

Psychology Doctoral Internship Brochure



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Dear Prospective Applicant,

Thank you for your interest in the Sagamore Children's Psychiatric Center Psychology Doctoral Internship Training Program. The Psychology Doctoral Internship Training Program is APA-accredited on contingency. The initial date of accreditation on contingency is February 10, 2022.

Sagamore Children's Psychiatric Center is a New York State Office of Mental Health inpatient and outpatient facility that provides compassionate and comprehensive care for children, adolescents, and their families. The aim of our training program is to provide Interns with comprehensive clinical training in the delivery of empirically based, culturally competent, individualized clinical services to children, adolescents and their families. Sagamore is specifically invested in the training of individuals committed to serving underserved children, adolescents and their families from an array of cultures, ethnicities, religions, gender identities and social-economic levels.

The Psychology Department of Sagamore sponsors three full-time doctoral clinical internship positions in psychology. The Internship Program, which is an APPIC member, has a salary of 35,074 plus fringe benefits, including sick leave (12 days), vacation (12 days), conference time (3 days), paid holidays (12 days), personal leave (5 days), pre-tax health and dependent care accounts, and medical, and dental insurance. Internship appointments are for one-year and begin the last Thursday in August and end on the last Wednesday in August the following year.

As a member of APPIC, Sagamore participates in the National Matching Service in its selection of psychology interns. The program accepts applicants who are eligible to participate in the Match and Post Match Vacancy Service (PMVS). The director of the applicant's training program must certify, in writing, their matriculation status, admission to doctoral candidacy, and readiness for internship. Prior to beginning the internship, the applicant should have completed a minimum of three years of graduate study, at least 325 intervention hours and 75 hours psychological testing. Additionally, applicants should have some previous experience in working with children and adolescents.

Interested parties must submit the required materials prior to the deadline date. Materials are reviewed by the Director of Psychology and the Internship Training Committee for prior experience or demonstrated interest in working as part of a multidisciplinary team and in settings that serve populations similar to those of Sagamore Children's Psychiatric Center. Specifically, applications are reviewed based on overall goodness of fit to our program. Based on this review, applicants are invited for on-site interviews, which are conducted in late November through early January. The interview is a chance for applicants to meet our faculty, view our facilities, ask questions, and meet our current interns. The Program abides by the guidelines and policies of the Association of Psychology Postdoctoral and Internship programs.

APPIC Membership

The Psychology Doctoral Internship Training Program at Sagamore Children’s Psychiatric Center is an APPIC-member Program.

APA Accreditation Status

The Psychology Doctoral Internship Training Program is APA-accredited on contingency. The initial date of accreditation on contingency is February 10, 2022. The program is asked to submit outcome data by June 1, 2024. In the event that a program does not provide required proximal and distal data at the end of two years, the program will be considered to have voluntarily withdrawn from accreditation.

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 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
www.apa.org/ed/accreditation

Contact Information

Name of Internship:	Sagamore Children’s Psychiatric Center Psychology Doctoral Internship Training Program
Director of Psychology:	Shira Weiss, PsyD
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National Matching service number:	2506

Sagamore Children's Psychiatric Center

Sagamore Children's Psychiatric Center (Sagamore) is a New York State Office of Mental Health facility that provides compassionate and comprehensive care for children, adolescents, and their families. Our children and adolescents present with severe and persistent mental illness frequently alongside other behavioral disturbances. Our mission emphasizes the provision of best clinical practices within a safe and therapeutic milieu. Sagamore strives to provide treatment that is comprehensive and individualized. Our discharge planning ensures that our children and adolescents are capable to function safely and successfully and that they are discharged to the least restrictive and most clinically appropriate setting in a timely manner. The facility's mission underscores its commitments to the highest standard of patient care and excellence in clinical training.

Sagamore's programs include Inpatient Hospitalization, Intensive Day Hospitalization, Day Treatment/School Based Mental Health Clinics, Mental Health Clinic treatment, Outpatient Clinical Support Services, Mobile Integration Health Teams, Information and Referral, and Community Training. Sagamore cares for children and adolescents between the ages of 5 through 18 years throughout Nassau and Suffolk Counties on Long Island and the Greater New York City Region.

Across all facilities, Sagamore services children and adolescents between the ages of 5 and 18 years of age. Sagamore receives referrals through the school district, court and acute care hospitals in the community. Our patient population experiences depression, anxiety, psychosis, suicidality, self-injurious behaviors, poor school performance and poor family relationships. Approximately 45% of our patient population are white, 3% Asian, 15% African American, 26% Hispanic/Latino, 1% American Indian and 6% other/unknown. Approximately 48% are male, 52% are female. Sagamore provides services regardless of family's financial or immigration status.

During the fiscal year 2018, Sagamore provided care to over 500 children and teens, with an additional 300 parents/caregivers served across Nassau and Suffolk county on Long Island. Family involvement is strongly encouraged across all sites, and Family Therapy and psychoeducation is an integral part of Sagamore services.

The Sagamore Children's Psychiatric Center Psychology Doctoral Internship Training Program provides training in both inpatient and outpatient settings for children and adolescents with severe and persistent mental illness/emotional disturbance along the developmental spectrum from age 5 through 18 years. The internship is comprised of two settings, the Inpatient Facility and the Waverly Avenue Clinic at Tecumseh Elementary School.

Clinical Services

Inpatient Treatment

Sagamore Children's Psychiatric Center's inpatient program is designed to treat children and adolescents with serious emotional and psychiatric disturbances who require a highly structured and supervised inpatient program. Sagamore is an intermediate care facility that accepts referrals primarily from acute hospitals in the community. The children and adolescents cared for at Sagamore have typically been unable to stabilize at a lower level of care. The length of stay varies according to individual needs of the child/adolescent. Children and adolescents are typically placed on the inpatient unit that is most compatible with their age and overall level of functioning and treatment needs. The inpatient teams consist of professionals from a variety of disciplines, including psychiatrists, pediatricians, nurses, social workers, psychologists, teachers, recreation therapists, and direct care staff to assure an integrated approach to the therapeutic environment. In addition, Sagamore maintains its own school, provides routine medical services, and extensive therapeutic recreation services. Teachers work closely with home school districts to encourage educational progress. All children and adolescents admitted to the hospital receive a comprehensive psychiatric, medical, psychological, psychosocial, and educational assessment. Professional staff work closely with parents, involved outside agencies and practitioners to develop a treatment plan based on the findings of the assessments. Family participation in the inpatient treatment is strongly encouraged and in many cases is a key factor in a successful course of inpatient hospital treatment. Therapeutic modalities include individual, family, group, and milieu treatment.

The inpatient program at Sagamore currently houses three inpatient units, each being a co-ed unit and maintaining a 15- bed capacity. The overall age range is from 10 to 18 years and the population is racially, ethnically and socially diverse. Each unit has its own multidisciplinary team which includes psychiatry, medicine, nursing, psychology, social work, recreational therapy, nutrition, teachers, and direct care staff. Treatment modalities on all units include medication management, individual, family and group therapies, and daily educational and recreational programming. One of these three units is divided between a primarily adolescent population and between a neurodevelopmental population, typically up to 12 years of age. The neurodevelopmental program, known as the ICAN Program, has an intense behavioral modification program in addition the facility wide therapeutic programming previously discussed.

Outpatient Community Treatment

Intensive Day Treatment

The Day Hospital (Intensive Day Treatment) is a unique outpatient program for children and adolescents with serious emotional and behavioral difficulties. It offers many of the benefits of inpatient care but does so in a community-based environment. The program operates as a Partial Hospitalization Program and, as such, is designed for individuals who without this program would likely require treatment in an inpatient setting. Children and adolescents at risk for hospitalization or those in need of a transitional experience from hospitalization to community living are appropriate candidates for the Day Hospital. Children and adolescents participating in this program receive the services of a full mental health team as well as an academic curriculum during their stay.

Day Treatment/School Based Mental Health Clinics

Sagamore, in cooperation with the five Long Island Board of Cooperative Educational Services (BOCES) districts, provides comprehensive day treatment services/school based mental health clinics at locations throughout Nassau and Suffolk counties. Day treatment/school based mental health clinics are the most clinically intensive, community based mental health/educational service for children and adolescents residing at home or in community-based residential alternatives. These professionally staffed programs are housed within BOCES educational centers and have excellent teacher to student ratios along with a full interdisciplinary complement of mental health staff including psychologists, social workers and psychiatrists or nurse practitioners. The collaborative clinical and educational staffing ensures an intensive educational/therapeutic experience on a daily basis for children and adolescents who require a smaller, therapeutically based setting to assist them in managing their emotional and behavioral disturbances. Approval by the school district as well as by the joint Sagamore/BOCES screening team is necessary for admission. Children and adolescents receive individual therapy, group and family therapy as deemed clinically appropriate. Treatment modalities may include CBT, trauma-based psychotherapy, play therapy, family systems, and behavioral management/consultation. Clinicians also provide case management, coordination of services and educational consultation. Daily transportation to the program site is provided for by the home school district.

Sagamore's community-based programs are as follows:

Waverly Avenue Clinic at Tecumseh Elementary School

Age Range: Kindergarten through 6th grade
179 Granny Road
Farmingville, New York 11738

North Babylon Day Treatment

Ages Range 12-17
550 Mount Avenue
North Babylon, NY 11703.

Wantagh Day Treatment

Age Range 14-17
2850 N. Jerusalem Road
Wantagh, NY 11793.

Waverly Avenue Clinic at Tecumseh Elementary School

Age Range: Kindergarten through 6th grade
179 Granny Road
Farmingville, New York 11738

Waverly Avenue School Based Clinic at Jerusalem Avenue Elementary School

Age Range 5 -10
2351 Jerusalem Avenue
North Bellmore, NY 11710

Waverly Avenue School Based Clinic at Jefferson Academic Center

Age Range 10-13
118 Spring Street
Port Jefferson, NY 11777

Waverly Avenue School Based Clinic at Sequoya

Age Range 14-17
750 Waverly Avenue
Holtsville, NY 11742

Waverly Avenue Clinic

Age Range Kindergarten through age 17
440 Waverly Avenue
Patchogue, NY 11772

Family Court Mental Health Services

In Suffolk County Family Courts, a clinical social worker provides a mental health screening, at the request of Family Court Judges, to children and adolescents who are involved with court-related matters and who may require mental health services as part of their legal disposition. Upon completion of the screening, the social worker will make treatment recommendations to the Court and to the family, and will assist with arranging those services in conjunction with the Court and the Department of Probation.

Emergency Services

Mobile Crisis Team

The Mobile Crisis Team provides a rapid response to children/adolescents and their families in the home, school, or other community settings. Staff provide crisis intervention, on-site assessment, brief follow-up intervention, and linkage to ongoing, clinically appropriate services.

Crisis Respite Bed Program

The Crisis/Respite Bed Program represents a joint effort among a variety of public and private child-serving agencies in Suffolk County. The program offers a temporary (*up to 3 weeks*), voluntary (*both parent and child agree*), out of home placement which provides a “cooling off” period for both the child/adolescent and the parent(s). Suffolk County youngsters between the ages of 5 and 17, who are at risk of or are currently experiencing an emotional/behavioral crisis, are eligible. Depending upon the particular needs of the individual, placement will be in the home of a licensed family, group home, or residential setting on Long Island.

Sagamore Children's Psychiatric Center Mission

Sagamore is a New York State Office of Mental Health facility that provides compassionate and comprehensive care for children, adolescents, and their families. The Sagamore mission is to deliver the best clinical practices within a safe and therapeutic setting. Treatment teams focus on individualized treatment and discharge planning to ensure that the children and adolescents cared for are able to function safely and successfully in the home, school and community. The facility's mission underscores its commitments to the highest standard of patient care and excellence in clinical training. Sagamore strives to provide in depth and timely assessment, treatment and discharge planning to the children and adolescents we care for. The Psychology Discipline of Sagamore is committed to providing the highest professional standards in the performance of these services.

Internship Aims

The aim of our internship training is to provide Interns with comprehensive clinical training in the delivery of empirically based, culturally competent, individualized clinical services to children, adolescents, families, and communities. The Sagamore Children's Psychiatric Center Psychology Doctoral Internship Training Program aligns with the mission of Sagamore, to deliver the best clinical practices within a safe and therapeutic setting.

Sagamore is committed to working with children and adolescents with severe and persistent mental illness by providing comprehensive care; this encompasses the emotional, social and academic needs of each child/adolescent at the hospital. Sagamore works closely with the individual child/adolescent, their families and the school districts to best meet each individual's needs and to help them to sustain their gains when returning to the community as they step down from the intensive therapeutic setting of the hospital. Our interns function within all of these systems including working both inpatient and outpatient, with families, school districts and community agencies. The Sagamore Psychology Doctoral Internship training objectives include enhancing professional development under supervision of a Licensed Psychologist and to provide a means for each intern to develop and mature in their professional identity as a clinician and as a member of a clinical team. By the end of the internship year, interns are capable of providing the full range of services needed to work as clinical psychologists treating children and adolescents with complex, multilayered difficulties across both inpatient and outpatient populations.

Sagamore is an ideal location for interns to achieve the training aim of participating in comprehensive clinical training in the delivery of empirically based, culturally competent and individualized clinical services to children, adolescents, families, and communities. Sagamore provides both inpatient and outpatient treatment and assessment of children and adolescents with severe and persistent mental illness/emotional disturbance along the developmental spectrum from age 5 through 18 years.

The Sagamore Psychology Doctoral Internship Training Program is committed to providing interns with exposure to a broad range of patient populations across culture, age and socioeconomic status experiencing severe and persistent mental illness. The Sagamore Psychology Doctoral Internship Training Program is designed to offer interns the opportunity to develop as clinicians and professionals with a strong

emphasis on treatment modalities for children, adolescents and their families, further understanding of cultural and developmental processes, etiology of emotional disturbance, clinical decision making, assessing and measuring outcomes, individualized treatment planning and development of skills in the area of psychological evaluations of children and adolescents based on research and empirically based data. Unique to our site, Interns have the opportunity to work with children/adolescents and their families for an extended period of time.

Given the complexity of the population that we serve at Sagamore, interns are afforded the opportunity to enhance their interpersonal development on a team and to develop their professional identity while maintaining empathy and dedication to this underserved population. As treatment team members, interns present cases and discuss psychological evaluations at diagnostic conferences, develop treatment plans based on collaboration with other team members, participate in team and unit meetings, as well as participating in individual, group and family treatment.

Interns participate in all aspects of treatment planning and as part of their training, will work closely with school districts, participating in meetings with the Committee for Special Education and while closely supervised, help determine appropriate placement upon discharge. Interns are also exposed to and will interact with a variety of community resources, in order to support and help the children and adolescents maintain and further their treatment gains in the community.

As part of the breadth of experiences to interns, they will have the opportunity to work with children and adolescents remanded to the hospital from the courts. They may be part of the evaluation team (e.g., completing a psychological battery, functioning as the primary therapist) that assesses and makes recommendations to the court for the child/adolescent who is remanded to the facility. Recommendations may include but are not limited to conversion to minor voluntary status or return to court with highly specific recommended treatment and disposition options. The outpatient program offers interns the experience of working with children of a different age range and within the school/community setting. Our interns work closely with school districts and participate in all aspects of treatment planning, from admission to discharge.

The inpatient and outpatient settings of Sagamore affords the interns the opportunity to achieve the aim of comprehensive clinical training in the delivery of empirically based, culturally competent and individualized clinical services to children, adolescents, families, and communities. By the end of the internship year, interns are capable of providing the full range of services needed to work as clinical psychologists treating children and adolescents with complex, multilayered difficulties across both inpatient and outpatient populations.

Psychology Department

The Psychology Discipline of Sagamore provides patients, the hospital and the community with psychological services, including diagnostic and developmental evaluation, treatment, training and consultation. Sagamore's psychologists and students of psychology are committed to the highest personal and professional standards in the performance of these services. We are accountable to our patients, our employer, our profession, and ourselves, to utilize our professional skills in the most conscientious, beneficial and ethical manner.

The Sagamore Children's Psychiatric Center Psychology Department is comprised of thirteen psychologists. The Sagamore Psychology Doctoral Internship Training Program began in 2019 with three internship positions. The Sagamore Psychology Department also with longstanding successful externship program with clinical and school psychology programs.

Psychology Department Members

Psychologists who hold a supervisory role at Sagamore are noted below. However, all department members are available for consultation and mentorship by appointment.

Barbara Brennan, PhD.
Treatment Team Leader; Inpatient E Unit
Area of interest/specialty: Gender Studies

Corrina Brown, PhD.
Supervising Psychologist
Area of interest/specialty: Assessment

Debra Failla, PsyD.
Program Director, Waverly Satellite at Sequoia- School Based Clinic
Area of Interest/specialty: Children of Divorce/Divorce and Trauma

Audrey Feldman, PhD.
Waverly Clinic- Mental Health Clinic

Daniella Ganger, PsyD.
Supervising Psychologist
Area of Interest/specialty: Dialectical Behavioral Therapy

Pius Ojevwe PsyD., ABPP
Supervising Psychologist
Area of Interest/specialty: Forensic Psychology

Diana Miley PsyD.
Program Director, Waverly Satellite at Jerusalem Avenue Elementary School-Based clinic

Area of Interest/specialty: Dialectical Behavioral Therapy

Shira Weiss, PsyD.

Director of Psychology/Training Director

Supervising Psychologist

Area of Interest/specialty: Mindfulness Based Stress Reduction

Allison Willig PsyD.

Supervising Psychologist

Area of Interest/specialty: Trauma and attachment

Sarah Woodward PsyD.

Program Director, Waverly Avenue Clinic at Tecumseh Elementary School

Supervising Psychologist

Area of Interest/specialty: Cognitive Behavioral Therapy, Play and expressive therapies with young children, Parenting support

Psychology Internship Supervisors and Faculty

Program Supervisors have the responsibility for the teaching and direct supervision of the intern's clinical work. Each intern will have three clinical supervisors; one for supervision of psychotherapy cases (2 hours weekly), one for supervision of psychological batteries (1-2 hours weekly) and one for supervision for outpatient cases (1 hour). Each intern also receives one group supervisory session per week for group psychotherapy (1 hour). Most importantly, Sagamore has an open-door policy, with additional supervision provided as needed. Our Intern supervisors also serve as our core faculty members, providing weekly didactic and case seminars in psychotherapy, psychological assessment and other special topics.

Psychology Internship Supervisors:

Shira Weiss, PsyD.

Barbara Brennan, PhD.

Daniella Ganger, PsyD.

Pius Ojevwe, PsyD., ABPP.

Allison Willig, PsyD.

Sarah Woodward, PsyD.

The Psychology Internship Training Committee

Our core supervisors are also members of the Psychology Internship Training Committee. The Training Committee is committed to providing interns with ethical care and consideration of all issues. The Psychology Training Committee establishes policy and procedures for the training program. This includes coordinating the application and selection process, planning the orientation phase of internship, preparing intern's program and scheduling seminars. The Psychology Intern Training Committee meets weekly to discuss intern progress. The Training Committee may also convene on an as needed basis to

discuss support and assistance for interns as well as for issues related to intern due process, grievances or problematic behaviors/conduct.

Training Committee Members:

Shira Weiss, PsyD.

Barbara Brennan, PhD.

Daniella Ganger, PsyD.

Pius Ojevwe, PsyD., ABPP.

Allison Willig, PsyD.

Sarah Woodward, PsyD.

Internship Training Model: Practitioner-Scholar-Model

The Psychology Doctoral Internship Training Program at Sagamore Children's Psychiatric Center is designed to further clinical development in keeping with the Practitioner-Scholar Model. The internship places careful emphasis on research-based practices with children/adolescents with severe and persistent mental illness. The Sagamore Internship provides gradually increasing learning opportunities in which Interns can acquire the knowledge, experience, professional orientation and identity which will enable them to function as competent clinical psychologists.

Structure of the Training Program

The Psychology Doctoral Internship Training Program at Sagamore Children's Psychiatric Center experience was created in order to provide interns with a comprehensive, productive and diverse experience with children and adolescents across a broad range of psychopathology, child/adolescent development, gender and cultural diversity. This extensive experience provides interns a solid foundation in which they may hone their skills and determine possible areas of specialization.

The Sagamore Internship begins the last Thursday in August and continues for a full calendar year, finishing on the last Wednesday in August. Interns generally work 40-45 hours a week with one late evening to accommodate families. The Sagamore Internship primarily takes place at our main campus in Dix Hills. Interns complete a 12 month rotation on the inpatient setting, and are additionally assigned one full day to the outpatient Waverly Avenue Clinic at Tecumseh Elementary School for the year.

The following are a brief description of the inpatient units. Each Intern is assigned to one of these units, to be determined, based on interest and training goals

Inpatient- F Unit: Children and Adolescent, mostly girls, co-ed unit, ages 10-18.

Inpatient- E Unit: Children and Adolescent, mostly boys, co-ed unit, ages 10-18.

Inpatient- H Unit: Adolescent, mostly girl's unit, ages 15-18.

After a comprehensive facility orientation and orientation with the Director of Psychology, interns are assigned to a treatment team. Each intern works in conjunction with a team psychologist and functions as a member of the treatment team. Under close supervision, interns are assigned up to four individual psychotherapy cases. As part of their responsibilities, interns communicate directly with families and provide family consultation and therapy where clinically appropriate. Interns co-lead twice weekly group therapy, provide case management, participate in interdisciplinary treatment team meetings and attend diagnostic case conferences. The team psychologist are directly responsible for the supervision of the intern's functioning within the team and meet with the intern for a minimum of two hours per week for supervision (i.e., reviewing all documentation as well as supervising all psychotherapy cases and group work). Interns also meet once weekly with the Director of Psychology for group supervision.

In addition to their assigned units, interns hold up to two outpatient cases at the Waverly Avenue Clinic at Tecumseh Elementary School. The Program Director, a Licensed Psychologist, is directly responsible for

the supervision of the intern's functioning within the program and meets with the intern for a minimum of one hour per week for supervision. Interns assigned to the Clinic at the Tecumseh school-based program conduct individual, family and/or group therapies with children from kindergarten through sixth grade in a fully integrated clinical and educational program. Therapeutic modalities include play therapy, CBT, family systems and psychoeducational support for parents.

Psychological assessment, report writing, and diagnostic presentations are an essential component of the Sagamore Internship. The Testing Coordinator, a Licensed Psychologist, is directly responsible for the supervision of the intern's functioning regarding psychological assessment and meets with the intern for a minimum of one hour per week for supervision. During a week in which a testing is first assigned, an intern may expect to meet with the Testing Coordinator for two hours per week for supervision. In order to assure a breadth of experience, Interns may be assigned Psychological Evaluations across all three units, ensuring that they will have experience with a variety of patients and interact across all three multidisciplinary teams for diagnostics and case consultations. Interns administer full diagnostic assessments, score, integrate data, write up results and participate and present findings at a diagnostic case conference held on day 7 of the child's admission. Interns complete, at minimum, 20 psychological assessments per year. During the diagnostic, the multidisciplinary team may request additional testing in order to clarify any diagnostic questions. If this is a testing that an Intern has completed, they may perform additional psychodiagnostic testing to respond to clinical questions from the treatment team. At times, the question may be neuropsychological in nature, as such, opportunities may be available for neuropsychological assessment.

All interns to have the same educational and supervisory experience regardless of rotation, track or training year. Specifically, all interns receive at least five hours of individual face to face supervision per week. All interns attend two weekly didactics; Intern Didactics and Psychological Assessment Didactic. Weekly treatment team meetings as well as attendance at 20 Diagnostic Case Conferences are mandatory for all interns.

Focus on Diversity

An essential foundation of the Sagamore Doctoral Internship Training Program is the respect and understanding of cultural and individual differences. The Sagamore Doctoral Internship Training Program upholds the belief that diversity amongst clinicians and interns creates an enriching educational experience. Diversity amongst clinicians and Interns also informs the provision of services to a diverse group of children and adolescents in our care.

Interns at Sagamore have the opportunity to gain clinical experience with a diverse population across psychopathology, ethnicity, socioeconomic status and gender. Our patient population experiences depression, anxiety, psychosis, suicidality, self-injurious behaviors, poor school performance and poor family relationships. Given our New York location, we serve a diverse group of patients from ethnically and socioeconomically diverse populations. Our patient population is also diverse in relation to gender identity. Sagamore provides services regardless of family's financial or immigration status; Sagamore has provided services to refugees seeking asylum in the United States and individuals that are undocumented. Our patient population may be diverse in relation to language. Interpreters are made available on site as needed so that therapists may provide services to their patients.

The Psychology department at Sagamore is committed to fostering ongoing cultural competence both within the department and throughout the facility. Psychologists regularly engage in self-study regarding the intersections of race/ethnicity/gender identity and sexual orientation and clinical practice. As part of an OMH initiative, members of the training committee also participate in the State-Wide OMH initiative on diversity which includes small discussion groups that meet monthly to discuss issues around race, racism, social justice and the intersection with psychology. Currently, three members of the Training Committee participate in these groups. One Training Committee member is also part of an OMH initiative to evaluate assessments in terms of sensitivity to diversity, race, gender and multiculturalism. Supervisors are engaged in educational experience to enhance their own cultural competence in serving this community – which also prepares supervisors to provide supervision with interns in navigating individual and cultural differences. In addition, the OMH initiative has opened these discussion groups to interns, our 2020-2021 class was invited to participate and have signed up for these discussion groups.

The Training Committee has named a faculty member the Diversity and Inclusion coordinator. The purpose of this role is to help increase our efforts to recruit a diverse sample of interns and to reflect on how we as a training program provide comprehensive training and supervision regarding the intersection of treatment/assessment and social justice issues. The Diversity and Inclusion coordinator will review applications and after the interview process, review and offer additional suggestions for attracting diverse interns. It was the recommendation of the Diversity and Inclusion coordinator to expand the OMH initiative; in an effort to enhance the knowledge and skills of our team in working with and providing services to ethnically diverse populations, our Training Committee has set aside time once monthly to bring discussions about race, racism, social justice and the intersection with psychology to our weekly Training Committee meeting. The psychology clinicians at Sagamore make every effort to increase awareness and comfort with multicultural, socioeconomic and diverse gender experiences. In addition,

the psychology clinicians are committed to reflecting and attempting to understand our biases and how they influence us as individuals and providers. All aspects of training and supervision include a focus on understanding the impact of social justice issues on the assessment and treatment of marginalized populations. Cultural competence is fostered not only by example, but through ongoing exploration in supervision and during all didactic seminars, not just those specifically geared towards such discussion. Each didactic has its own objective on cultural diversity.

Sagamore as a whole strives to build a staff that is comprised of individuals who represent the diversity of the children and adolescents with whom we work in terms of culture, ethnicity and sexual/gender orientation. Sagamore's commitment to a representative workforce extends to its recruitment of psychology interns. Additional consideration is given to internship candidates who represent the diverse groups seen in our patient population and also to those with a clear commitment to working within a diverse population and who have sought the experiences and training necessary to display a high competence in doing so. Sagamore Children's Psychiatric Center works with a diverse population across race, ethnicity, gender and socioeconomic status. Awareness and sensitivity to cultural issues is an intrinsic portion of the work we do.

Assessment

Psychological assessment, report writing, and diagnostic presentations are an essential component of the Sagamore Internship. Interns will administer full diagnostic assessments, score, integrate data, write up results and then participate in and present findings at a diagnostic conference held on day 7 of the child's admission. Interns will complete, at minimum, 20 psychological assessments per year. Interns may perform additional psychodiagnostic testing to respond to clinical questions from the treatment team. Opportunities may be available for neuropsychological assessment.

Psychological Evaluations Each child/adolescent admitted to Sagamore is administered a full psychological battery which may include the following scales:

Children- Standard Battery

- Children's Interview for Psychiatric Syndromes (ChIPS)
- Millon Pre-Adolescent Clinical Inventory (MPACI)
- Millon Adolescent Clinical Inventory (MACI)
- Wechsler Intelligence Scale for Children (WISC-V)
- Rorschach

Adolescent- Standard Battery

- Children's Interview for Psychiatric Syndromes (ChIPS)
- Minnesota Multiphasic Personality Inventory (MMPI-A)
- Wechsler Intelligence Scale for Children (WISC-V)
- Rorschach

Court Remand Battery

- Wechsler Abbreviated Scale of Intelligence—Second Edition (WASI-II)
- Personality Assessment Inventory (PAI-A)
- Children's Interview for Psychiatric Syndromes (ChIPS)
- After the initial assessment battery, patients may be referred for further assessment to answer any additional clinical questions. Additional testing may include the NEPSY-II, SASSI, BDI-II and the Vineland 3.

Supervision for Psychological Evaluations

Given the breadth and depth of testing cases, interns will receive two hours weekly supervision for assessment assignments. Interns generally complete two full batteries per month and may be assigned a third shorter psychological battery, or specific neuropsychological subtests to complete. Interns may also complete the Beck Depression Inventory (BDI-II) for specific patients over the course of the patients stay.

Supervision

Supervision of interns is the foundation of the Psychology Doctoral Internship Training Program at Sagamore Children's Psychiatric Center. Interns are regarded as trainees and the aim of our internship program is to provide a growth mindset, enriching learning environment. Individual and group supervision are considered fundamental for learning, collaboration and growth, with an emphasis on the development of the interns as an emerging professional. Sagamore's supervision is guided by the nine profession-wide competencies and encourages Interns to demonstrate increasing independence and competence in each of these areas. Interns to be evaluated twice a year by their supervisors.

Supervisors are clinically responsible for their cases. Supervisors are responsible for confirming documents that interns place into the Electronic Medical Record. Supervisors will sign documents and interns to co-sign. All treatment plans and progress notes to state that patient is seen by intern "supervised by Licensed Psychologist."

Interns are provided with face to face supervision, at minimum, five hours weekly. Two hours weekly are provided by a supervising psychologist who directly oversees Interns' work on the units/program to which they are assigned. Given the breadth and depth of testing cases, interns will receive one to two hours weekly supervision for assessment assignments. Interns are afforded an hour of supervision with their supervisor for cases carried on an outpatient basis. Each intern also receives one hour group supervisory session per week. Most importantly, Sagamore has an open-door policy, with additional supervision provided as needed.

Interns will have the opportunity to provide feedback about their supervisory experiences both formally and informally. Twice yearly, interns will complete a Supervisor Assessment Form. Interns will also meet monthly with the Director of Psychology for Professional Development Seminar. This seminar also serves as a place in which interns can explore conflicts and successes not only with patients, but also with the multidisciplinary team and their individual supervisors.

Our core supervisors are also members of the Psychology Intern Training Committee. The Psychology Intern Training Committee meets weekly to discuss intern progress. This commitment to Intern training helps identify any issues or concerns as they arise.

Telesupervision Policy

Sagamore does not provide telesupervision under typical circumstances. However, the Training Committee may implement telesupervision via videoconferencing applications in extreme circumstances where in person supervision is not feasible.

All Sagamore videoconferencing occurs over a secure network using site-administered video conferencing technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all trainees. All interns are provided with instruction regarding the use of the videoconferencing equipment at the outset of the training year. Technical difficulties that cannot be resolved

on site are directed to the Office of Information Technology Help Desk.

The individual format is used to for individual supervision, since interns may be dispersed across separate sites or sheltering-in-place. Intern and supervisor meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Individual Supervision in this format is required for all current Sagamore interns for two hours each week, at a regularly scheduled time.

The group format is used to promote interaction and socialization among interns, since interns may be dispersed across separate sites or sheltering-in-place. Interns and a faculty facilitator meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Group Supervision in this format is required for all current Sagamore interns for one hour each week, at a regularly scheduled time. Sagamore places high value on cohesion and socialization of intern cohorts, and virtual meetings via videoconferencing are an effective way to foster connection. 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 Sagamore supervisors including email and phone numbers, so crises and time-sensitive information can be reported as necessary.

Sagamore recognizes the importance of supervisory relationships. It is expected that the foundation for these supervisory relationships will be cultivated initially during the Sagamore orientation, such that interns will have formed relationships with their supervisors prior to engaging in videoconference supervision. These measures are in line with the Sagamore Internship Program aim, to provide empirically based, culturally competent, individualized clinical services to children, adolescents, families, and communities.

Didactic and Educational Requirements

Didactics are provided by the psychology faculty at Sagamore. Interns participate in 2 hours per week of Didactics in areas such as Psychological Assessment, Psychotherapy Techniques, Family Therapy and Group Therapy. Interns participate in 2 hours of additional educational learning per week through Diagnostic Case Conferences, Treatment Team Meetings and Statewide Grand Rounds.

Intern Didactics

The following are Didactics offered during the year. Intern didactics are a series of presentations given by core faculty and invited speakers. Seminars begin the first week of internship and run through the end of August. Seminars are sequential and graded in complexity. They are constructed to run parallel to the intern's experience as the year progresses. Early presentations are designed to orient interns to the facility and include introduction to services, milieu treatment, charting and discharge planning. Topics will then focus on challenges working with children, adolescents and their families. As the year progresses, Interns will focus on advanced topics such as family therapy. Towards the end of the year, seminars will focus on termination and life after internship.

Intern Didactic

Mondays 2pm-3pm; Weekly, Year-Long

This seminar is devoted to readings, discussions and practical applications to psychological formulation and treatment of child/adolescent psychotherapy cases. Readings will be provided in advance of seminar. Each class will discuss theory and practice as well as sensitivity to diversity, race, gender and multiculturalism. Some writing will be expected. One of the objectives of this group is to help create a safe and supportive environment in which interns can discuss themselves in an open, honest and non-defensive manner and explore role demands, ethics and integration of science and practice in the practitioner-scholar based internship. Interns to demonstrate an understanding of basic theoretical positions presented in the readings and discussions. Interns to will be able to apply theory and technique to conceptualization and management of ongoing cases. To the level of one's comfort, discussion of one's own intersectional identifications, cultural and family history and relevant clinical case material is encouraged.

Assessment Didactic

Fridays 10:00am-11:30am; Weekly, Year-Long

This is an advanced seminar in psychological assessment and assumes a basic knowledge of administering and scoring of clinical testing instruments. The seminar will focus on case presentations, highlighting the integration of personality and cognitive testing. Special attention will be given to the Rorschach. The focus will be on child/adolescent assessment. Interns to continue to examine the applicability of assessment methods to male and female clients across the developmental span and from diverse racial, ethnic and cultural backgrounds. Interns will be guided throughout the seminar to translate test data into individualized descriptions of personality structures, cognitive functioning and emotional functioning. Interns will present testing cases and receive feedback from peers.

Professional Development Seminar

Thursdays 9am-10am; Monthly, Year-Long

This seminar meets monthly over the course of the year and is dedicated to discussion and exploration of professional identity development, role demands and professional goals. We expect that questions around various professional issues will arise as interns gain experience throughout the year. To the level of one's comfort, discussion of one's own concerns about professional identity is encouraged.

Diagnostic Case Conference

Each new admission to the inpatient facility will have a Diagnostic Case Conference 6-days post admission. Interns are required to attend at least 20 Diagnostic Case Conferences over the course of the year. Diagnostic Case Conferences occur 1-2x per week, for one hour each. Diagnostic conferences are focused on presenting all relevant assessments, including psychosocial history, psychological evaluations and psychiatric evaluations. Diagnostic Case Conferences are an opportunity for the Treatment Team to develop case conceptualizations and implement a treatment plan. Interns will have the opportunity to present cases and receive feedback from team members.

Statewide Grand Rounds

Statewide Grand Rounds are held monthly. Faculty, as well as researchers and professionals present on a variety of topics in psychology and psychiatry that are relevant to the evaluation and treatment of adults and children/adolescents with serious and severe psychopathology.

Teaching and Mentoring

All Psychology Interns will have the opportunity to teach and mentor. The psychology interns will work closely with the psychology externs, co-leading one group weekly, with psychology intern as the lead facilitator for the group. Psychology Interns also provide support and information to the psychology externs. Interns will be invited once monthly to the Extern Assessment Didactic to provide peer supervision for externs conducting assessments. Interns will also conduct psychological testing and have the opportunity to present results of these evaluations to the Treatment Team.

Profession Wide Competencies

I. Research

Sagamore trains interns to critically evaluate and apply relevant scholarly materials to clinical practice. Interns must demonstrate increasing independence to inform practice.

II. Ethical and Legal Standards

Sagamore trains interns to utilize knowledge and application of ethical principles in a consistent and appropriate manner, seeking consultation when needed. Interns must demonstrate knowledge and behave in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.

III. Individual and Cultural Diversity

Interns must maintain sensitivity to the cultural and individual diversity of patients and commit to providing culturally sensitive patient care. Over the course of the Internship, interns will develop a better understanding of their own identity and its impact on the provision of services to others. Interns will demonstrate knowledge of current theories related to cultural differences and diversity.

IV. Professional Values, Attitudes and Behavior

Interns are trained to engage in behaviors that reflect professionalism, integrity and empathy for others.

V. Communication and Interpersonal Skills

Interns will communicate productively with team members both verbally and through written communications, complete work in a timely manner, utilize effective boundaries for self and others, and enhance their professional demeanor, even in the event of a challenging situation. Interns will strive to develop and maintain well organized and efficient relationships with others.

VI. Assessment

Interns will develop and utilize skills to properly administer, assess and complete psychological evaluations. They will communicate integrative results in a manner that accounts for family, social and cultural issues and demonstrates a comprehensive understanding of diagnosis and relevant theory. Interns will learn to provide appropriate therapeutic recommendations based on the results obtained.

VII. Diagnosis and Therapeutic Interventions

Interns will establish and maintain effective therapeutic relationships with patients, effectively assess relevant information, and create informed theory regarding diagnoses. Intern will formulate comprehensive case conceptualizations to help inform appropriate interventions based on theory and research. Interns will assess and reevaluate intervention effectiveness as needed.

VIII. Supervision

Interns will demonstrate knowledge of theories of supervision and apply this consistently, seeking supervision as needed. Interns will demonstrate the ability to accept and utilize feedback. Competency of this skill is also developed informally, through peer consultation and diagnostic conferences.

IX. Consultation and interprofessional/interdisciplinary skills

Interns will demonstrate interpersonal professionalism through consultation with team members, patients, families and direct care staff. Interns will demonstrate openness and respect for all team members and gain an understanding of the importance of all perspectives in a team. Treatment at Sagamore works within an interdisciplinary team and interns will learn to navigate the intricacies of the team and develop professional relationships with other team members.

Evaluation, Retention and Termination Policy

The Psychology Intern Evaluation form is organized around the American Psychological Association CoA Standards of Accreditation Profession-Wide Competencies:

- I.** Research
- II.** Ethical and legal standards
- III.** Individual and cultural diversity
- IV.** Professional values, attitudes and behavior
- V.** Communication and interpersonal skills
- VI.** Assessment
- VII.** Intervention
- VIII.** Supervision
- IX.** Consultation and interprofessional/interdisciplinary skills

At their initial Psychology Intern Orientation, interns will receive a copy of the Intern Evaluation Form. This form will serve as a written statement of program expectations for professional functioning. Evaluation procedures will be clearly stipulated including how and when evaluations are conducted. All interns will also receive a written description of procedures they may use to appeal any supervisory decisions. At initial orientation, clinical, assessment and administrative issues are all addressed. Interns will receive at least five hours of supervision per week with three different supervisors. This level of supervision assures that any areas of difficulty in which interns do not perform at expected level will be easily identified.

In addition to ongoing communications between interns, supervisors, and the Director of Psychology, interns will be formally evaluated twice a year. The Director of Psychology and supervisors will meet mid-year (February) and at the end of the year (August) to complete a Mid-Year Intern Evaluation Form and Year-End Intern Evaluation Form, respectively. This will enable all supervisors to share information regarding individual intern progress. The Evaluation Forms are then completed by the supervising psychologists, who rate the interns' level of competencies as delineated above. The form is then presented to the interns for their review, feedback and signatures. Finally, it is reviewed, countersigned by the Director of Psychology and information is communicated to the respective doctoral programs.

The evaluation process can be based on direct observation, review of written documentation, review of assessment data, clinical discussions and supervisory interactions. Interns may enter our program with varying degrees of competency across skill sets. It is the view of the program that all Interns, even exceptional ones, will benefit from intense supervisory experience to help prepare them for their professional practice. Formal evaluations may serve to identify problems that require attention; however, it is the

primary supervisors' responsibility to identify any substantial concerns that may be present prior to this formal evaluation.

Minimal level of achievement for interns at the Mid-Year Evaluation will be a competency rating of 2 or higher attained in each learning element. A minimal level of achievement for Interns as measured by the Intern Evaluations by the conclusion of Internship will be a competency rating of 3 or higher attained in each learning element.

On the rare occasion in which an intern falls below a 2 on any learning elements, the due process procedures will be initiated.

The following is a description of Competency Ratings:

4 – Advanced Competence Rare rating for internship; Competency is commensurate with that of psychology staff; however, as an unlicensed trainee, supervision is required while in training status.

3 – Proficient Competence Anticipated rating at completion of the internship. Ready for entry level practice.

2 – Beginning/Intermediate Competence Common rating throughout Internship. Routine or minimal supervision required on most cases

1 – Remedial Significant skill/development required; remediation necessary

Program Evaluation

Twice over the course of the year, interns will be asked to evaluate their supervisors and the overall training program. At the end of the year, Interns will participate in an exit interview. In addition to the information from the interviews and the comments on the Evaluation of the Internship Forms, Internship Outcome Survey data will be collected from interns and are used as a basis to make any changes in the training that might strengthen and enhance the Internship.

Completion of Internship

Completion of Internship with two main criteria, meeting required hours 2000 hours over the course of one calendar year, and by receiving the requisite competency ratings across all evaluations. Minimal level of achievement for interns at the Mid-Year Evaluation will be a competency rating of 2 or higher attained in each learning element. A minimal level of achievement for Interns as measured by the Intern Evaluations by the conclusion of Internship will be a competency rating of 3 or higher attained in each learning element.

Upon successful completion of internship hours and competency ratings, the home doctoral program and Director of Clinical Training will be informed of the completion of the program. Interns will also receive a certificate of completion.

Interns that do not meet minimum requirements may not be eligible to obtain substantiation from the Training Director that they have met the requirements for internship training.

Code of Ethics

In providing psychological services, the Intern must reliably be cognizant, careful and thoughtful to the consequences of decisions and recommendations, confidentiality and other matters pertaining to the legal and civil rights of the children/adolescents and their families receiving services. Interns must not devalue or violate the legal and civil rights of the children/adolescents and their families receiving treatment. Interns will show concern for the many implications of data and other information obtained in the course of providing psychological services.

Interns to be familiar with the Office of Mental Health's "Principles and Policies for Insuring Citizen Rights" and will uphold these standards at all times. They will remain informed of new legal rulings in this area and their implications for the provision of psychological services. Interns must be familiar with and adhere to the most current revision of, Ethical Standards of Psychologists, Standards for Providers of Psychological Services, Standards for Educational and Psychological Tests, and Ethical Principles in the Conduct of Research with Human Participants, (American Psychological Association [APA], 2003) and are to be aware of any Addenda released.

In their overall responsibilities and delivery of psychological services, interns must conform to relevant statutes of federal, state, and local governments. They shall also be informed about state agency regulations which relate to the provision of psychological services.

Interns will safeguard the welfare of individuals to whom they provide services by undertaking only those professional activities for which they are qualified by virtue of their training and experience. They will not provide services for which they have not been adequately trained, including the use of particular psychological instruments or techniques.

Interns providing services to persons of culturally diverse backgrounds shall have training and experience which render them competent in understanding such persons. All interns shall undertake to increase their knowledge and awareness of the special needs of different religious, racial, ethnic, sexual and economic groups.

The Sagamore psychology department abides by the APA Ethical Principles and Code of Conduct. Sagamore maintains an ethics committee that meets quarterly at a minimum. Dr. Weiss, the Director of Psychology, is a member of this committee. Interns are oriented to the Ethical Principles and Codes at the outset of the internship year. Ethical issues that arise throughout the training year are examined during individual supervision, as well as during group supervision. Over the course of the year, Interns are encouraged to attend at least one Ethics Committee meeting. As part of the mid-year and year-end evaluation, Interns are evaluated on their understanding and consistent display of ethical behavior and practices. All interns are expected to abide by these principles and regulations. For a copy of these codes and regulations, please see the APA Ethical Principles and Code of Conduct at www.apa.org/ethics/code/ or consult with the Director of Psychology who will provide a copy.

Diversity and Nondiscrimination Policy

Sagamore is a welcoming leaning environment for all interns, including those from diverse and under-represented communities. Our staff strive to model acceptance and respect for all people to create an environment of safety and nurturance. A foundational belief of the program is that a diverse group of clinicians and Interns enriches the educational experience and the subsequent delivery of services to the children and adolescents we care for. Understanding our individual biases and how they influence us as individuals and psychologists is an integral part of the work we do, both as providers and as educators. Topics surrounding diversity and nondiscrimination that arise throughout the training year are examined during individual supervision, as well as during group supervision. Over the course of the year, Interns are also trained in this area through seminars and clinical training experiences with a diverse population. As an internship, Sagamore endeavors to consider current practices and strives to improve our training program with regard to diversity.

Sagamore abides by the New York State policy on nondiscrimination: “New York State (NYS) is an equal opportunity/affirmative action employer. NYS Law prohibits discrimination because of age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, marital status, domestic violence victim status, carrier status, gender identity or prior conviction records, or prior arrests, youthful offender adjudications, or sealed records unless based upon a bona fide occupational qualification or other exception.” If you are a person with a disability and wish to request that a reasonable accommodation be provided for you to participate at Sagamore, please contact the program director to initiate this process.

Formal Due Process Procedures for Psychology Interns

The Psychology Intern Training Committee meets weekly to discuss interns' progress. The Training Committee may also convene on an as-needed basis for any and all issues related to intern performance, probation and termination procedures. Sagamore follows due process guidelines to ensure that decisions about intern performance are as objective as possible. All interns are evaluated by the same metrics and an appeals procedure is in place so that an intern may challenge a program decision.

During their initial orientation, interns will receive a written statement of program expectations and a copy of the Intern Evaluation Form. Evaluation procedures will be carefully delineated, including frequency and manner in which evaluations will be conducted. Sample of Intern Evaluation Form to be distributed within policy and procedure manual. This written statement will also include procedures for supervisory decision-making regarding performance issues. Interns will also receive a description of procedures they may use to appeal any decisions made by the internship program. Interns to sign that they received and understood the Intern Evaluation Form.

Due Process Procedures

Due process procedures are utilized when a supervisor, faculty or staff member express concerns about the performance and functioning of an Intern. Sagamore's Due Process follows a carefully delineated procedure in which levels of intervention are graded based on persistence, complexity and level of disruption of problem behaviors.

The following policy is intended as a set of instructions and guidelines so that interns to receive the support and assistance necessary to remediate any concerns. These procedures are meant as a safeguard for both interns and the Sagamore Doctoral Internship Program.

Psychology Interns at the Sagamore Children's Psychiatric Center

Interns have the right to be treated respectfully, professionally and ethically. It is the responsibility of the intern to engage with the training program in a way that is respectful, professional and ethical. Interns should be afforded every reasonable opportunity to remediate problems or issues. The intern has the right to participate in Due Process procedures; to have their viewpoint heard at each step of the process and to appeal decisions in which there is disagreement based on the instructions and guidelines of this policy. Interns should make every reasonable attempt to remediate competence and behavioral concerns.

Sagamore Children's Psychiatric Center

Sagamore has the right to be treated respectfully, professionally and ethically. It is the responsibility of the staff at Sagamore to engage with the Interns in a way that is respectful, professional and ethical. It is the responsibility of the Sagamore Internship program to make every reasonable effort to support interns to the extent possible in successfully completing the training program and to support Intern in remediating behavioral and competency concerns. Sagamore has the right to implement Due Process procedures as delineated below. Sagamore has a right to make decisions related to remediation for an

intern. This includes probation, suspension and termination, within the guidelines of this policy.

Definition of a Problem

Problems are defined as follows:

- When an intern is unable or unwilling to behave in a professional manner; these attitudes or characteristics threaten the quality of clinical services or ability to meet minimal acceptable standards of internship program and interfere with professional functioning.
- When an intern cannot gain the necessary skills to reach an acceptable level of competency; these attitudes or characteristics threaten the quality of clinical services or ability to meet minimal acceptable standards of internship program and interfere with professional functioning.
- When an intern cannot control personal stress, excessive reactivity or psychological dysfunction; these attitudes or characteristics threaten the quality of clinical services or ability to meet minimal acceptable standards of internship program and interfere with professional functioning.

It is the professional judgment of the Sagamore Training Committee to determine when a problem behavior requires remediation. The following are identified as problems that will require remediation

- The intern cannot identify, reflect upon or understand the problem behavior.
- The problem behavior is not a skill deficit which can be addressed by additional supervision or clinical and didactic training.
- The problem behavior is negatively impacting the intern's ability to provide adequate services
- The problem behavior is generalized to different areas of functioning
- The training committee is taxed by the amount of time necessary to support the Intern
- After receiving feedback and time, the behavior does not change.
- The problem behavior may have ethical or legal ramifications if not addressed
- The problem behavior may negatively impact the public view of Sagamore
- The problem behavior may negatively impact the other interns at Sagamore
- The problem behavior may cause harm to a patient.
- The problem behavior may create difficulty with appropriate communication with Sagamore staff.

Informal Review In a situation where a supervisor or other faculty/staff believes that an intern's behavior is becoming problematic or that the intern is not performing at the expected level, either clinically or administratively, the issue should be raised with the intern directly and immediately in an attempt to resolve the issue. Resolution may be attained using the following methods:

- Increase of supervision
- Increase in didactic training
- Increase in structured readings.

The direct supervisor or faculty/staff member that raised the concern should monitor the outcome.

Formal Review If the intern’s problem behavior persists following an attempt to resolve the issue informally, or if an intern cannot meet the minimum level of achievement of a “2” on all learning elements during the mid year supervisory evaluation, the following process to be initiated:

Notice Intern to be notified in writing that the problem behavior has been raised to a formal level of review; a hearing to be held within 10 business days of issuing a Notice of Formal Review.

Hearing The supervisor/faculty/staff member will hold a hearing with the Director of Psychology, Intern and the Training Committee to discuss the problem and determine actions necessary to address the issue. If the Director of Psychology is also the supervisor who raised the concern, another faculty member who has worked directly with the intern will also participate in the hearing. The hearing will determine the appropriate next steps to assist the intern in resolving the issue.

Outcome and Next Steps The results of the hearing will be determined by the Director of Psychology and the Training Committee. The outcome of the hearing will be communicated in writing to the intern within 5 business days of the hearing.

The following may occur as a result of the hearing:

1) The Director of Psychology and Training committee may issue, in writing an “Acknowledgment Notice.” This notice will delineate the following:

- The Director of Psychology and the Training committee are aware and concerned with the problem.
- The Intern has been made aware of the problem.
- The supervisor and /or Training Committee will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
- This problem is not significant enough to warrant additional action at this time.

2) The intern may be placed on a “Remediation Plan.” This plan defines, in writing, the problem behavior, what the intern is required to do to address, change or improve the behavior or skill deficit and the time in which it will be monitored. Remediation indicates a change in status for the Intern and their status at the program will be “Probation Status.” The timeframe for the status to be determined on gradation of problem behavior and will be determined by the Director of Training and the Training Committee. The written remediation plan to be shared with intern and with the intern’s home doctoral program. The written remediation plan to include the following:

- A definition of the behavior or skill deficit that is causing deficits in Interns functioning.
- The specific plan to be implemented to rectify or improve this problem.
- A specific time frame for which this problem to be resolved or ameliorated.
- Procedures designed to determine whether the problem has been appropriately remediated.

Probationary status to be reviewed weekly by the Director of Psychology, direct supervisor and Intern. Please note that at the end of the stated time frame, the Director of Psychology to document if the issue

has been satisfactorily ameliorated. This written document will be placed in the Intern's permanent file and to be shared with the intern's home doctoral program. If the problem has been resolved, Intern's status to be removed from "probation status." If the problem has not been resolved, the Director of Psychology may choose to

- a) Extend the remediation plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be specified clearly.
- b) Move to step 3

3) The intern may be placed on "Suspension Status." During a specified period of time, the intern would be removed from all clinical work. During this hiatus, the intern may receive additional support through increased supervision, mentorship, didactics or be engaged in another method of remediation. The timeframe for the status to be determined on gradation of problem behavior and will be determined by the Director of Psychology and the Training Committee. The written remediation plan to be shared with intern and with the intern's home doctoral program. The written remediation plan to include the following:

- A definition of the behavior or skill deficit that is causing deficits in Interns functioning.
- The specific plan to be implemented to rectify or improve this problem.
- A specific time frame for which this problem to be resolved or ameliorated.
- Procedures designed to determine whether the problem has been appropriately remediated.

Suspension status to be reviewed weekly by the Director of Psychology, direct supervisor and Intern. Please note that at the end of the stated time frame, the Director of Psychology to document if the issue has been satisfactorily resolved or ameliorated. This written document will be placed in the Intern's permanent file and to be shared with the intern's home doctoral program. If the problem has been resolved, Interns status to be removed from "Suspension Status." This will indicate that Intern may resume clinical activities. Within this framework, the written document may recommend that the Intern be placed on "Probationary Status" with a Remediation Plan. In this case, the process for step 2 to be followed. If the problem has not been resolved, the Director of Psychology may choose to move to step 4.

4) The Intern may be terminated from the Internship Program. If the intern's problem is not resolved or ameliorated through the above processes, or if the problem represents gross misconduct or ethical violations that may cause harm, the Intern may be terminated. Termination would be defined as the discontinuation of participation of the intern with any aspect of the training program. This decision would be made by the Director of Psychology, the Training Committee and a representative from the Human Resources Department. The decision to terminate to be determined within 10 working days of the previous step completed. The Director of Psychology may decide to suspend the intern's clinical activities during this ten-day period when the final decision is being made. The Director of Psychology to notify, in writing, APPIC and the intern's home doctoral program of the decision.

All time limits mentioned above may be extended by mutual consent within a reasonable limit.

Unethical or Illegal Behavior

It is the professional responsibility of any person aware of any unethical or illegal behavior by an intern to report to the Director of Psychology immediately. The Director of Psychology will discuss issues with the Executive Director of the Facility and the Intern's Director of Psychology. If the infraction may be remediated, an immediate plan of action will be put into place. All parties will be informed via written communication of said infraction and corrective plan.

If the infraction directly involves patient care, direct contact with patients will be suspended immediately until the investigation and resolution are concluded. The intern may also be subjected to review by the Justice Center or Child Protective Services. In cases of extreme infractions (to be determined by facility), the intern may be barred access to the facility until the investigation and resolution is concluded. If an infraction is founded, consequences may include probation, suspension or immediate termination of internship. Final decisions will be made with the approval of the Executive Director of the Facility and the Director of Psychology. The Director of Clinical Training from the intern's doctoral program as well as APPIC will be informed immediately, both verbally and in writing.

Appeal Procedures

An intern has the right to appeal any decisions made during Due Process Procedures. If the intern wishes to challenge a decision made at any step in the Due Process procedures, the intern may request an Appeals Hearing before the Training Committee.

The intern must submit a written letter to the Director of Psychology appealing the decision made within 5 working days of notification regarding the decision with which the intern is dissatisfied.

Upon receipt of a written appeal, the Director of Psychology will form a committee made up of two staff members chosen by the Director of Psychology and two staff members chosen by the intern. The Director of Psychology will then chair a hearing. The Appeals Hearing will be held within 10 working days of receiving the intern's request. The review panel will review all written materials and have an opportunity to interview those involved. The committee will then vote by majority to either uphold the original decision or modify the decision, decisions made by the review panel will be shared with the intern and the intern's home doctoral program. The committee will also provide the Director of Human Resources with this report.

If the intern is dissatisfied with the decision of the review panel, the intern has an additional five working days to seek further review by submitting a written request to the Executive Director and the Director of Human Resources. This request must include an explanation of appeal, the specific concerns regarding due process and the settlement that is being requested. The committee must also submit a written report of its initial decision.

The Executive Director and the Director of Human Resources will review all documentation and render a written decision within five business days of the Intern's request. The Executive Director and the Director

of Human Resources may accept the committee's decision, reject the committee's decision and provide an alternative response or refer the matter back to committee for further review. If the matter is referred to the committee, the committee will then report back to the Executive Director and the Director of Human Resources within five business days. The Executive Director and the Director of Human Resources will make a final decision regarding actions to be taken. The final decision will be delivered in writing within five business days of receipt of the appeal and will be entered into the intern's personnel file and be shared with the intern's home doctoral program.

Grievance Procedures

Grievance Procedures are implemented in situations in which a psychology intern may have a concern or complaint about a supervisor, faculty member, trainee or any portion of the internship training program. Interns who pursue honest and sincere grievances will not be penalized in any way. During their initial orientation, interns will receive a written description of the procedures they may use to file grievances.

Informal Review

Interns will be encouraged to discuss any concerns with the individual(s) that is(are) involved. However, if after an informal discussion the issue is not resolved, or the intern does not believe that the issue was resolved satisfactorily, the following steps are to be taken.

Formal Review

If the matter cannot be resolved using informal means, the intern may submit a formal grievance, in writing to the Director of Psychology. If the Director of Psychology is the subject of the grievance, the issue should be submitted to the Executive Director or designee. The individual being grieved will be asked to submit a written response to the grievance. The Director of Psychology (or the Executive Director or designee, if appropriate) will meet with the intern and the individual being grieved within 10 business days. Upon review of the complaint, the Director of Psychology may determine that the intern and individual being grieved will require separate meetings; these meetings to occur within 10 business days.

In the event that the grievance is related to the training program (and not any particular individual), the Director of Psychology and Executive Director or designee to meet with the intern together. The goal of this meeting is to develop and implement a plan of action to resolve or ameliorate the matter. The plan should specifically identify the problem, steps to resolve the problem and ways to identify that the problem has been solved. If the situation involves a direct supervisor, this plan of correction may include assigning an additional supervisor, reassigning a supervisor or modifying interns' responsibilities. If the situation involves other interns or employees in the facility, modifications to assignments or other appropriate actions may be implemented. Neither training goals nor patient care will be compromised.

The plan of action to include:

1. The Director of Psychology to document process and outcome of the meeting.
2. The intern and individual being grieved (if applicable) to report back, in writing, to the Director of

Psychology within 10 business days to ascertain if the issue has been adequately ameliorated or resolved.

3. In the event that the matter is not resolved, the Director of Psychology to convene a review panel within 10 business days. This review panel to consist of the Director of Psychology and two other members of the training faculty. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.
4. If the review panel determines that a grievance against a staff member cannot be resolved internally or is not appropriate to be resolved internally, then the issue will be turned over to the Human Resources in order to initiate the agency's due process procedures.

If the intern's grievance is inappropriate for the Training Committee to resolve within the internship or is related to unprofessional or unethical behavior by a supervisor or faculty member, the matter will be referred to the Director of Human Resources. The Director of Psychology will report the incident to the Director of Human Resources and the complaint will be investigated. If founded, the Director of Psychology and Director of Human Resources to inform the Facility's Executive Director and confer about the next course of action. The supervisor may require counseling and/or disciplinary procedures in accordance with the guidelines of the hospital

Psychology interns can also be members of the Professional Employees Federation (PEF), the Union for NYSOMH facilities. Interns will be given a PEF guidelines facility handbook when beginning employment.

Salary, Benefits and Resources

The internship is a full-time, 12-month commitment beginning in September 2019. The current salary is 35,074 per year plus benefits, commensurate with other full-time employees at the agency.

Interns are entitled to all holidays given to New York State employees. In addition, Interns will receive the following:

- Personal Leave: 5 personal days that may be used at any time
- Professional Leave: up to 3 days during the internship year for attendance at professional conferences, job interviews, or dissertation defense.
- Vacation: 12 days of vacation time during the training year are accrued at the rate of one day a month.
- Sick Leave: 12 days of sick leave are accrued during the training year at the rate of one day a month.

Interns are expected to be on site for the entire year for successful completion of the internship. However, interns may use accrued vacation or personal time to complete the internship up to one week early, with prior approval of the Director of Psychology and active supervisors and if all responsibilities and requirements have been met.

Sagamore provides interns with their own office, computer, phone with voicemail, basic office supplies and internet connection. The main office has a copy machine, scanner and fax. Interns have access to a secure server in which to write and store clinical documents. Interns are further provided with access to a broad variety of testing materials for psychological assessment. Refrigerators and microwaves are available to Interns. Additional electronic items require approval from maintenance staff before being utilized in the facility.

Selection of Interns

The program accepts applicants who are eligible to participate in the Match and Post Match Vacancy Service (PMVS). Applicants must have three years of graduate training, preferably with prior practicum experience working with children and adolescents and a minimum of 325 Intervention hours as well as 75 assessment hours. Preference is given to applicants with clinical experience with children and adolescents, express interest in working inpatient, demonstrate interest working with families, have experience with psychological assessment with children and adolescents, demonstrate maturity and professionalism and have skills and sensitivity regarding multicultural issues. Interns with these qualities will have experience in line with our program's aim. Applications will be screened by the Director of Psychology and the training committee and appointments will be made for an in-person interview. All application requirements as outlined by AAPI must be completed in order for the student to be considered for Internship. Sagamore seeks to identify and select a diverse group of interns who will benefit from our program.

Application Process

Applications will be accepted through the APPIC online portal only. The following application materials are to be provided consistent with the APPIC AAPI online

- A completed Online AAPI (APPIC's standard application)
- Cover letter (as part of AAPI)
- Curriculum Vitae (as part of AAPI)
- Three Standard Reference Forms (as part of AAPI)
- AAPI verification from Director of University attesting to applicant's readiness for internship
- De-identified psychological report

All applications are carefully reviewed by the Director of Psychology. Applicants are notified by email on or before deadline date if they have been chosen for an interview. Interviews take place at Sagamore in January. Applicants can expect the interview process to last approximately 2.5 hours. Applicants will meet with the Director of Psychology and then interview with one other staff psychologist. Interns are encouraged to meet with current interns and discuss practical questions about the Sagamore internship program. Upon completion of interviews, the Director of Psychology and other clinical staff review and rank applicants. Ranks are submitted with the National Matching System in accordance with APPIC deadlines and processes.

Please Note: Candidates that match to the Internship Program at Sagamore Children's Psychiatric Center are subject to background checks as a condition of employment with the New York State Office of Mental Health. Specific checks include:

- Screening through the Staff Exclusion List (SEL), which is maintained by the Justice Center for the Protection of People with Special Needs. Persons whose names appear on the SEL as having been found responsible for serious or repeated acts of abuse or neglect will be barred from appointment.

- Screening through the Statewide Central Register of Child Abuse and Maltreatment (SCR). Among the Sagamore Children’s Psychiatric Center Employment papers that interns receive after matching to the internship is the Statewide Central Register Database Check Form which will need to be completed and returned along with a money order for \$25 made out to the NYS Office of Children and Family Services. If an intern candidate is indicated, they must authorize the indicated report to be released to Sagamore Children’s Psychiatric Center. Once a copy of the indicated report is received from the Office of Children and Family Services (OCFS), it will be evaluated on its own merits, consistent with Social Services Law and OCFS recommended guidelines to determine risk to vulnerable persons. The responsibilities of the intern may be modified, or the internship offer withdrawn.

For Additional Information

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