

Doctoral Psychology Internship Handbook

League Education and Treatment Center

2021-2022

Mission Statement

The League Education and Treatment Center (LETC) has been improving the lives of children and adults with emotional and developmental disabilities for over 60 years. At the League, every individual is a success story waiting to begin. Our vision is to discover and nurture each person's strengths and abilities. We believe everyone deserves the opportunity to succeed in school, in program, in the community and in life. The Doctoral Psychology Internship Program at the LETC was designed to reflect this mission and provide interns with valuable, in-depth experience in order to become competent clinicians in working with children, adolescents, and young adults with special needs. The internship includes comprehensive and sequential training in the requisite diagnostic and treatment skills needed to work within an educational treatment setting.

The internship program provides a structured and supportive environment. We aim to nurture the development of competent clinical practitioners, capable of functioning in a dynamic and challenging treatment and school setting. The program's primary objectives are to train interns to meet the highest standards of professionalism and ethics as they work collaboratively within a multi-disciplinary team. Interns will develop greater competence in crisis intervention, case management, supervision, program development, and consultation. Interns will build their diagnostic, assessment, and therapeutic intervention skills while conducting their work through a culturally responsive lens.

Our Facilities

The Internship Program provides interns training in two programs: The League School and Day Treatment Program (League School) and Joan Fenichel Therapeutic Nursery (JFTN). Interns may apply to separate tracks to have their primary placement at one of the two aforementioned training sites. Interns placed at the League School will work one day per week at JFTN conducting preschool assessments as well as attending team meetings and didactics. Interns placed at JFTN will work one day per week at the League School conducting social skills groups, attending team meetings and participating in didactics.

The League School and Day Treatment Program is the school age component of The League Education and Treatment Center. It provides high-quality mental health services responsive to the needs of students with severe emotional challenges. The students, from 4.9 to 21 years of age, have been diagnosed with psychiatric and behavioral disorders and the Committee on Special Education has classified them with "Emotional Disturbance" or "Autism." Students are admitted into the program when there is a determination of mental health necessity for this educational setting. The League School is a licensed Office of Mental Health Program, Operating Certificate #: 6078300A. The League School is licensed to serve up to 134 students. The League School and Day Treatment Program was the first day treatment program serving children with serious emotional disturbances pioneering the interdisciplinary approach, the most recognized model of effective treatment for this population today.

Joan Fenichel Therapeutic Nursery (JFTN) is a state-approved 4410 preschool that is a Children's Day Treatment Program through OMH. JFTN provides mental health and educational services to preschool students, from 2.9 to 5.11 years of age who have been diagnosed with psychiatric and behavioral disorders and classified by the Committee on Preschool Special Education from the Department of Education as a "Preschooler with a Disability". JFTN serves approximately 140 special needs students in programs ranging from inclusion classes to smaller, self-contained classrooms. JFTN also has 18 typically developing children enrolled as general education students in inclusion classes.

Location

The League School is located at 567 Kingston Avenue in the East Flatbush/Crown Heights area of Brooklyn, New York.

JFTN is located at 483 Clermont Avenue in the Prospect Heights section of Brooklyn, NY.

Training Model and Program Philosophy

The LETC internship program is based on the scholar-practitioner model. The program is strongly founded in a humanistic perspective. The program prepares interns to be sensitive to the complexity and needs of the population served. Interns are trained to integrate their observations and case conceptualization of their clients within a social and cultural context. We believe in the continual evolution of each individual's framework and real-life skills. Training of interns in our facility involves building a foundation by providing comprehensive assessment, treatment planning, and interventions that are culturally responsive and continually informed by relevant research. Interns are trained to deliver top level care as they work within an interdisciplinary team.

Goals and Competencies

The internship provides competency-based training in a variety of areas essential to the development of psychologists working in a dynamic and challenging special needs school setting. The following are the goals and competencies of our training program:

Profession-Wide Competencies

I. Research

- 1.1 Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications).
- 1.2 Disseminates research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.
- 1.3 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

II. Ethical and legal standards

- 2.1 Demonstrates knowledge of and acts in accordance with the current version of the APA Ethical Principles and Code of Conduct.
- 2.2 Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional and federal levels.
- 2.3 Demonstrates knowledge of and acts in accordance with relevant professional standards and guidelines.
- 2.4 Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.
- 2.5 Conducts self in an ethical manner in all professional activities.
- 2.6 Demonstrates competency in completing all necessary documentation timely with consideration of relevant ethical and legal issues.
- 2.7 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

III. Individual and cultural diversity

- 3.1 Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how one understands and interacts with people different from oneself.
- 3.2 Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- 3.3 Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.
- 3.4 Applies a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers.
- 3.5 Works effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- 3.6 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

IV. Professional values and attitudes

- 4.1 Behaves in ways that reflect the values and attitudes of psychology.
- 4.2 Engages in self-reflection regarding personal and professional functioning.
- 4.3 Engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- 4.4 Actively seeks and demonstrate openness and responsiveness to feedback and supervision.
- 4.5 Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- 4.6 Arrives on time and adheres to clinical schedule, communicating when changes/ rescheduling is necessary.

4.7 Follows proper procedure for lateness/absences and adheres to agency guidelines regarding number of days permitted.

V. Communication and interpersonal skills

- 5.1 Develops and maintains effective relationships with a wide range of individuals.
- 5.2 Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated.
- 5.3 Demonstrates a thorough grasp of professional language and concepts
- 5.4 Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
- 5.5 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

VI. Assessment

- 6.1 Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- 6.2 Demonstrates understanding of human behavior within its context.
- 6.3 Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- 6.4 Selects and applies assessment methods that draw from the best available empirical literature.
- 6.5 Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- 6.6 Demonstrates competency in scoring and administering assessment tools.
- 6.7 Interprets assessment results to inform case conceptualization, classification, and recommendations while guarding against decision-making biases.
- 6.8 Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- 6.9 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

VII. Intervention

- 7.1 Demonstrates competency in establishing and maintaining effective relationships with the recipients of psychological services.
- 7.2 Develops realistic and evidence-based intervention plans specific to the service delivery goals.
- 7.3 Implements interventions informed by the current scientific literature.
- 7.4 Demonstrates the ability to apply the relevant research literature to clinical decision making.
- 7.5 Modifies and adapts evidence-based approaches effectively.
- 7.6 Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

- 7.7. Demonstrates competency in utilizing basic play therapy skills including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, and limit setting.
- 7.8 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

VIII. Supervision

- 8.1 Applies overall knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals.
- 8.2 Applies the supervisory skill of observing in direct or simulated practice.
- 8.3 Applies the supervisory skill of evaluating in direct or simulated practice.
- 8.4 Applies the supervisory skills of giving guidance and feedback in direct or simulated practice.
- 8.5 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

IX. Consultation and interprofessional/interdisciplinary skills

- 9.1 Demonstrates knowledge and respect for the roles and perspectives of other professions
- 9.2 Applies knowledge about consultation in direct or simulated (e.g. role played) consultation.
- 9.3 Intern's competency in this area is at the postdoctoral level as demonstrated by a greater degree of independence in increasingly complex situations.

Training Staff

The LETC internship Training Director is a clearly designated doctoral level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed and registered by the State Board of Examiners in New York and is present at the training facility for a minimum of 20 hours a week. The Training Director organizes the training program and its resources, is ultimately responsible for selection of interns, monitors and evaluates the training program's goals and activities, and documents and maintains interns' training records. In addition to the Training Director, the training staff includes clinical directors, supervising psychologists, psychiatrists, and other licensed mental health professionals. Training staff participate and support the internship training program in a variety of ways. They provide individual supervision, group supervision, mentoring, didactic training, and consultation. Policies and procedures for the doctoral internship are established by the Internship Committee, consisting of the Training Director, who serves as the committee chair; primary supervisors for interns; and other clinical staff who have significant involvement in the design and operation of the training program.

The League School and the Joan Fenichel Therapeutic Nursery also have licensed personnel in nursing, education, social work, speech/language, occupational, and physical therapy. Although these licensed personnel have limited involvement in the design and operation of the training program, interns will have significant interactions with the multi-disciplinary staff as part of their learning experience.

Core Training Staff

Sara Elnahal, Psy.D., Training Director and Supervising Psychologist at the League School

Dr. Sara Elnahal is a licensed psychologist and received her Psy.D. in Clinical Psychology from Long Island University, CW Post campus. In addition, Dr. Elnahal has a Master's degree in Organizational Psychology from Columbia University. She possesses more than 14 years of clinical experience, and her work with children, adolescents and families spans over 20 years. Dr. Elnahal provides supervision, consultation and clinical training to a multi-disciplinary staff. She specializes in the development and implementation of individual behavior plans and school-wide behavioral systems. While her therapeutic interventions on a systemic level are behavioral in nature, Dr. Elnahal conceptualizes cases using a relational and family systems lens. In this manner, she provides her clients and their families with hands-on, practical, evidence-based methods to address immediate clinical needs while utilizing deeper, dynamic work to achieve long-term treatment goals. Prior to the League School, Dr. Elnahal worked in the following settings: inpatient, outpatient, psychiatric ER and consultation- liaison provider conducting psychiatric evaluations and risk-assessments throughout medical, maternity, and pediatric hospital units. The thread that has remained consistent throughout Dr. Elnahal's work is that of providing comprehensive, trauma-informed treatment to underserved children and families. Through her years of clinical work and organizational/ systems training, Dr. Elnahal provides a level of supervision to psychology interns, and seasoned clinical staff that enable them to develop their own style while deepening their case conceptualization and clinical acumen.

Rula Abu-Sbaih, Psy.D., Supervising Psychologist at the League School

Dr. Abu-Sbaih is a licensed psychologist and she received her Psy.D. in School/Clinical Child Psychology from Pace University in New York City in 2010. She is a supervising psychologist that currently holds the position of Clinical Supervisor of the High School at the League Education and Treatment Center, where she has worked since 2012. She received her undergraduate degree at the University of Rochester before moving to New York City in 1999. Prior to graduate school, she worked in a variety of educational settings, where it solidified her decision to pursue clinical psychology, as she was most often drawn to assist students facing social, emotional and behavioral challenges in an effort to enhance their functioning and well-being. She received intensive clinical training in a variety of settings, including schools, outpatient clinics, day treatment programs and inpatient psychiatric units. Her clinical training included individual and group therapy, family therapy, parent-infant dyadic treatment, and had a strong emphasis on diagnostic assessment, including cognitive, projective, and

neuropsychological testing. She is strongly rooted in psychodynamic theory, emphasizes relational practices in her work, and utilizes cognitive and behavioral interventions as needed.

Susan Rich, LCSW-R, Clinical Director of the League School

Susan is a licensed clinical social worker with over 40 years of experience working with children and adolescents with severe emotional disturbance and varied psychiatric diagnoses. Her clinical experience has included working with children in foster care, daycare, and day treatment facilities. Susan graduated from Fordham School of Social Service with a Masters in Social Work. After several year of practice, she attended the New York School for Psychoanalytic Psychotherapy where she honed her theoretical framework. Her theoretical orientation is psychodynamic, with a child focused, eclectic approach. She recognizes that early trauma, family systems, and the environment impact each individual and need to be considered as relevant to the treatment of children. As a clinician, clinical supervisor, and administrator, Susan's role is varied. This role has provided Susan an opportunity to positively impact the lives of children and their families, as well as the clinicians who work directly with these individuals.

Micaela Wire, Ph.D., JFTN Psychology Department Supervisor

Dr. Micaela Wire joined JFTN in 2015 after completing the School Psychology doctoral program at Fordham University, in the Graduate School of Education. She also received her M.S.Ed. from Fordham, specializing in therapeutic interventions. During her graduate studies, she trained in preschool, elementary, and middle school settings providing individual and group therapy, neuropsychological assessment, and clinical consultation. Dr. Wire practices with a blended approach, utilizing psychodynamic, CBT, and TF-CBT techniques when appropriate. Dr. Wire has supervised trainees since 2016, placing emphasis on trauma-informed approaches, cultural competencies, family support regarding diagnoses and treatment, and developing assessment and report writing skills. Outside of JFTN, Dr. Wire provides individual and family psychotherapy at her private practice, along with parent and behavior management support training. She also conducts neuropsychological assessments as part of the assessment team at a group practice in Brooklyn, and assists families in navigating the special-education system in New York City. Micaela is passionate about helping children reach their full potential, while increasing their independence in and outside of the classroom.

Julia Jacobson, LCSW, M.S.Ed., RPT-S, Clinical Director of JFTN

Julia first joined JFTN in 2010 as a social work intern and then became a full time employee in 2012 after completing a dual master's degree in Early Childhood General and Special Education and Social Work at Bank Street College and Columbia University. Julia is a Registered Play Therapist Supervisor, with a specific focus on child-centered play therapy, and is also trained in Child Parent Relationship Therapy. She has worked with students of all ages throughout New York City in schools, residential setting, and private practice. Her areas of specialty include play therapy, parent training, and crisis de-escalation. Julia first began working

in early childhood as a teacher, and is passionate about using a trauma-informed approach in educational settings.

Application and Interview Process for Internship

To apply to either the League School or the Joan Fenichel Therapeutic Nursery track of our program, interns must apply through the APPIC match. We require a cover letter, curriculum vitae, AAPI, and three letters of recommendation. The application deadline is November 15th 2021, with the interview notification date no later than December 15th 2021. The internship participates in the APPIC Match, therefore applicants should register for the APPIC Match prior to the application deadline. Details are available at the APPIC website (www.appic.org).

All applications are reviewed by members of the Internship Committee. A number of applicants are then selected for interviews based on a set of selection criteria. Committee members review each applicant's qualifications and fitness to the training program and jointly decide on APPIC match rankings. The program participates in Post-Match Vacancy Services if there are unfilled internship positions after both phases of the APPIC Match.

All interviews for the upcoming 2022-2023 internship year will be conducted virtually utilizing zoom technology. All zoom invitations will include the required password, which will vary for each applicant's interview. Candidates will be notified by email if they have been selected for an interview. All interviews with League Education and Treatment Center supervisors will be conducted individually and can range between 60-90 minutes. A Q&A session will take place with the applicant and current interns in a group. Applicants will have access to a wide range of photographs and videos of the interior and exterior of our program sites, classrooms, therapy offices, as well as additional spaces and facilities.

The internship abides by all APPIC policies, guidelines, and requirements. Every effort is made to ensure diversity in selected trainees. Selections are non-discriminatory on the basis of age, gender, gender identity, race, ethnicity, culture, national origin, sexual orientation, disability, and socioeconomic status.

Basic Requirements for Selection

An applicant must

- 1) have completed formal academic coursework at a degree-granting clinical, counseling, or school psychology doctoral program in the United States or abroad prior to the internship;
- 2) have at least one year of closely supervised experiential training in professional psychology skills conducted in non-classroom settings
- 3) have passed comprehensive exam
- 4) be verified as ready to apply for internship by the Director of Training of their graduate program
- 5) pass LETC pre-employment background checks, which include
 - documentation of a completed medical within a year, which includes 2 step TB Test or Quantiferon,

- a list of the last 28 years of complete address history, including month & year, which will be entered on the NYS Statewide Central Register of Child Abuse and Maltreatment,
- getting fingerprinted at the Department of Education (\$135 fee, which will be reimbursed if an intern has worked for at least 10 days at the LETC),
- getting fingerprinted at Identogo for the New York State criminal background check (no fee is involved),
- a national criminal record check through the Federal Bureau of Investigation
- a search of the New York State sex offender registry,
- a search of the national sex offender registry using the National Crime and Information Center.

In addition, for any individual who resides or resided outside of New York State in the preceding five years, the following background checks are also required:

- A search of the criminal history repository in each state where the individual resides or resided outside of New York.
- A search of any state sex offender registry or repository in each state where the individual resides or resided outside of New York.
- A search of state-based child abuse or neglect repository in each state where the individual resides or resided outside of New York.

Any applicant who has questions about these background checks should direct the questions to the Training Director or the LETC Human Resource Director.

LETC Training Activities

Start and End Dates

The internship begins on August 30th 2021 and ends on August 26th 2022. The 2022-2023 internship year will start on August 29th 2022 and end on August 25th 2023.

Internship Orientation

Orientation will occur during the initial weeks of internship. During orientation, interns will be familiarized with the physical environment of the program; review the internship handbook, discuss internship goals, objectives, and expectations with supervisors; become acquainted with the multidisciplinary team; and learn about program policies and procedures, including protocol for intake assessments, reporting child abuse and other incidences, procedures of due process and grievance, etc.

Estimated Weekly Schedule

The internship is completed on a full-time basis. In a typical week, a full-time intern works from 8:30am to 3:30pm on Monday through Friday. Interns are asked to be flexible in their scheduling where possible to meet program needs. Any required deviations from this schedule will need to be discussed and approved by the Training Director. Any deviation in schedule will not permit a decrease in expected hours in the program. Therefore, interns will be required to make up hours missed throughout the rest of the week. An approximation of a full-time intern's weekly training activities is shown below.

DIRECT SERVICE (FACE-TO-FACE) ACTIVITIES

	HOURS/ WEEK
Individual or Family Interventions	7
Group Therapy	2
Assessment	3
Consultation	2
TRAINING ACTIVITIES	
Individual Supervision	2
Other Supervision (including assessment supervision and play therapy supervision)	2
Didactic Training Activities (including didactic seminar, case conference, clinical team meeting, rounds, and agency-wide in-service training)	3
Milieu Approach/Integrated Therapeutic Approach (with other members of the multidisciplinary team)	5
OTHER ACTIVITIES	
Record Keeping	4
Case Management	3
Professional Development and Preparation for Direct Service (including research on scientific methods, procedures, and practices that are relevant to intern's training activities)	2
TOTAL HOURS/WEEK (estimated)	35

Direct Service (Face-To-Face) Activities

At the League School interns will be assigned a caseload of approximately 5-7 students. Every effort will be made to give interns a diverse caseload with respect to age and diagnostic profile. Interns placed at JFTN will be assigned a caseload of approximately 12 – 15 preschool students

in at least two classrooms. Interns will provide individual psychotherapy to the students on their caseload, work with their family members, and provide family psychotherapy as appropriate. Interns will also provide group therapy with students, and consultation to a multidisciplinary team. Finally, interns will have the opportunity to conduct intake psychosocial assessments as well as psychological assessments using a battery of psychological instruments. A minimum of 25% of interns' training activities will be providing face-to-face psychological services.

Assessment

Interns will have an opportunity to evaluate preschool children to determine whether they meet Committee on Preschool Special Education (CPSE) criteria as a "Preschooler with a Disability". JFTN is an approved CPSE evaluation site. The purpose of these evaluations is to determine whether preschool children are in need of special education services. Interns will be part of a multidisciplinary team consisting of our intake coordinator, social worker, speech/language pathologist, occupational therapist and physical therapist. Core evaluations include a psychosocial history and a psychological evaluation. Supplemental assessments may be recommended. Psychological assessments include measures of cognitive functioning, adaptive skills and social/emotional functioning. Interns will also have an opportunity to conduct psychoeducational evaluations with school-age students at the League School. Assessment results will be used to identify learning disabilities, developmental delays and areas of impairment and to enable League School staff to tailor educational and clinical interventions. Interns will participate in providing feedback to the evaluation team and the child's family.

Supervision

A full-time intern receives a total of four and a half hours of supervision weekly: two hours of face-to-face individual supervision, 30 minutes of group therapy supervision, one hour of individual or group supervision on psychological assessment, and one hour of specialized group supervision in play therapy (outlined below). All individual supervisors are part of the training staff and have a doctoral degree in psychology and are licensed in the state of New York. Supervisors are clinically and professionally responsible for services provided by the intern. Group supervision is provided by doctoral level licensed psychologists or other licensed mental health professionals. Supervision is provided with the specific intent of dealing with psychological services rendered directly by the intern. Individual supervisors are required to countersign all of their respective interns' clinical documentation. Depending on clinical needs, increased hours of supervision may be arranged.

Didactics

Interns receive a minimum of two hours of didactics weekly, which include case conferences, in-service training, and didactic seminars on a series of topics relevant to program goals and objectives. These didactics are provided by training staff and other licensed and competent professionals.

Play Therapy

Interns will be provided with a weekly seminar to gain in-depth training, supervision and knowledge of play therapy. With guidance from supervisors, interns will select one play therapy case to focus on throughout the year to hone their conceptualization, and play therapy intervention skills. By the mid-point of the year, interns will provide play therapy supervision to one another to continue to build their intervention and supervisory skills. By the end of the training year, interns will be able to:

- Demonstrate knowledge of the history of play therapy as a therapeutic approach, and the characteristics and tenants of various theories.
- Demonstrate competency in selecting developmentally appropriate play therapy materials for the purposes of both assessment and treatment in a variety of settings.
- Demonstrate the ability to identify and differentiate the stages within the play therapy process from intake to termination.
- Demonstrate competency in utilizing basic play therapy skills including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, and limit setting.
- Demonstrate knowledge about the impact of trauma on the developing brain and how play therapy can best be utilized in cases of trauma.

Group Therapy

Interns will have the opportunity to co-lead social skills groups at both the League School and at JFTN. Every effort is made to provide interns with a diverse range of groups with respect to age and diagnostic profiles. Interns will receive training and hands-on experience developing group curriculum (activities, lessons, discussions, etc.) tailored toward the specific groups they are working with. Areas of training will also include: increasing student engagement, managing challenging behaviors, and analyzing group dynamics.

Diversity Working Groups

The League School is in the beginning stages of utilizing diversity working groups to help build a more anti-racist, anti-bias, inclusive and safe community. As part of their training year, interns will join one of these working groups. The Diversity Working Groups are currently comprised of the following:

- A group dedicated to increasing awareness of all LGBTQIA+ issues and developing and implementing a GSA (Gender-Sexuality Alliance) at the League School.
- A group dedicated to creating regular spaces and providing training opportunities for staff on cultural awareness, race and racism, and anti-bias work.
- A group dedicated to our League School culture. Goal for this group: To move toward a more reflective, compassionate and anti-bias culture for staff, students, and families with respect to race, ethnicity, religion, sexuality, gender, disability, neurodiversity, and any other important pieces of identity.

Training Activities Specific to The League School

Milieu

The League School utilizes an integrated therapeutic approach. Specialized training in milieu therapy and responding to students in a crisis is a significant and unique component of our program. Interns will have an opportunity to observe, learn and implement intervention strategies, with an emphasis on verbal de-escalation, to effectively manage behavioral crisis situations. Interns will collaborate with a multidisciplinary team under direct clinical supervision to assess and identify patterns that impact students' daily academic, social and behavioral functioning, and interface with clinical, educational and administrative staff to provide therapeutic support and treatment interventions.

Consultation

Clinicians at the League School work as an integral part of an interdisciplinary team. In addition to providing individual and family therapy, interns will gain training and experience in the analysis and assessment of how the school environment (classroom dynamics, teacher interactions, the delivery and content of lessons and assignments, etc.) impacts the daily functioning of the students on their caseload. Interns will have the opportunity to initially observe and then to lead team meetings where they will share their clinical assessments, and incorporate multidisciplinary perspectives to develop comprehensive plans to improve student functioning.

Training Activities Specific to the Joan Fenichel Therapeutic Nursery

Classroom Consultation and Therapeutic Interventions

Interns placed at JFTN will be assigned a caseload of approximately 12 – 15 preschool students in at least two classrooms. Interns will attend a weekly team meeting for each room they are assigned to work in along with their supervisor and other staff members. Responsibilities include classroom observations, taking behavioral data, performing Functional Behavior Analysis and developing Comprehensive Treatment Plans as well as Behavior Intervention Plans. Interns will consult with classroom staff, assist with classroom functioning and help with managing behaviors that interfere with learning. A weekly social skills group will be led by the intern and supervisor. At JFTN, interns are typically placed as the primary treatment coordinator in two different classes with students of varying levels of functioning and diagnostic profiles. One class will primarily consist of 6 – 7 students who present with Autism Spectrum Disorder, significant cognitive delays and concomitant social/emotional difficulties. The other class will be a larger special education classroom of 8 – 9 students who have higher cognitive as well as speech/ language skills. These students typically present with significant social, emotional and behavioral difficulties. Interns will have an opportunity to conduct play therapy with these children.

Family Work at JFTN

Regular meetings with families will be conducted in-person or remotely. These meetings will provide support and training for parents to improve their child's functioning at home and in the community. Interns will have the opportunity to participate in parent support groups. Interns will

participate in assisting parents of children “Turning 5” to identify an appropriate kindergarten placement and participate in developing a Discharge Plan.

Evaluations

The internship program assesses each intern’s competencies throughout the course of the internship year. Formal and informal evaluation is intended to facilitate the intern’s professional growth by acknowledging strengths and identifying competency areas that need improvement. Informal evaluation of the intern’s progress is cumulative and obtained from several sources including the intern’s direct supervisors, clinical directors, and the Training Committee. The Training Committee meets regularly to review each intern’s progress. Supervisors gather feedback from the above sources and complete formal written evaluations at the six month point and the end of the internship. Supervisors and interns identify interns’ areas of strength and areas in need of development, and discuss potential avenues or training experiences that may help improve interns’ competencies.

Interns are encouraged to have open communication with their supervisors so that they can receive the support and supervision needed to achieve their training goals. Interns also complete formal written evaluations of their supervisors at the six month point and the end of the internship. Interns are encouraged to discuss with their supervisors how supervision may be modified or improved to facilitate achievement of their competencies as a psychologist.

Stipend, Benefits, and Administrative Support

Interns receive a stipend of \$28,000 annually as well as dental and medical benefits for a full-time one-year internship. The stipend for a part-time internship is prorated. The internship program provides therapeutic tools, books, stationary supplies, and other necessary materials interns may need for their work.

Internship Completion Criteria

To successfully complete the doctoral internship, interns are expected to fulfill the following requirements:

1. Accumulate a minimum of 1750 hours of program participation for a full-time internship. A part-time intern's minimum hours of program participation is prorated.
2. Comply with the general policies and procedures of the League School and the JFTN policies and procedures set forth in this handbook.
3. Interns must receive an average rating of 4 or above on all competencies and no ratings below a 3 on all training elements to successfully complete the program.

An intern who successfully completes the internship program will be awarded a certificate of completion.

Intern Survey and Program Evaluation

Feedback meetings with all interns and the training staff are held during the final weeks of the internship after intern evaluations are completed. Interns are encouraged to provide feedback on their training and areas for improvement. Interns are also asked to provide an anonymous written program evaluation to be mailed back to the Training Director within one month after the internship.

An intern survey will be sent to interns one year after their internship completion. The survey collects information about interns' professional status and achievements as well as interns' evaluation of the program's success in helping them achieve their professional competency and goals. The Training Committee will use the information gathered from the survey to inform further improvement of the training program.

Due Process and Grievance Procedure

The League Education and Treatment Center recognizes the rights of interns to be treated with courtesy and respect. In order to maintain the quality and effectiveness of interns' learning experiences, all interactions among interns, supervisors, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession (see APA Ethical Principles of the psychologists and Code of Conduct). The

internship program has an obligation to inform interns of these standards and of their avenues of recourse should problems arise with regard to them.

General Guidelines

The Training Program follows due process guidelines to avoid arbitrary or personally based decisions. The same standards apply to all interns. All interns receive a statement of program expectations in writing. Procedures for evaluations are clearly stipulated. The process by which decisions and actions are taken relative to problematic performance or conduct are outlined in written statements given to all interns. Graduate programs are informed about difficulty with interns and presented with a statement, which will include identification of problems, remediation, consequences for failure to correct inadequacies, and the specific time periods.

The intern receives a written description of procedures useful in appealing program actions and procedures they may use to file grievances.

The intern shall have sufficient time so that action taken by the program is not precipitous.

Decisions, recommendations, and evaluations of problematic conduct or performance shall be derived from multiple professional sources.

All proposed actions and procedures are documented and the relative written material is available to everyone who works or trains in the program.

Communication with Intern's Graduate Program

Intern evaluations and any other relevant feedback to the interns' home doctoral program is provided at minimum at the mid-point and end of the internship year. If an intern is at risk of not successfully completing the internship program at any point during the internship year, or if an intern enters into the formal review step of the Due Process procedures due to a concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program is contacted.

Complaints against Fellow Interns

Consistent with the APA Ethical Standards and Code of Conduct, it is recommended that informal resolution be the first step in resolving a conflict or concern with another intern. When concerns arise, the complainant should contact the intern in question and frankly discuss the concerns. If resolution is not reached, one may engage in the following formal complaint resolution process.

Complaints may be made against fellow interns for the following reasons:

1. Alleged violation to APA Ethical Principles and Code of Conduct, state, or federal laws.
2. Alleged violation of internship policies.
3. Concerns about a student's clinical suitability for the practice of psychology.
4. Concerns about a student's physical, intellectual, or emotional abilities to perform the

essential functions of a psychologist.

Because of the nature of a formal complaint and the subsequent investigation, complete confidentiality of the complainant may not be possible. It is desirable for the complainant to submit the complaint(s) in writing. Written documentation of the complaint and outcome are kept in the intern's file.

Intern Problematic Performance or Conduct and Clinical Suitability Concerns

Issues requiring due process relative to problematic performance or conduct:

An intern's behavior, attitudes and characteristics which are perceived as diminishing the quality of their service or relations to supervisors, peers and other staff or their capacity to comply with standards of appropriate behavior may be issues of substance if they rise above the level of typical behaviors seen often among trainees.

Problematic behavior, conduct, and performance shall be set to be present when the intern is unwilling and unable to acquire and integrate professional standards and interpersonal behavior, unable to acquire behavior skills on a level of acceptable competency, and unable to control personal stress that leads to dysfunctional, emotional reactions, and behavior that can disrupt professional functioning. This includes one or more of the following characteristics:

1. An intern's competence for any training objective falls below a rating of 2 at the mid point of the internship, which means that the intern's competence is still at the entry level and they require close supervision
2. The intern does not acknowledge, understand, or address an identifiable problem.
3. The problem is not just a lack of skills which can be addressed by additional training.
4. Services performed by the intern are noticeably negatively affected.
5. The problem is not narrowly confined to a single area of professional activity.
6. An inordinate amount of time is required by senior staff to deal with the issue.
7. The intern's performance is not changed in spite of remediation and retraining over a period of time.
8. The problematic behavior has potential for ethical or legal ramifications if not addressed.
9. The intern's behavior negatively impacts the public view of the agency.
10. The problematic behavior negatively impacts the intern program.

Procedures to Dealing with Problematic Conduct

1. When an intern is deemed to have problematic performance or conduct, the Training Director will immediately gather relevant data. The Training Director shall take no more than three days to gather all relevant data unless the nature of the specific circumstance requires more time.
2. After the Training Director has gathered all the relevant data, he or she then notifies the intern in writing and asks the intern to provide any statement or information relative to the problem. The intern will have one week to provide their statement in writing.

3. After receiving and reviewing the intern's written statement, the Training Director will meet with the Training Committee and other relevant senior staff as soon as possible to decide on the most appropriate process to address the problem.
4. Within one week of receipt of the intern's statement, the Training Committee may issue a probation notice indicating that all supervising staff will monitor the intern seeking positive changes in problem behavior. The notice is a written statement to the intern which includes
 - description of problematic conduct or performance
 - specific recommendations to correct the problem, which may include:
 - i. increased supervision
 - ii. alterations in the focus and format of supervision
 - iii. recommendation that intern seek counseling with a clear statement in which manner of such counseling will be used in the intern evaluation process
 - a time frame for the probation during which it is expected that the problem will be ameliorated
 - procedures to evaluate whether there have been appropriate corrections of behavior and performance
5. The Training Director then immediately discusses and reviews the probation notice with the intern.
6. The intern then has two days to accept or challenge the Training Committee's remedial recommendations and procedures. The Training Director will work closely with the intern during this process to achieve a mutually agreed upon remedial plan, which includes a timeline to correct the problem. The Training Director will inform the intern's sponsoring graduate program of the problem, the processes undertaken, and the final agreed upon remedial plan. The intern will receive a copy of the information sent to their graduate program.
7. Finally, the intern works on correcting the problem within the suggested timeframe. The Training Director and training staff, who are involved in the remedial plan, will provide the intern supervision and support as necessary.

Failure to correct the problem, shall lead to the following alternates:

1. Training Committee may continue intern probation for a certain period of time.
2. Training Committee may ask the intern to take a leave of absence from the internship until evidence of positive change is sufficient.
3. Training Committee may inform all relative parties that the intern cannot successfully complete the internship if their behavior does not change.

Termination

If the aforementioned corrective measures are unsuccessful:

1. Training Committee might choose to issue limited certification or no certification at all. If there seems no possibility of improvement, the intern and their sponsoring graduate program will be informed that the intern cannot successfully complete the internship.
2. If the Training Committee is led to the conclusion that the intern is not suited for a career in professional psychology, the Committee may offer to assist in implementing a career change for the intern.

All of the above steps shall be fully documented and implemented in ways consistent with due process procedures including opportunities for interns to initiate grievance procedures to challenge Training Committee's decisions.

Intern Challenge and Grievance Procedures

At any point the intern may challenge the Training Committee's decisions and actions and shall have one week from receipt of the Training Committee's decision to provide the Training Director with written material that might contradict the aforementioned procedures.

The Training Director will convene a panel consisting of one program supervisor chosen by the Training Director and one program supervisor selected by the intern and chaired by the Training Director. A review will be conducted in which the challenge is heard and the evidence presented. Within 15 days the panel will submit a written report to the Chief Psychologist (unless the Chief Psychologist is the Training Director, then the report will be provided to the Training Committee), including any recommendations for further action. Decisions made by the panel will be by majority vote. The intern is informed of the recommendations. Within 5 days the Chief Psychologist (or Training Director) either accepts the panel's action, rejects the action and provides an alternative, or refers the matter back to the panel for further consideration. The panel then reports back to the Chief Psychologist (or Training Committee) within 10 days. The Chief Psychologist (or Training Committee) then makes a decision regarding what action to take and that decision is final. The intern, sponsoring university, and other appropriate individuals are informed in writing of the action taken.

Formal Complaint or Grievance by Intern about a supervisor, staff member, trainee, or program

There may be situations where 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:

- Raise the issue with the supervisor, staff member, other trainee or Training Director in an effort to resolve the problem
- If the matter cannot be resolved, or it is inappropriate to raise with the other individual, the issue should be raised with the Training Director. If the Training Director is the object of the grievance, or unavailable the issue should be raised with the Chief Psychologist (or Supervising Psychologist if the Chief Psychologist is the Training Director).

- If the Training Director cannot resolve the matter, the Training Director will choose an agreeable faculty member acceptable to the Intern who will attempt to mediate the matter. Written material will be sought from both parties.
- If mediation fails, the Training Director will convene a review panel (except for complaints against staff members where the grievance procedures for that person's discipline will be followed) consisting of the Training Director, the Chief Psychologist and two supervisors of the Intern's choosing. The panel will review all written materials and have an opportunity at its discretion to interview the parties or other individuals with relevant information. The panel has final discretion regarding outcome.
- 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.

NOTE: At every step, the Training Director, Chief Psychologist or Supervising Psychologist will meet with the intern to review required procedures. The intern may accept or reject the outcome. The Training Director, Chief Psychologist or Supervising Psychologist will inform the intern's sponsoring graduate program of the complaint or grievance and the processes undertaken to ameliorate the complaint or grievance. The intern will receive a copy of the information sent to their graduate program.

Harassment Policy

The League Education and Treatment Center endorses and interns and supervisors must comply with Section 1.11 and 1.12 of the *Ethical Standards of Psychologists and Code of Conduct*, which state:

1.11 Sexual Harassment

(a) Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either: (1) is unwelcome, is offensive, or creates a hostile work place environment, and the psychologist knows or is told this; or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.

(b) Psychologists accord sexual-harassment complaints and respondent's dignity and respect. Psychologists do not participate in denying a person academic admittance or advancement, employment, tenure, or promotion, based solely upon their having made, or their being the subject of, sexual harassment charges. This does not preclude taking action based upon the outcome of such proceedings or consideration of other appropriate information.

1.12 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

Non-Discrimination Policy

Program training staff are committed to promoting justice and fairness. They do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.