Table of Contents

I. The Setting
   a. About Grand Forks
   b. About The University of North Dakota
   c. The University Counseling Center

II. Rationale of the Internship

III. Accreditation Status, Philosophy, Mission Statement, and Goals

IV. Intern Positions
   a. UCC Intern
   b. Training Experiences
   c. Specialization Opportunities

V. Supervision and Training

VI. General Guidelines for Intern and Training Program Responsibilities

VII. Due Process and Grievance Procedures

VIII. Application Procedures and APPI online
Welcome to the University Counseling Center (UCC) at the University of North Dakota (UND)!

We are excited about your interest in UNDPIC’s internship positions and we hope the following information will be helpful in giving you a sense of who we are and what we have to offer.

I. The Setting

a. About Grand Forks

Comfortably located in the heart of the Red River Valley, you’re sure to enjoy our small-town hospitality coupled with grand possibilities!

Grand Forks has much to see and do! We invite you to experience all of it ... spacious city parks, great local fishing, collegiate sports, an abundance of local shopping experiences, superb arts and theatre, and excellent restaurants and hotels.

There are numerous community events throughout the year that provide fun for the entire family and draw the crowds, including free summer concerts in the Town Square, Grand Cities Artfest, Farmer’s Market, UND’s annual fall Potato Bowl, and the New Year’s Eve First Night Celebration just to name a few. So if you want to hop off the fast track to experience a slightly slower pace, the plains of North Dakota beckon you. Tall prairie grass and rural life surround the Grand Cities and offer heart within this exquisite heartland.

We hope to see you soon as you explore any of the four seasons of culture and recreation that make Grand Forks such a grand place to be.

Source: http://www.grandforksgov.com/

b. The University of North Dakota

The University of North Dakota (UND) is the state’s oldest and largest University, with nearly 15,000 students and 200+ fields of study.

- UND offers opportunity at an affordable price tag. UND’s tuition and fees and room/meal plans cost $4,000 less per year than the national average for four-year public universities (College Board).
- With 3,000 courses, nearly 40 online degree programs, and 80 graduate education programs; UND has more offerings than any higher education institution the state.
- UND’s diverse student body represents all 50 states and over 60 countries.
- NCAA Division 1 athletics gives UND fans across the country something to look forward to every season.
- The state’s flagship research university, UND has a reputation for research and scholarship in health sciences, energy and the environment, aerospace, and entrepreneurship.
- UND is one of only 47 public universities in the nation with both accredited graduate schools of law and medicine.
- Student life is an important element of the UND experience. With service-learning groups, internships, leadership positions in 275+ clubs and organizations, and education abroad, there are plenty of ways make a difference.
- Located in Grand Forks, North Dakota, UND is right at home in this vibrant college town of over 50,000 people located on the border of North Dakota and Minnesota.
C. The University of North Dakota Counseling Center

The University Counseling Center (UCC) is housed within the Division of Student and Outreach Services and reports to the Associate Vice President of Student Services of the University of North Dakota. The Center employs 10 full and part-time psychologists, counselors, and administrative staff.

The Center has two locations on the University campus. The primary counseling office is located in McCannel Hall Suite 200. The Center also provides counseling services at the Wilkerson Commons, which is located in the West residence hall complex. The Center provides outreach services to residential and Greek housing, classrooms, athletes, cultural centers on campus and the greater Grand Forks Community. UCC’s services are inter-related and permit multiple accesses to those who need help in more than one area. Academic success is intricately interwoven with psychological wellness and vice versa.

Accreditation

The UCC is accredited by the International Association of Counseling Services, Inc. (IACS).

Mission of the Unit:

With special attention to promoting diversity, the University Counseling Center empowers all students to reach their fullest potential while providing challenging self-growth opportunities through a full-range of therapeutic interventions and training opportunities.

- personal counseling (individual, couple, or group sessions)
- drug and alcohol abuse evaluation, education groups and prevention outreach
- programming
- career counseling
- testing services
- practicum and doctoral internship training programs
- psychiatric services

Vision Statement:

Our vision is to raise awareness of positive mental health and increase accessibility and visibility of cutting edge services. As part of the Health & Wellness unit, in the Division of Student Affairs, the UCC supports and promotes mental and physical health advocating therapeutic lifestyle changes to aide in student success. Clinical services include individual, group, couples, and career counseling, as well as comprehensive, fully licensed chemical dependency treatment programs. These evidence-informed services allow us to continue to grow and serve as advocates for the University of North Dakota students throughout their developmental and academic journeys. In addition, as part of the University community we maintain an active educational mission that includes a practicum training program and an American Psychological Association accredited doctoral psychology internship program. Finally, our pro-active outreach program provides educational and preventative services to the campus community.

II. Rationale of the Internship

The Internship year is viewed as a critical time for the integration of professional and personal development with a focus on clarifying professional and personal identity as well as synthesizing effective use of self with skill acquisition through supervised experiential learning and formalized training. The Internship exists to provide a capstone training experience for psychologists-in-training. As such it provides clinical experiences with a diverse population and presenting concerns to afford a broad experiential base that maximally stimulates the professional growth process. In other words...to provide the most of the best training we can provide.

III. Accreditation Status, Aims, and Desired Outcomes

APA Accreditation

The University of North Dakota Psychology Internship Center doctoral internship in psychology is accredited by the American Psychological Association (APA).
The UNDPIC aims to

- Provide interns with professional competencies in health service psychology in a college mental health setting
- Enhance interns' learning experiences through innovative didactic and experiential methodologies
- Strive for fair and ethically sound training and supervision
- Follow best practices in training and supervision

The UNDPIC espouses a philosophy of training responsive to its multicultural setting within a university community. The UNDPIC is committed to providing health service training that facilitates growth and competence and integrates the application of current scientific knowledge, principles and theories in the provision of professional services. Interns learn to apply their skills within an ethical and multicultural service delivery environment. Interns are expected to integrate science and professional practice sufficiently to demonstrate skill and ability in conceptualizing issues for assessment and intervention with diverse target individuals and groups. The goal of internship is to prepare broadly trained professionals to offer services that are preventive, developmental, and remedial and that reflect the highest standards of the profession.

The program views development, refinement, and integration of clinical skills in a variety of areas as one central task of internship. Interns start internship with a foundation of didactic information and clinical skills from their academic training. Internship provides an intensive opportunity to develop new skills (e.g., Eye Movement Desensitization and Reprocessing, providing supervision) and to apply familiar skills in increasingly sophisticated ways. At the end of internship, UNDPIC expects interns to demonstrate competencies in assessment, individual and group therapy, outreach, consultation, supervision, ethical issues, health integration, chemical abuse/dependency, and multicultural awareness.

A second, closely related task is the development of a more mature, integrated professional identity. Internship represents an important transition from the role of graduate student to that of a professional psychologist, prepared for entry-level practice following internship. UNDPIC supports interns’ growth via mentoring, discussion of professional identity development, and practical support (e.g., funding and time for professional development activities.) Interns gain specific exposure to the many roles and responsibilities of a psychologist in a counseling center setting, which provides a strong foundation for future work in a university setting. This exposure occurs as interns serve with staff on internal administrative committees and participate in ongoing discussions about psychologists’ roles within the larger university community during staff meetings, seminars, and staff retreats. Thus, the UNDPIC also expects interns to demonstrate competency in professional conduct.

**UNDPIC Mission Statement**

The mission of the doctoral internship at the University of North Dakota Counseling Center is to develop the Intern’s competency in the areas of legal and ethical issues, professional behavior, psychotherapy, assessment, consultation and outreach, providing and receiving supervision, and counseling special populations, which will prepare the Intern for his/her future as a working licensed professional who is capable of serving his/her community in a variety of settings.

**UNDPIC Training Goals**

The UNDPIC staff has identified 2 major internship training goals:

First, the internship promotes development, refinement, and integration of certain competencies as part of their preparation for practice in health service psychology (HSP). All aspects of UNDPIC’s training are relevant to acquisition and demonstration of the profession-wide competencies required in all accredited programs.

Second, the internship focuses upon interns developing a more mature, integrated professional identity. All aspects of the training program integrate psychological research and theory with clinical practice in support of these goals.

IV. Intern Positions
The UNDPIC doctoral psychology internship offers two full-time intern positions. These positions are devoted to full-time work at the UCC.

Training is focused on:

1. A broad range of clinical skills.
2. Content areas relevant to the intern’s career goals.
3. Ethical and professional standards central to the practice of psychology.
4. Skills and knowledge specific to the University Counseling Center Setting.

This internship program provides health service training. At the conclusion of the internship, interns are expected to demonstrate the research skills, Ethical and legal understanding, individual and cultural diversity knowledge, professional and attitudes, communication and interpersonal skills, assessment, intervention, and supervision skills, and consultation and interprofessional/interdisciplinary skills necessary for practice as an entry-level psychologist and to demonstrate the skills and abilities necessary to continue their professional development.

In addition to providing the training for acquisition of the profession-wide skills, UNDPIC builds competencies associated with behavioral health in an integrative experience with UND Student Health Services.

a. Interns will have offices at UCC and will be immersed in the full range of university counseling center activities (e.g. individual, group, couples counseling, crisis intervention, outreach, consultation, administration, etc.). A typical weekly schedule would include:

- 15 hrs of clinical services (incl. 12 hrs clients, 2 hrs Behavioral health in patient appts with physicians @ Student Health, 1 hr psychoed stress group @ Student Health)
- 3 hrs of intakes
- 2 hrs of clinical documentation
- 2 hrs of individual supervision with a licensed psychologist/primary supervisor
- 2 hrs group supervision with licensed psychologist (incl. 1 hr group case staffing and 1 hr sup of sup)
- 8 hrs emphasis experience
- 3.5 hrs intern seminars
- 2 hrs provision of supervision to a masters counseling student
- 2 hrs reading, giving feedback and signing supervisee documentation
- 1 hr bi-weekly multidisciplinary clinical staffing with Student Health
- 1 hr bi-weekly rotating intern seminar (supervision/diversity/ethics/health integration.
- 2 hr bi-weekly administrative staff meeting

Interns at UNDPIC are employed on a 40-hour-a-week basis for 52 weeks. Within this time frame, they are expected to complete 500 hours of direct service. In addition, each intern receives 10 vacation days, up to 10 days of paid leave for professional development, and up to 10 sick days.

b. Emphasis Area Interns have the opportunity to redirect 8 hours per week for one semester toward training and direct clinical service in an area of specialization.

C. Interns come together with UCC staff and other UCC trainees throughout the week for the Professional seminar, Clinical Seminar, Clinical case staffing meetings, Administrative all-staff and other meetings.

V. Supervision and Training

UCC Interns receive two hours of individual supervision each week on their personal psychotherapy cases, one hour of group case consultation with staff, and an hour of supervision of their supervision of an MA student. Regular supervision of Alcohol and Drug cases, groups, career counseling, assessments, and outreach/consultation is also provided. Interns choose primary supervisors by matching intern and supervisor interest and preferences. Supervisors are expected to provide interns with continuous feedback on their progress via weekly supervisory meetings.

The intern and supervisor establish goals and expectations at the beginning of each semester and write a formal learning contract. At mid-year an informal evaluation is conducted between intern and supervisor. At the end of each semester, formal written and oral evaluations are conducted.

Twice per year evaluations of intern progress are sent to their academic program training director.
Evaluation is a two-way process in which interns evaluate each of their supervisors as well as the training program each semester.

VI. Staff

http://und.edu/health-wellness/counseling-center/staff.cfm

General Guidelines for Intern and Training Program Responsibilities

The Psychology Doctoral Internship is designed as a General Internship and is seen as a component of the doctoral training process in Clinical and Counseling Psychology. Broadly, the Internship aims to provide the intern with the opportunity (in terms of setting, experience, and supervision) to begin assuming the professional role of a psychologist consistent with the practitioner-scholar model. This role entails the integration of previous training and a further development of the scientific, professional, and ethical bases involved in professional functioning.

I. Training Program’s Expectation of Interns

The expectations of interns are divided into three areas:

1) Knowledge of and conformity to relevant professional standards,
2) Acquisition of appropriate professional skills, and
3) Appropriate management of personal concerns and issues as they relate to professional functioning.

Each of these areas is described below:

A. Professional Standards

Interns are expected to:

1. Be cognizant of and abide by the guidelines as stated in the APA Ethical Principles of Psychologists and Code of Conduct, Standards for Providers of Psychological Services, Specialty Guidelines, legal and ethical rules governing the practice of psychology in the State of North Dakota, policies and procedures of the University Counseling Center, and other legal and ethical standards related to professional practice.

   It is recognized by the training program that mere knowledge of and exposure to the above guidelines and standards are not sufficient. Interns need to demonstrate the ability to integrate relevant professional standards into their own repertoire of professional and personal behavior. Examples of such integration include a demonstrated awareness of ethical issues when they arise in work with clients, appropriate decision making in other ethical situations, and awareness of ethical considerations in their own and other’s professional work.

   Interns are expected to make adequate progress in the above listed competency training goal areas (as assessed by periodic evaluations) and that interns will achieve a level of competency by the completion of the internship which will enable them to successfully complete the internship and at least approaches the ability to function independently as a psychologist. Specifically, on an anchored Likert scale of 1 to 5 where a score of 1 represents “Intern is not competent in this skill area” and a 5 represents “Intern has exceptional level of competence”, the intern must achieve an overall score of 3.5 with no one score falling below a 3 to pass the internship. These expectations pertain to a final evaluation at the end of the internship.

C. Personal Functioning

   It is recognized by the training program that there is a relationship between level of personal functioning and effectiveness as a professional psychologist, most notably in one’s role delivering direct services to clients. Physical, emotional and/or educational problems may
interfere with the quality of an intern's professional work. Such problems include but are not limited to a) educational or academic deficiencies, b) psychological adjustment problems and/or inappropriate emotional responses, c) inappropriate management of personal stress, d) inadequate level of self-directed professional development, and e) inappropriate use of and/or response to supervision.

When such problems significantly interfere with an intern's professional functioning, such problems will be communicated in writing to the intern. The training program, in conjunction with the intern, will formulate strategies for ameliorating such problems and will implement such strategies and procedures. If such attempts do not restore the intern to an acceptable level of professional functioning within a reasonable period of time, discontinuation in the program may result. The specific procedures employed for the acknowledgment and amelioration of intern deficiencies will be described later in this paper.

II General Responsibilities of the Intern Program

A major focus of internship is to assist interns in integrating their personal values, attitudes and functioning as individuals with their professional functioning. The training program is committed to providing the type of learning environment in which an intern can meaningfully explore personal issues which relate to his/her professional functioning. In response to the above intern expectations, the training program assumes a number of general responsibilities. The responsibilities correspond to the three general expectation areas (Professional Standards, Professional Competency, Personal Functioning) and are described below:

A. The Training Program

1. The training program will provide interns with information regarding relevant professional standards and guidelines as well as providing appropriate forums to discuss the implementations of such standards.
2. The training program will provide interns with information regarding relevant legal regulations which govern the practice of psychology as well as providing appropriate forums to discuss the implementations of such guidelines.
3. The training program will provide written evaluations of the intern's progress with the timing and content of such evaluations designed to facilitate interns' change and growth as professionals. Evaluations will address the interns' knowledge of and adherence to professional standards, their professional skill competency, and their personal functioning as it relates to the delivery of professional services.

In accepting the above responsibilities, the internship program will maintain ongoing communications with the intern's graduate department regarding the trainee's progress during the internship year. The training program will provide appropriate mechanisms by which inappropriate intern behavior effecting professional functioning is brought to the attention of the intern. The training program will also maintain intern procedures, including grievance and due process guidelines, to address and remediate perceived problems as they relate to professional standards, professional competency and/or professional functioning.

VII. Due Process and Grievance Procedures

DEFINITION OF PROBLEM

For purposes of this document intern problem 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, and/or 3) an inability to control personal stress, psychological dysfunctions, and/or excessive emotional reactions which interfere with professional functioning.

While it is a professional judgment as to when an intern's behavior becomes more serious (i.e., problematic) rather than just of concern, for purposes of this document a concern refers to a trainees' behaviors, attitudes, or characteristics which, while of concern and which may require remediation, are perceived to be not unexpected or excessive for professionals in training. Problems typically become identified as problems 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,
The quality of services delivered by the intern is sufficiently negatively affected,

The problem is not restricted to one area of professional functioning,

A disproportionate amount of attention by training personnel is required,

The trainee’s behavior does not change as a function of feedback, remediation efforts, and/or time,

The problematic behavior has potential for ethical or legal ramifications if not addressed,

The intern’s behavior negatively impacts the public view of the agency,

The problematic behavior negatively impacts the intern class

I  The Evaluation Process

Interns are evaluated and given feedback throughout the year by their individual supervision in both formal and informal settings. Additionally, at the end of each academic semester, the Training Director and supervisors evaluate interns’ performance and make recommendations for the future needs the intern may experience. The Trainee Evaluation Form is discussed with the intern, and then given to the Training Director. The TD meets with the interns individually and gives them a full report of the evaluation of their performance and makes those recommendations and suggestions which are relevant.

Thus, the TD receives information from all supervisors, her own impressions and those of others who have had significant contact with the intern. This process is viewed as an opportunity for the TD to provide integrative feedback regarding the collective experience of others who have had significant interactions with the intern. Both parties discuss how the internship experience is progressing, and the intern is provided with the opportunity to give his/her reactions and critiques of supervisors and other aspects of the training experience. It may be in the context of this meeting or whenever during the rotation that a problem is identified that the TD and the intern may arrange for a modification of the intern’s training program to address his/her training needs and/or the needs of the training program.

It is important that in the course of the internship the home academic program is kept apprised of the intern’s training experience. The TD communicates with the home academic program twice a year regarding the intern’s progress.

II  Initial Procedures for Responding to Inadequate Performance by an Intern (i.e.: Intern Problem)

If an intern receives a rating of 2 “Intern needs to work further in this area” from any of the evaluation sources, the following procedures will be initiated:

A.  The supervisor will meet with the intern to discuss the rating and determine what action needs to be taken to address the issues reflected by the rating.

B.  The intern will be given the opportunity to provide a statement to the TD related to his/her response to the rating.

C.  In discussing the inadequate rating and the intern’s response, (if available) the TD may adopt any one or more of the following methods or may take any other appropriate action. S/he may issue a:

1)  “Acknowledge Notice” which formally acknowledges a) that the staff is aware of and concerned with the rating, b) that the rating has been brought to the attention of the intern, c) that the staff will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the rating, and d) that the behaviors associated with the rating are not significant enough to warrant serious action.

2)  “Probation” which defines a relationship such that the staff, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The probation is a written statement to the intern and includes:

   a) the actual behaviors associated with the inadequate rating,
   b) the specific recommendations for rectifying the problem,
   c) the time frame for the probation during which the problem is expected to be ameliorated, and
   d) the procedures designed to ascertain whether the problem has been appropriately rectified, or

3)  “Take no further action.”

D.  The TD will then meet with the intern to review the action taken. If “Probation,” the intern may choose to accept the conditions or may choose to challenge the action. The procedures for challenging the action are presented in section III of this document.
E. If either the Acknowledgment Notice or the Probation Action occurs, the TD will inform the intern's home academic program, indicating the nature of the inadequate rating, the rationale for the action, and the action taken by the staff. The intern shall receive a copy of the letter to the home academic program.

F. Once the Acknowledgment Notice or Probation is issued by the TD, it is expected that the status of the rating will be reviewed no later than the next formal evaluation period or, in the case of probation, no later than the time limits identified in the probation statement. If the rating has been rectified to the satisfaction of the staff, the intern, home academic program and other appropriate individuals will be informed and no further action will be taken.

III Situations in which Grievance Procedures are Initiated

There are three situations in which grievance procedures can be initiated:

A. When the intern challenges the action taken by the staff (Intern Challenge),

1) The TD will then convene the Training Committee. The intern retains the right to hear all facts with the opportunity to dispute or explain his or her behavior.

2) A review hearing will be conducted, chaired by the Training Director, in which the challenge is heard and the evidence presented. Within 15 days of the completion of the review hearing, the Training Committee submits a written report to the Training Director, including any recommendations for further action. Decisions made by the Training Committee will be made by majority vote. The intern is informed of the recommendations.

3) Within 5 days of receipt of the recommendations, the Training Director will either accept the Training Committee's action, reject the Internship Coordinating Committee's action and provide an alternative, or refer the matter back to the Training Committee for further deliberation. The Committee then reports back to the Training Director within 10 days of the receipt of the Training Director's request for further deliberation. The Training Director then makes a decision regarding what action is to be taken and that decision is final.

4) Once a decision has been made, the intern, home academic program and other appropriate individuals are informed in writing of the action taken.

B. Continuation of Inadequate Rating. If the staff determines that there has not been sufficient improvement in the intern's behavior to remove the inadequate rating under the conditions stipulated in the probation, then the Internship Coordinating Committee will be convened.

1) The Training Director will communicate, in writing, to the intern that the conditions for revoking the probation have not been met. The staff may then adopt any of the following methods or take any other appropriate action. It may issue:

a) Continuation of the probation for a specific time period,

b) Suspension whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the behavior in question has improved,

c) Communication which informs the intern that the Training Director is recommending that the intern will not if the behavior does not change, successfully complete the internship, and/or

d) Communication which informs the intern that the Training Director is recommending that the intern be terminated immediately from the internship program.

2) Within 5 working days of receipt of this determination, the intern may respond to the action by accepting the action or challenging the action.

3) If a challenge is made, the intern must provide the Training Director, within 10 days, with information as to why the intern believes the action is unwarranted. A lack of reasons by the intern will be interpreted as complying with the sanction.

4) If the intern challenges the action, The TD will then convene the Training Committee. The intern retains the right to hear all facts with the opportunity to dispute or explain his or her behavior.
5) A review hearing will be conducted, chaired by the Training Director, in which the challenge is heard and the evidence presented. Within 15 days of the completion of the review hearing, the Training Committee submits a written report to the Training Director, including any recommendations for further action. Decisions made by the Training Committee will be made by majority vote. The intern is informed of the recommendations.

6) Within 5 days of receipt of the recommendations, the Training Director will accept the Training Committee’s action, reject the Training Committee’s action and provide alternative action, or refer the matter back to the Training Committee for further deliberation. The Committee then reports back to the Training Director within 10 days of the receipt of the Training Director’s request for further deliberation. The Training Director then makes a decision regarding what action is to be taken and that decision is final.

7) Once a decision has been made, the intern, home academic program and other appropriate individuals are informed in writing of the action taken.

C. Intern Violation. Any staff member may file, in writing, a grievance against an intern for any of the following reasons: a) unethical or legal violation of professional standards or laws, b) professional incompetence, or c) infringement on the rights, privileges or responsibilities of others.

1) The TD will review the grievance with 2 members of the staff and determine if there is reason to proceed and/or if the behavior in question is in the process of being rectified.

2) If the TD and other two members determine that the alleged behavior in the complaint, if proven, would not constitute a serious violation the TD shall inform the staff member who may be allowed to renew the complaint if additional information is provided.

3) When a decision has been made by the TD and the other two staff members that there is probable cause for deliberation by the Training Committee, the TD shall notify the staff member and request permission to inform the intern. The staff member shall have five days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within 5 days or permission to inform the intern is denied, the TD and the two members shall decide whether to proceed with the matter.

4) If the intern is informed, the Training Committee is convened and receives any relevant information from both the intern or staff member as it bears on its deliberations.

5) A review hearing will be conducted, chaired by the Training Director in which the complaint is heard and the evidence presented. Within 10 days of the completion of the review hearing, the Training Committee shall communicate its recommendation to the intern and to the Training Director. Decisions by the Training Committee shall be made by majority vote.

6) Within 5 days of receipt of the recommendation, the Training Director will accept the Training Committee’s action, reject the Training Committee’s recommendation and provide alternative action, or refer the matter back to the Training Committee for further deliberation. The Panel then reports back to the Training Director within 10 days of the receipt of the Training Director’s request for further deliberation. The Training Director then makes a decision regarding what action is to be taken and that decision is final.

7) Once a decision has been made the intern, staff member, sponsoring university, and other appropriate individuals are informed in writing of the action taken.

IV Situations where interns raise a formal complaint or grievance about a supervisor, staff member, trainee, or program.

There may be situations in which the intern has a complaint or grievance against a supervisor, staff member, other trainee, or the program itself and wishes to file a formal grievance. The intern should:

A) Raise the issue with the supervisor, staff member, other trainee, or Training Director in an effort to resolve the problem.

B) If the matter cannot be resolved, or it is inappropriate to raise with the other individual, the issue should be raised with the Supervisor. If the Supervisor is the object of the grievance, or unavailable, the issue should be raised with the Training Director.

C) If the Training Director cannot resolve the matter, the Training Director will choose an agreeable staff member acceptable to the intern who will attempt to mediate the matter. Written material will be sought from both parties.

D) If mediation fails, the Training Director will convene an Training Committee (except for complaints against staff members where the grievance procedures for that person’s discipline will be followed). The Training
Committee will review all written materials (from the intern, other party, mediation) and have an opportunity at its discretion to interview the parties or other individuals with relevant information. The Training Committee has final discretion regarding outcome.

E) Nothing here precludes attempted resolution of difficulties by adjudication at an agency or university level. These guidelines are intended to provide the psychology intern with a means to resolve perceived conflicts that cannot be resolved by informal means. Interns who pursue grievances in good faith will not experience any adverse personal or professional consequences.

REMEDIATION CONSIDERATIONS

It is important to have meaningful ways to address problem once it has been identified. Several possible, and perhaps concurrent courses of action designed to remediate problems include but are not limited to:

1) increasing supervision, either with the same or other supervisors,
2) changing in the format, emphasis, and/or focus of supervision,
3) recommending and/or requiring personal therapy in a way that all parties involved have clarified the manner in which therapy contacts will be used in the intern evaluation process.
4) reducing the intern’s clinical or other workload and/or requiring specific academic coursework, and/or
5) recommending, when appropriate, a leave of absence and/or a second internship.

When a combination of the above interventions do not, after a reasonable time period, rectify the problem, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may need to take more formal action, including such actions as:

1) Giving the intern a limited endorsement, including the specification of those settings in which he/she could function adequately,
2) Communicating to the intern and academic department/program that the intern has not successfully completed the internship, with the possibility of continuing the year as a practicum placement.
3) Recommending and assisting in implementing a career shift for the intern, and/or
4) Terminating the intern from the training program.

All the above steps need to be appropriately documented and implemented in ways that are consistent with due process procedures.

VIII. Application Procedures

Application Information
The UNDPIC internship uses the APPIC Application for Psychology Internship (AAPI online). This form can be accessed from the APPIC Web site. We participate in the National Matching Program. Applicants can obtain instructions and forms to register for the Match at the Matching Program web site at www.natmach.com/psychint.

More detailed information about the program and the University of North Dakota may be obtained by contacting Rhandi B. Clow, Ph.D., Director of Training.

Interested candidates should submit:
• A completed application form (AAPI).
• A current vita.
• Official transcripts of all graduate work.
• Three recommendation letters: one from Major academic advisor and/or dissertation supervisor and two from persons familiar with candidate’s applied performance
• Certification of internship readiness signed by the training director of their academic program.

Questions regarding application procedures should be directed to

Rhandi Clow, PhD, LP
Training Director
rhandiclow@mail.und.edu
Phone: (701) 777-2127  
Fax: (701) 777-4189

Internship start date: **Aug. 1, 2018**

**Applicant Qualifications**

Applicants for internship must have completed a minimum of 900 hours of supervised experience (400 of which must be direct therapy hours) in counseling or clinical work, qualifying/comprehensive examinations passed, and dissertation proposal approved.

Applicants may be from clinical or counseling psychology doctoral programs; APA accredited programs are required. All applicants must defend their proposal and pass their comprehensive exams by the Match ranking due date.

**Application Review**

Applications are reviewed based on candidate's interest and experience in each of the competency areas, as well as aspects of general personal, academic and professional readiness for internship.

Initial review of applications includes review of the cover letter, vita, AAPlonline, transcripts, and letters of recommendation. For competitive applicants, these documents indicate some interest in working within a University counseling center, with some exposure to a majority of the variety of tasks this work entails (e.g., individual and group therapy, providing supervision, and either outreach or consultation) and some clinical experience with a late adolescent and/or adult population. Letters of recommendation should indicate that an applicant has some proficiency in basic clinical skills, as well as an applicant’s personal commitment to learning and professional growth.

**Interviews**

A subset of the most qualified applicants are invited to interview by phone or Skype, or to come to UCC for onsite interviews, with the goal of further assessing each candidate’s interests, aptitudes, and training. During the interview, interns are asked to discuss their professional interests and goals and to respond to questions and short scenarios in a way that demonstrates their application of theory and clinical knowledge. These questions provide additional data regarding each candidate’s interests, knowledge, experiences, and interpersonal style.

In addition to the structured interview as described above, the onsite interview offers applicants the opportunity to tour the facility, meet formally with the Training Director, Dr. Rhandi Clow, and the Center Director Dr. Myron Veenstra, interview the current interns, and spend informal gathering time with the whole staff.

**Intern Selection**

A large number of staff are involved in all aspects of internship selection, including review of initial applications, interviewing, and submitting rank order preferences. This large-scale involvement greatly reduces the chances that selection decisions will be biased or restrictive on irrelevant grounds.

**Administrative assistance**

Administrative staff communicates directly with all candidates and provide information for lodging, plan and arrange for a meal for onsite interviewees. If an intern required administrative assistance to complete routine office duties (e.g., adaptive computer software or hardware), UCC’s budget is sufficient to purchase needed equipment for accommodations.

The University of North Dakota is an equal opportunity, affirmative action employer. The UCC is approved by IACS (International Association of Counseling Services). We are a member of ACCTA (Association of Counseling Center Training Agencies).

**Stipend and Benefits**

Interns receive a stipend of at least $25,200. The internship includes ten days sick leave and ten days of paid
vacation, five days of which will be taken in the last week of internship. A minimum forty-hour working week, Monday through Friday, is expected. Up to ten days professional leave time can be negotiated for dissertation/CRP completion and/or employment pursuit.

Good Luck and UNDPIC looks forward to your application and hopefully to meeting you!