

Apex Psychological Services, LLC
Doctoral Intern Manual



Revised July 2026

Cynthia Palmisano, Psy.D., Practice Owner and Senior Director
Jessica Plouffe, Psy.D., Training Director

Dear Team Member,

Welcome to **Apex Psychological Services, LLC!**

We are excited to have you as part of our compassionate, professional, and ethical mental health team. We are a busy practice that has served over 1000 individuals since its inception. We look forward to your work with us and getting to experience your unique contributions during your work with us in service of our clients.

This handbook provides guidance on our workplace policies, procedures, expectations, and benefits. It reflects our mission to serve clients with the highest level of care and professionalism in a safe, respectful, and inclusive environment.

Sincerely,
Cynthia Palmisano, Psy.D. – Practice Owner and Senior Director
Jessica Plouffe, Psy.D. – Training Director

About the Practice

Apex Psychological Services was founded by Dr. Cynthia Palmisano in 2019. Dr. Palmisano has served clients for over 25 years of experience in private practice, as well as in various community and correctional settings. Dr. Palmisano and her colleagues provide accessible, individualized, and practical psychological services. As a result, Apex offers a wide range of services delivered by a team of skilled professionals.

Our aim at Apex is to provide high-quality, affordable, and accessible evaluation and therapeutic services to Connecticut residents. Apex also strives to provide a learning environment for students and trainees at various educational levels to help enrich our clients' experiences with mental health services.

Apex specializes in the evaluation and treatment of Attention-Deficit/Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) in adults, adolescents, and older children (8+). We also evaluate for learning disabilities and differential mental health diagnosis including personality disorders, trauma-related disorders, psychotic disorders, and more. As the majority of our therapy referrals are previous assessment clients, ADHD and ASD are among the most common presenting therapy concerns. We are also launching our Trauma Rotation in 2026, which provides short-term, evidence-based, neuro-affirming therapy to clients who have experienced trauma. However, we treat a wide variety of clinical conditions. Our client population is diverse in terms of clinical presentation and identity factors.

The assessment process begins with the client contacting our administrative team. We do not require that clients have a referral from another provider. The client then completes paperwork, including reason for referral and insurance verification. Once the paperwork is completed, our administrative team schedules the client for an intake session. After the intake, the client is scheduled for an assessment. The assessments typically take 2-5 hours depending on the referral question; longer assessments are often split into two appointments. A 30-45 minute results session is scheduled for around two weeks after the assessment session. The client receives a signed Summary Letter with their diagnoses shortly after the results session, and the full report about 4-6 weeks after the results session. Interns are involved in all portions of the evaluation process.

Our Team

Dr. Cynthia Palmisano, Psy.D. - Practice Owner and Senior Director

Dr. Jessica Plouffe, Psy.D. – Training Director and Staff Psychologist

Dr. Abby Fraade, Ph.D. – Pre-Licensed Staff Psychologist

Olga Kaminska, Michelle DeLessio, Nicholas Reveles, Nicole Bartolomeo – Administrative Team

Omally Martinez, LCSW; Elona Peraj, LMSW; Nicholas Kopazna, LPC; Sam Koenig, LPCA;

Lou Fournier – Staff Therapists

1-2 postdocs per year

1-5 practicum students per year

Part I: Internship Policies

Internship Overview

The Internship program at Apex provides a minimum of 1,900 hours of full-time work and training experience to be completed in twelve months. Interns will work 40 hours per week for 52 weeks, excepting vacation and sick days. Hours include direct service, support activities such as report writing, supervision, and didactic seminars. Direct service hours include assessment, therapy, and intake evaluations. Training during this internship includes assessment, individual therapy, evidence-based trauma treatment, and neurodivergent populations. Some case management and crisis management training may be obtained as relevant for clients on the intern's caseload. Interns may also choose to receive training in forensic evaluation or group services such as psychoeducational or support groups. Approximately fifty to sixty percent of the time on-site is spent delivering direct care services.

A typical day at Apex varies, but interns can expect to have at least one assessment client, supervision, and paperwork time per day. Please see the end of this document for a sample schedule. Assessment sessions at Apex typically last 2-3 hours, with some appointments scheduled for longer or over two appointments.

Responsibilities and clinical hours will increase over the course of the training year. Interns will engage in two simultaneous clinical rotations: assessment and therapy. Interns may elect to focus more heavily on assessment or therapy depending on clinical interests but are expected to complete a minimum 50 percent of their clinical hours via assessments and have a minimum therapy caseload of three-to-four clients at a time. Interns who are interested in providing other services, such as psychoeducation or groups, are welcome to engage in these services with our clinical staff. Other clinical duties include intake evaluations, report writing, supervision, didactic trainings, and engagement with research literature. Interns will have two hours of individual supervision, two hours of group supervision, and one hour of group trauma rounds per week in addition to trainings. Interns are also welcome to engage in ongoing research projects.

Interns will begin their training process by completing several trainings, didactic presentations, and observations of staff completing assessments during their first week. Training will progress depending on intern needs. Over the next few weeks, observation of staff assessments will continue, and interns will begin completing assessment intake interviews. Interns may begin taking therapy clients. They will be observed by a staff member for at least one administration of each test before administering any test on their own. Independent assessments will begin with selected less-complex referral questions and progress to more complex presentations based on intern readiness. Interns will observe some of the results sessions for clients they evaluated, and gradually complete increasing portions of the results sessions on their own with a licensed clinician present. Report writing will also be completed on a graduated basis, with an increasing amount of responsibility and number of reports to be completed as the internship progresses.

Didactic trainings at Apex cover a wide variety of topics, including ethics, specific assessment measures, assessing for specific referral questions, differential diagnosis, impacts of trauma on the evaluation process, diversity factors in assessment, report writing, evidence-based trauma treatment, and therapy with neurodivergent populations. Some didactic seminars are to be chosen

by interns based on needs, interests, and preferences. Group supervision includes general areas of development, case discussions, and formal case presentations. Some time in didactics and group supervision will be dedicated to professional development, like clinical presence, self-care and managing countertransference, and the EPPP. A didactic calendar will be provided. Two hours of group supervision will also be provided with a licensed doctoral level psychologist as well as two didactic hours.

Interns can expect four, eight-hour days in the office, and one day working from home. The work-from-home day can be utilized for virtual intake and therapy sessions and writing reports. Interns are **not** expected to work outside of their scheduled hours, unless explicitly necessary to obtain hours or complete documentation. No on-call work is required. Standard hours are from 9am to 5pm, but interns may work alternative hours (e.g., 8-4) with approval from Dr. Palmisano.

Interns will receive their own office in our suite. All intern offices contain appropriate furniture for both assessment and therapy, a secure location for storing files, and a window. Our suite also offers separate assessment rooms, a comprehensive library of tests and clinical references, a conference room for meetings and group therapy, a kitchen, and outdoor space. Access to various online trainings is provided. Interns and other staff members are encouraged to attend the annual Connecticut Psychological Association Conference, and attendance costs for this conference are covered.

All training is provided at our office in Woodbridge, Connecticut. Located just north of New Haven at the base of the beautiful West Rock State Park, our location offers convenience to many of Connecticut's greatest resources. Whether you prefer downtown New Haven, the beach, or walks through the woods, it's all within a short drive of our practice. We also love food at Apex, and you will find a variety of options nearby for lunch. It is expected and welcomed for interns to eat during our 12:00 meetings; scheduling a separate break for lunch is also acceptable.

Section A. Benefits and Stipends

Standard intern stipend of \$52,000 yearly is provided. A benefits allowance is also included for health care provision.

Section B. Status of Accreditation

As the doctoral internship training program at Apex is being offered for the first time for the 2026-2027 training year, it is not yet eligible for accreditation by the Commission on Accreditation (CoA) of the American Psychological Association. Our goal is to achieve accreditation status as early as we are eligible. However, incoming interns for the 2027-2028 training year should be aware that full accreditation will not be achieved by the conclusion of their training year.

Section C. Application and Selection Process:

- The selection of psychology interns/trainees at all levels must be consistent with equal opportunity and non-discrimination policies of Apex, as well as the guidelines and policies of APPIC and APA.
- Applicants who are neurodivergent are encouraged to apply.
- Applicants who can deliver services in Spanish are encouraged to apply.
- Applications for doctoral internship positions are sought nationally from APA-accredited psychology doctoral programs in clinical or counseling psychology. Applications are submitted through APPIC. Information about our internship program can be found on the APPIC online directory and on our agency's website.
- Applicants must have completed all doctoral coursework prior to the start of internship.
- Applicants must have completed their dissertation proposal prior to the start of internship.
- Applicants must have at least three years of practicum experience by the start of internship (the third year of training can be in progress at the time of application). They must have experience in both psychotherapy and psychological assessment. Interest and experience evaluating adults and adolescents, and interest in autism and ADHD, are recommended.
- Applications are due **December 1st, 2026** and are reviewed by the Training Director and other supervising psychologists. Those selected or not selected for interviews will be notified in accordance with APPIC policies and guidelines.
- Virtual interviews are offered by the Training Director via email on or before **December 18, 2026**.
- Interviews will be scheduled in January. Interviews will include an individual interview with at least two staff members and a group interview with other applicants.

Section D. Training Goals:

1. Research

- a. Interns will demonstrate awareness of current professional literature, research, and information relevant to assessment and therapy work.
- b. Interns will participate in case presentations in group supervision.

- c. Interns will demonstrate critical thinking and integration of observation and psychological theory.
- d. Interns will utilize assessment measures with strong empirical support wherever possible.
- e. If interns engage in research during their training year, they will demonstrate an awareness of ethical practice in research.
- f. Interns will demonstrate sensitivity to issues of cultural and individual diversity relevant to research, and consider these issues when interpreting research articles, test data, etc.

2. Ethical and Legal Standards

- a. Interns will be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; the current APA Guidelines for Psychological Assessment and Evaluation; relevant laws, regulations, rules, and policies governing health service psychology; and any other relevant professional standards and guidelines.
- b. Interns will recognize ethical dilemmas and apply ethical decision-making processes to resolve the dilemmas. They will seek consultation with other providers where necessary.
- c. Interns will conduct themselves in an ethical manner in all professional activities.

3. Individual and Cultural Diversity

- a. Interns will demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- b. Interns will demonstrate an understanding of how cultural and diversity factors have historically, and continue to, have an impact on the psychological assessment and diagnostic process.
- c. Interns will demonstrate knowledge of the current theoretical and empirical knowledge base for addressing diversity in therapy, assessment, supervision/consultation, and service.
- d. Interns will demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

4. Professional Attitudes, Values, and Behaviors

- a. Interns will, at all times, behave in ways that reflect the values and attitudes of psychology, including integrity, accountability, lifelong learning, and concern for the welfare of others
- b. Interns will engage in self-reflection regarding one's personal and professional functioning and engage in activities to maintain and improve performance, well-being, and professional effectiveness.

- c. Interns will actively seek and demonstrate openness and responsiveness to feedback and supervision, including feedback from peers and clients.
- d. Interns will demonstrate honesty and integrity in all professional activities.
- e. Interns will demonstrate the ability to respond professionally in increasingly complex situations with a greater degree of independence throughout the training year.

5. Interpersonal Skills

- a. Interns will develop and maintain effective relationships with a wide range of individuals, including colleagues, supervisors, clients, and clients' external providers where relevant.
- b. Interns will produce oral, nonverbal, and written communications that are informative and well- integrated, and appropriate for the receiving source.
- c. Interns will demonstrate effective interpersonal skills and the ability to manage difficult communication well.

6. Psychological Assessment

- a. Interns will select and utilize assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.
- b. Interns will collect relevant data using multiple sources and methods appropriate to the identified goals and relevant diversity characteristics of the service recipient.
- c. Interns will interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases. Interns will effectively incorporate objective and subjective aspects of assessment.
- d. Interns will demonstrate the ability to form accurate and informed diagnostic impressions, with increasing complexity as the training year progresses.
- e. Interns will communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. Interns will engage in these activities with increasing independence and complexity over the training year.
- f. Interns will demonstrate an ability to tailor the communication of oral and written findings based on referral questions and specific needs of the client.

7. Clinical Intervention

- a. Interns will establish and maintain effective relationships with the recipients of psychological services.
- b. Interns will develop evidence-based intervention plans specific to the service delivery goals.
- c. Interns will implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

- d. Interns will demonstrate the ability to apply the relevant research literature to clinical decision making. This includes utilizing literature about neurodivergence to tailor interventions for that population.
- e. Interns will modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- f. Interns will demonstrate proficiency delivering therapy services to clients with neurodivergent presentations.
- g. Interns will evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

8. Supervision and Consultation

- a. Interns will apply supervision knowledge with psychology trainees. This may include peer supervision with other trainees.
- b. Interns will demonstrate ability to provide peers with constructive feedback in group supervision.
- c. Interns will demonstrate knowledge of ethical issues in supervision
- d. Interns will demonstrate knowledge and respect for the roles and perspectives of other professions, and apply this knowledge in consultations with individuals and their families, other health care professionals, or systems related to health and behavior.
- e. Interns will have 2 total hours of individual supervision per week with a licensed doctoral psychologist, 2 hours of group supervision with a licensed psychologist, 1 hour of trauma clinical rounds, and didactic trainings.

Section E. Program Structure and Sequence

Training experiences follow a planned developmental progression across the internship year. Interns begin with structured orientation activities that introduce program expectations, ethical and legal standards, documentation protocols, and clinical procedures. As the year advances, interns assume increasing levels of clinical responsibility under supervision, guided by individualized training plans that identify goals, objectives, and competency benchmarks.

The program integrates didactic seminars, supervisory sessions, and direct clinical service into a cohesive curriculum. These activities are designed to complement one another, reinforcing conceptual understanding, applied skills, and reflective professional development. The program's training staff monitors intern progress, evaluates the sequence of experiences, and ensures that the structure supports competency attainment across evaluation and therapy domains.

1. Psychological Evaluation Training

Psychological assessment is a **core component** of the internship's sequential training plan. Interns gain proficiency in **test administration, scoring, interpretation, case formulation, and communication of results** across diverse client populations.

Training experiences in assessment include:

- **Cognitive, academic, and neuropsychological evaluation**, using instruments such as the WISC-V, WAIS-5, WIAT-4, KBIT-2, CTONI-2, and D-KEFS.
- **Personality and socio-emotional assessment**, utilizing measures such as the PAI, MACI-II, Roberts Apperception Test, ADOS-2, MIGDAS-2, and projective techniques as appropriate.
- **Adaptive and behavioral assessments**, including instruments such as the ABAS-3, BASC-3, and Conners-4.
- **Specialized evaluations**, such as diagnostic clarification, differential diagnosis, ADHD and autism spectrum assessments, and educational evaluations for learning disorders.

Interns participate in integrative assessment seminars and supervision, where they develop conceptual frameworks for synthesizing data into comprehensive, evidence-based reports. Assessment supervision is provided for a minimum of one hour a week in individual supervision, in addition to group supervision and case presentations. Emphasis is placed on clinical reasoning, cultural responsiveness, communication of findings, and collaboration with clients, families, and referral sources. Over time, interns move from structured supervision to greater independence in selecting, interpreting, and integrating data into complex case formulations.

2. Therapy and Intervention Training

Therapeutic training is designed to cultivate competency in evidence-based psychological interventions, emphasizing flexibility, ethical practice, and sensitivity to client diversity. Interns engage in individual, family, and group therapy, drawing from a range of empirically supported

modalities, including cognitive-behavioral, interpersonal, psychodynamic, and acceptance and commitment therapy approaches. Specific training is also provided in cognitive processing therapy (CPT) and trauma-focused cognitive behavior therapy (TF-CBT).

The therapy training sequence progresses through the following phases:

1. **Initial Phase (Orientation & Skill Development)** – Interns participate in didactic trainings, review intervention protocols, and develop case conceptualization skills under close supervision.
2. **Intermediate Phase (Supervised Practice)** – Interns assume primary responsibility for cases, integrating feedback to refine intervention strategies, treatment planning, and documentation.
3. **Advanced Phase (Autonomous Functioning)** – Interns manage a diverse caseload with increasing independence, demonstrating proficiency in conceptualization, therapeutic process management, outcome evaluation, and interdisciplinary collaboration.

Therapy supervision occurs weekly and at minimum one hour per week of individual supervision, supplemented by the trauma rotation clinical rounds, group supervision, and interdisciplinary case discussions. Didactic seminars support skill development in cultural humility, trauma-informed care, various modalities, and ethical decision-making.

3. Integration of Training Components

Evaluation and therapy training are mutually reinforcing components of the program's overall design. Interns are expected to integrate assessment data into treatment planning, and recommendations. This is especially relevant for clients who elect to remain with our practice for therapy after completing evaluations.

Interns will also use ongoing therapeutic progress as a source of diagnostic and conceptual feedback. Didactic seminars, supervision, and clinical experiences are explicitly tied to the program's competency-based learning model, which is reviewed and refined annually to ensure alignment with current standards in professional psychology. The program's organized and sequential structure ensures that training experiences are coherent, cumulative, and developmentally appropriate, leading to demonstrable readiness for independent practice upon completion.

Section F. Requirements for completion of internship:

- All interns and trainees will acquire and demonstrate substantial understanding of and competence in the eight core competencies described above: Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes, and Behaviors; Communications and Interpersonal Skills; Assessment; Intervention; Supervision; and Consultation and Interdisciplinary Skills. Various clinical and training

opportunities are offered to provide interns/trainees with the experiences necessary to grow and develop in these areas.

- Intern performance is evaluated at least twice during the year using the Intern Evaluation Form. Informal evaluation is also to occur on a regular basis during the supervision process. Evaluations are reviewed between interns/trainees and their supervisors in individual supervision and opportunities for feedback and discussion are provided. All items in each competency area must be rated a 4 (Independent) or above on the Intern Evaluation Form by the end of the training year. The intern's home doctoral program's training director will be provided with feedback on the intern's performance at each evaluation period.
- Remediation, Due Process, and Grievance Procedures are outlined in separate policies attached below, along with any other relevant policies and procedures.
- Interns/trainees will participate in regular supervision as outlined by APA and APPIC guidelines or requirements of the trainee's doctoral program. Doctoral interns must receive, at minimum, two hours of individual supervision by licensed clinical psychologists weekly, in addition to two hours of group supervision (and two-hour didactic seminars) each week.
- Completion of 1,900 hours of which 500 must be direct contact hours.

Section G. Evaluation Procedures

Evaluation Process/Communication with Doctoral Program

Purpose of Communication

The internship training program values collaborative and transparent communication with the doctoral programs from which interns are enrolled. Ongoing communication ensures that each intern's training experience aligns with both the internship site's competencies and the academic program's educational objectives, while also supporting the intern's professional development and well-being.

Pre-Placement Communication

Prior to the start of the internship year, the Apex Psychological Services LLC Training Director or their designee will communicate with each intern's Director of Clinical Training (DCT) to confirm:

- The intern's readiness for internship as verified by the doctoral program;
- The program's expectations for supervision and evaluation; and
- Any specific training goals or requirements unique to the intern's program.

Ongoing Communication During the Training Year

Communication between the internship site and the intern's doctoral program occurs throughout the training year, particularly regarding:

- **Performance and Progress:** The Training Director provides written evaluation summaries to the DCT at mid-year and at the end of the internship. See Form below.

- **Concerns or Remediation:** Should any significant issues arise regarding an intern's performance, professional behavior, or fitness to practice, the Training Director will contact the DCT promptly to collaborate on a remediation or support plan.
- **Programmatic Updates:** The internship program may periodically provide updates or materials relevant to the doctoral program's accreditation or student tracking needs.

End-of-Year Communication

At the conclusion of the internship, a final written evaluation is sent to the doctoral program verifying successful completion of training requirements and summarizing the intern's attainment of profession-wide competencies as outlined by APA and APPIC standards.

Confidentiality and Professionalism

All communications between the internship site and the doctoral program adhere to applicable confidentiality and ethical guidelines. Information shared about interns focuses on training performance and professional development and is conveyed in a manner that supports the intern's progress and academic relationship.

Section H. Due Process

This document provides Counseling & Psychological Services (APEX) Psychology interns and staff with an overview of the identification and management of interns' problems and concerns and an explicit discussion of the related due process procedures. The basic meaning of due process is to inform and to provide a framework to respond, act, or dispute. Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the training program identify specific procedures, which are applied to all intern complaints, concerns, and appeals.

Overview of Due Process Guidelines

1. During the orientation period, interns will receive, in writing, APEX's expectations related to professional functioning. The Training Director will discuss these expectations in both group and individual settings.
2. The procedures for evaluation, including when and how formal evaluations will be conducted will be described. Formal evaluations will occur at mid-year and end-of-year. Additionally, informal feedback will be given throughout the training year.
3. The various procedures and actions regarding problem behaviors or intern's concerns will be described.
4. Apex will communicate early and often with the intern and the intern's Training Director when needed if any difficulties are identified that are significantly interfering with performance.
5. The Training Director will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.

6. If an intern wants to institute an appeals process, this document describes the steps of how an intern may officially appeal the action (see section G below, Due Process Procedures: Appeals Process).
7. Apex Due Process Procedures ensure that interns have sufficient time (as described in this due process document) to respond to any action taken by the program before the action is implemented.
8. When evaluating or making decisions about an intern's performance, Apex will use input from licensed staff involved in supervising the intern.
9. The Training Director will document, in writing, and provide to all relevant parties, the actions taken by the program and the rationale for all actions.
10. All interns are expected to abide by the APA Code of Ethics, Connecticut laws and regulations as well as Apex Psychological Services LLC rules and procedures. Either administrative leave or termination would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client, staff member, or other trainee is a major factor, or the intern is unable to complete the training program due to physical, mental, or emotional illness.

Due Process Procedures: Identifying Problematic Behavior

Problematic Behavior is defined broadly as an interference in professional functioning, which is reflected in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- An inability to acquire professional skills in order to reach an acceptable level of competency and/or
- An inability to manage personal stress, strong emotional reactions, and/or the presence of psychological dysfunction, which interferes with professional functioning.

It is a professional judgment when an intern's behavior is considered problematic rather than "of concern." Interns may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for training professionals. Problematic behavior is typically identified when one or more of the following characteristics exist:

- The intern does not acknowledge, understand, or address the problem when it is identified;
- The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training;
- The quality of services delivered by the intern is significantly negatively affected;
- The problem is not restricted to one area of professional functioning;
- A disproportionate amount of attention by training personnel is required; and/or
- The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

Due Process Procedures: Addressing & Managing Problematic Behavior

Minimum level of competency issues:

Interns are formally evaluated on a Likert scale from one to seven for each element on the Apex Psychology Intern Evaluation Form. It is expected that an Intern will receive a rating of 3 (Emerging Competence) on all elements in all Competency areas at mid-year. If an Intern receives a rating of two at mid-year on any element, the primary supervisor provides specialized attention to increase the Intern's functioning to the expected level of competency which may include remedial work. If an Intern receives a rating of one on any element at mid-year, the Primary Supervisor, in collaboration with the Training Director, develops and institutes a specific remediation plan. At this time, the Training Director will provide the Academic Training Director with the written remediation plan and subsequently will provide follow-up documentation about the intern's progress in meeting the requirements of the plan.

For successful completion of the internship, it is expected that the Intern will receive a rating of 4 (Competence Level) at end-of-year on all elements in all Profession Wide and Program Specific Competency areas. If a rating of 1-"Remedial", 2-"Significant Growth Area", or 3-"Emerging Competence" is given on any element of a Competency area on the final evaluation, the intern does not successfully complete their internship.

Behavioral issues: If a staff member or trainee has significant concerns about an intern's behavior (e.g., ethical or legal violations, professional incompetence) the following procedures will be initiated:

1. In some cases, it may be appropriate to speak directly to the intern about these concerns emphasizing the need to discontinue the inappropriate behavior; in other cases, a consultation with the Training Director will be warranted. This decision is made at the discretion of the staff (or other trainee) who has concerns about the intern.
2. Once the Training Director has been informed of the specific concerns, they will determine if and how to proceed.
3. If the staff member who brings the concern to the Training Director is not the intern's supervisor, the Training Director will discuss the concern with the Supervisor(s).
4. If the Training Director and Supervisor(s) determine that the alleged behavior in the complaint, if substantiated, would constitute a serious violation, the Training Director will inform the staff member who initially brought the complaint.

Notification

It is important to have meaningful ways to address problematic behavior once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the intern, the clients involved, members of the intern's training group, the training staff, other agency personnel, and the campus community. All evaluative documentation will be maintained in the intern's file. At the discretion of the Training Director—in consultation with the Training Committee, Supervisor(s) and/or Senior Director—the intern and intern's Academic Training Director will be informed through Written Notice that formally acknowledges:

- i. The Training Director is aware of and concerned with the behavior,
- ii. The concern has been brought to the attention of the intern and the intern will have an opportunity to present information regarding the concern,
- iii. The Training Director will work with the intern to rectify the problem or skill deficits.

*If at any time an intern disagrees with the aforementioned notices, the intern can appeal (see Section G below, Due Process Procedures: Appeals Process).

Hearing

A Training Committee (comprised of the Training Director and two APEX licensed supervisors) and Senior Director of APEX meet to discuss the concerns and possible courses of action to be taken to address the issues. The Training Committee and Senior Director will then meet with the Supervisor(s), to discuss possible courses of action.

The Supervisor will hold a Hearing with the Training Director (TD) and intern within 10 working days of issuing a Notice of Formal Review to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the supervisor who is raising the issue, an additional supervisor who works directly with the intern will be included at the Hearing. The intern will have the opportunity to present their perspective at the Hearing and/or to provide a written statement related to their response to the problem. Written notification will also be provided if the behavior(s) of concern are not significant enough to warrant more serious action.

Outcomes

The implementation of sanctions should occur only after careful deliberation and thoughtful consideration by members of a Training Committee. Remediation and sanctions listed below may not necessarily occur in this order. The severity of the problematic behavior plays a role in the level of remediation or sanction. The intern will also be notified if the behavior(s) of concern are not significant enough to warrant further action.

Remediation plan

The Training Director will communicate early and often with the intern and apprise the intern of their Academic Training Director of the implementation of a remediation plan. The academic training director is contacted when the plan is developed to answer any questions they may have as well as to gather any information that may be relevant. The training director provides the intern and academic training director with the written remediation plan at the time that it is developed as well as follow-up documentation about how the intern is progressing in meeting the requirements of the plan. A remediation plan will contain:

- i. A description of the intern's unsatisfactory performance;
- ii. Actions needed by the intern to correct the unsatisfactory behavior;
- iii. The timeline for correcting the problem;
- iv. Type of sanction(s) that may be implemented if the problem is not corrected; and
- v. Notification that the intern has the right to request an appeal of this action*

Reminder: Schedule Modification is a closely supervised period of remedial training that is designed to be time limited and return the intern to an appropriate level of functioning. It is utilized to provide the intern with additional time to respond to personal reactions to environmental stress. Schedule modification is conducted by the primary supervisor in consultation with the Training Committee, with the full expectation that the intern will complete the internship.

Courses of action may include:

1. Reducing the intern's workload, increasing the amount or modifying the focus of supervision, and/or recommending personal therapy or other forms of intervention.
2. Probation is also a time-limited, remediation-oriented, and more closely supervised training period for the intern. Its purpose is to return the intern to a fully functioning state. This period will include more closely scrutinized supervision conducted by the primary supervisor in consultation with the Training Committee. The intern, supervisor, and Training Committee will determine the termination of probation.
3. Temporary Withdrawal of Clinical Privileges means that it has been determined that the welfare of the intern and/or the client has been jeopardized. Therefore, case privileges will be suspended for a specified period of time (i.e., no direct service functions) as determined by the Training Committee. At the end of this period, the supervisor will evaluate the intern, in consultation with the Training Committee, to assess whether the intern has the capacity for effective functioning and case privileges can be reinstated. If the suspension interferes with the successful completion of the training hours needed for completion of the internship, this will be noted for the record.
4. Suspension involves the withdrawal of all privileges related to Apex and Apex Psychological Services LLC. This would be invoked by the Training Committee in cases where the welfare of the intern's client(s) or the campus community has been compromised. If suspension is recommended, this recommendation will be documented in writing and given to the Apex Senior Director. A final decision for suspension rests with the Senior Director, in consultation with the Training Committee. If the Senior Director decides to suspend the intern, written notification will be delivered within 24 hours, and the Training Director will notify the intern's Academic Training Director.
5. Dismissal from the training program involves the permanent withdrawal of all agency responsibilities and privileges. When specific remediation does not, after a reasonable time period, rectify the problem behavior or concerns and the intern seems unable or unwilling to alter their behavior, the Training Committee will discuss the possibility of termination from the training program or dismissal from the agency with the Senior Director. Either administrative leave or dismissal would be invoked in cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client, staff member, or other trainee is a major factor, or the intern is unable to complete the training program due to physical, mental, or emotional illness. The Senior Director will make the final decision about dismissal or administrative leave in accordance with Apex Psychological Services LLC policy.

If at any time an intern disagrees with the aforementioned sanctions, the intern can implement Appeal Procedures (see Due Process Procedures: Appeals Process, See below)

Section I. Due Process and appeals

In the event that an intern does not agree with any of the aforementioned notifications, remediation, or sanctions, the following appeal procedures should be followed:

1. The intern may file a formal appeal in writing with all supporting documents, with the Senior Director. The intern must submit this appeal within five (5) business days from their notification of any of the above (notification, remediation, or sanctions).
2. Within three (3) business days of receipt of a formal written appeal from an intern, the Senior Director will consult with the Training Committee and decide whether to implement a Review Panel or respond directly to the appeal.
3. If a Review Panel is convened, it will consist of the Training Director and two licensed supervisors. The Senior Director will designate a Chair of the Review Panel. All material relevant to the appeal will be submitted to the Chair of the Panel and the Panel will arrive at a consensus based on the information provided. If the appeal involves the Senior Director, the responsibility to appoint a Review Panel will be delegated to the Training Director.
4. In the event an intern files a formal written appeal to disagree with a decision that has already been made by the Review Panel and supported by the Senior Director, then that appeal is reviewed by the Senior Director in consultation with all Apex licensed staff. The Senior Director will determine if a new Review Panel should be formed to re-examine the case, or if the decision of the original Review Panel will be upheld.

Section J. Grievance Procedure

Grievance procedures have been developed in the event an intern encounters difficulties or problems that are not evaluation-related (e.g. poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during the training program. During the orientation period, interns will receive, in writing, Apex's guidelines related to grievance procedures. The Training Director will discuss these guidelines in both group and individual settings.

A. Overview of Grievance Guidelines

1. When an intern has a grievance, they may choose to first discuss the issue informally with the staff member(s) involved.
2. If the issue cannot be resolved informally or the intern does not wish to proceed with an informal resolution, the intern should discuss the concern with their primary supervisor, who may then consult with the Training Director, a Training Committee, or Senior Director if needed (if the concerns involve the primary supervisor or the Training Director, the intern can consult directly with the Senior Director).
3. If the primary supervisor, Training Director and/or Senior Director cannot resolve the issue of concern to the intern, the intern can file a formal written grievance, complete with supporting documentation, with the Senior Director. (If the grievance involves the Senior Director, the intern can file the report with the Training Director.)
4. Once the Senior Director or Training Director has received a formal grievance, they will implement Review Procedures as described below and inform the intern of any action taken within three (3) business days.

5. APEX will communicate early and often with the intern regarding a grievance that has been brought to APEX's attention.

B. Grievance Procedures: Initial Review

1. When needed, the Senior Director will convene a Review Panel to examine a grievance filed by an intern.
 - a. The Panel will consist of the Training Director and two licensed staff members, selected by the Senior Director with recommendations from the Training Director and the intern who filed the appeal or grievance. The Senior Director will appoint a Chair of the Review Panel. If the grievance is related to the Senior Director, the responsibility to appoint a Review Panel will be delegated to the Training Director.
 - b. In response to a grievance, the intern has a right to express concerns about the training program or Apex staff members and the Apex program or staff has the right and responsibility to respond.
2. Within five (5) business days, the Review Panel will meet to review the grievance and to examine the relevant material presented.
3. Within three (3) business days after the completion of the review, the Review Panel will submit a written report to the Senior Director, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
4. Within three (3) business days of receipt of the recommendation, the Senior Director will either accept or reject the Review Panel's recommendations. If the Senior Director rejects the recommendation, the Senior Director may refer the matter back to the Review Panel for further deliberation and revised recommendations or may make a final decision.
5. If referred back to the Review Panel, a report will be presented to the Senior Director within five (5) business days of the receipt of the Senior Director's request of further deliberation. The Senior Director then makes a final decision regarding what action is to be taken and informs the Training Director.
6. The Training Director informs the intern, involved staff members, necessary members of the training staff of the decision, and the interns' Academic Training Director and any action taken or to be taken.
7. If the intern disputes the Senior Director's final decision, the intern has the right to request a second review following the steps outlined below in Section C (Grievance Procedures: Second Review).

C. Grievance Procedures: Second Review

In the event that an intern does not agree with the handling of a grievance, the following Procedures should be followed:

1. The intern files a formal statement in writing with all supporting documents, with the Senior Director. The intern must submit this within five (5) business days from their notification of the outcome of the grievance.
2. Within three (3) business days of receipt of a formal written statement from an intern, the Senior Director will consult with a Training Committee and decide whether to implement a Review Panel or respond directly.

3. If a Review Panel is convened, it will consist of the Training Director and two licensed supervisors. The Director will designate an additional psychologist. All material relevant to the appeal will be submitted to the Director of the Panel and the Panel will arrive at a consensus based on the information provided. If the grievance involves the Senior Director, the responsibility to appoint a Review Panel will be delegated to the Training Director.
4. In the event that an intern files a formal written statement disagreeing with a decision that has already been made by the Review Panel and supported by the Senior Director, the statement is reviewed by the Senior Director in consultation with APEX Licensed Staff. The Senior Director will determine if a new Review Panel should be formed to re-examine the case, or if the decision of the original Review Panel will be upheld.
5. If the Review Panel cannot resolve the issue or if it is deemed inappropriate for the panel to handle, the matter will be referred to Human Resources.
6. The intern and their Academic Training Director will be notified of the outcome of the process within three (3) business days of the final decision.

Section K. Support and Resources

- Students will have access to testing materials, reference sources, and recording trainings while at Apex Psychological Services LLC. Students may also attend additional training as assigned.
- Networking and Professional Development Opportunities, to include the CT Psychological Association Conference and other trainings as assigned
- Additional Resources (e.g., reading materials, online courses)

Part III Office Operations General Guidelines

I. Employees arrive at work on time and leave according to their work schedules. All staff are expected to dress in business casual wear. Jeans are acceptable on Fridays.

II. Opening/Closing the office: The last person to leave the office quarters is responsible for turning off all lights and locking the entrance. All interns are provided with interior and exterior keys.

III. The following legal holidays are observed:

- New Year's Day – January 1st
- Martin Luther King Jr. Day - First Monday on or after January 15
- Presidents' Day – Third Monday of February
- Memorial Day – Last Monday of May
- Independence Day - July 4th
- Labor Day - First Monday in September
- Columbus Day - Second Monday in October
- Thanksgiving Day – Day of and after
- December Holidays- 24-January 2nd

The office is typically closed between Christmas and the New Year. The office may be closed at other times; notice will be given about these closings.

Clinical Policies

Section A: Code of Conduct & Ethics

- Interns will adhere to the APA Code of Ethics and all applicable state licensing board standards.
- Interns will maintain professional boundaries with clients and colleagues.
- Interns will practice within their scope of competence.
- Interns will report suspected unethical behavior to the Clinical Director.
- Interns will complete a HIPPA training and comply with all HIPPA guidelines.
- Interns will treat all employees, coworkers and clients with an open, equal and nondiscriminatory manner that is respectful to all persons.

Section B: Documentation and Contacting Clients

- Clinicians are responsible for managing their schedule via the EHR platform for therapy (e.g., Therapy Notes). All communication with clients or colleagues should go through this secure portal or secure work-related email. Administrative staff will handle scheduling intakes and evaluations for assessment.
- All phone calls to clients are to be completed via office phones or Google Voice. Interns are never to provide a personal cell phone number to clients.
- **Clinical Documentation:** Complete all progress notes, treatment plans, and assessment scoring within 24-48 hours of service. Interns are allowed paperwork time to complete this documentation; if an intern wishes for this time to be reoccurring, they are responsible for scheduling this.
 - All communication with clients, aside from communications for scheduling only, are to be documented appropriately in TherapyNotes (either a session note, or a miscellaneous note).
 - For intakes, both the TherapyNotes document and a Word Document for the report background information will need to be completed. The Word Document will be uploaded into the “Documents” tab in the EHR. Procedures for this documentation will be covered during the first weeks of the internship.
 - All additional documents supplied by client, such as prior evaluations, will be put in the clients folder or in the “Documents” tab in TherapyNotes.
 - If ROIs are completed on paper, a note is also to be included in the “Info” tab in TherapyNotes that the ROI is in the file.
- **Emergency Reporting**
 - Child Services Reports (DCF) or other safety concerns will be addressed promptly, within the applicable work day and in following legal requirements. This should include reporting both written, web-based and telephone corroboration as indicated.
 - Any supervised or unlicensed clinician should consult their immediate, or available licensed supervisor for guidance and assistance. This includes possible safety or reporting concerns.
 - Interns are to notify their supervisor immediately if a client expresses imminent risk of suicide or homicide during a session. All cases involving lower levels of risk are to be discussed in regular supervision. Interns are expected to contact their supervisor immediately for any unclear risk-related situations.
- **Supervision:** Interns will have a minimum of two hours of individual supervision with a doctoral level licensed psychologist, two hours of group supervision, trauma rotation clinical rounds, and twice weekly didactic trainings.
 - Supervision logs must be maintained and submitted monthly or as indicated.

- Attend required clinical supervision and staff meetings.
- Maintain compliance with all state and federal laws related to mental health practice.
- All interns will maintain their own liability insurance throughout the term of their employment.
- Documentation of active liability insurance must be provided to the director at the time of beginning the internship.

Section C. Telehealth and Hybrid Work Policy

Overview

To provide flexible and accessible care, Apex Psychological Services supports the use of telehealth and hybrid work arrangements when appropriate. These policies are designed to maintain high clinical standards while complying with Connecticut laws and HIPAA regulations.

Eligibility

- Pre-licensed Clinicians must have supervisor approval and abide by supervision requirements.

Telehealth Practice Standards

- Telehealth sessions must be conducted using HIPAA-compliant platforms only (e.g., TherapyNotes).
- Clinicians must include information about limits of confidentiality with telehealth as part of the informed consent process.
- Clinicians must confirm client identity and location at the start of each telehealth session.
- Sessions must be conducted in a private, professional space free of distractions, with stable internet and proper lighting.
- Clinicians are responsible for emergency protocols, including identifying local crisis resources for remote clients.

Hybrid Work Expectations

Clinicians working in a hybrid capacity must:

- Be reachable during scheduled work hours via email, phone, or secure messaging.
- Maintain productivity, documentation timeliness, and responsiveness as if on-site.
- Attend mandatory in-person meetings, team trainings, and supervision as scheduled.
- All documentation must be completed using the practice's approved EHR system, even when working remotely.

Confidentiality & Equipment

- Interns must ensure data privacy by using password-protected devices and secure Wi-Fi networks.
- The practice may issue equipment for remote work (e.g., laptop, webcam); staff must return all equipment in good condition upon termination.
- Personal devices may be used only if they meet security protocols and are approved by the Practice Manager.

Client Suitability for Telehealth

Not all clients are appropriate for telehealth. Clinicians must assess clinical appropriateness based on:

- Presenting issue(s)
- Client's technology access and comfort
- Risk level (e.g., suicidality, active psychosis)
- Ability to maintain privacy on the client's end

Billing and Documentation

- Telehealth sessions are billed as standard sessions unless insurance or state regulations specify otherwise.
- All telehealth encounters must be clearly marked as such in the session note and follow documentation standards.

Section D. Confidentiality & HIPAA Compliance General Guidelines

- Interns must complete HIPAA training during onboarding.
- Client information is confidential and must not be disclosed without proper authorization. This includes a written release of information and approval by the HIPAA Compliance officer.
- Interns will use secure platforms for all communications and documentation. This includes but is not limited to EHR, OneDrive and secure email communication.
- Clients should be informed during the informed consent process of the supervisory status and that clinical information will be shared with other clinicians in the context of supervision and clinical care.

A. Email Procedures:

1. Use Only Authorized Email Systems

- Always use Apex's **HIPAA-compliant email system**. Do not use personal email accounts (e.g., Gmail, Yahoo) for work-related PHI.
- You may utilize the messaging system in TherapyNotes to communicate with other staff about patients.

2. Encrypt All Emails Containing PHI

- Ensure that all emails containing PHI are **encrypted in transit and at rest**.
- If unsure whether the message will be encrypted, consult our tech support, Michelle DeLessio, before sending.

3. Limit the Use of PHI

- Share the **minimum necessary information** required for the task.
- Avoid using PHI in subject lines, file names, or calendar invites.

4. Verify Recipient Information

- **Double-check email addresses** before sending PHI.
- Be especially careful when using auto-complete features.

5. Patient Communication

- You may only email patients PHI if:
 - They request it
 - They are informed of the risks
 - You have documented their **written consent in electronic form or writing**.

6. Email Attachments

- Use secure, encrypted formats (e.g., PDF with password protection). Password or instructions will be issued to you by Admin staff.
- Ensure attachments do not contain unnecessary PHI.
- Verify that you are attaching the correct files.

7. Mobile Devices and Remote Access

- Use organization-approved apps and security settings on mobile devices.
 - Report lost or stolen devices immediately.
-

8. Reporting Incidents

- If you send an email to the wrong recipient or suspect a breach, **report it immediately** to your supervisor. Do not try to delete or cover up the incident.

Part IV: Employment Related Policies General Overview

- **Employment Classification:** Interns are considered full-time, contracted employees.
- **Equal Opportunity Employer:** We are committed to providing a workplace free from discrimination based on race, gender, age, sexual orientation, disability, religion, or national origin.
- **At-Will Employment:** Unless a written agreement states otherwise, employment is at-will and may be terminated by either party at any time. Please see additional sections for student related grievances or concerns. Interns will follow guidelines as indicated in their educational agreements.

Section A. Company Property

Company property refers to anything owned by the company: physical, electronic, intellectual, or otherwise. The use of company property is for business necessity only.

When materials or equipment are assigned to an employee for Company business, it is the employee's responsibility to see that the equipment is used properly and cared for properly. However, equipment assigned to the employee remains the property of the Company and is subject to reassignment and/or use by the Company without prior notice or approval of the employee. This includes, but is not limited to, computer equipment and data stored thereon, voice mail, records and employee files.

Apex Psychological Services LLC has created specific guidelines regarding the use of company equipment. Below is a list of employee responsibilities and limitations in regard to company property.

Personal use of company property:

Company property is not permitted to be taken from the premises without proper written authority from company management.

Company Tools:

All necessary tools are furnished to employees in order to assist them in their required duties. Each employee is, in turn, responsible for these tools. Tools damaged or stolen as a result of an employee's negligence will, to the extent permitted by federal, state and local law, be charged to the employee.

Care of Company Property:

Office areas should be kept neat and orderly and all equipment should be well-maintained. The theft or misappropriation of unauthorized removal, possession, or use of company property or equipment is expressly prohibited. Any action in contradiction to the guidelines set herein will result in disciplinary action, up to and including termination of employment.

Section B. Compensation & Work Hours

- **Pay Schedule:** Employees will be paid weekly through payroll vendor.
- **Breaks:** Employees are entitled to meal and rest breaks. This includes 15 min breaks as well as a 30 min lunch hour.

Section C. Leave Policies

- **Paid Time Off (PTO):** Accrues based on tenure and hours worked. Request PTO at least 2 weeks in advance when possible.
- **Sick Leave:** Provided as per state law, including CT Family leave benefits.
- **FMLA/Extended Leave:** Available for eligible employees per federal guidelines.

Section D. Benefits

- **Health Insurance:** A stipend for health insurance is offered for all full-time employees, including interns, per employment agreement. This will amount to \$500 per month. These procedures are subject to change.
 - The intern will select an insurance plan that is most appropriate for them through the marketplace (<https://www.accesshealthct.com/>). The intern pays the required premium payment out of pocket at the time that it is due (typically the beginning of the month). Then, this amount is reimbursed monthly to the employee upon documentation submitted to the Practice Manager.

Section E. Retirement Benefits: All employees are eligible for retirement benefits after 60 days of employment. This includes employer matching.

Section F. Continuing Education: Annual stipend for trainings, including attending the Connecticut Psychological Association Conference, upon approval per employment agreement. This applies to licensed employees.

Section G. Workplace Safety

- All employees and staff will maintain a clean and safe environment.
 - Store all perishables in containers or in refrigerator and discard promptly when expired.

- Store all non-perishables that are to be kept in the office in solid plastic or metal containers with lids. A community sharing container is also provided in the kitchen.
- Weapons and illicit or hazardous substances are not allowed on the premises.
- Report all workplace injuries or threats immediately to practice manager, supervisor or owner.
- Emergency contact and evacuation plans posted at front desk, please review.
- Inclement Weather policies will be reviewed and updated as needed.

Section H. Technology & Social Media

- **Use of Devices:** Company-provided devices are for work use only.
- **Telehealth:** Must be conducted through HIPAA-compliant platforms. This can include TherapyNotes, Zoom or Psychology Today platform.

Social Media Policy: Interns are not permitted to follow and/or friend any clients on social media. Interns are encouraged to strongly consider their representation on social media, as this may reflect on the practice and their professionalism.

Section I. Conflict of Interest

A conflict of interest occurs when an employee's personal interests interfere, or appear to interfere, with their ability to make sound business decisions on behalf of Apex Psychological Services LLC. Employees have a responsibility to avoid any real or potential conflicts of interest as outlined in the guidelines below.

Conflict of interest includes, but is not limited to, the following scenarios:

- An actual or potential conflict of interest may occur when an employee is able to influence a decision or have business dealings on behalf of Apex Psychological Services LLC that might result in a personal gain for the employee or for one of the employee's relatives or friends.
- A conflict of interest may also occur when an employee has financial interest in a business or venture that may conflict with Apex Psychological Services's interests.

While Apex Psychological Services LLC does not automatically assume that there is a conflict of interest when an employee has a relationship with another company, by informing

us that there is the possibility of an actual or potential conflict of interest, we can establish safeguards to protect everyone involved. All inquiries will be kept confidential to the maximum extent possible.

Violation of this policy may result in disciplinary action, up to and including termination of employment.

This policy is not intended to restrict an employee's right to discuss, or act together to improve, wages, benefits and working conditions with co-workers or in any way restrict employees' rights under the National Labor Relations Act.

Questions or concerns regarding this policy should be directed toward your supervisor or Dr. Palmisano.

Section J: Grievances & Disciplinary Procedures

- Report grievances in writing to the Clinical Director or Practice Manager. See prior Section Above
- The practice follows a progressive discipline policy: verbal warning, written warning, suspension, and termination, depending on the offense. If the seriousness of the offense is egregious, then the employee may be immediately terminated.
- All disciplinary actions will be documented in the employee's file.

Section H: Onboarding:

1. Each intern completes an information sheet, providing contact information, work schedules and other professional data.
2. Interns will complete HIPPA and TherapyNotes training.
3. All staff (not students) will complete onboarding HR paperwork.
4. Interns may also complete additional training as assigned.
5. Interns must provide documentation of credentials, such as liability insurance coverage, when onboarding.

Appendix

Information Form for Clinicians

Please Complete and Give to Front Desk Staff

Name:

Preferred name:

Pronouns:

Address:

City or town:

State:

Zip code:

Email address (please use our Outlook.com server for your work email. This email is for backup):

Phone number (to be used by office staff only):

Program status (where you are in your academic setting):

Workdays. Please include your days and your location (office or remote.):

Work hours:

Emergency
contact:
Name

Phone

Evaluation of Intern

Date:

Trainee:

Agency Name: Apex Psychological Services LLC

Dept.: NA

Primary Supervisor: Cynthia Palmisano Psy.D.

Instructions: For each of the following areas, please use the rating scale below to evaluate the trainee relative to other students at a similar level of training and experience. Your comments at the end of each section will assist with our understanding of **the trainee's strengths and weaknesses**. The evaluation for each semester must be based in part on direct observation of the student by the immediate supervisor. Direct observation includes in-person observation, live video streaming, or video recording, and the basis of the evaluation must be so noted on the evaluation form. Please note below the basis for your evaluation of the student this semester (check all that apply):

- ☐ In-person Observation
- ☐ Discussion of Work
- ☐ Live Video Streaming
- ☐ Review of Documentation
- ☐ Video Recording
- ☐ Review of Other Written Work
- ☐ Audio Recording
- ☐ Feedback from Staff and Supervisors
- ☐ Case Presentations
- ☐ Feedback from Clients and Families
- ☐ Other:

(5) Excellent: Intern's performance was at an exceptionally high level for their stage of training and development. Performance is consistent with that of independent practice.

(4) Very Good: Student's performance was solidly competent, and characterized by an absence of difficulties. At the first evaluation, this score is considered above average for their stage of training and development. Suggestions for continued improvement are offered. At the second evaluation, this score suggests readiness for post-doctoral practice.

(3) Good: Student's performance was basically competent and fulfilled requirements.
There were

no major problems and the work was adequate. Suggestions for continued improvement are offered. At the first evaluation, this score is considered average for their stage of training and development. At the second evaluation, this score indicates that the intern is not yet ready for independent post-doctoral practice in this area.

(2) Satisfactory with Concerns: Student's performance was minimally acceptable; there was a major problem or many minor difficulties that identify a need for remediation/corrective action, as noted in the comments section.

(1) Unsatisfactory: Student's performance was unacceptable; no credit for the nternship can be given. There were several major problems that identify a need for remediation/corrective action, as noted in the comments section.

(NA) Not Applicable: Student is not expected to engage in this activity or supervisor does not have enough information to rate student.

I. RESEARCH	5	4	3	2	2	NA
1. Demonstrates awareness of current professional literature, research, and information relevant to assessment and therapy work	☐	☐	☐	☐	☐	☐
2. Participates in case presentations in group supervision	☐	☐	☐	☐	☐	☐
3. Demonstrates critical thinking and integration of observation and psychological theory	☐	☐	☐	☐	☐	☐
4. Utilizes assessment measures with strong empirical support wherever possible	☐	☐	☐	☐	☐	☐
5. Demonstrates awareness of ethical practice in research	☐	☐	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐	☐	☐

Comments:						
II. ETHICAL AND LEGAL STANDARDS	5	4	3	2	1	NA
1. Knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; the current APA Guidelines for Psychological Assessment and Evaluation; relevant laws, regulations, rules, and policies governing health service psychology; and any other	☐	☐	☐	☐	☐	☐

relevant professional standards and guidelines						
2. Recognizes ethical dilemmas and applies ethical decision-making processes to resolve the dilemmas. Seeks consultation with other providers where necessary	☐	☐	☐	☐	☐	☐
3. Conducts themselves in an ethical manner in all professional activities	☐	☐	☐	☐	☐	☐
Overall Rating						
Comments:						
III. INDIVIDUAL AND CULTURAL DIVERSITY	5	4	3	2	1	NA
1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves	☐	☐	☐	☐	☐	☐
2. Demonstrates an understanding of how cultural and diversity factors have historically, and continue to, have an impact on the psychological assessment and diagnostic process	☐	☐	☐	☐	☐	☐

3. Demonstrates knowledge of the current theoretical and empirical knowledge base for addressing diversity in therapy, assessment, supervision/consultation, and service	☐	☐	☐	☐	☐	☐
4. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own	☐	☐	☐	☐	☐	☐
Overall Rating	☐	☐	☐	☐	☐	☐
Comments:						
IV. PROFESSIONAL ATTITUDES, VALUES, AND BEHAVIORS	5	4	3	2	1	NA
1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, accountability, lifelong learning, and concern for the welfare of others	☐	☐	☐	☐	☐	☐
2. Engages in self-reflection regarding one's personal and professional functioning and engages in activities to maintain and improve performance, well-being, and professional effectiveness	☐	☐	☐	☐	☐	☐
3. Actively seeks and demonstrates openness and responsiveness to feedback and supervision, including feedback from peers and clients	☐	☐	☐	☐	☐	☐
4. Demonstrates honesty and integrity in all professional activities	☐	☐	☐	☐	☐	☐
5. Demonstrates the ability to respond professionally in increasingly complex situations with a greater degree of independence throughout the training year.	☐	☐	☐	☐	☐	☐

Overall Rating						
Comments						

V. INTERPERSONAL SKILLS	5	4	3	2	1	N/A
1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, supervisors, clients, and clients' external providers where relevant	☐	☐	☐	☐	☐	☐
2. Produces oral, nonverbal, and written communications that are informative and well-integrated, and appropriate for the receiving source	☐	☐	☐	☐	☐	☐
3. Demonstrates effective interpersonal skills and the ability to manage difficult communication well	☐	☐	☐	☐	☐	☐
Overall Rating:						

Comments:						
VI. PSYCHOLOGICAL ASSESSMENT	5	4	3	2	1	N/A
1. Selects and utilizes assessment methods that draw from the best available empirical literature and that reflects the science of measurement and psychometrics	☐	☐	☐	☐	☐	☐

2. Collects relevant data using multiple sources and methods appropriate to the identified goals and relevant diversity characteristics of the service recipient	☐	☐	☐	☐	☐	☐
3. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases. Effectively incorporates objective and subjective aspects of assessment	☐	☐	☐	☐	☐	☐
4. Demonstrates the ability to form accurate and informed diagnostic impressions, with increasing complexity as the training year progresses	☐	☐	☐	☐	☐	☐
5. Communicates orally and in written documents the finding and implications of the assessment in an accurate and effective manner sensitive to a range of audiences	☐	☐	☐	☐	☐	☐
6. Demonstrates an ability to tailor the communication of oral and written findings based on referral questions and specific needs of the client	☐	☐	☐	☐	☐	☐
Overall Rating:						
Comments:						
VII. CLINICAL INTERVENTION	5	4	3	2	1	N/A
1. Establishes and maintains effective relationships with the recipients of psychological services	☐	☐	☐	☐	☐	☐
2. Develops evidence-based intervention plans specific to the service delivery goals	☐	☐	☐	☐	☐	☐
3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables	☐	☐	☐	☐	☐	☐
4. Demonstrates the abilities to apply the relevant research literature to clinical decision-making. Utilizes	☐	☐	☐	☐	☐	☐
literature about neurodivergence to tailor interventions for that population						

5. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking	☐	☐	☐	☐	☐	☐
6. Demonstrates proficiency delivering therapy services to clients with neurodivergent presentations	☐	☐	☐	☐	☐	☐
7. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation	☐	☐	☐	☐	☐	☐
Overall Rating:						
Comments:						
VIII. SUPERVISION AND CONSULTATION	5	4	3	2	1	N/A
1. Applies supervision knowledge with psychology trainees	☐	☐	☐	☐	☐	☐
2. Demonstrates the ability to provide peers with constructive feedback in group supervision	☐	☐	☐	☐	☐	☐
3. Demonstrates knowledge of ethical issues in group supervision	☐	☐	☐	☐	☐	☐
4. Demonstrates knowledge and respect for the roles and perspectives of other professions	☐	☐	☐	☐	☐	☐
5. Applies this knowledge in consultations with individuals and their families, other health care professionals, or systems related to health and behavior	☐	☐	☐	☐	☐	☐
Overall Rating:						
Comments:						
IX. REQUIREMENTS FOR COMPLETION OF INTERNSHIP	5	4	3	2	1	N/A
1. Demonstrates substantial understanding of all above criteria	☐	☐	☐	☐	☐	☐

Acknowledgment of Receipt

I acknowledge that I have received, read, and understood the Apex Psychological Services LLC Doctoral Intern Handbook. I agree to adhere to the policies and procedures described herein.

Employee or Student Signature: _____

Print Name: _____

Date: _____

Sample Weekly Schedule for Interns

	Monday (remote day)	Tues	Wednes	Thurs	Fri
9	Assessment Intake	Assessment	Assessment Intake	Reading, literature review/Didactic	Individual Supervision
10:00	Paperwork		Therapy Client		Assessment
11	Therapy Client	Paperwork and report writing	Paperwork and report writing	Trauma Rotation Clinical Rounds	
12	Lunch	Lunch/Didactic	Lunch/Group Supervision	Lunch/Didactic	Lunch/Group Supervision
1	Paperwork and report writing	Therapy	Assessment	Assessment	Assessment
2		Assessment			
3					Paperwork and report writing
4			Individual Supervision	Results session with Dr. P	

Sample Completion Certificate

CERTIFICATE OF COMPLETION	
PSYCHOLOGY INTERNSHIP AT APEX PSYCHOLOGICAL SERVICES LLC	
<i>This certifies that:</i>	
_____ Name of Intern _____	
Attended a psychology internship at Apex Psychological Services from ____ to ____ and has completed all requirements.	
CONGRATULATIONS!	
_____	_____
Training Director Signature	Date