

**Nebraska Internship Consortium
in Professional Psychology**

**NICPP
Intern Handbook
2022-2023**



University of Nebraska–Lincoln

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Nebraska Internship Consortium in Professional Psychology Board of Supervisors/Training Directors

University of Nebraska-Lincoln

Beth Doll, Ph.D.

NICPP Training Director
Professor of Educational Psychology
114 Teacher's College
University of Nebraska-Lincoln
Lincoln, NE 68588-0308
Direct: 402.472.2223
Email: bdoll2@unl.edu

Kellan Willet

NICPP Program Coordinator
41 Teacher's College
University of Nebraska-Lincoln
Lincoln NE 68588-0345
Direct: 402.472.1152
Fax: 402.472.5889
Email: kwillet3@unl.edu

Michael J. Scheel, Ph.D.

NICPP Board Member (nonvoting)
Professor of Educational Psychology
114 Teacher's College
University of Nebraska-Lincoln
Lincoln NE 68588-0308
Direct: 402.472.2223
Email: mscheel2@unl.edu

Kathy Chiou, Ph.D.

NICPP Board Member (nonvoting)
Assistant Professor of Psychology
218 Burnett Hall
University of Nebraska-Lincoln
Lincoln NE 68588-0308
Direct: 402.472.5843
Email: kchiou2@unl.edu

Susan M. Swearer, Ph.D.

NICPP Board Member (nonvoting)
Professor of Educational Psychology
40 Teacher's College Hall
University of Nebraska-Lincoln
Lincoln NE 68588-0308
Direct: 402.472.2223
Email: sswearer@unl.edu

Counseling and Psychological Services (CAPS) - University of Nebraska-Lincoln

Alice Mitwaruciu, Ph.D.

CAPS Training Director
550 N. 19th Street, UHCN, Ste 223
PO Box 880618
Lincoln, NE 68588
Direct: 402.472-7450
Fax: 402.472-6977
Email: alicemitwaruciu@unl.edu

Annette Contreras

CAPS Office Manager
550 N. 19th Street, UHCN, Ste 223
PO Box 880618
Lincoln, NE 68588
Direct: 402.472-7450
Fax: 402.472-6977
Email: acontreras3@unl.edu

Department of Health and Human Services

Tessa Svoboda, Psy.D.

DHHS Training Director
3000 Lincoln Blvd.
Beatrice NE 68310
General: 402.223.6600
Direct: 402.239.2947
Fax: 402.223.7560
Email: tessa.svoboda@nebraska.gov

Boys Town Center for Behavioral Health

Kimberly Haugen, Ph.D.

Boys Town Training Director
NICPP Associate Training Director
13460 Walsh Drive
Boys Town, NE 68010
Direct: 531.355.3106
Fax: 531.355.3375
Email: Kimberly.haugen@boystown.org

Suzanne Milnes, Ph.D.

Boys Town Associate Training Director
13460 Walsh Drive
Boys Town, NE 68010
Direct: 531.355.3046
Email: Suzanne.milnes@boystown.org

Lindsey Hauser, Ph.D.

Boys Town Associate Training Director
13460 Walsh Drive
Boys Town, NE 68010
Direct: 531.355.3082
Email: lindsey.hauser@boystown.org

Jennifer Webber

Administrative Assistant
13460 Walsh Drive
Boys Town, NE 68010
Direct: 531.355.3297
Fax: 531.355.3375
Email: jennifer.webber@boystown.org

Catholic Social Services

Peter Martin, PsyD.

CSS Training Director
3700 Sheridan Blvd. Ste. 1
Catholic Social Services
Lincoln, NE 68506
Direct: 402.489.1834
Fax: 402.489.2046
Email: pmartin@cssisus.org

Creighton University-Student Counseling Services

Rebecka Tompkins, PsyD L.P.

Creighton Training Director
Markoe Hall 2439 Burt St.
Creighton University
Omaha, NE 68178

Mailing Address:

2500 California Plaza
Omaha, NE 68178
Direct: 402.280.2256
Fax: 402.280.1859
Email: rebeckatompkins@creighton.edu

Munroe-Meyer Institute

Allison Grennan, Ph.D.

NICPP Associate Training Director
MMI Training Director
MMI Psychology Department/UNMC
98450 Nebraska Medical Center
Omaha, NE 68198-5450
Office: 402.559.6408
Direct: 402.559.4427
Fax: 402.559.6864
Email: allison.grennan@unmc.edu

Amanda Zangrillo, PsyD, BCBA-D.

MMI Associate Training Director
Center for Autism Spectrum Disorders and
Pediatric Feeding Program
98450 Nebraska Medical Center
Omaha NE 68198-5450
Direct: 402.559.8866
Email: amanda.zangrillo@unmc.edu

Christi King

Department Secretary
98450 Nebraska Medical Center
Omaha NE 68198-5450
Office: 402.559.6408
Email: kristi.king@unmc.edu

Nebraska Medicine Psychology Department

Cecilia Poon, Ph.D.

NMPD Training Director
4350 Emile Street
984185 Nebraska Medical Center
Omaha, NE 68198-4185
Office: 402.559.5031
Fax: 402.559.9592
Email: cepoon@nebraskamed.com

Adam Mills, Ph.D.

NMPD Associate Training Director
4350 Emile Street
984185 Nebraska Medical Center
Omaha, NE 68198-4185
Office: 402.559.5031
Fax: 402.559.9592
Email: admills@nebraskamed.com

Justin Weeks, Ph.D.

NMPD Associate Training Director
4350 Emile Street
984185 Nebraska Medical Center
Omaha, NE 68198-4185
Office: 402.559.5031
Fax: 402.559.9592
Email: juweeks@nebraskamed.com

Jessica O'Quinn

Administrative Assistant
4350 Emile Street
984185 Nebraska Medical Center
Omaha, NE 68198-4185
Office: 402.559.5031
Fax: 402.559.9592

Jennifer Piotrowski

Administrative Assistant
4350 Emile Street
984185 Nebraska Medical Center
Omaha, NE 68198-4185
Office: 402.559.5031
Fax: 402.559.9592

QLI

Jeff Snell, Ph.D.

QLI Training Director
6404 N 70th Plaza
Omaha, NE 68104
Office: 402.573.3700
Direct: 402.573.2162
Fax: 402.573.3790
Email: jeff.snell@qliomaha.com

Nebraska Internship Consortium in Professional Psychology
List of NICPP Interns 2022-2023

SITE	FIRST NAME	LAST NAME	SITE	FIRST NAME	LAST NAME
MMI BPIC	Nichole	Baker	MMI IABA	Carolyn	Matthews
MMI BPIC	Halley	Blanchard	MMI RCSE	Colleen	Miller
MMI IBHP	Jayne	Bohart	NMPD PC	Rachel	Miller
MMI BPIC	Emily	Bond	MMI BPIC	Julia	Najm
BT	Karalynn	Brown	BT	Christa	Newman
MMI IABA	Kylie	Campbell	QLI	Pamela	Payne
MMI BPIC	Bonnie	Codalata	MMI IABA	Lauren	Peak
BT	Cambria	Corsi	MMI IABA	Allison	Pearl
CAPS	Evelyn	Cowen	CAPS	Rachael	Perlman
BT GI	Lauren Victoria	Cruz	BT	Logan	Riffle
MMI RICW	Elissa	Failes	BT	Tanya	Sanchez
MMI IBHP	Hannah	Flanery	MMI SMH	Meagan	Scott
SCS	Meghan	Fruth	BT GI	Aleida	Silva-Garcia
MMI SMH	Joseph	Graham	MMI	Lequisha	Sims
MMI BPIC	Raquel	Gutierrez	MMI RICN	McKenzie Renee	Sprowls
CAPS	Samuel	Hayward	BT	Christian	Stewart
DHHS	Mariangela	Hicks	CSS	Michael Grover	Stout
MMI BPIC	Sarah	Holmes	NMPD HP	Sally	Stratmann
DHHS	Anastasiia	Iun	BT	Heather	Styles-Turbyfill
MMI RICN	Jessica Brooke	Killion	BT	Nicole	Urh
SCS	Andie	Leslie	MMI BPIC	Kelsey	Walker
MMI BPIC	Emily	Loethen	CSS	Timothy	White
MMI BPIC	Jessica	Mandell	NMPD AD	Aisha	Yapp

**Nebraska Internship Consortium in Professional Psychology
2022-2023**

Beth Doll, Ph.D.
NICPP Training Director
Professor, Educational Psychology
239 Teacher's College
University of Nebraska-Lincoln
Lincoln, NE 8588-0345
402.472.2223
bdoll2@unl.edu

NICPP Program Coordinator
Kellan Willet
41 Teacher's College Hall
University of Nebraska-
Lincoln Lincoln NE 68588-0345
402.472.1152
402.472.5889 Fax
kwillet3@unl.edu

Overview

Welcome to the Nebraska Internship Consortium in Professional Psychology (NICPP). The NICPP is comprised of eight cooperating agencies that together offer a broad range of professional experiences for qualified doctoral students in psychology. The mission of the NICPP is to provide psychology interns with intensive professional training experiences within the context of a scientist-practitioner model. NICPP specializes in training professional psychology with child, adolescent, college students, and family interests. The consortium agencies are the Department of Health and Human Services of Nebraska, Boys Town, Catholic Social Services, Student Counseling Service at Creighton University, Counseling and Psychological Services at UNL, Munroe-Meyer Institute at UNMC, Nebraska Medicine Psychology Department, and Quality Living Institute. The internship is one full year (12 months/2000 hours) in duration. NICPP is accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The NICPP completed the APA re-accreditation process in 2016 and was granted full accreditation by APA for seven years. The next re-accreditation site visit will be held in 2023. NICPP accepts applications from APA-accredited school, counseling, and clinical psychology doctoral programs in the United States and Canada. The defining feature of the NICPP as a consortium is its commitment to comprehensive and coordinated experiences. Interns are admitted to NICPP and are placed at an individual agency for the duration of the internship. Primary training experiences, responsibilities, and supervision are coordinated at individual agencies, with oversight by the NICPP Board of Supervisors. Interns attend monthly seminars, have access to many professional development opportunities, and are supervised by an array of talented supervisors. Website: <https://cehs.unl.edu/nicpp>.

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

Your internship training will provide a sequential, graded, and cumulative series of learning experiences. Through your daily activities and monthly consortium seminar meetings, you will have opportunities to achieve the following **training objectives**:

- a. apply ethical decision making to complex clinical and research activities;
- b. develop knowledge and skills in delivering services within primary and speciality care settings and collaborating across setting and care-providers;
- c. develop and demonstrate a commitment to evidence-based intervention;
- d. experience a diversity of psychological, behavioral and mental health services within broad community contexts and across a breadth of treatment facilities;
- e. demonstrate a commitment to diversity, equity, inclusion and access (DEIA);
- f. develop an appreciation for and commitment to research, including scientific practices and research activities;
- g. generate research questions related to your work with clients and answer those questions; and
- h. evaluate the efficacy of your work with diverse clients and systems.

Monthly NICPP Seminars

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

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

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

1. *Diversity*: Multicultural considerations in assessment and intervention, development of world views, guidelines for delivery of services to ethnically and linguistically diverse clients, consideration of factors of intersectionality including but not limited to ADDRESSING¹ model components. Awareness of equity and inclusion are infused throughout all topics and presentations.
2. *Intervention*: Intervention with substance abuse, health issues, system level intervention, family therapy, psychopathology across the lifespan, supervision, consultation, crisis intervention.
3. *Professional Issues*: Roles of psychology in diverse agencies including primary care

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

clinics, inpatient psychiatric hospitals, private practice, intermediate care facilities for clients with intellectual, developmental or behavioral disabilities, academic medical centers, post- acute rehabilitation facilities, schools, and universities. Specific presentations address ethics and issues related to managed care.

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

Schedule

Each monthly seminar is typically scheduled from 9:00 am to 4:30 pm. A schedule of seminar dates is included at <https://cehs.unl.edu/node/current-interns/> Seminar locations rotate across the NICPP agencies, and some seminars may occur virtually at the discretion of the NICPP Training Director and consistent with University of Nebraska health advisories. Seminar agendas include presentations by NICPP faculty and agency scholars, professional case presentations by NICPP interns, and social events arranged during lunch or at the end of each monthly seminar.

During virtual seminars, interns are asked to be punctual in joining the seminar, keep their cameras on and mute their microphones except when speaking, participate actively in breakout rooms and discussion of case presentations, ensure that their space is quiet and uninterrupted, and behave professionally throughout the seminar.

NICPP Internship Requirements

1. The NICPP Internship requires a minimum of **2,000 hours during a year long, 12-month period** (at least 50 working weeks), documented in monthly logs submitted to the NICPP Program Coordinator. A minimum of **500 hours must be direct client contact**. Interns receive a minimum 4 hours of supervision per week; at least 2 of these hours are individual, face-to-face supervision with a licensed psychologist and the remaining 2 hours may individual or group supervision and/or with another licensed professional (e.g., LMHP, BCBA, MSW, MD, etc) or university advisor.

To verify that these requirements are met, interns **submit a monthly activity log** to the NICPP Program Coordinator by the 5th of the following month. Timely and accurate completion of monthly activity logs is an important professional responsibility of each intern. Inaccurate or incomplete activity logs may delay interns' completion date and delay the release of a Certificate of Internship Completion.

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

2. Interns are required to **attend and participate in all monthly NICPP seminars**. In unusual circumstances, interns may be excused from one monthly seminar for cause with the

approval of the NICPP Training Director and their Agency Training Director. In the event of an excused absence, interns are expected to review training materials, recordings and slide presentations from the seminar on their own time. If absent, interns are still required to complete feedback to their peers who presented cases at the missed seminar.

Interns are responsible for their own travel expenses to monthly seminars, unless otherwise arranged by their agency. Travel time on seminar days to locations other than an intern's placement is logged as "Other" on the intern log. For any internship placement within 200 miles of Lincoln, interns are required to attend all seminars in person at the hosting agency. Outside that radius, interns must attend the August orientation seminar in person and attend three additional seminars in person as determined by the intern and their Agency Training Director. All seminar days not attended in person will be attended by virtual technology arranged by intern's agency.

3. All interns must **present at least one case during an NICPP seminar**. Each case presentation will be followed by a discussion in which the intern responds to questions.
4. Each intern will be evaluated at least twice – once mid-year and again at end-of-year. The evaluations will be completed by the intern's primary supervisor based on observation and comments by all supervisors who have interacted with the intern. The evaluation form is located at <https://cehs.unl.edu/node/current-interns/> . Mid- and end-of-year evaluations will be discussed by the intern and supervisor, and both the intern and the supervisor will provide written comments on the designated spaces on the evaluation form. Once signed by the intern and the supervisor, **completed evaluation forms are forwarded to the NICPP Training Director** for review and signature. Copies of the mid- and end-of-year evaluations are forwarded to the intern's Director of Clinical Training. **By the end of the internship, NICPP Interns must average 4 or above in each area summarized on the evaluation form** to successfully complete internship.
5. Supervisors will rate interns' performance in three competency areas via live supervision and incorporate the feedback into each intern's mid-year and end-of-year evaluation (See requirement 4, above).
 - Competency 1: the Teaching/Presenting (Area 4 on the NICPP Evaluation Form) is documented through supervisors' feedback after observing interns' case presentation during seminar days or equivalent presentations conducted at other times. The Teaching/Presentation Competency Rubric is located at <https://cehs.unl.edu/node/current-interns/> .
 - Competency 2: Assessment (Area 3 on the NICPP evaluation form) is assessed by supervisors directly observing interns conduct an intake assessment. The criteria is at or exceeding 70% of the items on the Assessment Competency Rubric is located at <https://cehs.unl.edu/node/current-interns/> .
 - Competency 3: Supervision (Area 8 on the NICPP Evaluation Form) is evaluated based on the qualitative feedback provided to interns by supervisors who observed the intern providing supervision to others. This qualitative feedback

on interns' competency in supervising others will be reported by supervisors on the mid-year evaluation form. There is no rubric for Competency 3.

Deidentified ratings from all three competencies will be used as data evaluating the NICPP for purposes of accreditation and national approval.

6. Goal Attainment Scales (GAS) will be completed for each intern at the beginning of the year, mid-year, and at end-of-year. Interns assess and score their progress on the goals at midyear and again at the end of the year. They then review their GAS with their supervisor. **Completed and reviewed GAS forms will be signed by the intern, supervisor, and NICPP Training Director.** Copies of the mid- and end-of-year GAS are forwarded to the intern's Director of Clinical Training. Goals specified within the GAS will be specific and individualized professional goals for interns' training year established by interns with their supervisors at the beginning of the training year. Goals may be revised as necessary with the approval of the supervisor and intern. GAS ratings are essential for interns to develop self-awareness of their development of professional competencies. Interns are encouraged to review the GAS regularly and use these goals in supervision to enhance their skill development and autonomy.
7. Interns are required to **complete two site visits (and site visit evaluations) to two agencies other than their home NICPP agency.** For interns placed in agencies with multiple sites, both site visits must be completed in agencies other than the intern's home agency. Interns Site visits expand interns' experience beyond their home agency, and are vital to socialization with a diverse cohort of colleagues. Completion of the site visits are documented by submission of site visit evaluation forms to the NICPP Program Coordinator. Procedures for scheduling site visits may differ from one site to another; site visit information for each site can be found at <https://cehs.unl.edu/node/current-interns/>.
8. Interns are expected to maintain their own professional liability coverage unless this is provided by their agency. Insurance is available through The Trust for approximately \$35/year <https://www.trustinsurance.com/Insurance-Programs/Student-Liability>.

All documents and links needed to document interns' completion of these requirements, throughout the year, are available at: <http://cehs.unl.edu/node/current-interns/>

Peer Support Development

Interactions with peers outside of interns' home agency are an important component of NICPP training. To facilitate socialization, NICPP social chairs organize social hours during or after each monthly seminar with accommodations made for current health directives and interns' individualized health safety plans. Attendance at these social hours is important for interns' professional development. As an additional socialization strategy, supervisors may randomize seating orders of interns during seminars and interns will participate in peer group discussions of professional and personal topics at each seminar. Given the many agencies, orientations and disciplines within the consortium, it is very important that interns learn and expand their knowledge outside of their area of specialization. This goal is also consistent with APA's requirement to broaden interns' general knowledge and experiences.

Grievance and Due Process Procedures

Periodically concerns arise among interns or their supervisors that address supervision or intern performance. The NICPP considers such issues to be critically important and works to resolve concerns in ways that prioritize the continued development of interns. Thus, structured policies around grievance and due process procedures have been developed, are discussed at the outset of the internship year, and are provided on pages 23-32 of this manual and at <https://cehs.unl.edu/node/current-interns/> . Where applicable, interns should also adhere to their agency's internal grievance and due-process policies and procedures. Interns are strongly encouraged to address concerns, complaints, or questions directly, immediately, and collaboratively. When concerns with intern performance are identified, a written remediation plan will be completed in coordination with the intern, Agency Training Director, and NICPP Training Director. The NICPP Training Director, Dr. Beth Doll, and Associate Directors, Drs. Grennan and Haugen, are available to help on an informal or formal basis.

Intern Support Services

A variety of support services for interns are available through the NICPP and participating agencies to facilitate interns' successful progress through the internship. First, supervisors engage in ongoing formal (structured) and informal (semi structured) performance evaluations to monitor progress and promote early identification of additional experiences and support that may be needed to foster interns' success. Second, Drs. Doll, Haugen and Grennan, as NICPP Training Director and Associate Co-Directors, are available to interns to acknowledge and address intern concerns and feedback. Third, NICPP formal evaluation procedures monitor the growth and performance of interns. **NICPP policies for formal performance monitoring of interns' are designed to provide guidance, structure and support for the interns' professional development, rather than the delivery of punitive or punishing consequences.** One or two intern representatives to the Board each year support fellow interns and ensure the interns' viewpoint is shared at Board and policy levels. Additionally, two or three intern representatives serve as social liaisons who coordinate social activities for the consortium. Between two and four interns per year are members of the NICPP DEI Committee that offers recommendations and assists NICPP in recruitment and retention of interns and training staff with diverse backgrounds. The NICPP strongly believes that interns' perspectives and insights are important to the continued growth of the consortium.

Preparation for and Integration of Seminar Information

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

American Psychological Association. (1990). *Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations.*
<https://www.apa.org/pi/oema/resources/policy/provider-guidelines>

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

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

Using the Library at the University of Nebraska (Lincoln and Omaha)

The University of Nebraska Library is available for interns' use. Interns will be given a card for Criss Library (University of Nebraska at Omaha), Love Library (University of Nebraska- Lincoln) or both, depending on their home agency. Interns may also access online materials of the libraries . When checking out materials, interns may be asked to provide photo ID.

Student Membership in APA Divisions

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

Division 12 (Clinical): <http://www.div12.org/membership>

Division 16 (School): <http://apadivision16.org/>

Division 17 (Counseling): <https://www.div17.org/>

Division 22 (Rehabilitation Psychology): <https://division-rehabpsych.squarespace.com/>

Division 38 (Health Psychology): <https://societyforhealthpsychology.org/>

Division 53 (Clinical Child and Adolescent Psychology): <http://www.clinicalchildpsychology.org/>

Division 54 (Society of Pediatric Psychology): <http://www.societyofpediatricpsychology.org/>

Intern File Retention

Intern files will be kept ten (10) years. Before files are shredded, information on each intern will be added to the spreadsheet of former interns, including name, agency, start and end dates, evidence of completion, and names of supervisors completing mid-year and year-end evaluation. Letters of completion and/or copies of signed certificates of completion, if available, will be pulled from the files and kept in a folder together with the print out of the spreadsheet.

Interns stipends and earned income in addition to NICPP stipend

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

Board of Supervisors Structure

The UNL position as NICPP Training Director will rotate between the UNL Clinical, Counseling, and School Psychology programs, along with two Associate Directors from the consortium agencies determined by the board. Term of office is flexible, with the preference that a new director start at least two years before an APA self-study/site visit year. There will be 2 non-voting board members from the training programs at UNL not holding the director position. The non-voting board members will attend the November, April, and August board meetings.

Final Comments

Internship training in the NICPP is a collaborative effort among the interns, their supervisor, agency staff, and the Consortium Director and Associate Directors. Communication is VITAL. Electronic mail is used extensively, and it is ultimately the interns' responsibility to ensure that they share appropriate communication channels. Please check the NICPP website regularly (<http://cehs.unl/nicpp/>) and follow the NICPP on social media. Ultimately, successful completion of the internship requires a great deal of careful decision making by interns.

Site Visits in the Nebraska Internship Consortium in Professional Psychology

The unifying perspective of psychological practice across the NICPP agencies is ecological developmental theory. Individuals are continually developing in the context of reciprocal interactions with the environment. Change is possible from multiple sources, including environmental, psychological, and biological factors. Psychological and behavioral interventions occur at all levels and through diverse activities. The various agencies within the Consortium provide opportunities for interns to develop knowledge and skills in providing services within primary care settings and collaborating across settings and care-providers.

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

To facilitate interns' exposure to diverse psychological services and treatment within the consortium, the training directors are committed to introducing interns to the breadth of experiences across the various agencies. To achieve this goal, interns are required to conduct **two** site visits during their internship year. Interns may choose to visit any two agencies within the consortium outside of their home agency. Site visits are 1/2 a day to a full day in length, depending on the site, and may be arranged through the training director at the agency. Additionally, the interns at the respective agencies throughout the consortium aid in the site visit process. Interns should schedule site visits early in the training year (by September) and plan to complete all site visits by May 1. After completing a site visit, interns should email their

completed site visit evaluation form to the NICPP Program Coordinator.

Information regarding the various agencies in NICPP can be found at <https://cehs.unl.edu/node/current-interns/> Interns are responsible for their own meals at site visits unless otherwise arranged.

Case Presentations

The purposes of the case presentations are to:

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

When presenting cases or clinical topics, interns recognize that the unifying perspective across consortium agencies is an ecological developmental orientation. This perspective embraces the concept that people are continually developing and in reciprocal transactions with others and the environment. Emphasis is on the conditions in a client's environment/contact/ setting as a source of change. A case presentation might also target a system or staff and show how changing that system affects an individual client or client outcomes. Interns will email presentation slides to the NICPP Program Coordinator the Wednesday before the presentation to allow for electronic distribution to all seminar participants.

Presentation Guidelines

Case presentations should be 20 minutes in length with an additional 5 minutes for discussion and 5 minutes to transition to the next presentation. The evaluation form that is completed by NICPP supervisor for each case presentation is included at <https://cehs.unl.edu/nicpp/training-director-and-supervisor-resources/>

Relevant Client Characteristics:

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

Presenting Problem:

- Operationally defined the presenting concern
- How was the problem assessed?
- ICD-10 diagnoses
- What data were or will be collected (records, direct observation, self-report, parent

report, questionnaires, standardized measures, etc.).
Any problems or potential problems with data collection?
How were/will these data used to make a clinical decision?

Previous Research:

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

Provide selected references.

Treatment (when presenting a therapy case):

Describe the treatment components (or components that will be used).

Was the treatment modality **and** therapy relationship factors/adaptations empirically supported?

Treatment integrity – How did you ensure that treatment was actually implemented?

If changes were made in treatment, how are data used to help you make decisions? What were ethical and diversity considerations with this treatment?

Evaluation:

How was (or will) progress (be) evaluated and objective manner?

Describe the case using a multicultural lens

Identify critical legal and ethical dilemmas raised by the case

Discussion:

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

NICPP Intern Goals and Evaluations

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

- applying ethical decision making to complex clinical and research activities
- developing knowledge and skills in delivering services within diverse agency settings and collaborating across settings and care-providers
- developing and demonstrating a commitment to evidence-based intervention procedures
- receiving exposure to a diversity of psychological and mental health services within broad community contexts and across a breadth of treatment facilities
- demonstrating a commitment to diversity and individual differences
- developing an appreciation for and commitment to research, including scientific practices and/or research activities
- developing research questions related to their work with clients and answering those questions

- developing competencies to evaluate the efficacy of their work with diverse clients and systems

Supervisors formally evaluate the progress of interns toward competence using the Psychology Intern Evaluation. Interns develop specific goals related to these competencies using the GAS form and describe their own progress towards each goal. In addition, interns are encouraged to complete the Intern Evaluation of Supervisor and evaluate the quality of the supervision they are receiving and how effective their supervisor is in helping them to achieve their goals and develop competency.

NICPP Intern Evaluation

Formal evaluation forms are completed twice in the intern’s program. Specifically, a mid-year evaluation is conducted, wherein each intern’s performance and goals are reviewed, with recommendations for subsequent activities and actions articulated. Likewise, a summative, end-of-year evaluation is completed to provide an appraisal of interns’ competencies at the completion of their internship experience. Supervisors review these assessments and offer recommendations in individualized meetings with the interns. Supervisors and interns comment on the evaluation and sign the evaluation before forwarding it to the UNL Training Director. Completed evaluations are forwarded to the intern’s Director of Clinical Training.

These evaluations are based on actual observation and/or reports of supervising psychologists, clients, and others concerned with clients and their treatment. The format includes eight basic competencies and a general summary section. Specific behaviors within the competencies that are irrelevant to a particular agency may be marked NA; however, all interns are expected to address each competency during their internship. Relevant competencies that are not listed may be addressed in the general summary.

Competency Scale 1-6

- | | |
|---------------------------------------|---------------------------------------|
| 1 = Pre-internship/Deficient | 4 = Yearend Competency Minimum |
| 2 = Beginning Internship | 5 = Yearend Competent |
| 3 = Midyear Competency Minimum | 6 = Post-internship/Excellent |

Each competency is described with a list of specific behaviors. Some competencies also request information regarding context or population. Interns’ level of competence for each specific behavior is rated using the above numerical scale from 1 to 6 that compares their performance to the level of mastery that would be expected of interns at each stage of their training. The scores on the specific behaviors listed in a competency are averaged for the competency summary rating.

The competency scale of 1 to 6 represents the typical range and course of development during the internship year. It is expected that most interns will receive competency summary ratings that are between 2 and 3 at the beginning of internship and gaining, as

competences develop, to 3-4 at midyear and 4-5 at the conclusion of the internship. Supervisors are asked to provide specific explanations in the comments box for any competency ratings that fall outside of these ranges of the scale. By the conclusion of the training year, all interns need to achieve competency ratings averaging 4 (Yearend competency minimum) or above in each of the eight competency areas of the NICPP evaluation to successfully complete the internship. The NICPP Intern Evaluation Forms can be found at <https://cehs.unl.edu/node/current-interns/>

Goal Attainment Scaling (GAS) Form

An important aspect of the doctoral internship is establishing professional goals and monitoring the attainment of these goals over time. NICPP interns are required to work with their supervisors to develop individual professional goals related to the NICPP competencies at the beginning of their internship. These goals will be assessed mid-year and end-of-year using goal attainment scaling. The goals can be revised as necessary throughout the year with approval of the intern and supervisor.

Interns will develop their professional goals in collaboration with their supervisor, carefully refining these goals to be: specific and objective, reasonable, attainable, constructive, and measurable. Plans should include a timeline by which the goals will be accomplished. Interns' professional goals are recorded on the Goal Attainment Scale, which should then be signed by the intern and the supervisor and submitted to the NICPP Training Director at the September NICPP seminar. The Goal Attainment Scale can be found at <https://cehs.unl.edu/node/current-interns/>

Mid-year and end-of-year Goal Attainment Scales will be completed by the Intern, reviewed with their supervisor, signed by both the intern and the supervisor, submitted to the NICPP Training Director.

Intern Evaluation of Supervisor

Interns are encouraged, but not required, to complete evaluations of their supervisors at mid-year and end-of-year. Ideally, the evaluation will be an opportunity for candid feedback and will be discussed with the supervisor before being sent to the NICPP Program Coordinator. Interns also have the option of requesting confidentiality and sharing the evaluation only with the NICPP Training Director.

SUPERVISION, EVALUATION, AND DUE PROCESS: POLICIES AND PROCEDURES

Nebraska Internship Consortium in Professional Psychology

Introductory Statements

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

The NICPP recognizes that developmental stressors are inherent both in the transition from graduate school to an internship setting and during the course of the internship. During the internship, interns are exposed to full-time clinical practice, typically involving a full and challenging caseload as well as responding to client crisis and agency requirements. Furthermore, internship supervision is often very intense, concentrated and frequent, which may increase the intern's sense of personal and professional vulnerability. Thus, while the internship represents a critical professional opportunity when interns can learn and refine skills, gain a greater sense of professional confidence, and develop a greater sense of professional identity, it is also a time of increased stress and vulnerability.

Since interns make significant development transitions during the internship and may need special types of assistance during this time, it is the responsibility of the NICPP to provide activities, procedures, and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to, extensive orientation meetings, individualized programs, clear and realistic expectations, clear and timely evaluations which include suggestions for positive change, contact with support individuals (e.g., supervisors) and/or groups (e.g., other graduate interns, former interns, etc.), seminars specifically addressing expected stressors and transitions, and staff attention to the gradual increase in both the number and severity of clients. It is the responsibility of the NICPP intern to be responsive to supervisor feedback, engage fully in remedial learning activities that are recommended by the supervisor, and commit fully to the provision of effective psychological services that are needed to benefit their clients.

This document outlines the rights and responsibilities of interns in the training process. It also outlines the supervision, evaluation, and due process procedures.

Intern Rights and Responsibilities

Intern Rights

1. The right to a clear statement of general rights and responsibilities upon entry into the internship, including a clear statement of goals and parameters of the training

experience.

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

Intern Responsibilities

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

delineated in the internal evaluation forms.

Supervision

Good supervision by appropriately credentialed and experienced psychologists is critical to the internship experience in professional psychology. Psychology interns must have psychologists available as their primary mentors. In this way, interns can see how psychologists work in a variety of settings, with particular populations, and with a wide array of remedial and preventative interventions and assessments.

All NICPP interns are guaranteed two hours of individual face-to-face supervision from licensed psychologists and an additional two hours of supervision in other modalities (e.g., case conferences, staffing, multidisciplinary teams, grand rounds) every week. These hours form an important core of training. NICPP interns also have frequent and easy access to psychologist supervisors outside of formally scheduled supervision sessions. In addition, NICPP interns attend monthly seminars with participation from supervisors from each of the NICPP agencies, and receive feedback from all of the supervisors on case presentations. In this way, the NICPP Board of Supervisors affirms a policy on supervision that matches good training practices, and that exceed the minimum required by state law or national accrediting agencies. All interns will receive agency-specific didactics on supervision expectations for their agency.

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

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

The Evaluation Process

The NICPP continually assesses each intern's performance. Feedback from the assessments facilitates interns' professional growth by acknowledging strengths and identifying performance areas that need improvement. Formative evaluations occur on a regular basis to provide ongoing input and feedback regarding an intern's performance and support the continual development of interns' skills and competencies. Formal evaluations are completed twice in the intern's program and are documented with signed written evaluation forms. Specifically, a

Mid-year evaluation is conducted, wherein each intern's performance and goals are reviewed, with recommendations for subsequent activities and actions articulated. Likewise, a summative, end-of-year evaluation is completed to provide an appraisal of the intern's competencies at the completion of the internship experience. Supervisors review these assessments and offer recommendations in individualized meetings with the interns. In the meetings, differences between interns' and supervisors' appraisals are expected to surface and, in most cases, will be resolved. After meeting, the supervisor and intern sign the written evaluation and forward it to the NICPP Training Director. Copies of the evaluation and the goal attainment scale are forwarded to the intern's Director of Clinical Training.

Communication with Interns' Home Graduate Programs

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

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

Due Process in Evaluation and Remediation

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

1. All interns receive a written statement of program expectations for professional functioning.
2. Evaluation procedures are clearly stipulated, including when and how evaluations will be conducted.
3. The procedures and actions for making decisions about impairment are outlined in written statements given to all interns.
4. Home graduate programs (Director of Clinical Training) are informed about any suspected difficulties with interns could impair their successful completion of the internship.
5. Remediation plans are instituted for identified inadequacy's including timeframes for remediation and specific consequences for failure to rectify the inadequacies.
6. All interns receive a written description of procedures they may use to appeal the program's actions.
7. Interns are given sufficient time to respond to any action taken by the program.

8. Decisions or recommendations regarding the interns' performance are based on input from multiple professional sources.
9. Program actions and their rationale are documented in writing to all relevant parties.

Definitions

Among professionals in training, "problem behaviors" are expected and may be common in the ongoing process of developing and refining professional skills. Problem behaviors are said to be present when supervisors perceive that trainee's behaviors, attitudes, or characteristics are disrupting the quality of their clinical services; their relationships with peers, supervisors, or other staff; or their ability to comply with appropriate standards of professional behavior. The NICPP Training Director, Agency Training Director, and intern's supervisors use their collective professional judgment to determine when an intern's problem behaviors are serious enough to constitute an impairment rather than merely being problems.

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

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

Specifically, problem behaviors become identified as impairments when they include one or more of the following characteristics:

1. The intern does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.
3. The quality of services delivered by the intern is significantly negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by training personnel is required.
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

Procedural Guidelines

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

point in these procedures, but Directors of Clinical Training must be notified if the procedures progress to Step 3. These procedures have been developed to protect intern rights and the integrity of the internship program.

Step 1

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

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

Step 2

If the second meeting with the agency supervisor is unsuccessful in addressing the intern's difficulties within 2 weeks, a meeting will then be held with the intern, agency training director, and the NICPP Training Director. The intern will be informed of the meeting at least one week prior to the date and will have the opportunity to provide additional evidence to the NICPP Training Director and agency training director to consider at that meeting. (Associate Training Directors will recuse themselves from decisions at this step if the intern is associated with their agency.) The purpose of this meeting will be to develop additional intervention plans, decide whether the current or a revised remediation plan should stay in force, and determine whether to convene a subset of the NICPP Supervisory Board to address the intern's difficulties (Step 3). The role of the NICPP Training Director in this meeting is to engage the full resources of the NICPP partner agencies in planning specific actions to correct or rectify the problem.

Step 3

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

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

Step 4

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

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

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

- Increased supervision, either with the same or other supervisors.

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

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

Once an Acknowledgment Notice has been issued by the NICPP Supervisory Board, the problem status will be reviewed within three months, or the next formal evaluation, whichever comes first. In the case of a Probation Notice, the problem status will be reviewed within the time frame set by the notice.

Failure to Correct Problems

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

1. It may continue the probation for a specified time period.
2. It may issue a suspension, whereby the intern is not allowed to continue engaging in certain professional activities until there is evidence that the problem behaviors in question have been rectified.
3. It may inform the intern, the intern's sponsoring University, the NICPP Board of Supervisors, and the Agency Training Director and supervisors, that the intern will not successfully complete the internship if their behavior does not change. By the end of the training year, if the intern has not successfully completed the training requirements, the Board will not give the intern a certification of completion. The intern and the intern's sponsoring university will be informed that the intern has not successfully completed the internship.
4. It may inform the intern that the Board is recommending to the intern's sponsoring university, the NICPP Training Director, and the agency Training Director and supervisors that the intern be terminated immediately from the internship program, and with the Directors' and agency Training Directors' approval, move to terminate the intern.
5. When the Board's deliberations lead to the conclusion that an intern is not suited for a

career in professional clinical practice, it may recommend and assist in implementing a career shift for the intern.

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

Intern Challenge and Grievance Procedures

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

1. The NICPP Training Director will convene a review panel consisting of two staff members selected by the NICPP Training Director and two staff members selected by the intern. These will be the members of the NICPP who did not serve on the NICPP Supervisory Board that reviewed the intern's problem behavior. The intern retains the right to hear all facts and the opportunity to dispute or explain their behavior.
2. The NICPP Training Director will conduct and chair a review hearing in which the intern's challenge is heard and the evidence presented. The Review Panel's decisions will be made by majority vote. Within 10 days of completion of the review hearing, the Review Panel will prepare a report on its decisions and recommendations and inform the intern of its decisions. The Review Panel will then submit its report to the intern's sponsoring university, the NICPP Training Director, and the agency Training Director and supervisors.
3. Once the Review Panel has informed the intern and submitted its report, the intern has five working days within which to seek a further review of their grievance by submitting a written request for further review. The request for review must contain brief explanations of the grievance and of the desired settlement that they are seeking, and it must also specify which NICPP policies, rules, or regulations have been violated, misinterpreted, or misapplied.
4. The Chairperson of the Department of Educational Psychology of UNL will convene an independent ad hoc committee charged with conducting review of all documents

submitted and render a written decision. They will render their decision within 15 working days of receipt of the Review Panel's report and within 10 working days of receipt of an intern's request for further review if such request was submitted the chairperson and ad hoc committee may accept the Review Panel's action, reject the Review Panel's action and provide an alternative, or refer the matter back to the Review Panel for further deliberation. The panel will report back to the Chairperson and ad hoc committee within 10 working days of the request for further deliberation. The Chairperson and independent committee will then make a final decision regarding actions to be taken. This decision shall be final and binding.

5. Once a final and binding decision has been made, the intern, sponsoring University, and other appropriate individuals will be informed in writing of the action taken.

Staff Allegation of Intern Violations of Standards

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

1. The NICPP Training Director will review the grievance with other members of the NICPP Board of Supervisors and determine if there is reason to go further or whether the behavior in question is being rectified.
2. If the NICPP Training Director and other board members determined that the alleged behavior cited in the complaint, if proven, would not constitute a serious violation, the NICPP Training Director shall inform the staff member, who may be allowed to renew the complaint if additional information is provided.
3. When a decision has been made by the NICPP Training Director and other NICPP Board members that there is probable cause for deliberation by a Review Panel, the Director(s) shall notify the staff member and request permission to inform the intern. The staff member shall have 5 days to respond to the request and shall be informed that failure to grant permission may preclude further action. If no response is received within 5 days, or permission to inform the intern is denied, the NICPP Training Director and other Board members shall decide whether to proceed with the matter.
4. If the intern is informed of a complaint, a Review Panel is convened consisting of the NICPP Training Director, two members selected by the staff member who filed the allegation, and two members selected by the intern. The Review Panel receives any relevant information from the intern, the staff member, or both, that bears on its deliberations.
5. The Review Panel, chaired by the NICPP Training Director will hold a review hearing in which the complaint is heard and evidence presented. Within 10 days of completing the review hearing, the Review Panel shall communicate its recommendation to the intern and to the intern's sponsoring university and the agency Training Director and supervisors.
6. Once the Review Panel has communicated its recommendation to the intern and to the intern's sponsoring university and the agency Training Director and supervisors, the

intern has 5 working days within which to submit a written request for further review. The request should include relevant information, explanations, and viewpoints that may challenge, refute, or otherwise call for modification of the Review Panel's decisions and recommendations. The request should also specify policies, rules, and regulations that may have been violated, misinterpreted, or misapplied.

7. The Chairperson of the Department of Educational Psychology at UNL will then convene an independent ad hoc committee and review and conduct a review of all documents submitted and render a written decision. They will render their decision within 15 working days of receipt of the Review Panel's report, and within 10 working days of receipt of an intern's request for further review if such request was submitted. The Chairperson and ad hoc committee will then make a final decision regarding actions to be taken.
8. Once a final and binding decision has been made, the intern, sponsoring University, and other appropriate individuals will be informed in writing of the action taken.

Interns' Procedures for Registering Concerns or Complaints

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

Step 1

When interns experience problems or concerns at their agency, they should schedule a meeting with their direct supervisor to discuss the concern. Most complaints or concerns of interns can be handled informally by speaking with the direct supervisor. Most often the outcome of such a meeting is an agreement on a plan that satisfies the concern. In some cases, it may be helpful to develop a written document summarizing the details of the agreement or plan to address the concern. A timeframe of up to 14 days should be specified within which the plan should be implemented and concerns allayed.

If the discussion between the intern and supervisor is not agreeable to the intern or if after 14 days there has been no improvement, the intern should inform the supervisor that the next higher supervisor will be contacted. This may be another psychologist, an agency administrator, or another individual in a supervisory position. The intern is advised to inquire as to the agency guidelines for handling complaints. The human resources department at the agency may help identify the most appropriate individual.

If the concern involves the direct supervisor and the intern is not comfortable speaking with them, the intern is advised to discuss the matters with an individual who is superior to the supervisor. Additionally, the intern may the NICPP Training Director with a concern about the supervisor.

Almost all complaints and concerns can be addressed by the informal collaboration of intern, supervisor, agency supervisor, and in some cases, the NICPP Training Director. This additional consultation with agency administrator/supervisor and/or the NICPP Training Director should

take no more than an additional 14 working days.

Step 2

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

Step 3

If the first 2 steps have not resulted in a satisfactory resolution, the NICPP Training Director should be contacted in writing. Details of procedures initiated in steps one and two and outcomes of these actions should be specified clearly. The NICPP Training Director will convene the NICPP Board of Supervisors or a subset of the Board to develop a plan to resolve the ongoing difficulties.

This process will take no more than approximately two weeks. The NICPP Board of Supervisors is the final step in decision making. However, the intern may enlist assistance from the program director at the intern's home institution. The Board welcomes such involvement.

Interns' Rights during Due Process & Grievances

The intern has several rights during the problem-solving/grievance process. Specifically, the intern is entitled to safeguards designed to support and assist them. The intern:

- may have a non-participating observer present at any point in the process;
- can ask others to assist in defining or providing more evidence about the concern;
- may ask the supervisor's supervisor or the NICPP Training Director to attend any problem solving meetings that occur;
- may elect to confer with agency experts in Personnel or Human Resources Departments if the matter pertains to that area;
- may enlist the help of the designated personnel at the agency or at the University of Nebraska-Lincoln if the concern is discrimination or harassment;
- make contact the academic program advisor or the American Psychological Association for advice and counsel;
- has the right to file grievances and to fully use this procedure with no fear of harassment or reprisal. Harassment or reprisal of any kind is in itself a grievous offense.

The NICPP faculty and staff are committed to the education and professional development of interns. Any issue brought to the attention of supervisors and/or the NICPP Training Director

and/or NICPP Board of Supervisors will be taken seriously and honest attempts will be made towards its resolution. The APA Ethical Principles of Psychologists and Code of Conduct (2010) will be followed by all participants including the supervisor, Directors, Board, and intern. Confidentiality will be safeguarded to the fullest extent possible.

Due Process Documentation

Meeting Date:

Meeting Time:

Intern:

Supervisor:

Concern:

Action Plan:

Intern

Supervisor

Follow-Up Meeting Date & Time:

Intern _____ Date

Supervisor _____ Date

Due Process Documentation – Follow-Up

Meeting Date:

Meeting Time:

Resolution Summary:

Intern

Date

Supervisor

Date

**University of Nebraska
Nebraska Internship Consortium in Professional Psychology**

DIVERSITY PLAN¹

Excerpted with modifications from the University of Nebraska Board of Regents Policy Goals Pertaining to Equity for People of Color (originally issued February, 1993; re-confirmed February, 1997), the Comprehensive Diversity Plan for the University of Nebraska-Lincoln, May 5, 2000, and the 2006-2011 Strategic Plan for Diversity for the University of Nebraska-Lincoln.

Diversity is the multiplicity of people, cultures, and ideas that contribute to the richness and variety of life. Diversity broadly encompasses the mixture of similarities and differences along several dimensions: race, national origin, ability, religion, sexual orientation, age, and gender. It includes values, cultures, concepts, learning styles, and perceptions that individuals possess. By its very nature, diversity fosters inclusiveness, encourages the exchange of new ideas, improve decision-making, and broadens the scope of problem solving.

Diversity in all its dimensions must be valued. Where there is diversity, there is evidence of openness, emergence of inclusiveness, and a respect and appreciation for differences. Where diversity exists, there is indeed an enriched environment.

Diversity is about creating an equitable, hospitable, appreciative, safe, an inclusive campus environment - one that embraces the full spectrum of all community members' contributions. The NICPP must respond with effort and vigor to aspects of diversity, equity and inclusion. The NICPP commits ourselves to enhancing the quality of experience for all members of the Consortium by enhancing our diversity.

NICPP believes that diversity in interns and supervisors:

- Enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.
- Promotes personal growth and a healthy society. Diversity challenges stereotyped perspectives, encourages critical thinking, and helps interns learn to communicate effectively with people of varied backgrounds.
- Strengthens communities and the workplace. Education within a diverse setting prepares interns to become good citizens in an increasingly complex pluralistic society, fosters mutual respect and teamwork, and helps build communities whose members are judged by the quality of their character and their contributions.

¹ It is the policy of the University of Nebraska Lincoln not to discriminate based upon age, race, ethnicity, color, national origin, gender, sex, pregnancy, disability, sexual orientation, genetic information, veteran's status, marital status, religion or political affiliation.

Achieving diversity within the NICPP does not require quotas; nor does diversity warrant admission of unqualified applicants. However, diversity does require that we continue to be able to reach out and make a conscious effort to build healthy and diverse learning environments appropriate for their missions. The success of the Consortium and the strength of our democracy depends on it. An interagency consortium composed of increasing numbers of interns, faculty, and supervisors of diverse cultural, racial, and ethnic backgrounds makes the NICPP more vibrant, dynamic, and representative. The NICPP must prepare interns for the wider world beyond the state's borders, since it is the world that will impact their adult lives. When they come to the NICPP, they must learn to negotiate differences and to function in new situations. Learning opportunities in the NICPP that reflect the diversity of the larger society are vital for interns' ability to feel comfortable interacting with people different from themselves. They will become more aware of societal and individual diversity, and also more likely to promote racial understanding. Our efforts to improve the quality of professional training of the NICPP remain our top priority. The pursuit to achieve a Consortium community reflective and supportive of diversity complements and enhances those efforts.

Given the aforementioned belief statement, the NICPP endorses the following goals related to equity, diversity, and multiculturalism.

GOAL 1:

Establish and encourage a clear commitment to the value of diversity on the part of all members of the NICPP community.

There should be a clear and continuous commitment from all NICPP community members. The supervisors, staff, and interns are all key to achieving demonstrable progress toward inclusion and participation for every member of the NICPP community. The example they set is crucial to the development of an institutional commitment to diversity. NICPP Supervisors should not only state their commitment clearly and continuously but should exhibit that commitment through their actions. When the commitment to the value of diversity is clearly demonstrated by these leaders, the actions of the entire NICPP will parallel the goals they set.

GOAL 2:

Establish a system of accountability to measure progress toward achieving the recommendations set forth above.

1. The NICPP Board of Supervisors is responsible for implementing equity recommendations. Uniform reporting methods should be established in order to provide meaningful consortium-wide analysis.
2. Performance evaluations at every level should address demonstrated implementation of equity policies.
3. Each agency should report annually to the NICPP Board of Supervisors regarding the status of diversity concerns and progress made.
4. Exit interviews, or other methods of gathering information, should be established in order to determine whether equity considerations have been addressed.

GOAL 3:

Establish effective methods of recruitment and retention designed to achieve multicultural representation among staff and interns.

1. Staff and interns are crucial role models. Incentives for active and successful affirmative action participation should be established. Establishment of vitae banks, use of minority directories, and personal networking within fields of study and consortiums are recommended recruiting tools.
2. Candidates for agency employment as interns should be made to feel welcome at Consortium agencies and within local communities. Sincere and meaningful efforts should be made by the agencies to cooperate with local communities to develop and maintain the receptive social climate for all people, particularly those within the NICPP family.
3. Mentoring and professional development opportunities for people should be encouraged and reviewed for effectiveness.
4. The reasons why people have declined offers of agency employment and internship positions should be determined and addressed.
5. Recruiting interns nationally should be implemented, but not to the exclusion of enhancing recruitment efforts aimed towards multicultural residents of Nebraska. Effective formal and informal social support systems should be in place to improve intern prospects for success and retention once in NICPP.
6. Intern recruiting methods that are meaningful for bilingual interns and staff should be developed and implemented.

Goal 4:

Create and maintain a climate conducive to success for all people.

1. Unfair, illegal, and irrational discrimination should not be tolerated in any form within the NICPP. Appropriate steps to eliminate this type of discrimination should be swift and effective.
2. Every effort should be made to create an NICPP climate in which all staff and interns feel respected and comfortable, and in which success is possible and obtainable. Seemingly simple information is greatly appreciated: is there a grocery store nearby that stocks cultural foods or products? Where can an intern who is culturally diverse purchase personal grooming or health products? Does the community have a cultural center? Highly visible programs are valuable, but thoughtful courtesy is priceless.
3. Every effort should be made within NICPP to dispel the ignorance or anxiety associated with multicultural experiences. The multicultural experience is not to be feared or dismissed; the experience should be viewed and shared by each agency as an important step towards maturity, equity, social justice, and racial harmony.

Goal 5:**Support and encourage a training experience which manifests diversity as a sign of equality.**

Inclusion of diversity within the NICPP is desirable to properly prepare interns for successful careers upon the completion of the internship experience. In training programs and experiences, the consideration of diversity, equity and inclusion is encouraged.

NICPP faculty are encouraged to evaluate training plans and curricula to ensure that they accurately evidence a balanced reflection of the contribution of all people, regardless of identity.

Goal 6:**Achieve a meaningful improvement in awareness and responsiveness to components of diversity.**

1. NICPP should develop a program atmosphere designed to raise awareness of diversity factors, increased sensitivity in general, offer thoughtful approaches to the acceptance of diversity, and recognize the value of diversity should be available for all Consortium staff.
2. A similar program to achieve the goals and objectives (as described above) should be developed and implemented for NICPP interns in areas apart from the training environment. Successful participation and interaction in this program as it is developed in various ways and should be considered a desirable part of the internship experience.
3. Consortium-sponsored/supported and community-based workshops, seminars, speakers, forums, and festivals on cultural diversity for interns, staff, and Directors should be attended, supportive, and held with regularity.

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

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

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

For some interns, integrating personal beliefs or values with professional competence and working with all clients/patients may require additional time and faculty support.

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

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

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

NICPP Commitment to Multiculturalism and Diversity Competence in Training

As a Board committed to fostering an equitable, just, and inclusive environment for all interns, NICPP commits to do our part to eradicate systemic racism, specifically in the provision of mental health services and training. Action-Based Steps we commit to include:

Training Director and Administrative Commitment

- Continuously examine our own implicit bias, and commitment to the continuous learning required to enhance cultural competency and responsiveness.
- Increase our ability to serve as effective mentors. This includes making efforts to create safe spaces in which to model effective communication regarding diversity and multiculturalism, and to take sustainable actions to promote change.
 - Develop resources to build multiculturalism and diversity competence in clinical supervision.
 - Provide sample self-assessment tools of multicultural competence for clinical supervisor to review and adopt.
- Annual review of the existing training curriculum and diversity curriculum within all areas and modalities of training.
- Annual review and updates of the multicultural practice guidelines and diversity values statement in the training handbook.
- Annual review at the summer board meeting of the role of the NICPP Diversity, equity, and inclusion (DEI) Committee as well as how feedback and ideas can directly inform and promote changes that will be initiated by the board.
- Continue our commitment to maintaining and enhancing relationships with various organizations, divisions and training programs to promote a better range of representation across areas of diversity among trainees and training staff.

NICPP Seminars

- Infuse topics of race and equity into all NICPP seminar content.
 - Require intentional readings and discussions related to topics of diversity, equity and inclusion. This may include books, articles, podcasts etc.
 - Use the first half hour of the afternoon session of each NICPP seminar to host an open forum or small group discussions to address diversity, equity, and social justice topics in a safe and productive manner.
 - Provide examples to highlight the integration of diversity and ethical considerations in all intern case presentations.
 - Require case presentations to explicitly reference both evidence-based treatment modalities and evidence-based therapy relationship adaptations based on culture.

- Training Directors will consult with each consortium day topic presenter in advance to encourage an intentional focus on diversity and ethical consideration.

Agency Specific Commitment

- Provide a strategic plan for addressing gaps in training related to topics of diversity and inclusion.
- Promote recurring conversations and training opportunities for training staff and interns during meetings and individual supervision to enhance cultural humility and responsiveness.

Additional Resources and References

NICPP interns are advised to consult the following resources:

The Diversity Statement of the Association of Postdoctoral and Psychology Internship Centers (APPIC)

https://www.appic.org/Portals/0/downloads/APPIC_Diversity_Statement.pdf

APA Guidelines for providers of psychological services to ethnic, linguistic and culturally diverse populations
Guidelines for Psychological Practice for People with Low Income and Economic Marginalization, 2019

<https://www.apa.org/about/policy/guidelines-low-income.pdf>

APA Guidelines for Psychological Practice with Boys and Men, 2018

<https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf>

APA Guidelines for Psychological Practice with Girls and Women, 2018

<https://www.apa.org/about/policy/psychological-practice-girls-women.pdf>

APA Guidelines for Psychological Practice with Transgender and Gender Nonconforming People, 2015

<https://www.apa.org/practice/guidelines/transgender.pdf>

APA Guidelines for Psychological Practice with Lesbian, Gay and Bisexual Clients, 2011

<https://www.apa.org/pi/lgbt/resources/guidelines>

APA Guidelines for Assessment of an Intervention with Persons with Disabilities, 2011

<https://www.apa.org/pi/disability/resources/assessment-disabilities>

APA Style Grammar Guidelines: Bias-Free Language

<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/general-principles>

APAGS Multicultural Training Database

<https://www.apa.org/apags/governance/subcommittees/cultural-competency>

Facing the Divide: Psychology's Conversation on Race and Health (Undergraduate)

<https://www.apa.org/education/undergrad/diversity>

Project Implicit: A Validated Tool to Measure your Degree of Unconscious Bias

<https://implicit.harvard.edu/implicit>

Black Lives Matter: Anti-Racism Resources for Social Workers and Therapist

<https://www.socialwork.career/2020/06/anti-racism-resources-for-social-workers-and-therapists.html>

Recommended Readings on Stereotypes, Implicit bias, Microaggression, Social Justice:

Abreu, J.M. (2001). Theory and Research on Stereotypes and Perceptual Bias: A Didactic Resource for Multicultural Counseling Trainers. *The Counseling Psychologist*, 29(4), 487-512.

Abstract: This article presents theory and selected research on stereotyping and cognitive automaticity as a didactic resource base for multicultural counselor educators. Multicultural trainers can use this information in the classroom to establish the existing scientific evidence indicating that perceptual processes taking place outside of conscious awareness give rise to biased perceptions involving racial or ethnic categories. The objective of this didactic resource is to impress upon counseling interns the importance of coming to terms with racial prejudice and biases often hidden from conscious scrutiny. In addition to the didactic material, several experiential exercises designed to elicit awareness of biases and personal attitudes and beliefs toward culturally diverse groups are presented. Suggestions for future research are also included.

Brown, K., & Ostrove, J. (2013). What Does it Mean to be an Ally? The Perception of Allies from the Perspective of People of Color. *Journal of Applied Social Psychology*, 43, 2211-2222.

Abstract: Allies are frequently studied from the viewpoint of dominant group members. Three studies took a different perspective by investigating how people of color perceived both White allies and allies of color. Study 1 used content analysis of qualitative data from 80 people of color to describe eight major themes of ally perception. With samples of 182 and 195 people of color, Studies 2 and 3 employed exploratory and confirmatory factor analysis to identify two

subscales, informed action affirmation, based on the themes. Both independent and paired sample tests showed that people of color rating a White ally versus an ally of color perceived significantly less willingness to engage racial factors. Findings are discussed in relation to existing allies research.

Sue, D. W., Alsaida, S., Awad, M. N., Glaeser, E., Calle, C.Z., & Mendez, N. (2019). Disarming Racial Microaggressions: Microintervention Strategies for Targets, White Allies, and Bystanders. *American Psychologist*, 74(1), 128-142.

Abstract: Given the immense harm inflicted on individuals and groups of colors via prejudice and discrimination, it becomes imperative for our nation to begin the process of disrupting, dismantling, and disarming the constant onslaught of micro- and macroaggressions. For too long, acceptance, silence, passivity, and inaction have been the predominant, albeit ineffective, strategies for coping with microaggressions. Inaction does nothing but support and proliferate biased perpetrator behaviors which occur at individual, institutional and societal levels. This article introduces a new strategic framework developed for addressing microaggressions that moves beyond coping and survival to concrete action steps and dialogues that targets, allies, and bystanders can perform (microinterventions). A review of responses to racist acts, suggest that microaggression reactions/interventions may be primarily to (a) remain passive, retreat, or give up; (b) strike back or hurt the aggressor; (c) stop, diminish, deflect, or put an end to the harmful act; (d) educate the perpetrator; (e) validate and support the targets; (f) act as an ally; (g) seek social support; (h) enlist outside authority or institutional intervention; or (h) achieve any combination of these objectives. We organize these responses into four major strategic goals of microinterventions: (a) make the invisible visible, (b) disarm the micro aggression, (c) educate the perpetrator, and (d) seek external reinforcement or support. The objectives and rationale for each goal are discussed, along with specific microintervention tactics to employ and examples of how they are executed.

Thrift, E., & Sugarman, J. (2019). What is Social Justice? Implications for Psychology. *Journal of Theoretical and Philosophical Psychology*, 39(1), 1-17.

Abstract: Given widespread interest and commitment among psychologists to promote social justice, this article takes up the question "What is social justice?" and critically examines the efforts of psychologists in its pursuit. Contemporary challenges to defining social justice are discussed as well as problems resulting from an absence of consensus regarding its meaning. It is argued that social justice only can be understood in light of its particular history. A brief historical overview of social justice is provided. This history supplies the grounds for a critical treatment of conceptions of social justice and psychological initiatives. Fraser's framework for social justice is presented as a theoretical guide for psychologists that can be defended in light of a "best account."

Self-Education Literature:

Banaji, M. R., & Greenwald, A. G. (2013). *Blindspot: Hidden Biases of Good People*. Delacorte Press.

Kendi, I. X. (2019). *How to be an antiracist*. Random House/One World

DiAngelo, R. (2018), *White Fragility: Why It's So Hard for White People to Talk About Racism*. Beacon Press.

Olli, I. (2019). *So You Want to Talk About Race*. Seal Press.

Saad, L. F. (2020). *Me and White Supremacy*. Source Books.

NICPP “Fun Stuff”

Balance in the workplace. While you are completing your doctoral internship training, there are certainly times where your life will feel “out of balance.” You will have competing demands on your time and it is vital that you fulfill your duties and responsibilities as an intern and as a doctoral student in professional psychology. We also recognize that as psychologists (and humans!) it is important that we take care of ourselves. If you are not healthy physically and mentally, you will limit your abilities to be an effective psychologist. This section of the intern handbook is designed to help you think about how you achieve balance in your life.

If this is your first visit to Nebraska, we have provided you with information from the Lincoln, Omaha, and Beatrice Chambers of Commerce. There are a lot of areas to explore in this great state. Do you know where Carhenge is? Have you thought about going tanking down the Niobrara River? Do you know what “tanking” is? Did you know that there are over 90 miles of biking and running trails in Lincoln? The Lincoln half-marathon and the Lincoln marathon are held annually in May. If you are a runner, it's a great (flat!) race with great spectators. What about organizing a running club with your fellow interns? If you're not a runner, what about organizing a book club with some of your fellow interns? The arts are alive and well in Nebraska. The Lied Center in Lincoln and the Orpheum Theater in Omaha have great shows/plays/concerts. Speaking of concerts, the Quest Center in Omaha brings in top performers. Get on ticketmaster.com to check out some of these offerings. Both Lincoln and Omaha host Saturday morning farmers' markets that are a blast. They run from May to October. These are just a few ideas for some fun things to do in Nebraska.

Suggested Readings:

1. Braza, J. (1997). *Moment by Moment: The Art and Practice of Mindfulness*. Boston: Charles Tuttle, Co., Inc.
2. Kabat-Zinn, J. (2005). *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life*. Hyperion.
3. Kerr, D. R. (2000). *Becoming a Therapist: A Workbook for Personal Exploration*. Prospect Heights, IL: Waveland Press, Inc.
4. Norcross, J. C. & Guy, J. D. (2007). *Leaving it at the Office: A Guide to Psychotherapist Self-Care*. NY The Guilford Press.
5. Yalom, I. D. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York: Harper Perennial.

Thirteen Rules of Success: A Message for Students

Steven C. Hayes
University of Nevada

Recently a student I care about flunked out of graduate school. It is a relatively rare thing, especially in our program which bends over backwards to prevent that. But it has made me think about just what it is that distinguishes highly successful students from others. We all recognize that some students and some young professionals will make it while others, who are equally bright, will not. Why is this? What are they doing differently?

Let me admit before I start that success is a relative term, and a multidimensional one at that. Too many of us are workaholics, and tend to define success too narrowly, downplaying success as a friend, success in enjoying life, success in personal growth, and the like. I secretly hope and suspect that the student who flunked out was, in part, responding to muses that will lead to success in other areas. The purpose of the short paper, however, is limited to the work habits and general approaches to tasks that characterize successful students and scientific training.

I've tried to distill my opinion down into 13 "rules of success." None are absolute: I personally violate one or more of these rules almost every day. But I have noticed that when I keep them, things work much better than when I don't. I've also noticed that students who keep more of them tend to be much more successful.

Rule 1. Care About the Process, Not Just the Outcome

Few of us will be projected into success suddenly. More probably we will nibble away, and pieces will fall together one by one. The small things can end up being crucial, as skills and knowledge combine in unexpected ways. We simply cannot always predict which of our actions at any given moment will advance our career.

This creates a problem. If success as an outcome is too important, we are likely to cut ourselves off from the process that might produce it. For example, suppose a professor raises an interesting issue about an "irrelevant" intellectual area. If the student is too outcome oriented, there is a temptation to close down intellectually, and the opportunity to learn something that might later be important is missed.

Successful students have a richness about them that comes from an openness to such moments, and a consistency in quality that reveals a general tendency to care. The most successful professionals care about a wide variety of things in the field and emphasize the intrinsic value of the tasks. They are working towards outcomes all the time, but they don't forget the value of the process.

I have a preferred word for this: Play. I don't use this word to trivialize the tasks involved. I use it to point to the source of the consequences that maintain behavior and keep it high quality. The best reason to go to a journal discussion group, attend a convention, or do research is to play professionally. It is the "best" reason because playful engagement in a quality process is always immediately available.

The concrete outcomes of these activities (e.g., jobs, money, reputation, praise), when and if they arrive, may be subtle and long delayed. If you rely on such consequences to maintain the activities, they will almost surely drop away.

Stephen Jay Gould provides an example of what happens if one takes intellectual play seriously. Yes, he is a paleontologist. But he also has written beautifully about psychology, baseball, architecture, and the human meaning of the millennium. It is obvious that he is entertained by his own scholarly play. Like any playful game, he follows the rules: knows his evidence. The best students I have ever worked with are those who do things like staying up until 3 a.m. perfecting a presentation to a local group just because the task itself seems important, even though in some larger view of reality it is not. Importantly, they will show the same care when they are writing a funny poem or arguing an arcane point in philosophy of science. I suspect that Stephen Jay Gould was like that as a student.

Rule 2. Talk and Write -- a lot

Science is a largely verbal enterprise. Successful scientists must speak, write, persuade, and debate. The only way to become skilled at professional verbal behavior is to engage in it. Talk in class. Talk at conventions. Talk in the halls. Listen and respond. Propose and consider. Argue. Share thoughts. If you think you have something to say, say it. If you wonder if you have something to say, and worry that it is not worthwhile, say it anyway. Chronic fearful silence is a young scientist's worst enemy, and it is shockingly common. At least half of the wonderfully bright students we recruit into our department rarely talk in class, and in my experience, that is a terrible predictor if it continues.

Now, it is true that occasional thoughtful silence is a good thing. You have to learn to discriminate when to talk and when to listen. But, frankly, it is much easier to quiet a loud mouth than to jump start a mute, so the discrimination is more easily learned from that end of the continuum.

The same thing applies to writing. Writing with ease comes with practice, but most students seem to think that this "practice" should consist of reading, thinking, outlining, or planning. Those are important, but to get facile with professional writing you have to write. You must put words on paper and put them in front of an audience.

There are many opportunities to do this, even without creating them. For example, if you write a paper for class, write it as if you would publish it. Then try to do just that.

Rule 3. Say Yes Easily, and Mean It

Early in your career you should expose yourself to different things. Broaden your repertoire. When someone talks about a good project, say "let's do it". If someone asks for help with the project, say yes. Then deliver. Do more than is expected. If your part of the project is to design a computer program, have it done tomorrow instead of next week and add some bells and whistles to it. If you have agreed to organize the lab, do it elegantly.

Rule 4. Work With Others, and Share Easily

You can learn a lot from others. They help push you and they teach you new things. So collaborate. Form teams. Network. Give more than you ask.

The thing that usually prevents collaboration is fear that you have nothing to contribute, or (worse) that someone else will get more than you. The latter is possible, but if you aim to prevent that, you kill collaboration. Worry about order of authorship when the time comes and, even then, do so with ease. In the larger scheme of things, whether you end up third author versus second doesn't matter much.

Similarly, if someone else takes credit for "your ideas," well there should be plenty more where that one came from if you take advantage of all that others have to teach you.

Rule 5. Keep Your Commitments

This is the most important rule of all. This one rule separates the successful from the unsuccessful student more than any other, but its value cannot be known until you do it. So figure out a way. Set up a program, make it life or death, ransom your grandmother. Do it. Of course, no one always does it. Okay, so when you slip, go back and do it 100%. I violate this one nearly every day. Yet I continue to fight to keep it.

Rule 6. Even Dogs Never Urinate in Their Own Beds

In one sense, the outcome of success is dominantly social: People think well of you and your work. But we are all afraid we will fail. Students have the extra burden of dependency combined with some degree of powerlessness. A horribly seductive way to deal with this fear and this burden is through cynicism, criticism, paranoia, gossip, and the like. For example, students can complain to one another about their program, or this and that instructor, but not openly where something might be done. You begin to gather together a group (e.g., fellow students) who will all agree that things are terrible, no one could achieve these standards, the instructors are dolts anyway, and so on. The effect is that (a) you get a thin version of the social benefits of success (a supportive verbal community) but without achievement, (b) control of the larger scientific verbal community and that of the program you are in diminishes, and (c) you can righteously feel bad about where you are. You create a social community in which each person is supported in doing what does not work. It feels good but it goes nowhere.

I have seen this process destroy the training of many students. Sometimes they catch themselves after a year or so and pull out of it. Sometimes they leave the program. The most tragic are those who do their training in a half-hearted (but secretly righteously angry) way, and years later they realize that they wasted their opportunity. The solution is simply to refuse to do it, to walk away when others try to draw you in, and to take responsibility for your career. After all even dogs never urinate in their own beds.

Rule 7. Acknowledge Your Own Power and Behave Accordingly

Let me tell you something incredible: You can make a huge difference in your discipline. We are not talking about fields that require a gazillion dollar superconducting supercollider to do good work. We're talking about fields that are young and accessible, in which even one person can make a big difference. The unsuccessful students will withdraw in fear from that

statement (see Rule 6), or will mistake dreams for action. The successful student will acknowledge their own power, and will push on vigorously to make it manifest.

Nelson Mandela, in his inauguration speech, made a point that I particularly like:

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, "who am I to be brilliant, gorgeous, talented, fabulous?" Actually, who are you NOT to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are born to make manifest the glory of God that is within us. It is not just in some of us, it is in everyone. And as we let our light shine, we give others permission to do the same. And as we are liberated from our fears our presence liberates others.

Rule 8. Acknowledge Your Own Finitude And Behave Accordingly

You do not know how long you have on this planet. Regardless of how many years, the time is certainly short. I tell my students to be mindful of this in the area of research and try to do work that is both entertaining and important. For example, sometimes weak students come up with research ideas that are minor variations of what someone else has done in literature. It is as if they think that is all they can aspire to (see Rule 7) or as if they think they have all the time in the world. My question to students in this circumstance is this: Suppose, unknown to you, you only have two or three research studies allotted to you before you die. Do you want to spend one on that? Successful students aspire to make a difference in the time they have.

Rule 9. Network With Your Betters

There is a tendency for students to think of experienced and highly successful professionals in two erroneous ways: as persons on a pedestal or as dinosaurs to be overthrown. Unsuccessful students gravitate toward the first error, somewhat more successful students toward the second. But the most useful reaction is to see them as people who have earned respect through their sweat and effort, and from whom you can learn. With a few exceptions, well-known professionals are likable, hard-working, and smart. This is not surprising since they would not be well-known if they were not. People try to make jerks fail, and dumb or lazy people rarely come up with ideas that will stand the test of time. Successful students want to know successful people; they want to talk with them, correspond with them, listen to them. They want a dialogue of ideas. Unsuccessful students are too afraid or uninterested, or they want only to show off.

Get to know the leaders of the field. Listen to their talks. Talk to them at cocktail parties. Write to them. Send them copies of your work if it seems appropriate. Nice, bright, hardworking people are just good people to learn from.

This networking will help you create a forum for your ideas. Successful students tend to use their intellectual contacts to create opportunities to play. For example, even fairly junior students can organize a symposium and participate in it. If you can get well-known people to play on your stage it will elevate your own talk. Then all you have to do is to give a darn good one, which, in turn will allow you to network with others about your ideas.

Rule 10. Guard your Integrity

Anonymous self-reports tell us that a larger percentage of students have at some time cheated in school. Perhaps it was to pass a test or get a better grade on a paper. Students in training know that science is supposed to be above that sort of thing, but we spend little time dealing with the human realities that lead to cheating, preferring instead to moralize. It is very rare that cheating in science is even talked about, and as a result, most students do not realize how pervasive the temptation is to cheat in research.

People who want to be successful are especially susceptible to the kind of shaping that can lead to biased data, or outright dishonesty. In order to publish that paper or get that grant, it is tempting to throw out a few outliers or change an exclusionary criterion post hoc. You can often even justify it, but shades of gray compromises can lead to black and white cheating. I've seen highly successful careers tragically destroyed by the shaping process.

Prophylactically, it helps to focus on the process, not the outcome (Rule 1). Watch out for things that might lead to internal pressure to cut corners, especially in needless outcome orientation. For example, never do a study "to show x"; and if you catch yourself using a phrase, self-edit it immediately. Do it "to see if x is so." Wanting to be right is your enemy. Wanting a specific outcome is your enemy. Wanting to find out is your friend.

Focusing for the moment on the student scientists (and not the consumers of science, which is another important matter), the most tragic human cost of scientific cheating is not the careers that are destroyed--after all, most cheaters will "get away with it." The cost is this: If you violate your integrity, even in little ways, to achieve a particular outcome, you will find the activity itself to be less intrinsically reinforcing. It always works that way. The playfulness disappears. It's now a means to some other end. Science is no longer fun.

Rule 11. Follow your Bliss

Successful students are confident. I don't mean they necessarily feel confident. I mean that they follow their bliss: they are true to themselves. This is confidence (*con: with; fidence: fidelity*). If you have an odd mixture of interests, well, maybe that mixture will lead to new and exciting things even though someone will tell you that you have to focus on something safer. Take the risk. If it worries you, build a little safety net. Do not, however, violate what seems important to you. You will pay very dearly for the violation because it will take away your compass for scientific entertainment. You can get lost without a compass.

Rule 12. Say No Easily and Mean It

As your career progresses, you will naturally focus. It is the only way to maintain your quality. As you focus, learn to say no. Set priorities. Stick to them. I'm still learning this rule (actually I do it more and more, but the distractions and requests go up too, so it seems that I never have quite enough Rule 12 for Rule 5 to be 100%).

Rule 13. Open Your Mail, Return Your Phone Calls, and Keep Your Desk Clean

Oh well. Not every rule can be followed.