

Berkeley Psychology Internship Consortium (B-PIC)



Intern Handbook

2023- 2024

Berkeley School of Education, UC Berkeley
2121 Berkeley Way, 4th Floor
Berkeley, CA 94720-1670

B-PIC is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and participates in the APPIC match (MC 2537).

B-PIC is accredited, on contingency, by the Commission on Accreditation of the American Psychological Association.

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 Phone: (202) 336-5979

E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

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Aim and Training Objectives

The aim of the Berkeley Psychology Internship Consortium (B-PIC) is to provide high quality training to doctoral interns who are dedicated to providing comprehensive psychological services to children and families in school settings. B-PIC is designed to prepare interns for independent practice and to meet California state School Psychology certification requirements.

B-PIC is a collaborative partnership between The Berkeley School of Education and its School Psychology program and three school districts who collectively have a goal and commitment to the training and education of student interns in the field of School Psychology. UC Berkeley faculty provide administrative support for the program as well as didactic training and support to interns. Each School District provides interns with the full range of clinical and training experiences necessary for them to develop the professional competencies required of school psychologists and health service psychologists.

The broad education and training objectives are aimed at developing the full range of competencies that are expected of Health Service Psychologists. Interns further develop and refine their competencies while working as part of multi-disciplinary teams to coordinate and deliver school-based psychological services. Depending on the placement site, interns have access to training experiences across a wide range of ages (preschool through adult), types of psychopathology, and treatment settings. Their work includes, but is not limited to, psychological assessment, intervention, and consultation. They also assist in the development of prevention programs, provide early intervention with at-risk youth, and deliver comprehensive and intensive mental health treatment for individuals with clinical diagnoses and related educational impairments. In-depth training in the areas of legal and ethical standards, professional values and attitudes, and communications and interpersonal skills is provided during regular supervision hours and incorporated into monthly training seminar presentations. It is expected that interns conduct themselves in accordance with the highest national, state, and local standards for ethical and legal practice.

Specific internship goals include the following:

- a) further developing the *communication and interpersonal skills* that will enable them to effectively function as a health service psychology provider in school settings;
- b) further developing awareness of *ethical and legal standards and professional values* in professional practice;
- c) further developing and refining *assessment and diagnostic skills* in the areas of cognitive, educational, socio-emotional, and behavioral functioning;
- d) further developing the ability to select and deliver appropriate *evidence-based interventions targeting mental health, social-emotional learning, behavior, and academic skills*, effectively monitor progress following implementation in classrooms/schools, and make subsequent recommendations based on response to interventions;
- e) further developing *consultation and collaboration skills* through interactions with parents, educators, administrators, and other relevant professionals by serving on interdisciplinary teams; and
- f) learning how to utilize current *research and scientific knowledge* to make data-based decisions about assessment, interventions and treatment, understand implementation in classrooms/schools, monitor client progress, and make subsequent modifications/recommendations based on response.

Training Model and Training Sites

The overall theoretical orientation of B-PIC is developmental-ecological. This perspective recognizes that the growth, development, and functioning of individuals must be understood in context. By context, we refer to both relationships and interactions with others and the characteristics of the environments in which they learn and live. These concepts are embedded in training seminars and reflected in the ways that services are delivered to children and families.

The **University of California, Berkeley** is the administrative and training hub for B-PIC. UC Berkeley is a public, regionally accredited university with three primary missions: Teaching, research, and public service. UC Berkeley has a California and APA-accredited graduate program in the specialty of school psychology.

Established in 1965, the mission of the School Psychology Program is to train knowledgeable and highly competent health service psychologists, with a specialization in school psychology, who are capable of functioning as scientist-practitioners in a variety of environments, including academic institutions, diverse public schools, and independent practice. Faculty from the School Psychology program are all members of the B-PIC Training Committee and as such they participate in the development and review of training curriculum, policies, and procedures. In addition, they provide didactic training and group supervision to interns.

B-PIC has 3 member school districts that provide training sites. Each district can provide the full range of clinical and training experiences necessary for interns to develop the competencies required for entry level practice upon completion. Each district also appoints one of their psychologists to the Training Committee to ensure that the internship program and curriculum is responsive to district needs.

The San Francisco Unified School District (SFUSD) is a large district located in an urban setting in the San Francisco Bay Area that serves a very diverse student population. The district's mission statement is as follows: "Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century." The student population consists of approximately 57,000 children in Grades Pre-K through 12th grade that are served across 130 school settings. The student population is approximately 7% Black, 35% Asian, 27% Latino, 15% White, 5% Filipino, and 5% multi-racial (5% declined to state). Over half the student population (55%) come from economically disadvantaged homes and 28% are English Language Learners who speak a native language other than English. Approximately 12% of students have been identified as having disabilities and receive Special Education services. The most prevalent types of diagnoses include Learning Disabilities, Emotional and Behavioral Disorders (anxiety, depression, ADHD, ODD), Autism, and Intellectual Disability.

The Oakland Unified School District (OUSD) is a large district located in an urban setting in the San Francisco Bay Area that serves a very diverse student population. The district's mission statement is as follows: "Oakland Unified School District will build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day." The student population consists of approximately 49,000 children in Grades Pre-K through 12th grade that are served across 120 school settings. The student population is approximately 24% Black, 13% Asian, 42% Latino, 12% White, 1% Filipino, and 5% multi-racial (3% declined to state). Three-quarters of the student population come from economically disadvantaged homes and 33% are English Language Learners who speak a native language other than English. Approximately 13% of students have been identified as having disabilities and receive Special Education services. The most prevalent types of diagnoses include Learning Disabilities, Emotional and Behavioral Disorders (anxiety, depression, ADHD, ODD), Autism, and Intellectual Disability.

Piedmont Unified School District (PUSD) is a small district located in a semi-suburban city in the San Francisco Bay Area. The district's mission statement is as follows: "Piedmont Unified, an exemplary school district committed to public education, is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and intellectually curious with a strong sense of self and community." The student population consists of approximately 2,600 children in kindergarten through 12th grade that are served across six schools. The demographics of the student body is 3% Black, 20% Asian, 3% Hispanic, and 74% White. English Learners and economically disadvantaged students each comprise 2% of the student population, respectively. Approximately 14% of students have been identified as having disabilities and receive Special Education services. The most prevalent types of diagnoses include Learning Disabilities, Emotional and Behavioral Disorders (anxiety, depression, ADHD, ODD), Autism, and Intellectual Disability.

All three districts offer comprehensive psychological services, and interns play a role in the service delivery systems that are in place in each district. Each district offers some opportunities to do work with the general education population (typically developing children) as well as children with different types of disabilities

and levels of impairment. All three school districts have opportunities for interns to work with a range of ages from kindergarten through 12th grade, and interns in SFUSD have the unique opportunity to work with preschoolers. Interns in SFUSD and OUSD have the opportunity to work with a very diverse population of students, with regard to both ethnicity and languages spoken. Interns in PUSD have the opportunity to work in a “Wellness Center” that provides mental health services to high school students with and without disabilities.

Each school district offers these specific training experiences to interns:

- Participating in multidisciplinary team meetings (Student Study Team, Coordination of Services Team, Individualized Educational Plan/Special Education Team).
- Providing consultation to parents, other school professionals, and others from community agencies as interventions for students are developed and implemented.
- Playing a role in the implementation of multi-tiered systems of support (MTSS), including screening and data analysis to determine levels of need and guide the selection and implementation of appropriate interventions.
- Conducting comprehensive evaluations, diagnosing disabilities (autism, intellectual disability, learning disabilities, attention deficit hyperactivity disorder), determining Special Education eligibility, and contributing to the development of Individual Educational Plans.
- Delivering evidence-based interventions for students presenting with different types of psychopathology, disabilities, and levels of impairment (i.e., mental health counseling for students with emotional/behavioral disorders such as anxiety, depression, oppositional defiant disorder, conduct disorder, etc.).
- Participating on crisis response teams.

Program Structure

B-PIC offers a full-time Internship that begins in August and ends in June (10.5 months), following the school year calendar of the member school districts. All B-PIC interns are required to complete 1,500 hours of training during the internship year, which count toward the 3000 hours required for licensure as a psychologist in California and also meets the internship hours requirement for California’s school psychologist (Pupil Personnel Services) credential. Each school district may offer experiences that are unique to different sites that serve different populations with varying and diverse needs and challenges. Across school districts, interns will spend a minimum of 15 hours per week delivering direct services (face-to-face).

Students who are in residence in the Berkeley School Psychology program will be encouraged to apply to B-PIC and their applications will be weighted during the selection process. Students from other APA-approved School Psychology programs are welcome to apply. Each site accepts at least 1 intern each year.

Leadership Structure

B-PIC has a shared leadership structure and two Training Co-Directors.

Dr. Shea Pilgrim is from the San Francisco Unified School District. Dr. Pilgrim is the clinical training lead, and has primarily responsibility for managing and ensuring the quality and integrity of the training program and its implementation. As such, she takes the lead on ensuring interns have all required training experiences as well as curriculum planning (e.g., organizing the Didactic Seminars and ensuring that a range of topics are covered and skills taught). Dr. Pilgrim takes the lead on responding to and managing any training issues brought forth informally, by either interns or supervisors, and also collaborates with Dr. Perry as necessary on any due process or grievance issues.

Dr. Kate Perry is a faculty member in the UC Berkeley School Psychology program. Dr Perry is the administrative lead and takes primary responsibility for managing the training calendar (e.g., scheduling didactic seminars and group supervisions, reserving rooms, addressing technology needs), sending

communications, record keeping, collecting and analyzing proximal and distal data, scheduling meetings (monthly Training Committee meetings and annual retreats), and facilitating internal review of the program (e.g., analyzing and presenting data from intern evaluations of didactic seminars and supervisors). Dr. Perry takes the lead on any due process or grievance issues.

Didactics and Training Seminars

Full day Training Seminars are held once a month on the UC Berkeley campus. Each 8-hour training begins with a didactic seminar that includes a presentation by one of the members of the Training Committee (which includes both UC Berkeley faculty and psychologists employed by partner school districts) on a professional topic that incorporates contemporary research. Seminars are followed by learning activities, case conferences, and group supervision. During this time, interns also receive guidance and support around the activities or assignments they are completing as part of the training plan.

The didactic seminars being offered in the 2023-2024 training year are as follows:

- Navigating the School Based Doctoral Internship: Professional Roles and Responsibilities
- Social Justice in Education: Key Practices for More Equitable Outcomes
- An Advanced look at Learning Disabilities: Assessment, Identification and Interventions
- Multi-Tiered Systems of Support: SWPBIS, FBAs & BIPs
- Best Practices in the Assessment of Culturally and Linguistically Diverse Students
- Ethnic Identity and Racial Identity: Correlates and Clinical Implications
- Therapeutic Assessment
- Substance Use Disorders: Assessment and Intervention
- The Social Psychology of Disability and Disability-Affirmative Practice
- From Gifted Education to Talent Development: The Evolution of a Field

Any additional didactic trainings offered by a B-PIC member school district will be made available to all interns.

Supervision and Records Maintenance Policy

All Berkeley Psychology Internship Consortium (B-PIC) interns receive at least four hours of supervision each week throughout the year. Interns receive a minimum of two hours of individual, in-person, face-to-face supervision each week from a doctoral-level licensed psychologist. Individual supervisors are school district employees who maintain overall responsibility for all work conducted by the intern. They also maintain overall responsibility for supervision, including oversight and integration of supervision provided by other professionals. Interns may receive additional supervision by other school district psychologists based on their individual needs. Interns have access to consultation and supervision at all times during which they are providing clinical services.

Interns also receive two hours of group supervision each week, at a regularly scheduled time, led by one of the members of the B-PIC Training Committee. All Training Committee members are appropriately credentialed school psychologists, who may or may not also be licensed psychologists. B-PIC recognizes the value of fostering group cohesion and socialization of interns within the cohort, and group meetings are an effective way to foster connections between interns who are working at separate training sites. B-PIC recognizes the importance of supervisory relationships and believes that interns benefit from experiencing breadth in supervisory relationships and modalities. Accordingly, group supervision is led by members of the B-PIC Training Committee on a rotating basis. The foundation for these supervisory relationships is developed initially during a training orientation, which allows interns to begin forming relationships with all supervisors prior to engaging in group supervision. For all clinical cases discussed during group supervision, full professional responsibility remains with the intern's primary supervisor, and any crises or other time-sensitive issues are reported to that supervisor immediately. Interns are provided contact information for all B-PIC supervisors (both email and phone numbers) at the beginning of the year, so that crises and time-sensitive information can be reported as necessary. All supervisors are appropriately credentialed for their role in the program.

Intern records are kept by Training Co-Director, Dr. Kate Perry, who is the administrative lead for B-PIC. Records are kept in a secure digital file. Certain records are maintained indefinitely, including all evaluations, certificates of completion, and a description of the intern's training experience. Records related to Due Process procedures are maintained in the same file (as described in the Due Process Policy). Records related to grievances or complaints are kept in a separate secure digital file (as described in the Grievance Procedures). Intern evaluations and certificates of completion are shared with the Director of Clinical Training at the intern's home doctoral program at the mid-point (December) and end of internship year (June). Remediation plans and notices of termination are shared within 5 business days with the home doctoral program's Director of Clinical Training, as described in the Due Process Policy.

Telesupervision Policy

B-PIC uses HIPAA-compliant video conferencing to provide weekly group supervision to all interns. This format is used to promote interaction and socialization among interns who are working at separate training sites. Interns and a faculty facilitator meet in a virtual conference room and interact via high-quality real-time transmission of simultaneous video and audio. Group supervision is provided for two (2) hours each week at a regularly scheduled time.

B-PIC recognizes the value of fostering group cohesion and socialization of interns within the cohort. Virtual meetings via videoconferencing are an effective way to foster connection when in-person meetings are not possible. In this way, the use of telesupervision is consistent with B-PIC's aim of providing high quality training to doctoral interns who are dedicated to providing comprehensive psychological services to children and families in school settings. B-PIC also recognizes the importance of supervisory relationships and the benefits to interns of experiencing a breadth of relationships and supervision modalities. The foundation for these supervisory relationships is developed initially during a training orientation, where supervisors and interns each introduce themselves and engage in activities to get to know one another. This allows interns to begin forming relationships with all supervisors prior to engaging in group supervision.

All B-PIC videoconferencing occurs over a secure network using site-administered videoconferencing technology. Supervision sessions using this technology are never recorded, thus protecting the privacy and confidentiality of all interns. Training and instruction regarding the use of the videoconferencing equipment is provided to all interns during orientation at the outset of the training year. Technical difficulties that cannot be resolved on site are directed to the internship site technology support team.

Intern Selection and Academic Preparation Requirements Policy

Application Process

The Berkeley Psychology Internship Consortium (B-PIC) offers full-time internship positions to doctoral students enrolled in APA or CPA accredited programs in school psychology. Students from clinical and counseling psychology programs will not be considered. Students interested in applying must do so by registering for both the APPIC Match and the AAPI (APPIC Application for Psychology Internships).

A complete application is due by November 30th, and consists of the following materials:

1. A completed application (online AAPI);
2. A cover letter that includes a statement about which school district is preferred and the rationale;
3. A current Curriculum Vitae;
4. Three references using APPIC's Standardized Reference Form (SRF), two of which must be from individuals who have directly supervised the prospective intern in clinical work;
5. Official transcripts of all graduate coursework; and
6. A work sample (applicants are encouraged to submit a comprehensive psychological assessment).

Application Screening and Interview Processes

B-PIC bases its selection process on the entire application package noted above. Applicants must have a minimum of 450 total hours of practicum experience.

Applicants who have met the following qualifications are preferred:

1. Experience with children and in schools in each of these areas: Assessment, intervention/counseling, and consultation;
2. Experience or special interest in working with diverse populations;
3. Dissertation proposal approved or successfully defended; and
4. Current enrollment in UC Berkeley's School Psychology Program

All applicants are reviewed by an Interview Committee that is composed of a primary supervisor from each school district/site and at least 2 additional members of the B-PIC Training Committee. If a member of this Interview Committee has been put down as a reference by an applicant, they will recuse themselves from the application review and intern selection, but may participate in the interview processes. A standard Applicant Rating Scale is used to evaluate each applicant's potential goodness of fit with the internship program. As mentioned above, applicants who are students in UC Berkeley's School Psychology doctoral program are given additional weight. The Interview Committee meets jointly to determine which applicants to invite for interviews based on initial applicant reviews. Applicants are notified by December 15th if they have been selected for an Interview. Interviews are conducted in early January with the entire Interview Committee. If an in-person interview is not possible, virtual interviews are conducted instead. Interviews are conducted using a standard set of interview questions, although members of the committee may ask additional interview questions of applicants as appropriate.

The Interview Committee holds a meeting within three weeks of the final interviews being completed and before APPIC's rank order deadline. At this meeting, each school district determines their applicant rankings, based on the full application and information gleaned from the interview process. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

All interns who match to B-PIC must go through the standard hiring procedures of the School District in which they will work. This process will include, at a minimum: (a) proof of citizenship, legal residency, or an F-1 student visa, (b) a fingerprint-based background check, and (c) results from a tuberculosis (TB) screening test from the previous 12-months. Instructions for providing this information or completing the background check and TB screening will be sent out by each individual school district to all who match after the match process is complete. With regard to background checks that result in findings of a criminal record, each school district reserves the right to evaluate what the infraction was and when it occurred in order to decide whether to proceed with hiring. For example, a misdemeanor from years ago may be acceptable and thus hiring may proceed. No person who has been convicted of any of the following will be hired: 1) a serious or violent felony as defined in California Education Code Section 45125.1 (citing Education Code Section 45122.1); 2) a sexual offense as defined in Education Code Section 44010; or 3) a controlled substance offense as defined in Education Code Section 44011.

Questions regarding any part of the application selection process or B-PICs academic preparation requirements may be directed to the Training Co-Director, Dr. Kate Perry.

Intern Evaluation, Retention, and Termination Policy

B-PIC requires that interns demonstrate minimum levels of achievement across all competencies and training elements in order to successfully complete the internship. Interns are formally evaluated by their primary supervisor twice annually. The first evaluation occurs in December at the midpoint of the internship year, and the second evaluation is in June, at the end of the experience. Evaluations are conducted using a standard rating form that includes information about the interns' performance regarding all of B-PIC's expected training competencies and the related training elements. Evaluation of interns must be based in part on direct observation as part of supervision and this must be done at least once during each evaluation period. There are many ways to meet the supervisor direct observation requirement, including co-therapy in room with the intern; co-leading group therapy with the intern visually observing the intern engaged in therapy, intake, or evaluation; videotaping of the intern; audiotaping of the intern; and/or observing the intern via a one-way mirror. Supervisors are asked to verify that direct observation has occurred on the evaluation form. The evaluation form also includes spaces where supervisors are asked to provide specific

comments and more qualitative feedback regarding the performance and progress of the intern. Supervisors are expected to review both of the required evaluations with the interns and provide an opportunity for discussion each time. The Intern Evaluation form can be found in Appendix A.

The rating scale for each evaluation is a 5-point scale, with the following rating values:

- 1 = Insufficient Competence
- 2 = Emerging Competence
- 3 = Maturing Competence
- 4 = Competent
- 5 = Advanced Competence

The minimum level of achievement (MLA) on the mid-year evaluation is defined as ratings of “3” on all items for each competency. If an intern receives a score less than “3” on any item at the mid-year evaluation, or if supervisors have any reason to be concerned about the student’s performance or progress at any time, the program’s Due Process procedures will be initiated (see B-PIC Due Process Procedures). A remediation plan will be developed to support the intern in developing stronger skills, in accordance with the Due Process Procedures. The minimum level of achievement (MLA) on the final evaluation at the end of the internship is defined as ratings of “4” or higher on all items for each competency. This is the level that must be met in order for interns to successfully complete the program.

All B-PIC interns are required to complete 1,500 hours of training during the internship year. Meeting the 1,500 hours requirement and obtaining ratings that meet the MLA on the final evaluation provide evidence that the intern has progressed satisfactorily through and successfully completed the internship program.

In addition to the evaluations described above, interns complete an evaluation of their supervisor at the mid-point and end of the training year. Interns also complete a program evaluation at the end of the training year. Feedback from these evaluations is used to inform changes and make improvements to the training program. The Supervisor Evaluation can be found in Appendix A.

Stipend, Benefits, and Resources Policy

The annual stipend for all Berkeley Psychology Internship Consortium (B-PIC) interns is \$25,000. Interns are hired by the School District and paid as independent contractors. They do not receive any benefits.

Interns need to act in accordance with School District policies for requesting time off. Interns are responsible for communicating anticipated absences to all supervisors for whom work will be missed. Sick leave must be communicated to the intern’s primary supervisor as soon as the intern is physically able to do so. Supervisors agree to make themselves available for any questions related to time off, release time, and missed work.

B-PIC interns have access to numerous resources that are all provided by the School Districts. All interns are provided with office space, a desk, printers, software, ID badges, and basic office supplies. Interns also have a district email and access to online resources for scheduling and managing documents. Intervention manuals, assessment materials, other training materials, and access to reference material (e.g., DSM-5) are provided by the School District. Additional materials that may be needed may be purchased using internship funding with Training Committee approval. Attendance at professional conferences is encouraged and funded by B-PIC when funds and opportunities are available.

B-PIC interns also have access to resources that are provided by UC Berkeley, which hosts the monthly training seminars. These full-day (8 hour) seminars are held in the Berkeley Way West building where the School Psychology Program is housed. Students have access to classrooms, common areas (e.g., bathrooms and kitchen space), computers, and free printing. They also have access to the School Psychology Program faculty members, who lead seminars on topics related to their areas of expertise and research interests.

Diversity and Non-Discrimination Policy

B-PIC believes that diversity among interns and supervisors both enriches the educational experience and personal growth of individuals, and strengthens the educational communities and settings in which they work. B-PIC also places a high value on creating a learning environment that is both inclusive and equitable and takes steps to create a climate in which all individuals feel safe, respected, supported, and capable of achieving high levels of success in their work. To this end, B-PIC actively creates opportunities to provide interns with the kind of training and multicultural experiences that will help them learn how to work effectively with individuals from diverse backgrounds.

B-PIC welcomes applicants from diverse backgrounds and believes that greater diversity among the individuals participating in the program enhances the overall quality of the training experience. B-PIC provides equal opportunity to all prospective interns and does not discriminate based on a person's race, color, religion, sex, national origin, age, disability, or any other factor. Each applicant is evaluated similarly based on the following: 1) quality of their prior training; 2) types of practicum experiences they have had; and 3) overall fit with the internship. If an applicant or intern requires accommodations, they are asked to contact the B-PIC Training Co-Director Kate Perry to begin the process of putting an appropriate plan in place.

B-PIC's primary training goal in the area of individual and cultural diversity is to ensure that interns develop the knowledge, awareness, and clinical skills necessary to provide high quality psychological services to all members of the public. To this end, B-PIC's training program includes specific experiences in settings that serve clients with diverse backgrounds. The school districts where training takes place are located in the San Francisco Bay Area, and the student population is very diverse with respect to race, ethnicity, and languages spoken. In addition, B-PIC offers specific training in order to support the development of intern competencies in the area of individual and cultural diversity. Interns are evaluated formally on the degree to which they can demonstrate the ability to engage in practice that shows awareness of socio-cultural influences, including interactions that demonstrate sensitivity about other cultures, respect for those of different backgrounds, and awareness of their own biases. These competencies are in keeping with the APA's statement on Preparing Professional Psychologists to Serve a Diverse Public: ". . . professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals."

Due Process Policy

Due Process procedures are intended to help with the identification and management of intern problems and concerns as they relate to successful completion of the internship. The procedures exist to ensure that decisions made by internship supervisors are not arbitrary or biased. There are appeal procedures available to the intern should they feel the need to challenge any actions made by B-PIC or an internship site. The full Due Process policy can be found in Appendix B.

Grievance Procedures

Grievance Procedures are implemented in situations in which an intern raises a concern about a supervisor or other faculty member, trainee, staff member, or any aspect of the Internship training program. Interns who pursue grievances in good faith will not experience any adverse professional consequences. The full Grievance Procedures can be found in Appendix B

Family Leave Policy

This document provides Berkeley Psychology Internship Consortium (B-PIC) interns with an overview of the ways in which needs related to Family Leave are addressed. B-PIC places a high value on allowing interns who have children or adopt to have between 6 and 12 weeks of parental leave, so that they can bond and recuperate. Accordingly, B-PIC is committed to being as creative and flexible as possible in these circumstances. It is important to note, however, that each intern will have to work within what is possible in the school district where they are assigned and recognize the need for schools and students to continue having access to psychological services. In addition, the intern needs to have a sufficiently programmed and

sequential series of training experiences, as well as the required number of hours of training, in order to develop the competencies expected of them by the end of the internship. For these reasons, it is important for interns to be open-minded and collaborative when requesting leave.

The B-PIC Training Co-Director and administrative lead, Dr. Kate Perry, will make herself available to answer any questions related to family leave with prospective interns, and to work with current interns should the need and desire for leave arise. Dr. Perry will facilitate conversations with the intern and school district to determine what is possible and how to implement a modified training plan. Examples of possible ways an intern might be able to take leave include having them delay their start date, having them take a leave in the middle of the year and return, having them shift to part-time work and/or some amount of work from home, and having them extend the training year to acquire additional hours (if necessary). Dr. Perry will develop a written Parental Leave Plan that takes into account what is possible and ensures that requirements for successful completion are met. Once the intern has returned to work the Dr. Perry will also make herself available to support the intern in advocating for a private space to express breastmilk, should they have the desire to supply breastmilk to their children.

Consortium Contact Information

For more information about the Berkeley Psychology Internship Consortium, contact:

Training Co-Director – Clinical Training Lead
Dr. Shea Pilgrim - drsheapilgrim@gmail.com

Training Co-Director -Administrative Lead
Dr. Kate Perry - kperry@berkeley.edu

Executive Director
Dr. Frank Worrell - frankc@berkeley.edu

Information can also be found on our [B-PIC website](#).

Appendix A

**Berkeley Psychology Internship Consortium
Intern Evaluation**

Intern: _____ School: _____
 Supervisor: _____ District/Agency: _____
 Date: _____ Mid-Year or Final Evaluation: _____

This evaluation is the primary method used to assess and monitor the development of interns' profession-wide competencies. As part of the evaluation process, supervisor observations and assessments will be shared with the intern.

Please use the following rating scale to indicate how effectively the intern performed in the areas specified. Indicate N/O for any competencies that are not applicable, or that you have not observed.

Please give concrete examples, when possible, in the comment areas.

5	Advanced Competence: The intern has an advanced skill set in the competency being evaluated and is able to function autonomously. The skill is evident in their daily professional practice and consistently incorporated into their work. Supervision focuses on further refining advanced performance of this skill.
4	Competent: The intern effectively utilizes the skill and consistently applies it in their work, without need for assistance. Intern demonstrates the ability and willingness to seek consultation or additional information when needed. Supervision focuses on developing advanced understanding and performance of this skill. <i>This is the level of competence that indicates a readiness for entry-level practice upon successful completion of the Internship experience.</i>
3	Maturing Competence: The intern is aware of the competency and applies it in their work, without need for assistance in most cases. Supervision is routine and focuses on consistent use and continued advancement of the skill.
2	Emerging Competence: The intern has a basic foundation in the skill and is moving toward acquiring competence in it. They may have cognitive understanding or experience practicing the skill, but these may not be well integrated. Significant supervision and monitoring are required to support the ongoing development of the skill, in order to prepare the student for entry level practice.
1	Insufficient Competence: The intern does not understand or is unable to demonstrate the skill that is expected at this time in the training experience effectively OR the intern exhibits behaviors indicating lack of readiness for the work that is required. Supervision alone is not sufficient in order for the Intern to perform their duties; additional structured training opportunities or remediation appear necessary.
N/O	Not Observed: Intern has not had an opportunity to demonstrate a particular skill or clinical area; for example, if they have not yet been required to write assessment reports. <i>Note: It is expected that Interns are rated in <u>all areas</u>, twice per year, so this rating should be used very infrequently.</i>

Methods used in evaluating competency (check all that apply):

- Direct Observation (supervisors are required to regularly engage in the direct observation of interns)
- Review of Audio/Video
- Case Presentation
- Documentation review (reports, progress notes, etc.)
- Supervision
- Comments from other staff/faculty

Research

	1	2	3	4	5	N/O
1. Demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications).						
2. Demonstrates the ability to disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.						
3. Demonstrates the ability to apply knowledge of professional literature to inform all aspects of professional practice.						
4. Uses data from progress monitoring (appropriately sensitive measures) to evaluate outcomes of services/interventions and modify interventions as needed.						
5. Assists others with the interpretation of data to evaluate student functioning, or the effectiveness of classroom/school level programs, to facilitate accountability.						

Comments (please explain any ratings below a "3"):

Ethical and legal standards		1	2	3	4	5	N/O
1.	Demonstrates knowledge of and acts in accordance with: -current version of APA's Ethical Principles of Psychologists and Code of Conduct;						
	-National Association of School Psychologists (NASP) Principles for Professional Ethics;						
	-relevant laws and regulations, rules and policies governing health service psychology at the organizational, local, state and federal levels.						
	-relevant professional standards and guidelines (e.g., record keeping, confidentiality and privacy requirements).						
2.	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve them.						
3.	Conducts self in an ethical manner in all professional activities.						

Comments (please explain any ratings below a "3"):

Individual and cultural diversity		1	2	3	4	5	N/O
1.	Demonstrates an understanding of how one's own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.						
2.	Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities (i.e., research, training, supervision/consultation, and service).						
3.	Demonstrates the ability to Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.						
4.	Demonstrates the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.						
5.	Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.						
6.	Works effectively with school personnel to promote equity as well as inclusive and supportive learning environments that recognize the benefits of diversity.						
7.	Incorporates culturally relevant information when conducting assessments (including use of non-discriminatory practices) and designing interventions.						
8.	Considers students' abilities in their primary and secondary languages and the effects of second language learning when designing assessments and planning interventions.						

Comments (please explain any ratings below a "3"):

Professional Values, attitudes, and behaviors		1	2	3	4	5	N/O
1.	Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.						
2.	Engages in self-reflection regarding one's personal and professional functioning.						
3.	Engages in activities to maintain and improve performance, well-being, and professional effectiveness.						
4.	Actively seeks out supervision and demonstrates openness and responsiveness to feedback.						
5.	Responds professionally in complex situations with a high degree of independence.						
6.	Regularly engages in the practice of self-care and can articulate the importance of such practices.						

Comments (please explain any ratings below a "3"):

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Communication and interpersonal skills		1	2	3	4	5	N/O
1.	Develops and maintains positive and productive working relationships with a wide range of individuals (clients, colleagues, communities/organizations, supervisors and supervisees).						
2.	Demonstrates a strong and thorough grasp of professional language and concepts.						
3.	Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated.						
4.	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.						
5.	Demonstrates the ability to manage communications in group settings, such as multi-disciplinary team meetings where participants are engaged in joint problem-solving.						

Comments (please explain any ratings below a “3”):

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Assessment		1	2	3	4	5	N/O
1.	Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.						
2.	Demonstrates an understanding of human behavior within its context (e.g., family, social, societal and cultural).						
3.	Applies knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.						
4.	Selects and applies assessment methods that draw from the best available empirical literature.						
5.	Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the client.						
6.	Independently and accurately selects, administers, scores and interprets assessment instruments.						
7.	Interprets assessment results to inform case conceptualization, classification, and recommendations, while following current research and professional standards and guidelines and guarding against decision-making biases.						
8.	Communicates findings and the implications of the assessment in an accurate and effective manner that is sensitive to a range of audiences.						
9.	Understands and determines Special Education eligibility.						

Comments (please explain any ratings below a "3"):

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Intervention		1	2	3	4	5	N/O
1.	Demonstrates the ability to establish and maintain effective relationships with clients.						
2.	Demonstrates the ability to identify and develop evidence-based intervention plans informed by specific service delivery goals.						
3.	Implements interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables.						
4.	Demonstrates the ability to apply relevant research literature to clinical decision making.						
5.	Is able to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.						
6.	Evaluates the effectiveness of interventions and adapts goals and methods based on information obtained with ongoing progress monitoring in order to address client need.						
7.	Develops effective, evidence-based interventions to address social-emotional-behavioral issues (at the individual or group level), informed by school-based concerns.						
8.	Develops effective, evidence-based interventions to address academic issues (at the individual or group level), informed by school-based concerns.						
9.	Evaluates students' risk of harm to self or others and takes appropriate steps to safeguard student (safety planning and follow up).						

Comments (please explain any ratings below a "3"):

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Supervision		1	2	3	4	5	N/O
1.	Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals (e.g., role played supervision with others, peer supervision with other trainees/peers).						
2.	Applies the supervisory skill of observing in direct or simulated practice.						
3.	Applies the supervisory skill of evaluating in direct or simulated practice.						
4.	Applies the supervisory skills of giving guidance and feedback in direct or simulated practice.						

Comments (please explain any ratings below a "3"):

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Consultation and interprofessional/interdisciplinary skills		1	2	3	4	5	N/O
1.	Demonstrates knowledge and respect for the roles and perspectives of other professionals.						
2.	Applies knowledge of consultation in direct or simulated consultation with individuals (e.g., teachers, parents, administrators, other professionals) and their families.						
3.	Applies knowledge of consultation in direct or simulated consultation with interprofessional groups such as multidisciplinary teams or systems.						
4.	Assists students, families, teachers and others in gaining access to and effectively using school and community resources and coordinating them when appropriate.						

Comments (please explain any ratings below a "3"):

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General Feedback

1. Please comment on the strengths of this Intern:
2. Suggested areas for improvement or growth:

Intern signature:

Date

Supervisor signature:

Date

B-PIC Training Co-Director signature:

Date:

Appendix B

Due Process Policy

This document provides Berkeley Psychology Internship Consortium (B-PIC) interns with an overview of procedures for identification and management of intern problems and concerns, considerations in the remediation of problems, a listing of possible actions and sanctions, and discussion of B-PIC's due process procedures.

If an intern violates any federal or state law or commits an egregious ethical violation (that is, one posing a threat or disruption to programs, personnel, students or operations), B-PIC will move to immediate termination. Further, if an intern willfully or negligently violates or refuses to follow district policies, procedures, rules or regulations, the district shall have the right to refuse the continued assignment of the intern and to terminate their placement in the district. In that situation, the intern's placement within B-PIC may also be terminated, as determined by the B-PIC Training Committee in accordance with this Due Process policy.

Due process ensures that decisions made by B-PIC supervisors are not arbitrary or biased and requires that B-PIC identify specific evaluative procedures, apply them consistently, and have appropriate appeal procedures available to the intern to challenge B-PIC's actions.

B-PIC encourages supervisors and interns to discuss and resolve conflicts informally; however, if this cannot occur, these Due Process procedures shall provide a formal mechanism for B-PIC to respond to issues of concern.

General Due Process Guidelines

- A. Present interns, in writing, with B-PIC's expectations related to professional functioning.
- B. Stipulate the procedures for evaluation, including when and how evaluations are conducted (such evaluations will occur two times per year).
- C. Articulate the various procedures and actions involved in making decisions regarding professional functioning.
- D. Institute a remediation plan for identified deficiencies, including a period for expected remediation and consequences of not rectifying the deficiencies.
- E. Provide written procedures to the interns that describe how interns may appeal the Internship's action.
- F. Ensure that interns have sufficient time to respond to any action taken by the Internship.
- G. Use input from multiple professional sources when making decisions or recommendations regarding the intern's performance.
- H. Document, in writing, in intern's file, and communicate to all relevant parties, the action taken for the Internship and its rationale.

Procedures for Responding to Problematic Performance

Informal and ongoing feedback is provided to the interns during individual supervision with site supervisors (2 hours each week) and group supervision with supervisors who are members of B-PIC's Training Committee (2 hours each week). Formal feedback is provided through semi-annual written evaluations of intern performance. If significant concerns about an intern's performance are identified, the intern will be notified formally in writing of the specific problem areas noted by the Internship supervisor.

Definition of a Problem:

Problem behaviors are said to be present when supervisors perceive that an intern's behavior, attitude, or characteristics are interfering with their ability to effectively provide clinical services; his or her relationship with peers, supervisors, or other staff; or his or her ability to comply with appropriate standards of professional behavior. To be sure, some problem behaviors may arise among professionals in training. It is a matter of professional judgment as to when such behaviors are serious enough to constitute "problematic performance."

Issues typically become identified as problematic when they include one or more of the following:

1. The intern does not acknowledge, understand, or address the problem when it is identified;
2. The problem does not merely reflect a skill deficit, which 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 by training personnel is required;
6. The intern's behavior does not change as a function of feedback, remediation, efforts, or time;
7. The problematic behavior has potential for ethical and legal ramifications if not addressed;
8. The intern's behavior negatively impacts the public view of the agency;
9. The problematic behavior negatively impacts the intern's cohort;
10. The problematic behavior potentially causes harm to a patient/student;
11. The problematic behavior violates appropriate interpersonal communication with agency staff.

Administrative Hierarchy:

B-PIC's procedures occur in a step-wise fashion, involving greater levels of intervention as problems increase in persistence, complexity, or level of disruption to the training program. Faculty roles are defined as follows:

1. Supervisors: Any faculty member who provides direct supervision or teaching to an intern.
2. Training Director (TD): The Berkeley Faculty member (Dr. Kate Perry) who functions as the Training Co-Director and Administrative Lead and is the liaison with interns' home doctoral programs.
3. Faculty Director of the School Psychology Program: The Director of the doctoral program at UC Berkeley (Dr. Frank Worrell) with which B-PIC is partially affiliated.

Informal Review:

When a supervisor or other faculty/staff member believes that an intern's behavior is becoming problematic, and/or that the intern is having difficulty consistently demonstrating expected levels of competency, the first step in addressing the issue should be to raise the issue with the intern directly and as soon as feasible in an attempt to informally resolve the problem. This may include increased supervision, didactic training, and/or structured readings. This process should be documented in writing in supervision notes and discussed with the TD and Training Committee, but will not become part of the intern's professional file. The supervisor or faculty/staff member who raises the concern should monitor the situation and outcome.

Formal Review:

A formal review process will be initiated if any of these three situations arise: (a) If an intern's problem behavior persists following an attempt to resolve the issue informally; (b) if an intern receives any ratings below a "3" (maturing competence level) on any items on the formal intern performance evaluation completed by their primary supervisor at the mid-year point; (c) if an intern receives any ratings below a "4" (competent level) on any items on the formal intern performance evaluation completed by their primary supervisor at the end of the year. All timelines for notification below refer to the UC Berkeley calendar and workdays.

A. **Notice:** The intern will be notified in writing that an issue has been raised to a formal level of review, and that a meeting will be held.

B. **Hearing:** The supervisor will meet with the Training Director (TD) and intern within 10 working days of issuing a Notice to discuss the problem and determine what action needs to be taken to address the issue. If the TD is the intern's direct supervisor, an additional supervisor and member of the Training Committee will be included in the meeting. The intern will have the opportunity to provide a written statement related to they/their response to the problem. The statement must be submitted within 2 working days.

C. **Outcome and Next Steps:** After discussing the problem and the intern's response, the supervisor and TD may pursue one of the following options, which will be communicated in writing to both the intern and the intern's home doctoral program within 5 working days of either the Hearing or receipt of the intern's statement. A copy will also be placed in the intern's professional file.

1. Issue an "Acknowledgement Notice" which formally acknowledges
 - (a) That the faculty is aware of and concerned with the problem;
 - (b) That the problem has been brought to the attention of the intern;
 - (c) That faculty will work with the intern to specify the steps necessary to rectify the problem or skill deficits addressed by the inadequate evaluation rating; and,
 - (d) That the problem is not significant enough to warrant further remedial action at this time.

2. Place the intern on a "Probation", which defines a relationship such that the faculty, through the supervisors and TD, actively and systematically monitor, for a specific length of time, the degree to which the intern addresses, changes and/or otherwise improves the problematic behavior or skill deficit. The implementation of the Remediation Plan will represent a probationary status for the intern. The length of the probation period will depend upon the nature of the problem and will be determined by the intern's supervisor and the TD. A written Remediation Plan will be shared with the intern and the intern's home doctoral program/institution within 5 working days of the decision and will include:
 - (a) The specific behavior and skills associated with the problem;
 - (b) The specific recommendations and actions to be taken to rectify the problem;
 - (c) The time frame during which the problem is expected to be ameliorated; and,
 - (d) The procedures designed to ascertain whether the problem has been appropriately remediated.

At the end of the probation period as specified in "c" above, the TD will provide a written statement indicating whether or not the problem has been remediated. This statement will become part of the intern's permanent file and also will be shared with the intern and their home doctoral program within 5 working days. If the problem has not been remediated, the TD may choose to move to Step D (below) or may choose to extend the probation period and remediation plan. The extended Remediation Plan will include all of the information mentioned above and the extended time frame will be clearly specified.

D. **Potential Termination of Placement:** If the problem is not rectified through the above processes, or involves intentional misconduct, grossly negligent conduct, or ethical violations which have the potential to cause harm, the intern's placement within B-PIC may be terminated.

The decision to terminate an intern's placement would be made by the entire Training Committee and would represent a discontinuation of participation by the intern within every aspect of the training program. The Training Director may offer the intern the option of resigning. The Training Committee would make the determination of either termination, or accepting a resignation, during a meeting

convened during the regularly scheduled, monthly Training Committee meeting.

The Training Director may decide to temporarily suspend an intern's clinical activities during this period prior to a final decision being made, if warranted. In the event of dismissal, APPIC, the intern's Director of Training at the intern's home doctoral program, and the Human Resources department in the school district where they are working would be contacted within 2 working days.

Appeals:

If the intern wishes to challenge the decisions made, he or she may request an Appeals Hearing. This request must be made in writing (an email is sufficient) to the Training Director within 5 working days of notification regarding the decision with which the intern was dissatisfied. If requested, the Appeals Hearing will be conducted by a review panel convened by the Faculty Director of the School Psychology Program and consisting of they/themself (or another supervisor, if appropriate), the intern's primary supervisor, and a majority of the Training Committee (based on availability). The intern may request a specific member of the Training Committee to serve on the review panel. The Appeals Hearing will be convened within 10 working days of the intern's request. The review panel will review all written materials and determine whether there is a need to interview any other available parties who may have relevant information. The review panel may uphold the decisions made previously or may modify them. The review panel has final discretion regarding outcome. Decisions made during these appeal processes will be shared, in writing, with the intern and the intern's home doctoral program within 5 working days.

Grievance Procedures

Grievance Procedures are implemented in situations in which an intern raises a concern about a supervisor or other faculty member, trainee, or any requirement of the Internship training program. Interns who pursue grievances that are determined to have been made in good faith will not experience any adverse professional consequence. If an intern has a grievance against district staff or procedures, they will be directed to address the issue to the Human Resources Department of that school district.

Informal Review

First, the intern should raise the issue as soon as feasible with the involved supervisor, staff member, other trainee, or the TD in an effort to resolve the problem informally.

Formal Review

If the matter cannot be satisfactorily resolved using informal means or if the intern does not feel comfortable doing so, the intern may submit a formal grievance in writing to the TD (an email is sufficient). If the TD is the object of the grievance, the grievance should be submitted to the Faculty Director of UC Berkeley's School Psychology Program, Dr. Frank Worrell (franke@berkeley.edu).

The individual being grieved will be asked to submit a response in writing. The TD (or the UC Berkeley Faculty Director, if the TD is the object of the grievance), will meet with the intern and the individual being grieved separately, within 10 working days of the date the formal grievance was received. In cases where the intern is submitting a grievance related to some aspect of the training program rather than an individual (e.g., issues with policies, curriculum, etc.) the TD and Supervisor will meet with the intern jointly.

The goal of the meeting is to develop a plan of action to resolve the matter. The plan of action will include:

1. the behavior/issue associated with the grievance;
2. specific steps to rectify the problem; and,
3. procedures designed to ascertain whether the problem has been appropriately rectified, including a timeline.

The TD (or the UC Berkeley Faculty Director, if the TD is the object of the grievance) will document the

process and outcome of the meeting. The intern and the individual being grieved, if applicable, will be asked to report back to the TD or supervisor (or the UC Berkeley Faculty Director, if the TD is the object of the grievance), in writing within 10 working days regarding whether the issue has been adequately resolved.

If the plan of action fails, or the intern does not feel an adequate resolution has been reached, the TD or Supervisor will convene a review panel consisting of they/themself and a majority of the Training Committee (based on availability) within 10 working days. If the TD is the object of the grievance, the UC Berkeley Faculty Director will follow the same procedures to convene the review panel. The intern may request a specific member of the training faculty to serve on the review panel. The review panel will review all written materials and have an opportunity to interview the parties involved or any other individuals with relevant information. The review panel has final discretion regarding outcome.