

Jordan Valley Health Internship in Health Service Psychology Program Handbook

*Last revised:
August 21, 2026*

The information contained in this handbook is current as of the date above. The Jordan Valley Health Internship in Health Service Psychology Program reserves the right to update, edit, add, or delete information in this handbook as appropriate. Interns will be notified as soon as possible, either verbally or via email ,should any information be updated, edited, added, or deleted from the handbook.

TABLE OF CONTENTS

Welcome to Jordan Valley Health

Who we are	4
What we do	5
More about FQHCs	6
Who we serve	6
Program Overview	8
Training Setting	9
Program Aims and Values	10
Accreditation	11
Eligibility Requirements and Applicant Selection Process	12
Program Staff	13
Program Length and Required Hours	14
Typical Schedule	
Weekly	14
Annual	16
Curriculum	16
Individualized Learning and Training Plan	17
APA Competencies	17
Experiential Learning Opportunities	18
Rotations	18
Didactics	19
Grand Rounds	20
Supervision	20
Internship Program Policies	
1. Intern Recruitment, Eligibility, Selection, and Appointment	21
2. Administrative and Financial Assistance	23

3. Requirements for Successful Internship Performance	25
4. Intern Grievances	27
5. Intern Performance Evaluation, Feedback, Retention, and Termination	30
6. Identification and Remediation of Concerns (Due Process)	32
7. Supervision	38
8. Maintenance of Records	40
9. Non-Discrimination	41
10. Communication Between Doctoral and Internship Programs	42
11. Program Evaluation	44
 Program Expectations and Aligned Jordan Valley Health Policies	
Dress and Appearance	46
Office Décor	46
Work Hours	47
Attendance	47
Communication	48
Time Off	48
Tobacco and Drug-Free Work Environment	48
Professional Conduct	48
Appendix A – Example of Intern Training Agreement	50
Appendix B – Psychology Intern Status Disclosure	61
Appendix C – Supervision Agreement	62
Appendix D – Intern Evaluation	65
Appendix E – Individual Learning and Training Plan	72
Appendix F – Planned 2026 Didactic Schedule	84



Welcome to Jordan Valley Health!

Who we are

Founded in 2003, Jordan Valley Health (JVH) is Missouri's largest Federally Qualified Health Center (FQHC). We opened our first clinic in 2003 in a strip mall with one medical provider. Today we serve ~70,000 patients each year throughout the Missouri Route 66 region and have

- 800+ employees
- 10 clinic locations
- Mobile unit program
- In-school clinics"

Each day we strive to live our mission of improving our community's health through access and relationships, and our vision of partnering to provide essential leadership in healthcare for the underserved.

One of the ways we do this is by serving as the Sponsoring Institution for the JVH Health Service Psychology Internship Program. Interns provide JVH with means to increase access to our current patients. But, more importantly, by hosting a training program in a safety-net setting, JVH ensures there is an increased supply of psychologists who are well equipped to provide mental health care to patients in any rural and/or underserved settings.

What we do

Jordan Valley Health's experienced healthcare professionals view each patient as a whole, to better understand and meet their needs. We offer comprehensive medical, dental, behavioral health, and vision services. We understand the impact social and structural determinants of health play in a patient's health, and so we also provide a variety of wrap-around services such as programs to assist with medication costs, food insecurity, and housing needs.

Jordan Valley Health uses an integrated, or interprofessional, health care model. Our Behavioral Health care providers benefit from having direct access to experts in the fields of medicine, dentistry, and pharmacy for collaboration and consultation.

The Behavioral Health Integration team at JVH provides behavioral medicine, pain management, substance use disorder and outpatient therapy services. All established patients can receive these services. All new patients will first meet with a Behavioral Health Consultant ([BHC](#)). The BHC assesses the patient's lifestyle choices, illnesses, and disorders, and will then refer the patient to the most appropriate service.

Below is a listing of our services, visit our [current services](#) webpage for the most current list:

- Behavioral Services
- Community Services
- Dental
- Express Care (Medical & Dental)
- Family Medicine
- Foster Family Development
- Mobile & School Based Care
- Pediatrics
- Pharmacy
- Senior Care
- Vision
- Women's Health

More about FQHC's

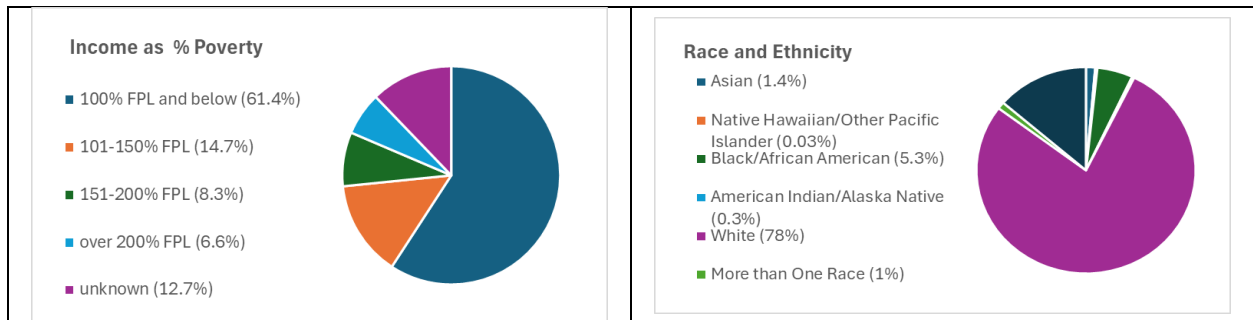
By law, all FQHC's

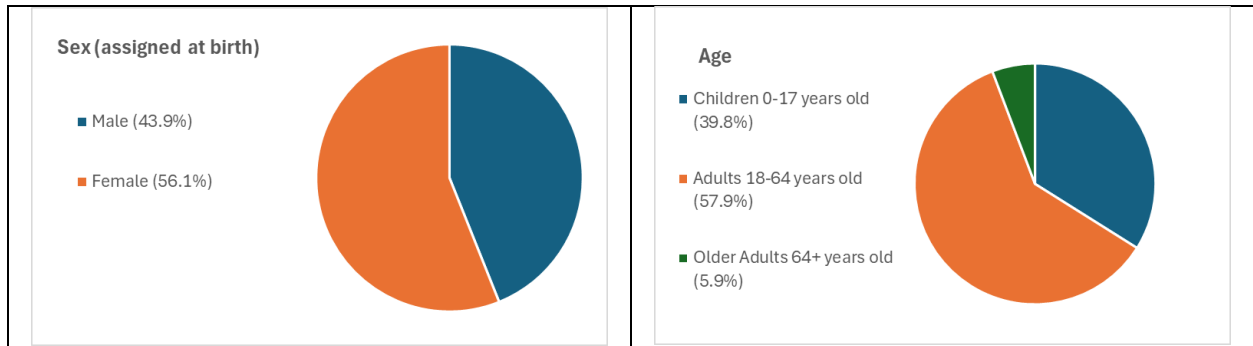
- Are Not-for-Profit (can be Public or Private)
- Must provide a comprehensive Scope of Service (Medical, Dental, Behavioral Health)
- Must be located in or provide services in a high need community (medically underserved area as measured by [HPSA or MUA/P](#))
- Governed by a Board of Directors that must be composed of a majority of Health Center patients who represent the population served
- Must treat patients regardless of ability to pay or health insurance status
- Must offer a sliding fee scale
- Must collect a standardized set of data that is reported back to the Federal government annually ([Universal Data System or UDS](#))
- Qualify for enhanced reimbursement from Medicare and Medicaid

For more detailed information on FQHC's please visit: <https://bphc.hrsa.gov/about-health-center-program>

Who we serve

Per our 2025 UDS data, JVH served 69,720 patients with the following self-reported demographics:





Additional information about our patients:

- 61% are covered by Medicaid
- 2.5% are homeless
- 3.2% received our services at a school-based site
- 1.4% are veterans
- 0.9% are seasonal or agricultural workers

In 2025, JVH had:

- 100,927 Medical Visits by 37,965 distinct patients
- 82,846 Dental Visits by 34,969 distinct patients
- 27,293 Behavioral Health Visits by 7,337 distinct patients
- 22,613 Enabling Services * Visits by 15,448 patients
- 10,777 Substance Use Disorder (SUD) Visits by 2,411 distinct patients
- 8,393 Vision Visits by 7,943 distinct patients

In our Behavioral Health visits the most common diagnostic categories of Mental Health, SUD, and Exploitation** services we provided were *(listed in decreasing order of frequency)*:

- Anxiety Disorders, including PTSD
- Depression and other mood disorders
- Other mental health disorders, excluding drug or alcohol dependence
- Other substance-related disorders (excluding alcohol & tobacco)
- Attention deficit and disruptive behavior disorders
- Tobacco use disorder
- Alcohol use disorder
- Intimate partner violence

** This is a UDS term used to describe services provided by case managers, outreach workers, etc.*

*** This is a UDS term used to describe the diagnostic categories of Human trafficking and Intimate partner violence*

Program Overview



The JVH Health Service Psychology Internship Program will provide you with an integrated behavioral health and primary care experience.

It is ideal for interns who want to work in a fast-paced environment and grow their skills as a generalist.

Jordan Valley Health believes a strong community is a healthy community. Training is a central theme to this vision. In coordination with our medical and dental residency programs, the APA Accredited Predoctoral Interns contribute to the future of the field and the future of our community.

We are committed to providing a clinical training experience that is sequential, cumulative, and summative in complexity and outcome. Training is conducted in a facilitative and supportive environment that provides each psychology Intern with the opportunities to experience the practice of psychological services within the context of a multidisciplinary integrative primary care model.

As an FQHC, we primarily serve the underserved. Patients typically present with complex factors that impact their mental, physical, and oral health. As respected colleagues within JVH, psychology Interns enhance the treatment of patients and contribute to the overall learning environment.

We also recognize the individual training interests and needs of each Intern. The Internship structure is designed for flexibility to allow each Intern to incorporate elective clinical experiences to increase the breadth, depth, and diversity of their training. We will work with each Intern to develop an Individual Learning and Training Plan (ILTP) to accommodate unique clinical interests within the core framework of our Internship.

Our Training Setting

Our program's required training setting is located in Springfield, Missouri. Springfield is the 3rd largest city in Missouri with a population of 169,176 at the 2020 census. Springfield combines big city attractions and conveniences with the comfort of rural life. Springfield's cost of living is 15.5% lower than the national average.



Springfield has something for everyone. Nature lovers, wine connoisseurs, sports fans, and art and history buffs all find their niche here. Springfield offers a wide variety of local restaurants, shops, sports, and entertainment. It's the birthplace of Route 66 and home to the original Bass Pro Shops. To learn more about the city of Springfield please visit <https://www.springfieldmo.org/>

Interns will spend the majority of their time at [Jordan Valley Health's Tampa Clinic](#) (440 E. Tampa St, Springfield, MO 65806).



If desired, interns may spend time at the following sites for optional elective rotations:



The Arc of the Ozarks
Autism & Neurodevelopmental Center

In Springfield:

In surrounding communities:



Program Aims and Values

10

1. To provide broad and general training in psychology with emphasis on applied empirical knowledge
2. To prepare psychology interns to competently address the needs of diverse populations with an emphasis on the underserved.
3. To socialize psychology interns to utilize critical thinking, problem solving, and meaningful self-reflection to facilitate life-long professional development.

Simply put, we want to facilitate your growth into a well-rounded professional.

As a Federally Qualified Health Center, our joy and mission is to serve the underserved. Our patients typically present with complex factors that impact their mental, physical, and oral health, requiring our providers to be well-versed in a broad range of therapeutic approaches.

As interns move through the program, emphasis is placed on identifying and rounding out any gaps in previous experience or training by providing didactic and clinical experiences to increase the breadth, depth, and diversity of their training. Our goal is for Interns to leave the program ready to serve as compassionate generalists who can make a meaningful impact on underserved communities.

Our values:

Our program recognizes the value of a diversity of perspectives and practices in the training of future psychologists. We strive to operationalize that value by working toward having Interns and staff who represent a range of lived, training, and clinical experiences.

Jordan Valley Health's Internship Program is committed to the use of current, research-based best practices in respecting and recognizing cultural and individual differences and diversity in our recruiting, eligibility, selection, and appointment processes.

The program will avoid any actions that have the effect of restricting program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics – including, but not limited to – age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

Accreditation

Our Internship in Health Service Psychology is accredited 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 – 98
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Jordan Valley Health's Behavioral Health Integration Department is a full member of AAPIC.
[View our full status in the APPIC Membership Directory.](#)

Eligibility Requirements and Applicant Selection Process

Our program accepts applications through AAPI application portal and participates in the NMS APPIC Match service. An applicant must meet the following qualifications in order to be eligible for the program:

1. In good standing in an APA-accredited PhD or PsyD program in Clinical or Counseling Psychology.
2. At least 3 years supervised clinical experience to include
 - a. At least 300 intervention hours
 - b. At least 100 assessment hours
3. Completion of at least 4 integrated psychological
4. Comprehensive exams passed by application deadline
5. Dissertation proposal approved by application deadline
6. Holds permanent US Citizenship status

We are committed to avoiding any actions in our recruiting or applicant selection process that restrict program access on grounds that are irrelevant to success in graduate training. To operationalize this commitment:

- Staff participating in the interview process will participate in training to minimize the impact of implicit bias

- Interviews will be conducted using a semi-structured process with pre-established question topics that relate directly to
 - The program's ability to support the applicant's growth edges and growth toward independent practice
 - Applicant's demonstrated characteristics that align with JVH and the Program's values

Please see Program Policy 1 – Intern Recruitment, Eligibility, Selection, and Appointment and Program Policy 9 – Non-Discrimination for full details.

Program Staff

Our program staff strive to be accessible and provide you with a level of guidance and supervision that encourages successful completion of the Internship. Staff are here to serve as appropriate professional role models and engage in actions that promote your acquisition of the knowledge, skills, and competencies necessary to meet the APA's profession-wide competencies and our program aims.

	Dr. Christopher Ward, PsyD – JVH Provider, Program Training Director, Program Primary Supervisor
	Dr. Natalie Tunnell, PhD –JVH Provider, Program Faculty, Program Primary Supervisor
	Dr. Daniel Meadows, PsyD, LP, MMFC, HAC – JVH Provider, Program Faculty, Program Primary Supervisor
	Karen Barrand –JVH Behavioral Health Director of Operations and Program Administration

	Jessica Hurst – JVH Behavioral Health Assistant Director of Operations and Program Administration
	Dr. Amber Perkins – Arc of the Ozarks Clinical Psychology, Lead of Diagnostics, Program Secondary Supervisor for optional Arc of the Ozarks rotation

Program Length and Required Hours

Our Program is structured as a full-time, 12-month training program. The program begins in August and ends the following July.

By the end of the training program, Interns will be required to have completed:

- 500 hours of face-to-face patient services
- 104 hours of didactic activities
- 208 hours of supervision (104 hours of individual supervision, 104 hours of additional supervision)

Please see Program Policy 7 – Supervision and Program Policy 3 – Requirements for Successful Internship Performance related to Intern performance for full details.

Typical Schedules

Typical Weekly Schedule: A typical Intern work week is 40 hours; 36 of those are in-clinic (Mon-Thurs 7a-5p), the remaining 4 are flexed during the week, or on Fridays, to ensure interns are able to complete their work “at work” so that they can use their time away from work to rest and recharge.

Each Intern's schedule will be structured in a way to assist the Intern in achieving the goals established in their *Individual Learning and Training Plan*.

Here are some examples of the in-clinic schedules of our current interns that reflect their different preferences and ILTP goals:

Monday	Tuesday	Wednesday	Thursday
0800 - 1100 Individual Therapy (bi-weekly BH MTG 0800)	BHC at Women's & Childrens Clinic	Day at The Arc of the Ozarks	0800 - 1200 Assessment
1100 - 1200 Supervision			
Lunch	Lunch		Diadactics
1300 - 1700 Individual Therapy (4 slots)	BHC at Women's & Childrens Clinic		Group Supervision
			Writing Block

Monday	Tuesday	Wednesday	Thursday
0800 - 1200 Assessment (bi-weekly BH MTG 0800)	0800 - 0900 Clinic Admin	0800 - 0900 Clinic Admin	0800 - 1000 Writing Block
	0900- 1200 Individual Therapy (3 slots)	0900 - 1100 Individual Therapy (2 slots)	1000 - 1200 Attending DBT Group / Lunch
		1100 - 1200 Supervision	1100 - 1200 supervision
Lunch	Lunch	Lunch	Diadactics
1300 - 1400 Supervision	1300 - 1700 Individual Therapy (4 slots)	1300 - 1700 Individual Therapy / Assessment Intakes	1300 - 1500 Group Supervision
1400 - 1700 Individual Therapy (3 slots)			1500 - 1700 Individual Therapy (2 slots)

Monday	Tuesday	Wednesday	Thursday
0800 - 1100 Individual Therapy (bi-weekly BH MTG 0800)	Day at The Arc of the Ozarks	0800 - 1200 Assessment (bi-weekly BH MTG 0800)	0800 - 1000 Individual Therapy
Lunch		Lunch	1000 - 1200 BHC
1300 - 1400 Supervision		1300 - 1400 Supervision	Diadactics
1400 - 1700 Individual Therapy (3 slots)		1400 - 1700 Intakes / Writing Block	1300 - 1500 Group Supervision
			1500 - 1700 Individual Therapy (2 slots)

NOTE: Interns may, with the TD permission, work more or less than 40 hours per week. Interns may not work more than a total of 50 hours per week.

Interns should be aware that from time-to-time they may be required to deviate from the typical schedule. Interns will be given as much advanced notice as possible of these situations so they can adjust their personal schedule appropriately and are expected to use reasonable judgment in managing such situations.

Typical Annual Schedule

Experiential Learning Opportunities will be ongoing throughout the Training Year (see typical weekly schedule for an example).

The following are other major program/learning events that will occur during the training year:

August / September	JVH Institutional Orientation JVH Intern Program Orientation 1 st Primary Supervisor Assignment Baseline Competency Assessment (within first 30 days)
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	Creation of Individualized Learning & Training Plan (ILTP) Assignment of Intern Representation on GPEC
January / February	Review and Update of ILTP by 1 st Primary Supervisor Formal Intern Evaluation by 1 st Primary Supervisor Assignment of 2 nd Primary Supervisor Review/Adjustment of ILTP with 2 nd Primary Supervisor
June/July	Review and Update of ILTP by 2 nd Primary Supervisor Formal Intern Evaluation by 2 nd Primary Supervisor

Curriculum

Our curriculum is designed to ensure Interns receive a personalized, planned, programmed sequence of training experiences with a primary focus of assuring breadth and quality of training (not just supervised experience or on-the-job training). Core to the personalization of the curriculum is the Individual Learning and Training Plan (ILTP).

Individual Learning and Training Plan (ILTP)

The ILTP is essentially the roadmap for a trainee's year. It's how the program makes sure that the intern's training matches both:

1. APA's competency requirements for professional psychology

2. The intern's unique background, career goals, and areas for growth

Even though all interns must meet the same core APA requirements, each intern arrives with different strengths and needs. The ILTP allows the intern and their supervisor to approach meeting these requirements with a developmental approach, and provides a written, agreed-upon framework so both the intern and supervisor know what is expected.

Please see Appendix E for a full copy of the ILTP.

APA competencies

The program will assess, through the ILTP and the Biannual Intern Evaluation Process, Intern progression toward competency in the following areas:

- Assessment
- Broad and general evidence-based practice
- Communication and interpersonal skills
- Consultation and interprofessional / interdisciplinary skills
- Ethical and legal standards
- Ethical decision making
- Individual and cultural diversity
- Intervention
- Professional values, attitudes, and behaviors
- Research
- Serving diverse populations
- Supervision

Please see Appendix D for a full copy of the Intern Evaluation.

Experiential Learning Opportunities

Experiential learning opportunities are defined as service delivery in direct contact with service recipients, in other words, providing psychological services directly to patients. Your experiential learning opportunities will be appropriately supervised by

program staff to facilitate your readiness to enter general practice psychology on training completion

Although an individual Intern's experiences will vary, based on their ILTP, during the training year an Intern would typically spend approximately:

50% or more of their time providing:

- Individual Therapy
- Primary Care

21-30% of their time providing:

- Assessment
- Consultation
- Brief Psychotherapy

1-20% of their time providing:

- Couples Therapy
- Family Therapy
- Group Therapy
- Community Intervention
- Crisis Intervention
- Long-term Psychotherapy
- Supervision of Practicum Students

Rotations

Required - JVH Tampa Clinic Typically 3 days a week throughout the program • Consultation, Brief Psychotherapy, Crisis Intervention in Primary Care Setting • Individual, Couples & Family Therapy Counseling • Assessment • Supervision of Practicum Students	Optional - Arc of the Ozarks Neurodevelopmental Center Minimum 1 day a week throughout program • Assessment • Consultation
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Additional optional rotations are available upon request, with approval from the Training Director. Typical optional rotations might include:

- Brief Psychotherapy & Consultation at JVH's:
- Women's and Children's clinic
- Program for the All-Inclusive Care of the Elderly (PACE) – Senior Care

Didactics

The goal of didactic activities in the program are to:

- Supplement and enhance the experiential learning opportunities
- Ensure competency across APA's core competencies
- Integrate Science and Practice
- Broaden exposure beyond immediate rotations
- Foster professional identity and lifelong learning
- Create a supportive shared learning environment

Didactic activities can take many forms, but, most typically will have two components:

1. An asynchronous online anticipatory activity delivered through Canvas (LMS). In this anticipatory activity interns will have the opportunity to identify their own learning goals, gain exposure to fundamental concepts related to the topic, and formulate questions they would like to have addressed in the in-person portion of the didactic.
2. An in-person presentation/discussion. In the in-person session the facilitator will facilitate a presentation/discussion that has been tailored using intern feedback from the anticipatory activity. The session will, therefore, not focus on content delivery – but instead will focus on application and analysis of content to real-world settings.

Please see Appendix F for anticipated Didactic session topics.

Grand Rounds

JVH Grand Rounds are interprofessional educational activities for all graduate-level learners at JVH. Grand Rounds take place once a quarter. One resident/Intern from each

discipline of graduate-level learners at JVH (dental, medical, pharmacy, psychology) present a case study and pose questions designed to gather input from other disciplines at each Grand Rounds. Clinical administrative staff from each program and other experienced staff from each discipline also attend and participate.

Supervision

Interns will be supervised by at least two appropriately qualified Psychology Intern Supervisors during the program. During program orientation activities, Interns will be given the opportunity to meet potential Supervisors and submit a preference list to the Training Director (TD). The TD will then assign a Supervisors to each Intern for the first half of the program, making every attempt to acknowledge Intern preferences.

The primary goal of supervision is, of course, to ensure an effective and safe clinical experience for JVH's patients. This will be established through direct supervision of the Intern delivering a given patient experience.

Once the TD verifies Intern baseline competence, the next goal of supervision is to provide the Intern with the support needed to progress toward the goals established in the Intern's ILTP. This supervision may be accomplished directly, indirectly or through oversight.

Please see Program Policy 7 – Supervision for full details.

Intern Program Policies

On the next pages you'll find the most recent copies of our Program Policies.

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Intern Recruitment, Eligibility, Selection, and Appointment

Policy # 1

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish and follow written policies and procedures for Intern recruitment, eligibility, selection, and appointment that align with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (APPIC), and JVH Policies, as applicable. The program commits to avoiding any actions that restrict program access on grounds that are irrelevant to success in graduate training.

Procedure

I. Recruitment

- A. The Program will employ current research-based, best practice recruitment practices that focus on ongoing, mission-driven, systematic recruitment and retention of a diverse and inclusive workforce of Interns.

II. Eligibility

- A. All applicants must submit their application materials through the APPIC NMS system.
- B. An applicant must meet the following qualifications, in order to be eligible for consideration to the program:
 1. Successful progress (good standing), to date, in formal academic coursework required for either a PhD or PsyD program in either Clinical or Counseling Psychology at an institution accredited by The American Psychological Association.
 2. Three years of closely supervised experiential training in professional psychology skills conducted in non-classroom settings, to include:
 - i. A minimum of 300 hours of direct therapeutic experience
 - ii. A minimum of 100 hours of direct assessment experience
 - iii. Completion of at least 4 integrated psychological testing reports
 3. Comprehensive examinations passed by application deadline
 4. Dissertation proposal approval by application deadline
 5. Holds permanent US citizenship status
- C. If the Training Director (TD) wishes to consider an applicant who does not satisfy the above eligibility requirements, review by the Graduate Psychology Education Committee (GPEC) is required
 1. For timeliness, this may be an ad-hoc email based meeting of the GPEC

III. Selection

- A. The TD will review all applications in APPIC to ensure the applicant has met the minimum eligibility requirements as detailed in section II of this policy.
- B. The TD will extend an invitation to interview to all candidates who meet eligibility criteria using the APPIC NMS system.

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Intern Recruitment, Eligibility, Selection, and Appointment
Policy # 1

- C. All interviews will take place online to ensure costs associated with travel do not act as a barrier to program access.
 - D. All JV staff who will be a part of the interview process will participate in training intended to prevent conscious and unconscious bias from influencing the interview process prior to participation in applicant interviews.
 - E. All interviews will use a semi-structured behavioral interview format using pre-determined question topics.
 - o Only questions focused on determining ability of program to support the applicant in succeeding in the training program will be asked.
 - F. At the conclusion of each interview the TD will provide all staff in the interview at least 5 minutes of silence to reflect on the candidate's fit for the program. No discussion will take place until all staff have completed reflection.
 - G. Once the reflection period is over, the TD will facilitate an open discussion among the staff about the applicant.
 - H. Input from the interview committee will be taken into consideration, however, the TD has final authority to determine which applicants to rank and the order in which to rank them.
- IV. Appointment**
- 1. Only Interns who match with JVH through the APPIC NMS system, or who are selected for hire after the conclusion of the APPIC Match process will be selected for appointment to the program.
 - 2. To complete their appointment to the program, Interns who match with the program must:
 - a. Sign JVH's Internship training agreement
 - b. Apply to and be offered the position of Psychology Intern at JVH
- V. Evaluation of Recruitment, Eligibility, Selection, and Appointment Process**
- A. The GPEC will review these processes at least one annually

References

- A. Related [APA Standards](#):
 - i. I.B.3
 - ii. I.C.1
 - iii. I.C.3
 - iv. I.D.1.a-b.
 - v. V.A.2.a-c.
- B. Related [APPIC Membership Criteria](#)
 - 1. 11

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Administrative and Financial Assistance

Policy #2

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish guidelines and criteria relating to provision of administrative and financial support that align with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (APPIC), and JVH Policies, as applicable.

Procedure

I. Administrative Support

A. For Interns

1. As participants in the Program, Interns will receive administrative support from Program Faculty and Staff.
2. As active providers at JVH, Interns will also receive the same clerical support provided to other providers in the Behavioral Health department (i.e. support from Patient Advocates, Community Health Workers, etc.)

B. For the Program

1. JVH operational leadership will adjust Program faculty's patient caseloads adequately to ensure they have adequate time to support their Program duties

II. Financial Support

A. For Interns

1. Interns will be full-time employees of JVH and will, therefore, receive pay and benefits commensurate with those received by other full time JVH employees with similar credentials and work experience.
 - a. Intern pay will generally be lower because of Interns have not yet completed their training and are not licensed providers
2. Intern pay and benefits will be reviewed annually by the Graduate Psychology Education Committee (GPEC).
3. This review will be made to ensure intern pay and benefits are consistent with regional standards and are representative and fair in relationship to both the geographic location and clinical setting of the training site.
4. Should a change to intern pay and benefits be recommended, that change will require approval of JVH Chief Operating Officer (COO).

B. For the Program

1. JVH will include the Program in its operating budget and ensure funding at a level that is appropriate to ensure the Program achieves its training aims

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Administrative and Financial Assistance

Policy #2

A. Related [APA Standards](#):

1. I.B.4.a-c

B. Related [APPIC criteria](#):

1. Criteria 16

B. Related Program Policies:

1. Policy 1 – Intern Recruitment, Eligibility, Selection, and Appointment

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Requirements for Successful Internship Performance
Policy #3

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish guidelines and criteria relating to successful internship performance that align with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (APPIC), and Jordan Valley Policies, as applicable. The program commits to avoiding any criteria that would restrict program completion on grounds that are irrelevant to success in graduate training or the profession.

Procedure

- I. In order to remain in good standing throughout the course of the internship, an intern should
 - A. conduct themselves according to the policies and standards of Jordan Valley Health and the Jordan Valley Graduate Psychology Internship Program.
 - B. Earn scores of at least 2.5 in all competencies in the first semiannual evaluation, with no scores of 1 or below
 - C. Should an intern fall out of good standing, the procedure in *Program Policy 4 – Identification and Remediation of Concerns (Due Process)* will be followed
 - II. At the conclusion of the internship, the Training Director (TD) will confirm, through the issuance of a certificate of completion, that an Intern has remained in good standing and has completed/earned at least:
 - A. 500 hours of patient services (patient care)
 - B. 2,000 total hours in the internship program
 - C. scores of at least 4 in all competencies in final semiannual evaluation to demonstrate competency in the APA's Profession-Wide Competencies
 - D. 104 Didactic hours
 - E. 208 Supervision hours, including 104 individual supervision hours by a licensed psychologist
-
- A. Related [APA Standards](#):
 1. I.C.1.d
 2. II.C.2.a
 - B. Related [APPIC membership criteria](#):
 1. Criteria 1
 2. Criteria 5
 3. Criteria 6

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Requirements for Successful Internship Performance
Policy #3

4. Criteria 7
 5. Criteria 13
 6. Criteria 15
- C. Related Program Policies:
1. Policy 4 Intern Performance Evaluation, Feedback, Retention, and Termination

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Intern Grievances

Policy # 4

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish procedures for submitting and processing Intern grievances. The Program will not tolerate intimidation, retaliation, or retribution against any intern who, in good faith, reports grievance. These procedures will minimize conflicts of interest and provide for intern confidentiality, as appropriate. These guidelines and criteria will align with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (AAPIC), and Jordan Valley Policies, as applicable.

Definitions

- A. An intern grievance is a complaint the intern has against the program.
- B. For the purposes of this policy
 - a. a discussion can be written or verbal communication between two parties
 - b. in a timely manner means that there is some communication between the two parties within a 4 working day time frame
- C. An anonymous process is one in which the identity of the intern raising the concern or grievance is not shared with the staff tasked with addressing the concern or grievance. An intern using this process understands this may limit the ability of the staff tasked with addressing the concern or grievance to fully address the concern or grievance and/or give appropriate feedback on potential solutions to the intern.
- D. A confidential process is one in which the identity of the intern raising the concern or grievance is shared with a limited number of staff who are tasked with addressing the concern or grievance.

Procedure:

I. Anonymous Processes

- A. If an intern wishes to raise grievance in an anonymous fashion, the intern may either:
 - 1. discuss their grievance with the intern who is serving on the Graduate Psychology Education Committee (GPEC) for the current quarter. The intern slated to serve on the next GPEC will take the grievance to the Training Director (TD)
 - 2. use any existing anonymous reporting processes at Jordan Valley Health.

II. Confidential Processes

- A. If the intern's grievance relates to risk impacting patient care quality, patient or staff safety, infection control, medication management, and/or compliance, the

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Intern Grievances

Policy # 4

intern should follow the steps outlined in the relevant JVH policies and procedures

- B. If an intern's grievance is related to a matter not addressed above (including, but not limited to the Program), the intern should discuss their concern with the appropriate individual(s). Steps below must be followed in order. If the intern bypasses a step, the intern must return to that step before proceeding.
1. The intern should discuss their grievance with the other individual in a professional manner. If the discussion with the other individual is not satisfactory or the situation does not indicate that such discussion will resolve the intern's concern, the intern should then,
 2. Discuss their grievance with their current Primary Supervisor (PS). If the PS can resolve the issue the intern will be informed of the decision in a timely manner. If the PS cannot resolve the issue, or the intern is not satisfied with the PS's decision or timeliness, the intern should then,
 3. Discuss their grievance with the TD. If the TD can resolve the issue the intern will be informed of the decision in a timely manner. If the TD cannot resolve the issue, or the intern is not satisfied with the TD's decision or timeliness, the intern should then,
 4. Discuss their grievance with the Behavioral Health Medical Director (BHMD). If the BHMD can resolve the issue the intern will be informed of the decision in a timely manner. If the BHMD cannot resolve the issue, or the intern is not satisfied with the BHMD's decision or timeliness, the intern should then,
 5. Discuss their grievance with the Director of Behavioral Health (DBH). If the DBH can resolve the issue the intern will be informed of the decision in a timely manner. If the DBH cannot resolve the issue, or the intern is not satisfied with the DBH's decision or timeliness, the intern should then,
 6. Discuss their grievance with the Chief Operating Officer (COO). If the COO can resolve the issue the intern will be informed of the decision in a timely manner. If the COO cannot resolve the issue, or the intern is not satisfied with the COO's decision or timeliness, the intern should then,
 7. Discuss their grievance with the Chief Executive Officer (CEO). The CEO shall be the final decision maker for JVH. If the CEO can resolve the issue the intern will be informed of the decision in a timely manner. If the intern is not satisfied with the CEO's decision,
 8. the intern can submit a formal complaint with the APA. Procedures for submitting a formal complaint with the APA can be found on the APA's [File a Complaint or Submit Third Party Testimony webpage](#). NOTE: The procedures for handling complaints against accredited programs are

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Intern Grievances

Policy # 4

intended to deal only with complaints based on purported lack of program consistency with the Standards of Accreditation for Health Service Psychology (SoA). It is not a mechanism for adjudication of disputes between individuals and programs. The CoA cannot, for instance, direct a program to change a grade, readmit a student, or reinstate a faculty member. For resolution of these disputes, complainants are encouraged to follow their institution's due process and grievance procedures

9. At any point in this process, if the intern is unsure how to navigate the process, the intern may discuss their grievance with the Human Resources (HR). After discussion with the intern, the HR Department will facilitate the progression of the intern through the correct chain of command as outlined in this policy.

C. Other Grievances

1. In the event an intern has grievance that is not addressed by this policy, such issues shall be addressed in accordance with the relevant JVH policies and procedures

D. There will be no statute of limitations for an intern submitting a grievance

III. Conflicts of Interest

- A. Should a conflict of interest arise in any step in this process, for example if the TD is serving as the PS for an intern, then an alternate that is agreeable to both the intern and the person involved in the conflict of interest will be selected as a substitute. Examples could include, but are not limited to, another Supervisor, the Operational Supervisor for Behavioral Health, or HR staff.

References

A. Related [APA Standards](#):

1. Accreditation Operating Procedures (AOP) Section 3

B. Related [AAPIC criteria](#):

1. Criteria 12

B. Related Program Policy

1. Program Policy 5 – Intern Evaluation, Feedback, Retention, and Termination
2. Program Policy 6 – Identification and Remediation of Concerns
3. Program Policy 8 – Maintenance of Records

Jordan Valley Health Internship in Health Service Psychology

Policy Name: Intern Performance Evaluation, Feedback, Retention and Termination

Policy # 5

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish and follow written policies and procedures related to Intern performance evaluation, feedback, retention and termination that align with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (APPIC), and JVH Policies, as applicable.

Definitions

- A. Intern Performance Evaluation** – For the purposes of evaluation, performance will be limited to behaviors and skills directly related to training competencies, program, and institutional expectations. Factors unrelated to the intern's demonstrated ability to meet training competencies, program, and institutional expectations will not be considered in evaluation of intern performance.

Procedure

I. Intern Performance Evaluation and Feedback

1. Formative Intern performance evaluation and feedback is continuous and informal. Input mechanisms include, but are not limited to:
 - a. Initial Competency Checklist
 - b. Creation and Update of Individual Learning and Training Plan (ILTP)
 - c. Individual supervision
 - d. Group supervision
 - e. Participation in didactics
 - f. Unsolicited feedback from patients
 - g. Unsolicited feedback from JVH staff not associated with the Program
2. Summative Intern performance evaluation and feedback is formal and occurs using the following input mechanisms on the following schedule:
 - a. Intern Evaluation by 1st Primary Supervisor at Program midpoint (January/February)
 - b. Intern Evaluation by 2nd Primary Supervisor at Program end (June/July)

II. Retention and Termination

1. Expectations related to intern retention and termination are defined in the Intern Training Agreement (Article 4).

Jordan Valley Health Internship in Health Service Psychology

Policy Name: Intern Performance Evaluation, Feedback, Retention and Termination

Policy # 5

References

- A. [APA Standards of Accreditation](#)
 - a. II.D.1.a
- B. Jordan Valley Graduate Psychology Internship Policies:
 - a. Program Policy 4: Requirements for Successful Intern Performance
 - b. Program Policy 6: Identification and Remediation of Concerns
 - c. Program Policy 7: Supervision

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Identification and Remediation of Concerns (Due Process)

Policy # 6

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish processes for identification and remediation of concerns that align with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (AAPIC), and Jordan Valley Policies, as applicable.

Definitions

- A. **Academic Deficiencies:** Academic deficiencies include, but are not limited to, lacking psychology knowledge, inability to apply knowledge in a clinical setting, or failure to display appropriate progress toward goals established in Individualized Learning and Training Plan (ILTP).
- B. **Greater Concern:** These are academic or professional deficiencies that exceed what a reasonably qualified person, i.e. a Primary Supervisor (Supervisor), would expect from a learner in the stage of development that the intern is in and given any reasonable accommodations afforded to the intern. Any deficiencies that could result in immediate harm to a patient, staff, or member of the public are greater concerns. Lesser concerns that the intern is not able to improve upon in a timely manner, with appropriate remediation and support, will also be considered Greater concerns.
- C. **Lesser Concern:** These are academic or professional deficiencies that a reasonably qualified person, i.e. a Primary Supervisor (Supervisor), would expect from a learner in the stage of development that the intern is in and given any reasonable accommodations afforded to the intern.
- D. **Professional Deficiencies:** Professional deficiencies include, but are not limited to, conduct that calls into question the professional qualifications, ethics, or judgment of the intern or that could prove disruptive or detrimental to patients, employees, staff, volunteers, visitors or operations; conduct that is detrimental to the professional reputation of the Program, Jordan Valley, and/or any Program site; conduct that is disruptive, illegal, unethical or insubordinate; or conduct that in general lacks professionalism.

Procedure:

I. Lesser Concerns with Intern Performance

A. Notice

- 1. Anyone who has a lesser concern with an intern's performance should first bring their concern to the attention of the intern in a timely, constructive, and professional manner
 - a. Lesser concerns can be brought directly to the attention of the intern's Primary Supervisor in circumstances where the

Page 1 of 6

6 Identification and Remediation of Concerns (Due Process)

Last Revised: 4/27/2026

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Identification and Remediation of Concerns (Due Process)

Policy # 6

reporter feels uncomfortable discussing the concern with the intern. The Supervisor has the responsibility of evaluating the validity of the concern and then has the responsibility of communicating the concern to the intern, if valid.

- i. It should be noted that this does not provide the reporter with anonymity, as the Supervisor may ask the reporter to be involved in any remediation plans developed as a result of the conversation about the lesser concern.

B. Hearing

1. An intern who receives notification of a lesser concern is expected to respond to the conversation in a constructive and professional manner. The intern should reflect on the concern at the conclusion of the conversation and make modifications to their academic or professional practice, as appropriate to address the concern. Interns should seek out and incorporate guidance from their Supervisor if they have questions about the validity of the concern and/or on appropriate modifications to address the concern.
 - a. If they are not already involved in the conversation, interns are expected to share these interactions with their Supervisor in a timely manner.
2. Supervisors may choose to include any valid deficiencies identified in reports of lesser concern and appropriate modifications in an intern's ILTP, as appropriate.

C. Appeal

1. If the intern would like the report of lesser concern removed from their ILTP they should first appeal to the Supervisor informally (verbally) during a scheduled supervision session. The intern should clearly present their request along with their reason(s) for making the appeal.
2. If the Supervisor agrees to the appeal, the Supervisor has the authority to remove the report of concern from the intern's ILTP.
3. If the Supervisor does not agree, the Supervisor should provide the intern with a verbal explanation of their reasoning in a timely manner, either at the time of the request or in the next scheduled supervision session.
4. If the intern wishes to appeal the decision of the Supervisor, the intern should make their appeal in writing (via email) to the Training Director (TD). The appeal should clearly present the intern's request along with their reason(s) for making the appeal. The appeal should also include a summary of the Supervisor's reason for denying the initial appeal and the intern's rationale for refuting the Supervisor's decision.

Page 2 of 6

6 Identification and Remediation of Concerns (Due Process)

Last Revised: 4/27/2026

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Identification and Remediation of Concerns (Due Process)
Policy # 6

5. Upon receipt of the appeal, the TD will request a written summary of the situation from the Supervisor (via email). The Supervisor will have 5 business days to reply.
6. Upon receipt of the Supervisor's email, or lack of response from the Supervisor, the TD shall evaluate the intern's request and make a decision to support or overturn the Supervisor's decision. The TD's decision will be shared with both the Supervisor and the intern in writing (via email) no later than 10 business days after receiving the intern's initial email request. The TD has the ultimate authority for this process, and there shall be no further appeal process available to the intern.
7. Should a conflict of interest arise in any step in this appeal process, for example if the TD is serving as the Supervisor for an intern, then an alternate that is agreeable to both the intern and the person involved in the conflict of interest will be selected as a substitute. Examples could include, but are not limited to, another Supervisor, the Operational Supervisor for Behavioral Health, or HR staff.

II. Greater concerns with Intern Performance

A. Notice

1. Anyone who has a greater concern with an intern's performance that might result in immediate harm to a patient, staff, or member of the public should first follow appropriate JVH institutional policy to stop the situation from occurring (if applicable), report the concern to the appropriate staff using the designated communication channels. Then, the report of the concern should be shared directly with the TD.
2. Anyone who has a greater concern about an intern's performance that would not result in immediate harm to a patient, staff, or the public should bring their concern to the attention of the intern's Supervisor.
3. The Supervisor has the responsibility to evaluate the greater concern to determine its validity, and may, at their discretion, seek out input from other Supervisors and/or the TD for guidance on this evaluation.
4. If the concern is determined to not be valid, it will be considered a lesser concern and the preceding procedures should be followed.
5. If the concern is determined to be valid, the Supervisor has the responsibility for development of a remediation plan that establishes a clear set of criteria for the intern to address concern, using the established Remediation Plan Template. The supervisor may, at their discretion, seek out input from other Supervisors and/or the TD for guidance on development of this plan.

B. Hearing

1. The Supervisor has the responsibility to share the report of greater concern, along with the remediation plan, with intern in a timely, constructive, and professional manner. This conversation should take

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Identification and Remediation of Concerns (Due Process)

Policy # 6

place in a face-to-face manner first, but then will be communicated in written form to the intern, via Jordan Valley email, no later than 1 hour after the conclusion of the conversation.

- a. The timeframe between the report of greater concern and the reporting the concern to the intern shall be no greater than 10 working days.
2. The Supervisor will include all valid reports of greater concern and the accompanying remediation plan in the intern's ILTP, which will be reviewed regularly with the intern during scheduled supervision.
3. The Supervisor will share all instances of valid reports of greater concern and the accompanying remediation plan with the TD in a timely manner.
4. The TD will share an executive summary of all valid reports of greater concern and the accompanying remediation plan in the next scheduled GPEC meeting

C. Appeal

1. If the intern would like the report of greater concern removed from their ILTP and/or from their record at their graduate program, they should first appeal to the Supervisor in written form (via email). The intern should clearly present their request along with their reason(s) for making the appeal.
2. Upon receipt of the appeal request, the Supervisor will present their case for either denying or supporting the intern's appeal to the TD in writing (via email) no later than 5 working days after receiving the intern's initial appeal.
3. The TD will communicate their decision on the appeal to both the Supervisor and intern in writing (via email) no later than 5 working days after receiving the Supervisor's email.
4. If the intern wishes to appeal the decision of the TD, the intern should make their appeal in writing (via email) to the Jordan Valley Director of Behavioral Health (DBH).
5. The appeal should clearly present the intern's request along with their reason(s) for making the appeal. The appeal should also include a summary of the TD's reason for denying the initial appeal and the intern's rationale for refuting the TD's decision.
6. Upon receipt of the appeal, the DBH will request a written summary of the situation from the Supervisor and TD (via email). The Supervisor and TD will have 5 business days to reply.
7. Upon receipt of the Supervisor and TD's email, or lack of response from the either or both, the DBH shall summarize all information regarding the appeal and present it, in written form, to the members of the Graduate Psychology Education Committee (GPEC) within 5 working

Page 4 of 6

6 Identification and Remediation of Concerns (Due Process)

Last Revised: 4/27/2026

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Identification and Remediation of Concerns (Due Process)

Policy # 6

days. The GPEC will discuss the situation and make a decision by majority vote at the next scheduled GPEC meeting. The intern involved, the Supervisor and the TD will be in attendance at the GPEC meeting. They will be available to answer questions when asked, but will not be allowed to make any prepared statements. They will be asked to leave the room during voting (they will abstain from voting). The GPEC's decision will be shared with the TD, the Supervisor and the intern in writing (via email) no later than 5 working days after receiving the intern's initial email request. The GPEC has the ultimate authority for this process, and there shall be no further appeal process available to the intern.

8. Should a conflict of interest arise in any step in this appeal process, for example if the TD is serving as the Supervisor for an intern, then an alternate that is agreeable to both the intern and the person involved in the conflict of interest will be selected as a substitute. Examples could include, but are not limited to, another Supervisor, the DBH, the Operational Supervisor for Behavioral Health, or HR staff.

III. Remediation

- A. The timeline for remediation will largely be based on the severity of the deficiency; however, most remediation plans will aim to be reviewed within one (1) month of creation and completed within two (2) months of creation.
- B. Remediation plans will include:
 1. Identified areas of concern
 2. Behavioral goals and expected outcomes
 3. Specified remediation activities
 4. Timeline for reassessment
 5. Criteria for successful completion
- C. Following the procedures outlined in the Corrective Action Process at JVH, failure to meet remediation expectations may result in:
 1. Extension of the remediation
 2. Dismissal from the program
 3. Termination of employment at JVH

References

- A. Related [APA Standards](#):
 1. Accreditation Operating Procedures (AOP) Section 3
- B. [Related AAPIC criteria](#):
 1. [Criteria 12](#)
- C. JVH Program Policies:
 1. Program Policy 3: Requirements for Successful Intern Performance
 2. Program Policy 4: Intern Grievances

Page 5 of 6

6 Identification and Remediation of Concerns (Due Process)

Last Revised: 4/27/2026

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Identification and Remediation of Concerns (Due Process)

Policy # 6

3. Program Policy 5: Intern Evaluation, Feedback, Retention and Termination

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Supervision

Policy #7

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish guidelines and criteria relating to intern supervision that align with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (AAPIC), and Jordan Valley Policies, as applicable.

Definitions

- A. **Individual Supervision** is a formal, scheduled, one-on-one professional relationship between an intern and their assigned primary supervisor
- B. **Group supervision** is a formal, scheduled supervisory activity involving one or more supervisors and multiple interns. It is designed to complement individual supervision but does not replace required individual supervision.

Procedure

- I. Interns will receive Individual Supervision from at least two different appropriately qualified Primary Supervisors during the program.
- II. Primary Supervisors will be doctoral level psychologists licensed for independent practice who are clinically responsible for the cases being supervised
- III. Individual and Group supervision will focus on
 - A. the psychological services rendered directly by the intern and
 - B. the intern's progress toward their Individualized Learning and Training Plan (ILTP) and the APA's Profession-Wide Competencies
- IV. Supervision will be regular and scheduled
 - A. Individual supervision will occur at a ratio of no less than 1 hour of supervision for every 20 internship hours
 - 1. Depending on clinical needs, increased hours of supervision will be scheduled, at the discretion of the Training Director (TD)
 - B. Group supervision will be regular and scheduled at a minimum of 2 hours per week.
- V. All supervision should be conducted through face-to-face interaction whenever possible
 - A. Telesupervision may be used in a limited manner, with the prior approval of the TD
- VI. To ensure the above procedures are understood, supervisors and interns will sign the Psychology Internship Supervision Agreement at the beginning of a supervisory relationship

References

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Supervision

Policy #7

A. Related [APA Standards](#):

1. I.D.1.a

B. Related [AAPIC criteria](#):

1. Criteria 3

B. Related Program Policy

1. Program Policy 4: Intern Grievances
2. Program Policy 5: Intern Evaluation, Feedback, Retention and Termination
3. Program Policy 6: Identification and Remediation of concerns (Due Process)

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Maintenance of Records
Policy #8

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish guidelines and criteria relating to maintenance of Program records that aligns with current American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (AAPIC), and Jordan Valley Policies, as applicable.

Procedure

- I. Records related to Intern Performance
 - A. The Program will document accurate records of interns' training experiences, evaluations, any remediation, and certificates of internship completion
 - B. All records related to Intern performance will be accessible only to persons who have a legitimate educational interest
 - a. During the internship year, records will be maintained by the Training Director (TD) either in a locked cabinet (if paper) or in the institutional active directory / network (password protected).
 - b. At the conclusion of the internship, the TD will scan any paper records and forward all records to JVH's Human Resources department for permanent storage in the current personnel management software (i.e. Paylocity)
- II. Records related to Complaints and Grievances
 - A. Information and records of all concerns with intern performance will be kept by the PD in the institutional active directory / network
 - B. Information and records of all intern concerns and grievances of which the Program is aware will be kept by the PD in the institutional active directory /network

References

- A. Related [APA Standards](#):
 1. I.C.4.a-b
- B. Related Program Policy
 1. Program Policy 4 – Reporting and Addressing Concerns (Due Process)

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Non-Discrimination

Policy # 9

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) prohibits discrimination in employment and in the learning and working environment, consistent with applicable laws and regulations. The Program will ensure a professional, equitable, respectful and civil environment that is free from unprofessional behavior, including discrimination, sexual, and other forms of harassment, mistreatment, abuse, and/or coercion of residents, other learners, faculty members, and staff members.

Procedure

- A. The program will avoid any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.
- B. Program staff and Interns are protected by and should follow the procedures established in Jordan Valley's Institutional Policies related to discrimination.

References

A. Related [APA Standards](#):

1. I.B.3
2. I.C.1.j
3. I.D.1 & 2
4. II.A.2
5. III.A.2
6. IV.B

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Communication Between Doctoral and Internship Programs

Policy #10

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish guidelines and criteria relating to communication between the Internship Program and Interns' Doctoral Program that align with American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (AAPIC), and Jordan Valley Policies, as applicable.

Procedure

- I. By signing the JVH Psychology Internship Training Agreement an intern agrees that JVH has the right to contact the intern's doctoral program to provide information regarding intern progress throughout the internship year
- II. Formal Communication
 - A. The JVH Training Director (TD) will share the results of each intern's midpoint and end of program evaluations with the intern's doctoral program.
 - B. If any concerns arise related to an intern's performance, the JVH TD will formally notify the intern's doctoral program and will include the appropriate doctoral program personnel in communications related to addressing the identified concerns.
 - a. If a written remediation plan is deemed necessary by the TD, it will be developed in coordination with the intern. Once the remediation plan has been written and signed by the training director and the intern, a copy will be emailed to the intern's home doctoral program director of clinical training.
 - b. The intern will be encouraged to reach out independently to their director of clinical training to gain support.
 - c. The training director will schedule a meeting with the intern's home doctoral program director of clinical training to review the plan. While the timeline for remediation will largely be based on the severity of the deficiency, most remediation plans will aim to be reviewed within one (1) month of creation and completed within two (2) months of creation.
- III. Informal Communication
 - A. There may be additional informal communication between the internship program and doctoral program throughout the internship year. The nature and frequency of this communication will vary, but may include sharing the Internship's training agreement and handbook with the doctoral program.
 - B. The JVH TD will respond in a timely manner to any communications from an intern's doctoral program.

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Communication Between Doctoral and Internship Programs
Policy #10

References

- A. Related [APA Standards](#):
 - 1. V.A.3
- B. Related Program Policy
 - 1. Program Policy 3 – Requirements for Successful Internship Performance
- C. Related Jordan Valley Policy
 - 1. N/A

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Program Evaluation
Policy #11

Policy Statement

The Jordan Valley Health (JVH) Internship in Health Service Psychology Program (Program) will establish guidelines and criteria relating to program evaluation that align with American Psychological Association (APA), Association of Psychology Postdoctoral and Internship Centers (AAPIC), and Jordan Valley Policies, as applicable.

Procedure

- I. The program will engage in regular, ongoing self-assessment using the following mechanisms in the following timeframes:
 - A. Graduate Psychology Education Committee (GPEC)
 - a. This committee will function to provide the Training Director (TD) with insight and guidance into the functioning of the Program
 - b. committee will meet quarterly
 - c. This committee's membership will include the TD, at least one other Primary Supervisor, at least one other JVH staff involved with training interns (e.g. BHCs), the Executive Director of Educational Programs, at least one Intern, the Medical Director of Behavioral Health, and a representative from the operational leadership of Behavioral Health
 - i. Human Resources staff involved with program recruitment will have a standing invitation to the meeting
 - d. At all GPEC meetings the operational and educational leadership will share any relevant institutional plans that might impact the program
 - e. At all GPEC meetings the TD will share any relevant program plans so that operational leadership can ensure those are incorporated, as appropriate, into institutional planning
 - f. The full GPEC will review and provide recommendations to the TD on the following aspects of the program at the designated meetings:
 - i. Program Policies & Procedures changes – at the next GPEC
 - ii. Program funding – Q1
 - iii. Alumni review (qualitative and proximal/distal data) – Q1
 - iv. Supervisor PD and Didactic Topics - Q2
 - v. Ensuring accuracy of public information (website, handbook, AAPIC profile, Intern Training Agreement & Job Description)– Q3
 - vi. Intern salary and benefits – Q4
 - g. With intern(s) dismissed, the remainder of the GPEC will review and provide recommendations to the TD on:
 - i. Summarized and anonymized ILTP/Evaluation progress
 - ii. Any ongoing concerns or grievances

Jordan Valley Health Internship in Health Service Psychology Program

Policy Name: Program Evaluation
Policy #11

- II. The program will engage in formal assessment through appropriate membership/accreditation processes (including but not limited to the APA and APPIC).

References

- A. Related [APA Standards](#):
 - 1. II.D.2

Program Expectations and aligned JVH Policies

Dress and Appearance

Jordan Valley Health's policies regarding dress and personal appearance (5053 and 7107) are rooted in ensuring both a safe and clean environment for patients, and, in maintaining the professional reputation of the institution. Key standards regarding dress and appearance that related to the Psychology Internship Program are:

- Clothing should be clean, free of wrinkles, and in good repair
- Appropriate workplace clothing:
 - Does not expose the midriff, navel, back, or any cleavage
 - Falls below the waistline and remains there even when bending over or sitting
 - Does not show undergarments
 - Is not too tight
- Appropriate personal hygiene includes:
 - Keeping mustaches/bears clean and neatly trimmed
 - Avoidance of excessive perfumes or scents
 - Conservative hairstyle and color (a small amount of a non-natural haircolor is acceptable)
- Jewelry (including body piercings) should be discreet
- Visible tattoos should be free of offensive imagery/text or must be covered when on duty

Office Décor

Jordan Valley Health's Office Décor Policy (3312) sets out guidelines to ensure office décor conveys JVH's values of efficiency and professionalism. Key standards from this policy specify that:

- Employee work areas and common areas should be kept neat and orderly
- Acceptable items include:
 - No more than three, 5x7 or smaller, workplace-appropriate photographs of family, friends, or pets
 - Office tools such as pen holder, tape dispenser, file organizer, cup/mug with a lid
- Employees should organize their work areas before leaving at the end of the workday
- No items may be hung/pinned/stuck/stenciled on walls or doors without advance approval by administration
- No decorations or attachments can be applied to Jordan Valley issued equipment
- Items should never be hung from the ceiling

Work Hours

Jordan Valley Health's Working Hours Policy (5017) sets the expectation that exempt (salary) staff

- have the responsibility to balance their work and personal commitments to ensure a workweek totaling 40 hours
- may take up to a one-hour lunch break

However, because gaining the skill needed to be efficient during working hours, and not take work home after hours, is something that is integral to our program – until an Intern has demonstrated proficiency at timeliness and attendance (as measured on JVH Psychology Intern Work Efficiency Competency Checklist – see *Appendix G*) interns will be held to the standards of hourly staff as described in JVH's Attendance Policy (5029). This means interns will be expected to consistently:

- be in their office or designated work site ready to work at 7:00 am
- be out of their office or designated work site by 5:00pm completing work-related tasks in an efficient manner
- use their work hours efficiently, minimizing the need for completion of work tasks outside working hours

Attendance

Jordan Valley Health's Attendance Policy (5029) sets the expectation that an employee who cannot report for a scheduled shift must:

- notify their supervisor at least 1 hour before their scheduled start time if they anticipate being late or needing to leave early

Interns should make all efforts possible to ensure their attendance at scheduled program events.

In the event the Intern must miss a scheduled program academic event (didactic activity or supervision), it is incumbent on the Intern to coordinate with the Training Director on how the Intern will make up those hours so that the Intern is able to meet the minimal levels of achievement for Program completion.

In the event the Intern must miss a scheduled experiential learning opportunity (patient care) it is the responsibility of the intern to contact the Training Director and Operational Leadership as soon as possible to minimize the impact to the patient, if possible.

See Program Policy 3- Requirements for Successful Internship Performance, Program Policy 4 – Intern Grievances, Program Policy 5 - Performance Evaluation, Feedback, Retention, and Termination, and Program Policy 6 – Identification and Remediation of Concerns (Due Process) for full details.

Communication

All communication with program staff should be concise, professional, and work-related.

In-person communication: Because you will be spending a lot of time with the program staff, you may find yourself slipping into casual interpersonal communication and/or behaviors. As a reminder, you should practice professional conduct at all times when at work.

Calls/texts/emails: You can expect your program staff to respond to routine communications as quickly as possible between the hours of 7a –7p Monday – Friday. Staff will not routinely reply to apprentice communications outside of these hours or over the weekend.

Time Off

Jordan Valley Health provides interns with a single bank of Paid Time Off (PTO) that can/should be used for:

- Employee illness
- Employee mental health / personal well-being
- Observation of holidays not included in JVH's Holiday Policy

Interns must request PTO and receive approval through the Paylocity system.

Tobacco and Drug-Free Environment

Jordan Valley Health's policies (5012 & 2040) establish JVH as a tobacco-free environment. This means smoking, use of smokeless tobacco products, and vaping are prohibited on any JV premises, vehicles, or work sites (to include personal vehicles on JV work sites or properties).

JVH Employees must remain on JVH premises during working hours. Employees may leave JVH property during their lunch break.

These same policies establish JVH as a drug-free environment. This prohibits illicit substances and alcohol on any JVH premises, vehicles, or work sites (to include personal vehicles on JV work sites or properties). Further, this policy establishes that JVH staff are not to present to work, or represent JVH, while under the influence.

Professional Conduct

Jordan Valley Health's code of conduct describes the ethical standards JVH expects all staff to follow, these include:

- Ensuring Quality & Safety of Service
- Ensuring Confidentiality
- Ensuring Compliance with Laws and Regulations
- Preventing Fraud and Abuse
- Avoiding Conflicts of Interest
- Establishing Workplace Conduct & Employment Practices
- Safeguarding JV Property & Interest

Our program strives to maintain an atmosphere that promotes the success of all Interns.

- We recognize the right of Interns and program staff to be treated with courtesy and respect
- We commit to working to ensure all interactions among Interns, Supervisors, and program staff are collegial and are conducted in a manner that reflects the highest standards of the profession, as outlined in the APA Ethical Principles of Psychologists and Code of Conduct.
- We commit to remaining accessible to Interns

Should any concerns regarding professionalism arise, JVH has policies and procedures to ensure an orderly and due process for addressing those concerns (Disciplinary Action).

Please see Program Policy 4 – Intern Grievances, Program Policy 5 – Intern Performance Evaluation, Feedback, Retention and Termination, Program Policy 6 – Identification and Remediation of Concerns (Due Process) for more information.

Appendix A - Current Draft of 2027-28 Intern Training Agreement

INTERN TRAINING AGREEMENT – DRAFT – Updated 8.21.26

THIS INTERN TRAINING AGREEMENT (this “Agreement”) is executed on _____, by and between ADVOCATES FOR A HEALTHY COMMUNITY, INC., d/b/a Jordan Valley Health (“JVH”) and _____, (“Intern”) and shall commence on August 3, 2026 (the “Commencement Date”).

WHEREAS, JVH recognizes the significance of psychology doctoral internship education and understands the institutional obligations required to achieve the goals of this educational experience;

WHEREAS, JVH desires to provide such psychology doctoral internship education experience for Intern on a continuing basis; and

WHEREAS, Intern desires to obtain their psychology doctoral internship education as an intern in JVH’s Internship in Health Service Psychology (the “Program”) and further desires to provide behavioral health services for JVH incidental to their internship education.

NOW, THEREFORE, for and in consideration of the promises and mutual covenants and agreements hereinafter set forth, the parties hereto agree as follow:

1. GUIDELINES: Parties hereto agree to abide by the guidelines established by the American Psychological Association (“APA”) and the Association of Psychology Postdoctoral and Internship Centers (“APPIC”). JVH agrees to provide an education program and appropriate clinical experiences necessary to comply with the requirements of the APA, the APPIC, and JVH so that, upon successful completion of the education program, the intern meets the internship training requirements for completion of their doctoral program.

2. CONDITIONS:

- a. Educational Prerequisites: As a condition precedent to this Agreement, Intern agrees to satisfactorily complete any course of study in which Intern is currently engaged. Intern further shall complete satisfactorily, prior to the Commencement Date of this Agreement, any educational or professional prerequisites of the Program. Intern further agrees that from the time of Intern's acceptance into the Program and until the Commencement Date, there shall be no change or material alteration in Intern's credentials, qualifications, recommendations or professional abilities.

Intern is required to be in good standing in formal academic coursework required for either a PhD or PsyD Clinical or Counseling Psychology in a program accredited by The American Psychological Association, have successfully completed their qualifying examinations, have approval of their dissertation topic, and have 3 years of closely supervised experiential training in a non -classroom setting to include: 300 hours of direct therapeutic experience, 100 hours of direct assessment experience, and completion of at least 4 integrated psychological testing reports.

- b. Prerequisites to Employment: Interns will be employees of JVH. Prior to Intern's commencement of training, JVH must determine, in its sole discretion, that Intern has successfully completed appropriate exclusion screenings, background checks, drug screenings, and JVH's credentialing/privileging process, all performed in accordance with JVH's policies and procedures.

3. **ACCEPTANCE**: Subject to the terms and conditions set forth herein, JVH agrees to accept Intern into the Program and Intern accepts such position as a full-time intern for a term of training commencing on the Commencement Date and continuing through July 31, 2027 (the "Term"), or until termination of this Agreement, whichever occurs first.

If an intern is offered and accepts a provisionally licensed psychologist or post-doc residency position at JVH after completing the term, but, the intern is unable to meet initial hiring requirements related to credentialing and/or licensure, the intern will be provided with an amendment to this training agreement extending the length of the term as needed until the hiring requirements are met.

4. **DUTIES**: Intern agrees to and will comply with all of the requirements set forth below. At all times, Intern's duties will be appropriately supervised by a Psychologist who has appropriate credentialing. The Training Director is responsible for the supervision of the Program.

- a. Intern shall abide by the educational requirements of the Program.

- b. Intern shall comply with the policies, procedures, orders, rules, and regulations of JVH, both employment and practice related, and of any organization or institution (or department thereof) at which Intern will from time to time perform services for and on behalf of JVH. Further, Intern shall abide by JVH's (and other organizations') policies and procedures relative to delinquent medical records as they may be amended from time to time within the sole discretion of JVH (and other organizations), together with implementation of any and all penalties in connection therewith, including possible extension of the Program.
- c. Intern's duties under the Agreement and Intern's scope of employment for JVH shall include providing clinic care for JVH's patients at JVH facilities and providing care for other patients at non-JVH facilities as part of the requirements of JVH training.
- d. Intern shall perform such educational, patient care, supervisory, administrative, and research services as from time to time are assigned to them by JVH.
- e. Intern shall, to the satisfaction of JVH, devote to their training and responsibilities, their best efforts and the amount of professional time required to further the interest of JVH.
- f. Intern shall at all times be subject to JVH's direction and control with respect to their activities on behalf of JVH, including, without limiting the generality of the foregoing, such matters as the assignment of training and duties and time to be spent at each type of training or duty, the assignment of patients, the acceptance or rejection of patients, the setting of fees, setting working hours, including, but not limited to the time or times at which paid time off may be taken, and the establishment of professional policies and procedures.
- g. Intern shall comply with all federal, state, and municipal laws and ordinances relating to and/or regulating the practice of Intern's profession and any subspecialty thereof which Intern is practicing hereunder.
- h. Intern shall at all times act in a professional manner, indicative of good moral character, and shall comply with the standards of ethics applicable to Intern's profession.
- i. Intern shall truthfully and accurately maintain and preserve such records and make, on a timely basis, such reports as JVH may, from time to time, require.
- j. Intern shall fully account for all moneys and other property of JVH for which they may, from time to time, have custody and deliver to same JVH whenever and however directed to do so.

- k. Intern herein will use that degree of skill and learning ordinarily used under the same or similar circumstances by other members of Intern's profession. JVH shall establish policies and guidelines consistent with patient care and patient choice to determine the process for all referrals within JVH and/or to other health care facilities and treating and consulting physicians. Intern shall provide patient care without regard to a patient's ability to pay.
- l. Intern shall not pursue any activity that materially interferes with their successfully carrying out their training and duties under this Agreement.
- m. Intern shall agree to provide JVH all information required for compliance with any applicable grant funding or accreditation requirements related to intern demographics and post-internship employment.

5. COMPENSATION; BENEFITS:

- a. Base Salary: As compensation for all services rendered by Intern pursuant to this Agreement, JVH agrees to pay Intern in accordance with the current *JVH Compensation Policy - 5031*, which may be amended from time to time.
- b. Benefits: Intern shall be entitled to the benefits from JVH as described in Exhibit A, attached hereto and incorporated herein; provided, however, that Exhibit A identifies the benefits currently available to Intern, and such benefits are subject to modification from time to time by JVH in JVH's sole discretion.
- c. Expenses: JVH agrees to pay for any office space maintained by JVH and any telephone service deemed necessary by JVH. Intern will be required to furnish their own transportation and pay all expenses connected with the operation and maintenance thereof.
- d. General: JVH shall withhold amounts from Intern's compensation in accordance with the requirements of applicable law for federal, state or local income tax, FICA, FUTA, and other federal employment or payroll tax purposes.
- e. Other Compensation: Any compensation received by Intern for patient care, educational, supervisory, administrative, research, or other services rendered as an intern or representative of JVH under the terms of this Agreement shall belong to JVH, whether paid directly to JVH or to Intern, and Intern shall turn over to JVH any such compensation received by them which belongs to JVH.

6. GRIEVANCE PROCEDURES: JVH has established a grievance procedure for the Program whereby Intern may resolve, in a fair and equitable manner, a dispute or disagreement relating to this Agreement or their participation in the Program. A description of the grievance procedure is set forth in *Program Policy 4 – Intern Grievances and Program Policy 6 – Identification and Remediation of Concerns (Due Process)*.

7. **PROTECTED HEALTH INFORMATION:** Parties agree to maintain the security and privacy of protected health information ("PHI") in accordance with the Health Insurance Portability and Accountability Act (HIPAA). Neither party will use or disclose such PHI other than as expressly permitted by law. The parties further agree to use appropriate safeguards to prevent the unauthorized use or disclosure of PHI and, upon reasonable request, provide each other with information regarding their respective security and privacy practices. In the event that one party uses or discloses any PHI without proper consent or authorization, that party shall immediately report to the other the unauthorized use or disclosure and the remedial action proposed or taken with respect to such use or disclosure.

8. **DISCLOSURE OF INFORMATION:** All records, files, reports, protocols, policies, manuals, databases, processes, procedures, computer systems, materials and other documents pertaining to services rendered by Intern hereunder, or to JVH's operations, belong to and shall remain property of the JVH and constitute proprietary information and trade secrets of JVH. JVH proprietary information and trade secrets as they may exist from time to time, are valuable, special, and the unique assets of JVH. Intern shall not, during or after the Term of this Agreement, disclose JVH proprietary information or trade secrets to any other firm, person, corporation, association or other entity for any reason or purpose whatsoever, or use such information for Intern's own benefit, without JVH prior written consent, unless required by law.

9. By signing this agreement, the Intern gives JVH the right to contact the Intern's doctoral program to provide information regarding the Intern's progress throughout the internship year.

10. **TERMINATION:**

- a. The Training director shall have the authority whenever action must be taken immediately in the best interest of patient care to summarily suspend all or any portion of clinical responsibilities of Intern in accordance with Program policy, and any compensation owed to Intern may be suspended during this time.
- b. This Agreement may be terminated at any time by the mutual consent of the parties and shall automatically terminate upon Intern's death.
- c. Intern's dismissal from the Program will result in the immediate termination of this Agreement.
- d. This Agreement may be terminated with or without cause by Intern by giving JVH sixty (60) days prior written notice of termination.
- e. This Agreement may be terminated prior to its expiration with cause, at the election of JVH, for cause under any of the following circumstances: (a) Upon written notice to Intern, if Intern fails to cure a breach, default or violation of any

provision of this Agreement to the reasonable satisfaction of JVH within thirty (30) days after notice in writing by JVH to do so; or (b) Immediately upon written notice by JVH to Intern for any of the following reasons; (iii) Intern is convicted of or pleads no contest or guilty to a felony or a crime involving moral turpitude, whether or not a sentence is imposed; (iv) Intern conducts themselves in a manner in which JVH determines to be: (a) unethical or fraudulent or (b) is detrimental to patient care, is disruptive in any manner that helps create a negative environment within the Program, fails to follow the reasonable requests of JVH or impairs the reputation or operations of JVH; (v) Upon repeated failure by Intern to meet performance, efficiency, quality or related standards established by JVH or the Program; (vi) Upon cancellation of Intern's professional liability insurance coverage or Intern's uninsurability; (vii) Upon the use of alcohol or a controlled substance in a manner which impairs the ability of Intern to effectively perform Intern's duties and obligations under this Agreement or which violates any of JVH's or the Program's policies; or (viii) Intern is unable to perform the essential functions of Intern's job under this Agreement, with or without a reasonable accommodation, and is not otherwise legally entitled to leave under applicable law.

- f. If this Agreement is terminated by any party with or without cause, Intern shall be dismissed from the Program on the date this Agreement terminates.
- g. In the event of termination of this Agreement with or without cause as hereunder provided, JVH shall be obligated to pay Intern, or their personal representative in the event of Intern's death, only such compensation as shall be due them up to the date of termination. This paragraph shall remain in full force and effect notwithstanding any such termination.
- h. Intern will be notified as soon as possible in the event there is a reduction in size or closure of the Program. Intern will either be allowed to complete the Program or will be assisted with enrolling in another APA-accredited internship program in which they can continue their education.

11. NOTICE: All notices required or permitted to be given under this Agreement shall be in writing and will be effective: (i) upon delivery if delivered in person, (ii) three (3) business days after mailing to the address set forth below or to such other address as may be subsequently designated in writing by either party, or (iii) if delivered by email to an email address provided by the other party, upon the earlier of when the recipient responds to the email or the sender receives an automatic "read receipt."

JVH: Jordan Valley Health
440 E. Tampa
Springfield, MO 65806
Attn: Psychology Internship Training Director

DRAFT – Updated 8.21.26 - Page 6

Intern: _____
440 E. Tampa
Springfield, MO 65806

12. **ENTIRE AGREEMENT:** This Agreement cancels and supersedes all previous agreements relating to subject matter of this Agreement, written or oral, between the parties hereto and contains the entire understanding of the parties hereto and shall not be amended or modified except as otherwise provided herein or in writing signed by each of the parties hereto.

13. **SUCCESSORS AND ASSIGNS:** This Agreement shall inure to the benefit of and be binding upon the parties hereto, their successors assigns, legal representatives and heirs, provided, however, that this Agreement shall be deemed personal to Intern and shall not be assignable by Intern without consent of JVH.

14. **NO IMPLIED WAIVER:** The waiver by any party, or failure by any party to claim a breach of any provision of this Agreement shall not be, or held to be, a waiver of any subsequent breach, or as affecting in any way the effectiveness of such provision.

15. **INSURANCE:** Intern agrees to participate in Medicaid and other programs and arrangements whereby JVH could be compensated for services rendered by Intern during the scope and course of their duties.

16. **GOVERNING LAW:** This Agreement shall be construed under and in accordance with the laws of the State of Missouri. Parties further agree that venue shall be proper in the United States District for the Western District of Missouri, Southern Division, or the Circuit Court of Greene County, Missouri.

17. **SEVERABILITY:** In the event that any provision of this Agreement should be held to be invalid, the remaining provisions shall remain valid and in effect.

18. **COMPLIANCE DOCUMENTS:** Intern acknowledges receipt of a copy of the following policies: Corporate Compliance Policy, Code of Conduct, Ethics, Governing Principles, and Physician Referral and Kickback Policy (collectively, the "Compliance Documents"), as approved by and adopted by JVH, which set forth the policy of JVH to comply with applicable laws and ethical standards. Intern agrees that in the course of satisfaction of the duties hereunder, Intern shall comply with the Compliance Documents and shall not undertake any action that would violate the Compliance Documents. Intern further agrees that if Intern identifies any actual or potential compliance issue, they will report this concern to JVH's Compliance Officer and work with JVH's Compliance Officer to correct any deficiency. Intern agrees to attend any mandatory compliance training.

19. **CERTIFICATION OF COMPLIANCE WITH STARK AND ANTI-KICKBACK STATUTES:** Notwithstanding any unanticipated effect of any of the provisions herein, the parties certify that they will not violate the Federal Medicare and Medicaid Anti-Kickback Statute and/or the Federal Physician Self-Referral Statute, as such provisions are amended from time to time, with respect to the performance of this Agreement. The parties intend for this Agreement to meet the requirements of (a) the employment safe harbor to the Medicare and Medicaid Anti-Kickback Statute set forth in 42 U.S.C. § 1320a-7b(b)(3)(B), and (b) the bona fide employment relationship exception to the Physician Self-Referral Statute set forth in 42 U.S.C. § 1395nn(e)(2) and the corresponding regulations of each statute. This Agreement shall be construed consistent with compliance with such statutes and regulations. Payments to Intern hereunder are intended to constitute fair market value for the services rendered based upon arm's length bargaining and the value of similar services in the community. Such payments are intended solely as compensation for the medical services and other services related thereto personally performed by Intern under this Agreement.

20. **MODIFICATION OF AGREEMENT TO COMPLY WITH LAW:** The parties agree that nothing herein, nor the anticipated manner of each party's performance, is intended to violate the Federal Medicare and Medicaid Anti-Kickback and Physician Self-Referral Statutes, as the same may be amended from time to time, or jeopardize JVH's tax-exempt public charity status under the Internal Revenue Code. The parties agree to perform this Agreement in compliance therewith. In the event of the subsequent passage or issuance of any law (state or federal), regulation, or ruling, or interpretation of any statute or regulation by any governmental entity or court having jurisdiction over the subject matter that would render any provision hereof violative of any federal or state law or regulation or otherwise thwart the purpose of this Agreement, the parties agree to negotiate in good faith a modification hereto to avoid such violation. In the event the parties are unable to agree upon such modification within sixty (60) days of the commencement of negotiations (or such earlier date as may be necessary to avoid any penalty, fine, or adverse action to either party), either party shall have the right to terminate this Agreement effective upon the earlier of the giving of thirty (30) days prior written notice or the date immediately prior to which either JVH or Intern would be subjected to a fine, penalty, or other material adverse action.

21. **RECITALS:** The recitals to this Agreement are incorporated herein as part of this Agreement.

22. **COUNTERPARTS; DELIVERY:** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. This Agreement may be executed and delivered by facsimile and/or other electronic transmission (e.g., by e-mail).

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement on the day and year first above written.

JVH:

By: _____

Name: Nick Pfannenstiel

Title: COO, Jordan Valley Health

INTERN:

By: _____

[NAME OF INTERN]

DRAFT

Exhibit A

Beginning on the Commencement Date, the following benefits are provided consistent with JVH's policies and procedures, subject in all cases to the qualifications, limitations and provisions of such plans or programs and subject to JVH's right to modify the terms or benefits thereunder or to discontinue any such benefit plan.

1. Stipend: After the Term of this Agreement begins, Intern shall be entitled to receive a stipend of \$38,000 which shall be paid to Intern in accordance with JVH's normal payroll procedures.

2. Insurance:

a. Professional Liability Insurance: JVH shall, through JVH member JVH, provide professional liability coverage during the Term of this Agreement through both FTCA and an outside professional liability insurance provider. Intern acknowledges that such professional insurance shall not cover services provided by Intern outside the scope of their employment under this Agreement and that Intern shall be responsible for acquiring and maintaining professional liability insurance for such services. The commencement or continuation of this Agreement is contingent upon Intern being acceptable to the outside professional liability insurer for coverage for Intern's acts at such insurer's standard rates for Intern's specialty.

b. Health Insurance: Health insurance shall be provided by JVH, beginning on the Commencement Date, for Intern and eligible dependents in the same terms provided generally for JVH's employees. JVH also agrees to provide the standard benefits according to JVH's personnel policies that are presently in effect or any amended policies if and when amended. Intern agrees to cooperate and provide any information necessary to obtain and maintain said insurance coverage, and hereby authorizes JVCGHC and/or insurance carrier to obtain any information necessary regarding such insurance coverage, and releases any and all persons or entities from any liability whatsoever for providing any information necessary to obtain or maintain such coverage.

c. Life Insurance: Life insurance shall be provided in a manner comparable to that which is provided to other professional employees of JVH.

d. Long-Term Disability Insurance: Long-term disability insurance benefits will be provided in a manner comparable to that which is provided to other professional employees of JVH.

3. Vacation and Illness, CE, and Leave(s) of Absence: Intern will be allocated 160 Paid Time Off (PTO) hours beginning on the Commencement Date to use for rest due to illness, relaxation, and personal pursuits. The intern will be allocated 24 paid hours across the

length of the program to attend continuing education ("CE") meetings/events, subject to Program policy.

4. Course Fees: JVH shall pay Intern's fees for the following courses: BLS, ADOS

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Appendix B - Psychology Intern Status Disclosure



Psychology Intern Status Disclosure

This is to inform you that the therapist you are working with is a doctoral Intern. Doctoral Interns have completed all the academic requirements of their degree and are completing the final year of clinical training before they earn their doctoral degree (PhD or PsyD).

The work of psychology Interns is supervised by at least one licensed clinical psychologist. This supervisor has full responsibility for the clinical work of this psychology Intern. In order to ensure the highest standard of care, supervisors meet with their psychology Interns weekly and review the progress of their work with you. The limits of confidentiality delineated in the Clients Rights and Responsibilities Form apply to supervision as well.

The supervisor working with this psychology Intern is listed below and is available for consultation upon your request. This form will become part of your clinical record and will be provided to you upon request. If you have any questions about this supervisory relationship, we encourage you to talk to your therapist. Signing this form acknowledges your informed consent for treatment by a therapist who is a psychology Intern under the clinical supervision of a licensed clinical psychologist.

Psychology Intern: first name last name, academic credential.

Supervisor: first name, academic credential, MO License #

I HAVE READ AND UNDERSTAND THE INFORMATION ABOVE.

Client Signature

Date

Parent/Guardian Signature

Date

440 E. Tampa St. • Springfield, MO • Phone: (417) 831-0150 • Fax: (417) 831-0155

Appendix C – Supervision Agreement

Jordan Valley Health Psychology Internship Supervision Agreement

This agreement is made and entered into this day of _____, by, and between _____ (Supervisee, hereinafter “Psychology Intern”) and _____ (Primary Supervisor), an employee at Jordan Valley Health (hereinafter “Jordan Valley”) and licensed psychologist and clinical supervisor.

The purpose of this agreement is to guide and direct a working relationship among all parties involved in providing internship training experiences for doctoral level psychology interns.

Effective Dates: _____ to _____

Frequency of Meetings: _____

Duration of supervision session: _____

Type of Supervision: Group: ____; Individual: ____; combination of both: ____

Article 1: Supervision at Jordan Valley Health

Section 1. The objectives of supervision in association with this agreement are:

- a) To fulfil requirements for training components set by the American Psychological Association (APA) and/or the Association of Psychology Postdoctoral and Internship Center (APPIC);
- b) To promote the development of the Psychology Intern’s professional identity and competence;

Section 2. Context And Content of Supervision:

- a) The content of supervision will focus on the acquisition of knowledge, conceptualization, and skills within the defined scope of practice.
- b) The context will ensure understanding of ethics, codes, rules, regulations, standards, guidelines (including consent, confidentiality/ privacy), and all relevant legislation.

Section 3. Supervisory Form:

- a) A supervisory record form will be used to document impressions of each supervisory session. Supervision notes may be shared with Psychology Intern.

Article 2: Supervisory Relationship

Section 1. Jordan Valley agrees to provide the Psychology Intern with:

- a) An appropriate orientation to the mission, objectives, and policies and procedures of the Internship Program.
- b) An appropriate orientation to the mission, strategic vision, and policies and procedures of Jordan Valley.
- c) Appropriate in-service training and technical support to ensure they can participate to the fullest extent possible as a team member in providing integrated Behavioral Health services to Jordan Valley Health patients.

- d) adequate and appropriate, as defined by APA accreditation standards and AAPIC membership criteria, opportunities for supervision, didactic and experiential learning experiences, and institutional support to successfully complete the Internship Program.
- e) Formal written evaluations of the Psychology Interns performance at least twice a year.
- f) An Individualized Learning and Training Plan (ILTP), created with the input of the Psychology Intern's primary supervisor, to guide intern development at least twice a year.
- g) A certificate of completion upon successful completion of all program requirements.

Section 2. Rights and Responsibilities

a) Supervisor Rights

- 1. To bring feedback about Psychology Intern's work.
- 2. To question Psychology Intern about their work and workload.
- 3. To give Psychology Intern constructive feedback on their work performance, growth, and development as a burgeoning new provider in the field of psychology.
- 4. To observe Psychology Intern's practice and to initiate supportive / corrective action as required.

b) Supervisor Responsibilities

- 1. Adhere to the Code of Ethics of the APA, applicable laws and regulations of Missouri, and the standards of practice as set forth by Jordan Valley Health and the Internship Program.
- 2. To make sure supervision sessions happen as agreed (2 hours of individual supervision weekly) and to keep a record of the meetings (Supervisory Record).
- 3. To ensure the Psychology Intern is clear about their role and responsibilities.
- 4. To monitor Psychology Intern's performance.
- 5. To work with the Psychology Intern to create an Individual Learning and Training Plan (ILTP) to set standards and expectations for the work being done under this agreement and then assess the Psychology Intern against these standards and expectations.
- 6. To support Psychology Intern and the agreed upon ILTP.
- 7. To be aware of and involved in what the Psychology Intern is doing and how it is being done.
- 8. To deal with problems as they impact the Psychology Intern's performance.
- 9. To complete a formal evaluation of each Psychology Intern at the conclusion of this agreement.

c) Psychology Intern Rights

- 1. Two (2) hours of individual supervision with assigned primary supervisor on a weekly basis.
- 2. To the supervisor's attention, ideas, and guidance.
- 3. To receive constructive feedback in a professional and beneficial manner.
- 4. To set part of the agenda for each supervisory session.
- 5. To inquire and ask questions for clarification relative to clinical work and professional setting.

6. To expect the primary supervisor to carry out agreed action or provide an appropriate explanation, within an agreed time frame.
7. To create an ILTP with the support of the primary supervisor and collaboratively work toward an agreed upon document.
8. To challenge ideas and guidance in constructive and professional ways.

d) Psychology Intern Responsibilities

10. Adhere to the Code of Ethics of the APA, applicable laws and regulations of Missouri, and the standards of practice as set forth by Jordan Valley Health and the Internship Program.
11. To attend two (2) hours of individual supervision weekly.
12. To be prepared to discuss client cases
13. To validate and/or give clinical justification for diagnoses, interventions, approaches, and techniques used.
14. To be open to change and use alternative methods of practice if required and/or under instruction of their primary supervisor.
15. To consult their primary supervisor in cases of emergency.
16. To implement supervisor directives in subsequent sessions with patients as appropriate.
17. Maintain a commitment to ongoing growth and development.

Article 3:

Section 1. Any conflicts that may arise relating to the supervisory relationship will be handled in accordance with the Ethical Principles and Code of Conduct as outlined by the APA, and the due process procedures set forth by Jordan Valley Health in the Psychology Internship Handbook.

Section 2. Modification of this agreement may be done with the mutual written consent of all parties involved.

JORDAN VALLEY HEALTH

BY: _____

Primary Supervisor

BY: _____

Psychology Intern

Appendix D – Intern Evaluation Form

Jordan Valley Health Intern Evaluation Form

APA-Accredited Internship in Health Service Psychology

Intern Name:

Intern Supervisor Name: Click or tap here to enter text.

Secondary Intern Supervisor: Click or tap here to enter text.

Training Year:

Evaluation: ☐ Mid-Internship Evaluation ☐ Final Evaluation

Methods for Determining Levels of Competence (check all that apply):

☐ Direct Observation	☐ Videotape
☐ Review of Written Work	☐ Audio Tape
☐ Discussion of Clinical Interaction	☐ Review of Raw Test Data
☐ Comments from Other Staff	☐ Co-Therapy/Facilitation
☐ Role Play	☐ Live Observation
☐ Other (explain): Click or tap here to enter text.	

Please rate intern for each competency item, using as a comparison of an entry-level clinician already in practice, regardless of the intern's current level of training or experience. This rating should show intern growth over the course of the year towards competency in all elements by the final evaluation. Use definitions supplied for descriptors to choose the most accurate statement that represents the intern at this point in time (not on average).

1. **Unfamiliar** - The intern demonstrates significant deficiency in basic competency in this skill area or demonstrates little motivation to improve.
2. **Aware/Developing** - The intern has not yet achieved basic competency in this skill area but is motivated to do so.
3. **Satisfactory Strength** - The intern can use this skill effectively in most situations but does not meet competency level yet.
4. **Competent** - The intern can use this skill competently.
5. **Special Strength** - The intern is demonstrating skills and abilities that are typical of an experienced professional.

N/A - Only to be used in specific scenarios where an activity isn't available until a specific rotation.
Interns should receive scores in ALL competency areas by the second quarter.

1. Profession-Wide Competency: Research

	Rating
Demonstrates the ability to independently evaluate and disseminate research or other scholarly activities.	Choose an item.
Engages in systematic efforts to advance the knowledge base of psychology through sharing relevant research with colleagues, consultees and patients as applicable.	Choose an item.
Engages in review of relevant literature to inform clinical decision-making and demonstrates specific knowledge of sources relevant for practice.	Choose an item.

Additional Comments:

2. Profession-Wide Competency: Ethical and Legal Standards

	Rating
Demonstrates knowledge and acts in accordance with current APA Ethical Principles of Psychologists and Code of Conduct relevant laws, regulations, rules and policies governing health services psychology, and relevant professional standards and guidelines.	Choose an item.
Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve.	Choose an item.
Conducts him/herself in an ethical manner in all professional activities and interactions.	Choose an item.
Demonstrates specific knowledge of laws and regulations regarding confidentiality and privacy in the health care setting, including HIPPA.	Choose an item.

Additional Comments: [Click or tap here to enter text.](#)

3. Profession-Wide Competency: Individual and Cultural Diversity

	Rating
--	--------

Demonstrates an understanding of how his/her own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	Choose an item.
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all personal activities.	Choose an item.
Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles, including working effectively in areas of individual and cultural diversity not previously encountered or when working with individuals whose group membership, demographic characteristics, or worldviews conflict with their own.	Choose an item.
Demonstrates an ability to independently apply his/her knowledge and approach in working effectively with diverse individuals and groups.	Choose an item.

Additional Comments: Click or tap here to enter text.

4. Profession-Wide Competency: Professional Values and Attitudes

	Rating
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.	Choose an item.
Engages in self-reflection regarding his/her personal and professional functioning, and engages in activities to maintain and improve performance, wellbeing, and professional effectiveness.	Choose an item.
Actively seeks and demonstrates openness and responsiveness to feedback and supervision.	Choose an item.

Responds professionally to increasingly complex situations with increasing independence.	Choose an item.
--	-----------------

Additional Comments: Click or tap here to enter text.

5. Profession-Wide Competency: Communication and Interpersonal Skills

	Rating
Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	Choose an item.
Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.	Choose an item.
Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	Choose an item.

Additional Comments: Click or tap here to enter text.

6. Profession-Wide Competency: Assessment

Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.	Choose an item.
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 service recipient.	Choose an item.
Interprets assessment results, following current research and professional standards and guidelines to inform case conceptualization, classifications, and recommendations, while guarding against decision-making biases, distinguishing the aspects	Choose an item.

of assessment that are subjective from those that are objective.	
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	Choose an item.
Demonstrates current knowledge of diagnostic classification systems, function and dysfunctional behaviors, including consideration of client strengths and psychopathology	Choose an item.
Demonstrate understanding of human behavior within its context(e.g., family, social, societal and cultural)	Choose an item.
Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	Choose an item.

Additional Comments: [Click or tap here to enter text.](#)

7. Profession-Wide Competency: Intervention

	Rating
Establishes and maintains effective relationships with the recipients of psychological services.	Choose an item.
Develops evidence-based intervention plans specific to the service delivery goals.	Choose an item.
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	Choose an item.
Demonstrates the ability to apply the relevant research literature to clinical decision making.	Choose an item.
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	Choose an item.
Evaluates intervention effectiveness, and adapts	Choose an item.

intervention goals and methods consistent with ongoing evaluation.	
--	--

Additional Comments: [Click or tap here to enter text.](#)

8. Profession-Wide Competency: Supervision

	Rating
Demonstrates knowledge of different supervision models.	Choose an item.
Applies knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals.	Choose an item.
Utilizes supervision to support accurate self-reflection and professional identity development.	Choose an item.

Additional Comments: [Click or tap here to enter text.](#)

9. Profession-Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills

	Rating
Demonstrates knowledge and respect for the roles and perspectives of other professions.	Choose an item.
Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.	Choose an item.

Additional Comments: [Click or tap here to enter text.](#)

10. Overall Summary:

[Click or tap here to enter text.](#)

11. Intern Feedback:

[Click or tap here to enter text..](#)

Sign and date the form below:

Supervisor:

I have reviewed and discussed this evaluation with the intern I have supervised over the past three months.

Supervisor Signature: _____

Date: _____

Intern:

My rotation supervisor has reviewed and discussed this evaluation with me. My signature does not necessarily constitute agreement. I understand that portions of this evaluation may be shared with members of my graduate training program and the Board of Directors and will be placed in my training file. I recognize that I am free to respond to this report in writing and that this reply will also be placed in my training file.

Intern Signature: _____

Date: _____

Appendix E – Individual Learning and Training Plan



Individual Learning and Training Plan

Introduction

1. Intern/Supervisors

Psychology Intern

Main Primary Supervisor

Second Primary Supervisor

The following are the aims of the internship program:

1. Broad and general evidence based practice
2. Serving diverse populations
3. Professionalism and ethical decision making

These program aims serve as a foundation for the nine required profession-wide competencies which are as follows:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Evidence-Based Assessment
7. Evidence-Based Intervention
8. Evidence-Based Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

Individual Learning and Training Plan

ILTP Goals/Activities - AIM 1

AIM 1: Broad and general evidence-based practice

Consider the intern based on their current skills in evidence-based practice of the following profession-wide competency areas:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Evidence-Based Assessment
7. Evidence-Based Intervention
8. Evidence-Based Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

2. What are the intern's strengths within this area at this time? Be specific in terms of which profession-wide competency these strengths apply (e.g. ability to critically evaluate research (Competency #1), ability to apply relevant research to clinical decision-making (Competency #7), applies ethical decision-making processes in order to resolve dilemmas (Competency #2)).



3. Which Profession-Wide Competencies apply?

- | | | |
|--|---|--|
| ☐ Research | ☐ Professional Values and Attitudes | ☐ Evidence-Based Intervention |
| ☐ Ethical and Legal Standards | ☐ Communication and Interpersonal Skills | ☐ Evidence-Based Supervision |
| ☐ Individual and Cultural Diversity | ☐ Evidence-Based Assessment | ☐ Consultation and Interprofessional/
Interdisciplinary Skills |

In what areas does the intern need or desire further development? Identify the following goals and activities for meeting these needs. Write out goals and activities in terms of meeting the profession-wide competencies listed above.

4. AIM 1 GOALS

5. Which Profession-Wide Competencies apply?

☐ Research

☐ Professional Values and Attitudes

☐ Evidence-Based Intervention

☐ Ethical and Legal Standards

☐ Communication and Interpersonal Skills

☐ Evidence-Based Supervision

☐ Individual and Cultural Diversity

☐ Evidence-Based Assessment

☐ Consultation and Interprofessional/
Interdisciplinary Skills

6. AIM 1 ACTIVITIES

Individual Learning and Training Plan

Initial ILTP Goals/Activities - AIM 2

AIM 2: Serving diverse populations

Consider the intern based on their current skills in evidence-based practice of the following profession-wide competency areas:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Evidence-Based Assessment
7. Evidence-Based Intervention
8. Evidence-Based Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

7. What are the intern's strengths within this area at this time? Be specific in terms of which profession-wide competency these strengths apply. (e.g. demonstrates appropriate sensitivity to diverse populations (Competency #3), creates a non-judgmental atmosphere (Competency #3))

8. Which Profession-Wide Competencies apply?

- | | | |
|--|---|--|
| ☐ Research | ☐ Professional Values and Attitudes | ☐ Evidence-Based Intervention |
| ☐ Ethical and Legal Standards | ☐ Communication and Interpersonal Skills | ☐ Evidence-Based Supervision |
| ☐ Individual and Cultural Diversity | ☐ Evidence-Based Assessment | ☐ Consultation and Interprofessional/
Interdisciplinary Skills |

In what areas does the intern need or desire further development? Identify the following goals and activities for meeting these needs. Write out goals and activities in terms of meeting the profession-wide competencies listed above.

9. AIM 2 GOALS

10. Which Profession-Wide Competencies apply?

- | | | |
|--|---|--|
| ☐ Research | ☐ Professional Values and Attitudes | ☐ Evidence-Based Intervention |
| ☐ Ethical and Legal Standards | ☐ Communication and Interpersonal Skills | ☐ Evidence-Based Supervision |
| ☐ Individual and Cultural Diversity | ☐ Evidence-Based Assessment | ☐ Consultation and Interprofessional/
Interdisciplinary Skills |

11. AIM 2 ACTIVITIES

Individual Learning and Training Plan

Initial ILTP Goals/Activities - AIM 3

AIM 3: Professional and ethical decision making

Consider the intern based on their current skills in evidence-based practice of the following profession-wide competency areas:

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values and Attitudes
5. Communication and Interpersonal Skills
6. Evidence-Based Assessment
7. Evidence-Based Intervention
8. Evidence-Based Supervision
9. Consultation and Interprofessional/Interdisciplinary Skills

12. What are the intern's strengths within this area at this time? Be specific in terms of which profession-wide competency these strengths apply. (e.g. ability to develop positive working relationships with others (Competency #5), ability to incorporate feedback from others (Competency #5), punctuality and timeliness (Competency #4))

13. Which Profession-Wide Competencies apply?

- | | | |
|--|---|--|
| ☐ Research | ☐ Professional Values and Attitudes | ☐ Evidence-Based Intervention |
| ☐ Ethical and Legal Standards | ☐ Communication and Interpersonal Skills | ☐ Evidence-Based Supervision |
| ☐ Individual and Cultural Diversity | ☐ Evidence-Based Assessment | ☐ Consultation and Interprofessional/
Interdisciplinary Skills |

In what areas does the intern need or desire further development? Identify the following goals and activities for meeting these needs. Write out goals and activities in terms of meeting the profession-wide competencies listed above.

14. AIM 3 GOALS

15. Which Profession-Wide Competencies apply?

- | | | |
|--|---|--|
| ☐ Research | ☐ Professional Values and Attitudes | ☐ Evidence-Based Intervention |
| ☐ Ethical and Legal Standards | ☐ Communication and Interpersonal Skills | ☐ Evidence-Based Supervision |
| ☐ Individual and Cultural Diversity | ☐ Evidence-Based Assessment | ☐ Consultation and Interprofessional/
Interdisciplinary Skills |

16. AIM 3 ACTIVITIES

17. Is this your first time completing this or are you making updates?

- ☐ Initial ILTP
- ☐ Mid-Year update
- ☐ Additional Modification

Individual Learning and Training Plan

Signature Page

18. Initial Signatures

Psychology Intern _____

PIN _____

Primary Supervisor _____

PIN _____

19. Mid-Year Signatures

Psychology Intern _____

PIN _____

Primary Supervisor _____

PIN _____

Appendix F – 2026 Didactic Schedule

Didactic Topic	Anticipatory activity due by (Thursdays)	In Person Session	Reflection due by (Tuesdays)
Grand Rounds + follow up: Working Effectively in Interprofessional Teams (Part 1)	Aug 20	Sept 3	Sept 8
Child Maltreatment, Mandated Reporting, Trauma Response	Aug 27	Sept 10	Sept 15
Behavioral Medicine for Chronic Disease	Aug 27	Sept 17	Sept 22
Cultural Responsiveness & Social Determinants of Health (SDOH)	Aug 27	Sept 24	Sept 29
Risk Assessment & Crisis Intervention	Sept 10	Oct 1	Oct 6
Trauma-Informed Care	Sept 17	Oct 8	Oct 13
ACT for Chronic Illness	Sept 24	Oct 15	Oct 20
Parent Training & Family Systems	Oct 1	Oct 22	Oct 27
Grand Rounds + follow up: Working Effectively in Interprofessional Teams (Part 2)	Oct 8	Oct 29	Nov 3
Child & Adolescent Assessment in Community Clinics	Oct 15	Nov 5	Nov 10
Neuropsych Screening in FQHCs	Oct 22	Nov 12	Nov 17
Smoking Cessation & Harm Reduction	Oct 29	Nov 19	Nov 24
Grand Rounds + follow up: Working Effectively in Interprofessional Teams (Part 3)	Nov 5	Dec 3	Dec 8
Working in Rural & Underserved Settings	Nov 12	Dec 10	Dec 15
Autism & ADHD Screening in FQHC Pediatrics	Nov 19	Dec 17	Dec 22
Behavioral Health with Refugees & Immigrants	Nov 19	Jan 7	Jan 12
Sleep Interventions in Primary Care	Dec 3	Jan 14	Jan 19
Chronic Pain Management in Primary Care	Dec 10	Jan 21	Jan 26
Brief CBT Adapted for Primary Care	Dec 17	Jan 28	Feb 2
Grand Rounds + follow up: Working Effectively in Interprofessional Teams (Part 4)	Jan 7	Feb 4	Feb 9
Integrated Behavioral Health in Primary Care	Jan 14	Feb 11	Feb 16
Motivational Interviewing for Health Behavior Change	Jan 21	Feb 18	Feb 23
APA Ethics in FQHC Contexts	Jan 28	Feb 25	Mar 2

Didactic Topic	Anticipatory activity due by (Thursdays)	In Person Session	Reflection due by (Tuesdays)
Ethical Decision-Making in Integrated Care	Feb 4	Mar 4	Mar 9
Pediatric Primary Care Behavioral Interventions	Feb 11	Mar 11	Mar 16
Supervision Skills for Emerging Psychologists	Feb 18	Mar 18	Mar 23
Cultural Humility & Anti-Racism	Feb 25	Mar 25	Mar 30
Documentation, Billing & Coding	Mar 4	Apr 1	Apr 6
Grand Rounds + follow up: Working Effectively in Interprofessional Teams (Part 5)	Mar 11	Apr 8	Apr 13
Primary Care Psychiatry for Psychologists	Mar 18	Apr 15	Apr 20
Licensure Preparation (EPPP, Jurisprudence)	Mar 25	Apr 22	Apr 27
Perinatal Mental Health & Integrated Care	Apr 1	Apr 29	May 4
Reflective Practice & Burnout Prevention	Apr 8	May 6	May 11
Grand Rounds + follow up: Working Effectively in Interprofessional Teams (Part 6)	Apr 15	May 13	May 18
Substance Use Disorders in Underserved Populations	Apr 22	May 20	May 25
Collaborative Care Model (CoCM)	Apr 29	May 27	Jun 1
Psychosocial Aspects of HIV & Hepatitis C	May 6	Jun 3	Jun 8
School-Based Collaboration	May 13	Jun 10	Jun 15
Primary Care Screening Tools	May 20	Jun 17	Jun 22
Grand Rounds + follow up: Working Effectively in Interprofessional Teams (Part 7)	May 27	Jun 24	Jun 29
Use of Interpreters in therapeutic settings	Jun 3	Jul 1	Jul 6
Behavioral Health in Diabetes, HTN & Obesity Care	Jun 10	Jul 8	Jul 13
What do you want to learn from Dr. Clark? (exact topic TBD)	Jun 17	Jul 15	Jul 20
HIPAA & 42 CFR Part 2	Jun 24	Jul 22	Jul 27
Professional Identity as a Health Service Psychologist (i.e. Celebration of Accomplishments!)	Jul 22	Jul 29	Jul 30

**Appendix G – JVH Psychology Intern Work Efficiency
Competency Checklist**

JVH Psychology Intern Work Efficiency Competency Checklist

Intern Name: _____

Evaluator: _____

Because gaining the skill needed to be efficient during working hours, and not take work home after hours, is something that is integral to our program (and your well-being as a future independent practitioner), you will be held to the standards of hourly staff as described in JVH's Attendance Policy (5029) until you have demonstrated proficiency in your time management as indicated by the assessment below.

	Not yet	Yes	Comments / Strategies for Improvement <i>(if needed)</i>
Is the intern consistently in their office or designated work site ready to work at 7:00am?	☐	☐	
Is the intern consistently out of their office or designated work site by 5:00pm?	☐	☐	
Does the intern consistently use free time during working hours appropriately and efficiently?	☐	☐	
Does the intern minimize completion of work-related tasks outside of work hours?	☐	☐	