

Illinois  
Psychological  
Association  
Predoctoral  
Internship  
Consortium  
Handbook

2019-2020 Edition



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## **INTRODUCTION TO THE IPAPIC**

### **About the Consortium**

The Illinois Psychological Association Predoctoral Internship Consortium (IPAPIC) was founded in order to join together training organizations in Illinois to create 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 Interns, agencies, IPA, and IPA members.

### **Values**

<i>Respect</i>	We respect all customers without regard to race, sex, age, disability, health status, gender identity, 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 Genesis Therapy Center, Khalil Center, Psychological Consultations, Center for Personal Growth and Lifeworks Psychotherapy Center.
<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.

*Service*

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 those skills, 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 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 Intern'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; and
5. Develops each Intern's clinical style to reflect their individual talents and personality, while promoting responsibility and compassion for their clients.

Doctoral 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 Interns who will be selected by IPAPIC to train at their sites for a Doctoral Internship training year.

All applicants must have completed adequate coursework and be authorized by their academic training programs to participate in Internship as demonstrated by a letter from the institution. Additionally, applicants 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.

In addition to materials required for AAPIC, all Intern applicants should submit a letter of intent, curriculum vitae, three letters of recommendation, and a de-identified diagnostic report.

## **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. Interns provide services directly to clients in the form of assessment, psychotherapy, consultation, and psychoeducation. Interns will be exposed to a variety of psychological services and clients that are determined by the Intern'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 2,200 hours to complete the Internship. The IPAPIC Internship runs a full 12-month year, beginning July 1 and ending June 30. 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 weekly 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:
  - Intervention
  - Research
  - Assessment
  - Ethical and Legal Standards
  - Interprofessional and Interdisciplinary Consultations
  - Professional Values, Attitudes, and Behaviors
  - Supervision
  - Cultural and Individual Diversity
  - Communication and Interpersonal Skills

## **MEMBERSHIP SITES/TRAINING TRACKS**

### **Center for Personal Growth**

*APPIC Match Number: 215813*

Center for Personal Growth (CPG) is a multi-specialty private practice in Carol Stream, Illinois. Dr. Erin Liebich maintains overall responsibility for Intern training experiences. Dr. Liebich is an active Licensed Clinical Psychologist in Illinois. She is the Owner and Clinical Director of CPG and oversees all functions of the clinical practice, including referrals, case assignments, assessment, treatment, clinical record keeping, and evaluation of Interns.

CPG's staff consists of two Illinois Licensed Psychologists, two Post-Doctoral Fellows, two Licensed therapists, and several assessment, therapy, and advanced externs. Staff members carry clinical responsibility for the cases being supervised and provide supervision. Dr. Liebich and Dr. Tipping provide at least two hours per week of regularly scheduled individual supervision. Supervision focuses on both professional and personal growth, encouraging the Intern to critically evaluate aspects of culture, diversity, professional skills, and personal predispositions within the work with each client.

### **Training at CPG**

Center for Personal Growth is a private group practice located in Carol Stream, a western suburb of Chicago, Illinois. Interns at CPG provide psychological services to diverse populations, most especially clients with motor and neurodevelopmental disabilities, childhood trauma, eating disorders, and Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) clients. Other areas of practice at CPG include individual, family, couples, and group therapy, as well as child-centered play therapy and sand tray therapy. Services conducted at CPG include therapy, psychological and neuropsychological assessment, groups, and community presentations. CPG is a theoretically diverse site with Humanistic theory as the foundation of all treatment approaches. An emphasis is placed on utilizing individual and cultural factors as well as empirically-based practices to inform treatment. Interns will be trained in Client-Centered treatment approaches as well as Acceptance and Commitment Therapy, Mindfulness, and Dialectical Behavior Therapy.

At CPG, 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 vary from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance or Medicaid health plans. In addition, the Intern at CPG is given the opportunity to provide direct weekly clinical and administrative peer supervision for 2-4 diagnostic, therapy, and advanced externs training at CPG. Interns typically engage in at least 20-25 hours of direct service weekly. The remaining clinical hours during the week are spent in providing and

obtaining supervision, research, assessment administration, scoring, report writing, and record keeping. At the completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in treatment, assessment, group work, case management, and consultation. CPG's diverse training and supportive supervisory environment aims to facilitate personal and professional advancement and to produce a doctoral level psychologist candidate who is prepared for a promising career.

### **CPG Intern Benefits**

- **Stipend**
  - \$19,845 per year
  - \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for ten (10) 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 are made on a case-by-case basis.
- **Holidays**
  - Interns will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving (day of and day after), and Christmas Eve and Day. Due to patients being especially vulnerable during the holidays and needing additional support, we do not encourage Interns 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.

## **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 eight offices within the Chicagoland area, allowing the site to offer an extensive variety of training experiences to all Interns. Most Interns work in offices in Oak Lawn and Oak Forest. GTC is an interdisciplinary practice comprised of Licensed Clinical Psychologists, Licensed Clinical Professional Counselors, Licensed Professional Counselors, Licensed Marriage and Family Therapists, a Certified Drug and Alcohol Counselor, and a Licensed Clinical Social Worker. These licensed professionals train Interns to provide all levels of outpatient treatment of psychological stressors and disorders.

At GTC, 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 is provided by one or more doctoral-level Licensed Psychologists. Interns also receive supervision as needed 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 bi-monthly professional development seminar. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the Intern. 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 and a group for senior citizens.

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 3 to 4 students throughout the year. Interns participate in supervisory meetings with senior staff to discuss the progress of the externs monthly and collaborate with the primary supervisors of the externs to foster growth and development. 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 implementing the orientation in August.

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



at their graduate institutions. At the completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in treatment, assessment, group work, case management, and consultation. GTC's diverse training and supportive supervisory environment aims to facilitate personal and professional advancement and to produce a doctoral level psychologist candidate who is prepared for a promising career.

### **GTC Trainee Benefits**

- **Stipend**
  - \$19,845 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 Interns 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.

## **Khalil Center**

*APPIC Match Number: 215812*

Khalil Center (KC) is a community mental health center with three locations in Chicagoland (Glen Ellyn – Primary Site, Lincolnwood, and South Chicago). Khalil Center provides an array of psychological services to diverse populations, especially American Muslim clients. Khalil Center is the largest provider of direct services to the American Muslim population nationwide. Khalil Center also specializes in spiritually integrated psychotherapy within an Islamic context. Other areas of practice at Khalil Center include individual, family, couple, and group therapy, psychological testing, services to local private schools, as well as community preventative educational seminars and workshops. Services conducted at Khalil Center include therapy, assessment, groups, and consulting.

At Khalil Center, Dr. Sarah Syed maintains overall responsibility for Interns' training experiences. Dr. Sarah Syed serves as the Clinical Director of Khalil Center and works with Dr. Fahad Khan and Dr. Monica Saavedra in overseeing all functions of the clinical practice including referrals, assignment of cases, assessment, treatment, and evaluation of Interns. Dr. Gregory Sarlo also acts in a supportive role in clinical training and supervision. Staff members carry clinical responsibility for the cases being supervised and provide supervision. Dr. Syed and Dr. Khan 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 Intern.

### **Training at KC**

Interns not only gain experience with a diverse array of presenting concerns but also are encouraged to personally and professionally grow as a clinician, finding their assortment of skillsets that are unique to them. Interns will have the opportunity to serve diverse populations, most especially American Muslim clients and learn about offering service at a community-oriented treatment center. Interns will also learn about spiritually integrated psychotherapy and potentially have the opportunity to participate in some grant funded applied research on spiritually integrated psychotherapeutic modalities and attend related academic conferences. Clients' typical diagnostic presentations may vary from acute to chronic difficulties. Khalil Center is a not-for profit 501c3 and has a 'services over finances' policy, providing services to all irrespective of financial circumstances, which includes clients who are insured, uninsured, or not covered by their insurance.

Additionally, given the community-oriented culture of the center, Interns will be required to correspond with local community leaders, centers, and agencies in setting up and planning community-based programming on and off-site. Opportunities for Interns may include arranging for and conducting speaking engagements, trainings, and providing support services or community prevention services. Interns will also participate in data collection and program evaluation of our clinical program. Interns are given the opportunity to provide direct weekly clinical and administrative peer supervision for therapy externs training at Khalil Center. 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, community

programming, or program development, scoring, and report writing.

At the completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in the areas of treatment, assessment, group work, case management, and consultation. The ideal at the end of Internship is to produce excellence in training and the best possible readiness for professional practice as a doctoral level psychologist candidate. Further, Interns will have an appreciation for and specific competencies in spiritually-integrated psychotherapy and cultural competency, particularly in working with American Muslims.

### **KC Intern Benefits**

- **Stipend**
  - \$19,845 per year
  - \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for ten (10) 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 are made on a case-by-case basis.
- **Holidays**
  - Interns will be eligible for the following holidays during their training: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Eid al-Fitr (day of and day after) and Eid al-Adha (day of and day after), as well as Christmas Day. Due to patients being especially vulnerable during the holidays and needing additional support, we do not encourage Interns 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.

## *LifeWorks Psychotherapy Center*

*APPIC Match Number: 215814*

LifeWorks Psychotherapy Center (LPC) is an “explicitly inclusive” practice -- embracing diversity in all its forms and welcoming clients of all ages, ethnicities, races, spiritual practices and religious traditions, genders and sexual orientations. LifeWorks staff have many years of experience working with transitions, issues and conflicts related to **relationships and identities that are marginalized** or largely unsupported by society such as lesbian, gay, bisexual, transsexual, queer, intersex, asexual, kink/BDSM, non-monogamy, open relationships, polyamory, sex work, etc.

LifeWorks provides individual and relationship psychotherapy as well as support groups for adults. We have three locations: Skokie, Lakeview and the Central Loop. Interns are expected to do some of their clinical hours, most supervision and all training modules in the Skokie office.

### **Training at LPC**

The growing visibility and cultural acceptance of non-mainstream identities, lifestyles and relationships has given rise to increased demand for psychologists who can respond competently to requests for professional services from culturally specific clients.

The training program focuses on three elements we consider important to meet the needs of the communities of clients we serve:

1. deepening the clinical interviewing, case formulation and therapeutic skills from within a depth psychotherapy perspective,
2. strengthening each Intern’s identity as a therapist and expanding the capacity to use their unique strengths, experiences and identities as a psychologist, and
3. developing cultural competence (attitudes, skills and knowledge) related to LGB, trans and gender non-binary, queer, consensual non-monogamy and kink/BDSM.

LPC has a passion for working with the populations we serve and a keen interest and commitment to incorporating or deepening the use of a depth approach to psychotherapy and developing their identities as professionals. Interns not only gain experience with a diverse array of presenting concerns but are also involved in a group private practice committed to training and development in an interdisciplinary team environment. Clients typically present with a range of social, emotional and relationship issues ranging from acute to chronic difficulties. Some clients may not have insurance, while others may utilize private insurance. Interns typically engage in at least 20-25 hours of direct service weekly. The remaining clinical hours during the week are spent obtaining supervision, attending onsite in-service modules, consortium-wide didactics and completing relevant reports and notes in accord with practice policies and procedures. In addition, Interns participate in monthly team meetings, a staff process group, case consultations and at least one committee (Equity, Speakers’ Bureau, or Happiness). Upon completion of the Internship experience, Interns will demonstrate competency in domains set forth by APA in treatment, case management and consultation.

The LifeWorks Intern training program is lead, managed and overseen by Licensed Clinical Psychologist, Cindy Trawinski, Psy.D. and Patricia Cochran, Psy.D. who oversees requests for service, case assignments, evaluation of interns and supervision. Elizabeth Duke, Psy.D., a Licensed Clinical Psychologist, is a fulltime therapist and supervisor at LifeWorks.

### **LPC Intern Benefits**

- **Stipend**
  - \$19,845 per year
  - \*Stipends are not based on clients' ability to pay.
- **Vacation**
  - Interns are eligible for ten (10) 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 may be made on a case-by-case basis.
- **Holidays**
  - Interns 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 Interns 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.

## **Psychological Consultations**

*APPIC Match Number: 215811*

At Psychological Consultations (PC), Dr. Gregory Sarlo maintains overall responsibility for Intern 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, case assignments, assessment, treatment, as well as evaluation of Interns.

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 Intern.

### **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, Transgender, and Questioning (LGBTQ) clients. Other areas of practice at PC include individual, family, couples, 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. PC is a relational site with an emphasis on process and professional growth.

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 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 4-7 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 providing and obtaining 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 treatment, assessment, group work, case management, and consultation. Through PC's excellence in training, the ideal at the end of the Internship year is to attempt to produce the best possible readiness for professional practice as a doctoral level psychologist candidate.

### **PC Intern Benefits**

- **Stipend**
    - \$19,845 per year
- \*Stipends are not based on clients' ability to pay.

- **Vacation**
  - Interns are eligible for ten (10) 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 are made on a case-by-case basis.
- **Holidays**
  - Interns 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 Interns 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.

## **TRAINING SCHEDULES**

Didactic trainings are offered weekly for at least 2 hours 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. In fact, every third Friday of the month, all Interns attend an IPAPIC Consortium-Wide Didactic. Various IPAPIC training tracks routinely offer 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



**Center for Personal Growth  
2019-2020 Didactic Training Schedule**

<b>Date</b>	<b>Didactic and Abstract</b>	<b>Presenter(s)</b>
July 5, 2019	<b>Intern Orientation</b> Orientation to Center for Personal Growth, establishing Intern role and responsibilities for the year.	Erin M Liebich, Psy.D. Danielle Tipping, Psy.D.
July 12, 2019	<b>Documenting and Record Keeping</b> Thorough review of CPG documents, EHR, and policies and procedures related to administrative duties on site.	Erin M Liebich, Psy.D.
July 19, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
July 26, 2019	<b>Intro to Client-Centered Therapy</b> Overview of CCT and how the core principles can be utilized as a foundation for treatment.	Erin M Liebich, Psy.D.
August 2, 2019	<b>Play Therapy</b> Overview of child-centered play therapy and its uses with diversely-abled children.	Erin M Liebich, Psy.D.
August 9, 2019	<b>Suicide Assessment</b> Assessing Suicidality, Harm-Reduction techniques, and approaches to working with at- risk clients.	Danielle Tipping, Psy.D.
August 16, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
August 23, 2019	<b>Neurodevelopmental Assessment</b> Assessing for Neurodevelopmental Disorders using the NEPSY-2 and other neuropsychological tests. <b>Consortium-Wide Intern Friday Didactic</b> TBD	Erin M Liebich, Psy.D.
August 30, 2019	<b>Sand Tray Therapy</b> An overview of sand play therapy and its use with children who have a variety of clinical presentations.	Jennifer Caruso, LPC Erin M Liebich, Psy.D.
September 6, 2019	<b>Understanding Disability</b> An overview of disability identity models, historical transgressions, and the intersection of culture and disability.	Erin M Liebich, Psy.D.
September 13, 2019	<b>Advanced Cognitive Assessment</b> An overview of APA supported administration and interpretation procedures with clients who have difficulties with standardized procedures.	Erin M Liebich, Psy.D.

September 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
September 27, 2019	<b>Mindfulness and Hypnosis</b> Participants will be introduced to various mindfulness and relaxation techniques for anxiety, pain management and other clinical issues. An introduction to hypnosis for trauma and chronic pain will also be presented.	Christy McElroy, Psy.D., LCPC
October 4, 2019	<b>Assessment &amp; Treatment of Sensory Processing Disorder</b> Participants will learn an advanced assessment battery for sensory processing disorder in children, how to make a referral to an occupational therapist, and ways to treat the social emotional and mental health components of it.	Erin M Liebich, Psy.D.
October 11, 2019	<b>Trans* Identities 101</b> Discussion of gender identity and therapy with non-binary individuals. Issues regarding coming out, transitioning, and forming strong social support networks will be discussed.	Danielle Tipping, Psy.D.
October 18, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
October 25, 2019	<b>Working with Couples</b> An overview of couples' therapies using CBT and EFT approaches. Mediating conflict between couples, issues of infidelity, and non-traditional relationships will be discussed. The importance of understanding the individual and couples' processes will be highlighted.	Jeanette Mazeikis, LPC Erin M Liebich, Psy.D.
November 1, 2019	<b>Acceptance &amp; Commitment Therapy (ACT)</b> Participants will learn the fundamentals of ACT, how to help clients assess their needs and values, and how to apply ACT to specific clinical concerns (e.g. depression, anxiety, pain, relational issues).	Christy McElroy, Psy.D., LCPC
November 8, 2019	<b>Screening &amp; Assessment for Autism</b> Participants will learn interviewing skills and basic screening for ASD. An advanced assessment battery for ASD will be presented as well as a detailed discussion of how to utilize the results to inform treatment recommendations.	Erin M Liebich, Psy.D.
November 15, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD

November 22, 2019	<b>Conducting Family Therapy</b> Identifying relational patterns, including enmeshments and triangulations, mediating between members, and understanding the therapeutic and family processes.	Erin M Liebich, Psy.D.
November 29, 2019	<b>Nonviolent Communication</b> Interns will gain a basic understanding of the underlying concepts and uses of NVC, and they will be guided in practice using NVC skills including need-based reflections, active listening, and diffusion techniques.	Erin M Liebich, Psy.D.
December 6, 2019	<b>Treating Suicidal Ideation</b> Treating suicidal ideation is a complex process and requires the therapist to frequently assess for intent and a plan while balancing the creating a safe space for the client to discuss the thoughts. Differentiation of active and passive thoughts will be practiced. Techniques to counter these thoughts, including the importance of acceptance will inform the	Danielle Tipping, Psy.D.
December 13, 2019	<b>Understanding Eating Disorders</b> Understanding the clinical presentations, subtle signs of problematic behavior, and evaluating appropriate level of care and how to refer/engage in case management.	Christy McElroy, Psy.D., LCPC
December 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
December 27, 2019	<b>Ethics: Consulting with Family &amp; Significant Others</b> Participants will learn the legal and ethical considerations involved in whether a therapist can and should consult with parents, partners, or other support persons. Federal & state regulations will be reviewed as well as how to talk to clients when consultation seem to be in their best interest.	Erin M Liebich, Psy.D.
January 3, 2020	<b>Understanding Addiction &amp; Substance Abuse</b> Understanding the substance use disorders, including DSM-5 criteria, evaluating appropriate level of care, detox and treatment options and how to work with SA counselors to coordinate care.	Erin M Liebich, Psy.D.

January 10, 2020	<b>Identifying and Treating Motor and Communication Disorders</b> Diagnostic considerations including DSM-5 criteria, differential diagnosis, common co-occurring psycho-social issues, and age of onset will be discussed in addition to neurobehavioral and play-based interventions.	Erin M Liebich, Psy.D.
January 17, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
January 24, 2020	<b>Ethical Issues</b> Review of General Standards and implications with special treatment populations: case discussions.	Erin M Liebich, Psy.D.
January 31, 2020	<b>Collaborative Care</b> Many American turn to their physicians or local medical providers for mental health care. This seminar provides a framework for working with non-mental health providers toward increasing access and addressing behavioral healthcare disparities.	Erin M Liebich, Psy.D.
February 7, 2020	<b>Health Disparities in LGBT Populations</b> Socioeconomic, competence, and geographic location can often lead the LGBT community to have difficulties accessing medical care. Stigma and discrimination also perpetuate avoidance of such care. Helping clients to navigate the medical system, problem solve with limited	Danielle Tipping, Psy.D.
February 14, 2020	<b>Therapy with Psychotic Clients</b> Participants will learn relational approaches to treating clients who are actively psychotic, including client-centered pre-therapy, sand tray therapy, and mindfulness-based therapy. A video will show the importance of acceptance and joining with client in this process.	Christy McElroy, Psy.D.
February 21, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
February 28, 2020	<b>Music &amp; Expressive Therapy</b> Participants will learn the fundamental of music therapy and the empirical support behind it, including its use with selective mutism, ASD, ADHD, and trauma. A brief overview of art & drama therapies will also be provided.	Jennifer Rook, LCPC, MT-BC

March 6, 2020	<b>Accommodating Clients with Disabilities</b> Interns will learn the physical, technological and relational aspects of accommodating clients with various disabilities. A focus on empowerment and self-directed choice will be at the foundation. Awareness exercises will be used to demonstrate the frequency of microaggressions within society.	Erin M Liebich, Psy.D.
March 13, 2020	<b>Practices in Self-Care</b> The frequency and signs of burn-out within our field will be discussed. Interns will contemplate ways to incorporate self-care into personal practice.	Erin M Liebich, Psy.D.
March 20, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
March 27, 2020	<b>Bariatric Assessment</b> Training will focus on assessment in preparation for bariatric surgery. A research-supported battery will be provided. Signs of poor prognosis will be presented, including a possible eating disorders or difficulties with following medical guidelines.	Christy McElroy, Psy.D., LCPC
April 3, 2020	<b>APA: Beyond Research &amp; Accreditation</b> Participants will learn the many functions of the APA, including its commitment to advocacy, practice, and community service. Opportunities for involvement at the state and national level will highlight the personal and professional benefits of the organization. Work of various APA committees will help interns to see the impact of APA on many sectors of society.	Erin M Liebich, Psy.D.
April 10, 2020	<b>Termination with Clients</b> Interns will discuss and explore termination issues with clients, including discussion of treatment considerations, continuity of care, and personal reactions to ending with each client.	Erin M Liebich, Psy.D.
April 17, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
April 24, 2020	<b>Opening a Private Practice</b> Interns will learn how to form, market, and run a group practice. Legal considerations, liability concerns, and insurance protocols will be reviewed.	Erin M Liebich, Psy.D.

May 1, 2020	<b>Dialectical Behavioral Therapy</b> Participants will receive an overview of DBT, including how to seek certification, how to run groups, and how individual DBT can be applied to many clinical challenges.	Christy McElroy, Psy.D., LCPC
May 8, 2020	<b>Assessment &amp; Supportive Therapy for Neurocognitive Decline</b> An overview of the DSM-5 criteria will be used to inform interview and assessment techniques, including the importance of a detailed medical history and neurological referrals. Treatment approaches will demonstrate the need for multi-specialty care and involvement from support systems.	Erin M Liebich, Psy.D.
May 15, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
May 22, 2020	<b>Obtaining Licensure &amp; Board Certification</b> Interns will learn how to apply for clinical licensure and how to obtain dual state licenses. The options and benefits of board certification will also be discussed.	Erin M Liebich, Psy.D.
May 29, 2020	<b>Romantic Relationships for Trans* Individuals</b> An overview of different relationships for transgender and non-binary individuals will be presented. Polyamorous relationships and supporting communication within these relationships will be discussed.	Danielle Tipping, Psy.D.
June 5, 2020	<b>Managing Personal &amp; Professional Relationships 1.0</b> Interns will discuss how to navigate personal and professional relationships, including seeking mentors and determining goodness of fit with professional colleagues. Ethical questions regarding concerns about co-workers will be addressed.	Jennifer Caruso, LPC Erin M Liebich, Psy.D.
June 12, 2020	<b>Managing Personal &amp; Professional Relationships 2.0</b> Interns will discuss how to navigate personal and professional relationships, including seeking mentors and determining goodness of fit with professional colleagues. Ethical questions regarding concerns about co-workers will be addressed.	Jennifer Caruso, LPC Erin M Liebich, Psy.D.
June 19, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD

June 26, 2020	<b>Processing the Year &amp; Future Goals</b> Interns will have an opportunity to review the training year, their personal and professional growth, and future aspirations	Danielle Tipping, Psy.D. Erin M Liebich, Psy.D.
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*Training will be conducted weekly and will last at least two hours.*

**Genesis Therapy Center  
2019-2020 Didactic Training Schedule**

<b>Date</b>	<b>Didactic and Abstract</b>	<b>Presenter(s)</b>
July 1, 2019	<b>Intern Orientation</b> Orientation to the Genesis Therapy Center, establishing intern role and responsibilities for the year.	Mary Ann Andrade-Bekker, Psy.D., LCPC, Bruce Bonecutter, Ph.D., & Jared Eaton, Psy.D.
July 8, 2019	<b>Documenting and Record Keeping</b> Thorough review of GTC documents, EHR, and policies and procedures related to administrative work on site.	Mary Ann Andrade-Bekker, Psy.D., LCPC, Bruce Bonecutter, Ph.D., & Jared Eaton, Psy.D.
July 19, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
July 22, 2019	<b>Supervision of Supervision</b> Overview of the theories of supervision and practices of supervision of students.	Mike Ideran, D.Min. & Bruce Bonecutter, Ph.D..
July 29, 2019	<b>General Clinical Issues: Anxiety</b> Overview of diagnostic criteria involving anxiety with a discussion of diagnostic and therapeutic factors.	Mary Ann Andrade-Bekker, Psy.D.
August 5, 2019	<b>How to conduct a Clinical Interview</b> Overview of clinical interview skills and procedures for conducting a intake interview and report at GTC.	Mary Ann Andrade-Bekker, Psy.D. & Jared Eaton, Psy.D.
August 16, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
August 19, 2019	<b>Risk Assessment</b> Assessing Suicidality, Risk Management techniques, and the Ethics of working with at risk clients.	Mary Ann Andrade-Bekker, Psy.D. & Jared Eaton, Ph.D.
August 26, 2019	<b>Social Skills Group Training</b> An overview of social learning theory and practices of creating and facilitating a social skills group.	Penny McGrath, M.A., LCPC & Bruce Bonecutter, Ph.D.
September 2, 2019	<b>Conducting Group Therapy</b> An overview on how to market, recruit, and run groups.	Mary Ann Andrade-Bekker, Psy.D. & Jared Eaton, Psy.D.
September 9, 2019	<b>Understanding and Working through Domestic Violence Issues</b> Discuss the cycle of abuse, barriers and resources for survivors of abuse, and how to help the client engage in safety planning	Mary Ann Andrade-Bekker, Psy.D. & Bruce Bonecutter, Ph.D.
September 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
September 23, 2019	<b>Working with Children and Families in</b>	Penny McGrath, M.A.,



	<p><b>Therapy</b> Participants will be introduced to how to therapeutically work within a family system specifically one with young children and/or adolescents. They will also be advised on the use of play within a session.</p>	LCPC & Bruce Bonecutter, Ph.D.
September 30, 2019	<p><b>Ethical Issues</b> Review of General Standards and implications with special treatment populations: case discussions.</p>	Mary Ann Andrade-Bekker, Psy.D.
October 7, 2019	<p><b>Self-Injury in Adolescents</b> Students will learn how to access, treat, and support teen clients who engage in self-harm/self-mutilating tendencies</p>	Elizabeth Lewitke, LSW & Mary Ann Jared Eaton, Psy.D.
October 18, 2018	<p><b>Consortium-Wide Intern Friday Didactic</b> TBD</p>	TBD
October 21, 2019	<p><b>Working with Adult Children from Alcoholic Family Systems</b> Discuss the cycle of addiction in families, treatment goals and barriers, and how to work with resistant clients in an addictive system</p>	Mary Ann Andrade-Bekker, Psy.D. & Bruce Bonecutter
October 28, 2019	<p><b>Professional Issues</b> Discussion will focus on the following areas relevant to entry level practice of professional psychology: Collaboration and managing issues with colleagues, professional attire, work-life balance, organization and time management, HIPAA compliance, addressing ethical and other profession related issues</p>	Mary Ann Andrade-Bekker, Psy.D. & Jared Eaton, Psy.D.
November 4, 2019	<p><b>Sensory Processing Disorder &amp; Mental Health</b> Participants will be learn a basic screening for sensory processing disorder in children, how to make a referral to an occupational therapist, and ways to treat the social emotional and mental health components of it.</p>	Penny McGrath, M.A., LCPC & Bruce Bonecutter, Ph.D.
November 15, 2019	<p><b>Consortium-Wide Intern Friday Didactic</b> TBD</p>	TBD
November 18, 2019	<p><b>Conducting Couples Counseling</b> Utilizing the 5 love languages, mediating between couples, and understanding the therapeutic and couples' process</p>	Brian Dryer, MSW, LCSW & Jared Eaton, Psy.D.
November 25, 2019	<p><b>Motivational Interviewing</b> Students will gain a basic understanding of the underlying concepts and uses of MI, and they will be guided in practice using MI skills including open ended questions, affirmations, reflective</p>	Bruce Bonecutter, Ph.D.

	listening, and summarizing.	
December 2, 2019	<b>Trauma and Working with Families</b> Working with families is a complex process and requires an adjustment in thinking when considering how to interact and respond to the families' process. When trauma is also present it becomes even more complicated. My didactic will address some of the concerns and issues that are important to address and consider when working with families with these issues.	Mike Ideran, D.Min. & Jared Eaton, Psy.D.
December 9, 2019	<b>Sex &amp; Sexuality</b> How to explore and discuss issues of sex and sexuality in individual and couples' counseling	Naomi Effort, LCPC & Bruce Bonecutter, Ph.D.
December 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
December 23, 2019	<b>Managing the Impact of Personal Stress on our Professional Work</b>	Bruce Bonecutter, Ph.D.
December 30, 2019	<b>Collaborative Care</b> Many American turn to their physicians or local medical providers for mental health care. This seminar provides a framework for working with non-mental health providers toward increasing access and addressing behavioral healthcare disparities.	Mary Ann Andrade-Bekker, Psy.D.
January 6, 2020	<b>Understanding Addiction &amp; Substance Abuse</b> Understanding the shame cycle, applying motivational interviewing techniques, evaluating appropriate level of care and how to refer/ engage in case management	Joleen Hartland, M.A., CADC, LCPC & Jared Eaton, Psy.D.
January 17, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
January 20, 2020	<b>Identifying and Treating Selective Mutism</b> Diagnostic considerations including DSM-5 criteria, differential diagnosis, common presentation and age of onset will be discussed in addition to behavioral interventions including systematic desensitization, exposure with response prevention, and use of PCIT-SM.	Penny McGrath, M.A., LCPC & Bruce Bonecutter, Ph.D.
January 27, 2020	<b>Using Mindfulness in Therapy</b> Exploring mindfulness techniques and mindfulness in the treatment planning process	Mary Ann Andrade-Bekker, Psy.D. & Jared Eaton, Psy.D.
February 3, 2020	<b>How to make the APA work for you</b> Overview of the structure and opportunities within the American Psychological Association and Illinois Psychological Association.	Bruce Bonecutter, Ph.D.
February 10, 2020	<b>Managing Therapist's Personal Issues in</b>	Jared Eaton, Psy.D.

	<p><b>Treatment</b> Discussion will focus on the importance of managing the clinician's needs in and outside of the therapy session. Topics may include: the decision to begin your own therapy, managing significant life transitions while in practice such as the death of loved ones or other family events, knowing when to refer a client out to another clinician, and managing boundary issues including the decision to accept gifts from clients or over sharing personal information.</p>	
February 21, 2020	<p><b>Consortium-Wide Intern Friday Didactic</b> TBD</p>	TBD
February 24, 2020	<p><b>Using Genograms</b> Students will discuss how genograms are created and how they can be used in the processes of individual, couples, and family therapy. We reviewed the symbols used in genograms and how they fit together in the chart itself as well as how to structure an interview with clients in order to gain information for genogram formation and use as a clinical intervention.</p>	Kim DeJong, M.A., LCPC & Bruce Bonecutter, Ph.D.
March 2, 2020	<p><b>Practices in Self-Care</b> Understanding and recognizing the signs of burn-out and how to incorporate self-care into personal practice.</p>	Mary Ann Andrade-Bekker, Psy.D. & Jared Eaton, Psy.D.
March 9, 2020	<p><b>Narrative Therapy</b> Students will learn how to use narrative therapy with clients. Students will learn how to help clients “re-write” and become empowered authors of their life narratives</p>	Mary Ann Andrade-Bekker, Psy.D. & Bruce Bonecutter, Ph.D.
March 20, 2020	<p><b>Consortium-Wide Intern Friday Didactic</b> TBD</p>	TBD
March 23, 2020	<p><b>Couples Counseling with African American Clients</b> Training will focus on assessing couples issues by asking questions about the course of the relationship and external/internal dynamics that impact the relationship overall.</p>	Naomi Effort, M.A., LCPC & Jared Eaton, Psy.D.
April 6, 2020	<p><b>Termination with Clients</b> Students will discuss and explore termination issues with clients.</p>	Mary Ann Andrade-Bekker, Psy.D., LCPC & Bruce Bonecutter, Ph.D.
April 17, 2020	<p><b>Consortium-Wide Intern Friday Didactic</b> TBD</p>	TBD
April 20, 2020	<p><b>Running a Private Practice</b> Students will learn how to create, run, and hire</p>	Cathy Fairfield, D.Min. & Bruce Bonecutter, Ph.D.

	staff for a group practice. Students will also learn how to write grants, network, market, and protect their practice	
April 27, 2020	<b>Managing Peer Conflict</b> Students will learn how to manage conflict between staff members/colleagues.	Cathy Fairfield, D.Min. & Bruce Bonecutter, Ph.D.
May 4, 2020	<b>Engaging in Social Justice Initiatives</b> Students will explore ways they can engage in social justice initiatives as a clinical psychologist	Bruce Bonecutter, Ph.D.
May 15, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
May 18, 2020	<b>Mentorship</b> Students will learn how to initiate, develop, and nurture mentorship relationships with professors and colleagues	Mary Ann Andrade-Bekker, Psy.D., LCPC & Jared Eaton, Psy.D.
May 25, 2020	<b>Insurance Paneling</b> Students will learn how to apply for NPI number, how to create a CAQH account, and how to panel with insurance companies	Mary Ann Andrade-Bekker, Psy.D., LCPC & Bruce Bonecutter, Ph.D.
June 1, 2020	<b>Obtaining Licensure</b> Students will learn how to apply for clinical licensure and how to obtain dual state licenses.	Mary Ann Andrade-Bekker, Psy.D., LCPC & Bruce Bonecutter, Ph.D.
June 8, 2020	<b>Studying for the EPPP</b> Students will learn how to study, engage in time and self-care management, and review study materials for the EPPP	Mary Ann Andrade-Bekker, Psy.D., LCPC & Jared Eaton, Psy.D.
June 19, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
June 22, 2020	<b>Managing Student Loans</b> Students will learn how to manage debt and explore programs that can reduce their student loan debt	Mary Ann Andrade-Bekker, Psy.D., LCPC & Jared Eaton, Psy.D.
June 29, 2020	<b>Year Wrap-Up</b> Wrapping up client files/cases, transferring reports to Dr. Sarlo's computer, processing Interns' experiences during the year and discussing future hopes and goals.	Mary Ann Andrade-Bekker, Psy.D., LCPC, Jared Eaton, Psy.D. & Bruce Bonecutter, Ph.D.

*Training will be conducted weekly and will last at least two hours.*

**Khalil Center  
2019-2020 Didactic Training Schedule**

Date	Didactic and Abstract	Presenter(s)
July 7, 2019	<b>Orientation</b> Review Handbook, Due Process Procedures, and information regarding supervision, assessment, psychotherapy, and online resources. Opportunity for Q&A.	Fahad Khan, Psy.D Sarah Syed, Psy.D
July 14, 2019	<b>Mandated Reporting &amp; Ethical Considerations</b> Discussion and overview of mandated reporting and privacy policies (HIPAA, APA). Ethical dilemmas in working with American Muslims are discussed during this presentation.	Monica Saavedra, Psy.D
July 19, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
July 28, 2019	<b>General Clinical Issues: Spiritually Integrated Clinical Assessment</b> Training on the instruments used for assessment are covered and discussed. These include the PMIR, Muslim Experiential Religiosity Scale (MER), RCOPE and the BSI.	Fahad Khan, Psy.D.
August 4, 2019	<b>DSM V - Overview</b> Many students have been trained according to the old DSM VI. This is a refresher didactic designed to educate interns on the notable diagnostic revisions contained in the DSM V.	Monica Saavedra, Psy.D.
August 11, 2019	<b>General Clinical Issues and Treatment Planning</b> Address clinical, cultural, diagnosis, and diversity factors in treatment planning according to a multitheoretical approach	Sarah Syed, Psy.D.
August 18, 2019	<b>Working with American Muslims</b> Exploration of special treatment considerations when working with American Muslim clients including special topics acculturation, spiritual integration, religious coping, differentiation between spiritual and clinical issues, family and couples counseling, cultural nuances of working with American Muslims.	Fahad Khan, Psy.D
August 23, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
September 1, 2019	<b>Spiritually Integrated Psychotherapy</b> This is an introduction to spiritually integrated psychotherapies. Interns are introduced to the work of Kenneth Pargament and Scott Richards	Fahad Khan, Psy.D.

	and the movement on spiritually integrated psychotherapies.	
September 8, 2019	<b>Spiritually Integrated Psychotherapy</b> Practical and specific spiritual strategies are discussed within this didactic in an effort to provide tangible applied intervention strategies to employ designed to increase positive mental health.	Fahad Khan, Psy.D.
September 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
September 22, 2019	<b>Islamically Integrated Psychotherapy</b> This is an introduction to spiritually integrated psychotherapy for addressing Muslim mental health. It is based on a publication by Keshavarzi & Haque, (2013), that offers a framework for working with American Muslims.	Jaleel Abdul Adil, Psy.D.
September 29, 2019	<b>Islamically Integrated Psychotherapy Continued</b> After the framework is laid out, specific strategies for spiritual integration is discussed during the course of this didactic.	Jaleel Abdul Adil, Psy.D.
October 6, 2019	<b>Coping with Suffering</b> There is often a lot of discussion in psychology about coping. However, this didactic provides an overview of the literature as well as an applied understanding of how to work with client suffering and the process of grief, healing and coping.	Fahad Khan, Psy.D
October 13, 2019	<b>Mid-Year Office Retreat</b> Processing students' experiences and reactions throughout the year thus far, including identifying professional goals and expectations	Fahad Khan Psy.D Sarah Syed, Psy.D Monica Saavedra, Psy.D
October 18, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
October 27, 2019	<b>Integrative Behavioral Couples Therapy</b> Given the large caseloads of marital cases at the center, interns are given an overview and applied seminar in IBCT, with role play and case vignettes to discuss.	Sarah Syed, Psy.D.
November 3, 2019	<b>Working with Emotions</b> An overview of: <ul style="list-style-type: none"> <li>• Emotion theory</li> <li>• Understanding and Working with Emotions. <ul style="list-style-type: none"> <li>➢ Adaptive vs. Maladaptive emotions</li> <li>➢ Needs of emotions</li> <li>➢ Emotional reprocessing/reformulation</li> </ul> </li> </ul>	Monica Saavedra

November 10, 2019	<b>Ethical Issues: Evaluation, Assessment, and Intervention</b> Building on foundational lectures related to ethics and assessment, here we will specifically examine countertransference and students' feelings about the implications of diagnosis	Fahad Khan, Psy.D.
November 15, 2019	<b>Didactic at Biannual IPAPIC Consortium-Wide Meeting</b> TBD	TBD
November 24, 2019	<b>General Clinical Issues: Anxiety</b> Overview of diagnostic criteria involving anxiety with a discussion of diagnostic and therapeutic factors	Monica Saavedra, Psy.D.
December 1, 2019	<b>Islamophobia</b> Building on previous lectures focusing on American Muslim treatment issues and the intersection of anxiety, this discussion will involve an examination of the intersection of anxiety and diversity factors specifically related to the American Muslims community	Sarah Syed, Psy.D.
December 8, 2019	<b>Trauma</b> Many Muslims come from war torn countries, have family members in countries with conflict or may have been a first-hand experiencer of such conflict. A review of the cultural nuances of working with trauma in American Muslims and refugees is discussed.	Samar Harfi, Psy.D.
December 15, 2019	<b>Overview of Historical Islamic Writings on Behavioral Reformation</b> An exposure to traditional writings of Islamic medical physicians working with mental health issues in the 9-15 <sup>th</sup> century are discussed. These interventions can be integrated into psychotherapy as way of empowering American Muslim mental health through their own tradition.	Fahad Khan, Psy.D.
December 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
December 29, 2019	<b>Spiritually Integrated Case Conceptualization</b> Spiritually integrated case conceptualization is offered during this seminar. Interns will have an opportunity to present a case with a focus on the cultural and spiritual factors of treatment.	Fahad Khan, Psy.D.
January 5, 2020	<b>Managing Ethical Dilemmas</b> This seminar discusses common ethical dilemmas in working with Muslims. Case vignettes are offered in an attempt to provoke thought and help	Sarah Syed, Psy.D.

	manage dilemmas.	
January 12, 2020	<p><b>Mental illness and Islamic Jurisprudential Considerations</b></p> <p>Many American Muslims will opt to follow Islamic legal norms. This includes ritual law such as prayer and fasting, and civil law such as family or social dealings. Within the Islamic literature there is significant discussion of mental status and sensitivities and dispensations afforded to those with mental illnesses. A review of such issues are presented.</p>	Fahad Khan, Psy.D.
January 17, 2020	<p><b>Consortium-Wide Intern Friday Didactic</b></p> <p>TBD</p>	TBD
January 26, 2020	<p><b>State of Muslim Mental Health</b></p> <p>In this presentation, students are introduced to the common and typical manifestations of mental health disorders in Muslims. Attribution, attitudes and help seeking behavior is discussed as well.</p>	Sarah Syed, Psy.D.
February 2, 2020	<p><b>General Clinical Issues: Family Systems</b></p> <p>Using Family Systems and examination of the impact of complex family dynamics on individual diagnosis</p>	Sarah Syed, Psy.D.
February 9, 2020	<p><b>Waswasa: Manifestations of OCD scrupulosity in Muslim populations</b></p> <p>Waswasa is currently being considered as a culture bound syndrome in the literature. Many Muslims encounter OCD that manifests itself within a religious context. This seminar introduces the common types of these manifestations with a discussion on treatment considerations for addressing this condition.</p>	Fahad Khan, Psy.D.
February 16, 2020	<p><b>Ethical Issues: Privacy and Confidentiality</b></p> <p>HIPPA, FERPA, and the APA Ethics Code will be examined to better students' understanding of the importance and complexity of privacy and confidentiality</p>	Monica Saavedra, Psy.D.
February 21, 2020	<p><b>Consortium-Wide Intern Friday Didactic</b></p> <p>TBD</p>	TBD
March 1, 2020	<p><b>General Clinical Issues: Substance Abuse</b></p> <p>Overview of diagnostic criteria involving substance abuse with a discussion of diagnostic and therapeutic factors</p>	Monica Saavedra, Psy.D.



March 8, 2020	<b>Spiritually Integrated Case Conceptualization</b> Spiritually integrated case conceptualization is again offered during this seminar. Interns will have another opportunity to present a case with a focus on the cultural and spiritual factors of treatment.	Fahad Khan, Psy.D.
March 15, 2020	<b>Process Group</b> This is an opportunity for interns to discuss their experiences regarding didactic topics and how they have been personally, professionally impacted by such seminar trainings.	Fahad Khan Psy.D Sarah Syed, Psy.D
March 20, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
March 29, 2020	<b>Alternative Therapies and Holistic Approaches</b> Discussion of naturopathy, homoeopathy and traditional middle-eastern healing is discussed.	Hakim Archuletta, Mazen Attasi, ND
April 5, 2020	<b>Professional Development: Supervisory Issues</b> New and emerging professional competency, understanding intern's developing role as a supervisor, navigating being a supervisor and being a supervisee	Fahad Khan, Psy.D. Sarah Syed Psy.D
April 12, 2020	<b>Ethical Issues: Teaching, Training, and Supervision</b> A facilitated discussion of safety, power differential, and difficult feedback from a mentor perspective	Jaleel Abdul Adil, Psy.D.
April 17, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
April 26, 2020	<b>Sex therapy with American Muslims</b> Given the cultural prohibitions and sanctions around discussing such personal elements of individuals lives, many Muslims often do not have much education or satisfaction in their sex lives. This presentation is designed to address cultural modalities of removing such barriers for sexual health.	Sarah Syed, Psy.D.
May 3, 2020	<b>Collaborative Care</b> Many American Muslims turn to their physicians or local imams for mental health care. This seminar provides a framework for working with non-mental health providers toward increasing access and addressing behavioral healthcare disparities.	Fahad Khan, Psy.D.
May 10, 2020	<b>Convert Care</b> With the explosion of Islam in the US and record-	Samar Harfi, Psy.D.

	breaking numbers of conversions to Islam. Many American Muslims feel isolation and go through a process of identity formation and reconciliation during their time of religious conversion. Many of the Centers clients are converts to Islam and need particular support around their mental health, social circumstances and emotions.	
May 17, 2020	<b>Spiritual Assessments - Advanced</b> Further Instruction on the use, scoring, and interpretation of the spiritual inventories are provided	Fahad Khan, Psy.D.
May 22, 2020	<b>Didactic at Biannual IPAPIC Consortium-Wide Meeting</b> TBD	TBD
May 31, 2020	<b>Termination</b> How to facilitate a healthy and appropriate ending to a therapeutic relationship.	Monica Saavedra, Psy.D.
June 7, 2020	<b>Case Transition</b> Discussion of the clinical factors associated with transitioning clients from one provider to another.	Sarah Syed, Psy.D. Fahad Khan, Psy.D
June 14, 2020	<b>Spiritual Assessments – Follow-up and Conclusion</b> Further Instruction on the use, scoring, and interpretation of the spiritual inventories are provided	Fahad Khan, Psy.D.
June 19, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
June 28, 2020	<b>Saying Goodbye to Colleagues and Self-Care &amp; Year Wrap up</b> How do students and supervisors say goodbye, understanding how students approach endings and terminations, coping with significant life transitions.	Fahad Khan, Psy.D Jaleel Abdul Adil, Psy.D Samar Harfi, Psy.D Sarah Syed, Psy.D

*Training will be conducted on Fridays and will last at least two hours.*

**LifeWorks Psychotherapy Center  
2019-2020 Training Schedule**

<b>DATE</b>	<b>DIDACTIC &amp; ABSTRACT</b>	<b>PRESENTER(S)</b>
July 1, 2019	<b>Orientation</b> Overview of the year, introduction to program goals, intern responsibilities & learning/development goals and Practice Guidelines	Cindy Trawinski, Psy.D., Patricia Cochran, Psy.D., Elizabeth Duke, Psy.D.
July 3, 2019	<b>Administrative Training</b> Introduction to key processes at LifeWorks including RFS/Intake process, record keeping, TheraBill online practice management system, weekly ledger and DOS confirmation	Patricia Cochran, Psy.D.
July 4, 2019	<b>FOURTH OF JULY</b>	
July 10, 2019	<b>Administrative Training</b> Introduction to key processes at LifeWorks including RFS/Intake process, record keeping, TheraBill online practice management system, weekly ledger and DOS confirmation	Patricia Cochran, Psy.D.
July 11, 2019	<b>First Sessions</b> Intake process, fee negotiation, HIPAA compliance	Patricia Cochran, Psy.D.
July 18, 2019	<b>Special Populations -- Polyamory and Consensual Non-monogamy</b> Introduction to key vocabulary, practices, issues relevant to this community; cultural and therapeutic biases toward monogamy, swinging, polyamory, open relationships, etc...	Elizabeth Duke, Psy.D.
July 19, 2019	<b>Monthly Consortium-wide Didactic</b>	
July 25, 2019	<b>Special Populations -- Polyamory and Consensual Non-monogamy</b> Clinical issues including negotiation, consent, boundaries, sexual addictions, jealousy, betrayal, trust, etc...	Elizabeth Duke, Psy.D.
August 1, 2019	<b>Maximizing Supervision</b> Identifying, summarizing and framing clinical issues and questions, developing and sharing professional learning goals and growth opportunities; assessment formulation & treatment plans	Pat Cochran, Psy.D. & Elizabeth Duke, Psy.D.
August 8, 2019	<b>Phases of Therapy</b> Discussion and application of Jung's model of the progression of client's experience including confession, elucidation, education and transformation to contemporary practice settings	Patricia Cochran, Psy.D.
August 15, 2019	<b>Clinical Interview and Diagnosis</b> Fundamentals of clinical interviewing and diagnosis	Cindy Trawinski, Psy.D. & Patricia Cochran, Psy.D.

August 16, 2019	<b>Monthly Consortium-wide Didactic</b>	
August 22, 2019	<b>Case Formulation from a Depth Psychotherapy Perspective</b> Main components of the formulation with an emphasis on a psychodynamic perspective	Cindy Trawinski, Psy.D. & Patricia Cochran, Psy.D.
September 2, 2019	<b>LABOR DAY</b>	
September 12, 2019	<b>Diversity &amp; Marginalization</b> Define diversity & marginalization as inner and outer phenomena, identify how these impact clients, recognizing & using diversity & marginalization in oneself as a therapist	Cindy Trawinski, Psy.D.
September 19, 2019	<b>Cultural Competence</b> Define and discuss the relevance of cultural competence in working with marginalized experiences and identities, assessing one's cultural competence and identifying areas for further development	Cindy Trawinski, Psy.D.
September 20, 2019	<b>Monthly Consortium-wide Didactic</b>	
September 26, 2019	<b>Cultural Identity Development</b> Compare identity development for mainstream and marginalized identities, apply models of cultural identity development to clinical material	Cindy Trawinski, Psy.D.
October 10, 2019	<b>Rank &amp; Power as a Clinical Variable</b> Defining rank and power as a social, relational and psychological construct; recognizing experiences of low and high rank in self and others	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
October 17, 2019	<b>Rank &amp; Power as a Clinical Variable</b> Identifying your own low and high rank; developing rank awareness as a clinical lens	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
October 18, 2019	<b>Monthly Consortium-wide Didactic</b>	
November 14, 2019	<b>Transference &amp; Counter-transference</b> Define and discuss transference & counter-transference with relevant case examples	Cindy Trawinski, Psy.D. & Patricia Cochran, Psy.D.
November 28, 2019	<b>THANKSGIVING</b>	
November 21, 2019	<b>Transference &amp; Counter-transference</b> Define and discuss transference & counter-transference with relevant case examples	Cindy Trawinski, Psy.D. & Patricia Cochran, Psy.D.
November 22, 2019	<b>Monthly Consortium-wide Didactic</b>	
December 12, 2020	<b>Peer Reflections &amp; Feedback on Clinical Development</b> Giving, receiving and using peer feedback to enhance clinical development	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
December 19, 2021	<b>Learning Edges &amp; Goals Setting for the 2nd Half</b> Experiential process for developing and articulating learning goals and obstacles	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW

December 20, 2019	<b>Monthly Consortium-wide Didactic</b>	
December 25, 2019	<b>CHRISTMAS DAY</b>	
January 1, 2020	<b>NEW YEARS DAY</b>	
January 17, 2020	<b>Monthly Consortium-wide Didactic</b>	
February 13, 2020	<b>Depth Psychotherapy -- The Concept of Wholeness</b> How wholeness is experienced and understood as a unifying aspect of depth psychotherapy	Patricia Cochran, Psy.D.
February 20, 2020	<b>Depth Psychotherapy -- The Known &amp; The Unknown</b> The significance and dynamic inter-relationship of experience-near and experience-distant aspects of the client's and therapist's process	Patricia Cochran, Psy.D.
February 21, 2020	<b>Monthly Consortium-wide Didactic</b>	
February 27, 2020	<b>Depth Psychotherapy -- The Purpose of Problems</b> Define teleology and its connection and relevance to depth approaches on psychotherapy	Patricia Cochran, Psy.D.
March 12, 2020	<b>Process-oriented Psychology -- Levels of Experience</b> Presents a paradigm for identifying experience and awareness along a continuum of consensus reality (objective) and non-consensus reality (subjective)	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
March 19, 2020	<b>Process-oriented Psychology -- Signals &amp; Channels</b> Define, learn to notice and identify signals and channels of communication in everyday interactions as well as the clinical hour	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
March 20, 2020	<b>Monthly Consortium-wide Didactic</b>	
March 26, 2020	<b>Process-oriented Psychology -- Edges &amp; Identities</b> Discuss and explore identity as the relationship between known and less known aspects of experience, intrapersonal conflict as a dynamic expression of identity	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
April 9, 2020	<b>Personal &amp; Professional Boundaries in Small Communities</b> Ethics and psychologists' professional role and boundaries; mapping your boundaries; issues or conflicts that might occur; best practices	Cindy Trawinski, Psy.D. & Carrie Jameson, LCPC
April 16, 2020	<b>Termination Process</b> Navigating planned and unplanned terminations, reviewing progress and unaddressed issues of the therapy, administrative issues	Pat Cochran, Psy.D.
April 17, 2020	<b>Monthly Consortium-wide Didactic</b>	

April 23, 2020	<b>Termination Process</b> Using clinical examples of terminations, identifying clients at risk for early terminations or sudden withdrawal	Pat Cochran, Psy.D.
May 14, 2020	<b>Gender &amp; Intimate Relationships</b> Understanding gender as a social construct, identifying systemic conventions impacting gender dynamics, navigating ethics of gender for clinicians	Cindy Trawinski, Psy.D. & Danielle Carlson, LMFT
May 15, 2020	<b>Monthly Consortium-wide Didactic</b>	
May 21, 2020	<b>Special Populations -- Trans, Queer &amp; GNB</b> Key vocabulary, common therapeutic biases toward gender diversity, transition processes	Cindy Trawinski, Psy.D. & Simon Weismantel, LCSW
May 28, 2020	<b>Special Populations -- Trans, Queer &amp; GNB</b> Marginalization, identity development and self-acceptance as processes impacting clients	Cindy Trawinski, Psy.D. & Simon Weismantel, LCSW
May 25, 2020	<b>MEMORIAL DAY</b>	
June 11, 2020	<b>Special Populations -- Kink &amp; BDSM</b> Define key vocabulary, practices and issues for individuals identifying as or exploring kink/BDSM, recognize and explore biases toward kink & BDSM	Cindy Trawinski, Psy.D. & Carrie Jameson, LCPC
June 25, 2020	<b>Special Populations -- Kink &amp; BDSM</b> Define key vocabulary, practices and issues for individuals identifying as or exploring kink/BDSM, recognize and explore biases toward kink & BDSM	Cindy Trawinski, Psy.D. & Carrie Jameson, LCPC
May 21, 2020	<b>Clinical Work with Cis Partners of Trans/GNC</b> Discuss trans affirming practices and common issues & needs of cis gendered partners within therapy, identify ways to alter practice to increase competency	Arryn Hawthorne, LCSW & Cindy Trawinski, Psy.D.
May 28, 2020	<b>Inner Critic</b> Identifying the critical inner voice in self and others, discovering the value of the critic and transforming the critic into an ally	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
May 29, 2020	<b>Monthly Consortium-wide Didactic</b>	
June 11, 2020	<b>Anxiety &amp; the Authentic Self</b> Impacts of anxiety & shame on identity development and the experience of a core authentic self in LGBTQ individuals	Ian Bonner, Psy.D.
June 19, 2020	<b>Monthly Consortium-wide Didactic</b>	
June 18, 2020	<b>Therapist Bias</b> Definitions and approaches; problems and values related to bias; identifying therapist bias in the clinical hour	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW

June 25, 2020	<b>Therapist Bias</b> Using bias to deepen understanding of clinical material	Cindy Trawinski, Psy.D. & Rami Henrich, LCSW
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*Training will be conducted weekly and will last at least two hours.*

**Psychological Consultations  
2019-2020 Didactic Training Schedule**

<b>Date</b>	<b>Didactic and Abstract</b>	<b>Presenter(s)</b>
July 5, 2019	<b>Orientation</b> Review Handbook, Due Process Procedures, and information regarding supervision, assessment, psychotherapy, and online resources. Opportunity for Q&A.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
July 12, 2019	<b>Clinical Interview</b> Overview of Clinical Interviewing skills with focus on diagnostic assessment.	Daniel Brewer, Psy.D.
July 19, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
July 26, 2019	<b>General Clinical Issues: Neurological Disorders and Assessment</b> Hands on training with neuropsychological assessment measures, their scoring, and normative data.	Gregory Sarlo, Psy.D.
August 2, 2019	<b>Cognitive Assessment: WAIS-IV</b> Reconstruction of the WAIS-IV, a different perspective, groupings of subtests and how they are related to each other including a neuropsychological interpretation of the WAIS-IV, and how the WAIS-IV can assist in providing a differential diagnosis.	Gregory Sarlo, Psy.D.
August 9, 2019	<b>General Clinical Issues and Treatment Planning</b> Address clinical, cultural, diagnosis, and diversity factors in treatment planning according to a multitheoretical approach.	Daniel Brewer, Psy.D.
August 16, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
August 23, 2019	<b>Sexual Minority-Specific Treatment Issues</b> Exploration of special treatment considerations when working with sexual minority clients including special topics on eating disorders, substance use, body dysmorphia, religion/spirituality, identity, coming out, and issues related to family of origin.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
August 30, 2019	<b>HIV-Impacted Treatment Issues</b> Overview and history of the HIV epidemic with a special focus on implications for the gay community.	Gregory Sarlo, Psy.D.
September 6, 2019	<b>Project Hope Presentation</b> Overview of APA's Project Hope decision	Gregory Sarlo, Psy.D.



	making model on ethics.	
September 13, 2019	<b>Ethical Issues</b> Review of General Standards and implications with special treatment populations: case discussions.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
September 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
September 27, 2019	<b>General Clinical Issues: Depression</b> Overview of diagnostic criteria involving depression with a discussion of diagnostic and therapeutic factors.	Daniel Brewer, Psy.D.
October 4, 2019	<b>LGBT-Specific Treatment Issues: Depression</b> Building on previous lectures focusing on LGBT treatment issues and the intersection of depression, this discussion will involve an examination of the intersection of depression and diversity factors specifically related to the LGBT community.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
October 11, 2019	<b>Mid-Year Office Retreat</b> Processing Interns' experiences and reactions throughout the year thus far, including identifying professional goals and expectations.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
October 18, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
October 25, 2019	<b>HIV-Specific Issue: Depression and HIV</b> A humanistic, existential examination of death, dying, and depression with a specific focus on HIV and the gay community.	Daniel Brewer, Psy.D.
November 1, 2019	<b>Creating a Safe Milieu in Therapeutic Environment for Gender Nonconforming and Transgender Clients</b> From intake paperwork to bathroom signage, how to be affirming and inclusive. An in depth explanation of terminology.	Daniel Brewer, Psy.D.
November 8, 2019	<b>Ethical Issues: Evaluation, Assessment, and Intervention</b> Building on foundational lectures related to ethics and assessment, here we will specifically examine countertransference and Interns' feelings about the implications of diagnosis.	Gregory Sarlo, Psy.D.
November 15, 2019	<b>Didactic at Biannual IPAPIC Consortium-Wide Meeting</b> TBD	TBD
November 22, 2019	<b>General Clinical Issues: Anxiety</b> Overview of diagnostic criteria involving anxiety with a discussion of diagnostic and therapeutic	Daniel Brewer, Psy.D.

	factors.	
November 29, 2019	<b>LGBT-Specific Anxieties</b> Building on previous lectures focusing on LGBT treatment issues and the intersection of anxiety, this discussion will involve an examination of the intersection of anxiety and diversity factors specifically related to the LGBT community.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
December 6, 2019	<b>HIV-Related Anxieties</b> A brief overview of the evolution of anxiety from pretreatment to post-treatment to the advent of protease inhibitors, and to the advent of PrEP.	Gregory Sarlo, Psy.D.
December 13, 2019	<b>Ethical Issues: Advertising and Other Public Statements</b> An examination of advertising and other public statements informed by relevant APA ethics codes and the implications in running private practice.	Gregory Sarlo, Psy.D.
December 20, 2019	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
December 27, 2019	<b>General Clinical Issues: PTSD</b> Overview of diagnostic criteria involving trauma with a discussion of diagnostic and therapeutic factors juxtaposing PTSD, Acute Stress Disorder, Adjustment Disorder, and Complex Trauma.	Gregory Sarlo, Psy.D.
January 3, 2020	<b>LGBT-Specific: Survivors of Abuse</b> Reviewing relevant research related to domestic violence in same-sex relationships, followed by a facilitated discussion on examining provider bias.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
January 10, 2020	<b>HIV-Specific Issues: PTSD/Multiple Loss Issues</b> Survivor's guilt, not just for war; a discussion of long-term survivors of HIV and the impact of losing support systems to the illness, then and now.	Gregory Sarlo, Psy.D.
January 17, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
January 24, 2020	<b>Ethical Issues: Therapy</b> Presentation of clinical cases and facilitated discussion utilizing APA's Project Hope Ethical Decision-Making model.	Daniel Brewer, Psy.D.
January 31, 2020	<b>General Clinical Issues: Family Systems</b> Using Family Systems and Adlerian Theory, examination of the impact of complex family dynamics on individual diagnosis.	Gregory Sarlo, Psy.D.
February 7, 2020	<b>LGBT-Specific Issues: Coming Out Issues</b> Book discussion: <i>Coming Out of Shame</i>	Daniel Brewer, Psy.D.

February 14, 2020	<b>Ethical Issues: Privacy and Confidentiality</b> HIPPA, FERPA, and the APA Ethics Code will be examined to better Interns' understanding of the importance and complexity of privacy and confidentiality.	Gregory Sarlo, Psy.D.
February 21, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
February 28, 2020	<b>General Clinical Issues: Substance Abuse</b> Part 1: Overview of diagnostic criteria involving substance abuse with a discussion of diagnostic and therapeutic factors.	Gregory Sarlo, Psy.D.
March 6, 2020	<b>Gay and Lesbian Specific Drug and Sexual Addiction Issues</b> Part 2: Overview of diagnostic criteria involving substance abuse with a discussion of diagnostic and therapeutic factors, integrating special treatment considerations for clients in the LGBT community.	Daniel Brewer, Psy.D.
March 13, 2020	<b>HIV-Specific Drug Abuse</b> Movie discussion METH (2006)	Daniel Brewer, Psy.D.
March 20, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
March 27, 2020	<b>Alternative Therapies and Holistic Approaches</b> Discussion of indigenous people and Native American understandings of pathology and wellness.	Gregory Sarlo, Psy.D.
April 3, 2020	<b>Professional Development: Supervisory Issues</b> New and emerging professional competency, understanding Intern's developing role as a supervisor, navigating being a supervisor and being a supervisee.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
April 10, 2020	<b>Ethical Issues: Teaching, Training, and Supervision</b> A facilitated discussion of safety, power differential, and difficult feedback from a mentor perspective.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
April 17, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
April 24, 2020	<b>HIV-Specific Neurological Difficulties</b> Understanding HIV and neuropathy, HIV-related cognitive decline, encephalopathy, and other associated conditions.	Gregory Sarlo, Psy.D.
May 1, 2020	<b>Ethical Issues: Forensic Activities</b> Who is the client? Understanding privacy and confidentiality in the forensic setting.	Gregory Sarlo, Psy.D.

May 8, 2020	<b>HIV and AIDS Legal Issues by Legal Council for Health Justice (formerly AIDS Legal Council) Representative</b> Guest lecture describing the need for and the services of Chicago's AIDS Legal Council.	Gregory Sarlo, Psy.D. Ann Fisher OR Legal Council for Health Justice Representative
May 15, 2020	<b>Didactic at Biannual IPAPIC Consortium-Wide Meeting</b> TBD	TBD
May 22, 2020	<b>Adlerian Lifestyle Inventory</b> Instruction on the use, scoring, and interpretation of the Adlerian Lifestyle Inventory.	Gregory Sarlo, Psy.D.
May 29, 2020	<b>Termination</b> How to facilitate a healthy and appropriate ending to a therapeutic relationship, utilizing a multitheoretical model.	Daniel Brewer, Psy.D.
June 5, 2020	<b>Case Transition</b> Discussion of the clinical factors associated with transitioning clients from one provider to another.	Daniel Brewer, Psy.D.
June 12, 2020	<b>Saying Goodbye to Colleagues and Self-Care</b> How do Interns and supervisors say goodbye, understanding how Interns approach endings and terminations, coping with significant life transitions.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
June 19, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	TBD
June 26, 2020	<b>Year Wrap-Up</b> Wrapping up client files/cases, transferring reports to Dr. Sarlo's computer, processing Interns' experiences during the year and discussing future hopes and goals.	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.

*Training will be conducted on Fridays and will last at least two hours.*

**Illinois Psychological Association Predoctoral Internship Consortium  
2019-2020 Intern Friday Didactic Training Schedule**

<b>Date</b>	<b>Didactic and Abstract</b>	<b>Presenter(s)</b>
July 19, 2019	<p><b>Introduction to IPAPIC and Clinical Interviewing</b> Introduction to Consortium history and functions. Overview of clinical interviewing skills with a focus on diagnostic assessment. Clinical interviewing forms the foundation for all assessments, but not all interviews are alike. Examining how to best approach an interview, and which issues it is important examine, can help build rapport while also providing much needed information.</p>	Gregory Sarlo, Psy.D. Daniel Brewer, Psy.D.
August 16, 2019	<p><b>Sex Therapy, Sexuality, and Gender</b> While training programs cover a wide variety of topics, sex therapy is an area in which people typically receive limited exposure and training. Sex therapy addresses not only issues of compatibility though but issues of gender, sexuality, and physical and emotional intimacy.</p>	Krista Nabar, Psy.D., LP, HSPP
September 20, 2019	<p><b>The Transitioning Experience for Transgender Individuals</b> While transgender individuals are often considered to be a part of the wider gay/lesbian community, their issues and needs are diverse and are not always tied to sexual identity. Working with the transgender population requires its own cultural competency based in education, empathy, and acceptance.</p>	Daniel Brewer, Psy.D.
October 18, 2019	<p><b>Neuropsychological and Fitness-for-Duty Evaluations Conducted for Pilots</b> Neuropsychological assessment can examine functioning in a variety of domains. It is particularly important for skills to be accurately measured in pilots, where deficits may cause harm on both an individual and societal level.</p>	Sayaka Machizawa, Psy.D.
November 15, 2019	<p><b>Biannual IPAPIC Consortium-Wide Meeting: Managing Issues Within the Supervisor-Supervisee Relationship</b> Providing supervision is an area of competency for all psychologists, but so is being able to receive and utilize supervision appropriately. As such it is vital to understand not just how to manage issues within the supervisory</p>	Karen Farrell, Ph.D., ABPP

	relationship, but where such issues may arise from for both the supervisor and the supervisee.	
December 20, 2019	<b>Rorschach Administration and Interpretation</b> The administration and interpretation of the Rorschach Inkblot Test requires skill and experience but needs not be an intimidating task. Having a more nuanced understanding of what the Rorschach measures, and how it obtains information, can lead to better results and a deeper appreciation for the data it can reveal.	Gregory Sarlo, Psy.D.
January 17, 2020	<b>Myopic Versus Binocular Views of Reality</b> How we view reality is determined by both personal experiences and the presence or absence of psychopathology. For those diagnosed with psychotic disorders what is real and what is not may not be as clear cut as it is for others.	Diana Semmelhack, Psy.D., ABPP
February 21, 2020	<b>Student Loans...Is there life after debt?</b> For psychology Interns, and particularly those in professional programs, taking on debt is a fact of life. The process need not be opaque though and having additional information about repayment can help ease a major source of anxiety experienced by a great many Interns and professionals.	John F. Sokol, Psy.D., LCP, CADAC
March 20, 2020	<b>Cultural Competency and the New Cultural Formation</b> To be culturally competent used to mean being educated in the norms and traditions of various cultures. Where does culture arise from though, and what does it mean when people who in the past were labeled by race have their own nuanced experiences and cultural identities?	Richard Renfro, Ph.D.
April 17, 2020	<b>Examining the Impact of Cultural/Historical Trauma and Experiences of Marginalization and Systemic Injustice for Men of Various Oppressed Identities</b>	Sean Welsh, Psy.D.
May 15, 2020	<b>Biannual IPAPIC Consortium-Wide Meeting: Abuse, Attachment, and Interpersonal Relationships/Strategies of Disconnection in Psychotherapy</b>	Karen Farrell, Ph.D., ABPP and John Farrell, Ph.D.
June 19, 2020	<b>Consortium-Wide Intern Friday Didactic</b> TBD	Dr. Fahad Khan

*Intern Friday didactic training will be conducted on the third Friday of each month and will last at least two hours. Group Intern Peer Supervision follows the didactic for two 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, Interns 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 Illinois Psychological Association Predoctoral Internship Consortium Handbook is provided to all Interns and reviewed.
3. Interns meet at regularly scheduled intervals with their supervisor and with the Director of Training.
4. IPAPIC will use input from multiple professional sources when making decisions or recommendations regarding the Intern'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) involves the three key elements including: 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 Intern 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, imminent physical or psychological harm to a client is a major factor, or the Intern 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 Appendix 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 the Internship on time
2. Completing all assignments in a timely and satisfactory manner
3. Establishing an acceptable attendance pattern
4. Being courteous and respectful to clients, families, physicians, visitors, supervisors, externs, 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 Intern's behavior becomes problematic rather than that of concern. Interns 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 Intern does not acknowledge, understand, or address the problem when it is identified;
2. The problem is not merely a reflection of a skill deficit, which can be rectified by academic or didactic training;
3. The quality of services delivered by the Intern 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 Intern'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 Intern, the clients involved, members of the training group, the training staff, and other agency personnel.

*See Appendix B—DEFINITIONS OF REMEDIATION*

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

If a Intern receives a “Significant Development Needed” rating from any of the evaluation sources in any of the major categories on the *Illinois Psychological Association Predoctoral Internship Consortium Intern Evaluation*, or if a staff member has concerns about a Intern's



behavior (ethical or legal violations, professional incompetence, etc.), 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 Intern's primary supervisor, the Director will discuss the concern with the Intern'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 Intern's training program or status within IPAPIC, the Director will inform the Intern in writing and will meet with the Intern to review the decision. This meeting may include the Intern's primary supervisor. If the Intern accepts the decision, any formal action taken by the Director may be communicated in writing to the Intern's academic department. This notification indicates the nature of the concern and the specific alternatives implemented to address the concern.
5. The Intern 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 Intern 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, the Intern can:
  - a. Discuss the issue with the staff member(s) involved
  - b. If the issue cannot be resolved informally, the Intern 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 Intern 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 Intern should file a formal complaint, in writing with all supporting documents to the Director. If the Intern is challenging a formal evaluation, the Intern must do so within five (5) days of receipt of the evaluation.
    - ii. Within three (3) 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 Intern, the staff members should:
  - a. Discuss the issue with the Intern(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 (3) 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 Intern involved in the dispute. The Intern 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 will submit 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.
3. Within three (3) 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.
4. If referred back to the panel, they will report back to the Director within five (5) workdays of the receipt of the request for further deliberation. The Director will make a final decision regarding what action is to be taken.
5. The Director will then inform the Intern, staff members involved, and, if necessary, members of the training staff of the decision as well as any action to be taken.

### **CODE OF CONDUCT**

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

Interns 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:

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

IPAPIC has affiliations with agencies outside of the consortium, and it is vital that all Intern relationships and interactions with personnel of IPAPIC affiliates be strictly professional in

nature. With regard to interactions with affiliate personnel or members of their immediate family, Interns 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 Interns dress in a professional, business-like manner. Interns not in proper attire will be counseled and may be asked to return home to change clothing. The following is not considered appropriate 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

## **GUIDELINES TO TELESUPERVISION**

*Definitions:*

- **Telesupervision** is clinical supervision of psychological services through a synchronous audio and/or video format where the supervisor is not in the same physical facility as the Intern (AKA Remote supervision, "Skype" Supervision, "FaceTime" Supervision, Phone Supervision, etc).
- **In-Person Supervision** is clinical supervision of psychological services where the supervisor is physically in the same room as the Intern.

Policy on Telesupervision:

- Explicit rationale for using telesupervision:
  - IPAPIC strongly believes in the benefits of in-person supervision and therefore will utilize "Telesupervision" in a very minimal fashion. In accordance with APA guidelines, because IPAPIC may – on rare occasion – utilize telesupervision, we have adopted this formal policy designed to address its utilization. Telesupervision will be utilized only when plans for in-person supervision are not

possible or would present significant challenges to either the supervisor or Intern (such as when a supervisor is off-site) or if telesupervision would prevent missing a single weekly in-person individual supervision. We also wish to distinguish telesupervision from routine phone consultation with supervisors, which should be ongoing. By telesupervision, we are referring to utilizing remote supervision in place of an in-person, scheduled, clinical hour, and formal supervision period.

- How telesupervision is consistent with the overall model and philosophy of training:
  - IPAPIC is dedicated to providing superior quality and quantity supervision to all Interns. Two hours per week of regularly scheduled individual supervision is provided to Interns by doctoral-level Licensed Psychologists. Weekly supervisions are centered on their provision of clinical and administrative services. In addition, Interns are required to attend all training requirements, which may include weekly group supervisions, staff meetings, and professional development seminars/didactics. Supervision is provided with the specific purpose of addressing and evaluating psychological services rendered directly by the Intern. Interns will be expected to diversify their training experience by working with every supervisor in accordance with the supervisor's area of professional expertise. Telesupervision will be utilized as a minimal supplement to in-person supervision in order to maintain communication and supervision continuity with Interns.
  
- How and when telesupervision is utilized in clinical training:
  - Telesupervision will be utilized when plans for in-person supervision are not possible, when in-person supervision would present significant challenges/hardship to either the supervisor or Intern, when telesupervision would prevent missing a single weekly in-person individual supervision, when a supervisor is off-site or traveling for personal or professional reasons, or in other limited incidences deemed appropriate by a licensed supervisor. When scheduling telesupervision, efforts will be made to utilize the originally scheduled in-person supervision time. When it is not possible to maintain the regular in-person supervision schedule, Intern and supervisor should work collaboratively to find a mutually agreed upon alternative time. Telesupervision will maintain the same duration and structure as in-person supervisions.
  
- How it is determined which Interns can participate in telesupervision:
  - In accordance with APA guidelines, Telesupervision may not account for more than 50% (and should, in reality, account for a minimal percentage of overall supervision) of the total supervision and will not be utilized until it has been determined the Intern has had sufficient experience with in-person supervision in intervention at the doctoral level and possesses a level of competence to justify this modality of supervision in his/her sequence of training.
  
- How the program ensures that relationships between supervisors and Interns are established at the onset of the supervisory experience:

- Telesupervision is not a substitute for regular in-person supervision, particularly at the onset of the supervisory relationship. Every effort will be made for initial supervisions to take place in person. Telesupervision will be utilized only after the licensed supervisor, in consultations with the Intern, has determined that telesupervision is appropriate.
- How an off-site supervisor maintains full professional responsibility for clinical cases:
  - The supervising Licensed Clinical Psychologist maintains full professional responsibility for all clinical duties at IPAPIC at all times.
- How non-scheduled consultation and crisis coverage are managed:
  - As stated throughout IPAPIC policy, Licensed Clinical Supervisors are available to all Interns 24 hours a day, 7 days per week via phone for crisis coverage. Interns are aware they can contact their primary licensed supervisor immediately in the event of a clinical emergency. In the event they are unable to reach their primary supervisor, they should contact the other licensed supervisors at IPAPIC.
- How privacy and confidentiality of the client and Interns are assured:
  - Telesupervision will be conducted when both parties have access to a private and confidential space where interruptions can be minimized or prevented. Both supervisor and Intern should make every effort to insure the physical space is appropriate for supervision. Further, efforts will be made to utilize communication modalities where privacy can be reasonably assured (wired, cellular, voice over internet, or video modalities).
- The technology and quality requirements and any education in the use of this technology that is required by either Intern or supervisor:
  - Face-to-face telesupervision through a synchronous audio and video format is preferred to voice only telesupervision. Supervisors and Interns will agree in advance of a scheduled telesupervision on the ideal method of communication for a given circumstance. Training, in advance of the scheduled telesupervision, will be provided in person to both supervisor and Intern.

### **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, ethnicity, sex, gender identity, sexual orientation, religion/spiritual beliefs, national origin, ability, socioeconomic status, 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.

**APPENDIX A - RECORD OF PROBLEMATIC BEHAVIOR**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Training Site: \_\_\_\_\_ Date: \_\_\_\_\_

Action:

- Written Acknowledgement of Performance Concerns
- Written Warning
- Schedule Modification
- Probation
- Suspension of Direct Service Activities
- Administrative Leave
- Dismissal from Training Program

Description of Incident *(Describe the problem with relevant dates and details; identify the policy, rule or standard violated)*

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Identify consequences of repeat violations or continued poor performance.

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List previous disciplinary actions and dates.

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Intern's Comments

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

\_\_\_\_\_  
Intern's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## **APPENDIX B - 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 Intern;
3. That the Director will work with the Intern 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 Intern's file when the Intern responds to the concerns and successfully completes the Internship.

**Written Warnings:** 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 timeline 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 if the behaviors are not remediated by the designated timeline presented; and
5. Notification that the Intern 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, it may be contained into one document if more than one Problematic Behavior exists. A copy of the above documentation will be retained in the Intern's file. The Director, in consultation with the Intern's supervisor, may consider 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:** a time-limited, remediation-oriented, closely-supervised period of intensive training designed to return the Intern to a more fully functioning state. Modifying a schedule is an accommodation made to assist the Intern in responding to personal reactions to environmental stress with the full expectation that the Intern 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 additional supervisors;
2. Changes in the format, emphasis, and/or focus of supervision;
3. Recommending personal therapy;



4. Reducing clinical or other workload; and/or
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:** a time-limited, remediation-oriented, more closely supervised training period. Its purpose is assessing the ability of the Intern 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 Intern addresses, changes, and/or otherwise improves the behavior associated with the inadequate rating. The Intern 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 timeframe for the probation during which the problem is expected to be ameliorated; and
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 Intern 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:** a determination that the welfare of the Intern'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 Intern's capacity for effective functioning and determine when direct service can be resumed.

**Administrative Leave:** 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 needed for the completion of the training experience, this will be noted in the Intern's file and the Intern's academic program will be informed. The Director will inform the Intern 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 Intern seems unable or unwilling to alter his/her behavior, the Director will review the possibility of termination from 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, when imminent physical or psychological harm to a client is a major factor, the Intern is unable to complete the full required training experience due to physical, mental or emotional illness, or the Intern presents a significant liability or risk management issue to the training site. When a Intern has been dismissed, the Director will communicate to the academic department that the Intern has not successfully completed the training experience.

**APPENDIX C - ACKNOWLEDGEMENT & AGREEMENT OF GRIEVANCE PACKET**

By my signature, I acknowledge I have received the *Illinois Psychological Association Predoctoral Internship Consortium: Due Process & Grievance Procedures* document and fully understand the content and agree to abide by the procedures 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 and my individual training site.

I agree that the Illinois Psychological Association Predoctoral Internship Consortium will not be responsible for any failure by an Intern to strictly abide by these policies and rules. I further agree that the Illinois Psychological Association Predoctoral Internship Consortium will have no liability for any consequences of an Intern’s failure to abide by said rules.

Intern’s Name (Print):

\_\_\_\_\_

Name of Intern’s Academic Program/School:

\_\_\_\_\_

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Director Signature

\_\_\_\_\_  
Date

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