Nebraska Internship Consortium in Professional Psychology (NICPP)

Intern Handbook 2026-2027

University of Nebraska–Lincoln

NICPP is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

*Questions related to the program's accredited 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
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Nebraska Internship Consortium in Professional Psychology List of NICPP Interns 2026-2027

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BT Omaha	DeVohn	Roman
BT Omaha	Landon	Bonner
BT Omaha	Amarah	Sweaks
BT Omaha	Tanner	Wright
CAPS	Tori	Wolf
CAPS	Elijah	Schaefer
CAPS	Samantha	Villavicencio
DHHS	Kyle	Bizal
DHHS	Armen	Gharabetian
IHMCC	Christopher	Kraft
IHMCC	Rachel	Wilborn
IHMCC	Jibin	James
IHMCC	Kathryn	Walker
MCC	Nerissa	Dolney
MMI BPIC	Bridgett	McGill
MMI BPIC	Carly	Oddleifson
MMI BPIC	Mallory	Harris
MMI BPIC	Patrice	Arkfeld
MMI BPIC	Elizabeth	McPherson
MMI BPIC	Sean	Morse
MMI BPIC	Stacy	Herard
MMI BPIC	Margaret	Sackinsky
MMI BPIC	Rahma	Goran
MMI BPIC	Sara	Flash
MMI Central	Julia	Duran
MMI IABA	Alejandra	Castillo
MMI IABA	Amanda	Hut
MMI IABA	Shannon	Spadoni
MMI IABA ADO	Jordan	Etherington
MMI IABA ADO	Alexa	Pellegrino
MMI LDDB	Mackenzie	Allen-Walters
MMI North	Julia	Albro
MMI SB ABA	Faith	Dunnuck
MMI SB MHS	Sawyer	Harmon
MMI SB MHS	Lamia	Bagasrawala
MMI SB MHS	Molly	McDermott
MMI SB MHS	Ishan	Vengurlekar
MMI South	Ralsa	Fountain
MMI West	Meagan	Butler
NMPD ANX	Yourim	Kim
NMPD HP	Russell	Mach
QLI	Mercedes	Haney

Welcome to the Nebraska Internship Consortium in Professional Psychology (NICPP). The NICPP is comprised of eight cooperating agencies that together offer a broad range of professional experiences for qualified doctoral students in psychology. The mission of the NICPP is to provide psychology interns with intensive professional training experiences within the context of a scientist-practitioner model. NICPP specializes in training professional psychology with child, adolescent, college students, and family interests The NICPP agencies are the Department of Health and Human Services of Nebraska, Boys Town, Immaculate Heart of Mary Counseling Center / IHMCC, Counseling and Psychological Services at the University of Nebraska-Lincoln, Morningstar Counseling and Consultation, Munroe-Meyer Institute of the University of Nebraska Medical Center, Nebraska Medicine Psychology Department, and Quality Living Institute. Interns are required to adhere to the NICPP and the agency procedures/policies. The internship is one full year (12 months/2000 hours) in duration.

NICPP is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The NICPP completed the APA re-accreditation process in 2025 and was granted full accreditation by APA for ten years. NICPP accepts applications from APA-accredited school, counseling, and clinical psychology doctoral programs in the United States and Canada. The defining feature of the NICPP as a consortium is its commitment to comprehensive and coordinated experiences. Interns are admitted to NICPP and are placed at an individual agency for the duration of the internship. Primary training experiences, responsibilities, and supervision are coordinated at individual agencies, with oversight by the NICPP Board of Supervisors. Interns attend monthly seminars, have access to many professional development opportunities, and are supervised by an array of talented supervisors. https://nicpp.unl.edu/

The **major goal** of the NICPP is to provide an integrated, individually tailored, and coordinated series of learning experiences that will serve interns with opportunities to: (a) practice and expand on previously held knowledge and learned skills, (b) develop new skills and knowledge, and (c) experience personal and professional growth and development. These learning experiences will contribute to interns' emergence as competent scientist-practitioners and professional psychologists. Interns in NICPP agencies serve populations across the lifespan, including children and adolescents, families, older adults, care providers, and adults facing various psychological or medical conditions.

Interns' internship training will provide a sequential, graded, and cumulative series of learning experiences. Through daily activities and monthly NICPP seminar meetings, interns will have opportunities to achieve the following professional **competencies**:

a. Apply ethical decision making to complex clinical and research activities;
b. Develop and demonstrate knowledge and skills in delivering services within primary and specialty care settings and collaborating across setting and care-providers;
c. Develop and demonstrate a commitment to evidence-based intervention;
d. Demonstrate a commitment to, appreciation of, and respect for diversity equity,

inclusion and access (DEIA);

e. Demonstrate an appreciation for and commitment to research, including scientific practices and research activities;
f. Generate research questions related to their work with clients and answer those questions;
g. Demonstrate competencies to evaluate the efficacy of their work with diverse clients and systems;
h. Conduct formal and informal assessment for the purpose of designing interventions and creating recommendations;
i. Demonstrate awareness of supervision needs and set goals for the supervision process; and
j. Demonstrate professionalism in relationships, language, interactions, communications and timely completion of internship activities.

Monthly NICPP Seminars

Interns are required to attend and participate in monthly NICPP seminars that support and enhance the NICPP training objectives. Seminar meetings will:

1. provide a common core of experiences among all NICPP interns;
2. facilitate interns' relationships with each other;
3. increase interns' knowledge of psychological science and practice across settings;
4. increase interns' knowledge of the breadth and depth of lifespan psychology; and
5. Incorporate a tour of the hosting agency to increase interns' knowledge of different clinical settings

The NICPP seminars integrate these four components throughout the year. Ethical practice and scientific investigation are emphasized within each component.

1. **Diversity**: Multicultural considerations in assessment and intervention, development of world views, guidelines for delivery of services to ethnically and linguistically diverse clients, consideration of factors of intersectionality including but not limited to ADDRESSING[1] model components.
2. **Intervention**: Intervention with substance abuse, health issues, system level intervention, family therapy, psychopathology across the lifespan, supervision, consultation, crisis intervention.
3. **Professional Issues**: Roles of psychology in diverse agencies including primary care clinics, inpatient psychiatric hospitals, private practice, intermediate care facilities for clients with intellectual, developmental or behavioral disabilities, academic medical centers, post- acute

[1] The ADDRESSING acronym stands for Age and generational influences, Developmental or other Disability, Religion and spirituality, Ethnic and racial identity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender.

rehabilitation facilities, schools, and universities.

4. **Assessment**: Behavioral, psychometric issues/research, neuropsychology, family, infant, personality/emotional, custody, and vocational.

Seminar Schedule

Each monthly seminar is typically scheduled from 8:30 am to 4:00 pm. A schedule of seminar dates is included at https://nicpp.unl.edu/current-interns/. Seminar locations rotate across the NICPP agencies, and some seminars occur virtually. Seminar agendas include presentations by NICPP faculty and agency scholars, professional case presentations by NICPP interns, and social events arranged during lunch or at the end of each monthly seminar. During virtual seminars, interns are asked to follow the protocol that the American Psychological Association typically expects for virtual professional development: be punctual in joining the seminar, keep their cameras on and mute their microphones except when speaking, participate actively in breakout rooms and discussion of case presentations, ensure that their space is quiet and uninterrupted, and behave professionally throughout the seminar.

NICPP Internship Requirements

1. The NICPP Internship requires a **minimum of 2,000** hours during a year long, **12-month period** documented in monthly logs submitted to the NICPP Program Coordinator. A **minimum of 500 hours must be spent in face-to-face psychological services** to patients/clients. Interns receive a **minimum 4 hours of supervision per week**; at least 2 of these hours are individual, face-to-face supervision with a licensed psychologist and the remaining 2 hours may individual or group supervision and/or with another licensed professional (e.g., LMHP, BCBA, MSW, MD, etc) or university advisor.

   To verify that these requirements are met, interns submit a monthly activity log to the NICPP Program Coordinator by the 5th of the following month. Timely and accurate completion of monthly activity logs is an important professional responsibility of each intern. Inaccurate or incomplete activity logs may delay interns' completion date and delay the release of a Certificate of Internship Completion. Definitions of activities reported in the log can be found on the NICPP Current Interns webpage: https://nicpp.unl.edu/current-interns/

   Extended leaves may be requested for cause as defined by each NICPP agency. A written agreement for extended leaves will be developed and drafted prior to the dates of leave in a formal document signed by the Agency Training Director, the NICPP Training Director, and the intern. These leaves are typically unpaid.

2. **NICPP Monthly Seminars**: Interns are required to attend and participate in all monthly NICPP seminars. In unusual circumstances, interns may be excused from one monthly seminar for cause with the approval of the NICPP Training Director and their Agency Training Director. In the event of an excused absence, interns are expected to review training materials, recordings and slide presentations from the seminar on their own time. Interns are responsible for their own travel expenses to monthly seminars, unless otherwise arranged by their agency. Travel time on seminar days to locations other than an intern's placement is logged as "Other" on the intern log.

3. **Case Presentation:** All interns must present a case for discussion during the NICPP seminar devoted to Case Presentations. Interns will submit a 150-word abstract describing their case study one month in advance of the Case Presentation Seminar using a presentation abstract form. The form will include a supervisor's signature verifying that the topic has been discussed and reviewed by the supervisor. Case presentations will symposium-style and

grouped in rooms of 3-4 presentations, with each case presentation lasting 15-20 minutes in length followed by 15-20 minutes for questions and discussion from both interns and faculty members for the group of presenters.

4. **Competency-Based Evaluation**: Every intern will be evaluated at least four times -– once mid-internship and again at end-of-internship. The evaluations will be completed by the intern's primary supervisor based on observation and comments by all supervisors who have interacted with the intern. The evaluation form is located on the current Intern's webpage https://nicpp.unl.edu/current-interns/ . Internship evaluations will be discussed by the intern and supervisor, and both the intern and the supervisor will provide written comments on the designated spaces on the evaluation form at mid and end of year time points. Interns are also expected to complete the corresponding self-assessment at each time point and discuss with supervisor(s).
    - By the July evaluation, interns are expected to demonstrate readiness for entry-level independent practice. Successful completion requires an average overall competency rating of 6.0 or higher across the nine competency domains and no individual overall competency rating below 4. These criteria are intended to ensure that interns demonstrate appropriate independence, professional judgment, self-assessment, and ability to seek consultation when needed.
5. Once signed by the intern and the supervisor, completed evaluation forms are forwarded to a NICPP Co-Training Director for review and signature. Copies of the beginning, mid- and end-of-internship evaluations are forwarded to the intern's Director of Clinical Training.

6. **Individual Development Plans (IDP)** will be completed by interns on a quarterly basis at the beginning of the year in September, January, April, and at end-of-internship in July. These plans specify how interns will address the NICPP competency objectives within their agency and internship. Interns will also specify individual goals that they have set for themselves during their internship year. Plans will incorporate specific and individualized professional goals for interns' training year established by interns with their supervisors at the beginning of the training year. These plans may be revised as necessary with the approval of the supervisor and intern. Interns assess and score their progress in completing these activities at midyear and again at the end of the year. They then review their **Individual Development Plan** with their supervisor. Completed and reviewed plans will be signed by the intern, supervisor, and a NICPP Co-Training Director. Copies of the mid- and end-of-internship Competency Management Plans are forwarded to the intern's Director of Clinical Training. Interns are encouraged to review their plans regularly and use these in supervision to enhance their skill development and autonomy.

7. Interns are expected to maintain their own professional liability coverage unless this is provided by their agency. Insurance is available through The Trust for approximately $35/year https://www.trustinsurance.com/Insurance-Programs/Student-Liability.

All documents and links needed to document interns' completion of these requirements, throughout the year, are available on the shared NICPP Link Tree.

Intern Governance, Committees and Peer Support

Intern participation in the governance of the NICPP and interactions with peers outside of interns' home agency are important components of NICPP training. To facilitate these, NICPP agency training directors have created four intern committees. A goal is for most interns to participate in one of the following committees, and for each NICPP agency to have, at a minimum, one intern on the NICPP

Governance Committee:

- **Intern Engagement Committee:** charged with engaging the NICPP Board, supervisors and interns in socializing actions and policies that foster a positive and caring; community within the NICPP
- **NICPP Governance Committee**: charged with advising the NICPP Board on policies and practices that the leadership should take to strengthen the internship; this committee will select one member to attend the first 30 minutes of each quarterly NICPP Board of Supervisors meeting to represent intern perspectives and recommendations.
- **NICPP Professional Development Committee:** charged with engaging the NICPP Board, supervisors and interns in activities related to professional growth and development.

As additional socialization strategies, supervisors may randomize seating of interns during in-person seminars and plan peer group discussions of professional and personal topics at seminars. Given the many agencies, orientations and disciplines within the NICPP, it is very important that interns learn and expand their knowledge outside of their area of specialization. This goal is also consistent with APA's requirement to broaden interns' general knowledge and experiences.

Accommodations for Interns with disabilities

The NICPP is committed to the successful performance of all interns. Interns with disabilities who need accommodations should direct their request to their Agency Training Director or NICPP Co-Training Director. Next, interns will contact the Office for Student with Disabilities in their home university and authorize that office to send a copy of their existing accommodation plan to the NICPP. In most cases, the existing plan for accommodations will need to be adapted to the tasks and responsibilities that the intern is assigned within the supervised experiences of the NICPP. The intern, their supervisor(s), the Agency Training Director and relevant agency offices, and an NICPP Co-Training Director will work collaboratively with the home university to create an appropriate plan for accommodations. If the intern did not have had an accommodation plan in their home university, the intern and the NICPP will collaborate with the home university's Office for Students with Disabilities to verify the disability and develop an appropriate plan for accommodations to support the intern's mastery of the NICPP competencies and requirements.

Grievance and Due Process Procedures

Periodically, concerns arise among interns or their supervisors that address supervision or intern performance. The NICPP considers such issues to be critically important and works to resolve concerns in ways that prioritize the continued development of interns. Thus, structured policies around grievance and due process procedures have been developed, are discussed at the outset of the internship year, and are provided on pages 25-34 of this manual and at https://cehs.unl.edu/node/current-interns/ . Where applicable, interns should also adhere to their agency's internal grievance and due-process policies and procedures. Interns are strongly encouraged to address concerns, complaints, or questions directly, immediately, and collaboratively. When concerns with intern performance are identified, a written remediation plan will be completed in coordination with the intern, Agency Training Director, and NICPP Training Director. The NICPP Co-Training Directors, Dr. Matt Gormley and Dr. Allison Grennan, are available to help on an informal or formal basis.

Intern Support Services

A variety of support services for interns are available through the NICPP and participating agencies to facilitate interns' successful progress through the internship. First, supervisors engage in ongoing

formal (structured) and informal (semi structured) performance evaluation to monitor progress and promote early identification of additional experiences and support that may be needed to foster interns' success. Second, Drs. Gormley and Grennan, as NICPP Co-Training Directors, are available to interns to acknowledge and address intern concerns and feedback. Third, NICPP formal evaluation procedures monitor the growth and performance of interns. NICPP policies for formal performance monitoring of interns are designed to provide guidance, structure and support for the interns' professional development, rather than the delivery of punitive or punishing consequences. Intern representatives to the Board support fellow interns and ensure the interns' viewpoint is shared at Board and policy levels. Additionally, intern representatives serve as social liaisons who coordinate social activities for the NICPP with the NICPP Program Coordinator. The NICPP strongly believes that interns' perspectives and insights are important to the continued growth of the NICPP.

Preparation for and Integration of Seminar Information

Specific readings, advance organizers, and discussion questions may be assigned to interns in advance of each month's seminar. In addition, interns are expected to read and become proficient in the following guidelines and principles regarding service delivery published by the APA:

American Psychological Association. (1990). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse population s. https://www.apa.org/about/policy/providers-of-psyc-services.pdf

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct. https://www.apa.org/ethics/code

American Psychological Association. (2017). Multicultural guidelines: An ecological approach to context, identity and intersectionality. Author. https://www.apa.org/about/policy/multicultural-guidelines

Student Membership in APA Divisions

NICPP interns are strongly encouraged to become members of professional organizations in psychology including student membership in the American Psychological Association. Interns are encouraged to become a member of their respective APA practice divisions (Clinical – 12; Counseling – 17; School – 16). Other divisions that reflect interests across the NICPP are: 7, 13, 25, 29, 37, 38, 40, 45, 52, 53 and 54. Most divisions offer discounted student membership. For more information, check the links below:

Division 12 (Clinical): http://www.div12.org/membership Division 16 (School): http://apadivision16.org/ Division 17 (Counseling): https://www.div17.org/
Division 22 (Rehabilitation Psychology): https://division-rehabpsych.squarespace.com/ Division 38 (Health Psychology): https://societyforhealthpsychology.org/ Division 53 (Clinical Child and Adolescent Psychology): https://sccap53.org/ Division 54 (Society of Pediatric Psychology): https://pedpsych.org/

Intern File Retention

All internship files (training experience, evaluations, and certificates of completion) will be permanently stored for evidence of the interns' progress through the program as well as

for future reference and credentialing purposes. All formal complaints and grievances that have been submitted or filed against the program and/or against individuals associated with the program will be kept until the next accreditation site visit.

Interns stipends and earned income in addition to NICPP stipend

Interns are allowed to receive scholarships in addition to the intern stipend. Interns are not allowed to enter into an agreement as an employee of any other entity during the term of their internship. Interns must disclose and receive the approval of their Agency Training Director prior to receiving other forms of financial remuneration for services (e.g. speaking fees, consulting fees, contracted research.)

Board of Supervisors Structure

The Agency Training Director from each member NICPP agency will be a member of the NICPP Board of Supervisors. The UNL position as NICPP Co-Training Director will rotate between the UNL Clinical, Counseling, and School Psychology programs. The agency position as NICPP Co-Training Director will be identified from the NICPP agencies determined by the board. Term of office is flexible, with the preference that a new NICPP Co-Training Director start at least two years before an APA self-study/site visit year. There will be 2 non-voting board members from the training programs at UNL not holding the director position. The non-voting board members will attend the NICPP Board of Supervisor meetings.

Site Visits

To facilitate interns' exposure to diverse psychological services and treatment within the NICPP, the agency training directors are committed to introducing interns to the breadth of experiences across the various agencies. To achieve this goal, in-person seminars will incorporate agency site tours. A unifying perspective of psychological practice across the NICPP agencies is ecological developmental theory. Individuals are continually developing in the context of reciprocal interactions with the environment. Change is possible from multiple sources, including environmental, psychological, and biological factors. Psychological and behavioral interventions occur at all levels and through diverse activities. The various agencies within the NICPP provide opportunities for interns to develop knowledge and skills in providing services within primary care settings an d collaborating across settings and care-providers.

The NICPP is situated in a unique geographical locale. Through the inclusion of agencies in urban (e.g., Omaha), regional (e.g., Lincoln), and rural settings (e.g., Chadron), interns gain exposure to differences in psychological and mental health services across broad community contexts. Further, the availability of sites such as schools, hospitals, outpatient clinics, and residential agencies adds to the breadth of treatment facilities to which interns are introduced.

Case Presentations

One monthly seminar will be a Case Presentation Day when each NICPP intern will present a case to the NICPP interns, supervisors, and training directors. The purposes of the case presentations are to:

- Encourage interns to maintain an evidence-based, scientist-practitioner model in everyday clinical work.
- Practice presentation skills.
- Improve clinical skills.
- Respond professionally to questions and feedback.

When presenting their cases, interns will acknowledge the unifying ecological developmental

perspective of the NICPP agencies by emphasizing the conditions in a client's environment and setting as a source of change. A case presentation might also target a system or staff and show how changing that system affects an individual client or client outcomes. Presentations will be 17-20 minutes long and presented symposium-style in groups of 3-4, followed by a Q&A period of 20 minutes where all presenters in the group will answer questions from the audience. Both the evaluation form that is completed by NICPP interns and the evaluation form that is completed by NICPP supervisors for each case presentation are included at: https://unleducation.az1.qualtrics.com/jfe/form/SV_eyMQWAofslZjp0a

Case presentations will incorporate the following information:

Client Characteristics:
- Age, gender identity, grade, sexual identity and orientation, race, ethnicity Critical development in medical history
- Critical family history
- Diversity Considerations – ADDRESSING (Age and generational influences, Developmental or other Disability, Religion and spirituality, Ethnic and racial identity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender), and their implications for service delivery and treatment.

Presenting Problem:
- Operationally defined the presenting concern How was the problem assessed?
- ICD-10 diagnoses
  - What data were or will be collected (records, direct observation, self-report, parent report, questionnaires, standardized measures, etc.).
- Any problems or potential problems with data collection? How were/will these data used to make a clinical decision

Previous Research:
- What is the empirical basis for treatment? Briefly discuss research studies and data that support selected treatment modality and therapy relationship factors/adaptations.
- Provide selected references.

Treatment (when presenting a therapy case):
- Describe the treatment components (or components that will be used).
- Was the treatment modality and therapy relationship factors/adaptations empirically supported?
- Treatment integrity – How did you ensure that treatment was actually implemented?
  - If changes were made in treatment, how are data used to help you make decisions?
  - What were ethical and diversity considerations with this treatment?

Evaluation:
- How was (or will) progress (be) evaluated and objective manner?
- Describe the case using a multicultural lens
- Identify critical legal and ethical dilemmas raised by the case

Discussion:
- Describe two or three critical questions or topics that should guide the case discussion.

Final Comments

Internship training in the NICPP is a collaborative effort among the interns, their supervisor, agency staff, and the NICPP Co-Training Directors. Communication is VITAL. Electronic mail is used extensively, and it is ultimately the interns' responsibility to ensure that they share appropriate communication channels. Interns are asked to check the NICPP website regularly (https://nicpp.unl.edu) and the NICPP Interns Listserv. Ultimately, successful completion of the internship requires a great deal of careful decision making by interns.

NICPP Intern Goals and Evaluations

The training goals of the Nebraska Internship Consortium in Professional Psychology are diverse and represent the far-reaching nature of training and a scientist-practitioner approach to psychology. Specifically, when completing an internship through the NICPP, we expect prospective psychologists to gain experiences and competencies in:

- Apply ethical decision making to complex clinical and research activities
- Develop and demonstrate knowledge and skills in delivering services and collaborating across settings and care-providers (consultation)
- Develop and demonstrate a commitment to evidence-based intervention procedures
- Develop and demonstrate an appreciation for and commitment to research, including scientific practices and/or research activities
- Develop research questions/skills related to your work with clients
- Develop and demonstrate competencies to evaluate the efficacy of your work with diverse clients and systems
- Conduct formal and informal assessment for the purpose of designing interventions and creating recommendations
- Develop and demonstrate awareness of supervision needs and set goals for supervision process
- Professional in relationships, language, interactions, communications, and timely completion of internship activities.
- Grow in knowledge and confidence in case conceptualization from an integrative, decolonial framework
- Recover from graduate school burnout to enjoy learning again
- Explore psychology careers outside of direct service

Supervisors formally evaluate the progress of interns toward competence using the NICPP Competency-Based Evaluation Fillable Form quarterly (September, January, April, and July). Interns develop specific goals related to these competencies using the IDP form and describe their own progress towards each goal. In addition, at the end of their internship year, interns complete the Intern Evaluation of Supervisor and evaluate the quality of the supervision they are receiving and how effective their supervisor is in helping them to achieve their goals and develop competency.

NICPP Intern Evaluation

Intern competency development is evaluated through a formal, structured, competency-based evaluation process aligned with the APA Profession-Wide Competencies for internship-level training. Interns are evaluated across nine competency domains: Research and Evaluation; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values and Attitudes; Communication and Interpersonal Skills; Assessment; Intervention; Supervision; and Consultation/Interprofessional Collaboration.

- Evaluations occur at four formal timepoints during the training year: September, January, April and July. The September evaluation is intended to provide an early developmental baseline and identify any areas requiring additional support. The January and April evaluations serve as mid-year assessment of progress, consolidation of skills, and continued training needs. The July evaluation is the final summative evaluation of readiness for entry-level practice.
- Each competency domain includes specific sub-goals or observable skills that help clarify expectations and guide supervision. Supervisors rate both the sub-goals and the overall

competency using a 7-point developmental scale. Ratings reflect the intern's observed behavior, level of independence, ability to generalize knowledge and skills, responsiveness to supervision, and readiness for entry-level professional practice.

- Narrative feedback is required twice per year at mid-and end-of year evaluations and is used to identify strengths, areas for continued growth, and recommended training actions. Supervisors also provide summary comments at each live or video-observed evaluation point to document developmental progress and guide future supervision. If concerns arise, the program may initiate additional support, increased supervision, targeted training activities, or a formal support/remediation plan.
- By the July evaluation, interns are expected to demonstrate readiness for entry-level independent practice. Successful completion requires an average overall competency rating of 6.0 or higher across the nine competency domains and no individual overall competency rating below 4. These criteria are intended to ensure that interns demonstrate appropriate independence, professional judgment, self-assessment, and ability to seek consultation when needed.

Once signed by the intern and the supervisor, completed evaluation forms are forwarded to a NICPP Co-Training Director for review and signature. Copies of the mid- and end-of-internship evaluations are forwarded to the intern's Director of Clinical Training.

These evaluations are based on actual observation and reports of supervising psychologists, clients, and others concerned with clients and their treatment.. Specific behaviors within the competencies that are irrelevant to a particular agency may be marked NA. However, all interns are expected to address each of the competencies during their internship. Additional competencies that are not listed may be addressed in the general summary.

See NICPP Website for full copy of intern evaluation and self-assessment evaluation.

Individual Development Plan (IDP)

An important aspect of the doctoral internship is planning professional activities required to master established NICPP competencies and monitoring the attainment of these goals over time. NICPP interns are required to work with their supervisors to develop Individual Development Plans to address their achievement of the NICPP competencies within their internship agency. These plans will be assessed quarterly using an attainment scale. Individualized goals are also incorporated into the plan to reflect interns' individual aspirations. The plans can be revised as necessary throughout the year with approval of the intern and supervisor.

At the beginning of their internship year (due in September) Interns will develop their Individual Development Plans in collaboration with their supervisor, carefully refining these plans to be specific and objective, reasonable, attainable, constructive, and measurable. Plans should include a timeline by which the activities will be accomplished. Interns' professional goals are also recorded on their Individual Development Plan, which should then be signed by the intern and the supervisor and submitted to the NICPP Co-Training Directors. Progress towards their Individual Development Plans will be reviewed quarterly on the same cadence as the Competency-Based Evaluations and should be completed by the Intern, reviewed with their supervisor, signed by both the intern and the supervisor, and submitted to the NICPP Co-Training Directors. The NICPP Individual Development Plan is at https://nicpp.unl.edu/current-interns/

Intern Evaluation of Programming and Supervision

In order to ensure that the NICPP is obtaining and providing meaningful feedback to participating agencies and supervisors, the NICPP recruits feedback from interns throughout the year.

Seminar Evaluations. Interns are strongly encouraged to complete anonymous evaluations of seminar speakers and content. Qualtrics surveys are distributed at each NICPP seminar for this purpose.

Evaluations of Supervisors. Interns are strongly encouraged to complete evaluations of their supervisors at mid-year and end-of-internship. The evaluation is intended to be an opportunity for candid feedback and will be discussed with the supervisor before being sent to the NICPP Program Coordinator. The NICPP central office will store supervisor evaluations, sharing a de-identified summary for sites twice per year, and sharing individual surveys with agency supervisors after at least three evaluations have been collected for an individual supervisor. Interns also have the option of waiving their anonymity and sharing the evaluation immediately with an NICPP Co-Training Director or Agency Training Director. If significant concerns with an intern's well-being or safety are noted in a survey, results for an individual supervisor may be shared immediately with Agency Training Directors regardless of the number of evaluations that have been collected by the Central Office. A copy of the Intern Evaluation of Supervisor can be found at https://nicpp.unl.edu/current-interns/

Voice of the Interns Survey. Twice annually, interns are sent a survey to assess their satisfaction with the NICPP internship program. Results are gathered by intern representatives to the NICPP Board of Supervisors and shared with the Board during a quarterly board meeting.

Nebraska Internship Consortium in Professional Psychology
Supervision, Evaluation, and Due Process Policies and Procedures

The Nebraska Internship Consortium in Professional Psychology is committed to maintaining an internship program that facilitates learning and professional growth for interns. The training staff place a high premium on creating a work environment that is professionally stimulating, open to change, supportive of diversity, and sufficiently flexible to accommodate individual needs and requirements. Fundamental to a successful training experience is the provision of ongoing feedback to interns that facilitates professional and personal growth.

The NICPP recognizes that developmental stressors are inherent both in the transition from graduate school to an internship setting and during the course of the internship. During the internship, interns are exposed to full-time clinical practice, typically involving a full and challenging caseload as well as responding to client crisis and agency requirements.

Furthermore, internship supervision is often very intense, concentrated and frequent, which may increase the intern's sense of personal and professional vulnerability. Thus, while the internship represents time of increased stress and vulnerability, it is also a critical professional opportunity when interns can learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity.
Interns make significant development transitions during the internship and may need special types of assistance during this time. It is the responsibility of the NICPP to provide activities, procedures, and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, contact with support individuals (e.g., supervisors) and/or groups (e.g., other graduate interns, former interns, etc.), seminars specifically addressing expected stressors and transitions, and staff attention to the gradual increase in both the number and complexity of clients. It is the responsibility of the NICPP intern to be responsive to supervisor feedback, engage fully in remedial learning activities that are recommended by the supervisor, and commit fully to the provision of effective psychological services that are needed to benefit their clients.
This document outlines the rights and responsibilities of interns in the training process. It also outlines the supervision, evaluation, and due process procedures.

Intern Rights and Responsibilities

Intern Rights

1. The right to a clear statement of general rights and responsibilities upon entry into the internship, including a clear statement of goals and parameters of the training experience.
2. The right to be trained by professionals who behave in accordance with the APA ethical guidelines.

3. The right to be treated with professional respect, that recognizes the training and experience the intern brings with them.
4. The right to ongoing evaluation that is specific, respectful, and pertinent.
5. The right to engage in an ongoing evaluation of the NICPP experience.
6. The right to initiate an informal resolution of problematic training experiences (supervision assignments, etc.) through discussion or written request to the agency staff member, Agency Training Director and/or to the NICPP Training Director and NICPP Associate Training Directors if informal resolution has failed to address problems or to determine whether rights have been infringed.
7. The right to one's personal privacy.

Intern Responsibilities

1. The responsibility to read, understand, and clarify, if necessary, the statement of rights and responsibilities. It is assumed that these responsibilities will be exercised and their implementation is viewed as a function of competence.
2. The responsibility to behave consistent with the principles set forth by the statutes and regulations of the American Psychological Association, the University of Nebraska - Lincoln, and the respective NICPP Agency. These Principles are set forth in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (http://www.apa.org/ethics/code/index.aspx) and the University of Nebraska-Lincoln's Student Code of Conduct (http://stuafs.unl.edu/dos/code).
3. The responsibility to be responsive to professionally appropriate feedback from supervisors, professional staff, and agency personnel.
4. The responsibility to prioritize the well-being of clients to whom the intern provides psychological services.
5. The responsibility to behave in a manner that promotes professional interactions and is in accordance with the standards and expectations of the University of Nebraska -Lincoln and the respective NICPP agency.
6. The responsibility to give constructive feedback that evaluates the training experience or other experiences in the NICPP.
7. The responsibility to conduct oneself in a professionally appropriate manner if due process is initiated.
8. The responsibility to actively participate in the training, clinical services, and the overall activities of the NICPP. This includes requirements of completing documentation in a timely manner, attending monthly seminars as set by the Board of Supervisors, completing and submitting logs to the NICPP office each month, and providing information to the NICPP office as requested for completion of all reports.
9. The responsibility to meet internship expectations by developing competency in (1) intervention/therapy skills; (2) consultation/collaboration skills; (3) assessment/evaluation skills; (4) teaching/presenting/supervising skills; (5) research/program evaluation skills; (6) ethical/legal/cultural awareness; (7) professional/interpersonal conduct; (8) professional development; and other areas as delineated in the internal evaluation forms.

Supervision

Good supervision by appropriately credentialed and experienced psychologists is critical to the internship experience in professional psychology. Psychology interns must have psychologists available

as their primary mentors. In this way, interns can see how psychologists work in a variety of settings, with particular populations, and with a wide array of remedial and preventative interventions and assessments.
All NICPP interns are guaranteed two hours of individual face-to-face supervision from licensed psychologists and an additional two hours of supervision in other modalities (e.g., case conferences, staffing, multidisciplinary teams, grand rounds) every wee k. These hours form an important core of training. NICPP interns also have frequent and easy access to psychologist supervisors outside of formally scheduled supervision sessions. In addition, NICPP interns attend monthly seminars with participation from supervisors from each of the NICPP agencies and receive feedback from present supervisors on case presentations. In this way, the NICPP Board of Supervisors affirms a policy on supervision that matches good training practices, and that exceeds the minimum required by state law or national accrediting agencies. All interns will receive agency-specific didactics on supervision expectations for their agency.

The best internship experiences occur in agencies that have full-time psychology staff. These psychologists are committed to quality mentoring activities with interns and will be responsible for providing feedback and support as interns become socialized to their work and gain competence in the many tasks and roles played by psychologists. Interns will understand the lines of authority among their supervisors and agency administrators so that their concerns and needs can be dealt with in a timely manner. The NICPP supervisors are skilled practitioners and have agency authority to oversee the responsibilities and opportunities offered to the interns.

Psychology interns can learn important information and skills from non -psychologist supervisors. These individuals (e.g., psychiatrists, social workers, psychiatric nurses, speech and language experts, rehabilitation experts, physicians, teachers, and other non-doctoral mental health practitioners) play an important but secondary role in the training of psychologists.
When some portion of an NICPP intern's learning depends on interaction with other related professionals, these professionals will work in cooperation with the primary psychologist supervisor when training and mentoring the interns.

The Evaluation Process

The NICPP continually assesses each intern's performance. Feedback from the assessments facilitates interns' professional growth by acknowledging strengths and identifying performance areas that need improvement. Formative evaluations occur on a regular basis to provide ongoing input and feedback regarding an intern's performance and support the continual development of interns' skills and competencies. Formal evaluations are completed quarterly (four times per year) in the intern's program and are documented with signed written evaluation forms. Specifically, a beginning of year evaluation is conducted to assess strengths, areas for growth, and recommendations for the intern's training year. Two mid-internship evaluations are conducted, wherein each intern's performance and goals are reviewed, with recommendations for subsequent activities and actions articulated. Finally, a summative, end-of-internship evaluation is completed to provide an appraisal of the intern's competencies at the completion of the internship experience. Supervisors review these assessments and offer recommendations in individualized meetings with the interns. In the meetings, differences between interns' and supervisors' appraisals are expected to surface and, in most cases, will be resolved. After meeting, the supervisor and intern sign the written evaluation and forward it to the NICPP Training Director. Copies of the evaluation and the Individual Development Plans Plan are forwarded to the intern's Director of Clinical Training at mid- and end-of year.

Communication with Interns' Home Graduate Programs

The NICPP Co-Training Directors are responsible for communicating with each intern's sponsoring graduate program about the intern's activities and progress. Early in the year, the home graduate program receives information about the intern's training activities. Mid -internship, the home graduate program receives copies of the intern's evaluation and individual development plan. At the end of the internship year, the home program receives copies of supervisors' evaluations of the intern's skills, professionalism, and personal functioning, along with a summary evaluation indicating whether the intern successfully completed the internship.

At any time, if problems arise that would impair an intern's ability to successfully complete the internship program, the NICPP Co-Training Directors will inform the home graduate program. The home program will be encouraged to provide input to assist in resolving the problems.

Due Process in Evaluation and Remediation

The NICPP follows due process guidelines to ensure that decisions about interns are neither arbitrary nor inaccurate. The program uses the same procedures to evaluate all interns and has appeal procedures that permit any intern to challenge program decisions. The due process guidelines include the following:

1. All interns receive a written statement of program expectations for professional functioning.
2. Evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions for making decisions about impairment are outlined in written statements given to all interns. In the case that an intern has approved disability accommodations, the training director(s) will consider what impairment means in the context of approved accommodations before remediation is initiated. (*Refer to Accommodations section of this handbook for more details*).
4. The Directors of Clinical Training from intern's home graduate program are informed about any suspected difficulties that could impair an intern's successful completion of the internship.
5. Remediation plans are instituted for identified inadequacies including timeframes for remediation and specific consequences for failure to rectify the inadequacies.
6. All interns receive a written description of procedures they may use to appeal the program's actions.
7. Interns are given sufficient time to respond to any action taken by the program.
8. Decisions or recommendations regarding the intern's performance are based on input from multiple professional sources.
9. Program actions and their rationale are documented in writing to all relevant parties.

Definitions

Due process is utilized when a health service psychology trainee's behavior is "problematic". (Aosved, 2017)
Among professionals in training, "problem behaviors" are expected and may be common in the ongoing process of developing and refining professional skills. Problem behaviors are said to be present when supervisors perceive that trainee's behaviors, attitudes, or characteristics are disrupting the quality of their clinical services; their relationships with peers, supervisors, or other staff; or their

ability to comply with appropriate standards of professional behavior. The NICPP Co-Training Directors, Agency Training Directors, and intern's supervisors use their collective professional judgment to determine when an intern's problem behaviors are serious enough to constitute an impairment rather than merely being problems.

The NICPP has adopted a clear definition of intern *impairment*. Intern impairment is defined as an interference in professional functioning that renders interns:

- unable and/or unwilling to acquire and integrate professional standards into their repertoire of professional behavior;
- unable to acquire professional skills that reach an acceptable level of competency; or
- unable to control personal stress which leads to dysfunctional emotional reactions and behaviors that disrupt professional functioning.

Specifically, problem behaviors become identified as impairments 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 that can be rectified by academic or didactic training.
3. The quality of services delivered by the intern is significantly negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention from training personnel is required.
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

Procedural Guidelines

Under usual circumstances the progress of interns throughout the internship program will be monitored and adjusted according to their individual needs. However, if at any time the intern is identified as impaired as defined above, the intern and their supervisory team will meet together to consider the intern's progress in light of these difficulties. If repeated attempts to remediate the intern's deficits have been unsuccessful, a process for considering further action will be initiated. Involvement of the intern's Director of Clinical Training is encouraged at any point in these procedures, but Directors of Clinical Training must be notified if the procedures progress to Step 3. These procedures have been developed to protect intern rights and the integrit y of the internship program.

Step 1

When a determination is made that educational or professional problem exists, the intern and their Agency Training Director and supervisor will discuss the problem and outline ways to correct or rectify the problem. This interaction should include ample opportunities for the intern to react to the information presented regarding a potential problem area. The concerns, action plan and resolution will be documented with the Due Process Documentation template. This documentation will be provided to the Agency Training Director and the NICPP Co -Training Directors.

If the problem continues for more than 2 weeks, the supervisor and the agency training director will again discuss the nature of the problem with the intern. The intern will have the opportunity to discuss the problem in detail with their supervisor. The purpose of this meeting will be to develop additional intervention plans and to decide whether the current remediation plan or a revised

remediation plan should be in force. Documentation of this second Step 1 meeting will be provided to the Agency Training Director and the NICPP Co-Training Directors.

Step 2

If the second meeting with the agency supervisor and Agency Training Director is unsuccessful in addressing the intern's difficulties within 2 weeks, a meeting will then be held with the intern, agency supervisor, Agency Training Director, and an NICPP Co-Training Director. The intern will be informed of the meeting at least one week prior to the date and will have the opportunity to provide additional evidence to the NICPP Co-Training Director and agency training director to consider at that meeting. The purpose of this meeting will be to develop additional action plans, decide whether the current or a revised remediation plan should stay in force, and determine whether to convene a subset of the NICPP Supervisory Board to address the intern's difficulties (Step 3). The role of the NICPP Co-Training Director in this meeting is to engage the full resources of the NICPP partner agencies in planning specific actions to correct or rectify the problem.
Note: When concerns involve employment policies, discrimination, harassment, safety issues, or agency disciplinary procedures, Human Resources and/or Title IX may be consulted or involved by the Agency Training Director.

Step 3

When the outcome of Step 2 results in a conclusion that an intern's skills, professionalism, or personal functioning are inadequate for an intern in training and if the refined remediation plan has not been successful in addressing the intern's difficulties, a remediation team representing the NICPP Supervisory Board will be convened. This remediation team will be comprised of a subset of at least 4 members representing different NICPP agencies, not including the intern's home agency. The role of the NICPP remediation team is to provide additional supervisory expertise in the remediation of interns' developmental problems and to represent the NICPP in deciding actions that will be taken. The remediation team will initiate the following procedures:

1. The negative evaluations will be reviewed formally and a determination made as to what actions need to be taken to address the problems identified. The intern will be notified in writing that such review is occurring and that the NICPP Supervisory Board is prepared to receive any information or statement that the intern wishes to provide with reference to the identified problems.
2. The intern will be informed at least one week prior to the meeting.
3. After reviewing all available information, the NICPP Supervisory Board may take one or more of the following steps:
    - The board may elect to take no further actions.
    - The board may recommend that specific actions be taken to correct or rectify the problem and/or that it will reconvene at a specified later date to review the intern's progress
    - The board may issue an Acknowledgment Notice which formally states that the board is aware of and concerned about the negative evaluation; (b) the evaluation has been brought to the intern's attention and the board or other supervisors will work with the intern to rectify the problem within a specified time frame; and (c) the behaviors associated with the negative evaluation are not significant enough to warrant more serious action at the time.
    - The board may issue a Probation Notice (Step 4)

Step 4

If the NICPP Supervisory Board (as represented by the remediation team) deems that the behaviors associated

with the negative evaluation are significant enough to warrant more serious attention, the Board may issue a Probation Notice. Probationary status specifies that the board, through the supervisors and NICPP Co-Training Directors, will actively and systematically monitor for a specific length of time, the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. The Probation Notice is a written statement to the intern that includes the following items:

- A description of the problematic behavior.
- Specific recommendations for rectifying the problems.
- Criteria for ending the probationary status and procedures to assess whether the problem has been appropriately rectified.
- A time frame for the probation during which the problem is expected to be ameliorated.
- A summary of options available to the intern.

If the Board deems that remedial action is required, the identified impairment must be systematically addressed by the agency. Possible remedial steps include (but are not limited to) the following:

- Increased supervision, either with the same or other supervisors.
- Changed format, emphasis, and/or focus of supervision.
- A recommendation and/or requirement that personal therapy be undertaken with a
- clear statement about the manner in which such therapy contacts will be used in the intern evaluation process.
- Recommendation of a leave of absence and/or a second internship.

Following the delivery of an Acknowledgment Notice or Probation Notice, the NICPP Co-Training Director will meet with the intern to review the required remedial steps. The intern may elect to accept the conditions or may challenge the committee's actions as outlined below. In either case, the NICPP Training Director will inform the intern's Director of Clinical Training at their home university and indicate the nature of the inadequacy and the steps taken by the NICPP Supervisory Board. The intern shall receive a copy of the letter to the Director of Clinical Training.

Once an Acknowledgment Notice has been issued by the NICPP Supervisory Board, the problem status will be reviewed within two months, or the next formal evaluation, whichever comes first. In the case of a Probation Notice, the problem status will be reviewed within the time frame set by the notice.
Upon successful completion of remediation, the intern will receive written confirmation that the remediation plan has been successfully completed, and no further action is required.

Failure to Correct Problems

When a combination of interventions does not rectify the impairment within a reasonable period of time, or when the intern seems unable or unwilling to alter their behavior, the NICPP may take more formal action. If an intern's probation has not proved sufficient to rectify the problems under the conditions stipulated by the probation notice, the Supervisory Board will conduct a formal review and then inform the intern in writing that the conditions for revoking the probation have not been met. The committee may then take any of the following steps, or other appropriate action.

1. It may continue the probation for a specified time period.
2. It may issue a suspension, whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. It may inform the intern, the Director of Clinical Training at the intern's home University, the NICPP Board of Supervisors, and the Agency Training Director and supervisors, that the intern will not

successfully complete the internship if their behavior does not change. By the end of the training year, if the intern has not successfully completed the training requirements, the Board will not give the intern a certification of completion. The intern and the

4. intern's sponsoring university will be informed that the intern has not successfully completed the internship.
5. It may inform the intern that the Board is recommending to the intern's sponsoring university, the NICPP Training Director, and the agency Training Director and supervisors that the intern be terminated immediately from the internship program, and with the Directors' and agency Training Directors' approval, move to terminate the intern.
6. When the Board's deliberations lead to the conclusion that an intern is not suited for a career in professional clinical practice, it may recommend and assist in implementing a career shift for the intern.

All the above steps will be appropriately documented and implemented in ways that are consistent with due process procedures, including opportunities for interns to initiate grievance proceedings to challenge Supervisory Board decisions. The intern will be informed of meetings at least one week prior to their occurrence and have the opportunity to provide evidence for consideration. If the decision has been to terminate the intern, the intern, the NICPP Board of Supervisors, and the Director of Clinical Training at the intern's home university will be notified within ten days. The intern and Director of Clinical Training will be given an opportunity to respond orally and/or in writing to this decision. The Supervisory Board will consider this input prior to reaching a final decision.

Immediate suspension of an Internship

In some rare instances, an intern's performance may result in immediate suspension of an internship. Immediate suspension may result if the intern abandons the internship (defined as 5 consecutive working days of non-attendance without prior approval of leave of absence); violates agency disciplinary rules which would result in immediate dismissal for any other agency employee; commits serious violations of the ethical code that jeopardize the well-being of clients or co-workers; or commits serious legal violations that jeopardize the well-being of clients or coworkers.

If the Agency Training Director and the NICPP Co-Training Director agree that suspension of an internship is warranted, a remediation team representing the NICPP Supervisory Board will be convened. This remediation team will be comprised of a subset of at least 4 members representing different NICPP agencies, not including the intern's home agency. The role of the NICPP remediation team is to determine whether the intern's performance justifies suspension of the internship. The remediation team will initiate the following procedures:

1. The written records and evaluations of the intern will be reviewed formally and a determination made as to whether the intern's performance justifies suspension.
2. The intern will be notified in writing at the last known address that such review is occurring at least one week prior to the meeting
3. The intern will be notified in writing at the last known address that the NICPP Supervisory Board is prepared to receive any information or statement that the intern wishes to provide with reference to the identified problems.
4. After reviewing all available information, if the NICPP Supervisory Board determines that termination is warranted, the intern, the NICPP Board of Supervisors, and the intern's Director of Clinical Training at their home university will be notified within ten days at the last known address. The intern and Director of Clinical Training will be given an opportunity to respond orally and/or in writing to this decision.
5. If, after reviewing all available information, the Supervisory Board determine that termination is not warranted, the Board will recommend remedial actions to rectify the performance problems of the intern.

Intern Challenge and Grievance Procedures

Interns who receive an Acknowledgement Notice, Probation Notice, Notice of suspension of the internship, or who otherwise disagree with any NICPP Supervisory Board decision regarding their status in the program, are entitled to challenge the Board's actions by initiating a grievance. Within 5 working days of the receipt of the Board's notice or other decision, the intern must inform the NICPP Training Director in writing that they are challenging the Board's action. The intern then has 5 additional days to provide the NICPP Training Director with information as to why the intern believes the NICPP Supervisory Board's action is unwarranted. Failure to provide such information will constitute a withdraw of the challenge. Following receipt of the intern's challenge, the following actions will be taken.

1. The NICPP Co-Training Director will convene a review panel consisting of two members representing different NICPP agencies and selected by the NICPP Co-Training Director and two agency members selected by the intern. These will be the members of the NICPP agencies who did not serve on the NICPP Supervisory Board that reviewed the intern's problem behavior. The intern retains the right to hear all facts and the opportunity to dispute or explain their behavior.
2. The NICPP Co-Training Director will conduct and chair a review hearing in which the intern's challenge is heard and the evidence presented. The Review Panel's decisions will be made by majority vote. Within 10 days of completion of the review hearing, the Review Panel will prepare a report on its decisions and recommendations and inform the intern of its decisions. The Review Panel will then submit its report to the Director of Clinical Training from the intern's home university, the NICPP Co-Training Director, and the Agency Training Director and supervisors.
3. Once the Review Panel has informed the intern and submitted its report, the intern has five working days within which to seek a further review of their grievance by submitting a written request for further review. The request for review must contain brief explanations of the grievance and of the desired settlement that they are seeking, and it must also specify which NICPP policies, rules, or regulations have been violated, misinterpreted, or misapplied.
4. The Chairperson of the Department of Educational Psychology of UNL will convene an independent ad hoc committee charged with conducting review of all documents submitted and render a written decision. They will render their decision within 15 working days of receipt of the Review Panel's report and within 10 working days of receipt of an intern's request for further review if such request was submitted the chairperson and ad hoc committee may accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will report back to the Chairperson and ad hoc committee within 10 working days of the request for further deliberation. The Chairperson and independent committee will then make a final decision regarding actions to be taken. This decision shall be final and binding.
5. Once a final and binding decision has been made, the intern, sponsoring University, and other appropriate individuals will be informed in writing of the action taken.

Staff Allegation of Intern Violations of Standards

Any staff member of the NICPP, UNL, or cooperating agencies may file a written grievance against an intern for the following reasons: (a) unethical or legal violations of professional standards or laws; (b) failure to satisfy professional obligations that thereby violate the rights, privileges, or responsibilities of others.

1. The NICPP Co-Training Director will review the grievance with other members of the NICPP Board of Supervisors and determine if there is reason to go further or whether the behavior in

question is being rectified.

2. If the NICPP Co-Training Director and other board members determined that the alleged behavior cited in the complaint, if proven, would not constitute a serious violation, the NICPP Co-Training Director shall inform the staff member, who may be allowed to renew the complaint if additional information is provided.
3. When a decision has been made by the NICPP Co-Training Director and other NICPP Board members that there is probable cause for deliberation by a Review Panel, the NICPP Co-Training Director shall notify the staff member and request permission to inform the intern. The staff member shall have 5 days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within 5 days, or permission to inform the intern is denied, the NICPP Co-Training Director and other Board members shall decide whether to proceed with the matter.
4. If the intern is informed of a complaint, a Review Panel is convened consisting of the NICPP Co-Training Director, two members selected by the staff member who filed the allegation, and two members selected by the intern. The Review Panel receives any relevant information from the intern, the staff member, or both, that bears on its deliberations.
5. The Review Panel, chaired by the NICPP Co-Training Director will hold a review hearing in which the complaint is heard and evidence presented. Within 10 days of completing the review hearing, the Review Panel shall communicate its recommendation to the intern and to the intern's sponsoring university and the agency Training Director and supervisors.
6. Once the Review Panel has communicated its recommendation to the intern and to the intern's sponsoring university and the agency Training Director and supervisors, the intern has 5 working days within which to submit a written request for further review. The request should include relevant information, explanations, and viewpoints that may challenge, refute, or otherwise call for modification of the Review Panel's decisions and recommendations. The request should also specify policies, rules, and regulations that may have been violated, misinterpreted, or misapplied.
7. The Chairperson of the Department of Educational Psychology at UNL well then convene an independent ad hoc committee and review and conduct a review of all documents submitted and render a written decision. They will render their decision within 15 working days of receipt of the Review Panel's report, and within 10 working days of receipt of an intern's request for further review if such request was submitted. The Chairperson and ad hoc committee will then make a final decision regarding actions to be taken be taken.
8. Once a final and binding decision has been made, the intern, sponsoring University, and other appropriate individuals will be informed in writing of the action taken.

Interns' Procedures for Registering Concerns or Complaints

During the twelve-month internship, interns may experience a concern about some element of the internship. Procedures for dealing with concerns are outlined below.

Step 1

When interns experience problems or concerns at their agency, they should schedule a meeting with their direct supervisor to discuss the concern within 30 days of the incident, if applicable. Most complaints or concerns of interns can be handled informally by speaking with the direct supervisor.

Most often the outcome of such a meeting is an agreement on a plan that satisfies the concern. In some cases, it may be helpful to develop a written document summarizing the details of the agreement or plan to address the concern. A timeframe of up to 14 days should be specified within which the plan should be implemented and concerns allayed.

If the discussion between the intern and supervisor does not resolve the concern or if after 2 weeks there

has been no improvement, the intern should inform the supervisor that the next higher supervisor will be contacted. This may be another psychologist, an agency administrator, or another individual in a supervisory position. The intern is advised to inquire as to the agency guidelines for handling complaints. The human resources or Title IX departments at the agency may help identify the most appropriate individual.

If the concern involves the direct supervisor and the intern is not comfortable speaking with them, the intern is advised to discuss the matters with the Agency Training Director or the NICPP Co-Training Director. If the complaint concerns a Co-Training Director, that director will be recused and the alternate Co-Training Director or designated Board representative will be the point of contact.

Almost all complaints and concerns can be addressed by the informal collaboration of intern, supervisor, Agency Training Director and, in some cases, the NICPP Co-Training Director. This additional consultation with the Agency Training Director and/or the NICPP Co-Training Director should take no more than an additional 2 weeks.

Step 2
If the intern is not satisfied with informal procedures or the responses received to verbal complaints, a formal grievance should be written to the supervisor. The supervisor will respond in writing within seven calendar days of receiving the written document. The written complaint and supervisor's response should be copied and sent to the Agency Training Director and to the NICPP Co-Training Director. A meeting among all concerned parties should be held to attempt a resolution. Such a meeting should take place within seven working days of receipt of the supervisor's written response. The purpose of this meeting is to engage in collaborative problem-solving and make efforts to identify solutions to the concern.

Step 3
If the first two steps have not resulted in a satisfactory resolution, the NICPP Co-Training Director should be asked to convene the NICPP Board of Supervisors or a subset of the Board to develop a plan to resolve the ongoing difficulties. Details of procedures initiated in steps one and two and outcomes of these actions should be specified clearly.

This process will take no more than ten working days. The NICPP Board of Supervisors is the final step in decision making. However, the intern may enlist assistance from the Director of Clinical Training at the intern's home institution. The Board welcomes such involvement.

Interns' Rights during Due Process and Grievance

The intern is entitled to safeguards designed to support and assist them during the Due Process and Grievance process. Specifically, the intern:

- may have a non-participating observer present at any point in the process;
- can ask others to assist in defining or providing more evidence about the concern;
- may ask the Agency Training Director or the NICPP Co-Training Director to attend any problem solving meetings that occur;
- may elect to confer with agency experts in Personnel, Human Resources, or Title IX Departments if the matter pertains to that area;
- may enlist the help of the designated personnel at the agency or at the University of Nebraska-Lincoln if the concern is discrimination or harassment;
- may contact the academic program advisor of the American Psychological Association for advice and counsel;

- has the right to file grievances and to fully use this procedure with no fear of harassment or reprisal. Harassment or reprisal of any kind is in itself a grievous offense.

The NICPP faculty and staff are committed to the education and professional development of interns. Any issue brought to the attention of supervisors, the NICPP Training Director, or NICPP Board of Supervisors will be taken seriously and honest attempts will be made towards its resolution. The APA Ethical Principles of Psychologists and Code of Conduct (2017) will be followed by all participants including the supervisor, Directors, Board, and intern. Confidentiality will be safeguarded to the fullest extent possible.

The NICPP Due Process and Grievance procedures are compliant with and informed by the recommendations from Aosved, A. C. (2017, May). *Tips for trainers: Due process*. APPIC E-Newsletter, 8. Association of Psychology Postdoctoral and Internship Centers. https://www.appic.org/Portals/0/downloads/DueProcess/2017Newsletter-DueProcess.pdf

Due Process Documentation

Meeting Date:
Meeting Time:
Intern:
Supervisor:
Concern:
Action Plan:
    Intern Supervisor
    Follow-Up Meeting Date & Time:

Intern Date Supervisor Date

Due Process Documentation – Follow-Up

Meeting Date:
Meeting Time:
Resolution Summary:

Intern	Date	Supervisor	Date

NICPP Policy Statement on Interns Who Experience Conflicts Working with Diverse Clients/Patients:

(Adopted from BEA Virtual Working Group on Restrictions Affecting Diversity Training in Graduate Education. (2015). Preparing professional psychologists to serve a diverse public: A core requirement in doctoral education and training a pedagogical statement. Training and Education in Professional Psychology, *9(4), 269–270. https://doi.org/10.1037/tep0000093.)*

NICPP is committed to a training process that ensures that interns develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When interns' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach to support the acquisition of professional competence. We support interns in finding a belief or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.
For some interns, integrating personal beliefs or values with professional competence and working with all clients/patients may require additional time and faculty support.

Ultimately, all interns must be able to work with any client placed in their care in a beneficial and non injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, interns do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

The NICPP agencies are committed to providing an inclusive and welcoming environment for all members of our community. Consistent with this principle, NICPP policy requires that supervisors and interns not discriminate on the basis of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, or socioeconomic status in the services provided at the training agencies.

In some cases, tensions may arise for an intern due to differences in beliefs or values with clients. Because the interns will have to navigate these sorts of clinical situations in their future practice careers, the program has a responsibility to prepare interns to do so in a safe and ethical manner. NICPP will respectfully work with interns as they learn how to effectively practice with a broad range of clients. Thus, interns should expect to be assigned clients that may present challenges for them at some point in training. If interns do not feel comfortable or capable of providing competent services to a client due to conflicts with the intern's beliefs or values, it is the interns' responsibility to bring this issue to the attention of their supervisor.
Because client welfare and safety are always the first priority, decisions about client assignment and reassignment are the responsibility of the faculty/supervisors.

APPENDIX

APPENDIX A:

INTERN FEEDBACK FORM FOR PEERS
CASE PRESENTATION REQUIREMENTS

The purposes of the case presentations are as follows:
1) Encourage interns to maintain an evidence-based, scientist-practitioner model in everyday clinical work.
2) Practice presentation skills.
3) Improve clinical skills.
4) Respond professionally to questions and feedback.

When presenting their cases, interns will acknowledge the unifying ecological developmental perspective of the NICPP agencies by emphasizing the conditions in a client's environment and setting as a source of change. A case presentation might also target a system or staff and show how changing that system affects an individual client or client outcomes. Presentations will be 17-20 minutes long and presented symposium-style in groups of 3-4, followed by a Q&A period of 15 minutes where all presenters in the group will answer questions from the audience. Both the evaluation form that is completed by NICPP interns and the evaluation form that is completed by NICPP supervisors for each case presentation are included
at: https://unleducation.az1.qualtrics.com/jfe/form/SV_9TbSsJS2tkzx0LY

Email presentation slides to the NICPP administrative assistant the Tuesday before the presentation for electronic distribution.

Presentation Guidelines

Case presentations will incorporate the following information:
Relevant Client Characteristics: Age, gender identity, grade, sexual identity and orientation, race, ethnicity Critical development in medical history Critical family history Diversity Considerations – ADDRESSING (Age and generational influences, Developmental or other Disability, Religion and spirituality, Ethnic and racial identity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender), and their implications for service delivery and treatment.

Presenting Problem:
Operationally defined the presenting concern How was the problem assessed? ICD-10 diagnoses.
What data were or will be collected (records, direct observation, self-report, parent report, questionnaires, standardized measures, etc.).

Any problems or potential problems with data collection? How were/will these data used to make a clinical decision.

Previous Research: What is the empirical basis for treatment? Briefly discuss research studies and data that support selected treatment modality and therapy relationship factors/adaptations.

Provide selected references. Treatment: Describe the treatment components (or components that will be used). Was the treatment modality and therapy relationship factors/adaptations empirically supported?

Treatment integrity – How did you ensure that treatment was actually implemented? If changes were made in treatment, how are data used to help you make decisions? What were ethical and diversity considerations with this treatment?

Evaluation: How was (or will) progress (be) evaluated and objective manner? Describe the case using a multicultural lens Identify critical legal and ethical dilemmas raised by the case

Discussion: Describe two or three critical questions or topics that should guide the case discussion.

APPENDIX B:

SUPERVISOR FEEDBACK FORM FOR INTERN
CASE PRESENTATION REQUIREMENTS

The purposes of the case presentations are as follows:
1) Encourage interns to maintain an evidence-based, scientist-practitioner model in everyday clinical work.
2) Practice presentation skills.
3) Improve clinical skills.
4) Respond professionally to questions and feedback.

When presenting their cases, interns will acknowledge the unifying ecological developmental perspective of the NICPP agencies by emphasizing the conditions in a client's environment and setting as a source of change. A case presentation might also target a system or staff and show how changing that system affects an individual client or client outcomes. Presentations will be 17-20 minutes long and presented symposium-style in groups of 3-4, followed by a Q&A period of 15 minutes where all presenters in the group will answer questions from the audience. Both the evaluation form that is completed by NICPP interns and the evaluation form that is completed by NICPP supervisors for each case presentation are included at:
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Case presentations will incorporate the following information:
Relevant Client Characteristics: Age, gender identity, grade, sexual identity and orientation, race, ethnicity Critical development in medical history Critical family history Diversity Considerations – ADDRESSING (Age and generational influences, Developmental or other Disability, Religion and spirituality, Ethnic and racial identity, Socioeconomic status, Sexual orientation, Indigenous heritage, National origin, and Gender), and their implications for service delivery and treatment.

Presenting Problem:
Operationally defined the presenting concern How was the problem assessed? ICD-10 diagnoses.
What data were or will be collected (records, direct observation, self-report, parent report, questionnaires, standardized measures, etc.).

Any problems or potential problems with data collection? How were/will these data used to make a clinical decision.

Previous Research: What is the empirical basis for treatment? Briefly discuss research studies and data that support selected treatment modality and therapy relationship factors/adaptations.

Provide selected references. Treatment: Describe the treatment components (or components that will be used). Was the treatment modality and therapy relationship factors/adaptations empirically supported?

Treatment integrity – How did you ensure that treatment was actually implemented? If changes were made in treatment, how are data used to help you make decisions? What were ethical and diversity considerations with this treatment?

Evaluation: How was (or will) progress (be) evaluated and objective manner? Describe the case using a multicultural lens Identify critical legal and ethical dilemmas raised by the case

Discussion: Describe two or three critical questions or topics that should guide the case discussion.