

20  
25



# DC Superior Court Child Guidance Clinic INTERN HANDBOOK

H. CARL MOULTRIE I  
COURTHOUSE OF THE DISTRICT OF COLUMBIA

## Table of Contents

CGC Doctoral Internship Program Aim and Overview.....	3
DC Courts Values.....	3
CGC Doctoral Internship Program Competencies.....	4
APPIC Membership and APA Accreditation Status.....	8
Meet Our Team.....	9
Recent Intern Cohorts.....	10
Overview of DC Courts and the Child Guidance Clinic.....	11
History.....	11
Location.....	11
CGC Services.....	12
Client Population.....	12
Internship Experience.....	13
Core Curriculum.....	13
Didactic Seminars and Educational Requirements.....	14
Supervision Requirements.....	16
Telesupervision Policy.....	17
Code of Ethics.....	18
Internship Policies and Procedures.....	19
DC Courts Non-Discrimination, Fair Treatment, and Diversity Policies and Initiatives.....	19
ADA and Access.....	19
DC Courts Diversity Initiatives.....	20
CGC Diversity Values and Policies.....	20
Intern Evaluation, Retention, and Termination Policy.....	21
Requirements for Successful Completion of Internship.....	23
Administrative Matters.....	24
Maintenance of Records.....	24
Stipend, Benefits and Resources.....	24
Resources and Support.....	26
Safety and Security.....	26
Application Process and Selection Criteria.....	27
Formal Grievance Procedures for Interns.....	29
Formal Due Process Procedures for Psychology Interns.....	30
Appeal Procedures.....	31
Internship Completion and Post-Internship.....	33



## **CGC Doctoral Internship Program Aim and Overview**

The Child Guidance Clinic (CGC) internship program aims to produce well-rounded psychologists that are ready for entry-level practice who have specialized training in forensic psychology practice but can excel across a broad spectrum of professional psychology settings. While our program offers a wide range of training experiences to develop professional competencies, psychological assessment is emphasized. The overarching training goal of our program is for interns to acquire clinical assessment and intervention skills that are generalizable to multiple professional settings, as well as the specialized evaluation, intervention, and psycho-legal skills requisite for forensic practice.

Interns primarily work with adolescents involved with the juvenile justice system in Washington, DC who have been court-ordered or court-referred to CGC for clinical services. Interns conduct psychological, psychoeducational, competency for trial, psychosexual, and violence risk evaluations. Interns provide individual and group therapy as well as forensic interventions for competency attainment and sex offenses. Interns also provide treatment to forensic adult populations via a minor rotation with the U.S. Probation Office. Clinical services are provided in court, community, detention, and virtual settings. Interns also provide supervision to externs and engage in interdisciplinary consultation with attorneys and probation officers.

CGC interns' primary training setting is within DC Superior Court's juvenile pre-trial and post-disposition probation services and supervision division, the Court Social Services Division (CSSD). CSSD is located in the H. Carl Moultrie courthouse and satellite offices referred to as Balanced and Restorative Justice (BARJ) Drop-in Centers, strategically located throughout Washington, DC. Most of DC Superior Court proceedings, as well as CSSD's senior management, intake offices, and CGC, are located in this courthouse. CGC interns' primary client population are adolescents under court supervision (on probation) due to their involvement with the juvenile justice system in Washington, DC. All clients are either court-ordered or court-referred to CGC for clinical and forensic psychological services. Interns also provide services at other CSSD locations, such as BARJ centers and DC's pre-trial adolescent detention facility, Youth Services Center (YSC).

## **DC Courts Values**

DC Courts places emphasis on six identified professional values to create a culture that excels in public service while enhancing professionalism and strengthening organizational performance: accountability, excellence, fairness, integrity, respect, and transparency.

CGC's values expand upon the court's aspirations. We demonstrate them in our interactions with interns and other student trainees, colleagues, youth, families, court stakeholders, and community partners. All interns and staff have the right to be treated with courtesy and respect, and for interactions between interns and staff to remain collegial. CGC's values are:

- Accountability – Matching words with action
- Excellence – Striving for professional distinction and growth
- Fairness – Consistency and equity
- Integrity – Doing what is right in both the presence and the absence of scrutiny
- Respect – Treating others with dignity
- Transparency – Communication and clear expectations
- Courtesy – Being kind and considerate
- Collegiality – Professional comportment and respect for colleagues
- Learning – Commitment to professional growth and learning
- Diversity – Inclusivity, value, and respect for diverse people and communities



## CGC Doctoral Internship Program Competencies

The doctoral psychology internship program at CGC provides training in nine [Profession-Wide Competencies](#). By the completion of internship, interns are expected to have achieved competence in each of the nine areas and all associated behavior elements outlined below. The nine Competency areas and the behavior elements associated with each Competency area are as follows:

### Competency 1: Research

1. Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly material via professional publication or presentation.
2. Utilizes scholarly literature and other resources to inform practice with diverse clients.
3. Demonstrates ability to apply relevant research and evidence-based practices to clinical and forensic services.

### Competency 2: Ethical and Legal Standards

1. Demonstrates knowledge of and acts in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, state, local, regional, and federal levels; and
  - relevant professional standards and guidelines.
2. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve dilemmas.
3. Conducts self in an ethical manner in all professional activities.
4. Understand differences between clinical and forensic work in areas of ethical practice (e.g., confidentiality).
5. Understands the need for and ability to maintain thorough, accurate, and legible records.
6. Demonstrates knowledge of and familiarity with the current version of the APA Specialty Guidelines for Forensic Psychology.

### Competency 3: Individual and Cultural Diversity

1. Demonstrates an understanding of how intern's own personal/cultural history, attitudes, and biases may affect how intern understands and interacts with people different from themselves.
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. Integrates awareness and knowledge of individual and cultural differences in the conduct of professional roles.
4. Demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity.
5. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with intern's own.
6. Demonstrates an understanding of how particular demographic groups are disproportionately represented in the legal system (e.g., race, ethnicity, economic resources, sexual orientation).



7. Demonstrates the ability to select culturally appropriate test instruments, interpret results through a culturally sensitive lens, and understand how client divergence from an instrument's norming population may impact results and application.
8. Demonstrates understanding of how cultural backgrounds, socioeconomic factors, and community experiences can affect the lives and functioning of clients, and impact symptom presentation, diagnosis, assessment and intervention.

#### **Competency 4: Professional Values, Attitudes, and Behaviors**

1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, accountability, curiosity, openness, and concern for the welfare of others.
2. Engages in self-reflection regarding one's personal and professional functioning.
3. Engages in activities to maintain and improve performance, well-being, and professional effectiveness.
4. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
5. Responds professionally in increasingly complex situations with a greater degree of independence as he/she/they progress across levels of functioning.
6. Actively participates in scheduled appointments, training activities, and meetings consistently and on time.

#### **Competency 5: Communication and Interpersonal Skills**

1. Develops and maintains effective relationships with a wide range of individuals (e.g., colleagues, supervisors, clients, organizations, community providers).
2. Demonstrates a thorough grasp of professional language and concepts.
3. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated.
4. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
5. Produces written reports and oral conveyance of clinical work and evaluations that are easily understandable for individuals in various roles or in varying professions.

#### **Competency 6: Assessment**

1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
2. Demonstrates understanding of human behavior within its context (e.g.: family social, societal, and cultural).
3. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.
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. Interprets assessment results, follows current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.



7. Communicates the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences, orally and in written documents.
8. Communicates oral and written assessment findings with the precision required in a forensic environment (e.g., appropriate documentation).
9. Demonstrates knowledge of a wide range of clinical and forensic test instruments and assessment methods.
10. Demonstrates understanding of the utility and the drawbacks of clinical measures in a forensic setting (e.g., norm groups & settings).
11. Demonstrates awareness of and alertness to impression management.
12. Demonstrates ability to select and administer a test battery appropriate for the legal matter at hand.
13. Completes all reports within Court mandated deadlines.

#### **Competency 7: Intervention**

1. Establishes and maintains effective relationship 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 ability to apply the relevant research literature to clinical decision making.
5. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
6. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.
7. Demonstrates competence in facilitating forensic interventions such as competency attainment and sex offense treatment.
8. Demonstrates ability to understand and navigate obstacles to client participation, engagement, rapport, and disclosure in treatment.
9. Demonstrates ability to manage high-risk or crisis situations effectively and ethically.

#### **Competency 8: Supervision**

1. Applies supervision knowledge in direct or simulated practice with psychology trainees or other health professionals (Examples of direct or simulated practice supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees).
2. Applies the supervisory skill of observing direct or simulated practice.
3. Applies the supervisory skill of evaluating in direct or simulated practice.
4. Applies the supervisory skill of giving guidance and feedback in direct or simulated practice.
5. Demonstrates ability to formulate treatment plans and periodically assess client progress with supervisees.
6. Meets with supervisees regularly.

#### **Competency 9: Consultation and Interprofessional/Interdisciplinary Skills**

1. Demonstrates knowledge and respect for the roles and perspectives of other professions.
2. Applies knowledge of consultation models and practices in direct or simulated consultation within individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.
3. Demonstrates understanding of importance of third-party records and collateral interviews in





forensic evaluations.

4. Demonstrates ability to locate and review relevant third-party records and documents.
5. Demonstrates ability to effectively work with relevant court participants such as probation officers.



## **APPIC Membership and APA Accreditation Status**

The doctoral psychology internship program at CGC is an APPIC-member program (number **1747**) and abides by the policies set forth by APPIC.

**The CGC Doctoral Internship Program is accredited by the Commission on Accreditation of the American Psychological Association.** Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1<sup>st</sup> Street, NE, Washington, DC 20002  
Phone: (202) 336-5979  
E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)





## Meet Our Team



**Katara Watkins-Laws, PhD**  
Chief Psychologist  
Supervisory Psychologist



**Jennifer Christman, PsyD, ABPP-F**  
Training Director  
Supervisory Psychologist



**Malachi Richardson, PhD**  
Supervisory Psychologist  
Competency Specialist



**Jamee Carroll, PhD**  
Associate Training Director  
Supervisory Psychologist



**Daniuska Ruiz**  
Deputy Clerk  
Scheduling Coordinator



**Jennifer Snow**  
PRTF Coordinator  
Probation Liaison



## Recent Intern Cohorts

2024-2025    Bianca Bonds  
                   Leesandra Contreras-Gonzalez  
                   Tessa Smith

2021-2022    Jodie Gerson  
                   Lauren Grove  
                   Brittany McCullough

2020-2021    Angellys Gonzalez Varela  
                   Rhonda Lloyd  
                   Rachel Roberts

2023-2024    Shanika Goodspeed  
                   Garret Shelenhamer  
                   Nicole Witherspoon

2021-2022    Evan Auguste  
                   Jamee Carroll  
                   Juana Osorio Ramirez

2019-2020    LaKisha Sharp  
                   Cassandra Valerio  
                   Arely Zelaya



## Overview of DC Courts and the Child Guidance Clinic

The Superior Court was established by the United States Congress as the trial court of general jurisdiction for DDC in 1970. The Court consists of a chief judge and 61 associate judges. It is a service-oriented organization that provides efficient, impartial and accessible resolution of disputes and other legal matters. The Court Social Services Division (CSSD) was established in 1972 as part of the Superior Court's Family Court division. CSSD provides probation, specialty court, delinquency prevention, enrichment activities, and clinical services for court-involved youth and their families. CGC is the branch of CSSD that provides clinical and forensic services for youth and families.



### Learn more about DC Courts:

**Website:** <https://www.dccourts.gov/>

**YouTube channel:** <https://www.youtube.com/@DCCourtsChannel>

**Social Media:** @DC\_Courts on Instagram

## History

CGC's training program began in 1996 as an assessment rotation for the Howard University Counseling Services psychology internship program. Shortly afterward, CGC created its own internship program as well as externship programs (practicums) for assessment and therapy. CGC applied for APPIC membership in 1999. From 1999 to 2001, CGC had two funded internship positions and one unfunded position. In 2001, funding was secured for three full-time, one-year positions. CGC was awarded initial APA accreditation in 2005 and was reaccredited in 2011 and 2016.

## Location

CGC's office is located on the first floor of the Carl J. Moultrie Courthouse, which houses the DC Superior Court. Superior Court handles most legal matters that occur in the District of Columbia. It is located in Judiciary Square in downtown Washington, DC. Judiciary Square also includes the Court of Appeals, other Court auxiliary buildings, the Metropolitan Police Department's headquarters, the U.S. Attorney's Office Building, the National Law Enforcement Officers Museum, and the National Law Enforcement Officers Memorial. Judiciary Square is easily accessible by the DC Metro rail system's Judiciary Square station on the Red Line and the National Archives station on the Green and Yellow Lines.



## CGC Services

CGC provides clinical and forensic evaluations and treatment for court-involved youth and their families. Most services are court-ordered. Our services primarily consist of:

- Psychological and psychoeducational pre- and post-adjudication and disposition evaluations
- Violence risk assessments
- Psychosexual (sex offense risk) evaluations
- Competency for trial evaluations
- Neuropsychological evaluations
- Sexual Abuse Violates Everyone (SAVE), sex offense-specific treatment for juveniles
- Competency Attainment Training (CAT), competency attainment program for juveniles
- Individual and group psychotherapy
- Crisis intervention as needed

CGC also contributes to CSSD specialty courts and specialized mental health services:

- Juvenile Behavioral Diversion Program (JBDP), which serves youth with mental health concerns
- Persons in Need of Supervision (PINS) for youth with status (non-delinquent) offenses
- HOPE Court for youth with histories of or risk for commercial sexual exploitation of children (CSEC)
- Referral to youth psychiatric residential treatment facilities (PRTF)

## Client Population

The majority of youth served by CGC identify as African-American (approximately 94.5%) or Hispanic/Latino (4.5%). The youth served by CGC are typically between the ages of 12 and 18. Approximately 75% of the youth served by CGC are male and 25% are female. Youth and families served by CGC may also identify in other diverse ways, including varying sexual orientation, gender identity, language, nationality, ability, religion, family composition, income level, and more. Many of the youth served by CGC have personal histories of trauma and come from economically disadvantaged and under-resourced communities with frequent exposure to community violence and crime. Interns have exceptional and unique opportunities to provide culturally informed assessments and services to youth presenting with an array of cognitive and psychosocial problems.

The most prevalent diagnoses among CGC's youth clients include PTSD, mood and behavior disorders, neurodevelopmental disorders (e.g., ADHD, Learning Disorders, Intellectual Disability), and substance use disorders. The most common offenses committed by the youth are acts against a person (e.g., aggravated assault, assault, carjacking, robbery, murder) and acts against public order (e.g., weapon offenses).



## **Internship Experience**

### **Core Curriculum:**

#### **Assessment**

Interns' primary activity is conducting psychological evaluations at the pre- or post-adjudication or disposition phase of a youth's court proceedings. Evaluations fall into two categories: clinical (psychological, psychoeducational, adaptive functioning, neuropsychological) and forensic (competency for trial, violence risk, psychosexual/sex offense risk). At CGC, forensic evaluations are sometimes referred to as specialty evaluations because they require specialized methodology, training, and supervision. Interns conduct one evaluation per week during regular business hours.

#### **Psychotherapy**

Interns provide clinical treatment services for youth. This includes individual psychotherapy and Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) group therapy. These services typically take place during after-school hours, between 4:00 and 8:00 pm. Individual therapy is primarily provided in person at CGC, though some sessions may be provided virtually. SPARCS groups take place at satellite probation offices across the community, referred to as BARJ centers. The SPARCS program is facilitated by Dr. Watkins-Laws.

#### **Forensic Interventions**

Interns also provide forensic intervention services for youth. This includes competency attainment (restoration) through the Competency Attainment Treatment (CAT) program, and sex offense-specific treatment through the Sexual Abuse Violates Everyone (SAVE) program. Both programs include individual and group intervention components. These programs occur on Tuesdays at CGC and also take place during after-school hours. CAT and SAVE are facilitated by Dr. Richardson and Dr. Carroll.

#### **Supervision**

Interns provide clinical supervision for CGC practicum students (externs). Interns are assigned 2-3 externs at a time. Supervision activities include training externs in administration of test instruments, group and individual supervision sessions, bidirectional observations of evaluations, role-play, as-needed consults, and more. Interns receive formal training and practice exercises in supervision during Supervision & Consultation Seminars with Dr. Christman. Interns also receive supervision-of-supervision from CGC psychology staff.

#### **Consultation**

Interns participate regularly in consultation with probation officers. This includes collateral interviews as part of evaluations, check-ins for therapy clients, or clinical consultations requested by the probation officers. Interns, along with their supervisor, may also engage in consultation or collateral interviews with defense attorneys or prosecutors involved in a youth's case. Interns receive formal training in consultation during Supervision & Consultation Seminars with Dr. Christman.

#### **Minor Rotation: US Probation Office (USPO) Reentry Court (REEC)**

The USPO REEC is a specialty court program which connects returning citizens (adults on supervised release from federal prison) with community-based supports to aid their readjustment to the community. In this rotation, interns provide structured intake assessments and cognitive-behavioral individual therapy to REEC participants. These services are provided virtually.





## **Didactic Seminars and Educational Requirements**

Interns participate in at least four hours of structured learning each week, in addition to individual supervision. The learning experiences are designed to supplement the experiential curriculum and provide training focused on the requisite professional competencies, as well as specialized content specific to forensic psychology and juvenile assessment. Educational components include:

### **Monday Assessment Seminar**

CGC interns and staff attend a weekly didactic seminar that typically consists of a staff or expert guest lecturer presentation focused on an assessment topic, followed by intern case discussions or other learning exercises. Presentation topics have included:

- Juvenile competency for trial, violence risk assessment, and psychosexual evaluations
- Artificial intelligence (A.I.) and forensic psychology
- Assessing autism in Black youth
- Psychological evaluations for asylum applicants
- Juvenile forensic bilingual (Spanish/English) evaluations
- Cultural and linguistic considerations when evaluating Deaf and Hard of Hearing clients

### **Thursday Integrative Seminar**

CGC interns, externs, and staff attend a weekly seminar that consists of a speaker presentation on clinical topics, followed by group supervision. Presenters include CGC staff as well as external guest lecturers and expert consultants. Presentation topics have included:

- Commercial Sexual Exploitation of Children (CSEC)
- Developing a forensic private practice
- The field of psychology's contribution to racial trauma
- Women's issues in forensics
- Clinical and forensic work with LGBTQ+ clients
- Dialectical Behavior Therapy (DBT)

### **Forensic Seminar**

This seminar is facilitated once a month by Dr. Christman, a board-certified forensic psychologist. It covers forensic psychology and legal topics that are important for high-quality forensic practice but not commonly covered in graduate program classes or elsewhere in CGC's curriculum. Topics have included:

- Interactive case law learning exercises
- Introduction to the legal system and Federal Rules of Evidence
- Juvenile waiver/transfer evaluations
- Voir dire, expert testimony, and ex parte evaluations

### **Supervision & Consultation Seminar**

This seminar is also facilitated by Dr. Christman once a month. It consists of formalized training and practice exercises in supervision and consultation. Topics have included:

- Forensic supervision
- Assessment supervision
- Sample exercises: remediation plans, supervision contracts, and APPI reviews



## **Training Meetings**

Interns meet with the Training Director (hereafter referred to as TD) and Associate Training Director (ATD) on a regular basis to review any training-related issues, questions, or agenda items that may come up. These meetings can also include professional development topics such as applying for postdoctoral positions or jobs, and the licensure process.

## **Psychopharmacology Seminar**

This seminar is facilitated by board-certified psychiatrist Dr. Susan Theut on a monthly basis. There are seven seminars per year. Seminars consist of presentations by Dr. Theut about particular classes of medications and case presentations by interns regarding youth clients.

## **Annual Forensic Assessment Conference**

CGC interns and staff travel to a conference that is focused on forensic psychology and assessment, typically an American Academy of Forensic Psychology (AAFP) workshop or American Psychology-Law Society (AP-LS).

## **Annual Mock Trial**

CGC partners with DC's Public Defender Service (PDS), the Office of the Attorney General (OAG), local law school programs, and a Superior Court judge each year to create a mock trial event. The trial centers on a real-life evaluation completed by CGC. Interns engage in trial preparation with CGC staff and assigned attorneys. Interns then testify in a Superior Court courtroom before a Judge who specializes in mental health law. Direct and cross examinations are performed by law school students, which serves as a learning experience for them as well.

## **Annual EPPP Seminar**

Interns attend a seminar with CGC staff members about the EPPP exam (national licensing exam).





## Supervision Requirements

Each intern is assigned a primary supervisor, who is a licensed doctoral CGC staff psychologist. Supervisors utilize an integrative approach that emphasizes developmental and cultural components and considers interns' skills, interests, and growth edges. The primary supervisor is fundamentally responsible for the intern's clinical training and professional development, has an ongoing supervisory relationship with the intern throughout the year, and has primary professional responsibility for the cases on which supervision is provided. This supervisor completes the mid-year and end-of-year evaluations for the intern and serves as the primary point of contact for the intern. Interns also work with other CGC psychologists based on clinical tasks and training matters. The entire CGC staff is active in the training program and interns are encouraged to seek out consultation with other supervisors. Interns are recommended to keep logs of their supervision and clinical hours throughout the year which detail the date and amount obtained.

Interns receive at least four hours of supervision per week which includes but is not limited to:

- Two or more hours of weekly, scheduled individual supervision with the intern's primary supervisor dedicated to ongoing cases, evaluations, and report review as well as therapy, extern supervision, and other matters as needed.
- One or more hours of weekly, scheduled group supervision.
- One or more hours of weekly, scheduled supervision for SAVE and CAT.

Supervisors are available beyond these hours as needed. In order to ensure quality of supervision, the TD has regular training meetings with the interns which, among other topics, review with the interns regarding supervision at a minimum of twice per year, and at any other time during the year as needed. Any concerns are noted and addressed as soon as possible.



## Telesupervision Policy

Telesupervision is defined as clinical supervision that is provided via an electronic communication device, in real-time, via audio and/or video rather than in person. Supervision at CGC between interns and their primary supervisors takes place in person, especially in the beginning stages of the supervisory relationship. In the event that an intern and/or supervisor is unable to attend the scheduled supervision session, the intern and supervisor will first attempt to reschedule for a different day or time in person during the same week. All interns and supervisors are afforded the opportunity to utilize telesupervision as an alternative form of supervision when in-person supervision is unavailable, not practical, or not safe, such as health events, life events, travel, or other extenuating circumstances. Telesupervision is permitted under these circumstances to promote consistency in the intern's training experiences and supervisor access, facilitates the supervisory relationship, ensures that the supervisor maintains full oversight and professional responsibility for the intern's cases, and allows for continuation for high-quality training, even in extenuating circumstances. In these ways, it is consistent with our training aims.

During telesupervision sessions, both the intern and supervisor must be in a setting in which privacy and confidentiality can be assured, whether this be in the office or at home. A HIPAA-compliant teleconferencing platform will be used in order to protect intern and client privacy and confidentiality. DC Courts' Microsoft Teams accounts are preferred but another platform may be used as long as the account is HIPAA-compliant (e.g., has a BAA) and both the intern and supervisor are comfortable with its use and can access its required technology. Education and training on telesupervision or providing virtual services can be made available to all interns and staff as needed.

Interns are welcome to reach out to supervisors for consultation outside of their regularly-scheduled sessions. Supervisors can be reached by email, phone, text, or video call. It will be at the supervisor's discretion whether to proceed with the consultation via phone or video. If in-person consultation or crisis coverage is needed by the intern, the intern can consult with another supervisor on site, while keeping their off-site primary supervisor abreast of the situation.

We encourage supervisors to check in on how interns experience telesupervision. We work to ameliorate any drawbacks of telesupervision by discussing any challenges of the format with interns and working to identify strategies for maximizing what can be done via this format, such as discussing miscommunication, environmental distractions, technology failures, lack of dedicated workspace, or other challenges. We work to set clear expectations and learning objectives at supervision outset and regularly check in on these throughout the supervisory relationship. Interns will continue to receive ongoing formative feedback as well as summative feedback to ensure they are progressing.



## Code of Ethics

CGC and its staff abide by the APA Ethical Principles and Code of Conduct, the APA Specialty Guidelines for Forensic Psychology, and all relevant regulations governing the field of psychology. As staff members at CGC and psychologists-in-training, interns too are expected to abide by these principles and regulations. Further information may be found at the following links:

- APA Ethical Principles and Code of Conduct: <http://www.apa.org/ethics/code/>
- APA Specialty Guidelines for Forensic Psychology  
<https://www.apa.org/practice/guidelines/forensic-psychology>



## Internship Policies and Procedures

### DC Courts Non-Discrimination, Fair Treatment, and Diversity Policies and Initiatives

**DC Courts' Equal Employment Opportunity Policy:** It is the policy of the District of Columbia Courts to provide equal employment opportunity for all persons; to prohibit discrimination in employment on account of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, political affiliation, status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking, or credit information of any individual; and to promote the full realization of equal employment opportunity by establishing and maintaining an affirmative action program with respect to the personnel policies and practices in the employment, development, advancement, and treatment of its employees.

**DC Courts' Fair Treatment Policies:** DC Courts has a zero tolerance policy for discrimination, sexual harassment, and/or bullying.

**DC Courts' Accommodations for Individuals With Disabilities Policy:** The District of Columbia Courts is committed to ensuring that employees and job applicants with disabilities have full access to their rights in the workplace. It is the policy of the District of Columbia Courts to provide reasonable accommodations in accordance with applicable law to employees or job applicants who are qualified individuals with a disability under the Americans with Disabilities Act, to do so would impose an undue hardship on the operation of the Courts.

### ADA and Access

All CGC and intern facilities are ADA-compliant. This includes CGC's office wing, the courthouse itself, court satellite offices, and youth detention center. If an intern requires accommodations or supports not already provided for through compliance with law and regulation, they can coordinate with DC Courts' ADA Coordinator for the accommodations they need. DC Courts also has the Office of Court Interpreting Services (OCIS) which provides interpreting service in over 50 languages for CGC and court staff and clients. Interns can bring necessary supports or accommodations, such as interpreters, with them to any location in which internship duties or services are provided, including the youth detention center.

For additional information on ADA access and other supports available at DC Courts, please review: <https://www.dccourts.gov/services/language-access-services> for Language Access Services and the Office of Court Interpreting Services (OCIS); and <https://www.dccourts.gov/contact-us> for information on Access, Wheelchair Accessibility, Website Accessibility, DC Relay Service and Assistive Listening Devices, Architectural Features, Mobility Devices, Service Animals, and contact information for DC Courts' ADA Coordinator.

### Intern ADA Accommodations

If an intern is in need of accommodations, the intern should inform CGC's Training Director (TD) that they would like to request accommodations. The intern does not need to disclose to the TD *what* their qualifying condition is, only that they are *seeking* accommodations. The TD will then directly connect the intern to DC Courts' ADA Coordinator. The intern and ADA Coordinator will confidentially discuss the requested accommodations and necessary documentation. Once the ADA Coordinator approves the accommodations, the ADA Coordinator will inform the TD and Chief Psychologist which accommodations the intern is approved for (e.g., specialized devices, work adjustments). The ADA Coordinator does not disclose *what* the intern's qualifying condition is, only what accommodations the intern is entitled to. The TD will then assist with implementing the accommodations.



## DC Courts Diversity Initiatives

The Court hosts DEI events that interns can attend, such as a Women's History Month Lunch & Learn and the Blueprint for Racial Justice Webinar. DC Courts employees can serve on DEI committees such as the AAPI Committee and the Black History Month Celebration Committee. DC Courts has established a Racial Equity Initiative and an Advisory Committee for education, training, events, and initiatives promoting racial equity. DC Courts' Human Resources division has an Equal Employment Opportunity Office which works to promote diversity and inclusiveness and ensure barriers to equal employment opportunities are eliminated.

## CGC Diversity Values and Policies

Beyond court policy, diversity is a fundamental component of CGC's training program, workplace, and staff. We offer an inclusive and supportive work and training environment that welcomes everyone and values diverse participants. Interns receive specific knowledge, skills, competencies, experience, mentorship, and support related to diversity, equity, and inclusion:

- Our curriculum includes didactics, seminars, and readings that support acquisition of skills and knowledge related to intersectionality and diverse people, families, and communities; and amplify the voices of diverse experts.
- Interns receive exceptional and unique training and experience in clinical work with diverse populations (e.g., CGC's youth; rotation at a historically Black college/university), providing culturally appropriate clinical services, and recognizing how individual and cultural diversity impact psychological processes, service delivery, and professional practice.
- Interns receive supervision and mentorship from a training faculty that is diverse in ethnicity and culture, gender, sexual orientation, age, and ability.
- Interns work within a larger organization that features diverse leadership and interdisciplinary colleagues.
- Interns will have access to a mentorship program matching interns with CGC internship alumni who share similar personal and cultural identities.
- Our active recruitment of diverse interns and externs results in training cohorts comprised of students with differing experiences, identities, backgrounds, abilities, and interests.
- CGC has published several articles regarding original research we have conducted on diversity-related testing variables, and our findings shape and inform our testing practices. Interns have access to these articles, data, and findings.
- We provide many accommodations for interns with differing abilities and needs including accessible facilities, assistive technology, interpreter services, and DC Courts' own ADA Coordinator who can work one-on-one with interns.
- We welcome international students and can provide relevant documentation for curricular practical training (CPT) authorization from international student offices.



## **Intern Evaluation, Retention, and Termination Policies**

### **Intern Evaluation and Retention**

Through mutual feedback and reflection, staff and interns offer each other perspectives that can help inform professional practice and development. Interns' performance and the training program itself are evaluated on a regular basis. At the beginning of the year, interns collaborate with supervisors to discuss their strengths, growth edges, training goals, and professional interests.

Our program approaches intern evaluation from a developmental perspective. This includes:

- a. recognizing and building upon strengths and interests
- b. identifying areas for growth and strategies for facilitating such growth
- c. encouraging frequent feedback
- d. viewing evaluation and feedback as a component of the overarching learning process
- e. approaching difficulties and growth edges as learning opportunities
- f. viewing professional development as an ongoing process.

Evaluation of interns at CGC is both a formal (written) and informal process. Informal feedback occurs throughout the year as interns and staff share perspectives and suggestions. Feedback mechanisms include supervision, case presentations, group supervision, and meetings with the TD.

Formal, written evaluations of interns occur twice a year, once at mid-year (January) and once at the end of the training year. Interns are evaluated via the CGC Biannual Intern Performance Evaluation form. The Biannual Evaluation form evaluates interns on the nine [Profession-Wide Competencies](#) and associated behavioral elements (see p. 4-7). Interns are observed by their supervisor at least once during each evaluation period. Formal evaluations also serve to track and confirm interns' acquisition of skills and competencies, ascertain interns' growth edges, and/or identify failure to meet expectations. Biannual Evaluation forms are reviewed and signed by the intern, supervisor, and TD and then added to the intern's file. Interns are also encouraged to complete an informal self-evaluation at the quarter-year mark to assess their strengths, areas for growth, and professional development, as well as better familiarize themselves with the competencies, behavioral elements, and evaluation process.

Evaluation and feedback processes at CGC are bidirectional. Interns provide formal feedback about the program to the TD, at minimum, twice a year using group and individual formats. At the mid-year point, the TD facilitates one formal group feedback session with all interns, followed by an individual feedback session with each intern. At the end of the year, the TD facilitates one formal group feedback session with all interns, followed by a formal exit interview with each intern. Interns also meet with the TD weekly throughout the year which facilitates continuous, informal feedback about the program. After graduation, and again at the one-year mark post-graduation, interns are asked to complete a feedback survey regarding how well CGC's program prepared them for professional practice.

As with any professional interaction, staff and interns are expected to consider feedback and make appropriate adjustments. If difficulties or problems emerge and are not resolved through these interactions, then either party may refer the matter for problem resolution or administrative review (see Due Process and Grievance Procedures).



### Minimum Levels of Achievement

The Minimum Levels of Achievement (MLAs) for interns are specified on the CGC Biannual Intern Performance Evaluations, which rate interns' progress in the nine [Profession-Wide Competencies](#) and associated behavioral elements (p. 4-7).

Interns receive a score of 1-5 in accordance with the below rating scale and criteria, on each [behavior element](#). Each Competency area has a [Score Average](#), which is the mean of the [behavior element](#) scores in that Competency area. There is also an [Overall Rating](#) at the end, which is the mean of the Competency areas' [Score Averages](#). Rating scale:

**5 - Superior:** Skills comparable to a postdoctoral fellow or licensed psychologist.

**4 - Above Average:** Expected rating at completion of internship. Skills show readiness for entry-level practice (postdoctoral program or pre-license supervision year), which includes the ability to independently function in a broad range of clinical and professional activities, the ability to generalize skills and knowledge to new situations, and the ability to self-assess when to seek additional training, supervision, or consultation.

**3 - Average:** Common rating throughout internship. Intern shows ability to respond professionally to increasingly complex situations with a greater degree of independence.

**2 - Below Average:** Skills below expected level for internship. Skills comparable to practicum-level student.

**1 - Poor:** Remediation is needed.

For the Mid-Year rating period (beginning of internship to January), the MLAs are:

- The [Score Average](#) for at least six of the nine Competency areas is rated a 3 (*Average*) or higher.
- No Competency area has a [Score Average](#) rated a 1 (*Poor*).
- No more than one [element](#) per Competency Area is rated a 1 (*Poor*).
- The [Overall Rating](#) is rated a 3 (*Average*) or higher.

For the End of Year rating period (January to end of internship), the MLAs are:

- The [Score Average](#) for each of the nine Competency areas is rated a 4 (*Above Average*) or higher.
- No [element](#) in any Competency area is rated a 1 (*Poor*) or 2 (*Below Average*).
- The [Overall Rating](#) is rated a 4 (*Above Average*) or higher.

Failure to achieve the above stated MLAs will initiate Due Process.

Feedback to the interns' home doctoral program can be provided at the midpoint and the end of the internship year through a copy of the intern's biannual evaluation. If successful completion of the program comes into question 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 grievance by a supervisor or an inadequate rating on an evaluation, the intern's home doctoral program also will be contacted within 30 days. This contact is intended to ensure that the home doctoral program, which also has a vested interest in the interns' progress, is kept engaged in order to support an intern who may be having difficulties during the internship year. The home doctoral program is notified of any further action that may be taken by CGC as a result of the Due Process procedures, up to and including termination from the program.





## **Requirements for Successful Completion of Internship**

Interns must complete 2000 hours of training during the internship year and must meet the MLAs indicated on the Biannual Evaluations. Meeting the 2000 hours requirement and obtaining sufficient ratings on all evaluations demonstrates that the intern has progressed satisfactorily through and completed the internship program. At the end of the training year, each intern receives formal documentation of their activities and a completion certificate. Interns' home doctoral programs are contacted within 30 days of internship completion and informed that the intern has completed the internship successfully.



## **Administrative Matters**

Regular CGC operating hours are 9:00 am to 5:00 pm Monday through Friday with a one-hour break for lunch. In addition, our work with adolescents necessitates some of our services to take place during the after-school hours of 4:00 - 8:00 pm. This occurs on Tuesdays for CAT and SAVE, as well as for individual therapy. Interns are able to accommodate the extended hours on these late days by flexing their time earlier that day, such as coming in later or taking a longer lunch.

Interns work five, 8-hour days per week. Interns work four in-office days and one virtual day. Clinical duties and supervision occur Monday through Thursday. Fridays are typically unscheduled days used to complete report writing or other administrative duties. The TD is responsible for the administrative aspects of the training program such as the APPIC Match process and day-to-day trainee operations. Interns report to their primary supervisors for routine administrative issues such as sick leave and clinical assignments.

Interns attend multiple orientation events during the first two weeks of internship. During the first week, interns attend a brief orientation with Human Resources, meet CGC staff, tour the office, and other administrative procedures. Two days that week are also spent at an all-trainee (intern and extern) Orientation event. An overview of CGC trainees' experiences, duties, and responsibilities is provided. Students participate in a tour of YSC and a BARJ unit. Training on psychological test measures, report writing, and supervision is provided. Interns learn about DC Courts, CSSD, court stakeholders, and community partners. Guest speakers include supervisory probation officers, a Superior Court Judge, representatives from the Office of the Attorney General and the Public Defender Service, and more. The second week of internship is dedicated to further intern-specific training matters.

## **Maintenance of Records**

Each intern has a personnel file which includes documents such as the intern's application, match letter, biannual evaluations, grievances, disciplinary action, and any formal correspondence with the intern's graduate program. Upon completion of the internship, a copy of the intern's certificate of completion and hours verification document is kept in their file. Intern records are kept permanently. A hard copy of the personnel file is kept in a secure, locked location accessible only to the TD and Chief Psychologist. An electronic copy of the file is kept in a secure digital location accessible only to the TD and the Chief.

## **Stipend, Benefits, and Resources**

Interns are offered a 1-year, temporary full-time position. Employment is dependent on verification of academic credentials and successful clearance of DC Courts' required background checks. DC Courts employees receive annual salaries in accordance with the U.S. Office of Personnel Management's annual General Schedule (GS). The amount increases each year to accommodate cost-of-living increases. DC Courts employees also qualify for a Locality Pay increase. Interns' stipends are also dictated by the GS schedule and thereby commensurate with other employees at the same Grade and Step (3 and 8, respectively). Find the GS schedule for the DC Metro area for 2024 at <https://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/salary-tables/pdf/2024/DCB.pdf>. Interns receive their stipend via biweekly direct deposits. On the first day of internship, interns attend a brief orientation event with Human Resources to set up their direct deposits and payroll-related databases.

DC Courts has many positions subject to annual (12-month) turnover, such as law clerks and judicial assistants. In order to qualify for employee benefits, such as health insurance, DC Courts employees are required to have a term of employment of 13 months or longer. Unfortunately, interns' 12-month term of employment means they are not eligible for employee benefits. Interns do, however, have other fringe benefits. These include:



- On-site, discounted child care. The DC Courts Child Care Center is for children between the ages of 2 ½ and 12. DC Courts employees are entitled to 25 drop-in days per year, as well daily child care at a significantly discounted daily rate. Child care is free to the public (e.g., jurors).
- DC Court's Commuter Option Program which reduces, and in some cases eliminates, the cost of commuting to work via public transit. Employees receive direct deposited amounts per month to subsidize costs.
- Access to the DC Courts Fitness Center, an employees-only gym.
- The WOW Health & Wellness Program, DC Courts' wellness initiative that provides education and resources to support employees' physical and mental health. This includes in-person, on-site yoga classes and virtual meditation sessions.
- Federal Employee Assistance Program (EAP) which provides support for employee wellness including referrals for counseling, assessments, financial & legal advisement, a 24-hour toll-free helpline, health & wellness webinars, and more.
- Preventative health measures such as free on-site flu vaccines and COVID-19 boosters.
- An ADA Coordinator who works individually with employees to ensure all disability or accessibility needs are met.
- Custom DC Courts logo wear.
- Professional development time, and dissertation release time.
- High-level trainings such as a 1-hour, in-depth active shooter training facilitated by DC Court and U.S. Marshals security specialists. This training is not available to the public.
- Federal holidays: CGC has developed an internal administrative mechanism for interns' federal holidays, which interns will learn more about during their orientation events.

DC is also a city that prioritizes free or low-cost activities and entertainment, such as free admission to world-class museums, federal buildings, and monuments, free photography and graphic design classes by Apple at the Carnegie Library, and more.



## Resources and Support

CGC provides interns with a wide breadth of resources. Each intern has their own fully-furnished office with a computer, internet access, a telephone, and a locking file cabinet. These offices are quiet, self-contained, and appropriate for client service provision. Interns also have their own confidential DC Courts email account, telephone extension, confidential voicemail, and access to internal records databases and secure servers. CGC's main office provides other resources for interns such as a copier, scanner, printer, office supplies, white noise machines, and snacks and toys for teens. Interns' offices are adjacent to each other and located along the main office hallway where most staff members' offices are.

CGC support staff includes two Deputy Clerks and one Probation Officer, who serves as a Probation Liaison and a Psychiatric Residential Treatment Facility (PRTF) Coordinator. Deputy Clerks function as administrative assistants and court liaisons, coordinate evaluation scheduling, maintain evaluation files and records, and receive and assist youth and families upon their arrival to CGC. One Deputy Clerk is bilingual (Spanish/English). Interns can consult with our PRTF/probation liaison for recommendations regarding aftercare, inpatient psychiatric care, and residential placement as well as acquisition of non-court records (e.g., school or hospital records). Interns have access to other court resources, such as the IT HelpDesk, Court Security Officers, court interpreter services, and the court's ADA Coordinator.

DC Courts employees have access to certain court databases and record repositories. These include CourtView and TAPS for court records, CGC's L Drive for youth records, and QuickTime for timesheets. Interns receive tutorials on these computer systems within their first two weeks of internship. In the event that an intern needs technological support, the IT HelpDesk number is (202) 879-1928.

Interns have access to CGC's extensive library of test materials which includes over 100 tests and related protocols, materials, manuals, and scoring systems. Interns maintain their own test kits in their offices for their most frequently used instruments. Most scoring is completed online but there is a shared computer in the main office that is dedicated to software-based scoring. Interns are provided with logins for CGC's scoring accounts. There are various group rooms available for special meetings, including a conference room equipped with a large screen for teleconferencing, and a kitchen for storing and preparing food.

## Safety and Security

All DC Courts facilities are secured by the United States Marshals Service, through the assistance of Court Security Officers (CSO). Every point of entry to DC Courts' facilities requires either employee identification badge access (which interns have) or passing through a security station. Every person entering any of DC Courts' facilities is subject to search. Dangerous items are prohibited and confiscated. There are closed-circuit television (CCTV) surveillance cameras on all floors monitored by the CSOs. During orientation to DC Courts, the interns are provided general safety instructions and emergency numbers to contact court security. Interns can attend a court-wide employee active shooter training during their training year and receive briefings on procedures in the case of an emergency. Every office has a panic button installed under the desk. Interns' personal items and professional materials can be locked and secured in their office via a key. Clients are never left unattended or unsupervised at CGC. When clinical services are being provided, there will always be a staff member on-site to assist in the event of an emergency or other issue. The youth detention center (YSC) has its own set of heightened security procedures and restrictions. Information regarding YSC procedures and policies is distributed to interns during orientation each year.



## Application Process and Selection Criteria

CGC welcomes internship applicants from all backgrounds, and does not discriminate in selection, training, retention, or evaluation on the basis of any individual characteristics which are not relevant to success as a psychology intern such as age, ethnicity, race, sex, gender, sexual orientation, religious or philosophical affiliation, class, disability, nationality, citizenship, language, etc. CGC avoids actions, policies, or procedures that may restrict access to our program for reasons irrelevant to success in training.

Diversity in our faculty and trainees at all levels is an integral part of our program. Thus, we prioritize recruitment of diverse interns from a range of cultural and personal backgrounds, as well as applicants with experience or a strong interest in working with clients from diverse individual, cultural, and community backgrounds. We recruit from and maintain partnerships with institutions that serve diverse student populations and we recruit applicants from diverse and intersectional psychology, student, and professional organizations (e.g., Association of Black Psychologists, APA Minority Fellowship Program).

Applicants are individually evaluated in terms of quality of previous training, practicum experiences, and fit with the internship. We have explicit guidelines for rating applicants, have created a scoring rubric that centers on qualities we most value, and a holistic view of applications that appreciate all aspects of a candidate's background – not just publications and clinical experiences, but also volunteer work, advocacy, lived experiences; looking at the applicant's CV and personal essays for demonstration of a commitment to diversity in academic or work activities, such as research topics or membership with diverse-serving student organizations.

There are a few firm prerequisites for applying to our internship program:

1. Applicants must be enrolled in a doctoral clinical, counseling, or school psychology graduate program at an APA-accredited institution.
2. Applicants must have all formal coursework and comprehensive exams completed prior to beginning internship.
3. Applicants must confirm formal approval of their dissertation proposal by the ranking deadline.
4. Applicants must have completed two years of practicum training.
5. Applicants must have accumulated 100 or more assessment hours.
6. Applicants must have completed ten (10) or more integrative assessments. APPIC defines an integrated assessment as including 1. a history, 2. an interview, and 3. at least two tests from one or more of the following categories: a. personality assessments (objective, self-report, and/or projective), b. intellectual assessment, c. cognitive assessment, d. and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client.
7. Applicants must be a U.S. Citizen, an individual lawfully admitted for permanent residency, or authorized by the U.S. Citizenship and Immigration Service to work in the U.S.

All DC Court employees, including interns, must also pass a Court-required criminal background check. Interns complete fingerprinting, a Criminal History Request form which authorizes review of adult arrest records and forfeitures for the past ten years, and a Child Protection Register (CPR) check form from the intern's state of residence to establish if the intern has a record of substantiated abuse or neglect of a child. Failure to pass these checks will result in the intern not being permitted to proceed at CGC.

In addition to these requirements, we generally seek interns who:

1. Have experience and skill in psychological assessment with relevant populations, particularly adolescents;



2. Have experience and skill in writing integrated reports;
3. Demonstrate sustained interest in, and readiness for, clinical work with culturally diverse individuals and communities;
4. Have skills and sensitivity regarding multicultural issues;
5. Demonstrate interest and ability in our core domains (e.g., assessment, forensic psychology);
6. Demonstrate enough experience and/or skill to work effectively with challenging clients (with supervisory support);
7. Demonstrate maturity, professionalism (e.g., able to meet deadlines), and a commitment to learning and ongoing professional development.

The selection process involves several stages. Applicants submit an APPIC Application for Psychology Internships (AAPI) and a de-identified integrated assessment report and a treatment summary write-up by the Application Deadline (**the second Friday in November**) via the APPIC website using APPIC code **1747**. Applications are carefully reviewed by CGC training staff. Applicants are notified by email on or before December 15 whether they have been selected for interview. Interviews take place in January.

### **Application Components**

Applications are accepted using the AAPI online process, including the following components:

1. Cover letter, which should describe your interest and readiness for our internship program
2. A current Curriculum Vitae
3. A graduate program transcript
4. A de-identified integrated assessment report (e.g., an integrated report for an evaluation that included administration of multiple psychological assessment measures and clinical interviewing; a juvenile and/or forensic report is preferable but not required)
5. A written, de-identified treatment summary (e.g., discharge summary, treatment plan)

The interview process is conducted over Zoom and consists of two parts:

- Part 1: A virtual Welcome Session. This includes a meet-and-greet with CGC staff, a Q&A with current interns, an overview of intern training experiences, virtual viewing of CGC facilities, and an overview of life in the Nation's Capital. This is typically 1.5 to 2 hours long. Applicants attend this session prior to their interview.
- Part 2: Applicants participate in an approximately 1-hour individual interview with CGC psychology training staff.

Interviewees are rated on a number of pre-established criteria, such as assessment and therapy experience, ethics, and cultural competence. Ranks are submitted via the National Matching System in accordance with APPIC deadlines and processes. Within 1 week of matching with CGC, the intern and the TD of the intern's home program will receive a written internship appointment agreement letter detailing the internship start and end dates, stipend, and other matters of note.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.



## Formal Grievance Procedures for Interns

We encourage interns and staff to discuss and resolve conflicts informally. If this cannot occur, this document was created to provide a formal mechanism for interns to resolve the issue.

### Introduction

Disputes should be resolved quickly, equitably, and with a clear set of standards to which all involved parties are held accountable. The procedures below are to be implemented by the psychology interns, when relevant, during their tenure at CGC.

### Definition

A grievance is a dispute involving a psychology intern during their employment with CGC. This dispute may relate to disagreements or complaints by an intern about a staff member, another trainee, or the program itself.

### Steps for Grievance Resolution

**Step 1:** As it is felt that face-to-face discussion is the most effective way of handling differences, interns that have concerns about their training experience(s), supervision, or other work-related matters should, whenever possible, first discuss those concerns informally with the individual directly involved. If the intern does not feel comfortable doing so, they may seek guidance, raise the matter informally with their primary supervisor, and/or consult with the TD. In the event of an issue with the TD, the concern can be brought to the Chief instead. If, after informal discussion and resolution, the problem continues, the intern should proceed to step 2.

**Step 2:** If informal discussion and resolution proves unsatisfactory, the matter should be submitted in writing by the intern to the TD. The TD will meet with the intern and the individual against whom the grievance is issued, either separately or together, within 5 business days of the written complaint. If the dispute involves an individual from another professional discipline, that discipline's supervisor will be requested to join in the process. The plan for resolution will be established in the meeting(s) and will be implemented within 10 business days of the intern initially coming forward formally with a complaint. This step is intended to be more formal than Step 1, but serves as consultation with administration. It is not considered remediation.

**Step 3:** If the intern feels that the matter still has not been addressed satisfactorily, the intern may submit a formal grievance, which is a formal written explanation of the concerns. The grievance will be submitted to the Training Committee, which is comprised of all psychologist supervisors at CGC. Upon submission of the formal grievance, the Director of Clinical Training at the intern's school will be notified of the issue in writing, and a discussion of the matter with that person and CGC's TD will take place. Copies of written materials relevant to the intern's concerns may be provided to the school. The Training Committee will review the submitted written materials and schedule a time within 10 business days of receipt of the written complaint to hear the concerns of the intern directly. The input of the intern's home program's Director of Clinical Training will be included in the Committee's deliberation. The Committee's decision will be by majority vote.

If a CGC supervisor(s) is involved in the grievance, the supervisor(s) will recuse themselves from any vote of the Committee. If the TD is the supervisor in the grievance, the Chief will oversee the grievance process and will function as a tie-breaker if need be. The intern will be informed, in writing, of the Committee's decision within 10 business days of the meeting.





## **Formal Due Process Procedures for Psychology Interns**

### **Performance Issues, Probation, and Termination Procedures**

Performance issues may relate to matters of competency, knowledge, or behavior that affect the intern's ability to successfully meet the minimum levels of achievement and requirements of the internship program. When performance issues arise, these matters will first be addressed informally by the intern's primary supervisor in individual supervision in a timely manner. The supervisor may seek consultation with the Training Committee, as needed.

If a performance issue rises to a level that significantly affects the quality of clinical work or jeopardizes the intern's capacity to successfully meet the minimum levels of achievement established for the internship program, if the primary supervisor's efforts to work with the intern during supervision are not successful, or if the recommendations made by the Training Committee prove unsuccessful, the supervisor and intern will develop a formal written plan for remediating the issue, with a timeline for improvement. The written remediation plan will be developed within 10 business days of the issue being raised formally and will state:

- The nature of the problem;
- The previous attempts at resolving the issue;
- A clearly stated plan for assessing the desired improvement;
- The date by which these goals will be met; and,
- The consequences for not meeting these goals.

The TD may be called in to help the supervisor and intern develop the written remediation plan. This plan will be signed by both the intern and the supervisor, submitted to the TD, and placed in the intern's personnel file. A copy of this signed plan will be provided to the intern.

A meeting will be held by the deadline of the written remediation plan to assess whether the goals have been met. If this plan is not adhered to or the goals are not met within the time period specified, the Director of Clinical Training at the student's home doctoral program will be contacted by the CGC TD within 10 business days of determining the remediation plan has not been successful.

Discussion will include possible further suggestions for remediation or potential disciplinary action. The Training Committee will also hold a meeting to discuss the matter further. The intern will be notified of the date of the meeting. Disciplinary action may be taken as a result of the Committee meeting in the form of the intern being placed on probation. Such a decision will be made by majority vote of the Committee. If probation is determined to be warranted, the intern will be notified in writing within 10 business days of the Committee meeting as to the reasons for and conditions of said probation, along with the remedial actions needing to be taken in order for the probationary period to be successfully terminated and the time period by which the probationary status will be reviewed. The Director of Clinical Training of the intern's school will be notified of the outcome of the meeting within 10 business days of the Committee meeting. The home doctoral program may be provided a copy of written materials relevant to the matter.

The intern can be removed from probationary status by a majority vote of the Training Committee, once the intern is deemed to have made sufficient progress in meeting the goals of the remediation plan. Probationary status will be reviewed on a monthly basis by the Committee. If the intern is not making sufficient progress to anticipate successful completion of the internship program, the intern will be formally notified at the earliest possible time, as will the Director of Clinical Training at the intern's home



doctoral program. Any decision regarding probationary status will be made following a period of ongoing discussion and feedback concerning progress on the remediation plan, between the supervisor, the intern, and that intern's school.

If the problem is not resolved after remediation and probation procedures are implemented, termination from the internship program is possible as determined by majority vote of the Training Committee. The TD and the Training Committee may choose to seek counsel from professional organizations (e.g., APA, APPIC), the student's Director of Clinical Training at their home doctoral program, and/or legal counsel. The intern will be notified in advance if termination is being considered by the Training Committee. The intern will be given a chance to provide a written statement to the Committee in advance of such discussion, as well as engage in the appeal procedures as outlined below. If a decision is made to terminate the intern from the internship program, the intern has a right to appeal that decision using the methods outlined below.

### **Appeal Procedures**

The intern can appeal any decision of the Due Process Procedures. To initiate the appeal process, the intern must submit a written letter of appeal to the TD within 10 business days of the unsatisfactory outcome. Within 10 business days of submission of the appeal, a hearing will occur which would involve the TD and the intern's primary supervisor, if other than the TD. If the TD is the intern's primary supervisor, the hearing will involve the TD and the Chief.

If the intern requests to appeal the decision again, the intern may do so in writing within 10 business days to the Chief, whose decision will be final. The final decision will be delivered in writing within 10 business days of receipt of the appeal and will be kept in the intern's personnel file.

### **Unethical or Illegal Behavior**

If an intern is found to be engaging in unethical or illegal behavior, the matter is to be reported to the TD immediately. This is to be the professional responsibility of any person in the workplace making such a finding.

If the infraction is thought to be minor or does not affect the intern's clinical services, the matter may be handled in the form of a discussion between the intern, the primary supervisor(s), and the TD. If the infraction is thought to be of a more serious nature, the matter will be heard before an emergency meeting of the Training Committee. The TD and the Committee may choose to seek the counsel of professional organizations (e.g., APA, APPIC), the student's Director of Training of their home doctoral program, and/or legal counsel. That Committee, hearing and reading all relative information, will recommend a remedial course of action to be put in writing by the TD. The document is to include the consequences for appropriate corrective action not taking place and will be provided to the intern within 10 business days of the Committee meeting. The document will be signed by the TD and the intern, and will become part of the intern's personnel file.

If the intern is found to be involved in illegal or unethical behavior that directly affects clinical services (e.g., physically abusive or inappropriate sexual behavior), the matter will be brought immediately to the attention of the TD and the Chief. Provision of direct clinical services by the intern will be suspended immediately until a full investigation and resolution of the matter are concluded. The TD will immediately convene a meeting of the Training Committee for review of the matter, with all members present either in-person or remotely, in accordance with procedures cited above. The Director of Clinical Training at the



intern's home doctoral program will be notified as will the appropriate party within APPIC. The Training Committee will decide by majority vote the course of action to be taken. Such action may include probation, suspension, or immediate termination of the internship. No final decision will be made without the knowledge and approval of the Chief and the knowledge of the intern's school Director of Clinical Training and APPIC.



## Internship Completion and Post-Internship

Following the conclusion of the internship, interns receive an internship completion certificate, a letter confirming their completion of the internship, hours verification documents, and a personalized plaque.

Interns are encouraged to maintain contact with the TD and individual supervisors. We love being kept up to date about interns' progress in their careers and their continued development and successes. Alumni are periodically asked to complete follow-up surveys regarding their careers and how well they feel their internship at CGC prepared them. We encourage alumni to return as guest speakers for our seminars and participate in our mentorship program. Maintaining such contact also serves a more practical purpose in terms of professional development such as licensure, employment, and advanced certification, all of which may require an attestation of requisite hours, interns' capabilities, qualifications and skills.

Welcome to our program! We look forward to working with you.

**Katara Watkins-Laws, PhD**  
Chief Psychologist

**Jennifer Christman, PsyD, ABPP**  
Supervisory Psychologist/Training Director

**Malachi Richardson, PhD**  
Supervisory Psychologist

**Jamee Carroll, PhD**  
Supervisory Psychologist/Associate Training Director

