



 **Arizona Psychology Training
Consortium**

Policy & Procedures

www.azpa.org

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Introduction:

The Arizona Psychology Training Consortium is a 501(c)(3) non-profit subsidiary corporation of the Arizona Psychological Association. The Arizona Psychological Association (AzPA) oversees all the administrative and financial operations of the Consortium. The Arizona Psychological Association (AzPA) established the Arizona Psychology Training Consortium to facilitate the development of internship and postdoctoral residency training opportunities. The Arizona Psychology Training Consortium is a multi-site training program that provides organized, sequential learning experiences for predoctoral interns and postdoctoral residents. The Consortium ensures an integrated training experience through shared standards, common procedures, and joint didactic learning programs. The Consortium brings together urban and rural training sites to provide broad exposure to differing models of training and service delivery. There is a particularly strong emphasis on advanced training in cultural competence. The Consortium is intended to increase the availability of high quality predoctoral and postdoctoral training in Arizona.

Consortium and Training Sites

The Consortium and the various training sites expressly agree and understand that the Consortium serves as a placement and training entity only. No employment contract, express or implied, is created between the Consortium and the affiliated training site. Affiliation with the Consortium does not establish any legal or financial obligations with the Arizona Psychological Association or other affiliated training sites within the Consortium.

All aspects of the internship and residency will be carried out in accordance with all requirements of Arizona Revised Statutes § 32-2061 *et seq.*, the rules of the Arizona Board of Psychologist Examiners, and all other applicable statutes.

Pre-doctoral internships begin in July or August of each year. The internship will consist of either 1,500 or 2,000 total hours for full-time interns, and either 750 or 1,000 hours for half-time interns. Postdoctoral residencies may start at varying times during the training year. The postdoctoral residency will consist of either 1,500 or 2,000 total hours for full-time postdoctoral residents, and either 750 or 1,000 hours for half-time postdoctoral residents.

Each training site determines whether it will provide a 1,500 or 2,000 hour training program. Arizona licensure law specifies that supervisees cannot accrue more than forty hours of training experience in one week. Supervisees at 1,500 hour sites will take at least thirty-eight weeks to complete their supervised hours for licensure. Supervisees at 2,000 four sites will take at least fifty weeks to complete their supervised hours.

The annual stipend for internships is to be no less than \$20,000.00 and no less than \$30,000.00 for residencies. This stipend is independent of the supervisor's or agency's billings or collections and is not based on a percentage of billings or collections. The trainee will not receive fees from any client, or on behalf of any client, from any third party payer.

Internship and residency sites pay \$250.00 per year in affiliation fees. An additional \$100.00 is required for each additional intern and / or resident. Fees are due by the start date of the training year. Interns and residents may NOT start their training year and accrue training hours until membership dues are received.

APPIC Membership

The Consortium is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) for both the predoctoral internship and postdoctoral residency programs. The Consortium and the affiliated training sites adhere to all the published policies and procedures of APPIC. Affiliated training sites may provide internship, residency, and other training experiences for non-Consortium supervisees, but only interns and residents placed at the training site by the Consortium may be considered graduates of the APPIC-member Consortium training program.

If there are any significant changes in supervisors or training activities at any affiliated site, then APPIC needs to be notified by the Consortium within one month. That allows APPIC to have a comprehensive understanding of all the training sites and training activities within the Arizona Psychology Training Consortium.

Affiliation Criteria:

Affiliated training sites may be individuals, organizations, or institutions that provide supervision and training in the delivery of psychological services. Training sites must meet the following criteria for affiliation in the Consortium:

- 1) Commitment to the advanced training of future psychologists;
- 2) Investment of resources to provide psychological instruction and training opportunities that are appropriate for interns and residents;
- 3) Responsibility to exercise appropriate control, oversight, and review of the psychological services offered by supervisees; and
- 4) Adherence to the membership criteria, intern selection procedures, and other policies and procedures of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Amendments to the Affiliation Agreement

The Board of Directors of the Consortium and the affiliated training site may amend the Affiliation Agreement. The procedure for notification and amendment is described in the Bylaws of the corporation.

Training Requirements:

First, the Director of Training for the Consortium shall have primary responsibility for the provision of training by the Consortium, and be responsible to the Consortium Board of Directors. Each affiliated training site shall designate a psychologist who has primary responsibility for training activities at their site. The primary psychologist shall maintain regular communication with the Director of Training of the Consortium to ensure coordination of training activities and compliance with Consortium policies and procedures.

Second, all predoctoral internship and postdoctoral residency training for Consortium supervisees conducted by the affiliated training sites shall be done under the auspices of the Arizona Psychology Training Consortium. The Consortium will provide regular, scheduled opportunities for interns and residents to interact with other supervisees. All supervisees will participate in training with at least a primary and secondary supervisor, representing different models of psychotherapy, assessment, research, and consultation. Interns and residents must be available to attend Consortium training activities. Didactic seminars will be conducted at various locations throughout Arizona, including the affiliated training sites.

Third, each internship training site must have at least two Arizona licensed psychologists who are practicing full-time at the training site. For the supervision of postdoctoral residents, psychologists must have at least two years of post-licensure professional experience. It is desirable that other behavioral health professionals participate in multidisciplinary training, but those training hours do not count toward the individual, face-to-face supervision hours required for licensure. Interns and postdoctoral residents must receive a minimum of one hour of individual supervision each week for each twenty hours of supervised experience. Additional supervision may be required for the remediation of documented deficiencies in supervisee performance. Licensed psychologists who are directly involved in intern or resident supervision must provide a copy of their current curriculum vitae to the Consortium.

Fourth, supervisees must be exposed to a breadth of professional roles and services at their training sites. Within the Consortium, interns and residents require supervision from at least two supervisors who are licensed psychologists. The Consortium encourages supervisee participation in case conferences, grand rounds, inservice trainings, and other learning experiences. Time that interns spend working on their dissertations or clinical research projects cannot be counted as internship hours in Arizona.

Finally, upon successful completion of each intern's and resident's training, the Arizona Psychology Training Consortium will award a Certificate of Completion. A Certificate of Completion from an APPIC-member training program will simplify licensure and credentialing procedures in Arizona and other states.

Intern and Resident Supervision:

The primary supervisor is a psychologist licensed for the independent practice of psychology in Arizona. The primary supervisor will designate a licensed psychologist as the secondary supervisor to provide additional supervision. The primary supervisor may also assign supplemental training activities in specific skill areas to be provided by other licensed or certified professionals, under the authority of the supervisor. Supervisors have full clinical and legal responsibility for the activities of their supervisees. In clinical decisions, supervisees must follow the directions of their clinical supervisors who have final authority over all services provided to training site clients. The Consortium does not provide liability insurance for the supervisory and training activities of its affiliated training sites. Affiliated training sites, supervisors, and supervisees must carry professional liability insurance for the duration of the internship or residency.

Supervisors agree to provide directly, or by way of another supervising psychologist, a minimum of one hour of face-to-face, individual supervision for each twenty hours of supervised experience. This supervision will have the expressed purpose of dealing with the services rendered by the trainee. It is further agreed that additional hours of supervision will be provided when necessary to insure the adequate quality of psychological services provided by the trainee. Secondary supervisors must provide at least one hour of individual supervision per month. Supervisors must provide regular feedback about the performance of their interns and residents to the Director of Training of the Consortium. Supervisors will determine that the trainee is capable of providing competent and safe psychological services to each client assigned. The private actions and behaviors of the trainee which are not relevant to, nor expressed in, the training setting shall not be dealt with in the supervisory relationship. The supervisors shall not provide psychotherapy to the trainee. All supervisors are required to maintain records of supervision sessions with their trainees. Please see the section on 'Record Keeping' for specifics.

Supervisors and trainees must develop a written plan on how supervisees can immediately access their supervisors in the event of clinical emergencies. The plan should include accessibility on evenings, weekends, and vacations.

The supervisors will not permit the trainee to engage in any psychological practice that the supervisor cannot competently perform. Interns may also need separate performance evaluations for their graduate programs. Supervisors must share the performance evaluations with their supervisees, incorporating constructive recommendations for professional growth. Whenever there are significant concerns about a supervisee's performance or professional behavior, those concerns must always be documented in the supervision records. The Director of Training shall receive a copy of any documented concerns. Supervisors are encouraged to consult with the Director of Training if there is any problem in any aspect of the training process.

The supervisor and trainee confirm that there exists no relationship between them except that of supervisor and trainee. They agree that no other relationship shall be created between them for the duration of the training experience that has the potential to compromise the quality of services to clients, the objectivity of the evaluation of the trainee, or that may result in exploitation of the trainee or any client. The supervisor shall not receive any supervision fees, salary, compensation, honoraria, favors, or gifts from the trainee. The trainee will not pay office rent, telephone expenses, or any other office or business expenses. If either the supervisor or trainee is unsure regarding the appropriateness of their relationship, or prospective relationship, the matter shall be brought to the attention of the Director of Training for review and clarification.

In regards to intern supervision, the supervisor will consult with the Director of Training if he or she believes the intern may have violated legal, ethical, or professional standards or has failed to comply with this Training Agreement. The intern, the academic Director of Training, the supervisor, the organization, and the Director of Training may pursue informal conflict resolution through the Association of Psychology Postdoctoral and Internship Centers (APPIC). The formal resolution of these concerns will follow the *Collaborative Problem Resolution* document of the Arizona Psychology Training Consortium. The supervisors shall be able to immediately suspend the psychology intern from practicing in specified cases or in all cases. In some instances, reporting the allegations to an appropriate licensing board or professional association may be required.

In regards to resident supervision, the supervisor will consult with the Director of Training if he or she believes the psychology postdoctoral resident may have violated legal, ethical, or professional standards or has failed to comply with this Training Agreement. The postdoctoral resident, the supervisor, the organization, and the Director of Training may pursue informal conflict resolution through the Association of Psychology

Postdoctoral and Postdoctoral residency Centers (APPIC). The formal resolution of these concerns will follow the *Collaborative Problem Resolution* document of the Arizona Psychology Training Consortium. The supervisor shall be able to immediately suspend the psychology postdoctoral resident from practicing in specified cases or in all cases. In some instances, reporting the allegations to an appropriate licensing board or professional association may be required.

Affiliation and Initial Application Process for Training Sites

The affiliation process is quite user friendly, involving a few steps. These steps are outlined below:

1. Primary supervisor of the prospective training site completes a 'Site Application Form' found on the AZPTC website
2. A copy of the primary supervisor's liability insurance is submitted along with the application.
3. The application is submitted to the Consortium office along with a \$500.00 application fee.
4. Consortium Board member(s) will review the application and conduct a site visit. Specific procedure for an initial site visit are reviewed in Appendix A.
5. A structured interview is used to ensure that each site meets the Consortium and APPIC's standards for quality training.
6. A summary of the site visit is written up and submitted to the Board. A sample report is outlined in Appendix B.
7. The Consortium Board votes, either during a Board meeting or electronically, to accept or deny the site's application.
8. Director of Training will notify the site of the result of the Board's vote.

All criteria above must be completed in order for a site's application to be approved. A trainee will not officially begin training until their application is complete and approved. Stated another way, the trainee may begin accruing training hours only after their application is approved by the Director of Training.

Site Monitoring

All training sites within the Consortium receive ongoing monitoring. At least once a year, Consortium Board members conduct 'Site Visits.' These site visits afford the opportunity to review Consortium training guidelines with the supervising psychologist at the training site to ensure compliance with the policies and procedures. Annual site visits are typically completed by mid-February with a definitive deadline of March 1. A renewal checklist along with a structured interview is completed, covering various topics related to quality of training. A copy of the Internship and Residency Renewal Checklist can be found in the Appendix.

Each site visit consists of the following procedures. Call or email the current site supervisor and current trainee(s) to schedule a date and time for a site visit. Allow at least 2 hours for the site visit (this is to allow time for a meeting with the supervisors as well as a separate brief meeting with the current trainee(s)). Inform the site supervisor that you will be emailing them an AZPTC Internship and/or Postdoctoral Renewal Checklist (Appendix D & E) 3 weeks prior to the site visit and that the Checklist needs to be completed and returned prior to the actual visit. Also email sites Form A, asking for current license information and ask that they have copies of current licenses of supervisors if there are changes or renewals since the previous year.

Site Visitor must review the Checklist prior to completing the site visit (or at the beginning of the visit if you do not receive it until then) and follow up on any concerns that may have been identified. If the primary supervising psychologist is unable to be present, one of the current site supervisors must attend.

Additionally, all site visits should include:

- Meeting with at least one of the current site supervisors and more if possible.
- A review of any changes that have been made at the training site.
- A separate brief meeting with the current AZPTC trainees. (The main purpose of this meeting is to identify yourself as another contact for the trainees, and to elicit their current feedback about the site and the Consortium.)

Possible questions to ask supervisor(s) during annual site visits:

- Do you have any questions about the Consortium and your membership?
- How are things going at your site this year?

- What do you enjoy about supervising?
 - Are you anticipating any changes in your program or funding?
 - What are your biggest challenges when supervising?
 - Are there any suggestions that you have for the didactics that we offer?
 - Would you be interested in providing a training?
 - Would you like to attend a didactic training?
 - How can we (the Consortium) support you to help train psychologists?
 - How would you like to see the AZPTC grow and develop?
- Thank you SO much for working with us to make sure we offer great training in our State.

Possible questions to ask during the interview with trainee(s):

- Do you have any questions about the Consortium?
- How are things going at your training site?
- What do you enjoy most about your training year thus far?
- What are your biggest challenges?

It is important that the site visitor addresses any changes that have been made to the training site since the last site visit. The Supervisor Information Form (Appendix F) should also be completed. Additionally, the site visitor should request a tour of the training site.

2. Upon completing the site visit, write a summary of the findings. A sample template is included in Appendix C as well as on the AZPTC website.
3. Also email the Site Visit Report to all AZPTC Board Members for review prior to the upcoming Board Meeting.

Application Process for Interns & Residents

The application process for pre-doctoral interns follows the guidelines explicated by APPIC (see the following section *APPIC Selection Requirements*). As with any other site affiliated with APPIC, prospective interns submit the requisite documents which are forwarded to the specific sites selected by the intern. The intern's educational institution will verify that the applicant has satisfied all requirements in preparation for the pre-doctoral internship training year. Certification is provided through the online APPIC Application for Psychology Internship (AAPI). Interns are notified if they have been selected by a site on the national notification day. Depending on the availability of unmatched intern positions, the Consortium may participate in the APPIC Match II process.

The application process for the post-doctoral residency follows a different process. Unlike the internship, there is no standard notification date. Residency applicants submit their application to the sites directly along with a general application to the Director of Residency Training. The resident's educational institution will provide certification that the applicant has or will satisfy all academic requirements for a doctoral degree in Clinical, Counseling, or School Psychology by the start date of the residency. Certification is usually provided through a readiness letter from the resident's departmental chair, dissertation chair, or university registrar. It can also be provided by an official transcript documenting the completion of the doctoral degree. The following is the list of documents needed for a complete application:

- Letter of intent, outlining the specific site(s) to which the prospective resident is applying
- 3 letters of reference
- Official Transcript from the graduate program
- Letter of readiness signed by the prospective resident's Director of Training
- Curriculum Vitae

An updated list of residency sites is found on the AZPTC website. Resident applicants contact the site directly to follow up on their application. Once the resident applicant accepts an offer from a site, an orientation is scheduled for the resident, reviewing Consortium training policies and procedures. As stated earlier, residents may start their training at any time during the year.

Application Process for Consortium Guests

The Consortium also invites pre and post-doctoral students, who are not completing their training at an approved Site within the Consortium, to participate in didactic training. The application process consists of the following steps:

1. The interested student contacts the Director of Training to request an opportunity to participate as a Guest.
2. The Director of Training checks to ensure that there is available space to accommodate the interested student(s).
3. The Director of Training ensures that the student is a pre or post-doctoral student and sends the student a copy of the 'Consortium Guest Training Agreement' form. A copy of this Agreement Form is found in Appendix G.
4. Once the student signs the Agreement form and submits their training fee (\$1250.00), the student is granted full access to training didactics for one year.

APPIC Selection Requirements:

Each year, APPIC publishes the procedures for APPIC-member programs to select new internship applicants through the national computer matching process. The Consortium shall adhere to all APPIC guidelines and procedures on information dissemination, interviewing, selection, and notification. Consistent with APPIC guidelines, the Consortium has a clearly identified selection preference for internship and residency applicants from regionally accredited doctoral programs in Arizona.

When a training site accepts an intern or a postdoctoral resident, either through the computerized match or other procedures, it becomes a legally and financially binding obligation to provide training throughout the training year.

Site supervisors must ensure that all persons involved in recruiting or selecting interns and postdoctoral residents understand and adhere to these policies. Violations of APPIC match policies or agreements may result in APPIC sanctions or legal actions by internship or residency applicants. Similarly, violations by applicants may result in disciplinary action by the applicant's graduate programs. Results of the APPIC internship match constitute legally binding agreements between applicants, training sites, and the Consortium that cannot be reversed without APPIC's consent.

Training Agreements:

Each affiliated training site will complete a Training Agreement with each of their predoctoral interns and postdoctoral residents during the first 2 weeks of training. A copy of the Training Agreement can be downloaded from the Consortium website. The supervisor and trainee shall develop individualized training goals and objectives for the training experience and they shall work conscientiously and cooperatively toward the achievement of these goals. These goals are clearly denoted within the agreement form. Training sites, in collaboration with the Consortium, are required to maintain appropriate records of each intern's and resident's training for 15 years. Training sites must submit a copy of the training agreement for each supervisee.

Training Site and the Trainee

The Consortium and the affiliated training site expressly agree and understand that the relationship between the training site and its trainees is an employment relationship, governed by the laws of the State of Arizona. Both the training site and the trainee are advised to resolve any questions regarding Arizona employment law through consultation with a lawyer.

Interns and residents must receive a monthly stipend as identified in the "Consortium and Training Site" section of this manual. The Consortium does not allow unpaid internships or residencies. Supervisees may not accept direct payment from clients for services at the affiliated training site. Supervisees cannot be paid on a fee-for-service basis in which their stipend is dependent upon income generation. Thus, fee splitting arrangements, such as a 60/40 split of the billed income, are not acceptable for either interns or postdoctoral residents. The training sites may bill third party payors for the services of interns and residents if that is allowable within the service contracts of the training site. The training site must provide clients, workspace, and administrative support consistent with providing a high quality training experience for each supervisee.

Each supervisee will be designated as either "Psychology Intern" or "Psychology Resident," as appropriate, in order to identify his or her training status. Supervisees may have other job titles for hiring purposes, but their roles and titles must be either "Psychology Intern" or "Psychology Resident." Supervisees cannot be independent contractors or other semi-autonomous personnel. Affiliated training sites and supervisees shall inform all recipients of psychological services of the training status of the interns or residents. Clients must be informed of the name of the supervisor at the affiliated training site responsible for their treatment.

Intern and Resident Responsibilities:

The acceptance of a training agreement by an applicant establishes obligations and responsibilities binding the applicant, the affiliated training site, and the Consortium. It protects the supervisee, the affiliated training site, the Consortium, and the recipients of the psychological services. Supervisees are obligated to comply with all applicable legal, ethical, and professional standards. These standards include: the American Psychological Association *Ethical Principles of Psychologists and Code of Conduct*, Arizona Revised Statutes 32-2061 *et seq.* and rules of the Arizona Board of Psychologist Examiners, specialty guidelines of the American Psychological Association or its divisions, and other statutes and standards applicable to the practice of psychology. The trainee will maintain professional liability insurance for the duration of their internship / residency.

Supervisees must meet the credentialing, security, and health requirements at their training sites at their own expense. They are expected to actively participate in all professional supervisory and training activities. Interns and residents should model professional behavior on an ongoing basis throughout their training experience. Within the Consortium, interns and residents are expected to interact with each other for mutual support and shared learning.

The trainee will inform each client, both verbally and in writing, that he or she is practicing under the supervision of a licensed psychologist and will provide each client with the supervisor's name and means of contacting him or her. When relevant, the trainee will inform clients that some third party payers may not cover services provided by such trainee. As a condition of providing services, the trainee will obtain each client's informed, written consent to share confidential information with the supervisor for the purpose of supervision. The sharing of confidential information with the supervisor may take the form of live observation and/or participation in the provision of psychological services; reviewing video or audio tapes of psychological services; and reviewing and discussing case notes, progress notes, treatment plans, tests, reports, correspondence, or discharge summaries. The trainee will not provide services to clients that do not provide this informed consent.

The trainee will create and maintain client records consistent with all applicable Arizona Statutes of the Arizona Board of Psychologist Examiners. These records will remain with the supervising psychologist or the affiliated training site upon the completion or termination of the internship. Clients served will be advised as to how to access their records subsequent to the trainee's completion of the training experience.

The trainee will consult with the Director of Training if he or she believes their supervisor may have violated legal, ethical, or professional standards or has failed to comply with this Training Agreement. The trainee, the academic Director of Training (pertaining to the intern's graduate program), the supervisor, the organization, and the Director of Training may pursue informal conflict resolution through the Association of Psychology Postdoctoral and Internship Centers (APPIC). The resolution of these concerns will follow the *Trainee Grievance Procedures* document of the Arizona Psychology Training Consortium.

Record Keeping

Trainees are responsible to keep track of their training / clinical hours. A monthly log, detailing the time spent in various training / clinical activities, is completed and submitted by the 5th day of each month. Additionally, trainees are responsible to ensure that their bi-annual training evaluations are signed and submitted to the Director of Training.

Post-doctoral psychology residents are responsible to maintain documentation that verify any and all training sought outside of the regular Consortium didactic training. Residents must submit a CE certificate verifying their attendance at outside training to the Consortium. Without a CE certificate, the resident will not get credit for the hours of training attended at outside training. Residents must submit their CE certificates on a monthly basis to ensure timely management of their didactic hours.

Primary supervisors must keep supervision notes for each trainee in a confidential and secured location. Supervision notes should be kept for 15 years post training. The Consortium will maintain monthly logs and evaluation forms for 15 years post training.

Supervision records will include the following: a signed copy of the Training Agreement; each formal written evaluation of the trainee; documentation of supervision meetings; records of the number of hours the trainee devotes to each of the training activities; written summaries of the supervisor's consultations regarding the trainee with the Director of Training of the Consortium; copies or summaries of all disciplinary and grievance actions. Supervisors will countersign all documents and records prepared by the trainee including

all assessment notes, treatment plans, interview or progress notes, testing, reports, correspondence, billings, and all other documents generated by the trainee in the course of providing psychological services or in communicating with others about such services. All reports or correspondence written by the trainee will be on the supervisor's or the organization's official stationary.

Didactic Training

Trainees are required to attend monthly didactic training as coordinated by the Consortium. The Consortium Training Committee defines a training / didactic schedule each year. This schedule is shared with all trainees at the start of the training year in August. Interns must attend all training for their internship experience to be valid. Residents may apply to seek outside training to supplant up to 50 percent of the didactic requirement of the Consortium. This is done to avoid duplication of didactic training between internship and residency experiences as well as afford the resident an opportunity to seek specialized training to enhance their residency experience. Residents are responsible for the registration and travel expenses for attending training events outside the Consortium didactics. All trainees are responsible for travel costs to attend Consortium didactics.

Trainees must attend the full didactic training presentations. If tardy (consistent with APA governance over CE workshops), trainees will not receive credit for the didactic training. Consequently, the trainee will need to contact the Director of Training, and explore how to make up for the missed didactic hours.

In addition to training provided by psychologists throughout Arizona, trainees also sign up to present as well. Interns present on case consultations and residents provide training on a clinical topic of interest. This provides trainees valuable experience in professional presentations and consultation.

Evaluation of the Intern and Resident

In accordance with the Consortium's training philosophy, supervisors provide ongoing feedback to trainees to assist in their professional development. It is important for trainees to understand that communications between trainees and supervisors are not confidential. However, supervisors will use discretion when deciding what is appropriate and necessary to communicate to other trainers.

Ongoing Feedback

Each primary and secondary supervisor is responsible for providing ongoing feedback to trainees regarding their strengths, areas for growth, and progress towards successful completion of the internship or postdoctoral residency. Supervisors document the feedback in their weekly supervision notes.

Written Evaluation

The Performance Evaluation form is used to evaluate the trainee's professional competence and behaviors. It is completed both at the midpoint and the end of the training experience. The primary supervisor and the trainee meet to discuss the evaluation, and both sign it to indicate that it has been reviewed. In addition, the secondary supervisor must sign the document. The trainee may write a response on the Performance Evaluation form. The trainee shall receive a copy of the Performance Evaluation form. The trainee also provides a written evaluation of the training and supervisory experience. It is recommended that the trainee reviews their evaluation with each of their supervisors. Copies of the evaluations are to be kept in the supervision file (maintained by the primary supervisor) and a copy should be submitted to the Consortium to be kept in the student's file. Evaluation forms can be downloaded from the Consortium website.

Due Process Procedures

The Consortium provides collaborative due process procedures for remediation, disciplinary actions, and grievances. The general guidelines for management of problematic trainee performance, conduct, or skill deficiencies, and due process procedures for problem resolution and trainee grievances are consistent with the accreditation standards of the American Psychological Association. They emphasize due process and assure fairness in decisions about trainees, and also provide avenues of appeal that allow trainees to dispute decisions and file grievances.

The spirit that guides due process procedures is dialogue and collaboration. Neither the Consortium nor the affiliated training sites make unilateral decisions unless there is imminent risk to clients, students, trainees, or others. The protection of clients and trainees is the overriding principle in collaborative decision-making.

The Consortium and affiliated training sites follow due process guidelines to ensure that decisions about trainees are not arbitrary or personally based. These guidelines include appeal procedures that permit any trainee to challenge program decisions. The due process guidelines include the following:

1. Present trainees with the program expectations regarding professional functioning at the start of the training year.
2. Specify evaluative procedures, including the time frame and the method, in the Intern/Resident Training Agreement before the start of the training year.
3. Define “problematic behavior.”
4. For pre-doctoral interns, communicate early and often with the graduate program about any difficulties and seek input from the programs about how to address the difficulties.
5. Provide a remediation plan for skill deficiencies or problematic behavior, including a time frame for remediation and the consequences of not rectifying the deficiencies or problematic behavior.
6. Provide trainees with a written description of procedures they may use to appeal decisions and to file grievances.
7. Ensure that trainees have sufficient time to respond to any action taken by the program that affects them.
8. Use input from multiple professional sources, including the primary and secondary supervisor at the affiliated training site, when making decisions or recommendations regarding the trainee's performance.
9. Document, in writing and to all relevant parties, the action(s) taken and it's (their) rationale.

I. Defining areas of concern

In the Consortium's psychology training program, areas of concern typically fall into one of two areas:

1. **Skill deficiency.** Skill deficiencies may include lack of doctoral-level
 - Psychological assessments;
 - Diagnostics;
 - Test administration or interpretation;
 - Forming therapeutic alliances with patients/clients; or
 - Knowledge of pertinent research or additional weaknesses such as:

- Conducting professional activities beyond the trainee’s abilities or scope;
 - Disregard for a supervisor’s guidance; or
 - Resistance to appropriate opportunities for learning.
2. ***Problematic Trainee Behavior.*** Behaviors are identified as problematic behaviors if they include one or more of the following characteristics:
- The trainee does not acknowledge, understand, or address the problem when it is identified.
 - The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
 - The quality of services delivered by the trainee is sufficiently negatively affected.
 - The problem is not restricted to one area of professional functioning.
 - A disproportionate amount of attention by training personnel is required.
 - The trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

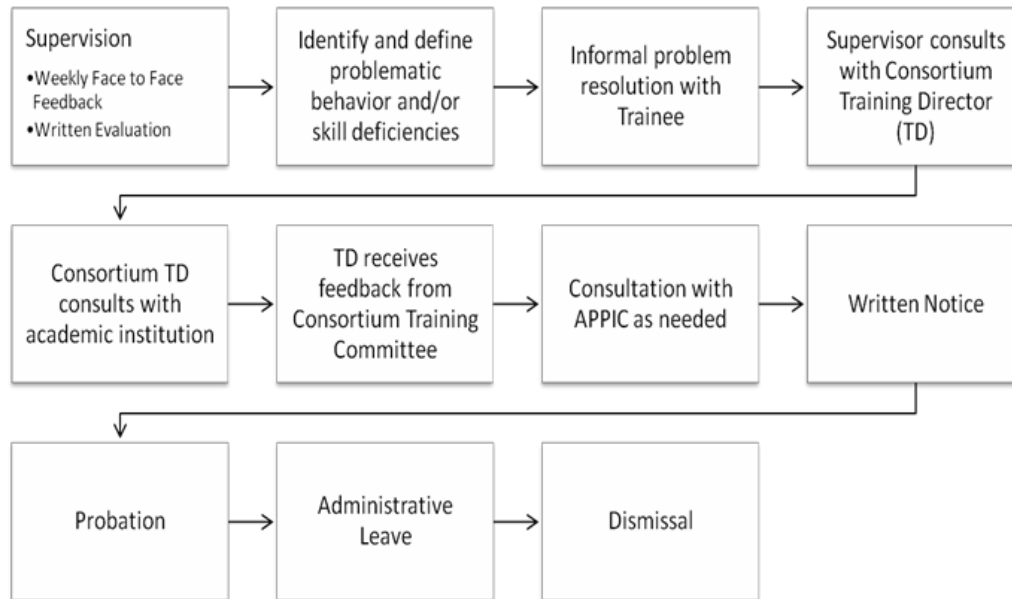
II. Procedures for responding to a skill deficiency or problematic behavior

Initial Response

If an affiliated training site supervisor or Consortium Training Committee member judges a trainee's performance as reflecting a skill deficiency or problematic behavior, the following procedure will be initiated, unless the Consortium Training Committee determines that immediate disciplinary action is appropriate.

1. A supervisor at an affiliated training site, or a Consortium Training Committee member, notifies the pre-doctoral internship or postdoctoral residency Consortium Director of Training that there is a concern about the trainee’s skills or professional functioning.
2. The Director of Training initially consults with the primary and secondary supervisor at the training site, and perhaps affiliated training site administrators.
3. The Director of Training will seek input from the Consortium Training Committee.
4. For pre-doctoral interns, the Consortium Director of Training shall consult with the trainee’s academic department.
5. The Consortium Director of Training may request informal problem resolution assistance from APPIC.
6. The Consortium Director of Training will speak with the trainee to attempt resolution.
7. If the above procedures do not bring resolution, then the Consortium Director of Training may proceed to any appropriate disciplinary action, as described below.

Flow Chart for Trainee Problem Resolution



Possible Disciplinary Actions

The Director of Training, after consultation with the Consortium Training Committee, may implement any of the following disciplinary actions. These are not necessarily sequential. The Director of Training will select the course and extent of the action based on the needs of the trainee, the affiliated training site, and the clients at the affiliated training site.

1. **Written Notice.** A Written Notice directs the trainee to discontinue unsatisfactory action(s) or behavior(s). The trainee will be given a letter specifying the following:
 - a. Notification to the trainee that there is unsatisfactory behavior.
 - b. Description of the unsatisfactory behavior.
 - c. Actions required to correct the unsatisfactory behavior.
 - d. Timeline for correction.
 - e. Consequences if the problem is not corrected.
2. **Probation.** If the area of problematic behavior is deemed serious enough, the trainee may be placed on probation. The trainee will be given a letter specifying the following:
 - a. Description of the unsatisfactory behavior.
 - b. Actions required to correct the unsatisfactory behavior.
 - c. Timeline for correction.
 - d. Explanation of the procedure that will be used to determine whether satisfactory progress has been made.
 - e. Consequences if the problem is not corrected.
3. **Administrative Leave.** The trainee may be placed on leave, accompanied by suspension of all duties and responsibilities in the agency. The trainee will be informed in writing about potential consequences resulting from suspension, which might include inability to complete training hours or other requirements.

4. Dismissal. When appropriate, a trainee may be dismissed from the Consortium training program. The trainee must receive written notice of dismissal. Dismissal might occur under the following circumstances:
 - a. It is determined that remediation cannot be successfully accomplished;
 - b. Serious violation of ethical standards;
 - c. Serious violation of Consortium or affiliated training site policy and procedures;
 - d. Serious legal violation(s); or
 - e. Any other condition that jeopardizes client, student, staff, or trainee welfare.

Following the delivery of the written document outlining the disciplinary action to be taken to correct problematic behaviors or skill deficiencies, the Training Committee and the Trainee's Supervisors will meet with the trainee to discuss the action. The trainee may accept the disciplinary action, or may challenge the disciplinary action through the grievance procedure described below. Pending the decision by the President of the Board of Directors, the trainee remains subject to the disciplinary action imposed by the Director of Training.

Due Process for Intern / Resident Initiated Grievances

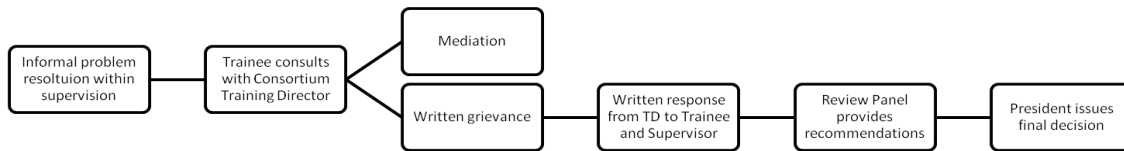
If a trainee experiences a problem with a training site supervisor, Consortium Director of Training, or Consortium Training Committee member, or if a trainee has a personal complaint about the program (including but not limited to complaints about evaluations, supervision, stipends/salary, harassment, etc.) then the trainee shall proceed with the following steps for resolution

1. Attempt to address and resolve the problem directly with the individual as soon as possible.
2. If addressing the problem directly is not successful, the individual is unavailable, or the trainee prefers not to address the issue with the individual, then he or she may consult with the internship or residency Consortium Director of Training. The Consortium Director of Training will assist by taking one or more of the following actions:
 - a. Serving as a consultant to assist in deciding how best to communicate with the individual;
 - b. Facilitating a mediation session between the trainee and the individual;
 - c. Taking the issue to the Consortium Training Committee for consultation and problem solving;
 - d. Consulting with the President of the Board of Directors of the Consortium; or
 - e. Requesting assistance from APPIC.
3. The trainee will provide a letter to the Consortium Director of Training within ten working days of the later of (a) the date of the event giving rise to the complaint or (b) the date the problem was raised with the Consortium Director of Training. The trainee's letter will document the nature of the grievance and what attempts may already have been made to resolve the issue.
4. Within ten working days after receipt of the letter from the trainee, the Consortium Director of Training will send a letter to the trainee outlining the grievance procedure. The letter will include provisions for the trainee to hear all material facts and to appear before a Review Panel, and it will provide a reasonable timeline for the Consortium Training Committee to respond to the grievance.
5. The internship or residency Director of Training will convene a Review Panel of at least three persons, consisting of site supervisors and Consortium Training Committee members. Any persons directly involved in the grievance will be recused from the Review Panel.
6. The Review Panel will conduct a review hearing at which the trainee's grievance is heard and the evidence presented. The trainee may attend the hearing and respond to any concerns raised. Within ten working days of the completion of the review hearing, the Review Panel will issue a report documenting its findings and recommended response to the grievance.
7. The Consortium's Director of Training will provide the Review Panel's report to the President of the Consortium's Board of Directors. Within ten working days of receipt of the Review Panel's report, the President will issue a final decision regarding the grievance, which may include any of the following:
 - a. accepting the Review Panel's recommendation;
 - b. rejecting the Review Panel's recommendation and providing an alternative; or
 - c. remanding the matter back to the Review Panel for further deliberation.
8. If the grievance involves the internship or residency Director of Training, or the President of the Consortium Board of Directors, then the Consortium Training Committee will appoint other

members of the Consortium Board of Directors, such as the other Director of Training, to convene and direct the Review Panel. The Consortium Training Committee would make the final decision if the grievance involves the President of the Consortium's Board of Directors.

9. Once the President of the Consortium Board of Directors issues a final decision, the trainee, the training site, and other appropriate individuals will be informed promptly and in writing of the action taken. If the action involves an intern, the trainee's academic institution will be included in this communication.

Flow Chart for Intern Grievance



APPENDIX A

Initial Consultation Site Visit Procedure

Revised May, 2015

Prior to the acceptance of any training program, a formal site visit needs to be completed by two Consortium Board Members.

1. Once assigned as site visitor, call the potential site supervisor to schedule a date and time for a formal site visit, which needs to be completed by two Consortium Board Members. Allow at least 2 hours. (Please note that applications for new internship sites are due by June 1, and the site must be approved by July 1 in order to be included as an APPIC site for the following training year. When making an initial site visit for a potential internship site please adhere to the July 1 deadline when scheduling visits, completing write ups, and submitting materials to the Board. Postdoctoral residencies can be approved throughout the year.)
2. Site visitors should be given a copy of the initial site application when assigned to conduct the site visit. Please review the site application prior to the site visit to ensure the site meets all APPIC requirements, and to see what questions may be needed to clarify any of the application contents.
 - All site visits should include:
 - a. Meeting with at least the primary site supervisor, and ideally all supervisors when possible
 - b. Review of site's application and follow up on any areas as needed
 - c. Obtaining any copies of supervisors' licenses for our records if not already obtained (site visitor should use Form A to attach with licenses if all are not already included with initial site application).
 - d. Review the training sites' possible didactic activities
 - e. A tour of the site
3. At the end of the site visit, inform potential site supervisors that their application and the site visit report will be reviewed and voted on at AZPTC's upcoming meeting and that they will be notified in writing within 2 weeks of that meeting on whether or not their site has been approved.
4. The two Board members who conducted the site visit need to write a detailed summary of their findings in one final report. Please refer to the posted Template for a sample outline.
5. Email the Initial Site Visit Report to all AZPTC Board Members for review prior to the upcoming Board Meeting.
6. The Training Committee will follow up on the next steps of this process.

Revised 11/26/2014

APPENDIX B

Initial Site Visit Report SAMPLE TEMPLATE

Site:

Site Visitors: (Two needed for initial site visit)

Date:

Background: (Example) Dr. Lahann and Dr. Merrin met with Dr. X and Dr. Y and their current AZPTC intern on October 24, 2011 for a 2-hour initial on-site visit.

Interview with Supervisors:

Application was reviewed (you will have obtained and reviewed the initial site application ahead of time, and this should accompany this write up so that you don't need to summarize all of it here. Here, just say if all requirements are met, and if any are not, please indicate and explain.)

Confirm that trainees will be paid a stipend on a fixed schedule and not by case/client.

Answer any questions or collect questions to pass on to others for clarification.

Summary of the training opportunities (diversity, patient population, direct hours, current caseload, etc.) Hopes for future training and any additional questions or concerns that were obtained during the visit. See if supervisors might want to present at a didactic in the future and on what topic. Get any feedback about from them about the Consortium thus far, etc.

Get copies of updated licenses if the current ones were not already obtained or if any new supervisors have been added. Use Form A to document and submit with copies of license(s).

Summary:

All of the internship requirements were reviewed and confirmed during this visit and based on the information provided, this training site appears to meet APPIC requirements, and is recommended as a training site within the Consortium. (Or share if there are concerns, need for follow up, etc.)

Important: be sure to submit this write up along with the completed application, and Form A with any copies of supervisors' licenses if needed.

Respectfully submitted,

Rebecca Lahann. Psy.D.
President
Arizona Psychology Training Consortium

Lisa Merrin, Ph.D.
Vice President
Arizona Psychology Training Consortium

APPENDIX C

Annual Site Visit Report SAMPLE TEMPLATE

Site:

Site Visitor(s): (only one required for annual visit)

Date:

Background: (Example) Dr. Lahann met with Dr. X and Dr. Y and their current AZPTC intern on October 24, 2011 for a 2-hour on-site annual visit.

Interview with Supervisors:

Checklist was reviewed (you will have sent and hopefully received back and reviewed the appropriate checklist(s) -intern and/or postdoctoral- ahead of time, and the checklist(s) needs to accompany this write up so that you don't need to summarize all of it here. Here, just say if all requirements are met, and if any are not, please indicate and explain.).

Confirm that trainees are and will continue to be paid a stipend on a fixed schedule and not by case/client.

Discussion of current trainees and the site's operations. Confirm that supervision is taking place consistently and that logs are being kept. Answer any questions or collect questions to pass on to others for clarification.

Summary of the training opportunities (diversity, patient population, direct hours, current caseload, etc.) Hopes for future training and any additional questions or concerns that were obtained during the visit. See if supervisors might want to present at a didactic in the future and on what topic. Get any feedback about from them about the Consortium, etc.

Get copies of updated licenses if the current ones are not on file or if any new supervisors have been added. Use Form A to document and submit with copies of license(s).

Interview with Trainee(s):

(Schedule a separate meeting with current trainee(s) to check in and ask about their experience, whether their needs are being met, how their experience with the consortium has been, etc.

Summarize here and bring any important information back to the Board and/or Training Committee as well if follow up is required.)

Summary:

All of the internship requirements were reviewed and confirmed during this visit and based on the information provided, this training site continues to meet APPIC requirements, and is recommended as a continued site within the Consortium. (Or share if there are concerns, need for follow up, etc.)

Important: be sure to submit this write up along with the completed checklist(s), and Form A with any new copies of licenses if needed.

Respectfully submitted,

Rebecca Lahann. Psy.D.
President

APPENDIX D

AZPTC Internship Renewal Checklist

This form has been developed to simplify the AZPTC Membership renewal process. AZPTC meets with each of its sites, both active and inactive, yearly to ensure promote regular communication and also that each site within the Consortium is continuing to meet the standard required by APPIC. In order to gather needed information and to leave as much time for open conversation at the site visit as possible, we are asking each site to complete and submit this form in advance of the visit.

If there are no major changes to your program, please submit the following **by email** to AZPTC at consortium@azpa.org.

- This "AZPTC Internship Renewal Checklist"
- Documentation of your didactic activities if you provide any (7a) (actual schedule with dates/topics)
- A copy of any current brochure about your site(11c)

If there have been major changes to your site please outline in your materials. As noted, it is important for you to provide detailed information to AZPTC at any time a major change occurs between review cycles.

Please answer the following question:

If you indicate there has been a change (checking any response marked with a No* or Yes*) to any criteria, please describe the changes and revisions on attached pages. Please submit one (1) copy of all requested materials by email including a current brochure.

Yes No* 1. Does your program continue to offer interns a planned, programmed sequence of training experiences?

Yes No* 1a. Does your program continue to maintain the primary focus and purpose of assuring breadth and depth of intern training? Please describe placements and training opportunities reflecting this breadth and depth:

Yes No* 2. Does your program have a clearly designated doctoral staff psychologist who is responsible for the integrity and quality of the intern training program?

2a. If yes, provide the name of the designated psychologist:

Yes No* 2b. Is this psychologist licensed?

Yes No* 2c. Is this psychologist a full-time employee of the organization?

3. Provide the number of doctoral level psychologists who serve as supervisors who are actively licensed. Membership requirements: at least two full time equivalent doctoral level psychologists who serve as supervisors and who are actively licensed. It is expected that interns receive supervision during the year from at least two different supervisors.

Yes No* 3a. Have you filled out and enclosed Table A that provides you the opportunity to accurately describe your training staff? Please include only licensed psychology staff.

Yes No* 3b. Have you attached a copy of the license for each supervisor who is new since your last review?

Yes No* 4. Do intern supervisors carry the clinical responsibility for the cases being supervised?

Yes No* 4a. Does each intern receive regularly scheduled individual supervision by one or more doctoral level licensed psychologists at a ratio of no less than one hour of supervision for every 20 internship hours (i.e., 2 hours for full time 40 hours/week or 1 hour for half-time 20 hours/week)?

Yes No* 4b. Is the focus of each intern's supervision the psychological services rendered by the intern?

Yes No* 5. Does your internship continue to provide a range of psychological assessment activities? Please describe these training opportunities or placements:

Description:

Yes No* 5a. Does your internship continue to provide a range of psychological intervention activities? Please describe these training opportunities or placements:

Yes No* 6. Is at least 25% of each intern's time in face-to-face psychological services to patients/clients?

Yes No* 7. Does the internship provide any didactic activities such as conferences, seminars, in service training or grand rounds? Didactic activities refer to actual training opportunities and should go beyond Intern Case Presentations.

Yes No* 7a. Have you enclosed a description for scheduled didactic seminars and other training activities?

Yes No* 8. Is the internship training at the post-clerkship, post-practicum and post-externship level?

9. What is the title of your intern level psychology trainees?

Yes No* 10. Does your internship have a written statement or brochure that provides a clear description of your, including the goals and content of the internship?

Yes No* 11a. Does this brochure provide clear expectations for the quality and quantity of the intern's work?

Yes No* 11b. Is this brochure made available to prospective interns?

Yes No* 11c. Have you enclosed a copy of your brochure described above?

11d. If your brochure is on-line or if you have additional material descriptive of your internship, provide the URL.

Brochure URL:

Other URL: _____

Yes No* 12. Is the internship experience a minimum of 1500 hours? This should match the requirements of your jurisdiction so that interns are eligible for licensure in your state.

How many hours do your interns complete?

Yes No* 13a. Is the internship completed in no less than 9 months and no more than 24 month

Yes No* 14. Does your program issue a certificate of internship completion that includes the
Word "Psychology" to all interns who successfully complete the internship?

Yes No* 15. Does your program the minimum AZPTC \$20,000 stipend for each intern?

Current Stipend:

Yes No* 16. Does your program avoid fee splitting arrangements for interns
where they are expected to generate all or part of their stipend
through clinical billing?

Yes No* 17. Does your program avoid any financial incentives beyond the stated, set stipend?

Additional Comments:

APPENDIX E

AZPTC Post-doctoral Site Renewal Checklist

This form has been developed to simplify the AZPTC Membership renewal process. AZPTC meets with each of its sites, both active and inactive, yearly to ensure promote regular communication and also that each site within the Consortium is continuing to meet the standard required by APPIC. In order to gather needed information and to leave as much time for open conversation at the site visit as possible, we are asking each site to complete and submit this form in advance of the visit.

If there are no major changes to your program, please submit the following **by email** to AZPTC at consortium@azpa.org.

- This "AZPTC Postdoctoral Site Renewal Checklist"
- Table A (question 3a)
- Documentation of your didactic activities if you provide any (7a) (actual schedule with dates/topics)
- A copy of any current brochure about your site(11c)

If there have been major changes to your site please outline in your materials. As noted, it is important for you to provide detailed information to AZPTC at any time a major change occurs between review cycles.

Please answer the following question:

If you indicate there has been a change (checking any response marked with a No* or Yes*) to any criteria, please describe the changes and revisions on attached pages. Please submit one (1) copy of all requested materials by email including a current brochure.

Yes No* 1. Does your program continue to offer postdoctoral residents a planned, programmed sequence of training experiences?

Yes No* 1a. Does your program continue to maintain the primary focus and purpose of assuring breadth and depth of postdoctoral resident training? Please describe placements and training opportunities reflecting this breadth and depth:

Yes No* 2. Does your program have a clearly designated doctoral staff psychologist who is responsible for the integrity and quality of the postdoctoral resident training program?

2a. If yes, provide the name of the designated psychologist:

Yes No* 2b. Is this psychologist licensed?

Yes No* 2c. Is this psychologist a full-time employee of the organization?

_____ 3. Provide the number of doctoral level psychologists who serve as supervisors who are actively licensed. Membership requirements: at least two full time equivalent doctoral level psychologists who serve as supervisors and who are actively licensed. It is expected that postdoctoral residents receive supervision during the year from at least two different supervisors.

Yes No* 3a. Have you filled out and enclosed Table A that provides you the opportunity to accurately describe your training staff? Please include only licensed psychology staff.

Yes No* 3b. Have you attached a copy of the license for each supervisor who is new since your last review?

Yes No* 4. Do postdoctoral resident supervisors carry the clinical responsibility for the cases being supervised?

Yes No* 4a. Does each postdoctoral resident receive regularly scheduled individual supervision by one or more doctoral level licensed psychologists at a ratio of no less than one hour of supervision for every 20 internship hours (i.e., 2 hours for full time 40 hours/week or 1 hour for half-time 20 hours/week)?

Yes No* 4b. Is the focus of each postdoctoral resident's supervision the psychological services rendered by the resident?

Yes No* 5. Does your postdoctoral resident continue to provide a range of psychological assessment activities? Please describe these training opportunities or placements:

Description:

Yes No* 5a. Does your postdoctoral residency continue to provide a range of psychological intervention activities? Please describe these training opportunities or placements:

Yes No* 6. Is at least 25% of each postdoctoral resident's time in face-to-face psychological services to patients/clients?

Yes No* 7. Does the postdoctoral residency provide any didactic activities such as conferences, seminars, in service training or grand rounds? Didactic activities refer to actual training opportunities and should go beyond Case Presentations.

Yes No* 7a. Have you enclosed a description for scheduled didactic seminars and other training activities?

Yes No* 8. Is the postdoctoral residency training at the post-intern, post-clerkship, post-practicum and post-externship level?

9. What is the title of your postdoctoral resident trainees?

Yes No* 10. Does your postdoctoral residency have a written statement or brochure that provides a clear description of your, including the goals and content of the training program?

Yes No* 11a. Does this brochure provide clear expectations for the quality and quantity of the resident's work?

Yes No* 11b. Is this brochure made available to prospective postdoctoral residents?

Yes No* 11c. Have you enclosed a copy of your brochure described above?

11d. If your brochure is on-line or if you have additional material descriptive of your postdoctoral residency, provide the URL.

Brochure URL:

Other URL: _____

Yes No* 12. Is the postdoctoral residency completed in no less than 9 months and no more than 24 months?

Yes No* 13. Does your program issue a certificate of internship completion that includes the word "Psychology" to all postdoctoral residents who successfully complete the residency?

Yes No* 14. Does your program the minimum AZPTC \$30,000 stipend for each postdoctoral resident?
Current Stipend:

Yes No* 15. Does your program avoid fee splitting arrangements for postdoctoral residents where they are expected to generate all or part of their stipend through clinical billing?

Yes No* 16. Does your program avoid any financial incentives for postdoctoral residents beyond the stated, set stipend?

How many hours do your postdoctoral residents complete?

Additional Comments:

APPENDIX F

Arizona Psychology Training Consortium Supervisor Information Form

To be completed as part of the annual site visit process. Please complete for each licensed psychologist giving supervision at your site. Use additional copies if needed.

Supervisor's Name:
Arizona License Number:
Year First Licensed:
Number of Hours Per Week Supervision is Given:

Supervisor's Name:
Arizona License Number:
Year First Licensed:
Number of Hours Per Week Supervision is Given:

Supervisor's Name:
Arizona License Number:
Year First Licensed:
Number of Hours Per Week Supervision is Given:

APPENDIX G

Didactic Training Agreement Form Consortium Guests

As a Consortium Guest for didactic training, I consent / agree to the following:

1. I certify that I am either a pre-doctoral intern or post-doctoral resident in training at a training site that is NOT affiliated with the Arizona Psychology Training Consortium.
2. My involvement with the Arizona Psychology Training Consortium relates only to participating in the didactic training. I understand that I will receive no certification or endorsement as completion of training through the Arizona Psychology Training Consortium.
3. I agree to uphold the ethical guidelines and principles of the professional practice of psychology while in attending as a guest of the Consortium. I understand that if my actions are unprofessional / unethical as a guest of the Consortium, my participation as a Consortium guest will be revoked with no refund.
4. I understand that my didactic training fee is non-refundable.

Printed Name of Consortium Guest

Date

Signature of Consortium Guest

Date

Signature of Director of Clinical Training

Date