



Jefferson County Internship Consortium (JCIC)

Louisville, KY



Table of Contents

Overview.....	3
SCS Non-Discrimination Policy.....	4
Accreditation.....	5
The Louisville Community.....	6
Consortium Components.....	7
Assessment.....	8
JCIC Staff Contact Information.....	9
APA Ethics Code.....	10
JCIC Aims and Competencies.....	11
Intern Competency Evaluation	13
JCIC Due Process and Grievance Procedures.....	14
Licensure.....	20
JCIC Mandatory Training Activities/Attendance Policy.....	21
Time Recording Log.....	23
JCIC Time Off Policy/Holiday Schedule	24
JCIC Compensation and Benefits	25
JCIC AVATAR Schedule & Expectations.....	26

Overview

The Jefferson County Internship Consortium (JCIC) is a full-time psychology doctoral training program in professional psychology jointly sponsored by Seven Counties Services, Central State Hospital (CSH), and the Kentucky Correctional Psychiatric Center (KCPC). The JCIC internship is a generalist program designed to prepare interns for licensed professional practice, with a focus on public-sector mental health services and collaborative consultation with other health service providers and community agencies.

Seven Counties Services (SCS) is a private, non-profit corporation. It is Kentucky's largest comprehensive mental health center with more than 1,400 clinical and administrative staff members providing services annually to approximately 25,000 persons. SCS serves the Louisville, Kentucky, metropolitan area and the surrounding rural communities, providing a vast array of mental health, chemical dependency, intellectual/developmental disability services to children, adolescents, families, and adults. As Louisville's urban population is slightly over 30 percent people of color, interns have the opportunity for broad exposure to diverse populations and clinical issues.

Central State Hospital is a progressive, state-owned inpatient facility serving an adult mentally ill population. The units include services provided for acute care, geriatric services, neuropsychological services, and services for individuals who are guilty but mentally ill or pose a danger to the community because of mental illness. CSH works in conjunction with Seven Counties Services to provide a continuum of care for the seriously mentally ill adult population, including case management and after care programming. Both SCS and CSH are accredited with commendation by the Joint Commission for the Accreditation of Health Care Organizations (JCAHO).

Kentucky Correctional Psychiatric Center is a psychiatric hospital located within a prison setting. Patients at KCPC present with serious felony charges which have not yet been adjudicated. Psychology and psychiatry staff perform competency and criminal responsibility evaluations for the courts.

Seven Counties Services, Central State Hospital, and Kentucky Correctional Psychiatric Center are each Equal Opportunity Employers. More information about SCS Diversity, Equity, and Inclusion initiatives can be found at: [Equity Diversity & Inclusion - Home](#)

SCS Non-Discrimination Policy

Purpose: We are an equal opportunity employer. In accordance with antidiscrimination law, it is the purpose of this policy to effectuate these principles and mandates. We prohibit discrimination and harassment of any type and affords equal employment opportunities to employees and applicants without regard to race, color, religion, sex, age, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Policy Statement: The policy of equal employment opportunity (EEO) and anti-discrimination applies to all aspects of the relationship between the organization and its employees, including:

- Recruitment.
- Employment.
- Promotion.
- Transfer.
- Training.
- Working conditions.
- Wages and salary administration.
- Employee benefits and application of policies.

The policies and principles of EEO also apply to the selection and treatment of independent contractors, employees working on our premises who are employed by temporary agencies and any other persons or firms doing business for or with our organization.

To ensure full implementation of the above-mentioned policy, we will:

- A. Post all required notices regarding employee rights under EEO laws in areas highly visible to employees.
- B. Recruit, hire and promote for all jobs without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, veteran status, or any other characteristic prohibited by law.
- C. Make placement decisions based solely on an individual's qualifications in the position being filled.
- D. Administer employee actions such as compensation, benefits, training, transfers, termination and company-sponsored programs are administered without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, marital status, veteran status, or any protected class.
- E. Require employees to report the direct supervisor, a member of management, Human Resources or the compliance hotline any apparent discrimination or harassment. *The report should be made within 48 hours of the incident if at all possible.
- F. Forbid retaliation against any individual who files a charge of discrimination, opposes a practice believed to be unlawful discrimination, reports harassment, or assists, testifies or participates in an EEO agency proceeding. Any individual who deliberately makes a false accusation with the purpose of harming or retaliating will be subject to discipline up to termination.

Procedure: We are committed to ethical and legal conduct that is compliant with all relevant laws and regulations and to correcting wrongdoing wherever it may occur in the organization. Report any possible discrimination to your immediate supervisor, a member of management, Human Resources or Corporate Compliance.

Accreditation

JCIC's status is accredited by the office of Commission on Accreditation of the American Psychological Association*. JCIC utilizes the APPIC Application for Psychology Internship and participates in the APPIC Matching Program. Applicants should obtain information regarding the application process from their Graduate Program or from the APPIC website: <http://www.appic.org>. In addition, prior to beginning their internship, interns must complete an application for employment at Seven Counties Services and pass a pre-employment drug screening and criminal background check.

*Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5979 / E-mail: apaaacred@apa.org
Web: www.apa.org/ed/accreditation

JCIC Staff Contact Information

JCIC Training Director/Unit Manager of Psych Testing

Dr. Emily Calvert, Ph.D.
ecalvert@sevencounties.org

JCIC Assistant Training Director

Dr. Amanda Amsden, Psy.D.
Aamsden@sevencounties.org

Training Supervisor – Kentucky Correctional Psychiatric Center

Dr. Jaclyn Williams, Psy.D.
Jaclyn.williams@ky.gov

Training Supervisor – Central State Hospital

Dr. Melissa Wilson, Psy.D.
MelissaL.Wilson@ky.gov

The Louisville Community

Located in north central Kentucky on the Ohio River separating Kentucky from Indiana, Louisville has southern charm and northern vitality. It is within a half-day's drive or less from Nashville, TN, Cincinnati, OH, Indianapolis, IN, St. Louis, MO, and Charleston, WV, and is served by an international airport. Louisville is a large metropolitan area with approximately one million people. Temperatures are moderate, with average highs in the 40-degree range in the winter and an 80-degree range in the summer.

Louisville's low cost of living makes it an affordable option for students and interns. Housing is plentiful and reasonable. Louisville supports a world-renown arts community, including Actor's Theatre, the Louisville Orchestra, and Louisville Ballet. People who love the outdoors will find over a dozen Frank Olmstead-designed parks in the area, and wonderful state parks within an easy drive. Of course, the Kentucky Derby on the first Saturday in May is the premiere city event every year, with two weeks of festivities preceding race day. In addition, Louisville is known for its excellent restaurants and eateries, ranging from ethnic cafes, to bistros and pubs, to nationally recognized five-star dining experiences.

The Louisville metropolitan areas count over 100,000 students enrolled in 8 colleges and universities. Louisville celebrates diversity in our community. We are home to large Catholic, Protestant, Jewish, and Muslim communities. We welcome professionals, students, immigrants, refugees, and visitors from many countries who add value to our community.

Seven Counties Services, Inc., corporate offices are located in the east-end of Louisville. However, interns host building at SCS is in downtown Louisville, near the main medical complexes. Central State Hospital is located in eastern Jefferson County, approximately a 20-minute drive from downtown. The Kentucky Correctional Psychiatric Center is located in Oldham County, also a 20-minute drive from downtown Louisville.

Consortium Components

JCIC follows a practitioner-scholar model, within an ecological or systems context, appropriate for treating the complex problems presented by community mental health's culturally diverse client populations. Interns are expected to utilize up-to-date research data to enhance their clinical practice.

JCIC is a consortium model that provides experience and training in both outpatient and inpatient psychological services. JCIC follows a generalist orientation to develop the core competencies and broad clinical skills needed to successfully provide psychological services in the public sector. Interns are exposed to a variety of clinical practice models working alongside psychiatrists, nurse practitioners, clinical social workers, marriage and family therapists, and expressive therapists in a multi-disciplinary treatment setting. We believe that this broad, diverse experience provides a solid foundation for specialization at the post-doctoral level. The JCIC internship is a template for future specialization and professional development.

JCIC is proud to offer a wide variety of training opportunities through its consortium style of training. Within the intern's first two weeks, interns will learn about and visit internal and external programs available through the JCIC consortium. Interns will be paired with internal and external rotations as appropriate for their learning goals and areas of growth. Rotations typically last for the entire year with external rotations requiring two days per week.

Core training experiences are provided in the following programs:

1. Outpatient Services:

- a. **Transitions/Family Connections:** outpatient programs in the Child and Family Division of Seven Counties provides individual, family, group, psychiatric, intensive case management, and psycho-educational services to diverse presenting problems. The multi-disciplinary staff includes social workers, marriage and family therapists, expressive therapists, and medication providers. The interns are provided with training opportunities in individual, family, and group therapy, and community consultation. The downtown center has rooms for one-way observation, videotaping, and/or live supervision.
- b. **Psychological Testing:** An outpatient program specializing in psychological testing of children, adolescents, and adults. Referral questions include ADHD, ASD, intellectual disabilities, prodromal psychosis, personality disorders, and mood disorders.

- 2. Kentucky Correctional Psychiatric Center (KCPC):** a correctionally-housed, inpatient forensic unit for adults charged with felony offenses who are referred by each of Kentucky's counties to evaluate their competency to stand trial as well as criminal responsibility. Intern's responsibilities include adjunctive and supportive assessment work for competency or criminal responsibility evaluators who are licensed psychologists. Responsibilities often include administration of a battery of tests to assess cognitive, intellectual, and emotional components. Due to the forensic nature of this unit, interns are also introduced to techniques and tools designed to assess symptom validity and the potential for cognitive/memory or psychiatric malingering. This rotation is assessment focused and allows interns to develop their dictation and report writing skills. It also allows for the opportunity to observe psychologist's testimony and learn about psycho-legal issues. Interns are required to present a multi-disciplinary case conceptualization and testing review on this rotation of a patient they have evaluated during the year. Staff in attendance include correctional officers, social workers, nursing staff, forensic psychiatrists, and members of the leadership team. This is typically done in the spring of the internship year. Opportunities are also provided to observe forensic evaluators.

- 3. Central State Hospital:** One of three publicly funded adult psychiatric facilities operated by the Commonwealth of Kentucky. The hospital serves 15 counties in the central region of Kentucky and is licensed for 196 patients. Across the units, interns receive training and experience in supportive group therapies, psychological screening and assessment, behavior modification, and milieu therapy. Interns may opt to experience either one or both of the different rotations over the course of the year. Direct observation and didactic interactions are used in the weekly hour-long supervision of the intern by a licensed psychologist.

Assessment

In order to appropriately assess the competency area of assessment, interns are required to complete *three* psychological testing batteries throughout the course of their one-year internship. Referral questions that are often requested include intellectual disability, ADHD, autism spectrum disorder, and diagnostic clarification.

Interns will be observed in administering certain assessments to establish competency and standardization of administration before beginning cases.

Interns are paired with members from the psychological testing team, to support the interns through this process. Interns are expected to use this resource, as well as supervision to assist with familiarizing themselves with the testing resources, planning testing batteries, interpreting data, and reviewing reports. Interns are required to present these cases in the psychological testing treatment team, for further feedback and supervision.

Completion of *three* psychological testing batteries may be fulfilled through participation in the psychological testing rotation (which will result in more than 3 batteries) or completing these assessments during the intern's time at 914.

Tentative Schedule:

	Expected Assigned Date:	Expected Completion Date:
1 st Referral	Sept 2025	Nov 2025
2 nd Referral	Dec 2025	Feb 2026
3 rd Referral	March 2026	May 2026

APA Ethics Code

As professionals in the field of psychology, it is required that all interns conduct themselves and their professional activities in accordance with the APA Ethical Principles of Psychologists and Code of Conduct. These principles and codes transcend all areas of professional work and apply to all aims and competencies of JCIC's program.

General Principles:

- Principle A: Beneficence and Nonmaleficence
- Principle B: Fidelity and Responsibility
- Principle C: Integrity
- Principle D: Justice
- Principle E: Respect for People's Rights and Dignity

Code of Conduct:

- Section 1: Resolving Ethical Issues
- Section 2: Competence
- Section 3: Human Relations
- Section 4: Privacy and Confidentiality
- Section 5: Advertising and Other Public Statements
- Section 6: Record Keeping and Fees
- Section 7: Education and Training
- Section 8: Research and Publication
- Section 9: Assessment
- Section 10: Therapy

For further information regarding the APA Ethics Code, please visit: <https://www.apa.org/ethics/code>

Aims and Competencies

The purpose of the JCIC Internship Program is to prepare doctoral students for the practice of psychology in community mental health and other public-sector settings. In accordance with APA Implementing Regulations, JCIC strives to develop the intern's in the following competency areas:

Research:

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g. case conference, presentation, publications) at the local, regional, or national level.

Ethical and legal standards:

- Be knowledgeable of and act in accordance with:
 - APA Ethical Principles of Psychologists and Code of Conduct;
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels;
 - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve dilemmas
- Conduct self in an ethical manner in all professional activities.

Individual and cultural diversity:

- Demonstrates:
 - An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
 - Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
 - The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
 - The ability to independently apply their knowledge and approach to working effectively with the range of diverse individuals and groups encountered during internship.

Professional values and attitudes:

- An expectation to:
 - behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
 - engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
 - actively seek and demonstrate openness and responsiveness to feedback and supervision.
 - respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Communication and interpersonal skills:

- An expectation to:
 - develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
 - produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
 - demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Assessment:

- An expectation to:
 - Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
 - Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
 - Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
 - Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
 - Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
 - Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Intervention:

- An expectation to demonstrate the ability to:
 - establish and maintain effective relationships with the recipients of psychological services.
 - develop evidence-based intervention plans specific to the service delivery goals.
 - implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
 - demonstrate the ability to apply the relevant research literature to clinical decision making.
 - modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,
 - evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Supervision:

- Apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Consultation and interprofessional/interdisciplinary skills:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Intern Competency Evaluation

In order to ensure the intern has gained adequate competency across core-competency areas, interns are evaluated to ensure progress toward proficiency. When interns arrive to JCIC, they are offered a self-assessment to explore areas of strength as well as growth. Interns are then assessed by the training committee at midyear (approximately February) and the final evaluation at the end of the year (July).

Interns are rated using the following qualitative descriptors, with benchmark anchors for each rating:

- 1 – Beginner/Remedial
- 2 – Emerging
- 3 – Intermediate
- 4 – Advanced

JCIC interns must receive a rating of 3 or above on all elements and competencies on the final evaluation to reach the Minimum Level of Achievement (MLA). Due Process Procedures may be initiated if interns are not progressing toward MLA as expected during the year.

Evaluations are completed by the intern's supervisors and may take into account a wide variety of formats to establish ratings, including direct observation, discussion in meetings, audio/video recordings, feedback from others, participation in meetings, review of clinical records, individual supervision, group supervision, etc.

JCIC Due Process and Grievance Procedures

Introduction

This document provides JCIC interns and staff with an overview of the identification and management of intern problems and concerns, a listing of possible sanctions and an explicit discussion of the due process procedures. Also included are important considerations in the remediation of problems. We encourage staff and interns to discuss and resolve conflicts informally, however if this cannot occur, this document was created to provide a formal mechanism for JCIC to respond to issues of concern. This Due Process Document is divided into the following sections:

I Definitions: Provides basic or general definitions of terms and phrases used throughout the document.

II Procedures for Responding to a Intern's Problematic Behavior: Provides our basic procedures, notification process, and the possible remediation or sanction interventions. Also includes the steps for an appeal process.

III Grievance Procedures: Provides the guidelines through which a intern can informally and formally raise concerns about any aspect of the training experience or work environment. This section also includes the steps involved in a formal review by JCIC of the intern.

I. Definitions

Due Process

The basic meaning of due process is to inform and to provide a framework to respond, act or dispute. Due process ensures that decisions about interns are not arbitrary or personally based. It requires that the Training Program identify specific procedures which are applied to all intern's complaints, concerns and appeals.

Due Process Guidelines

1. During the orientation period, interns will receive in writing JCIC's expectations related to professional functioning. The Training Director and/or Assistant Training Director will discuss these expectations in both group and individual settings.
2. The procedures for evaluation, including when and how evaluations will be conducted will be described. Such evaluations will occur at meaningful intervals.
3. The various procedures and actions involved in decision-making regarding the problem behavior or intern concerns will be described.
4. JCIC will communicate early and often with the intern and when needed the intern's home program if any suspected difficulties that are significantly interfering with performance are identified.
5. The TD/Asst TD will institute, when appropriate, a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies.
6. If an intern wants to institute an appeal process, this document describes the steps of how a intern may officially appeal this program's action.
7. JCIC's due process procedures will ensure that interns have sufficient time (as described in this due process document) to respond to any action taken by the program before the programs implementation.
8. When evaluating or making decisions about a intern's performance, JCIC staff will use input from multiple professional sources.
9. The TD/Asst TD will document in writing and provide to all relevant parties, the actions taken by the program and the rationale for all actions.

Problematic Behavior

Problematic Behavior is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways:

1. An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
2. An inability to acquire professional skills in order to reach an acceptable level of competency; and/or
3. An inability to control personal stress, strong emotional reactions, and/or psychological dysfunction which interfere with professional functioning.

It is a professional judgment when an intern's behavior becomes problematic rather than of concern. Interns may exhibit behaviors, attitudes or characteristics which, while of concern and requiring remediation, are not unexpected or excessive for professionals in training. Problematic behavior typically becomes identified when one or more of the following characteristics exist:

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 which can be rectified by academic or didactic training;
3. The quality of services delivered by the intern is sufficiently 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; and/or
6. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time.

II. Procedures to Respond to Problematic Behavior

A. Basic Procedures

A formal review will be initiated:

- 1) If an intern's behavior persists, following an attempt to resolve the concern informally
- 2) If a staff member or another intern has concerns about an intern's behavior (ethical or legal violations, professional incompetence) that cannot reasonably be rectified by informal discussion.
- 3) If an intern receives a rating below the Minimum Level of Achievement (MLA) on 3-month evaluation: "1" or 12 or more ratings of a "2"
- 4) If an intern receives a rating below the Minimum Level of Achievement (MLA) on 7-month evaluation: a score of "1" or if 3 or more elements are rated as "2"
- 5) If an intern receives a rating below the Minimum Level of Achievement (MLA) on final evaluation: a "3" on any item

Basic Procedures:

1. In some cases, it may be appropriate to speak directly to the intern about these concerns and in other cases a consultation with the TD/Asst TD will be warranted. This decision is made at the discretion of the staff or intern who has concerns.
2. Once the TD/Asst TD has been informed of the specific concerns, they will determine if and how to proceed with the concerns raised.
3. If the staff member who brings the concern to the TD/Asst TD is not the intern's supervisor, the TD/Asst TD will discuss the concern with the supervisor(s).
4. If the TD/Asst TD and supervisor(s) determine that the alleged behavior in the complaint, if proven, would constitute a serious violation, the TD/Asst TD will inform the staff member who initially brought the complaint.

5. The TD/Asst TD will meet with the supervisors and appropriate SCS staff, if indicated, to discuss the concern.
6. The TD/Asst TD may meet with the Vice President of Child and Family Services to discuss the concerns and possible courses of action to be taken to address the issues (as listed in II B below).

B. Notification Procedures to Address Problematic Behavior or Inadequate Performance

It is important to have meaningful ways to address problematic behavior once identified. In implementing remediation or sanctions, the training staff must be mindful and balance the needs of the problematic intern, the clients involved, members of the intern's training group, the training staff, other agency personnel, and the community. All evaluative documentation will be maintained in the intern's file. At the discretion of the TD/Asst TD, the intern's home academic program will be notified of any of the actions listed below.

1. Verbal Notice to the intern emphasizes the need to discontinue the inappropriate behavior under discussion.
2. Written Notice to the intern formally acknowledges:
 - a) that the TD/Asst TD is aware of and concerned with the behavior,
 - b) that the concern has been brought to the attention of the intern,
 - c) that the TD/Asst TD will work with the intern to rectify the problem or skill deficits, and
 - d) that the behaviors of concern are not significant enough to warrant more serious action.
3. Second Written Notice to the intern will Identify Possible Sanction(s) and describe the remediation plan. This letter will contain:
 - a) a description of the intern's unsatisfactory performance;
 - b) actions needed by the intern to correct the unsatisfactory behavior;
 - c) the time line for correcting the problem;
 - d) what sanction(s) may be implemented if the problem is not corrected; and
 - e) notification that the intern has the right to request an appeal of this action. (*see Appeal Procedures - Section II D*)

If at any time an intern disagrees with the aforementioned notices, the intern can appeal (*see Appeal Procedures - Section II D*)

C. Remediation and Sanctions

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration of the TD/Asst TD, relevant members of the training staff, and appropriate Seven Counties Services (SCS) staff. The remediation and sanctions listed below may not necessarily occur in that order. The severity of the problematic behavior plays a role in the level of remediation or sanction.

1. Schedule Modification is a time-limited, remediation-oriented closely supervised period of training designed to return the intern to a more fully functioning state. Modifying an intern's schedule is an accommodation made to assist the intern in responding to personal reactions to environmental stress, with the full expectation that the intern will complete the internship. This period will include more closely scrutinized supervision conducted by the regular supervisor in consultation with the TD/Asst TD. Several possible and perhaps concurrent courses of action may be included in modifying a schedule. These include:
 - a) increasing the amount of supervision, either with the same or additional supervisors;
 - b) change in the format, emphasis, and/or focus of supervision;
 - c) recommending personal therapy (a list of community practitioners will provided).
 - d) reducing the intern's clinical or other workload;
 - e) requiring specific academic coursework.

The length of a schedule modification period will be determined by the TD/Asst TD in consultation with the supervisor(s) and SCS staff, if indicated. The termination of the schedule modification period will be determined, after discussions with the intern, by the TD/Asst TD in consultation with the supervisor(s) and SCS staff, if indicated.

2. Probation is also a time limited, remediation-oriented, more closely supervised training period. Its purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. Probation defines a relationship in which the TD/Asst TD systematically monitors for a specific length of time the degree to which the intern addresses, changes and/or otherwise improves the behavior associated with the inadequate rating. The intern is informed of the probation in a written statement that includes:
 - a) the specific behaviors associated with the unacceptable rating;
 - b) the remediation plan for rectifying the problem;
 - c) the time frame for the probation during which the problem is expected to be ameliorated, and
 - d) the procedures to ascertain whether the problem has been appropriately rectified.

If the TD/Asst TD determines that there has not been sufficient improvement in the intern's behavior to remove the Probation or modified schedule, then the TD/Asst TD will discuss with the supervisor(s) and SCS staff, if indicated, possible courses of action to be taken. The TD/Asst TD will communicate in writing to the intern that the conditions for revoking the probation or modified schedule have not been met. This notice will include a revised remediation plan, which may include continuation of the current remediation efforts for a specified time period or implementation of additional recommendations. Additionally, the TD/Asst TD will communicate that if the intern's behavior does not change, the intern will not successfully complete the training program.

3. Suspension of Direct Service Activities requires a determination that the welfare of the intern's client(s) or the campus community has been jeopardized. When this determination has been made, direct service activities will be suspended for a specified period as determined by the TD/Asst TD in consultation with the intern's supervisor(s), and appropriate SCS staff. At the end of the suspension period, the intern's supervisor(s) in consultation with the TD/Asst TD, supervisors and SCS staff, if indicated, will assess the intern's capacity for effective functioning and determine if and when direct service can be resumed.
4. Administrative Leave involves the temporary withdrawal of all responsibilities and privileges at JCIC. If the Probation Period, Suspension of Direct Service Activities, or Administrative Leave interferes with the successful completion of the training hours needed for completion of the internship, this will be noted in the intern's file and the intern's academic program will be informed. The TD/Asst TD will inform the intern of the effects the administrative leave will have on the intern's stipend and accrual of benefits.
- 5a. Dismissal from the Training Program involves the permanent withdrawal of all agency responsibilities and privileges. When specific interventions do not, after a reasonable time period, rectify the problem behavior or concerns and the intern seems unable or unwilling to alter her/his behavior, the TD/Asst TD will discuss with the supervisor (s) and appropriate SCS staff the possibility of termination from the training program or dismissal from the agency. Either administrative leave or dismissal would be invoked in cases of

severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the training program due to physical, mental or emotional illness. The Training Director, in consultation with the Vice President of Child and Family Services and the Vice President of Human Resources, will make the final decision about dismissal.

- 5b. Immediate Dismissal involves the immediate permanent withdrawal of all agency responsibilities and privileges. Immediate dismissal would be invoked but is not limited to cases of severe violations of the APA Code of Ethics, or when imminent physical or psychological harm to a client is a major factor, or the intern is unable to complete the training program due to physical, mental or emotional illness. In addition, in the event an intern compromises the welfare of a client(s) or the community by an action(s) which generates grave concern from the Training Director, the Training Director or the Vice President of Child and Family Services or the Vice President of Human Resources may immediately dismiss the intern from JCIC. This dismissal may bypass steps identified in notification procedures (Section IIB) and remediation and sanctions alternatives (Section IIC). When an intern has been dismissed, the TD/ASST TD will communicate to the intern's academic department that the intern has not successfully completed the training program.

If at any time an intern disagrees with the aforementioned sanctions, the intern can implement *Appeal Procedures (Section II D)*.

D. Appeal Procedures

In the event that an intern does not agree with any of the aforementioned notifications, remediation or sanctions, or with the handling of a grievance – the following appeal procedures should be followed:

1. The intern should file a formal appeal in writing with all supporting documents, with the TD/Asst TD. The intern must submit this appeal within 5 work days from their notification of any of the above (notification, remediation or sanctions, or handling of a grievance).
2. Within three work days of receipt of a formal written appeal from an intern, the TD/Asst TD will consult with supervisors and appropriate SCS staff and then decide whether to implement a Review Panel or respond to the appeal without a Panel being convened.
3. In the event that an intern is filing a formal appeal in writing to disagree with a decision that has already been made by the Review Panel and supported by the TD/Asst TD, then that appeal is reviewed by the TD/Asst TD in consultation with supervisors and appropriate SCS staff. The Director will determine if a new Review Panel should be formed to reexamine the case, or if the decision of the original Review Panel is upheld.

III. Grievance Procedures

- A. In the event an intern encounters difficulties or problems other than evaluation related (e.g. poor supervision, unavailability of supervisor(s), workload issues, personality clashes, other staff conflicts) during his/her training program, an intern can:
1. Discuss the issue with the staff member(s) involved;
 2. If the issue cannot be resolved informally, the intern should discuss the concern with the TD/Asst TD who may then consult with other staff members, or the Vice President of Child and Family Services if needed (if the concerns involve the TD or Asst TD, the intern can consult directly with the other SCS staff members, such as the Vice President of Child and Family Services or Human Resources;
 3. If the TD/Asst TD, supervisor (s), and/or SCS staff, cannot resolve the issue of concern to the intern, the intern can file a formal grievance in writing with all supporting documents, with the Vice President of Child and Family Services.

- B. When the TD/Asst TD has received a formal grievance, within three workdays of receipt, the TD/Asst TD will implement Review Procedures as described below and inform the intern of any action taken.

C. Review Procedures / Hearing

1. When needed, a Review Panel will be convened to make a recommendation to the Director about the appropriateness of a Remediation Plan/Sanction for an Intern's Problematic Behavior OR to review a grievance filed by the intern.
 - a. The Panel will consist of three staff members recommended from the TD/Asst TD and the intern who filed the appeal or grievance. The Vice President of Child and Family Services will approve members and appoint a Chair of the Review Panel.
 - b. In cases of an appeal, the intern has the right to hear the expressed concerns of the training program and have an opportunity to dispute or explain the behavior of concern.
 - c. In response to a grievance, the intern has a right to express concerns about the training program or JCIC staff member and the JCIC program or staff has the right and responsibility to respond.
2. Within five (5) work days, a Panel will meet to review the appeal or grievance and to examine the relevant material presented.
3. Within three (3) work days after the completion of the review the Panel will submit a written report to the Vice President of Child and Family Services, including any recommendations for further action. Recommendations made by the Review Panel will be made by majority vote if a consensus cannot be reached.
4. Within three (3) work days of receipt of the recommendation, the Vice President of Child and Family Services will either accept or reject the Review Panel's recommendations. If the Vice President of Child and Family Services rejects the recommendation, the Vice President of Child and Family Services may refer the matter back to the Panel for further deliberation and revised recommendations or may make a final decision.
5. If referred back to the Panel, a report will be presented to the Vice President of Child and Family Services within five (5) work days of the receipt of the Vice President of Child and Family Services' request of further deliberation. The Director then makes a final decision regarding what action is to be taken and informs the TD/Asst TD.
6. The TD/Asst TD informs the intern, staff members involved and necessary members of the training staff of the decision and any action taken or to be taken.
7. If the intern disputes the Vice President of Child and Family Services' final decision, the intern has the right to appeal by contacting the Vice President of Human Resources.

Licensure

Per Seven Counties Services, it is a requirement that every intern pursues licensure as a Temporary Licensed Psychological Associate at the beginning of their year JCIC. This requires the intern to submit an application to the Kentucky State Board of Examiner's in Psychology during their first week at JCIC.

Applications require the following pieces of information:

- A check of \$100, paid for or reimbursed by Seven Counties Services
- Three letters of recommendation, two of which must be from persons who have received their doctorate in psychology
- An official transcript of education from undergraduate and graduate studies
- A completed "Application for Licensure as a Psychological Associate."

For more information at to acces these documents and forms please visit:

https://psy.ky.gov/new_docs.aspx?cat=101&menuid=117

Temporary licenses are active for one year during the internship year. If extensions are required, this matter must be taken up with the KY Board of Examiners.

Once the intern has been confirmed as a Temporary Licensed Psychological Assocaite (TLPA), they are able to practice within Seven Counties Services as other full-time employees.

The Kentucky State Board of Examiner's requires weekly supervision of the intern/TLPA and a review of supervision every six months. These forms are also available online through the above website.

Due to board supervision requirements and Seven Countie policies, we *strongly* discourage any additional clinical employment during the internship year. Additional clinical employment must be disclosed to the Training Director and approved by both the board supervisor and the Director of Child and Family Services.

Mandatory Training Activities/Attendance Policy

The following training experiences are required by all interns:

Supervision:

- Interns must receive a minimum of *four* hours of supervision per week.
 - At least two hours must be individual supervision, provided by a doctoral-level licensed psychologist.
 - For those pursuing an external site during their internship, one of the individual supervision hours will be provided by the external site supervisor.
 - At least two hours must be in-person.
 - An intern must receive supervision from at least two supervisors during the internship.
- The four hours of supervision per week must be regularly scheduled.
 - The additional two hours of supervision per week will be held in a group format.
- The Kentucky State Board of Examiner's requires one hour of supervision per week for temporary licensure as a licensed psychological associate. This hour is fulfilled through the required supervision hours of the internship.
- Live Supervision: JCIC has the unique opportunity to provide live supervision throughout the course of the internship. Live supervision may take place through use of audio/video recorded sessions or two-way mirrors in training spaces. Live supervision is a critical part of the internship, as this allows real-time feedback regarding clinical skills, including highlighting strengths and encouragement around areas of growth.

Interns are required to regularly have live supervision. Therapy sessions can be recorded through use of Zoom that is already programmed on SCS laptops. Interns may also be observed through a one way mirror.

Training Activities:

- *Didactic Training Experiences*
 - On intern training days, interns will participate in two-hour training activities on a variety of topics related to their work at JCIC, their specific interests, or areas of professional growth.
- *Journal Club*
 - The intern is expected to choose a journal article that is meaningful to their work or related to an evidence based practice to review and discuss with the intern group.
- *Case Presentation*
 - Interns will be asked to give a case presentation regarding a current case along with a relevant journal article. An outline and rubric will be provided prior to the first case presentation.

Attendance:

- For all professional activities and training activities, the intern is expected to arrive on-time and prepared for the training.
- If the intern is unable to attend a training activity, they must inform the training director *two weeks* in advance.
- Attendance will be counted based on the completion of the training activity's evaluation form.
- Absences for training activities within the first or last month of internship are not accepted, unless under extenuating circumstances and approved by the Training Director.

- If the intern misses a training activity, they may be asked to “make up” this training by utilizing other training resources available to them through employment with Seven Counties Services (i.e. Relias).
- It is the intern’s responsibility to track their time in these activities (see time tracking for more information).

Supervision Absences

- Four hours of supervision per week is a requirement of the program and APA.
- Should the intern miss a scheduled supervision, this time must be made up and rescheduled.
- It is both the intern and supervisor’s responsibility to communicate the need for a missed supervision, and to work jointly to find a make up date.
- Supervision is considered protected time, and absences of supervision should be avoided.

Time Recording Log

The program requirement for successful completion of the JCIC internship, is 500 direct client contact hours, over the course of the one-year internship. Given this requirement, it is the intern's responsibility to track their time to ensure that they have documented the necessary hours for completion.

Intern's should track all aspects of their time, including:

- Direct client contact hours
- Supervision hours (both individual and group)
- Training/didactic hours
- Time spent in external rotations
- Time off

While there is no requirement on *how* interns choose to track this time, interns will be responsible for sending in their hours to the Training Director at quarterly intervals of the internship. Interns must notify the Training Director of how they plan to track their hours by the end of the second week of internship.

Tracking of time will be necessary to ensure that the intern is meeting all necessary requirements of the internship before graduation.

Submission Schedule:

First Submission of Time	October 17 th 2025
Second Submission of Time	January 16 th 2026
Third Submission of Time	April 17 th 2026
Final Submission of Time	July 17 ^h 2026

Time Off

JCIC interns are considered employees of Seven Counties Services, and are treated as such. Interns receive time-off to be used throughout their internship year for sick, personal, and vacation time. *Despite these allotments of time, it is still required that interns meet all necessary training hours and requirements of the internship.*

Paid time off break down:

- Vacation = up to 15 days per year allocated over 26 pay periods at (4.6154 hours per pay period) - since vacation time accrues in this manner, you will likely not be able to use all of your vacation time during the intern year. However, any remaining vacation time will be paid out at the hourly rate on the intern's final paycheck
- Sick = 12 days (5 days for 2024 and 7 days for 2025)
- Personal = 6 days (3 per calendar year)

Definitions:

Interns utilizing time off may only be used under the following definitions.

- *Vacation time:* Vacation time may be used for any pre-planned leave that may be expected for the intern. Things like going on vacation, extending holiday leave, or working on dissertation may be an appropriate use of vacation time. Vacation time cannot be used within the first 30 days following internship start date or last two weeks of internship end date.
- *Sick time:* Personal sickness or injury; Pregnancy or pregnancy-related complications; Birth, adoption, or placement of foster children (sick leave for adoption or foster placement is only eligible to be used within first 12 months of placement); Childbirth by spouse requiring employee's absence from work; Dental or doctor appointments which can only be scheduled during normal work hours; Serious illness in the employee's immediate family (i.e. dependents, spouse, and parents) which requires the presence of the employee; Doctor or dental appointments for immediate family member which requires the presence of the employee; Death of an individual outside of the immediate family (employee given up to a maximum of 2 days off); In the event of a fire, flood, or inclement weather.
- *Personal Time:* Personal time can be used for any reason necessary, without explanation. Personal time does not roll over at the end of the year and must be used by the last pay period of the year.

When reasonably feasible, it is required that all time-off requests are made with two-weeks prior notice. Time off-requests should be made through the Workday system, in which the intern will receive an e-mail once approved.

Holiday Paid Time Off

Interns are afforded paid time off for the following holidays:

- New Year's Day
- Martin Luther King Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day

Compensation and Benefits

Interns are afforded the annual salary of \$32,864 per year. Interns are paid bi-weekly and are required to submit their time in the Workday payroll system. All paychecks are provided through direct deposit.

Given the nature of JCIC as a consortium, it is required for interns track their time at external rotations, for the Training Director to submit for reimbursement of their time.

Interns are required to submit their payroll through Workday at the end of each week. They will submit their external rotation hours to the Training Director by the 1st of the following month.

In addition to a strong compensation package, interns are offered the following benefits with their employment:

- Competitive Health Insurance Plans
- Vision and Dental Insurance
- 403b plan with 5% match
- Life insurance
- Long-term disability
- Voluntary short-term disability
- EAP benefits
- Concierge primary care service
- Covered cost of membership to Kentucky Psychological Association
- Covered cost of licensure fee

Additional information regarding Seven Counties Services policies and procedures can be found by searching SharePoint.

The Seven Counties Services Handbook can be found here: [7Central - SCS Employee Handbook.pdf - All Documents \(sharepoint.com\)](#)

AVATAR & Schedule Expectations

Seven Counties Services utilizes the electronic medical record of AVATAR NX for all notes and recording purposes. Interns will receive formal training on AVATAR NX during their first two weeks of orientation, and likely will continue to receive training throughout their first month at JCIC.

Interns are able to access their own calendars in AVATAR, which will be pre-set to the hours of the workday. Within the intern's first two weeks, interns will receive a list of important dates and times to block off during their internship, such as the time for individual supervision, group supervision, didactics, holidays, etc.

While interns have access to their own calendars and schedules during their internal rotation, the front desk is responsible for scheduling and rescheduling appointments based on the intern's open availability. Schedules will be reviewed by the Training Director/Asst. Training Director before appointments begin to be scheduled to ensure accuracy in protected and available time.

Interns will receive a steadily increasing caseload of therapy clients during their internal rotation. While consideration is given to the intern's preferences regarding therapy cases, interns will also receive cases that will help them grow clinically and push them outside their comfort zones. Intern's schedules will be arranged to provide enough clinical work to assist them in meeting the program requirements at the end of the year, and to offer an experience similar to that of "real-world" therapy work.

If you do not have an appointment, a client does not show, or you do not have protected time in your calendar, you will be asked to take walk-ins by other supervisors. It is an expectation that you respond promptly and professionally to these requests unless you are currently with a client.