common goal of producing and applying scientific knowledge to the assessment, understanding, and amelioration of human problems. Our membership in the Academy indicates that our program is recognized as being committed to excellence in scientific training, and to using clinical science as the foundation for designing, implementing, and evaluating assessment and intervention procedures.
II. Administrative Organization and Structure

A. Administrative placement of the program

Administrative oversight for the internship program is provided by the Department of Psychiatry and Behavioral Sciences, School of Medicine, University of Washington.

B. Range of placements of training faculty and training sites

Rotations occur at sites associated with three medical centers: University of Washington Medical Center, Harborview Medical Center, and Seattle Children’s Hospital, and at other affiliated sites.

The training faculty are affiliated with one or more of the Departments in the School of Medicine, primarily Psychiatry and Behavioral Sciences and Rehabilitation Medicine.

C. Director of Internship Training

The Director of Internship Training is appointed by the Chair, Department of Psychiatry and Behavioral Sciences, and as such, reports to the Chair. This appointment typically is made in consultation with the outgoing Director, the Internship Steering Committee (ISC: see below), and the training faculty. The Director is the official representative of the program to APPIC and the APA Committee on Accreditation; represents the internship on the Department of Psychiatry and Behavioral Science’s Executive Advisory Committee; is responsible for the integrity and quality of the program; for monitoring the program’s goals and activities; and for directing and organizing the training program and its resources. Securing commitments for psychology resident stipends from training sites, and negotiating and managing the internship budget through the Department of Psychiatry and Behavioral Sciences’ administrative structure are a significant component of the Director’s responsibilities. The amount of the stipend is negotiated by the Director with the Chair of Psychiatry and Behavioral Sciences with the goal of being comparable to similar internship programs. To maintain involvement and good communication with sites where the Director is not present, the Director utilizes bimonthly ISC meetings and, as needed, site visits and meetings with personnel in liaison positions, such as the coordinators for each training track. As part of organizing the goals and content of the program, the Director, or training faculty in consultation with the Director, may initiate new rotations. New rotations should enhance the breadth and depth of the internship program. New rotations are site visited by the Director, or Training Track Coordinator, and another member of the training faculty. The site visits should include an inspection of the physical site (e.g., residents’ workspaces, training resources such as videotaping capability), and discussions with the supervisors and rotation training coordinator regarding an overview of the site and its clientele, training opportunities, structure, and plans for supervision. The Director may initiate the discontinuation of a rotation if the rotation does not provide adequate training opportunities. For example, excessive service demands coupled with inadequate supervision and/or supervisor unavailability may lead to the termination of training at that site.

D. Assistant Director of Internship Training

In addition to the Director, an Assistant Director of Internship Training may also be appointed. The Assistant Director of Internship Training is also appointed by the Chair, Department of Psychiatry and Behavioral Sciences, and as such, ultimately reports to the Chair. The Assistant Director’s main role is to back up and share administration and oversight responsibility with the Director.

E. Internship Steering Committee

The Internship Steering Committee (ISC) is an advisory body to the Director of Internship Training. The ISC includes:

- Director of Internship Training
- Coordinator of the General Adult Psychology Training Track
- Coordinator of the General Child Psychology Training Track
- Coordinator of the Behavioral Medicine/Neuropsychology Training Track
Additional voting members of the ISC are drawn from the following areas (variations in representation may occur):

- UWMC, Dept. of Rehabilitation Medicine-affiliated rotations
- HMC, Dept. of Psychiatry and Behavioral Sciences-affiliated rotations
- UWMC, Outpatient Psychiatry Clinic
- SCH, affiliated rotations
- Community Liaison (i.e. a non-regular faculty community representative)

Non-voting, non-faculty members include:

- The Internship Program Coordinator, who serves as the secretary to the ISC
- One representative from the current internship class (rotating terms)
- Post-Doctoral representatives invited by the Internship Director

Internship class representatives volunteer or are chosen by their peers. There is no set length of service on the ISC. Changes in membership can be proposed by any member of the training faculty and a majority vote determines any change in the representation on the committee.

The ISC meets every other month for two hours, with e-mail communication in between meetings as needed. Minutes are kept and distributed to all training faculty and psychology residents via e-mail. Typically the minutes are distributed at the same time as the agenda for the next meeting.

F. Other Committees

F1. Selections Committee.

The purpose of this committee is to oversee the process by which internship applications are reviewed and rated, and to formulate final rank-ordered lists of applicants for each internship track to be submitted to the computer matching service. This committee consists of the track coordinators and the internship director, who chairs the committee.

F2. Didactics Committee.

The purpose of this committee is to review the previous year’s didactics program and to create and operate the following year’s program. Topics, speakers, speaker evaluations by residents, speaker comments, input from other internship program committees, and other input from residents and faculty will be reviewed in light of the current state of the field of psychology and the training program. Changes will be formulated for the upcoming year based on available data and perceived needs or desires for modification of the didactics series. Faculty and resident volunteers comprise the committee; the chair is appointed by the internship director.

F3. Diversity Advancement Committee.

The mission of this committee includes four basic goals of service related to training, resources, recruitment, and retention. The functions of the committee are (1) to provide training of residents and faculty on issues of individual and cultural diversity as these relate to theories and methods of assessment, diagnosis, and effective intervention; consultation, supervision, and evaluation; and research methods/design (including ethnic minorities, gender/sexual orientation, physical disabilities, SES, age. (2) to serve as a resource “hub” of information (clinical and social service resources, research, lectures, and expertise at the University of Washington and surrounding community) on diversity issues for everyone involved in the internship, and (3 & 4) to promote the recruitment and retention of diverse residents, faculty, and speakers as well as those interested in diversity issues. All interested residents are encouraged to participate on the committee that remains active throughout the internship year. Residents work with regular and allied faculty members, as well as representatives from the local community. The committee chair is appointed by the internship director.
F4. **Professional Development Committee.**

This committee is responsible for coordinating professional development activities and support for the psychology residents during the year. These activities may include the annual workshop for psychology residents on post-doctoral and job possibilities; facilitating “job talk” practice sessions and providing a mechanism for feedback on application material (e.g., cover letters); and conducting seminars on professional ‘wellness’ and balancing different life demands. The committee also disseminates relevant job-related information throughout the internship year. Both faculty and psychology resident volunteers comprise the committee; the committee chair is appointed by the internship director.

F5. **Awards and Events Committee.**

This committee facilitates the review of potential recipients of the Robinson Director’s Award, Becker Research Award, Joan Martin Award, and the John E. Carr award and oversees the Internship Director's and Program Coordinator's administration of these award funds. Faculty volunteers comprise the committee; the committee chair is appointed by the internship director.

G. **Other Internship Positions and Faculty Responsibilities**

G1. **Coordinator of General Adult Psychology Training.**

The coordinator of the general adult psychology training track provides counsel and assistance to the director regarding adult clinical training-related issues, takes a major role in coordinating application reviews, open house activities and orientation for residents in the track and serves as a liaison regarding adult training sites. The coordinator of general adult psychology training also is a member of the ISC and the selections and rotation assignments committees. This training track coordinator is appointed by the Chair and the internship director.

G2. **Coordinator of General Child Psychology Training.**

The coordinator of the general child psychology training track provides counsel and assistance to the director regarding child clinical training-related issues, takes a major role in coordinating application reviews, open house activities and orientation for residents in the track and serves as a liaison regarding SCH sites. By virtue of this position, the coordinator of child clinical training also is a member of the ISC and the selections and rotation assignments committees. The coordinator of child clinical training is appointed by the Vice-Chair for Child Psychiatry and the internship director.

G3. **Coordinator of Behavioral Medicine/Neuropsychology Training.**

The coordinator of Behavioral Medicine/Neuropsychology training provides counsel and assistance to the director regarding behavioral medicine/neuropsychology training issues, takes a major role in coordinating application reviews, open house activities and orientation for residents in the track and serves as a liaison regarding Behavioral Medicine/Neuropsychology rotation sites. The coordinator is also a member of the ISC and the selections and rotation assignments committees. The coordinator of the behavioral medicine/neuropsychology clinical training is appointed by the Chair and the internship director.

G4. **Rotation Training Coordinators.**

It is the responsibility of the rotation site training coordinators to represent the rotation in any official capacity, which may include updating and editing of the internship brochure for accuracy; representing the rotation at the Open House for internship applicants; and coordinating and overseeing the training needs at the rotation. The training coordinator role may include tasks such as meeting with residents at initial internship orientation and determining rotation assignments within tracks, providing the initial orientation for new psychology residents at
the site, and assigning faculty supervisors to the psychology residents on site. Site training coordinators may be assigned by their clinical service chief, or may be self-selected from among faculty volunteers.

G5. **Mentors.**

The mentor is the psychology resident’s advisor for the year. Mentors are assigned before the incoming psychology resident class arrives and preferably also serves as the research advisor, though this is not required. If a change in mentor is desired later in the year, it can be arranged. Mentor’s responsibilities vary somewhat over the course of the year. They serve as a role model, may supervise research, and act as professional advisors.

It is recommended that psychology residents meet with their mentors during the first two weeks of internship, particularly if residents are considering conducting a research project or writing a grant proposal for postdoctoral training, and on a regular basis throughout the internship year. The purposes of this early-year meeting are to monitor their initial adjustment, and to discuss additional training possibilities and other internship program resources such as seminars, research projects, and other opportunities. Mentors should also discuss with residents their goals for the internship year and help them to formulate and document these on the appropriate forms so that they can be tracked over the year. Mentors should keep informed about their resident’s progress during each rotation, and provide support for other issues, such as their professional development.

At the end of each rotation, mentors receive copies of all evaluations from the program coordinator, and should meet with the residents to discuss their rotation evaluations and progress toward their internship goals and progress in the program as a whole. At the end of the internship year, the mentor is responsible for composing a summary of their mentee’s evaluations from supervisors as well as their own observations and summary of the resident’s progress. This is sent to the Training Director of the Internship to be incorporated into the end of year letter that is addressed to the Director of Clinical Training at the psychology resident’s home university. This summary letter describes the psychology resident's experiences during the year, summarizes his/her strengths and weaknesses, and states whether the psychology resident did or did not successfully complete the program.

G6. **Preceptors.**

If residents experience difficulty in the program, or face sanctions, they select in conjunction with the director a preceptor who represents residents’ interests at Steering Committee meetings. The preceptor is typically the mentor, unless a clear conflict of interest arises.

G7. **Supervisors.**

Supervisors are the mainstay of internship training; they are responsible for assessing the background and skills of a psychology resident as s/he begins supervision; to ensure that psychology residents are given clinical opportunities appropriate to their background and skill; to provide teaching on clinical activities (via modeling, role playing, feedback on tapes and chart notes, reading materials, etc.) through regularly scheduled meetings; to arrange for supervisory coverage when they are not available; to provide informal formative and formal summative feedback; and to be excellent models, and to uphold high professional standards at all times. Supervisors must provide at minimum 2 hours of individual face-to-face supervision plus 2 hours of group or team supervision per week to residents. Supervisors also are responsible for the clinically-relevant behavior of the psychology resident(s) under their supervision. Evaluations of psychology residents by supervisors, of supervisors by psychology residents, and of rotations by psychology residents, occur at regular intervals (see section IV. below). Nothing in a formal evaluation of a psychology resident by a supervisor should be a ‘surprise’; supervisors are responsible for providing ongoing feedback throughout a rotation. Final rotation evaluations are completed in writing within 2 weeks of completion of the rotation, and the supervisor and resident discuss the evaluation. Following this, the resident can comment on the evaluation and sign it.

The journal club coordinators are those faculty in each track that have volunteered to arrange the journal club meetings. Journal clubs generally meet once a month or more. Each journal club coordinator is responsible for logistical arrangements associated with the meetings, and overseeing the topical content of the meetings. Psychology residents are required to attend at least 10 journal clubs during the course of the year. 7 of these journal clubs must be their own Track journal clubs, but the resident may electively attend 3 journal clubs which can be rotation based or other Track journal clubs in the Internship. Residents need to sign in to document attendance at journal clubs. The journal club coordinator will maintain the attendance record and forward copies to the internship office. If for some reason a resident is still unable to attend 10 journal clubs, the resident must arrange with the journal club and track coordinators to read the article from the missed journal club and write a summary paper on the article and submit it to the journal club and track coordinators. Confirmation of acceptance of the make up activity should be sent by the track coordinator to the internship office. Completion of the journal club requirement needs to be met prior to graduation.

III. The Internship Year

A. Orientation and Rotation Assignments

The internship year starts on July 1st. First, psychology residents are welcomed and oriented to the internship program. This orientation includes a formal appointment process, a general orientation to the internship year and statement of expectations for the year, and an overview of the specific rotations available to them. Psychology residents work with their training track coordinators to determine their rotation assignments for the year. These placements attempt to take into account the psychology residents’ training needs as perceived by the psychology residents and faculty; psychology residents’ preferences’, and the need to provide psychology residents to rotations that have funded stipends. It is typically difficult to make changes in rotation assignments after the initial assignments.

B. Didactics

The internship didactics series seeks to provide broad-based instruction in topics related to ethical and legal issues for psychologists; understanding a variety of psychological and behavioral problems and their bio-psycho-social aspects; assessment and treatment of children, adults, couples and families and among persons of varying ethnicity and culture; all with an emphasis on empirically-based information. Didactics occur weekly, and are 2 hours in length (some sessions may last longer). Residents are required to attend all didactics, and must sign in to document attendance, as well as complete an evaluation form. Up to 5 didactic sessions can be missed for reasons such as approved vacation, sick leave, or professional leave. Missing didactics for all other reasons is strongly discouraged. Residents are expected to be on time and to attend the didactic in its entirety. If a resident misses more than 5 didactic sessions, the resident needs to make the didactic up by reading two articles from the bibliography provided by the didactic speaker on the content area of the missed session, and to provide a summary paper (at least one page, single spaced) on each article to the internship office. This should ideally be completed as soon as possible following the missed didactic but must be completed by the end of internship. All make up activities need to be completed and accepted by the internship office prior to the date of graduation for a graduation certificate and any certification of completion of internship to be issued.

Occasionally, elective programs (such as seminars in a particular therapeutic modality) are offered which occur in addition to, not in place of, the regularly scheduled didactic program.

C. Research

Psychology residents may participate in a year long seminar on research skills and grantsmanship. Participation in this activity includes the provision of 6 hours of release time from clinical rotations to participate in the grantsmanship seminar, and pursue research and grant writing. The 6 hours of release time includes the time
spent in the grantsmanship seminar as well as travel time from rotations to attend it. Release time begins when the resident leaves the clinical site or ends when the resident arrives at the clinical site. Residents should discuss the timing of their research hours with their supervisors at the beginning of a rotation and a schedule of release time for the rotation should be agreed upon at that time. Written progress reports, signed by the supervisor, are required every 6 months to be turned into the internship office and are signed by the Director with copies returned to the resident and the research mentor.

In the event that the number of interested residents exceeds the number of possible participants, the seminar coordinators will choose from among the interested participants based on such factors as goodness of fit (between resident research interests and those of potential faculty mentors); commitment to the seminar; dissertation progress; and readiness for an academic career in which grant support will be expected.

Psychology residents not participating in the grantsmanship seminar may apply for one half-day (4 hours) of release time, defined as above, per week for research (including dissertation research) with an internship training faculty supervisor. Residents who withdraw from the grantsmanship seminar and have an approved research plan are allotted 4 hours to work on these approved research activities.

Psychology residents interested in pursuing the 4 hours dedicated or protected time for research should have an identified training faculty research mentor who will agree to collaborate or oversee the resident’s research progress. After identifying a research advisor, the psychology resident completes a Research Request Form, on which the resident describes briefly the research project. The advisor then signs the Form and commits to a specific number of hours of supervision per week or month. This form is then sent to the Internship Director for review and final approval. The Director may seek opinions from colleagues about the proposal’s merits. Written progress reports, signed by the supervisor, are required every 6 months to be turned into the internship office and are signed by the Director with copies returned to the resident and the research mentor.

D. Assumptions regarding the quantity and quality of work

The internship spans a full year, beginning on the weekday closest to July 1st, and ending one full year later on June 30 of the following year. Rotations can range from a day a week throughout the year, to several days a week for four to six months.

The quantity of direct clinical experience varies from rotation to rotation; across the course of the internship year, at least 25% of the psychology resident’s time must be spent in “face to face psychological services” per APPIC policies (APPIC, 1999, p. 13). Each psychology resident receives at least four hours of regularly scheduled supervision per week, at least two of which are individual supervision and of which two or more are from a licensed psychologist, consistent with APPIC (APPIC, 1999, p. 13) and APA Committee on Accreditation (APA, 1999, p. 13) requirements.

E. “Moonlighting” policy

The School of Medicine moonlighting policy only applies to physicians-in-training, not to psychology residents. The internship policy on moonlighting is that a psychology resident can receive compensation for paid professional activities outside of the internship training program for up to 8 hours/week of outside activities, subject to approval by the Training Director. Possibly acceptable activities include research or consulting activities; outside clinical activities are not acceptable. A psychology resident who wishes to engage in such activities must make a written request to the director to do so prior to engaging in these activities. The work must be conducted outside of regularly scheduled internship hours and must not interfere with training. Payment for such activities must conform to University and all applicable (e.g. federal) policies and procedures regarding payment from grants or other sources. The University provides no liability coverage for activities that are done outside of the internship training program.
F. Vacation, sick leave, and professional leave policies

Psychology residents are allotted 11 days of vacation, and 5 days of professional leave (e.g., for a dissertation defense, to attend a professional meeting or conference), plus all recognized state holidays. Psychology residents accrue 8 hours of sick leave per month of completed employment. Time taken for vacation, professional leave or sick leave applies to research time as well as clinical time taken off.

Residents are required to get approval for all time off. The request should be made to the supervisor of the rotation during which the leave time will be taken. This should be done prior to taking the time off (except in the case of unexpected sick leave). It is the responsibility of the resident to inform ALL of the people who need to know about their absence. In addition to the clinical supervisor that might include people who do scheduling, head nurses, chief residents, chief of services, etc. If the resident does not know who else to notify of an absence, she or he should ask the supervisor when they request the leave or report a sick day.

The procedure for requesting vacation or professional leave time is to email the supervisor with a “cc” to the internship office. The supervisor will “reply to all” with an approval or disapproval. For sick days the internship office should be cc’d on a notification email that goes to the supervisor and others being notified of the absence. Or the resident can gather all email approvals and “Forward” all to the internship office as confirming supervisor approval. For details about the leave procedure, please see the description in the Orientation Manual.

Supervisors who have a concern about the requested leave may wait and discuss the concerns with the resident in person. Please be sure to inform the internship office of the result so the internship office knows whether to count the time as leave approved and taken or not approved, not taken.

The program coordinator is responsible for keeping records of the reported psychology residents’ time away from the internship, as well as their reported attendance at required activities, such as didactics.

Time off is to be spread over the internship year so that no more than two weeks (10 days) of vacation, plus sick leave, plus professional leave are taken during any one full-time, four-month rotation. No more than 5 days of vacation should be taken during one rotation. For rotations of different durations, these guidelines shall be prorated (e.g., no more than 5 total days off shall be approved during a half-time, four-month rotation). The recorded leave time Residents’ have taken is available to supervisors; however, it is the resident’s responsibility, as a professional, to verify that the time is available prior to making the request. All leave must be approved in advance by the resident’s supervisors for the rotation during which the leave will take place, i.e. supervisors may not approve leave that will take place on a rotation that is not their own. An appeal to the Director can be made if the leave request is rejected.

If a serious illness results in the need to take off more than the allotted time for the year, arrangements to extend or otherwise ‘make-up’ time away from the training program (whether clinical or research time) may be arranged by the psychology resident, supervisor, training director and the training track coordinator of the assigned sites. Documentation of the required make up activities and a time line for accomplishing this should be sent to the internship office. Verification of the completion of the make up activities by the supervisor or track coordinator will be sent to the internship office to be placed in the resident’s file.

Please note that sick leave is for resident illness or health appointments. Since residents are not technically “employees” and because residents are only here for a year, they do not qualify under the Family Medical Leave Act. Thus, leave for family emergencies are counted as vacation time. In the case of the death of a family member, up to three days of bereavement leave can be taken (not counted as vacation or sick leave). According to University policy, a family member is defined as, “a spouse or same or opposite sex domestic partner; child; parent; grandparent; grandchild; sister; or brother. Family member also includes individuals in the following relationships with the employee’s spouse or domestic partner: child, parent, or grandparent. It also includes those persons in a “step” relationship.”
G. Confidentiality Policy related to Clinical Materials.

Psychology residents may not remove any clinical materials from any clinical site. If a psychology resident wishes to dispose of self-generated confidential clinical material such as handwritten notes, the psychology resident must locate a shredder at the rotation site, and shred all clinical material before disposing of it. All confidential materials must be dealt with in a manner consistent with HIPAA regulations and UW Medicine policies as well as the relevant sites where clinical activities occur (UWMC, HMC, SCH). For further information on the handling of confidential materials, psychology residents should review the relevant sections of the Washington Administrative Code, the policies included in the Psychology Internship Orientation Manual, and the policy of each of the training sites (UWMC, HMC, SCH), including policy regarding e-mail communications; failure to maintain confidentiality is noted in these policies as potential grounds for disciplinary action including dismissal. All residents assume the responsibility to be familiar with, and follow, HIPAA regulations.

IV. Evaluation

A. Psychology resident self-evaluation

Psychology residents complete a self-assessment of his/her experience relative to the rotation learning objectives at the beginning of each rotation. These self-assessments are discussed with the supervisor. At the end of each rotation, psychology residents are asked to summarize the amount of face-to-face clinical work performed, number of patients seen, a breakdown of the characteristics of those patients (by gender, age group, ethnicity, presenting problem), if assessment and/or treatment was involved and what was performed, and amount of supervisory experience. These records are used to summarize psychology residents’ clinical experiences over the course of each year and are useful for future forms (e.g., licensing applications), which the training office must complete and certify.

B. Evaluation of psychology residents by supervisors

As noted above, psychology residents complete a self-assessment at the beginning of each rotation, which is discussed with the supervisor. At the mid-point of the rotation, the resident and supervisor should review the resident’s progress on the rotation, referring to the rotation learning objectives, reviewing progress made compared to the initial self-assessment, and forming goals for the reminder of the rotation. Formal summative evaluations of psychology residents by supervisors occur at the end of each rotation. The internship coordinator distributes an evaluation to each supervisor; the supervisor completes the evaluation, reviews it with the psychology resident who signs the form indicating that s/he understands its content. The supervisor then sends it to the internship office; the internship office sends a copy of all evaluations to the psychology resident’s mentor, the resident and the supervisor. The Internship Steering Committee (ISC) meetings serve as a forum for the ISC, mentors, and other supervising faculty to review the performance and progress of each trainee. Any concerns or difficulties that are identified during the end-of-rotation evaluations may be addressed by the appropriate steps listed under Probation Procedure (section V.A.), below. Successful completion of each rotation is assumed by faculty ratings of “I” (intermediate skills) “HI” (high intermediate skills) or “A” (advanced skills) for all learning objectives on the rotation’s evaluation form. A pattern of increasing numbers of “HI” and “A” ratings, and decreasing numbers of “I” ratings, is expected over the course of the year, and ideally by year’s end, at least 80% of ratings will be “HI” or above and all will be “I” or above. A learning objective that is rated as an Emerging Skill (E) may signal satisfactory progress if that skill was new to the resident (e.g., a resident doing a rotation outside of their previous background or with a population new to the resident), or may signal performance problems. The training supervisor is asked to provide feedback to discriminate between these situations. A pattern of “E” ratings that persists across rotations, particularly without satisfactory progress, or the presence of R (Requires remediation) ratings, would signal the need to activate informal remediation or possibly more formal remediation and probationary procedures. These situations would trigger information gathering and review by the Training Director, the mentor, and the track coordinator, followed by discussion and review by the ISC. ISC decisions on resident progress in these situations will be documented by the training director. Successful completion of the program requires successful completion of
all rotations, including ISC resolutions regarding residents’ progress who receive “E” ratings or “R” ratings, as described above, and the prescribed didactics sequence and journal club attendance.

C. Evaluation of supervisors by psychology residents

Formal summative evaluations of supervisors by psychology residents also occur at the end of each rotation. The psychology resident rates the supervisor on the quantity (e.g., availability, conscientiousness) and quality (e.g., strengths and weaknesses) of the supervision and selected aspects of the supervisory relationship (e.g., was feedback given on an ongoing basis during the rotation?). These evaluations are held by the internship office until the supervisor has completed his/her evaluation of the psychology resident, then a copy of the psychology resident’s evaluation of the supervisor is sent to the supervisor. The evaluation of the supervisor is held so that the supervisor’s evaluation of the psychology resident will not be affected by knowing the psychology resident’s feedback regarding the supervisor. The director reviews all evaluations of supervisors by psychology residents. Any instances of significant concern and any recurrent pattern of feedback of moderate concern regarding a supervisor are discussed with the supervisor by the director. If the matter is not resolved, the director may discuss the issue with the site training coordinator at the rotation, the supervisor’s service chief, and then the department chair.

D. Rotation evaluation by psychology residents

Psychology residents also prepare summative feedback on each rotation as a whole, in addition to evaluating their experiences with specific supervisors. Psychology residents are asked to evaluate the strengths and weaknesses of each rotation, and make suggestions for improvement. As with the supervisor evaluations, these rotation evaluations are held by the internship office until the supervisors at that site complete their evaluations of the psychology resident. The rotation evaluations are then sent to the site training coordinator and the rotation coordinator for his/her review. The director also reviews all evaluations of rotations by psychology residents. Again, any instances of significant concern and any pattern of feedback of moderate concern regarding a rotation are discussed with the site training coordinator by the director; if the matter is not resolved, the director may discuss the issue with the supervisor’s service chief, and then department chair. If significant difficulties with a rotation persist, training at the rotation may be discontinued at the director’s discretion, after consultation with the ISC.

V. Grievance Policy and Problem Resolution

A. Probation Procedure

The following steps govern the placement of psychology residents on probation or dismissal from the program.

Step 1: Clinical Supervisor. If the psychology resident is not performing at a satisfactory level of competence, the clinical supervisor is expected to discuss this with the psychology resident, to increase his/her supervisory guidance and to direct the psychology resident to other appropriate resources such as additional didactics or training experiences. The supervisor is encouraged to discuss concerns and ideas for helping the resident to improve performance with the Training Director, Track Coordinator and track faculty, although formal communication with other members of the internship faculty is not required at this level. However, the clinical supervisor should document what concerns led to the discussion and the remedial steps, if any, which were proposed.

Step 2: Clinical Supervisor. If the problem addressed in Step 1 persists, or if the problem is judged to be of a seriousness that cannot be remedied by actions outlined in Step 1, the clinical supervisor will communicate his/her concerns in writing to the Internship Director and the Track Coordinator. The communication should include copies of any internal memoranda developed in Step 1.

Step 3: Director of Internship Training/Ad hoc Review Committee. The Internship Director will constitute a Review Committee consisting of him/herself, the psychology resident’s mentor and a third internship faculty
member who has not been involved in the problem situation. The psychology resident will be given a formal written notice of concern that outlines the nature of the problems identified, and notification of the review and hearing process. The Committee's mandate is to review all pertinent data, to interview the psychology resident and all supervisors involved, and to make one of the following recommendations to the Internship Steering Committee: (a) no action required; (b) corrective action short of probation; (c) probation for 3 months; (d) immediate dismissal from the program. The nature of all corrective actions proposed, whether involving formal probation or not, is detailed by written memoranda on all contacts. Recommendations to the Steering Committee are prepared. The psychology resident is told of the recommendations and given the opportunity to have a faculty representative of his/her choice (i.e., a preceptor, usually the mentor) present at the Internship Steering Committee meeting when the case is presented.

Step 4: Internship Steering Committee: The Internship Steering Committee hears the case presented by the Ad hoc Review Committee and, if the psychology resident wishes, by him/herself and his/her representative. The Steering Committee, in executive session, by majority vote, acts on the recommendations by the Ad hoc Review Committee. If the decision is to place the psychology resident on probation or to dismiss the psychology resident, the Internship Director will communicate the decision immediately to the psychology resident and the Director of Clinical Training of the psychology resident's home university. Minutes of the meeting are kept, but separate from the minutes of general ISC meetings.

Step 5: Ad hoc Review Committee. Toward the end of the formal probation period, the Review Committee again examines data and conducts interviews with the psychology resident and relevant supervisors. The committee makes one of the following recommendations to the Steering Committee: (a) removal from probation; (b) continuation of probation for an additional stipulated period; (c) dismissal from the program.

Step 6: Steering Committee. If the Ad hoc Committee recommends continuation of probation or dismissal, the procedure in Step 4 is followed.

Step 7: Ad hoc Review Committee. Toward the end of the second probation period, the Ad hoc Review Committee repeats Step 5. However, only two recommendations can be made: (a) removal from probation; or (b) dismissal from the program.

Step 8: Steering Committee. If the Ad hoc Review Committee recommends dismissal, the procedure in Step 4 is followed.

Appeal Procedure: If the psychology resident is dismissed from the program by action of the Steering Committee, he/she may appeal this decision to the Chair of the Department of Psychiatry and Behavioral Science. The Chair will appoint an independent Appeals Committee that can uphold, modify, or reject the decision of the ISC.

Whenever possible, disciplinary hearings and actions will be conducted within the framework of the Internship Program. However, this may not always be possible. An infraction could automatically trigger intervention by external persons or agencies.

B. Psychology Resident Grievance Procedure

In the event of difficulties with a supervisor or other grievances about training the psychology resident should:

Step 1: Raise the issue with his/her supervisor in an effort to resolve the problem.

Step 2: If the matter cannot be resolved with the supervisor the issue should be discussed by the psychology resident with his/her mentor.

Step 3: If the mentor cannot resolve the matter, is unavailable, or the mentor is the supervisor in question, the next level of recourse is the Internship Director.
Step 4: If the Internship Director cannot resolve the matter, the Director chooses a faculty member, acceptable to the psychology resident, who attempts to mediate the difference. At this point the faculty mediator requests written materials from the psychology resident and the supervisor. The mediator is chosen from a faculty panel whose members have agreed to serve as mediators.

Step 5: If mediation fails, the Steering Committee reviews the issue based on materials supplied by the psychology resident, the supervisor, and the appointed mediator. The psychology resident, supervisor, Internship Director, and preceptor must be present. The Steering Committee has final discretion regarding outcome.

Possible issues for psychology residents include matters such as: poor technical supervision, inadequate time provision, relative unavailability of the supervisor, onerous workload, evaluations perceived as unfair, or conflicts over scientific ownership of ideas or data.

It is also possible that conflict might revolve around issues of rotation assignment or other matters that involve the Internship Director rather than the supervisor. In such situations

1. The mentor should discuss the issue with the Internship Director.

2. The mentor should assign the mediating faculty member who will discuss the matter with the psychology resident and the Internship Director.

3. In the event of failure to resolve the matter the Steering Committee reviews the issue and has final discretion regarding the outcome, as stated above.

Nothing here precludes attempted resolution of difficulties by adjudication at a school or university level including by the University Ombudsman. These guidelines are intended to provide psychology residents with a means to resolve perceived conflicts that cannot be resolved by informal means. The internship class can pursue grievances without fear of retribution.

VI. Miscellaneous

A. Communications and IDs/badges/site requirements

Intra-program Communications. The primary method of communication by the program is by email. Email accounts are provided for all psychology residents and training faculty who have University of Washington faculty appointments. Residents should familiarize themselves with confidentiality issues in using email.

Psychology residents are expected to inform the internship office of their office and pager phone numbers at the beginning of each rotation. Psychology residents are expected to notify the training office of any change in their home address or phone number before or, as soon as possible, after the change is made. The Internship must be able to reach residents in case of emergencies.

Faculty are expected to provide the internship office with any changes to their address, office phone, or e-mail.

Communications outside of the Program. The Director is responsible for how the internship program is represented to the larger community. For example, the Director is responsible for overseeing the annual updating and editing of the brochure and website, and communications with APA, APPIC, and other professional groups.

IDs/badges/site requirements. Psychology residents are given an identification card (Husky Card) that shows that they are a University of Washington staff member. Many rotation sites (UWMC, HMC, SCH) require
psychology residents to obtain a site-specific identification badge that must be worn at all times while working on-site.

B. Financial Information

Psychology residents are paid twice a month, on the 10th and 25th; there is a ten-day lag in the payroll system. Psychology residents also receive non-retirement benefits (medical and dental, etc.). Psychology residents can arrange to have direct deposit of their paychecks. There is an emergency loan fund available to psychology residents and administered by the program coordinator.

C. Transportation/Parking.

The University operates a free shuttle bus between UWMC and HMC, SCH, and the outpatient clinics on Roosevelt Way N.E. (e.g., Outpatient Psychiatry Clinic). The Health Sciences Express shuttle goes to Harborview and Roosevelt Clinic; the SCCA shuttle goes to Seattle Children’s Hospital. The UW Medicine Shuttle Service serves UWMC, Northwest Hospital, Northgate Clinic, Ravenna Clinic, Roosevelt Clinics and the UW Tower.

Parking. Parking at many rotation sites ranges between expensive and difficult, to nearly impossible, the University encourages alternate transportation.

UPASS. A reduced fee bus pass that comes with other privileges.

D. Immunizations

Since residents work in a variety of hospital settings, current proof of immunizations is required. Residents can complete their immunizations anywhere, but as staff they are eligible to receive their shots free of charge at the employee health clinic. If immunizations are done somewhere else, residents must provide copies of records which employee health will keep on file.

The vaccines required are:
- Tetanus Diphtheria (if the last one is over 10 years)
- MMR (need two documentations in which the first MMR and the second MMR are at least one month apart); or blood titer test
- Varicella (either history of disease, or vaccine in which the first and the second shot are at least one month apart)
- Hepatitis B (three series of three shots and the blood test for Hep B antibody level)
- TB test.(every year, if the last one is over 1 year, then two tests are required)

E. Other Resources.

A collection of videotapes and books on a variety of topics including training, ‘manuals’ for various psychotherapies, etc., are available from the department library located in BB1615. There is also the Health Sciences library.

VII. References
