

Illinois  
Psychological  
Association  
Predoctoral  
Internship  
Consortium  
Handbook

2015-2016 Edition



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# INTRODUCTION TO THE IPAPIC

## **About the Consortium**

The Illinois Psychological Association Predoctoral Internship Consortium (IPAPIC) was founded to join together training organizations in Illinois to create training opportunities for Illinois psychology Interns. IPAPIC endeavors to grow each and every year by joining with new organizations to offer new training prospects. An important mission of IPAPIC is to offer services to underserved communities. By linking agencies, IPAPIC is able to offer such services, since the consortium shares training and supervision responsibilities. IPAPIC is a multi-site training program that provides organized, sequential learning experiences for doctoral Interns. The Consortium ensures an integrated training experience through shared standards, common procedures, and joint didactic learning programs. The Consortium brings together urban and rural training sites to provide broad exposure to differing models of training and service delivery. There is a particularly strong emphasis on advanced training in cultural competence.

## **IPAPIC Vision**

The IPA Consortium model will be a leading training paradigm within the psychological community.

## **Mission Statement**

The mission of the IPA Consortium is to offer quality psychology training in diverse settings to doctoral Interns in the state of Illinois while also creating networks between trainees, agencies, IPA, and IPA members.

## **Values**

<i>Respect</i>	We respect all customers without regard to race, sex, age, disability, health status, sexual orientation, socioeconomic status or faith.
<i>Compassion</i>	We strive for sensitive, humane, and respectful relationships with everyone we care for and with whom we work.
<i>Assessment</i>	We continually strive to assess and reassess all processes within our organization to improve our performance.
<i>Leadership</i>	We believe in effective leadership by promoting an organizational culture that focuses on continually improving performance for all client needs in a collaborative effort to fulfill the mission statements of Associates in Behavioral Science and Psychological Consultations.
<i>Unity</i>	We believe in a team-integrated service that promotes trust and safety, as well as clear and open communication.
<i>Excellence</i>	We strive for excellence by committing resources to ongoing education and training that will result in qualified competent care providers.
<i>Service</i>	We believe our customers are entitled to quality health care services.

## **Our Pledge to Clients**

We believe with the right skills and methods to implement them, our clients can take charge of the problems that disrupt their lives. To that end, the quality of care and services we render to our clients are the highest priorities. We pledge our efforts to achieve these goals and fulfill our mission.

## **About This Handbook**

This handbook is intended to address questions you may have as an Intern with the Illinois Psychological Association Predoctoral Internship Consortium (IPAPIC). Information contained in this handbook is designed to assist you as you in your time as part of our clinical team. The policies set forth in this manual have been designed to assist in creating a spirit of cooperation and harmony within the consortium. The consortium has teamed together to provide the best possible care to the patients we serve.

The training experience at IPAPIC is an organized educational and experiential program designed to provide each Intern with a planned, programmed sequence of various experiences in mental health care. We seek to provide a learning environment that:

1. encourages teamwork and respect among behavioral health service providers;
2. develops each trainee's clinical skills through closely supervised delivery of clinical services to clients;
3. encourages investigation and understanding of each client's cultural issues that can influence treatment results;
4. provides an understanding of the professional, legal and ethical issues that challenge behavioral healthcare;
5. develops each trainee's clinical style to reflect their individual talents and personality, while promoting responsibility and compassion for their clients.

Interns will receive the title of "Intern" during their time as part of IPAPIC. Interns may not misrepresent themselves or their qualifications in any way to clients, staff or other agencies. Throughout the rest of this handbook, the term "Intern" will be used to refer to those trainees who will be selected by IPAPIC to train at their sites for a doctoral internship training year. The term "trainee" may also be used interchangeably in this handbook.

All students must have completed adequate course work and be authorized by their academic training programs to participate in practicum as demonstrated by a letter from the institution. Additionally, students must have successfully completed courses in group therapy, abnormal psychology, and a cultural diversity class.

All Interns must have completed adequate and appropriate practicum training of 1,200 or more hours prior to beginning the internship. In addition, Interns must be authorized by the academic program they are attending to be eligible for internship as demonstrated by a letter from the institution.

## **THE IPAPIC TRAINING EXPERIENCE**

The IPAPIC internship experience provides training in a range of psychological assessment and intervention activities conducted directly with clients. Training is primarily based on experiential learning. Trainees provide services directly to clients in the form of assessment, psychotherapy, consultation, and psychoeducation. Trainees will be exposed to a variety of psychological services and clients that are determined by the trainee's level of education and experience. All experiences are guided by regular individual and group supervision, which forms the basis for personal and professional growth throughout the internship year.

- Each Intern is expected to complete a minimum of 2200 hours to complete the internship. The IPAPIC internship runs a full 12-month year, typically beginning July 1. Should the required hours be accumulated before the 12 months elapse, Interns are still required to complete the full training year.
- Guidelines for direct service hours will be outlined in the sections describing each individual consortium site. In addition, specific expectations may be discussed with individual supervisors.
- Individual and group supervision are provided at each site. Didactic training and peer supervision with other consortium Interns are also requirements of IPAPIC. At least two hours of individual supervision by a Licensed Psychologist will be provided at each internship site.
- Regardless of which site at which you are matched, all services must be appropriately documented. A supervisor will regularly discuss with you the quantity and quality of your performance in relation to the program's goals and expectations.
- At least twice annually, (at the 6-month period and at the end of the training experience) Interns are officially evaluated by their supervisor on various competencies. In addition, the supervisor will regularly evaluate Interns on their performance and identify strengths and challenges. The 6-month and final evaluation covers the following core areas that IPAPIC has determined are indicators of quality performance:

1. Overall Therapy Knowledge
2. Assessment Competence
3. Intervention Competence
4. Research/Evaluation Competence
5. Consultation/Education Competence
6. Management/Supervision Competence
7. Diversity Competence
8. Communication Competence
9. Professional Conduct
10. Leadership and Initiative
11. Priority Management
12. Documentation
13. Ethics and Confidentiality

## **MEMBERSHIP SITES/TRAINING TRACKS**

### **GENESIS THERAPY CENTER**

*APPIC Match Number: 215816*

The Genesis Therapy Center (GTC) is a 501(c)(3) not-for-profit community mental health organization founded in 1987 by Dr. Cathy Fairfield, Dr. C. Michael Ideran, and Dr. Bruce Bonecutter. Since its inception, GTC has provided high quality psychological assessment, counseling, and consultation services to individuals, couples, families, and organizations. A core mission of GTC is to remain involved in its surrounding community, sensitive to the needs of the indigent, and to provide affordable mental health care services for all.

Presently, GTC operates out of seven offices within the Chicagoland area, allowing the site to offer an extensive variety of training experiences to all trainees. GTC is an interdisciplinary practice comprised of Licensed Clinical Psychologists, Licensed Clinical Professional Counselors, Licensed Professional Counselors, Licensed Marriage and Family Therapists, Doctors of Ministry, Masters of Divinity, a Certified Drug and Alcohol Counselor, and a Registered Art Therapist. These licensed professionals train students to provide all levels of outpatient treatment of psychological stressors, disorders, and substance abuse problems.

At GTC, trainee supervision is provided by staff members or qualified affiliates who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled individual supervision is provided by one or more doctoral-level Licensed Psychologists. Interns also receive one hour of supervision per week centered on their provision of clinical and administrative peer supervision of externs. In addition, Interns are required to attend monthly group supervision, staff meetings, and a professional development seminar. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainee. Interns at GTC will be expected to diversify their training experience by working with every supervisor in accordance with the supervisor's area of professional expertise.

Interns are expected to log an average of 45 hours per week working at GTC. The primary focus of the Interns will be on direct client service. Caseloads typically build to an average of 25 client hours per week. The clients served by Interns are children, adolescents and adults in individual, couple, and family modalities. In addition, there are several ongoing groups which Interns may be expected to co-lead, including social skills groups for children, parent support groups for families, and STEP for parents and other programs.

A unique component of training at GTC is the opportunity to provide clinical and administrative peer supervision for externs training at GTC. Interns typically work with 2 or 3 students throughout the year. Interns participate in supervisory meetings with senior staff to discuss the progress of the externs monthly. They are also expected to assist in the facilitation of orientation and training the new externs at the beginning of the year, including planning for and attending the overnight orientation retreat in August. This 24-hour orientation retreat is designed to accomplish three goals: personal development, team development, and professional development.

Pre-doctoral Interns can opt for training and supervision in conducting psychological testing. In addition to GTC's extensive on-site testing library, graduate student trainees are welcome to use other tests from the libraries at their graduate institutions

## **GTC Trainee Benefits**

- **Stipend**
  - \$20,000 per year
  - \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time.
- **Family Leave**
  - Interns may take up to three (3) days off for a death of close relatives (i.e., parents and siblings) and one (1) day for second-order relatives (i.e., grandparent, aunt, uncle, in-laws). These days are not deducted from vacation days. Adjustments may be made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to clients being especially vulnerable during the holidays and needing additional support, we do not encourage students to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick or personal days during their internship. If sick, Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence. If the Intern needs to request a personal day, he or she must notify the Clinical Director at least 48 hours prior to the requested day.
- **Dissertation Work Time**
  - Interns may incorporate up to two (2) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a month in advance.

## **MIDAMERICAN PSYCHOLOGICAL INSTITUTE**

*APPIC Match Number: 215815*

At MidAmerican Psychological Institute (MPI), Dr. Daniel J. Moran is the Clinical Director and maintains overall responsibility for Interns' training experiences. Dr. Moran is a Licensed Clinical Professional Counselor. He oversees all functions of the clinical practice, including referrals and assignment of cases, as well as evaluation of students' assessment and treatment.

Daniel J. Moran, Ph.D., BCBA-D, is the Executive and Training Director of MPI. He is a Licensed Clinical Psychologist in Illinois and Indiana, and a Certified School Psychologist. He is also a Board Certified Behavior Analyst, and has written books and articles on the need for evidence-based methods in education and clinical psychology. Dr. Moran provides supervision and oversight of clinical activities. In addition, Dr. Melissa Rowland is a Licensed Clinical Psychologist in Illinois. Dr. Rowland also provides individual and group supervision.

Both Dr. Moran and Dr. Rowland oversee the organization of the training program and its resources, the selection of the trainees, the monitoring and evaluation of the training program's goals and activities, and the documentation and maintenance of all training records.

At MPI, Intern supervision is provided by staff members or qualified affiliates who carry clinical responsibility for the cases being supervised. At least two hours per week of regularly scheduled individual supervision are provided. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainee. Interns also receive one hour of group supervision per week. During this time Interns will have a chance to review open cases with their peers and supervisors.

### **Training at MPI**

MidAmerican Psychological Institute is a private group practice located in Joliet within the southern suburbs of Chicago. MPI's Internship Program offers training in clinical psychology as practiced in an outpatient mental health center. Interns at MPI provide psychological services to a client population that is culturally and financially diverse. Interns are able to provide individual, family, couple, and group therapy for an array of psychological disorders. The typical diagnostic presentations may vary from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance. Full-time Interns spend 20-25 hours per week in face-to-face direct service delivery. The remaining clinical hours during the week are spent in supervision, research, administration of assessments, and creating consultation presentations. The internship emphasizes use of Functional Analytic Psychotherapy (FAP),

Acceptance and Commitment Therapy (ACT), and Dialectical Behavior Therapy (DBT). MPI's robust training helps the development of professional judgment, skills, and identity through exposure to a wide variety of clients. Within this structure, an attempt is made to individually tailor each Intern's experience in accordance with his or her interests and goals. A major goal of the internship is to facilitate each Intern's ability to be a skilled and a resourceful evaluator and psychotherapist.

Additionally, MPI offers several psychological services at Silver Cross Hospital located in New Lenox. The Intern may be able to participate in several services including bariatric evaluations, bariatric support groups, consultations within several units of the hospital, and psychological services with oncology and rehabilitation.

## **MPI Trainee Benefits**

- **Stipend**
  - \$17,500 per year
  - \*Stipends are not based on clients' ability to pay
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time. Interns are required to make up any additional time off.
- **Family Leave**
  - Interns may take up to three (3) days off for a death in the family. These days are not deducted from vacation days. Adjustments made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to clients being especially vulnerable during the holidays and needing additional support, we do not encourage students to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence. Should an Intern be off more than two (2) consecutive days due to illness, MPI may request a return to work from the Intern's physician.
- **Dissertation Work Time**
  - Interns may incorporate up to five (5) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a month in advance.

## **PSYCHOLOGICAL CONSULTATIONS**

*APPIC Match Number: 215811*

At Psychological Consultations (PC), Dr. Gregory Sarlo maintains overall responsibility for Interns' training experiences. Dr. Sarlo is an active Licensed Clinical Psychologist in Illinois. He is the Clinical Director of PC and oversees all functions of the clinical practice, including referrals, assignment of cases, assessment, treatment, and evaluation of students.

PC's staff consists of two Illinois Licensed Psychologists and several assessment and therapy externs. Staff members carry clinical responsibility for the cases being supervised and provide supervision. Drs. Sarlo and Brewer provide at least two hours per week of regularly scheduled individual supervision. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the trainee.

### **Training at PC**

Psychological Consultations is a private group practice located in the Lakeview area of Chicago, Illinois. Interns at PC provide psychological services to diverse populations, most especially Lesbian, Gay, Bisexual, Transgendered, and Questioning (LGBTQ) clients. Other areas of practice at PC include individual, family, couple, and group therapy, as well as cooperative treatment of HIV/AIDS-impacted persons. Services conducted at PC include therapy, assessment, groups, and consulting. PC also offers neuropsychological assessment and rehabilitation assessment for the state of Illinois.

At PC, Interns not only gain experience with a diverse array of presenting concerns, but are also involved in learning the nature of running a group private practice. Clients' typical diagnostic presentations may vary from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance. In addition, the Intern at PC acts as the Administrative Intern for IPAPIC and is involved with organizing Consortium-wide didactics, authoring and editing training materials for both the externship and internship application processes, and engaging in other Consortium-related activities. Interns are also given the opportunity to provide direct weekly clinical and administrative peer supervision for 5-7 diagnostic and therapy externs training at PC. Interns typically engage in at least 15-20 hours of direct service weekly. The remaining clinical hours during the week are spent in supervision, research, assessment administration, scoring, and report writing. At the completion of the internship experience, interns will demonstrate competency in domains set forth by APA in the treatment, assessment, group work, case management, and consultation. The ideal at the end of Internship is to attempt to produce through PC's excellence in training the best possible readiness for professional practice as a doctoral level psychologist candidate.

### **PC Trainee Benefits**

- **Stipend**
  - \$18,200 per year
  - \*Stipends are not based on clients' ability to pay
- **Vacation**
  - Interns are eligible for five (5) paid vacation days during their internship. Vacation time off must be scheduled at least one (1) month in advance and be approved by the Clinical Director. Vacation days may also be used one at a time.

- **Family Leave**
  - Interns may take up to three (3) days off for a death in the family. These days are not deducted from vacation days. Adjustments made on a case-by-case basis.
- **Holidays**
  - Trainees will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas Day. Due to patients being especially vulnerable during the holidays and needing additional support, we do not encourage students to schedule extended time off during these periods.
- **Sick Time**
  - Interns are eligible for three (3) paid sick days during their internship. Interns must notify the Clinical Director at least two (2) hours prior to their scheduled start time if calling in sick or unable to report to the site for other reasons. Should an illness continue for more than one (1) day, the Intern must notify the Clinical Director on each consecutive day of his/her absence.
- **Dissertation Work Time**
  - Interns may incorporate up to five (5) hours per week to work on their dissertations.
- **Conference Time**
  - Interns may request up to two (2) days off to attend a non-IPAPIC sponsored training. Interns are required to schedule the time off with supervisors at least a month in advance.

## **WINFIELD WOODS HEALTHCARE**

*APPIC Match Number: 215817*

At WWH Dr. Diana Semmelhack maintains overall responsibility for interns' training experiences. Dr. Semmelhack is an actively Licensed Clinical Psychologist in Illinois and California, Licensed Clinical Professional Counselor (LCPC) in Illinois, Nationally Certified Group Psychotherapist through the National Registry of Certified Group Psychotherapists (American Group Psychotherapy Association—AGPA), Nationally Certified Massage Therapist and Licensed Massage Therapist in the State of Illinois, and a Board Certified Clinical Psychologist by the American Board of Professional Psychology (ABPP). She also collaborates with the social services department of WWH, is a member of the National Alliance on Mental Illness (NAMI), and a full professor at Midwestern University. She is the Clinical Psychologist on staff at WWH and oversees all functions of the Clinical Psychology department. These responsibilities include: overseeing training program and resources, selections of assessment cases and therapy cases, director of any department projects or activities, interview and selection of trainees, evaluation of students, documentation and maintenance of all training records.

Supervision at WWH is conducted by Dr. Semmelhack. At least two hours per week of regularly scheduled individual supervision is provided by an additional doctoral-level Licensed Psychologist. Supervision is provided with the specific purpose to address any clinical issues regarding residents, evaluating psychological services, and trainee professional growth.

### **Training at WWH**

WWH Healthcare is a 138 bed long-term intermediate care facility offering services to residents coping with long-term mental illness and/or other disability. WWH recently received approval to include 30 skilled nursing beds. The facility services individuals ages 55-90+ diagnosed with a chronic and severe mental illness ranging from Bipolar disorder, Schizophrenia and Major Depression, etc. Residents also have a host of physical problems including neuro-muscular disorders, cancer, heart disease, etc. A number of individuals at the site are receiving Hospice care at any given point in time. Located in a western suburb of Chicago, WWH is located in Winfield Illinois close to the DuPage River. The mission of WWH is to offer residents caring, individualized assistance that allows them a rich and fulfilling life as they deal with their illness or disability. Offering a range of services for their clients, WWH provides to their residents additional services in conjunction with psychotherapy services including medical services, physical therapy/occupational therapy, vocational services and skilled nursing services.

The WWH internship program provides training experiences in the areas of intervention and assessment as well as providing experiences with additional support activities. Interns will provide direct services to residents in the form of assessments, one-to-one psychotherapy, group therapy, psycho-education and consultation. Additionally, interns will gain experiences with the supervision of extern students, administrative, and community outreach through the National Alliance for Mental Illness (NAMI) and case management based on their level of experience. Interns will be guided through their experiences by regular individual and group supervision in addition to regular seminar and didactic training. Interns will experience an environment that fosters experiential learning in the clinical setting with a specific focus on treatment of individuals with severe mental illness in a milieu environment. Interns will increase their understanding of group-as-a-whole processes (Tavisock Model) and how group dynamics can extend to situations outside of clinical group sessions. There are additional opportunities to apply the creative arts in the treatment of mental illness. For example, interns have opportunities

to participate in groups focusing on drama and music therapy. The internship will provide learning activities that expand interns' knowledge regarding professional issues, special topics, community involvement, supervision, and administration through regular scheduled didactics and presentations. The internship will also provide opportunities for growth and development of interns' skills, understanding of their personal strengths and limits, and impact on clients.

At the completion of the internship experience, interns will demonstrate competency in domains set forth by APA in the treatment, assessment, group work, case management, and consultation regarding individuals with severe and chronic mental illness and their families. Interns will be able to communicate with a variety of other professionals commonly found in the skilled-nursing care facility (i.e., OT, PT, Social Workers, Activities Director, Nursing Staff, Psychiatrists and Physical/Occupational Therapists). Interns will be able to understand the complexity of treating individuals with mental illness and physical disabilities in residential and institutional settings and be prepared to work in other residential, nursing, skill-care, hospital, and/or milieu settings. Interns will be able to incorporate a variety of modalities for treatment (e.g., expressive, cognitive-behavioral, psychodynamic) and understand when and how to effectively utilize various treatment approaches. Interns will be competent in psycho-diagnostic assessments, individual and group therapy, group dynamics with the Tavistock model, and case management. Additional details regarding the internship training experience can be located in the WWH Pre-Doctoral Internship Orientation Manual.

### **Winfield Woods Trainee Benefits**

- **Stipend**
  - The stipend for interns for the current training year is \$15,800.  
\*Stipends are not based on client's ability to pay
- **Vacation**
  - Clinical interns are entitled to a maximum of six (6) paid vacation days during the internship training year. Due to the nature of the internship position and the clinical environment, the intern must notify both the clinical supervisor and the WWH administration at least 2 months prior to using the vacation days. This is to ensure adequate coverage of clinical services during the intern's leave and to provide adequate notice to residents. If additional days are required, they must be approved by both the clinical supervisor and the WWH administration and will be unpaid if approved.
- **Family Leave**
  - Interns are allowed to take up to three (3) days off for the death of a family member. These days off are not part of the vacation days. Any additional days may be requested but require approval from the clinical director.
- **Holidays**
  - Interns are provided time off for major holidays. However, due to the nature of the facility, time off for holidays is rotated between the other employees in the psychosocial services department. A schedule of holiday time off is established at the beginning of the internship experience.
  - Holidays include: New Year's Eve and Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Thanksgiving Day, the day following Thanksgiving Day, and Christmas Eve and Day, Easter Sunday, 4<sup>th</sup> of July, and other major facility holidays. However, during these holiday times, clients may be more sensitive and require additional assistance. Therefore, it is asked that interns and students do not ask for extended time off during these times.

- **Sick Time**
  - Interns are eligible for three (3) paid sick days during the training year. Additional days may be taken if an illness continues more than one day, but these days will need to be requested and approved by the clinical director and require medical documentation. Interns must contact the clinical director at least 2 hours prior to the scheduled time for the day.
- **Dissertation Work Time**
  - Clinical interns are allowed to incorporate 2 - 5 hours per week for dissertation preparation and/or completion. This dissertation time should be discussed with the clinical supervisor to best determine when to use this time during the week
- **Conference Time**
  - If needed, interns may request time off for local conferences, but these days will need to be approved by the clinical director and scheduled at least a month in advance.

## TRAINING SCHEDULES

Didactic trainings are offered regularly to all IPAPIC Interns. Many training opportunities are offered over the course of the training experience; some are mandatory and many more are optional depending on your interest area. Approval must be received from your supervisor prior to attending any outside or non-mandatory training when it conflicts with your training or clinical schedule. Trainings include seminars, monthly case presentations, group supervision, and grand rounds. The following schedule represents the scheduled didactic trainings offered routinely during the training year at all consortium sites. Regardless of which site an Intern is matched, Interns may attend trainings at other consortium sites. Various IPAPIC training tracks routinely offers additional seminars, which are available at no cost to all IPAPIC Interns.

Listed on the following pages are the trainings offered by each site. Intern training is shared across sites to offer a breadth of training. Interns attend the didactic/seminar at the site at which he or she matched, as well as one didactic per month with the consortium Intern cohort. Supervisor availability, as well as Intern interests, will determine topics.

Previous topics include:

- Strategies for Effective Supervision
- Assessment in Art Therapy
- ACT Approached in Therapy
- The Use of Technology in Therapy
- Clinical Implications of HIV
- Ethical Decision-Making Models
- Group Dynamics
- Clinical Implications of Trauma
- The Impact of Microaggressions in Supervision and Therapy
- Termination in Supervision and Therapy

## GTC Training Schedule

Week 1	Intern Orientation
Week 2	Documenting and Record Keeping
Week 3	Supervisors Meeting
Week 4	Staff Meeting
Week 5	Therapist Development
Week 6	Professional Development
Week 7	Assessing Suicidality/Risk Management/Ethics
Week 8	Intake Report/ Clinical Interview/ Presenting Feedback Training
Week 9	Social Skills Group Training
Week 10	Supervisors Meeting
Week 11	Staff Meeting
Week 12	Adult Focus Groups
Week 13	Adolescent Focus Groups
Week 14	CEU Presentations, Didactics TBA
Week 15	Supervisors Meeting
Week 16	Staff Meeting
Week 18	Group Process
Week 19	Professional Development
Week 20	TBA Group Training
Week 21	Expressive Arts in Therapy
Week 22	Supervisors Meeting
Week 23	Staff Meeting
Week 24	Reviewing Risk Management Procedures
Week 25	Group Training
Week 26	Adult Focus Groups
Week 27	Supervisors Meeting
Week 28	Staff Meeting
Week 29	Therapist Development
Week 30	Insurance and Billing
Week 31	Professional Development
Week 32	Supervisors Meeting
Week 33	Staff Meeting
Week 34	Professional Development
Week 35	TBA Group Training
Week 36	Staff Retreat
Week 37	Supervisors Meeting
Week 38	Staff Meeting
Week 39	Therapist Development
Week 40	Professional Development
Week 41	CEU Presentations, Didactic TBA
Week 42	Staff Meeting
Week 43	File Review and Closing Files Meeting
Week 44	Therapist Development
Week 45	Discharge Planning & Termination Issues
Week 46	Staff Meeting
Week 47	Career Development
Week 48	Professional Development

Week 49	Staff Meeting
Week 50	Processing the Year and Moving Forward

Training meetings vary in length. This schedule is subject to change.

## MPI Training Schedule

Week 1	MPI Procedures
Week 2	Documentation and progress notes
Week 3	Insurance and Billing
Week 4	General Clinical Issues
Week 5	Acceptance & Commitment Therapy
Week 6	ACT
Week 7	ACT
Week 8	ACT
Week 9	ACT
Week 10	ACT
Week 11	ACT
Week 12	Functional Analytic Psychotherapy
Week 13	FAP
Week 14	FAP
Week 15	FAP
Week 16	FAP
Week 17	FAP
Week 18	Dialectical Behavioral Therapy
Week 19	DBT
Week 20	DBT
Week 21	DBT
Week 22	DBT
Week 23	DBT
Week 24	Ethical Issues in Psychological Practice
Week 25	Substance Abuse and Mental Illness
Week 26	ACT for Obesity & Eating Disorders
Week 27	ACT for Chronic Pain
Week 28	ACT for OCD
Week 29	Psychotherapy with Diverse Populations
Week 30	Psychotherapy with Diverse Populations
Week 31	Autism Spectrum Disorders
Week 32	Behavioral Medicine
Week 33	Behavioral Medicine
Week 34	Professional Issues – Avoiding Burnout
Week 35	Treating Difficult Clients
Week 36	Relational Frame Theory
Week 37	RFT

Week 38	Self-injurious Behaviors
Week 39	Geriatric Clients
Week 40	Couples Counseling
Week 41	Conduct & Oppositional Defiance
Week 42	PTSD
Week 43	Intern Topic TBA
Week 44	Relaxation Training
Week 45	Intern Topic TBA
Week 46	Planning for Termination/Transition
Week 47	Intern Dissertation
Week 48	Intern Dissertation
Week 49	Wrap-up
Week 50	Wrap-up

Training will be conducted on Fridays and will last approximately two hours.  
Group supervision is also on Fridays with diagnostic and therapy externs.

## PC Training Schedule

Week 1	Orientation
Week 2	Documentation and Progress Notes
Week 3	Case Transition and Presentations
Week 4	Case Transition and Presentations
Week 5	General Clinical Issues and Treatment Planning
Week 6	Off
Week 7	Gay- and Lesbian-Specific Treatment Issues
Week 8	HIV Impacted Treatment Issues
Week 9	Ethical Issues
Week 10	Student Case Presentation
Week 11	Ethical Issues: Review Of General Standards
Week 12	General Clinical Issues: Depression
Week 13	Gay- and Lesbian-Specific Treatment Issues: Depression
Week 14	HIV-Specific Issue: Depression and HIV
Week 15	Ethical Issues: Evaluation Assessment and Intervention
Week 16	General Clinical Issues: Anxiety
Week 17	Gay and Lesbian Specific Anxieties
Week 18	HIV-Related Anxieties
Week 19	Ethical Issues: Advertising and Other Public Statements
Week 20	General Clinical Issues: PTSD
Week 21	Gay and Lesbian Specific: Survivors Of Abuse
Week 22	HIV-Specific Issues: PTSD/Multiple Loss Issues
Week 23	Ethical Issues: Therapy
Week 24	General Clinical Issues: Family Systems
Week 25	Gay- and Lesbian-Specific Issues: Coming Out Issues
Week 26	Ethical Issues: Privacy and Confidentiality
Week 27	General Clinical Issues: Substance Abuse
Week 28	Gay and Lesbian Specific Drug and Sexual Addiction Issues
Week 29	HIV-Specific Drug Abuse
Week 30	Alternative Therapies and Holistic Approaches
Week 31	Ethical Issues: Teaching Training, Supervision, Research and Publishing
Week 32	General Clinical Issues: Neurological Disorders
Week 33	Neurological Testing and Administration
Week 34	HIV-Specific Neurological Difficulties
Week 35	Ethical Issues: Forensic Activities
Week 36	Gay and Lesbian Domestic Violence
Week 37	HIV Legal Issues and AIDS Legal Council by AIDS Legal Council Representative
Week 38	Project Hope Presentation
Week 39	Ethical Issues: Resolving Ethical Issues
Week 40	Gay- and Lesbian-Specific Issues: Negotiating Boundaries
Week 41	HIV, Suicide, and Right to Die Issues
Week 42	Presentation on EMDR
Week 43	Diagnostic Case Presentation by Extern
Week 44	Diagnostic Case Presentation By Extern
Week 45	Diagnostic Case Presentation By Extern
Week 46	Termination Issues

Week 47	Termination Issues
Week 48	Case Transitions
Week 49	Professional Development: Billing
Week 50	Professional Development: Supervisory Issues

Training will be conducted on Fridays and will last approximately two hours.

## WWH Training Schedule

Week 1	Medicare/Medicaid/Insurance
Week 2	Ethics and Confidentiality
Week 3	Legal Issues and Family
Week 4	Training and Supervision
Week 5	Program Development
Week 6	Psychodynamic Theories
Week 7	CBT, Behavioral, Third Wave
Week 8	Existential and Humanistic
Week 9	Expressive vs. Supportive Therapy
Week 10	Milieu therapy
Week 11	Homeopathy and Alternative Therapies
Week 12	Family Therapy
Week 13	Boundaries in Therapy
Week 14	Ethnicity/Diversity in Therapeutic Relationship
Week 15	Treatment Goals and Realistic Goals
Week 16	Specific Interventions in Therapy
Week 17	Medication Management
Week 18	Group Dynamics: Group Types
Week 19	Bion and Tavistock Groups
Week 20	Processing, Support, Psychosocial, and Psychoeducation Groups
Week 21	Abuse and Trauma
Week 22	LGBTQ Issues
Week 23	Suicide Management
Week 24	Symbols and Jungian Therapy
Week 25	Grief and Mourning Process
Week 26	The Self
Week 27	ADL and Skills Training
Week 28	Media Therapy
Week 29	Spirituality/Religion in Therapy
Week 30	Stigma and NAMI
Week 31	Social Psychology Topics
Week 32	Psychopharmacology and SMI
Week 33	Clinical Assessment vs. Clinical Interview
Week 34	Clinical Interview/MMSE
Week 35	Rapport in Testing
Week 36	Reliability, Validity, Standardization
Week 37	Testing Batteries
Week 38	Behavioral Observations
Week 39	Cognitive Assessments
Week 40	Personality Assessments I: Objective
Week 41	Personality Assessments II: Projective
Week 42	Skills Assessments, Ability Assessments, Adaptive Assessments
Week 43	Functional Analysis and Behavioral Modification
Week 44	Neuropsychological Testing
Week 45	Suicide Assessment
Week 46	Treatment Plans
Week 47	Outcome Measures

Week 48	Lifestyle Assessment
Week 49	Dream Analysis
Week 50	DSM IV, ICD9, PDM

Trainings will be conducted on varying days during the week and will last approximately 1.5-2 hours.

## DISCIPLINARY AND GRIEVANCE PROCEDURES

### **Due Process Guidelines**

Due process ensures that disciplinary decisions about Interns are not arbitrary or personally based. Due process guidelines include:

1. During the orientation period, trainees are presented in writing the IPAPIC expectations related to professional functioning. These expectations are discussed in both group and individual settings.
2. During the orientation period, the Trainee Handbook is provided to all trainees and reviewed.
3. Trainees meet at regularly scheduled intervals with their supervisor and with the Director.
4. IPAPIC will use input from multiple professional sources when making decisions or recommendations regarding the trainee's performance.

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. When a matter cannot be resolved informally, the grievance procedure is used.

### **Due Process in Action**

The IPAPIC Due Process in all tracks (training sites) includes the three key elements of notice to the intern, a hearing before the IPAPIC Board, and the ability to file an Appeal.

- Notice – the intern will be notified of problematic behavior by their membership site supervisor; problematic behavior will be clearly identified to the Intern; and the membership site will indicate both verbally and in writing how the problem(s) is being addressed.
- Hearing – the primary site supervisor will meet with the Intern and review the problematic behavior both verbally and in writing. The student may request a hearing before the IPAPIC Clinical Training Director where the intern has an opportunity to respond to the concerns.
- Appeal – The intern also has an opportunity to appeal the actions taken by the IPAPIC Clinical Training Director regarding the identified problematic behavior. The full IPAPIC Board of Directors will review the appeal.

In cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the full required training experience due to physical, mental or emotional illness, either administrative leave or dismissal will be invoked immediately.

### *See Attachment A—***RECORD OF PROBLEMATIC BEHAVIOR**

Problematic Behavior is defined broadly as an interference in professional functioning, which is 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 dictated by APA for this level of training; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction, which interfere with professional functioning.

Professional standards and behaviors include but are not limited to the following:

1. Reporting to work on time;
2. Completing all work assignments in a timely and satisfactory manner;
3. Establishing an acceptable attendance pattern;
4. Being courteous and respectful to clients, families, physicians, visitors and each other;
5. Adhering to dress code;
6. Being alert and functioning at peak efficiency;
7. Not removing IPAPIC, client, or employee property;
8. Not being under the influence of alcohol or drugs while on duty;
9. Not being insubordinate;

It is a professional judgment as to when a trainee's behavior becomes problematic rather than of concern. Trainees may exhibit behaviors, attitudes or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problems typically become identified as impairments when they include one or more of the following characteristics:

1. The trainee 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 academic or didactic training;
3. The quality of services delivered by the trainee is sufficiently and 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; and/or
6. The trainee's behavior does not change as a function of feedback, remediation efforts and/or time.

It is important to have meaningful ways to address problematic behavior once it has been identified. In implementing remediation or sanction interventions, the training staff is mindful and so balances the needs of the impaired or problematic trainee, the clients involved, members of the training group, the training staff, and other agency personnel.

*See Attachment B—DEFINITIONS OF REMEDIATION*

### **Procedures for Responding to Inadequate Performance by a Trainee**

If a trainee receives an “unacceptable rating” from any of the evaluation sources in any of the major categories of evaluation, or if a staff member has concerns about a trainee's behavior (ethical or legal violations, professional incompetence), the following procedures will be initiated:

1. The staff member will consult with the Consortium Training Director to determine if there is reason to proceed and/or if the behavior in question is being rectified;
2. If the staff member who brings the concern to the Director is not the trainee's primary supervisor, the Director will discuss the concern with the trainee's primary supervisor;
3. If the Director and primary supervisor determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the Director will inform the staff member who initially brought the complaint;

4. Whenever a decision has been made by the Director about a trainee's training program or status within IPAPIC, the Director will inform the trainee in writing and will meet with the trainee to review the decision. This meeting may include the trainee's primary supervisor. If the trainee accepts the decision, any formal action taken by the Director may be communicated in writing to the trainee's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern;
5. The trainee may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented in the grievance procedure.

### **Grievance Procedure**

There are two situations in which grievance procedures can be initiated.

1. In the event that the trainee encounters any difficulties or problems (e.g. poor supervision, unavailability of supervisor, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during his/her training experiences, he/she can:
  - a. Discuss the issue with the staff member(s) involved;
  - b. If the issue cannot be resolved informally, the student should discuss the concern with the Consortium Training Director or another member of the management team;
  - c. If the Director or member of the management team cannot resolve the issue, the trainee can formally challenge any action or decision taken by management, the supervisor or any member of the training staff by following the below procedure:
    - i. The trainee should file a formal complaint, in writing with all supporting documents to the Director. If the trainee is challenging a formal evaluation, he/she must do so within 5 days of receipt of the evaluation.
    - ii. Within three days of a formal complaint, the Director will consult and implement the IPAPIC Board Review Panel procedures described below.
2. If a training staff member has a special concern about a trainee, the staff members should:
  - a. Discuss the issue with the trainee(s) involved;
  - b. Consult with the Director;
  - c. If the issue is not resolved informally, the staff member may seek resolution of the concern by written request, with all supporting documents to the Director who will then review the situation. When this occurs, the Director will:
    - i. Within three days of a formal complaint, implement the IPAPIC Board Review Panel Procedure described below.

### **Review Panel Procedure and Process**

1. When needed, the Director will convene a review panel of IPAPIC Board members. The panel will consist of three staff members selected by the Director with recommendations from the trainee involved in the dispute. The trainee has the right to hear all facts with the opportunity to dispute or explain the behavior of concern.
2. Within five workdays, a hearing will be conducted in which the challenge is heard and relevant material presented. Within three workdays of the completion of the reviews, the Review Panel submits a written report to the Director, including any recommendations

for further action. Recommendations made by the IPAPIC Board Review Panel will be made by majority vote.

Within three workdays of receipt of the recommendations, the Director will either accept or reject the IPAPIC Board Review Panel's recommendations. If the recommendations are rejected due to an incomplete or inadequate evaluation of the dispute, the Director may refer the matter back to the IPAPIC Board Review Panel for further deliberation and revised recommendations or may make a final decision.

3. If referred back to the panel, they will report back to the Director within five workdays of the receipt of the request for further deliberation. The Director will make a final decision regarding what action is to be taken.
4. The Director then informs the trainee, staff members involved, and, if necessary, members of the training staff of the decision and any action to be taken.

## **CODE OF CONDUCT**

All trainees are required to conduct themselves in accordance with the APA Code of Ethics, Illinois Mental Health Code, Illinois Confidentiality Act, and HIPAA.

Trainees may not engage in non-professional relationships with clients during treatment or for a period of two years following discharge. Non-professional behavior consists of any of the following:

- Dating clients or members of their immediate family;
- Physical intimacy;
- Gambling;
- Obtaining alcohol, drugs, or other contraband for the benefit of the client;
- Accepting gratuities or soliciting;
- Assuming responsibilities for client on a pass;
- Entertaining a client in one's home;
- Visiting a client in their home for anything other than facility business/treatment;
- Sharing privileged information about the client.

IPAPIC has affiliations with Glen Oaks Hospital, Hartgrove Hospital, Riveredge Hospital, MacNeal Hospital, Weiss Memorial Hospital and Jackson Park Hospital, Chicago Lakeshore Hospital, Cook County Employee Assistance Program, North Star Medical Center, the Illinois Department of Human Services, and other agencies that may not be included above. It is vital that all trainee relationships and interactions with personnel of IPAPIC affiliates be strictly professional in nature when Interns interact in these settings. With regard to interactions with affiliate personnel or members of their immediate family, trainees are prohibited from:

- Engaging in a personal relationship or physical intimacy;
- Participating in gambling or any illegal activity;
- Obtaining or consuming alcohol, drugs, or other contraband;
- Accepting gratuities;
- Soliciting or conducting other business during training hours;
- Entertaining affiliate staff members in one's home.

## **DRESS CODE**

It is the expectation and requirement of IPAPIC that all students dress in a professional, business-like manner. Students not in proper attire will be counseled and may be asked to return home and change clothing. The following is not considered appropriate work attire:

- ❑ **Clinging slacks**
- ❑ **Clinging skirts or dresses**
- ❑ **Skirts or dresses higher than two inches above knee**
- ❑ **Low cut tops**
- ❑ **Sleeveless tops**
- ❑ **T-shirts**
- ❑ **Transparent clothing**
- ❑ **Visible underwear**
- ❑ **Jeans with holes (only allowed on Fridays unless otherwise designated)**
- ❑ **Athletic wear (i.e., jogging pants, sports T-shirts)**
- ❑ **Stiletto heels (1" is the maximum height allowed for heels)**
- ❑ **Open-toed sandals or shoes**
- ❑ **Unclean sneakers**
- ❑ **Visible Tattoos**

## **EQUAL OPPORTUNITY EMPLOYER**

IPAPIC is an Equal Opportunity Employer. IPAPIC supports recruitment selection, training, promotion, benefits, transfer, layoff, return to employment, tuition reimbursement, social and recreational programs and compensation to all qualified persons without regard to age, race, color, sex, sexual orientation, religion, national origin, physical or mental handicap unrelated to ability to perform required job duties with reasonable accommodation.

IPAPIC employs individuals who are qualified and capable by experience and/or education to care for clients with a mental illness.



Trainee's Comments

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Trainee's signature below indicates the above disciplinary action was discussed with the trainee and copy of the same was given to the trainee.

\_\_\_\_\_  
Trainee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

## **DEFINITIONS OF REMEDIATION**

**Verbal Warning** emphasizes the need to discontinue the inappropriate behavior under discussion. No record of this action is kept.

**Written Acknowledgement** formally acknowledges, (all may be in the form of email records):

1. That the Director is aware of and concerned with the performance rating;
2. That the concern has been brought to the attention of the trainee;
3. That the Director will work with the trainee to rectify the problem or skill deficits; and
4. That the behaviors associated with the rating are not significant enough to warrant more serious action.

Any written acknowledgment will be removed from the trainee's file when the trainee responds to the concerns and successfully completes the internship.

**Written Warnings** to the trainee indicate the need to discontinue an inappropriate action or behavior. This letter will contain:

1. A description of the unsatisfactory performance including what domains are not successfully being met according to APA competencies for this level of training;
2. Actions needed to correct the unsatisfactory behavior;
3. The time line for correcting the problem;
4. What action will be taken if the problem is not corrected; Note: this action depending upon the level of egregious severity such as a severe liability issue to the site, ethical concerns, and/or professional comportment issues may result in termination of the behaviors are not remediated by the designated time line presented: and
5. Notification that the trainee has the right to request a review of this action.

This written warning must contain the components of the Record of Problematic Behavior form however, may be contained into one document if more than one Problematic behavior exists. A copy of the above documentation will be retained in the trainee's file. The Director, in consultation with the trainee's supervisor, may give consideration to removing this documentation at the successful completion of the training experience. If the letter is to remain in the file, documentation should contain the position statements of the parties involved in the dispute.

And/Or

**Schedule Modification** is a time-limited, remediation-oriented, closely supervised period of intensive training designed to return the trainee to a more fully functioning state. Modifying a schedule is an accommodation made to assist the trainee in responding to personal reactions to environmental stress with the full expectation that the trainee will complete the training experience. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the Director. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:

1. Increasing the amount of supervision, either with the same or other supervisors;
2. Change in the format, emphasis, and/or focus of supervision;
3. Recommending personal therapy;
4. Reducing the clinical or other workload;
5. Requiring specific academic coursework.

The length of a schedule modification period and termination of the modification period will be determined by the Director in consultation with the primary supervisor.

And/Or

**Probation** is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is assessing the ability of the trainee to complete the training experience and to return to a more fully functional state. Probation defines a relationship that the Director systematically monitors for a specific length of time—the degree to which the trainee addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The trainee is informed of the probation in a written statement which includes:

1. The specific behaviors associated with the unacceptable rating;
2. The recommendations for rectifying the problem;
3. The time frame for the probation during which the problem is expected to be ameliorated;
4. The procedures to ascertain whether the problem has been appropriately rectified.

If the Director determines that there has not been sufficient improvement in behavior to remove the Probation or modified schedule, then the Director will discuss with the primary supervisor possible courses of action to be taken. The Director will communicate in writing to the trainee that the conditions for revoking the probation or modified schedule have not been met. This notice will include the course of action the Director has decided to implement. These may include continuation of the remedial efforts for a specified time period or implementation of another alternative.

**Suspension of Direct Service Activities** requires a determination that the welfare of the trainee's clients may be jeopardized. Therefore, direct service activities will be suspended for a specific period as determined by the Director. At the end of the suspension period, the supervisor, in consultation with the Director, will assess the trainee's capacity for effective functioning and determine when direct service can be resumed.

**Administrative Leave** involves the temporary withdrawal of all responsibilities and privileges in the agency. If the Probation Period, Suspension of Direct Services Activities, or Administrative Leave interferes with the successful completion of the training hours need for the completion of the training experience, this will be noted in the trainee's file and the trainee's academic program will be informed. The Director will inform the trainee of the effects that the administrative leave will have on their stipend and accrual benefits.

**Dismissal from the Training Program** involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable designated time period, rectify the impairment and the trainee seems unable or unwilling to alter his/her behavior, the Director will review the possibility of termination of the training program or dismissal from IPAPIC. Either administrative leave or dismissal will be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the trainee is unable to complete the full required training experience due to physical, mental or emotional illness, or the trainee presents a significant liability or risk management issue to the training site. When a trainee has been dismissed, the Director will communicate to the academic department that the trainee has not successfully completed the training experience.

**ACKNOWLEDGEMENT AND AGREEMENT**

*By my signature, I acknowledge I have received this document and fully understand the content and agree to abide by the procedure set forth herein.*

I am aware of and agree to abide by the American Psychological Association’s Code of Ethics, Illinois’ Mental Health Code, Illinois’ Confidentiality Act, and HIPAA in all my interactions with Clients and staff. Furthermore, I will abide by the rules governing interactions with affiliates of the Illinois Psychological Association Predoctoral Internship Consortium, MidAmerican Psychological Institute, Associates in Behavioral Science, Psychological Consultations, and Winfield Woods Healthcare.

*I agree that IPAPIC will not be responsible for any failure by a student to strictly abide by these policies and rules. I further agree that IPAPIC will have no liability for any consequences of a trainee’s failure to abide by said rules.*

Name (Print): \_\_\_\_\_

Name of Academic Program/School: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

IPAPIC Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies of the signed document will remain in the training file of each student:

*This page will be retained in the Intern’s file. The Intern may request a copy of this page.*