



Doctoral Internship in Clinical Psychology 2026-2027

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Cognitive & Behavioral Consultants (CBC)

Vision and Mission Statement

Cognitive & Behavioral Consultants (CBC) aspires to be the premier mental health center specializing in Cognitive & Behavioral Therapies (CBT) and Dialectical Behavioral Therapy (DBT) treatment and training. Our mission is to provide and expand access to compassionate, cutting-edge, evidence-based treatments to create positive and enduring change for adults, adolescents, and children. This mission takes place through direct service delivery, our multi-tiered training program and dissemination through the Center for Implementation, Training, and Education in Evidence-Based Therapies (CITE). The training program propagates scientifically-based mental health care by training future generations of mental health providers (i.e. practicum students, doctoral interns, and postdoctoral fellows). The CITE team provides continuing education for mental health professionals and supports individuals in schools, businesses, and other mental health organizations through training and ongoing consultation.

About Us

Founded on the belief that mental health treatment should be compassionate, dignified, and effective, Drs. Alec L. Miller and Lata K. McGinn formed CBC in 2004 as a center where like-minded professionals could work together to offer powerful services for their clients.

CBC benefits from Drs. McGinn and Miller's decades of experience in academia and research, and commitment to excellence in mental health care. Dr. McGinn continues to serve as Professor of Psychology at the Ferkauf Graduate School of Psychology, Yeshiva University, is a certified clinician, trainer and Founding Fellow of the Academy of Cognitive and Behavioral Therapies (A-CBT), and is the President of the World Confederation of Cognitive and Behavioral Therapies (WCCBT). Dr. Miller is a Clinical Professor of Psychiatry and Behavioral Sciences at Montefiore Medical Center/Albert Einstein College of Medicine, where he served in multiple leadership roles and is certified as a DBT clinician and trainer. As demonstrated by their longstanding careers, these leaders are passionate about teaching and training current and future generations of mental health professionals the clinical skills to deliver quality treatments. They are dedicated to improving mental health care and creating effective strategies through innovative research and ongoing dissemination efforts. They are proud to be leaders in the field of CBT and DBT.

With offices located in Manhattan and Westchester, CBC is an internationally recognized evidence-based center that provides clinical and wellness services, custom-designed programs for organizations, and continuing education for professionals. CBC specializes in Cognitive Behavioral Therapy and Dialectical Behavioral Therapy.

Employing evidence-based methodologies, CBC offers a structured framework and instrumental resources to support individuals confronting diverse challenges, spanning from everyday stressors to the complete spectrum of psychological conditions, encompassing both mild and severe presentations. Comprehensive services are rendered to adults, adolescents, children, couples, and families, alongside consultative services provided to educational institutions, agencies, and commercial entities. Furthermore, CBC delivers educational and training programs for therapists.

CBC applies evidence-based methodologies to provide a structured framework and resources to support individuals facing a range of challenges, from routine stress to the full continuum of psychological disorders, including both mild and severe presentations. A comprehensive suite of services is offered to adults, adolescents, children, couples, and families. Additionally, consultative services are available for educational institutions, agencies, and commercial organizations. Furthermore, CBC conducts educational and training programs for therapists.

CBC employs a team of seasoned professionals, possessing a wealth of diverse experience and an unwavering commitment to their clients. The breadth and depth of clinical expertise enabled the organization to expand its service offerings, providing the community with a comprehensive suite of support. This expansion ensures that the community's multifaceted needs are met with utmost care and expertise.

Internship Goals and Objectives

Cognitive & Behavioral Consultants (CBC) offers a full-time unaccredited Doctoral Internship in Clinical Psychology for eligible fourth-year or higher graduate students enrolled in either APA or CPA approved clinical or combined school-clinical doctoral programs. The internship at CBC aims to shape interns into expert scholar-practitioners of evidence-based CBT and DBT therapies spanning across the lifespan and a wide range of psychopathologies. CBC offers a breadth of training opportunities and specifically tailors intern programming (e.g. case and group assignments, and elective opportunities) to maximally expand intern competencies during their training year. CBC prepares interns to apply science-based interventions, with an emphasis on creativity and flexibility within fidelity. In addition to providing individual and group-based interventions in an outpatient setting, CBC exposes interns to our training and consultation programming to prepare them to engage in dissemination of evidence-based practices to increase the availability of quality mental health care. In line with NY State licensure requirements (>1,750 hours), interns work 40 hours per week and complete at least 2,000 hours during their training year. Given the need for after work and school hours, interns are expected to offer evening hours at least twice per week.

As part of their core competencies interns are responsible for conducting thorough intake assessments using multimodal assessment tools, formulating theory-driven case

conceptualizations, selecting and implementing appropriate evidence-based interventions, monitoring client progress, and collaborating with collateral providers and contacts. CBC is committed to incorporating the cultural and contextual factors of clients' experiences into case conceptualization and intervention strategies to optimize outcomes. Given that CBC provides services to clients across the lifespan, interns frequently incorporate family members, medical providers (e.g. psychiatrists, neurologists, developmental pediatricians, occupational therapists and school-based providers).

CBC was the first DBT program in New York State to be certified by the DBT-Linehan Board of Certification. As members of the DBT team, all interns participate in all modes of DBT including weekly DBT Consultation team, individual DBT therapy, DBT group leadership, and phone coaching. Interns have the opportunity to practice Adult DBT, Adolescent DBT, and DBT for Children (DBT-C).

CBC adheres to a Scholar-Practitioner model, wherein interns receive evidence-based training grounded in clinical research. The internship provides research-based training and supervision. Supervisors furnish training, supervision, and readings based on research literature to help interns implement theory into practice. As an outpatient, independent practice, CBC does not presently secure external funding for research endeavors. Notwithstanding the absence of external funding, CBC undertakes program evaluations of various initiatives, including the SAGE Intensive Young Adult program, the Parent-Child Interaction Therapy (PCIT) program, and the Obsessive-Compulsive Disorder (OCD) intensive program. Prior projects have investigated both the validation of program efficacy and moderators of treatment outcomes to enhance our practice, refine our training and consultation services, and contribute to the broader field. Interns are encouraged to participate in these projects at multiple junctures, including research design, data collection, data analysis, publication, and conference presentations.

Before the beginning of the internship year, prospective interns complete a comprehensive needs assessment that outlines their strengths, growth edges, elective and group preferences, and goals for the training year. The training team then utilizes this needs assessment to assign individual supervisors, electives, and group leadership. These needs assessments are referenced throughout the training year to track intern progress, shape didactic topics, and in case assignments to provide the most meaningful and formative training experience for interns. Intern caseloads are crafted through the use of their needs assessment and the intake team to ensure that they get a diversity of clinical presentations to broaden their clinical competence.

Elective Opportunities

Beyond the core training in CBT and DBT across the lifespan, clinical psychology interns may have the opportunity to participate in some of our specialized programs.

Child and Adolescent Anxiety and Related Disorders Program (CAARD)

The CAARD Program, under the direction of Dr. Rachel Busman, consists of programming for children and adolescents with a range of anxiety and impulse control disorders (e.g. OCD). The CAARD team is responsible for triaging case assignments, and crafting specialized programs for this population. This team meets weekly for anxiety-specific didactics, case consultation and program coordination. Programming in this domain includes, but is not limited to:

- Selective Mutism (SM)
 - Voices Rising Group - Intensive Group for Selective Mutism
 - Parent-Child Interactive Therapy for Selective Mutism, (PCIT-SM)
 - Weekly SM groups
- OCD
 - Four-day intensive OCD groups
 - Coordinated intensive programming for individuals
- Supportive Parenting for Anxious Childhood Emotions (SPACE)
 - Parenting support for individual families
 - SPACE groups for didactic and peer support
- Exposure Groups
 - Transdiagnostic Exposure Groups
 - Social Anxiety Groups

Parent-Child Interaction Therapy (PCIT)

The PCIT team, directed by Dr. Amanda Strano, is composed of multiple clinicians certified by PCIT-International and at least one within-agency trainer capable of supervising interns for certification. CBC provides all training requirements to meet the certification requirements of PCIT-International. Currently, Dr. Chad Brice serves as one of the team's within-agency trainers. The PCIT team meets weekly to support trainees in adhering to PCIT fidelity. During these meetings, the team conducts PCIT case consultation, provides didactics on specific topics in PCIT, practice and role play coaching, and practice coding using the Dyadic Parent-Child Interaction Coding System (DPICS). The team also practices adaptations to PCIT including the Toddler Protocol, PCIT-Calm, PCIT for Emotional Development, and the Older Child Protocol.

SAGE Intensive Young Adult Program

SAGE is a system of modular evidence-based programs for young adults that utilizes DBT, CBT and executive functioning strategies in an intensive format with an additional parent component. Our SAGE program, directed by Dr. Alison Manning, is designed for young adults who are struggling to reach developmentally appropriate life goals. These young adults may have difficulty regulating emotions and behaviors, may present with multiple problems, exhibit a high degree of withdrawn or avoidant behaviors and/or have difficulty with executive functioning

skills. The program is a combination of intensive group programming and ongoing individual therapy. Young adults enroll in modular groups based on their level of need. Participants often begin in our SAGE I DBT groups to learn a breadth of DBT skills before stepping down to one or more of our SAGE II groups (i.e. Ongoing DBT skills generalization, targeted executive functioning skills and CBT change strategies with an emphasis on behavioral activation and exposures). Interns can carry individual clients who participate in the SAGE Program, and/or co-lead one or more of the SAGE groups. Given the intensive nature of this program, the SAGE team meets weekly to conduct team consultation, address group therapy-interfering behaviors, and strategize tailored teaching strategies for SAGE participants. Interns who co-lead these groups are required to attend the SAGE team meeting.

Internship Tracks

Psychology interns in all tracks will spend 80% of their time engaged in clinical activities. The remaining time will be spent in didactics, supervision, and consultation team meetings.

Individual clients and groups are primarily seen at our White Plains clinic, with the option to see clients once a week at our Upper East Side or Upper West Side offices.

At this time, we only offer one track as described below:

Clinical Psychology Track

4 Positions in the 2026-2027 Academic year

Interns on the clinical psychology track participate in adherent training and supervision in comprehensive CBT and DBT for a broad range of disorders with children, adolescents, adults, couples, and families. Interns will also co-lead evidence-based CBT and DBT skills groups with licensed clinical staff.

Clinical psychology interns are expected to carry a caseload of 15-19 clients and co-lead 1-2 groups (1.5-2 hours) per week. Caseloads will include children, adolescents, and adults, with a primary focus on adolescents.

Supervision

Internship supervisors have a wide scope of expertise and function as a supervisory team to provide the best supervisory experience possible. Interns are matched with a supervisory team to compliment their strengths, growth edges, and training goals. All supervisors are appropriately credentialed in New York State, the jurisdiction in which the internship is located. The supervision model follows an integration of the CBT and Integrative Developmental Models of supervision.

Primary Supervisors

Interns are assigned two primary supervisors to share the oversight of the interns' individual caseload for the entire training year. Interns meet with both of their primary supervisors for one hour each week. Each intern's supervisory dyad is chosen to support the interns' individual training goals and to provide complimentary competence in supervision across the array of presentations interns treat throughout the training year. In addition to overseeing cases during weekly supervision, supervisors sign off on interns' notes and discuss the intern's clinical work during monthly supervisor meetings.

Dyadic Supervisors

Interns also receive dyadic supervision from one of CBC's senior DBT therapists in order to ensure competence in all domains of DBT. This hour-long supervision has interns do a "deep dive" into a single case and allows for more videotape review, role play, and collaborative learning. This format allows interns to offer each other case consultation as a means to practice supervisory and consultation skills.

Group Leadership Supervision

Interns are assigned at least one CBT or DBT group to co-lead with a licensed staff member. Interns may lead multiple therapy groups, especially if they are working in our intensive young adult program. For each group, interns meet with the licensed leader for 30-minutes of individual supervision around group leadership.

Consultation Team Supervision

Interns are exposed to all members of the supervisory team through regular Weekly DBT Consultation Team (2 hours) and Biweekly CBT Consultation Team (1 hour) meetings. These meetings give interns access to supervisors other than their core supervisor, which provides both knowledge and an exposure to a breadth of expertise and clinical styles. Interns are expected to participate as full consultation team members and to provide consultation to other members of the clinical team as well. This experience strengthens interns' skills in consultation to prepare them to provide guidance as supervisors and consultants in the future.

Additional Supervision and Support

Interns participate in group supervision of supervision, which is oversight of their supervision of one extern/practicum student case to help them meet competence requirements for supervision. Interns who participate in the PCIT, SAGE, and/or CAARD programs participate in one additional hourlong group supervision as part of those teams. Overall, CBC maintains an Open Door Policy to provide support to interns who may need more urgent clinical support including but not limited to risk.

Training Committee

- Lata K. McGinn, Ph.D., *Co-Founder & Co-Director*
- Alec L. Miller, Psy.D., *Co-Founder & Co-Director*
- Chad Brice, Ph.D., *Director of Training*
- Christopher Senior, Ph.D., *Assistant Director of Training*
- Deborah Kanter, Ph.D., *Assistant Clinical Director*
- Amy Walker, Ph.D., *Assistant Clinical Director*
- Rachel Busman, Psy.D., ABPP, *Senior Director of Child & Adolescent Anxiety and Related Disorders Program*

Supervisor Team

- Kelly Graling, Ph.D., *Clinical Director*
- Amanda Strano, Psy.D., *Director of PCIT Program*
- Alison Manning, Psy.D., *Director of Young Adult Programs (SAGE)*
- Megan Sommer, Psy.D., *Coordinator of QI, Clinical Assessment and Program Evaluation*
- Meredith Seewald, Psy.D., *Coordinator of Young Adult Programs (SAGE)*
- Karissa Lim, Ph.D., *Coordinator of Group Programming*
- Joanna Stern, Psy.D., *Senior Clinical Psychologist*
- Claudia Ranaldo, Psy.D., *Senior Clinical Psychologist*
- Elizabeth Lax, Ph.D., *Clinical Psychologist*
- Amanda Neal, Psy.D., *Clinical Psychologist*
- Mayra Reyes Ruiz, Psy.D., *Staff Psychologist*

Adjunct Training Staff

- Minu Thomas, Psy.D., *Director of Consultation Services*
- Lindsay Boudreau, M.A., *Coordinator of Consultation Services and Continuing Education*
- Alexis Reichstein, LMSW, *Staff Social Worker*

Evaluation Procedures

Supervisors provide formal evaluations of interns twice during the training year, a mid-year evaluation and an end-of-year evaluation using the “Intern Competency Evaluation” form in each of the program-wide competencies: Research, Ethical and legal standards, Individual and cultural diversity; Professional values, attitudes, and behaviors; Communication and interpersonal skills; Assessment; Intervention; Supervision; and Consultation and Interprofessional/Interdisciplinary skills. In order to ensure that interns are capable of functioning independently in each of these

domains, interns must obtain a minimum score of "3" (Intermediate) on all elements at the mid-year evaluation and a rating of 4 (Proficient) by the end-of-year evaluation. These evaluations are shared directly with the intern and the training team as a whole.

To ensure that intern training goals are adequately supported, interns evaluate their supervisors concurrently with their own evaluations. Out of respect for the power differential, these evaluations are not shared with direct supervisors, but with the Director of Training to address any concerns interns have with their supervisors. In the case of interns supervised by the Director of Training, their supervisor evaluations are shared with the co-founders, or clinical directors, for review and remediation if necessary.

Didactics and Training

Our comprehensive training experience has multiple components that frontload CBT and DBT skills with two foundational trainings and have multiple didactic opportunities throughout the training year. Outlined below are the categorical didactic offerings throughout the training year.

Foundational Trainings

Interns complete a Comprehensive CBT Training with Dr. Lata McGinn in July of the training year to provide a strong foundation in the research and practice elements of CBT. This functions as a survey course in CBT theory and strategies to polish Intern CBT skills. Interns also participate in a 35-hour DBT Foundational For Adolescents and Families through Psychwire. This course is a self-guided, CE-bearing training with leading experts in the field (including members of the training committee). It includes 14 modules that are sequential and end with multiple choice evaluations to verify learning. CBC offers access to this training and provides interns with time to complete the self-guided training during their internship hours in the first two months.

Weekly Didactic Series

Our weekly, hour-long didactic series serves to deepen intern skills across specific topics across competencies. This series is responsively created to meet the specific needs of each training class based on intern Needs Assessments. Below is a list of the proposed topics for the upcoming training year based on the needs and didactics of the 2026-2027 class.

Organizational Skills and Tips for Working at CBC: Part 1 & 2
Is this Youth at Risk for Suicide? Assessing Evidence-Based Risk and Protective Factors
Culturally Responsive Care ● Part 1 - Intro and Overview ● Part 2 - Identity and Strengths-Based Assessment ● Part 3 - Identity and Privilege

• Part 4 - Case Conceptualization • Part 5 - Intervention Strategies • Part 6 - Rupture and Repair
Models of Supervision
Revolving Door Technique: Managing Conflict in Emotional Family Sessions
CBT Consultation using the Cognitive Therapy Rating Scale Part 1 - 4
DBT-C Skills and Strategies
DBT-C: Movement, Speed and Flow with Families
SPACE Training
Introduction to RO-DBT
Eating Disorders 101, An Overview of Screening, Assessment, Diagnosis, and Treatment
Introduction to Family Based Treatment for Eating Disorders
ASD, ADHD, and AuDHD Clinical Presentations/Differential diagnosis
Higher Levels of Care
PCIT Overview and Practice
Advanced Topics in SPACE (ARFID and Failure to Launch)
Clinical Formulation for Neurodivergent Clients
Understanding and Accessing School Accommodations
Social Anxiety Groups: Best Practices
PCIT for Selective Mutism
Bringing the ERP Hierarchy to Life: From Assessment to Implementation
Termination and Transfer Guidance
Adapting CBT for Autistic Clients
Gottman Marital Therapy
Avoidant and Restrictive Food Intake Disorder: An Overview of What it is and How to Treat It
DBT Consultation in Schools

CBT for ADHD
Health Anxiety
Special Ed Laws/Rights Overview, participating in IEP and 504 meetings, helping students transition to college with services
Models of Consultation
DBT for Autistic Adults and Emotion Dysregulation

DBT Homework Club

The DBT HW Club is a supplement to the DBT Foundational Training that provides ongoing learning and practice of specific DBT theory and strategies to complement DBT implementation. HW club topics include DBT-specific assessment, Pretreatment, Biosocial Theory, Life-worth-living Goals, Target Hierarchy, Diary Cards, Stylistic Strategies: Validation and Irreverence, Commitment Building, Phone Coaching, Therapy Interfering Behaviors, Secondary Targets, Managing Burnout, Using Consultation Team, Chain and Solution Analyses, Radical Acceptance, and Adherence Coding.

The DBT Homework Club adheres to a structured curriculum encompassing designated readings and inter-session assignments. Instructors assess and deliver weekly feedback on submitted assignments. The program culminates in a case presentation by each member of the Homework Club, including trainees from other training tracks such as postdoctoral fellows. All DBT clinicians are invited to attend these presentations to provide feedback and consultative input to the interns.

Grand Rounds and Continuing Education (CE) Talks

CBC hosts monthly Grand Rounds speakers who are experts in psychology and related fields which interns attend along with all clinical staff. Additional invited speakers may be scheduled more frequently in order to respond to needs of the CBC client population or advances in the field.

CBC clinical staff also provide CE talks for outside providers throughout the training year. Interns are always invited to attend these talks.

Recent Grand Rounds have included:

Michelle Newman, PhD *Cognitive Behavioral Therapy for the Treatment of Generalized Anxiety Disorder Using Penn State Developed Techniques.*

Gregg Pauletti, MSc *Interventional Psychiatry: TMS - From Established Indications to Accelerated Protocols and Cognitive Remediation*

Zachary Hojnacki, PhD *Mental Performance Coaching for Athletes*

Adam Pletter, PsyD *iPractice 101: Digital Stimulation, Developing Brains, and the “Driver’s License” Approach to Healthy Tech Use*

Lucene Wisniewski, PhD *What Is the Latest Research and Thinking on Using DBT in the Treatment of Eating Disorders*

Christopher D. Conley *It's Time to Wrap Up: Terminating DBT for Your Clients' Sake and Yours!*

Cynthia N. Martin, PsyD *Beyond Autism: Evaluating and Treating Anxiety and Mood Disorders in Neurodevelopmental Populations*

Benefits

The internship stipend is \$41,000 annually. Benefits become effective on the first day of the month following the employee’s date of hire.

Paid Time Off

- 20 Vacation Days
 - 3 Conference Days: upon Supervisor’s approval
- Total Days: 23 Days

Paid Holidays

- New Year's Day
 - Memorial Day
 - Independence Day
 - Labor Day
 - Thanksgiving
 - Christmas
 - Floating Cultural Holiday
- Total Days: 7 Days

Paid Sick and Safe Leave

- 5 Sick Days

Other Benefits

Other benefits include the following (benefits may change over time based on carrier renewals):

- Health Insurance & Dental Insurance: CBC offers a variety of medical plan options and covers 100% of the employee-only premium for the base medical plan. CBC also covers 100% of employee-only dental and vision coverage. Employees who elect coverage for dependents or choose a medical plan other than the base plan will share in the cost of coverage. In addition, CBC covers 100% of Teledoc (telemedicine) services.
- Basic Life/AD&D Insurance: Fully covered by CBC, with eligibility beginning on the first day of the month following employment.
- Flexible Spending Account (FSA): Eligible to participate on the first day of the month following the employee's date of hire.
- 401(k) / Profit Sharing Plan: Eligible after six months of continuous employment, with up to a 3.5% employer match.

Due Process and Grievance Procedures for Interns

Purpose

The purpose of this policy is to establish clear, fair, and consistent procedures for addressing intern performance concerns, remediation, grievances, and appeals within the CBC internship training program. These procedures are intended to support intern development while ensuring the integrity of the training program, quality of care, ethical practice, and compliance with applicable organizational and professional standards. CBC may initiate contact with an intern's home doctoral program at any point in the Due Process procedures in order to best support the intern.

These procedures are designed to be corrective and supportive rather than punitive whenever possible.

Due Process Procedures

Rights and Responsibilities

Intern Rights

Interns have the right to:

- Be treated in a respectful, professional, and ethical manner;
- Receive timely feedback regarding concerns about performance or conduct;
- Be afforded a reasonable opportunity to remediate identified concerns;

- Participate in the due process procedures and present their perspective;
- Receive written documentation regarding formal concerns, remediation requirements, and outcomes;
- Appeal decisions made through the due process procedures within the limits of this policy; and
- Raise concerns or grievances in good faith without retaliation.

Intern Responsibilities

Interns are expected to:

- Conduct themselves in a professional, ethical, and respectful manner;
- Actively engage in supervision, training, and remediation efforts;
- Make reasonable efforts to address identified concerns;
- Comply with CBC policies, ethical standards, and program expectations; and
- Maintain appropriate documentation and clinical responsibilities.

Program Rights and Responsibilities

CBC reserves the right to initiate due process procedures when concerns arise regarding an intern's performance, conduct, professionalism, or ability to meet program expectations.

CBC is responsible for:

- Treating interns fairly and professionally;
- Providing appropriate supervision, support, and remediation opportunities;
- Documenting concerns and corrective actions;
- Protecting patient welfare and program integrity; and
- Making decisions regarding remediation, probation, suspension, or termination when necessary.

Definition of a Problem

A problem may include, but is not limited to:

- Inability or unwillingness to meet professional or clinical competency expectations;
- Ethical or professional misconduct;
- Inability to appropriately manage stress or emotional responses affecting professional functioning;
- Violation of organizational policies or procedures;
- Behavior negatively affecting patient care, colleagues, supervisors, or the training environment; or
- Failure to respond appropriately to supervision or corrective feedback.

It is a professional judgment as to when an issue becomes a problem that requires remediation. Issues typically become identified as problems that require remediation when they include one or more of the following characteristics:

1. the intern does not acknowledge, understand, or address the problem when it is identified;
2. the problem is not merely a reflection of a skill deficit which can be rectified by the scheduled sequence of clinical or didactic training;
3. the quality of services delivered by the intern is sufficiently negatively affected;
4. the problem is not restricted to one area of professional functioning;
5. a disproportionate amount of attention by training personnel is required;
6. the trainee's behavior does not change as a function of feedback, and/or time;
7. the problematic behavior has potential for ethical or legal ramifications if not addressed;
8. the intern's behavior negatively impacts the public view of the agency;
9. the problematic behavior negatively impacts other trainees;
10. the problematic behavior potentially causes harm to a patient; and/or,
11. the problematic behavior violates appropriate interpersonal communication with agency staff.

Informal Review

When concerns first arise, the supervisor or Training Director (“TD”) will generally attempt to resolve the matter informally through discussion, increased supervision, additional training, mentoring, or other supportive interventions.

The intern will be informed verbally and in writing:

- The nature of the concern;
- Expectations for improvement;
- Any recommended corrective actions or support measures; and
- They have entered the informal review process.

Documentation of the discussion will be maintained internally.

Formal Review

If concerns persist, become more serious, involve ethical or legal issues, or significantly impact professional functioning, CBC may initiate a Formal Review.

Notice of Formal Review

The intern will receive written notice outlining:

- The identified concerns;

- Relevant supporting information;
- Expectations for improvement; and
- The next steps in the review process.

Hearing

A formal meeting will generally occur within ten (10) business days of the notice and may include the supervisor, TD, Human Resources, and/or other appropriate leadership representatives.

The intern will have an opportunity to:

- Respond to the concerns;
- Provide additional information;
- Submit a written statement; and
- Participate in discussions regarding corrective actions.

Possible Outcomes of Formal Review

Following the Formal Review, CBC may take one or more of the following actions:

1. Acknowledgement Notice

A written acknowledgement documenting:

- The concern is known to the training committee and the intern and does not require remediation;
- Expectations moving forward; and
- Any recommended corrective actions, increased support or monitoring .

2. Remediation Plan

A formal Remediation Plan may be implemented when additional support and structured improvement are appropriate.

The Remediation Plan will include:

- Specific concerns or deficiencies identified;
- Required corrective actions;
- Training, supervision, mentoring, or educational requirements;
- Expected timelines for improvement;
- Methods for evaluating progress; and
- Consequences for failing to meet expectations.

The intern's graduate program will be notified as appropriate.

CBC will periodically review progress and provide written updates regarding the intern's status.

3. Probation

If concerns continue or are more significant in nature, the intern may be placed on probation for a defined period, generally between thirty (30) and ninety (90) days, depending on the circumstances.

Probation may include:

- Increased supervision;
- Restrictions on certain responsibilities;
- Additional training requirements; and
- Ongoing performance evaluations.

4. Suspension

CBC may temporarily suspend some or all internship activities if necessary to protect patient welfare, maintain program integrity, or address serious concerns.

The intern will receive written notice outlining:

- The reasons for suspension;
- Conditions required for return; and
- Any remediation requirements.

5. Termination

An intern may be terminated from the program if:

- Significant concerns remain unresolved;
- The intern fails to comply with remediation or probation requirements;
- Serious ethical, legal, or professional violations occur; or
- The intern is unable to meet minimum program expectations.

Termination decisions may involve the supervisor, TD, Human Resources, and/or designated leadership or committee members.

The intern's graduate program and any required governing organizations may be notified as appropriate.

Prior to separation, interns are expected to complete required clinical documentation and administrative responsibilities unless otherwise directed.

Appeals Process

Interns may appeal decisions related to remediation, probation, suspension, or termination.

Appeal Procedures

- Appeals must be submitted in writing within ten (10) business days of the decision;
- Appeals should include the basis for the appeal and any supporting information;
- Appeals will be reviewed by an impartial reviewer, committee, senior administrator, or Human Resources representative not directly involved in the original decision whenever feasible;
- A written decision regarding the appeal will generally be issued within ten (10) business days; and
- The decision following appeal will be considered final.

Conflict of Interest

If the Training Director or another involved individual has a conflict of interest regarding a matter under review, CBC will designate an appropriate neutral party, such as Human Resources, senior leadership, or another qualified representative, to oversee the process.

Grievance Procedures

Purpose

Interns may raise concerns or grievances regarding supervisors, staff, trainees, policies, procedures, discrimination, harassment, accommodations, evaluations, or other aspects of the internship experience.

Interns who raise grievances in good faith will not be subject to retaliation.

Informal Resolution

Whenever appropriate, interns are encouraged to first attempt informal resolution by discussing concerns with the involved individual, supervisor, or Training Director.

Formal Grievance Process

If the matter cannot be resolved informally, the intern may submit a written grievance to the Training Director or another designated representative if a conflict exists.

The grievance should include:

- A description of the concern;
- Relevant dates or supporting information; and
- The requested resolution, if applicable.

CBC may:

- Request written responses from involved parties;
- Conduct meetings or interviews;
- Review relevant documentation; and
- Consult Human Resources or leadership as necessary.

CBC will attempt to issue a written response or resolution within fifteen (15) business days when reasonably possible.

Grievance Review and Final Determination

If the grievance is not resolved through the initial review, CBC may convene a review panel or designate appropriate leadership to conduct further review.

The final determination may include:

- Findings regarding the grievance;
- Corrective actions, if applicable; and
- Any additional recommendations or resolutions.

The final decision of CBC following review will be considered final.

Human Resources Involvement

Human Resources may participate in any stage of the due process or grievance procedures when concerns involve:

- Ethical or legal violations;
- Discrimination or harassment concerns;
- Policy violations;
- Conflicts of interest; or
- Other matters requiring HR involvement.

Acknowledgment

I acknowledge that I have received, reviewed, and understand the Due Process and Grievance Procedures for Interns. I agree to abide by the policies and procedures outlined in this document.

Print Name _____

Signature _____

Date _____

Communication and Records Maintenance Policy

Communication between CBC and interns' home doctoral programs is of critical importance to the overall development of competent new psychologists. The internship is a required part of the doctoral degree and, while internship supervisors assess intern performance during the internship year, the doctoral program is ultimately responsible for the evaluation of readiness for graduation and entrance into the profession. Therefore, it is the responsibility of the Training Director to initiate contact with interns' home doctoral program Directors of Clinical Training (DCT) at the following time points and as needed throughout the training year:

- A Match letter is sent to both the intern and their DCT within 5 days of learning of a successful match to verify the terms of the internship (i.e., start and end dates, stipend)
- At each evaluation period, CBC shares a copy of the formal written evaluations of the intern with their DCT via email
- Doctoral programs are contacted within one month following the end of the internship year and informed that the intern has successfully completed the program
- 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 concern by a faculty member or an inadequate rating on an evaluation, the home doctoral program is contacted. 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 CBC as a result of the Due Process procedures, up to and including termination from the program.

The Training Director is also responsible for maintaining intern records. Intern evaluations, certificates of completion, and each intern's individual training plan are maintained indefinitely by the Training Director in a secure digital file. Records related to Due Process procedures are also maintained in intern files, as described in the CBC Due Process Procedures. Records related to grievances or complaints are kept in a separate secure digital file, as described in the CBC Grievance Procedures.

Telesupervision Policy

The Cognitive and Behavioral Consultants (CBC) Doctoral Internship Program uses videoconferencing to provide group supervision to all interns. This format is utilized in order to promote interaction and socialization among interns, clinical supervisors, and other clinical staff. Virtual and hybrid group supervision is utilized as part of the DBT team, CBT team, PCIT team, SM team, and SAGE team. The DBT team meets virtually twice per month, and the CBT team meets virtually once per month, aligned with the twice-monthly work-from-home Fridays, to ensure consistent group supervision totaling at least two hours each week. Interns and at least one faculty facilitator meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. CBC places high value on cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection during the intervals between in-person meetings.

While CBC prioritizes and strives for all individual supervision to be provided in-person, exceptions may occur in order to optimize an intern's training. Such exceptions are made by the Training Committee only when the benefits of the telesupervisory experience outweigh the benefits of in-person alternatives. For example, individual telesupervision may occur to allow for supervisory assignments with supervisors whose schedules may not have overlapping availability for in-person meetings. Additionally, telesupervision may be utilized in place of in-person supervision during emergencies, such as the COVID-19 pandemic, or when supervision must be rescheduled because the supervisor or supervisee is out of the office on a typical supervision day.

The use of videoconference technology for supervisory experiences is consistent with CBC's training aims, as the program places a strong emphasis on access to quality behavioral healthcare in rural and underserved areas, which often includes the use of telehealth services. All interns participate in an introduction to telesupervision during their internship orientation and are provided with instructions regarding the use of the videoconferencing equipment at the outset of the training year. Additionally, virtual supervision is a topic discussed during monthly supervisor meetings and is reviewed annually by the Training Committee to ensure that the format and execution of virtual supervision is meeting intern needs.

CBC recognizes the importance of supervisory relationships. DBT team and CBT team supervision is led by members of the CBC Training Committee, on a rotating basis, in order to provide interns with the opportunity to experience a breadth of supervisory relationships and supervision modalities. It is expected that the foundation for these supervisory relationships is cultivated initially during CBC's orientation and during alternating in-person meetings, such that interns have formed relationships with the entire Training Committee prior to engaging in videoconference group supervision. Interns are encouraged to give feedback on their experiences

with telesupervision in their supervisor evaluations that they complete at mid-year and end-of-year, as well as throughout the training year.

For all clinical cases discussed during group supervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all CBC supervisors, including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

All CBC videoconferencing occurs over a secure network using site-administered videoconferencing technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all trainees. It is important that all interns have access to telesupervision; the Training Committee is committed to ensuring this is possible without burden to the intern. Interns are provided with laptops and other necessary materials to properly participate in telesupervision and have access to office space on work-from-home days, should they require it to ensure privacy and access. Technical difficulties that arise during telesupervision that cannot be resolved on site are directed to the Completely Managed Information Technology (CMIT) Help Desk.