OC FAMILY WELLNESS GROUP

Doctoral Internship Training Handbook

2027 -2028
Training Year

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DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM

Orange County Family Wellness Group
Comprehensive Training Program for Clinical Psychology Doctoral Interns

Program Overview and Training Goals

Orange County Family Wellness Group (OCFWG) is a private practice in Orange County, California. OCFWG provides therapy and psychological testing to children, families, and adolescents. The practice is operated by two licensed clinical psychologists, Dr. Nicole Chavez and Dr. Parie Faridnia. OCFWG has been an established doctoral practicum training site since 2017 and has been an APPIC-member doctoral internship site since 2025. In addition to practicum and internship training, OCFWG offers postdoctoral fellowship opportunities, providing a developmental training continuum that supports trainees from practicum through internship, postdoctoral fellowship, and the transition to independent licensure. The internship is fully integrated into the broader structure of Orange County Family Wellness Group (OCFWG), a multidisciplinary private practice dedicated to prevention, early intervention, and family wellness across the lifespan.

Interns are considered valued members of the clinical team and participate in all aspects of the practice's collaborative model. Training is embedded within OCFWG's existing systems of care, including weekly case consultations, clinical rounds, staff meetings, and didactic seminars. Interns work alongside licensed psychologists, play therapists, and other mental health professionals, receiving layered supervision and mentorship that connects directly to the organization's mission of fostering whole-family wellbeing. This structure ensures the internship functions as a coordinated training experience rather than on-the-job service provision, emphasizing growth, reflection, and professional identity development within a supportive clinical community.

The Psychology Doctoral Internship at Orange County Family Wellness Group is a full-time, year-long clinical psychology training program. Interns will complete a minimum of 2,000 supervised training hours including: clinical supervision, direct therapeutic and assessment services, interdisciplinary collaboration, and didactic training. Interns in our doctoral psychology internship program have the unique opportunity to earn supervised hours under Registered Play Therapist-Supervisors, Training Director Dr. Parie Faridnia, and/or Psychology Lead/Chief Dr. Nicole Chavez. These supervised hours may be applied toward the requirements for the Registered Play Therapist (RPT) credential, as outlined by the Association for Play Therapy (APT). This specialized training

opportunity is designed to enhance clinical competency in play therapy and support future credentialing through APT.

Interns provide services both in-person and via telehealth within a supportive, collaborative environment that values clinical excellence, cultural responsiveness, and professional growth.

The practice serves a diverse population presenting with a wide range of developmental, emotional, and relational concerns. Interns are fully integrated into the practice's clinical team and are involved in case consultations, didactic seminars, and interdisciplinary collaboration.

Interns at Orange County Family Wellness Group (OCFWG) have access to a range of resources that support high-quality training and client care. The facility includes three fully equipped playrooms: one designed for sand tray therapy, another for arts and crafts-based interventions, and a sensory playroom that fosters regulation and engagement for children with diverse needs. In addition, there are three private offices available for interns to conduct therapy, assessment, and telehealth sessions. Each office is furnished and equipped with computers, secure electronic health record (EHR) software, and HIPAA-compliant telehealth platforms. The practice also provides a variety of clinical and assessment materials, including psychological testing tools, therapeutic aids, and access to digital resources that support evidence-based practice.

Administrative and clerical support are available through OCFWG's front office team, who assist with scheduling, billing, and client communication. Supervision, case consultation, and didactic training occur weekly and are conducted both in-person and virtually. Together, these resources ensure that interns are supported in developing their professional competencies in an organized, collaborative, and well-resourced training environment.

This internship follows a practitioner-scholar model, grounded in family systems, attachment, lifespan development, and trauma-informed care. Interns will develop competencies in:

1. Evidence-based assessment and diagnosis
2. Non-directive and integrative play therapy
3. Direct therapeutic services to multiple age groups including: children, adolescents, and adults
4. Perinatal mental health services (pregnancy to postpartum)
5. Parenting and family therapy, including CPRT & FFT
6. Early intervention & prevention strategies

7. Integration of different theoretical orientations including: psychodynamic psychotherapy, dialectical behavioral therapy and cognitive behavioral therapy.
8. Cultural humility, diversity, and ethical professional conduct

Interns engage in both in-person and telehealth-based clinical services, delivering quality care to diverse client populations within a supportive and structured environment.

Intern Benefits

The following benefits are available to interns:

- Annual stipend of $37,500
- Paid time off (total of 10 days for vacation)
- Paid sick leave (total of 5 days per fiscal year)
- 3 educational days (for activities such as attending or presenting at conferences, defending your dissertation) in addition to paid time off listed above.
- Supervision is provided by Registered Play Therapist Supervisors allowing interns to count supervision hours towards the Registered Play Therapist credential.
- The site has three fully equipped playrooms for child/play therapy clients
- The site is equipped with a sand tray room
- Administrative and clerical support
- Coffee, water, and snacks are provided

Internship Goals

Research

- Seek out research on developmentally appropriate and culturally responsive interventions that support the intern's current child, adolescent, and family caseload.
- Develop extensive knowledge of trauma, attachment disruptions, and environmental stressors, including how these factors impact children and caregivers and how they inform treatment planning.
- Apply findings from the neurodevelopmental research literature (especially around abuse, neglect, chronic stress, and trauma) to assessment, conceptualization, and treatment.

- Stay abreast of new developments in child, family, and play therapy, including child-centered play therapy, trauma-informed play interventions, and the latest evidence supporting expressive and relational modalities.

Ethical and Legal Standards

- Demonstrate good judgment when faced with ethical decisions; know when to seek supervision or consultation to remain aligned with APA ethical standards and California laws and regulations.
- Understand and follow mandated reporting requirements for child abuse, elder abuse, danger to self, danger to others, and dependent adult abuse, while maintaining a culturally sensitive and developmentally appropriate approach when addressing these issues with families.
- Accurately assess Adverse Childhood Experiences (ACEs) and communicate concerns to parents and appropriate agencies while preserving the therapeutic alliance and prioritizing child safety.
- Apply and document legal and ethical standards in increasingly complex clinical situations involving children, co-parents, schools, and multiple treating providers.
- Consider cultural, developmental, and family-system factors in ethical dilemmas, particularly when determining best interests of minors and navigating caregiver conflict.

Individual and Cultural Diversity

- Understand the intersection of race, gender, class, language, disability, neurodivergence, immigration status, and socioeconomic stressors that shape child and family mental health.
- Demonstrate cultural humility and sensitivity to cultural, ethnic, religious, gender, sexuality, ability, and socioeconomic diversity. Apply this knowledge when selecting and interpreting assessments, providing interventions, and understanding family systems.
- Demonstrate awareness of how individual culture and family identity influence a child's view of therapy and their engagement in play-based interventions; identify unique strengths and values that support treatment.
- Provide therapy that is culturally inclusive and integrates multicultural competence into rapport building, play therapy, parent coaching, school collaboration, and family systems work.

- Recognize how the intern's own background may influence client expectations, responses, and therapeutic progress, and work to resolve challenges that arise.
- Increase awareness of diversity and its impact on development, emotional regulation, attachment, stigma, mental health, and response to treatment.
- Advocate for culturally diverse, underserved, and marginalized children and families within schools, systems, and the community.

Professional Values, Attitudes, and Behaviors

- Demonstrate a sincere desire to learn by actively engaging in reflective practice, welcoming supervision, and incorporating ongoing feedback into clinical work.
- Engage in trainings and workshops that strengthen foundational skills in play therapy, child-centered approaches, CPRT, trauma-informed care, and family-based interventions.
- Resolve conflict appropriately and collaboratively with peers, supervisors, and office staff and contribute positively to the team culture.
- Strengthen appropriate self-care practices and learn to manage the emotional demands of child and family work.
- Demonstrate professionalism in a culturally sensitive, warm, attuned, and developmentally informed manner to build trust with children and parents.
- Recognize the supports needed to maintain wellness as a clinician and sustain effective therapeutic presence with children and families.
- Produce high-quality clinical documentation that is timely, thoughtful, accurate, and consistent with professional standards.

Communication and Interpersonal Skills

- Learn to communicate clearly, both orally and in writing, with children, parents, caregivers, school staff, and multidisciplinary team members.
- Develop the ability to explain play therapy to caregivers in developmentally appropriate ways that increase buy-in and support therapeutic goals.
- Learn to repair ruptures and resolve misunderstandings with clients and families in a timely, attuned, and developmentally appropriate manner.
- Gain confidence in communicating recommendations to parents, school personnel, and outside providers while maintaining collaborative and respectful relationships.

Assessment

- Select, administer, score, and interpret age-appropriate assessments related to emotional, behavioral, social, developmental, and family functioning, using DSM-5-TR criteria with supervisor support.
- Develop competence writing integrated psychological reports (minimum of 6), synthesizing testing data and developmental history with cultural, family, and school context.
- Incorporate play-based assessment methods, behavioral observations, and child engagement cues into conceptualization of presenting concerns.
- Identify pivotal leverage points for children and families that inform diagnosis, treatment planning, and parent involvement.
- Use assessment information to guide evidence-based recommendations and referrals that support long-term growth for the child and family system.

Intervention

- Apply developmentally informed, evidence-based, and trauma-informed interventions for children, adolescents, and families.
- Strengthen foundational skills in play therapy, including building therapeutic rapport through child-centered play, reflective responses, tracking behavior, limit-setting, and supporting emotional expression through symbolic play.
- Deliver CPRT/parent-child relationship skills when appropriate and engage parents in treatment planning and behavior-support strategies.
- Document treatment progress according to site requirements in a clear and timely manner.
- Practice effective interventions that target identified leverage points and promote meaningful change for children and families.

Supervision

- Actively engage in supervision by preparing cases, identifying questions, reflecting on personal reactions, and implementing supervisor guidance into clinical work.
- Identify internal or external factors that may hinder clinical accuracy or emotional attunement and work with supervisors to strengthen these areas.

- Increase capacity for self-awareness, clinical curiosity, and creativity in child, adolescent, and family therapy.

Consultation and Inter-Professional/Interdisciplinary Skills

- Develop strong consultation skills with teachers, school counselors, pediatricians, psychiatrists, and other professionals involved in the child's care.
- Learn how to communicate the unique value and role of a doctoral-level clinician specializing in child and family psychology.
- Become an invaluable team member through thoughtful collaboration, clear communication, and respectful professionalism.
- Learn to act with humility, warmth, and appreciation when consulting with others to maximize support for the client.

Weekly Intern Schedule

While time spent in each activity can differ on a week to week basis, the basic breakdown of time spent in each activity is as follows (based on 40 hour week):

Role	Percent of Time
Direct Patient Care	≥ 25%
Administrative/Case Management	20%
Supervision	10%
Seminars/Didactic training	5%
Consultation/Peer Supervision	5%
Research/Professional Development	30%
Community Outreach	5%

Application and Selection Process

Applicants must currently be enrolled in an APA- or CPA- accredited doctoral program in Clinical Psychology, Counseling Psychology, or School Psychology and must have completed the following:

- Minimum of 400 direct clinical hours
- Comprehensive exams
- Endorsement of official readiness for internship
- Graduate coursework in ethics and assessment
- Have completed or will complete by the start of internship

Application Requirements

- APPIC AAPI online application
- Cover letter
- Curriculum Vitae
- Three letters of recommendation
- Graduate transcripts
- Clinical writing sample (integrated assessment report or treatment summary)

Equal Opportunity Statement

OCFWG is committed to diversity, equity, and inclusion. We do not discriminate based on race, ethnicity, gender identity, sexual orientation, religion, disability, socioeconomic status, or immigration status. We strongly encourage applicants from historically underrepresented groups to apply.

Staff and Supervisory Team

Dr. Parie Faridnia, Psy.D., RPT-S

Training Director
Licensed Clinical Psychologist
Registered Play Therapist Supervisor

Email: connect@drparie.com

Dr. Nicole Chavez, Psy.D., RPT-S

Psychology Lead/Chief
Licensed Clinical Psychologist
Registered Play Therapist Supervisor

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Core Training Components

Clinical Experience

Interns are expected to carry a diverse caseload, utilizing different therapeutic modalities as needed to support client care. Interns will be afforded the opportunity to advance clinical skills in an environment that is dedicated to providing developmentally appropriate, culturally inclusive care.

Clinical Opportunities Include

- Interns are expected to spend at least 25% of their time providing direct client care/service.
- Client populations may include children, adolescents, adults, couples and families
- Different theoretical orientations are integrated depending on client need. Theoretical orientations and approaches commonly practiced at OC Family Wellness Group include: Psychodynamic Psychotherapy, Play Therapy, Internal Family Systems, Gottman Couples Therapy, Emotion-Focused Couples Therapy, Dialectical Behavioral Therapy and Cognitive Behavioral Therapy

Didactic Training

Interns participate in a minimum of two hours of weekly didactic training and seminars designed to advance clinical knowledge, enhance critical thinking, and support the integration of research into clinical practice.

Didactic training areas of focus are outlined in detail in the didactic training calendar.
Didactic training is designed to complement direct clinical experience and promote ongoing professional development.

A copy of the full 52 week didactic training calendar can be found in Appendix A

Supervision & Evaluation

Interns receive consistent, supportive supervision to ensure skill development, ethical practice, and clinical competence. Supervisors provide a balance of support, consultation and individualized feedback to each supervisee. A copy of the Inten Evaluation can be found in Appendix B.

Supervision structure includes:

- 2 hours of weekly individual in-person supervision provided by licensed psychologists.
- 2 hour weekly group supervision with peer collaboration and case discussion provided by a combination of licensed psychologists and licensed clinicians (LCSW, LMFT, LPCC, etc.)

Intern Evaluation

- Formal written evaluations are conducted twice per training year, once and the six month mark and at the end of the internship year to ensure effective training and that intern have met all goals.
- Both written formal evaluations will be sent to the intern's doctoral program after the intern has reviewed the completed evaluation with their direct supervisor.
- Weekly supervision provides continuous verbal feedback to support the intern's progress and professional development.
- Evaluations are designed to measure the intern's progress toward achieving the specific training goals outlined by OC Family Wellness Group. Successful completion of the program requires demonstrating competence in these areas through ongoing assessment and final evaluations.
- Each evaluation reflects the intern's ability to integrate research, ethical standards, cultural responsiveness, and evidence-based practices into clinical work. Meeting these expectations ensures readiness for independent practice and alignment with professional standards.
- Evaluations are directly tied to the training goals, assessing skills such as applying neurodevelopmental research, maintaining ethical and legal compliance, demonstrating cultural humility, and delivering developmentally appropriate interventions.
- Evaluations provide structured feedback on core competencies including assessment, intervention, communication, and professional behavior so interns can identify strengths and areas for growth. Consistent progress in these domains is essential for program completion.
- The evaluation process ensures that interns not only acquire knowledge but also demonstrate practical application of skills in child, adolescent, and family therapy. This alignment guarantees that program graduates meet the highest standards of clinical competence and cultural sensitivity.

Professional Development & Outreach

The internship emphasizes the development of a well-rounded professional identity. Interns are encouraged to engage in outreach and systems-level work to build skills in leadership, consultation, and advocacy.

Experiences include:

- Community outreach and psychoeducation initiatives
- Program development, including the opportunity to participate in the creation of written resources
- Private practice management operations and case management
- Building and maintaining relationships with hospitals, schools, and other private practices

Psychological Assessment

Assessment training is a key component of the internship experience at OC Family Wellness Group. Interns will have opportunities to develop skills in psychological testing and report writing under close supervision. Interns will become familiar with a wide range of psychological evaluation measures, learning to administer and score standardized measures, interpret results, engage in differential diagnoses, and write comprehensive reports.

Interns are expected to complete a minimum of six psychological batteries during their internship year. Training and supervision will cover evaluations for autism, intellectual disability, attention deficit-hyperactivity disorder, learning disorders, and socio-emotional disorders in children, adolescents, and adults.

Specific training on psychological assessment are included in the didactic training schedule. Interns will also participate in a one-hour weekly group supervision focused solely on psychological assessment. This supervision group will allow interns to seek feedback on clients in which they are completing psychological assessments.

Assessment training will include, but are not limited to:

- Cognitive and academic evaluation
    - WAIS-V, WISC-V, WPPSI -III, WIAT-3
- Projective assessments
    - Rorschach Ink Blot Test, Roberts 2
- Objective personality assessments
    - MMPI-3/MMPI-A, PAI/PAI-A, MCMI-IV/MACI, BASC 3, PIC, PIY
- Neuropsychological assessments
    - NEPSY -2, CPT- 3, CATA

Interdisciplinary Collaboration

Interns gain valuable experience consulting and collaborating with other members of their client's care team. The training includes emphasis on legal and ethical considerations as it relates to interdisciplinary collaboration, including obtaining necessary documentation and client consent.

Collaborative opportunities include:

- Consultation with psychiatrists, pediatricians, educators, and case-managers depending on client request
- Coordinating with other multidisciplinary teams to support client needs

Peer Supervision & Supervisor-in-Training Experience

As part of the professional development component of the internship program, interns will participate in weekly structured peer supervision with practicum students. The peer supervision experience is designed to support the intern's growth into a future clinical supervisor. Additionally, peer supervision allows for meaningful peer contact and collaboration in a formal training-oriented setting.

Interns will serve as supervisors-in-training under the mentorship of their direct supervisor, enhancing their understanding of supervisory roles and responsibilities in clinical practice.

Peer Supervision Training Includes:

- Weekly scheduled peer supervision meetings with assigned practicum students
- Development of supervisory skills including providing feedback, fostering clinical reflection, and modeling ethical practice
- Gain experience facilitating conceptualization and collaborative treatment planning with supervisee
- Interns will have weekly guided reflection and consultation with their direct supervisor

Intern and Post-Doctoral Fellow Facilitated Weekly Research Review Seminar

Interns and post-doctoral fellows will lead a collaborative weekly research seminar group, designed to enhance clinical practice through the integration of current psychological research. Interns and post-doctoral fellows will facilitate the weekly seminars, guiding practicum students as they identify peer-reviewed articles and scholarly resources that are relevant to their current clients. Practicum students will present weekly literature reviews, with interns and post-doctoral fellows facilitating a discussion and analysis of the material. The weekly seminar is also designed

to provide interns with opportunities for peer interaction and collaboration with other interns and/or post-doctoral fellows.

Seminar activities include:

- Weekly literature selection and presentation by practicum students
- Facilitated group discussion led by interns and post-doctoral fellows
- Emphasis on clinical application of research to client care
- Development of skills in evaluating, synthesizing, and applying research
- Supervision and mentorship of practicum students in professional dialogue and scholarly critique

Expected Intern Performance Expectation and Graduation Requirements

- Prior to graduation, interns will complete a minimum of 2,000 total hours, with at least 25% of trainees' time providing face-to-face psychological services to clients.
- Interns will demonstrate ≥ 90% attendance in clinical, supervision, and didactic components
- Interns will show demonstrated competency in core training domains
- Interns will complete progress notes: within 48 hours
- Interns will complete assessment reports: within 10 business days of assessment completion
- Interns will maintain session and case contact logs, updated weekly
- Adherence to APA ethics, HIPAA, and California licensure laws is required

Due Process Procedure

Orange County Family Wellness Group – Doctoral Psychology Internship Program

The Doctoral Internship Program at Orange County Family Wellness Group (OCFWG) is committed to supporting interns' professional growth through fair, transparent training expectations. Due process ensures that concerns regarding intern performance, professionalism, or ethical conduct are addressed in a consistent and supportive manner while protecting the rights of both the intern and the training program.

These procedures outline:

- The program's expectations for professional competence and conduct
- Steps for identifying and addressing problematic behavior or insufficient competence
- Opportunities for intern feedback, support, and remediation
- The formal hearing and appeals processes
- Documentation and timelines for all due process actions

Due process applies when:

- The intern's performance does not meet expected competencies
- Professional behavior or ethical concerns arise
- Internship policies are violated
- Client welfare is potentially impacted
- Previously identified concerns do not improve through supervision

Intern and Program Rights in the Due Process Procedure

The following rights and responsibilities guide the due process procedures to ensure fairness, transparency, and mutual accountability.

Intern Rights

Interns have the right to:

- Be treated fairly, respectfully, and without discrimination.
- Receive written notice of concerns related to performance, behavior, or professionalism.
- Be informed of expectations and given the opportunity to improve.
- Participate in the development of corrective or remediation plans.
- Receive support, guidance, and reasonable time to respond or improve.
- Request a formal hearing before probation, suspension, or termination.
- File an appeal of any formal Due Process decision.
- Consult with their graduate program or a support person throughout the process.

Program Rights

OCFWG has the right to:

- Expect interns to meet professional and ethical standards.
- Identify and document performance or behavioral concerns.
- Develop corrective actions or remediation plans when needed.
- Require additional supervision, training, or clinical limitations.
- Notify the intern's graduate institution when significant concerns arise.
- Protect the welfare of clients and integrity of services.
- Recommend probation, suspension, or termination if problems are uncorrected.

Intern Unsatisfactory Progress and Problematic Behaviors Defined

Intern performance concerns may arise during the training year and can range from minor skill deficits to serious ethical or professional violations. Performance expectations are based on the program's competency areas, which include:

- Ethical and Legal Standards
- Assessment and Diagnosis
- Intervention and Treatment Planning
- Professional Documentation and Case Management
- Professional Behavior and Clinical Judgment
- Individual and Cultural Diversity
- Communication and Interpersonal Skills
- Use of Supervision and Reflective Practice

Unsatisfactory Progress

Unsatisfactory progress occurs when an intern is not meeting expected levels of competency for their stage of training. Examples include:

- Incomplete, delayed, or poor-quality clinical documentation
- Difficulty integrating supervision feedback into practice
- Consistent lateness or poor time management
- Not meeting minimum training requirements or competencies
- Skill deficits that interfere with clinical effectiveness

Problematic Behavior

Problematic behavior goes beyond skill deficits and includes patterns of behavior that interfere with professional functioning, clinical responsibilities, or program integrity. These behaviors may include:

- Failure to acknowledge or address performance problems
- Behavior that negatively impacts clients, colleagues, or the training environment
- Repeated failure to follow agency policies or ethical standards
- Inability or unwillingness to accept supervision or feedback
- Behavior that does not improve despite feedback and intervention

Serious Misconduct

Certain behaviors may warrant immediate review, suspension of clinical duties, or formal action without first requiring a corrective plan. These include:

- Breach of client confidentiality or HIPAA violations
- Violation of APA Ethical Standards or state/federal law
- Falsification of records or documentation
- Harassment, discrimination, or retaliation
- Substance use that interferes with clinical duties
- Client endangerment or unsafe clinical practice

General Guidelines for Due Process

The Due Process procedure ensures that concerns are addressed in a fair, consistent, and supportive manner. The following guidelines apply to all Due Process actions at OCFWG:

- Interns will receive written expectations regarding professional functioning during orientation.
- Performance and professional behavior will be reviewed regularly during supervision and scheduled evaluations.
- Concerns will be addressed as early as possible and whenever possible through supportive supervision before formal action is taken.
- Interns will be notified in writing when significant concerns are identified.
- When appropriate, a Corrective Action Plan or Remediation Plan will be implemented, outlining specific goals, expectations, and timelines for improvement.
- The intern will be given the opportunity to respond to concerns, participate in planning, and access support and mentorship during the process.
- OCFWG may notify the intern's graduate training program when significant concerns arise or formal remediation begins.
- Decisions regarding remediation, probation, suspension, or termination will be based on clear documentation and multiple sources of feedback (e.g., supervisors, training staff, evaluations).
- Interns have the right to request a Formal Hearing before any probation, suspension, or termination decision.
- Interns have the right to appeal any Due Process decision through the Appeals Process outlined in this policy.
- All Due Process actions will include clear timelines, documentation, and communication with relevant parties.

Procedures for Due Process

Concerns about intern competence or professionalism will be addressed in a progressive sequence. The procedural steps are as follows:

Step 1: Identification of Concern

A concern may be identified by a supervisor, staff member, training faculty, or graduate program. Concerns may involve clinical competence, professionalism, documentation, ethics, or policy adherence.

- The supervisor documents the concern.
- The concern is discussed with the intern in supervision.
- Informal resolution is attempted when appropriate.

Step 2: Consultation and Internal Review

If the concern persists or is more serious in nature:

- The primary supervisor consults with either the Training Director or Psychology Lead/Chief.
- To avoid dual roles, the supervisor of record will not oversee the Due Process procedures.

Oversight assignment:

- If the intern's supervisor is the Training Director → the Psychology Lead/Chief oversees Due Process.
- If the intern's supervisor is the Psychology Lead/Chief → the Training Director oversees Due Process.

Step 3: Corrective Action Plan *(Early Intervention)*

If informal supervision is not sufficient, a **Corrective Action Plan** may be implemented.

- Identifies specific concern(s)
- Outlines expected changes
- Includes support strategies
- Sets a timeline for review (typically 2–4 weeks)
- Signed by intern and supervisor

Step 4: Remediation Plan (Formal Performance Action)

If concerns remain unresolved, a **Remediation Plan** is implemented.

- Clearly defines performance or behavior issues
- Links to internship competency areas
- Specifies required changes
- May include changes in clinical responsibility, increased supervision, required training, or skills practice
- Includes review timeline (typically 4–8 weeks)
- **Graduate program will be notified in writing**

- Failure to comply may lead to probation, suspension, or dismissal

Step 5: Formal Hearing (Required before serious action)

A **Formal Hearing** will be held if:

- The intern disputes concerns or plan terms, **or**
- Remediation is unsuccessful and serious action is being considered

Hearing Procedures

- Scheduled within 10 business days of request or referral
- Panel includes: Training Director, primary supervisor, and a neutral licensed psychologist
- Intern may bring a support person
- Intern may present evidence or written response
- A written Hearing Summary is provided within 5 business days

Step 6: Administrative Action (If Needed)

Based on the outcome of remediation and the hearing, administrative actions may include:

- Continued Remediation Plan
- Probationary status
- Temporary suspension of clinical duties
- Extension of internship
- Transfer of supervision
- Reduction of caseload
- **Termination of internship** (only in cases of unresolved or severe misconduct)

Step 7: Right to Appeal

The intern has the right to appeal any Due Process decision. The **Appeals Process** is outlined in Section 7 of this document and must be initiated within **5 business days** of receiving the decision.

Corrective Action Plan

A Corrective Action Plan is the first formal step in addressing performance or professionalism concerns that are not resolved through routine supervision. A Corrective Action Plan is **developmental and supportive** in nature and is intended to provide clear expectations and guidance to help the intern return to successful performance.

Purpose

A Corrective Action Plan is used when:

- There are emerging concerns about performance, professionalism, or documentation
- Informal feedback has not resolved the issue
- The concern does not rise to the level of formal remediation

Procedures

- The supervisor and Training Director or Psychology Lead/Chief collaboratively develop the plan.
- The plan identifies the concern, expected behavioral changes, and specific performance goals.
- The intern and supervisor meet to review and discuss the plan.
- The intern is provided an opportunity to respond and may submit a written statement if desired.
- The plan will include:
    - Specific goals and expectations
    - Supervisor support and resources
    - A clear timeline for improvement (typically 2–4 weeks)
    - A scheduled follow-up meeting
- The plan is signed by the intern and supervisor, and a copy is placed in the intern's training file.
- If sufficient progress is **not** made by the follow-up date, the intern may be moved to a **Remediation Plan**.

Remediation Plan

If concerns persist after a Corrective Action Plan, or if more significant issues arise related to clinical competence, professionalism, or ethical practice, a **Remediation Plan** will be implemented. A Remediation Plan is a formal intervention designed to address serious concerns with clear structure, program accountability, and escalation procedures if improvement does not occur.

Purpose

A Remediation Plan is implemented when:

- A Corrective Action Plan is unsuccessful
- Intern performance significantly falls below expected competency levels
- Professional behavior raises ethical or clinical concerns
- There is impact on client services, agency functioning, or training environment
- The intern demonstrates resistance to feedback or corrective supervision

Procedures

- The Remediation Plan is developed collaboratively by the supervisor and Training Director or Psychology Lead/Chief.
- The plan will:
    - Identify specific areas of deficiency
    - Link concerns to internship competency domains
    - Define expected behavioral or performance changes
    - Include measurable goals and outcomes
    - Specify a clear evaluation timeline (typically 4–8 weeks)
    - Describe how progress will be monitored
    - Identify additional learning supports or requirements
- Examples of remediation strategies may include:
    - Increased supervision frequency
    - Assigned training readings or workshops
    - Case review or competency demonstrations
    - Reduction of caseload or reassignment of duties
    - Co-therapy or direct observation
    - Additional progress documentation

Graduate Program Notification

The intern's graduate program Director of Clinical Training (DCT) will be notified in writing when a Remediation Plan is initiated. The notification will include a summary of identified concerns and a copy of the plan. The graduate program may be consulted as part of the remediation process for coordination and support.

Outcomes of Remediation

At the conclusion of the Remediation Plan period:

- If satisfactory progress has been made → the intern returns to normal status.
- If partial progress is made → the plan may be extended.
- If insufficient progress is made → the case proceeds to a **Formal Hearing**.
- In cases of serious concern → probation or suspension may be recommended.

Formal Hearing

A Formal Hearing is required before any major administrative action is taken, such as probation, suspension of clinical duties, or termination from the internship program. The purpose of the hearing is to provide a structured, fair review process and to allow the intern the opportunity to respond to concerns and present information for consideration.

When a Hearing is Required

A Formal Hearing will be scheduled when:

- A Remediation Plan does not result in satisfactory improvement, **or**
- The intern disputes due process findings or outcomes, **or**
- The Training Director or Psychology Lead/Chief determines possible probation, suspension, or dismissal may be necessary due to unresolved or serious concerns.

Hearing Procedures

- The hearing will be scheduled within **10 business days** of referral or intern request.
- The intern will receive **written notice** of:
    - The date and time of the hearing
    - The specific concerns being reviewed
    - Documents or evidence being considered
- A hearing panel will include:
    - The Training Director (or Psychology Lead/Chief)
    - The intern's primary supervisor
    - One neutral licensed psychologist who has not previously been involved in the case
- The intern has the right to:
    - Attend and fully participate
    - Provide a written response before the hearing
    - Present information or supporting documents
    - Identify witnesses or relevant supervisors for input
    - Bring a support person from within or outside the agency

Outcome of Hearing

Following the review:

- The panel will deliberate privately.
- A written **Hearing Summary and Decision** will be sent to the intern within **5 business days.**
- Possible outcomes include:
    - Continuation of Remediation Plan
    - Modification of training expectations
    - Extended supervision or clinical restrictions
    - Probation with conditions
    - Suspension of clinical duties
    - Recommendation of dismissal from internship

A Formal Hearing **must occur before termination** except in cases of immediate risk to clients or severe ethical violations.

Administrative Actions

If, after the Formal Hearing, the panel determines that additional action is necessary to protect clients, uphold ethical standards, or ensure training integrity, one or more of the following administrative actions may be taken:

Possible Actions

- **Continuation of Remediation Plan**
  Additional time is granted to demonstrate improvement under an extended remediation plan.
- **Modification of Duties**
  Clinical responsibilities may be adjusted, including a temporary reduction in caseload, reassignment of patients, or a change in training activities.
- **Increased Supervision**
  The intern may be required to receive increased supervision or engage in more structured clinical review.
- **Required Training or Education**
  The intern may be assigned targeted training, readings, or workshops to address skill or competency gaps.
- **Probation**
  The intern continues in the program but under conditions clearly outlined by the training program. Failure to meet probation terms may lead to suspension or termination.
- **Suspension of Clinical Duties**
  The intern may be temporarily relieved of direct clinical responsibilities if client safety or ethical concerns are present. Supervision continues during suspension.
- **Extension of Internship**
  Completion of the internship may be delayed to allow time to meet program standards and competencies.
- **Transfer of Supervisor**
  The intern's supervisor may be reassigned if necessary for clinical, ethical, or training reasons.
- **Termination from Internship**
  If significant concerns are not resolved or in cases of serious misconduct, the intern may be dismissed from the internship program.

Immediate Actions

In cases where client safety or severe ethical violations are involved, the Training Director or agency leadership may temporarily suspend the intern's clinical privileges **prior to a hearing**. Due process procedures will still follow as soon as reasonably possible.

Appeals Process

Interns have the right to appeal any major training decision made during the Due Process procedure, including outcomes from a Corrective Action Plan, Remediation Plan, Formal Hearing, probation decision, suspension, or termination recommendation.

Grounds for Appeal

An appeal may be filed based on one or more of the following:

- Procedural error that affected the decision
- Decision was not supported by documentation
- Disproportionate action given the concern
- New or relevant information not previously considered

Step 1: Submit Written Appeal

- The intern must submit a **written appeal within 5 business days** of receiving the decision.
- The appeal must include:
    - The decision being appealed
    - The basis or grounds for appeal
    - Any supporting documentation
- The appeal must be submitted to the **Training Director** or, if they are involved in the due process decision, to the **Psychology Lead/Chief**.

Step 2: Appeal Review Meeting

- An Appeal Review Meeting will be scheduled **within 10 business days** of receiving the appeal.
- The meeting will include:
    - The intern
    - The supervisor involved
    - If the concern involves a senior leader, supervisor, or member of training administration where a conflict of interest exists, a neutral licensed psychologist, external reviewer, or HR Expert Representative may be assigned by the Training Director to review and ensure fairness.
- The intern may bring a support person if desired.

- A decision will be issued in writing within **5 business days** after the meeting.

Step 3: Final Appeal (Executive Review)

- If the intern disagrees with the Appeal Review decision, they may submit a **final appeal request** within **5 business days**.
- This request will be reviewed by the **Training Director** or an appointed senior leadership designee.
- A written **final decision will be issued within 10 business days.**
- **This decision is final** and cannot be appealed further.

Time Frames for All Due Process Actions

To ensure fairness and timely resolution, the following time frames apply to all Due Process actions:

Process Step	**Time Frame**
Notification of concern to intern	Within 3 business days of identification
Development of Corrective Action Plan	Within 10 business days of concern
Review period for Corrective Action Plan	Typically 2–4 weeks
Development of Remediation Plan (if needed)	Within 5 business days after CAP review
Notification to graduate program	Within 5 business days of Remediation Plan initiation
Review period for Remediation Plan	Typically 4–8 weeks
Scheduling of Formal Hearing	Within 10 business days of referral/request
Hearing decision summary provided	Within 5 business days after hearing
Appeal submission window	Within 5 business days of decision
Appeal Review Meeting	Within 10 business days of appeal
Final appeal decision	Within 10 business days of final review

Note: These timelines may be adjusted only in cases of approved leave, illness, or mutual agreement between the intern and Training Director.

Documentation Procedures

All steps in the Due Process procedure will be fully documented to ensure clarity, fairness, and accountability. Documentation will include:

- A description of the identified concern

- Written summaries of meetings related to due process
- Copies of Corrective Action Plans and Remediation Plans
- Records of intern responses or written statements
- Written communication with the graduate program (if applicable)
- Hearing summaries and appeal decisions
- Final administrative decisions

All documentation related to Due Process will be stored in the intern's secure training file and maintained for a minimum of seven years in accordance with professional training standards.

Graduate Program Notification

The Training Director (or Psychology Lead/Chief, if applicable) will notify the intern's graduate program Director of Clinical Training (DCT) in writing:

- When a **Remediation Plan** is initiated
- If a **Formal Hearing** is convened
- If the intern is placed on **probation, suspension, or terminated**
- When significant training concerns arise that may affect the intern's standing

Graduate program notification supports collaboration and ensures continuity of training. Whenever possible, interns will be informed prior to graduate program outreach.

Policy Alignment Statement

This Due Process policy is consistent with:

- APPIC Membership Criteria
- APA Ethical Principles of Psychologists and Code of Conduct
- California Board of Psychology supervision regulations
- Standards for Fair Training Practices in Health Service Psychology

OCFWG is committed to upholding a fair, transparent, and educational remediation process that prioritizes both client care and intern development. Interns will not be subject to discrimination, unfair treatment, or retaliation at any point in the Due Process procedure.

Forms

The following forms are required components of the Due Process procedure and must be maintained in the trainee's file as part of training documentation. These forms are implemented as appropriate to the level of concern and in alignment with APPIC Due Process expectations.

- **Supervision Tool** *(Appendix C)*
  Used to document ongoing supervision progress, evaluate competency development across training domains, and identify areas needing additional support. This tool ensures transparent evaluation and provides written feedback to the trainee.
- **Corrective Action Plan (CAP)** *(Appendix D)*
  Initiated when performance concerns arise that require formal documentation and targeted strategies for improvement. A Corrective Action Plan includes clearly defined expectations, measurable goals, and timelines for reassessment. Failure to meet CAP expectations may result in progression to a Remediation Plan.
- **Remediation Plan** *(Appendix E)*
  Utilized when serious or persistent concerns negatively impact clinical competency, ethical conduct, or professional behavior. This formal plan outlines structured interventions, increased supervision, and clear criteria for successful completion. Failure to meet remediation goals may result in probation, suspension of clinical activities, or termination from the training program.

Guidelines for Intern Grievance with Supervisor, Staff Member, or Training Program

Grievance Policy

Orange County Family Wellness Group – Doctoral Psychology Internship Program

The Grievance Policy provides a fair and accessible process for resolving concerns raised by interns during the training year. A grievance is a formal complaint about a situation that interferes with an intern's training experience, professional development, or ability to perform responsibilities. This policy ensures that concerns are addressed promptly, respectfully, and without fear of retaliation.

This policy applies to grievances involving:

- Supervisory relationships or conflicts
- Professional misconduct by staff or interns
- Concerns about fairness or bias in evaluations or workload
- Violations of training policies or professional boundaries
- Hostile or unsafe work environments
- Discrimination or harassment
- Ethical or legal concerns related to training
- Retaliation or intimidation
- Other concerns that significantly affect the intern's training experience

Note: This policy is separate from the Due Process Appeals Procedure. The grievance process is used to resolve concerns raised by interns, while the appeals process is used to challenge a Due Process decision.

Non-Retaliation and Safe Reporting Policy

OCFWG is committed to maintaining a fair, ethical, and supportive training environment. Interns must feel safe to raise concerns without fear of negative consequences.

- No intern will experience retaliation for filing a grievance in good faith or participating in a grievance review.
- Retaliation includes intimidation, threats, unfair treatment, negative evaluation bias, schedule changes used punitively, exclusion, or termination related to a grievance.
- Any instance of retaliation must be reported immediately to the Training Director or the Psychology Lead/Chief and will result in administrative action.

Confidentiality will be maintained to the greatest extent possible throughout the grievance process. Information will only be shared with individuals directly involved in resolving the concern.

Informal Resolution

Whenever possible and appropriate, interns are encouraged to first attempt to resolve concerns through direct and professional communication.

Examples of informal resolution may include:

- Discussing concerns directly with the individual involved
- Bringing the concern to supervision for problem-solving guidance
- Requesting a facilitated conversation with support from a supervisor or training leadership
- Clarifying expectations and responsibilities related to a training activity or policy

If the concern is not resolved informally, or if the intern feels uncomfortable addressing the issue directly, the intern may proceed to the **Formal Grievance Procedure** below.

Formal Grievance Procedure

When informal resolution is not appropriate or does not resolve the concern, the intern may initiate the formal grievance process

The following steps must be followed to ensure fairness and transparency:

Step 1: Written Submission

- The intern submits a written grievance within **10 business days** of the event or concern.
- The grievance must include:
    - Description of the issue or incident
    - Names of individuals involved (if applicable)
    - Steps already taken to resolve the issue (if any)
    - Requested resolution or outcome (optional)
- The written grievance should be submitted to the **Training Director**.
    - If the grievance involves the Training Director, it should be submitted to the **Psychology Lead/Chief** instead.

Should the grievance involve the program as a whole, or the intern does not feel comfortable submitting the grievance to the Training Director or the Psychology Lead, the grievance will be submitted to a **certified HR expert** through an outside, neutral company, **Mineral Human Resources**

Step 2: Initial Review Meeting

- A meeting will be scheduled within **10 business days** of the written submission.
- The meeting will include the intern and the reviewing party (Training Director or Psychology Lead/Chief).
- The intern may bring a support person.
- The purpose of the meeting is to clarify the concern, review relevant information, and determine next steps.
- A written summary of this meeting will be provided to the intern within **5 business days**.

Step 3: Investigation (if needed)

- If further review is necessary, an investigation will be conducted within **15 business days**.
- This may include interviews, reviewing documentation, or consulting relevant individuals.
- All participants will be informed that the process is confidential and focused on resolution and fairness.

Step 4: Resolution and Written Decision

- Once the review is complete, a written decision will be issued within **5 business days.**
- The decision may include corrective action, mediation, changes to supervision or workload, or other remedies appropriate to the concern.
- The intern will receive the decision in writing, and a copy will be maintained in a secure training file.

Step 5: Grievance Appeal

- If the intern disagrees with the resolution, they may file a **written appeal** within **5 business days** of receiving the decision.

- The appeal will be reviewed by the Training Director, or, if a conflict of interest exist a certified HR expert through an outside, neutral company, Mineral.
- The intern can request at any time to speak with an HR expert should they feel uncomfortable to address the issue with the Training Director.
- A final written decision will be issued within **10 business days** of the appeal review.
- This decision is final.

Grievance Submission Format

All formal grievances must be submitted in writing and include:

- Intern name and date of submission
- Description of the concern
- Individuals involved (if applicable)
- Steps taken to resolve the concern (if any)
- Supporting documentation (optional)

Grievances may be submitted via:

- Email (preferred):
    - **Training Director:** Dr. Parie Faridnia
        - connect@drparie.com
    - **If conflict of interest, Psychology Lead/Chief:** Dr. Nicole Chavez
        - nicolechavezpsyd@gmail.com
- Sealed written letter addressed to the Training Director and delivered confidentially
- In the event the intern requests to speak with an **HR expert,** the intern will be provided with contact information to submit grievance directly to HR.

Neutral Reviewer Option

If the grievance involves a senior leader, supervisor, or member of training administration where a conflict of interest exists, an **HR Expert Representative** will be assigned by the Training Director to review the grievance and ensure fairness. **An HR Expert Representative will be provided through Gusto Human Resource Services, powered by Mineral Human Resources**: (https://trustmineral.com)

Grievance Process Timelines

To ensure timely and consistent responses, the following timelines apply:

Grievance Step	**Time Frame**
Written grievance submission	Within 10 business days of concern

Grievance Step	Time Frame
Initial Review Meeting	Within 10 business days of submission
Written summary of review meeting	Within 5 business days
Investigation period (if needed)	Up to 15 business days
Written resolution issued	Within 5 business days after review
Grievance appeal submission	Within 5 business days of resolution
Final appeal decision	Within 10 business days of appeal

Extensions may be granted only for documented illness, approved leave, or mutual agreement between the intern and program leadership.

Documentation

- A confidential record of each grievance will be maintained by the Training Director.
- Documentation will include:
    - The original grievance submission
    - Meeting summaries and communication records
    - Investigation findings (if applicable)
    - Resolution or action taken
    - Appeal decision (if applicable)
- Grievance documentation will be stored securely and separately from clinical files.

Protection of Interns and Clients

OCFWG is committed to maintaining a safe, ethical, and supportive training environment. If a grievance raises concerns about client safety, ethics, or legal risk, OCFWG may take temporary action while the grievance is reviewed. These actions may include:

- Temporary reassignment of clinical duties
- Modification of supervision
- Increased oversight
- Referral to appropriate legal or ethical consultation

These actions are precautionary—not disciplinary—and are used only to protect clients, interns, and staff while the grievance is resolved.

Discrimination and Harassment Complaints

Complaints related to discrimination or harassment will be handled with urgency, sensitivity, and in accordance with legal and ethical requirements.

Interns who are the victim or witness of discrimination or harassment should report directly to:

- The **Training Director**
- Or, if preferred, the **Psychology Lead/Chief**

Allegations may include:

- Discrimination based on race, ethnicity, religion, gender, sexual orientation, disability, or other legally protected categories
- Harassment, bullying, or abusive conduct
- Sexual harassment or misconduct
- Hostile or unsafe training environment

Such grievances will be reviewed in partnership with agency leadership and may follow additional HR or legal procedures where required.

Policy Alignment Statement

This Grievance Policy is consistent with:

- APPIC membership criteria
- APA Ethical Standards
- California Board of Psychology supervision guidelines
- State and federal employment laws
- OCFWG policies on fair training and non-discrimination

OCFWG is committed to providing a training environment that promotes psychological safety, open communication, and ethical practice. Interns are protected from retaliation and are encouraged to raise concerns at any time through this grievance process.

Discrimination or Sexual Harassment Procedures

OCFWG is committed to providing a safe and respectful environment conducive to the professional and personal development of all interns. Any concerns or complaints related to discrimination, harassment, or sexual harassment should be taken seriously and reported immediately.

- Interns who are the alleged victim, witness, or subject of such conduct should report their concerns to the Training Director, unless the Training Director is the subject of the concern.
- In such cases, the intern should report the concern to the Psychology Lead/Chief.

- The intern can request at any time to speak with an HR expert should they feel uncomfortable to address the issue with the Training Director or Psychology Lead/Chief.

All such reports will be handled with discretion, care, and in accordance with ethical, legal, and institutional guidelines.

Contact Information

Orange County Family Wellness Group
2070 Business Center Dr.
Irvine, CA 92612

Primary phone (OC Family Wellness Group): (949) 519-0088
Website: http://www.ocfwg.com/

Dr. Parie Faridnia, Psy.D., RPT-S

Training Director
Licensed Clinical Psychologist
Registered Play Therapist Supervisor

Email: connect@drparie.com

Dr. Nicole Chavez, Psy.D., RPT-S

Psychology Lead/Chief
Licensed Clinical Psychologist
Registered Play Therapist Supervisor

Email: nicolechavezpsyd@gmail.com

Appendix A

Didactic Training Schedule

Week 1: Documentation and Note Writing

Date: August 5, 2027
Time: 11:00a – 1:00p
Presenter: Parie Faridnia, Psy.D., Licensed Clinical Psychologist & Nicole Chavez, Psy.D., Licensed Psychologist
Hours: 2

Topics Discussed:

- Navigating the mental health system through effective documentation
- Legal and ethical implications for clinical note writing (HIPAA, informed consent, liability)
- Overview of progress notes, process notes, and supervision documentation
- Discussion of note writing styles: Theranest EHR standard notes, SOAP

Week 2: Suicide Assessment, Treatment & Management

Date: August 12, 2027
Time: 11:00a – 1:00p
Presenter: Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Suicide risk factors, warning signs, and protective factors in children and adolescents
- Use of standardized tools for risk assessment (e.g., ASQ, Collaborative Assessment and Management of Suicidality (CAMS))
- Specialized clinical training led by Dr. Parie:
    - o Topic: safety planning protocols including ethical and legal considerations in managing suicidal ideation
- Peer discussion on clinical decision-making and risk response

Week 3: Self-Care as a Professional Psychologist

Date: August 19, 2027
Time: 11:00a- 1:00p
Presenter: Parie Faridnia, Psy.D., Licensed Clinical Psychologist & Nicole Chavez, Psy.D., Licensed Psychologist
Hours: 2

Topics Discussed:

- Understanding burnout and compassion fatigue in clinical work
- Strategies for maintaining emotional wellness and professional sustainability
- Developing boundaries and self-awareness in therapeutic relationships
- Time management techniques for balancing documentation, sessions, and supervision
- Case management approaches that support clinician well-being

Week 4: Psychological Testing (Personality and Projective Measures)

Date: August 27, 2027
Time: 11:00a – 1:00p
Presenter: Dr. Alina Gram, PsyD, Licensed Psychologist
Hours: 2

Topics Discussed:

- Best Practices in Psychological Personality Assessment
- Projective measures (e.g., Rorschach, HTP, K-F-D) and personality inventories (MMPI-A, PAI)
- Integrating testing data with client narrative

Week 5: Intro to Play Therapy pt. 1

Date: September 2, 2027
Time: 11:00a – 1:00p
Presenter: Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Reviewing Association for Play Therapy (APT) Evidence-Based Guidelines
- Interpretation of play behaviors and themes

Week 6: Play Therapy Interventions pt. 2

Date: September 9, 2027
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist
Hours: 2

Topics Discussed:

- Directive and non-directive play therapy interventions
- Puppet play interventions
- Peer role-play demonstrations

Week 7: How to Be a Peer Supervisor

Date: September 16, 2027
Time: 11:00a – 1:00p
Presenter: Natalie McIvers, Psy.D.
Hours: 2

Topics Discussed:

- Providing constructive feedback and fostering clinical reflection
- Facilitating case conceptualization and collaborative treatment planning
- Ethical considerations, professional boundaries, and appropriate supervisor consultation

Week 8: Sand Tray Therapy

Date: September 23, 2027
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist and McKayla Kay, PsyD
Hours: 2

Topics Discussed:

- Evidence-based sand tray therapy models
- Using sand tray for assessment and clinical insight
- Processing and interpretation of sand images with clients

Week 9: Child Parent Relationship Therapy (CPRT)

Date: September 30, 2027
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & McKayla Kay, PsyD
Hours: 2

Topics Discussed:

- Theoretical foundations and core principles of CPRT (based on the work of Dr. Garry Landreth)
- Training caregivers to implement non-directive play sessions at home

- Addressing behavioral concerns through improved attachment and emotional regulation
- Cultural considerations and adaptations in CPRT delivery
- Materials Available on Site:
- Child-Parent Relationship Therapy (CPRT): A Play-Based Treatment for Children With Behavioral and Emotional Problems (CPRT Manual and Parent Handbook)

Week 10: Incorporating Yoga and Mindfulness into Therapy

Date: October 7, 2027
Time: 11:00a – 1:00p
Presenter: Parie Faridnia, PsyD, Licensed Psychologist, Registered Yoga Teacher
Hours: 2

Topics Discussed:

- Understand the therapeutic benefits of yoga and mindfulness for stress reduction and emotional regulation
- Learn practical techniques to integrate breathwork, gentle movement, and grounding exercises into sessions
- Explore evidence-based approaches for enhancing client resilience and self-awareness through mindfulness practices
- Develop strategies for adapting yoga and mindfulness interventions to diverse client needs and clinical settings

Week 11: Child Abuse Reporting: Legal and Ethical Responsibilities

Date: October 14, 2027
Time: 11:00a – 1:00p
Presenter: Dr. Madeline MacMillin, Psy.D., Licensed Psychologist
Hours: 2

Topics Discussed:

- Recognizing indicators of child abuse, neglect, and mandated reporting obligations
- Navigating reporting procedures, documentation requirements, and consultation practices
- Balancing legal responsibilities, ethical decision-making, and therapeutic relationships with children and caregivers

Week 12: Sibling Dyad Therapy and Interventions

Date: October 22, 2027

Time: 11:00a – 1:00p
Presenter: McKayla Kay, Psy.D.
Hours: 2

Topics Discussed:

- Treating sibling conflict and trauma through dyadic work
- Sibling-based attachment repair and emotion regulation
- Play-based interventions for sibling bonding

Week 13: Functional Family Therapy (FFT)

Date: October 28, 2027
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Specialized clinical training led by Dr. Parie and Dr. Nicole
- Topics: overview of FFT model and phases of treatment
- Engagement and motivation-building with resistant families
- Building alliances within high-conflict families

Week 14: Emotion-Focused Family Therapy

Date: November 4, 2027
Time: 11:00a – 1:00p
Presenter: Cristy Pareti, PsyD, LMFT
Hours: 2

Topics Discussed:

- This training provides an overview of Emotion Focused Family Therapy (EFFT), a caregiver-focused, attachment-based model that empowers caregivers as primary agents of healing.
- Interns will learn core EFFT principles and practical strategies for supporting emotional processing, strengthening family relationships, and addressing barriers to effective caregiving.
- Emphasis will be placed on applying these skills through case examples and experiential learning.

Week 15: Best Practices in Working with At-Risk Youth

Date: November 11, 2027
Time: 11:00a – 1:00p
Presenter: Mary Ellis, LMFT
Hours: 2

Topics Discussed:

- Increase intern proficiency in trauma-informed engagement with youth in residential crisis settings.
- Improve culturally competent communication to reduce relational barriers and enhance trust.
- Reinforce consistent use of empathic boundaries to support relational stability and safety.
- Promote collaborative treatment planning to foster youth agency and therapeutic rapport.

Week 16: Interventions for Couples Therapy

Date: November 18, 2027
Time: 11:00a – 1:00p
Presenter: Sally Mansour, MSW, LCSW, Licensed Clinical Social Worker
Hours: 2

Topics Discussed:

- Safety Planning and Resource Navigation for Intimate Partner Violence (IPV) Survivors
- Attachment and communication interventions
- Working with high-conflict and trauma-exposed couples

Week 17: Psychological Testing pt. 1 (Cognitive and Neuropsychological Measures)

Date: November 22, 2027
Time: 11:00a – 1:00p
Presenter: Dr. Coreen Starr, PsyD, Licensed Psychologist
Hours: 2

Topics Discussed:

- Psychological Testing with children with developmental/intellectual disabilities
- WISC-V, WAIS-IV, KBIT, WIAT, WRAT, NEPSY-II, CPT-3 applications
- Selecting measures based on referral question

- Scoring and strengths-based interpretation

Week 18: Intern-Led Peer Consultations and Case Presentations

Date: December 2, 2027
Time: 11:00a – 1:00p
Hours: 2

Week 19: The Importance of Including Parents in Treatment

Date: December 10, 2027
Time: 11:00a – 1:00p
Presenter: Sarah Wright, LMFT, RPT-S
Hours: 2

Topics Discussed:

- Incorporating Caregivers in the Play Therapy Process
- Family engagement strategies across modalities
- Improving treatment outcomes through parental inclusion
- Setting up effective parent feedback sessions and skill-building

Week 20: Ethical and Legal Discussions and Implications

Date: December 17, 2027
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- California law, confidentiality, mandated reporting
- Ethical dilemmas and case-based application

Week 21: Holiday Week – No Training

Week 22: TF-CBT Treatment and Integrating Play

Date: December 28, 2027 (Tuesday – adjusted for holiday)
Time: 11:00a – 1:00p
Presenter: McKayla Kay, Psy.D.
Hours: 2

Topics Discussed:

- Intro to TF-CBT Workbook and Modules
- TF-CBT model, play integration for children, coping, trauma narrative

Week 23: Trauma-Focused Child-Centered Play Therapy

Date: January 7, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Play-based trauma interventions: safe place, storytelling, symbolic play
- Regulation through play and art, case vignettes

Week 24: Complex Trauma Treatments and Interventions

Date: January 13, 2028
Time: 11:00a – 1:00p
Presenter: Sally Mansour, MSW, LCSW, Licensed Clinical Social Worker
Hours: 2

Topics Discussed:

- Understanding complex trauma
- Phased treatment for complex trauma, attachment, dissociation management
- Case formulation and pacing

Week 25: Culture & Psychosocial Impacts

Date: January 20, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Culturally responsive care with children, adolescents, and families
- Working with diverse family systems and caregiving arrangements

- The impact of identity, culture, and systemic factors on mental health
- Tailoring assessment and intervention to each family's context, values, and resources

Week 26: Self-Reflection on Bias

Date: January 27, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Implicit Bias Tools and Self-Reflection: Case Application
- Intern-Led Reflections: Professional Growth and Impact

Week 27: DEI Training Review & Discussion

Date: February 3, 2028
Time: 11:00a – 1:00p
Presenter: Raymeka Moss, LPCC
Hours: 2

Topics Discussed:

- Multicultural Assessment Modalities
- Cultural Humility
- Intersectionality, systems of oppression, and effective strategies for working with diverse clients
- Peer reflection and action steps

Week 28: Implementing Cultural & Religious Practices in Therapy

Date: February 10, 2028
Time: 11:00a – 1:00p
Presenter: Natalie McIvers, PsyD
Hours: 2

Topics Discussed:

- Culturally Adapted Therapy Modalities for Faith-Based Clients
- Inclusive Holiday Practices: Clinical Application
- Navigating Religious/Cultural Differences in Therapy

Week 29: Treatment Interventions for Anxiety-Related Disorders

Date: February 18, 2028
Time: 11:00a – 1:00p
Presenter: Leonard Noel, LCSW
Hours: 2

Topics Discussed:

- Best Practices in Regulating Anxiety and Overwhelm
- Strategies for OCD, GAD, social anxiety
- ERP, CBT, somatic therapies

Week 30: Postpartum Therapy pt. 1

Date: February 24, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Understanding postpartum mood and anxiety disorders
- Specialized clinical training led by Dr. Parie and Dr. Nicole
- Interventions and clinical considerations for postpartum therapy

Week 31: Postpartum Therapy pt. 2

Date: March 2, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Trauma-informed postpartum care, partner support, cultural considerations
- Postpartum care within family systems

Week 32: Gender Equity in Treatment Planning

Date: March 9, 2028
Time: 11:00a – 1:00p

Presenter: Natalie McIvers, PsyD
Hours: 2

Topics Discussed:

- Clinical Framework: Integrated Postmodern and Feminist therapy perspectives
- Case Conceptualization: Case review and clinical application of feminist interventions
- Gender and interpersonal relational dynamics (Gottman informed)
- Treatment impacts and outcomes
- Discussion/case consultation

Week 33: Gender Bias in Diagnostics

Date: March 16, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, PsyD
Hours: 2

Topics Discussed:

- Personality disorders considerations across gender
- Gender bias around mood and eating disorders

Week 34: Introduction to Neurodivergent Affirming Treatment

Date: March 23, 2028
Time: 11:00a – 1:00p
Presenter: Dr. Albert Knapp, PsyD, Licensed Psychologist
Hours: 2

Topics Discussed:

- Autism and Play therapy
- ASD/ADHD-affirming care frameworks; learning disorders; research-based approaches

Week 35: The Highly Sensitive Child/Person: Intro and Research pt. 1

Date: March 30, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Specialized clinical training led by Dr. Parie and Dr. Nicole
- HSP trait overview, sensory processing differences, regulation frameworks
- Discussion and sensory processing sensitivities case consultation

Week 36: The Highly Sensitive Child/Person: Interventions pt. 2

Date: April 6, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Sensory-supported regulation strategies
- Mindfulness
- Parent psychoeducation
- Attachment-based methods

Week 37: Treatment Interventions for ASD and ADHD

Date: April 13, 2028
Time: 11:00a – 1:00p
Presenter: Jennifer Leaver, PsyD
Hours: 2

Topics Discussed:

- Autism- and ADHD-specific interventions
- Executive functioning; family/school collaboration

Week 38: Treatment Interventions for Depression and Bipolar Disorders

Date: April 20, 2028
Time: 11:00a – 1:00p
Presenter: Sally Mansour, MSW, LCSW, Licensed Clinical Social Worker
Hours: 2

Topics Discussed:

- Depression and bipolar presentations

- Treatment approaches
- Case planning

Week 39: Substance Abuse and Co-Dependency

Date: April 27, 2028
Time: 11:00a – 1:00p
Presenter: Sally Mansour, MSW, LCSW, Licensed Clinical Social Worker
Hours: 2

Topics Discussed:

- Addiction patterns, codependency dynamics
- Addiction within family systems
- Intervention models

Week 40: Efforts to Support Guiding and Accessing Mental Health Care

Date: May 4, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Discussion of barriers to accessing mental health care
- Low-SES resource navigation, community resource coordination, case management strategies
- Psychoeducation efforts and dangers of social media information and AI

Week 41: Research on the LGBTQIA+ Community

Date: May 11, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Minority stress theory and resilience in LGBTQ+ youth
- Mental health disparities

Week 42: Gender Affirming Care

Date: May 18, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Inclusive practices
- Pronoun use
- Therapy environment
- Clinical adaptations

Week 43: Strengthening Family Bonds During Gender and Identity Discovery

Date: May 25, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Familial processes during client's identity exploration
- Clinician strategies for support

Week 44: Intern/Peer Consultations: LGBTQIA+ Cultural Implications and Discussion

Date: June 2, 2028
Time: 11:00a – 1:00p
Presenter: Parie Faridnia, Psy.D., Licensed Clinical Psychologist & OCFWG Interns
Hours: 2

Topics Discussed:

- Intersectional identities
- Cultural humility
- Inclusive clinical interventions
- Group discussion on the application of these topics to interns' current caseload

Week 45: Autism Assessment Part 1

Date: June 5, 2028
Time: 11:00a – 1:00p
Presenter: Coreen Starr, PsyD, Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Identify which symptoms of ASD are measured by specific testing measures and subtests within those measures.
- Learn administration guidelines for a variety of ASD-specific testing measures.
- Practice administering a variety of ASD-specific testing measures to increase reliability and standardization.

Week 46: Autism Assessment Part 2

Date: June 12, 2028
Time: 11:00a – 1:00p
Presenter: Coreen Starr, PsyD, Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Learn scoring guidelines for a variety of ASD-specific testing measures.
- Practice scoring a variety of ASD-specific testing measures to ensure reliability/validity.
- Gain skills on how to manage maladaptive behaviors of clients while administering ASD testing measures.

Week 47: Treatment Interventions Using ACT for Adolescents and Adults

Date: June 23, 2028
Time: 11:00a – 1:00p
Presenter: Jennifer Leaver, PsyD
Hours: 2

Topics Discussed:

- Acceptance and Commitment Therapy processes
- Acceptance, diffusion, values, committed action

Week 48: Treatment Interventions Using DBT for Adolescents and Adults

Date: June 29, 2028
Time: 11:00a – 1:00p

Presenter: Elizabeth Waterman, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- DBT modules: mindfulness, emotion regulation, distress tolerance, interpersonal effectiveness adapted for adolescents and adults
- Supervisor-led case examples and discussion

Week 49: Intern Therapy Case Discussions

Date: July 6, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist, OCFWG Interns
Hours: 2

Topics Discussed:

- Intern-led therapy case presentations
- Peer and supervisor feedback
- Self-reflection on therapeutic growth

Week 50: Intern Testing Case Discussions

Date: July 14, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist, OCFWG Interns
Hours: 2

Topics Discussed:

- Intern-led psychological testing reports
- Diagnosis
- Integrative report writing
- Case conceptualization
- Intervention planning

Week 51: EPPP and CPLEE Preparation

Date: July 20, 2028
Time: 11:00a – 1:00p
Presenter: McKayla Kay, Psy.D.

Hours: 2

Topics Discussed:

- Exam preparation strategies for EPPP/CPLEE
- Reflection on training impact
- Goal planning post-program

Week 52: Professional Development Discussion: Private Practice, Post-Doc,

Licensure, Program Wrap-Up and Impact Discussion

Date: July 27, 2028
Time: 11:00a – 1:00p
Presenter: Nicole Chavez, Psy.D., Licensed Psychologist & Parie Faridnia, Psy.D., Licensed Clinical Psychologist
Hours: 2

Topics Discussed:

- Developing private practice strategically
- Post-doc opportunities
- CA licensure route
- Networking and outreach

Appendix B

Intern Evaluation Form

Number of Hours Per Week _____
Total Hours Completed to Date _____

Supervisor Completing this Form

_____

Instructions: The following statements make use of expectancy levels for several areas considered important to the functioning of a psychologist. In each area, please provide ratings using the following key. Please do not use fractions or decimals. The comments area may be used to elaborate on the ratings. Ratings of 1, 2, or 5 MUST be supported with specific comments.

Rating Scale

Score	Description
5	Student demonstrates outstanding skill and can function semi-independently with minimal supervision. Superior for a student at this level of training.
4	Student can function in a highly competent manner under direct supervision. Above average for a student at this level of training.
3	Student's functioning indicates skill typical of students at this level of training. Average and acceptable.
2	Student's functioning in this area is below average and needs significant improvement.
1	Student's functioning in this area is significantly below average and unacceptable.
NA	Not applicable/unknown.

I. Clinical Intervention

Competency	NA	1	2	3	4	5
Establishes rapport and therapeutic alliance with clients.	☐	☐	☐	☐	☐	☐
Communicates and demonstrates empathy, warmth, and genuineness with clients.	☐	☐	☐	☐	☐	☐
Apply developmentally informed, evidence-based, and trauma-informed interventions for children, adolescents, and families.	☐	☐	☐	☐	☐	☐
Uses foundational skills in play therapy.	☐	☐	☐	☐	☐	☐
Applies CPRT/parent-child relationship skills.	☐	☐	☐	☐	☐	☐
Ability to engage parents and clients in treatment planning.	☐	☐	☐	☐	☐	☐
Ability to accurately diagnose according to the DSM-5-TR.	☐	☐	☐	☐	☐	☐
Applies theoretical/conceptual understanding to interventions.	☐	☐	☐	☐	☐	☐
Can perform effectively in crisis situations.	☐	☐	☐	☐	☐	☐
Understands and manages professional boundaries with clients.	☐	☐	☐	☐	☐	☐
Demonstrates flexibility and creativity in clinical work.	☐	☐	☐	☐	☐	☐
Can terminate therapy appropriately and effectively.	☐	☐	☐	☐	☐	☐

Comments:

II. Assessment

Competency	NA	1	2	3	4	5
Ability to identify appropriate measures and sources of information for referral questions.	☐	☐	☐	☐	☐	☐
Ability to administer and score intellectual measures and integrate interpretation.	☐	☐	☐	☐	☐	☐
Ability to administer and score personality measures and integrate interpretation.	☐	☐	☐	☐	☐	☐
Ability to communicate assessment findings with other professionals.	☐	☐	☐	☐	☐	☐
Ability to communicate assessment findings with clients and caregivers.	☐	☐	☐	☐	☐	☐

Ability to competently utilize test materials in a culturally sensitive manner (i.e., choice of test materials, interpretation within client's cultural context).	☐	☐	☐	☐	☐	☐
Ability to effectively communicate assessment findings in a useful written report complete with relevant and personalized treatment recommendations.	☐	☐	☐	☐	☐	☐
Ability to evaluate clients for dangerousness, suicide, and abuse.	☐	☐	☐	☐	☐	☐

Comments:

III. Research

Competency	NA	1	2	3	4	5
Takes initiative to seek out and apply research on developmentally appropriate and culturally responsive interventions that support the intern's caseload.	☐	☐	☐	☐	☐	☐

Maintains awareness of new developments in child, family, and play therapy.	☐	☐	☐	☐	☐	☐

Comments:

IV. Ethical and Legal Standards

Competency	NA	1	2	3	4	5
Awareness of and compliance with legal requirements of the practice (e.g., mandated reporting, confidentiality).	☐	☐	☐	☐	☐	☐
Awareness of and compliance with APA ethical standards and California laws and regulations.	☐	☐	☐	☐	☐	☐

Comments:

V. Individual and Cultural Diversity

Competency	NA	1	2	3	4	5
Understand the intersection of race, gender, class, language, neurodivergence, immigration status, and socioeconomic stressors.	☐	☐	☐	☐	☐	☐
Demonstrate cultural humility and sensitivity.	☐	☐	☐	☐	☐	☐
Demonstrate awareness of client's cultural and diversity factors.	☐	☐	☐	☐	☐	☐
Provide treatment that is culturally inclusive.	☐	☐	☐	☐	☐	☐
Recognition of intern's own diversity factors and its impact on client's treatment.	☐	☐	☐	☐	☐	☐

Comments:

VI. Professional Values, Attitudes, and Behaviors

Competency	NA	1	2	3	4	5
Demonstrates a desire to learn.	☐	☐	☐	☐	☐	☐
Engages and contributes to trainings and workshops.	☐	☐	☐	☐	☐	☐
Ability to get along with staff and other trainees,	☐	☐	☐	☐	☐	☐

including resolving conflict appropriately and collaboratively.						
Demonstrate professionalism in a culturally sensitive, warm, attuned, and developmentally informed manner.	☐	☐	☐	☐	☐	☐
Utilizes appropriate self-care practices to manage the emotional demands of child and family work and stress.	☐	☐	☐	☐	☐	☐
Timeliness in completing clinical notes and written assignments.	☐	☐	☐	☐	☐	☐

Comments:

VII. Communication and Interpersonal Skills

Competency	NA	1	2	3	4	5
Ability to communicate clearly with children, parents, caregivers, school staff, and multidisciplinary team members.	☐	☐	☐	☐	☐	☐
Ability to explain play therapy to caregivers in a developmentally appropriate manner.	☐	☐	☐	☐	☐	☐
Ability to repair ruptures and misunderstandings with clients and families.	☐	☐	☐	☐	☐	☐
Ability to communicate recommendations to clients, parents, and multidisciplinary team members.	☐	☐	☐	☐	☐	☐

Comments:

VIII. Consultation and Inter-Professional/Interdisciplinary Skills

Competency	NA	1	2	3	4	5
Developed strong consultation skills with client's	☐	☐	☐	☐	☐	☐

multidisciplinary team members.						
Ability to work collaboratively, commutatively, and respectfully.	☐	☐	☐	☐	☐	☐

Comments:

IX. Supervision

Competency	NA	1	2	3	4	5
Approaches supervision in an open and collaborative manner.	☐	☐	☐	☐	☐	☐
Engages in supervision with prepared cases, questions, and self-reflections.	☐	☐	☐	☐	☐	☐
Actively seeks out clinical and professional consultation when appropriate.	☐	☐	☐	☐	☐	☐
Uses supervision feedback to improve clinical effectiveness.	☐	☐	☐	☐	☐	☐
Manages and makes use of personal reactions to clinical work (i.e., countertransference).	☐	☐	☐	☐	☐	☐
Exhibits a balance of openness and ego strength in self-awareness, clinical curiosity, and creativity.	☐	☐	☐	☐	☐	☐

Effectiveness of intern as a supervisor (if intern is supervising other students).	☐	☐	☐	☐	☐	☐

Comments:

X. Global Assessment

Please list two or three highly positive attributes of this student.

Please list two or three areas that, in your opinion, the student most needs to improve. Please indicate concrete steps by which s/he could achieve such improvement.

_____ _____

Signature of Supervisor Date

Student's Response:

_____ _____

Signature of Student Date

Appendix C

Supervision Tool

Supervision Tool for Doctoral Interns

Supervisor: Date:

1. ***State the area of concern***:
2. ***Describe the desired change. Give specifics, including timeline***:
3. Describe how the **supervisor will support** the requested change:
4. Follow-up date:

_____ _____

Intern Signature Supervisor Signature

Appendix D

Corrective Action Plan (CAP)

Corrective Action Plan for Doctoral Interns

Supervisor: Date:

1. Highlight a positive skill, attribute, or recent accomplishment:
2. State the problematic behavior:
3. Explain why the behavior is a problem (for the Agency, for teammates, for management):
4. Explain why the behavior is a problem for the intern:
5. Describe the desired behavior. Give specifics:
6. Explain why the desired behavior will be beneficial for all involved (Agency, teammates, and the intern):
7. Define how you want to see the behavior (i.e., role play, model, ask them to demonstrate, etc.):
8. Describe how the supervisor will support the requested change:
9. Agree on a follow-up date:

_____ _____

Intern Signature Supervisor Signature

Appendix E

Remediation Plan for Doctoral Interns

Intern Name:

Supervisor: Date:

1. State the problematic behavior, performance, or conduct:
2. Describe the desired behavior. Give specifics:
3. Give specific recommendations for rectifying the problem:
4. Describe the steps the intern/supervisor/Director of Training will take to meet the goal(s) and demonstrate the desired behavior (check all that apply): ☐ Increased supervision ☐ Change in format, emphasis, or focus of supervision ☐ Involve graduate school Director of Training in problem solving ☐ Recommendation/requirement of personal therapy ☐ Reduce workload ☐ Specify coursework to complete ☐ Recommend leave until ☐ Recommend second internship after resolving current performance problem ☐ Other (please describe)
5. Specify emphasis of supervision, additional course work or training, recommendation of graduate program, or workload reduction:
6. Define procedures for measuring success or failure of effort:
7. Describe how the supervisor will support the required change:
8. Time frame for successful resolution or probation status decision:

Date:

_____ _____ _____

Intern Signature Supervisor Signature Director of Training Signature

Outcome (select one): ☐ No improvement in performance
☐ Incomplete improvement in performance
☐ Complete improvement in performance

Recommendation (select one): ☐ Remove from internship
☐ Place on probation
☐ Return to routine intern status

Date:

_____ _____ _____

Intern Signature Supervisor Signature Director of Training Signature