



**DR. ANGELA FOUNTAIN, C. Psych. &  
ASSOCIATES**

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# **Doctoral Internship Program in Clinical Psychology**

**(Children, Adolescents & Families)**

**Training Manual  
2021 – 2022**

**Training Director:** Dr. Patricia Zimmerman, Ph.D., C.Psych.

**Chief Psychologist:** Dr. Angela Fountain, B.Sc. (O.T.), Ph.D., C.Psych.

## PRACTICE DESCRIPTION

Dr. Angela Fountain & Associates is a group private practice in psychology that is located on a 60-acre therapeutic farm in the north end of the city of Oshawa, Ontario. We are a friendly, creative and lively multidisciplinary team of around 20 clinical staff and students from a variety of disciplines (i.e., psychology, social work, registered psychotherapists, child and youth work) as well as a full administration team, barn staff, and volunteers. We offer mental health services (assessment and treatment) designed to fit the needs of families, children (infants to adolescents) and adults with a range of presenting problems. We take an integrative approach to clinical work (drawing on cognitive-behavioural, attachment and relational, developmental systems, and humanistic theories) in order to develop individualized treatment programs to meet our clients' specific needs. Our treatment plans can range from brief solution focused interventions to longer-term more traditional treatment programs. We are particularly well known for our children's treatment programs, which include play therapy, group therapy programs, and fun therapeutic day programs throughout the summer months.

Unique to Dr. Angela Fountain & Associates is our clinical setting. We are located on a therapeutic farm with a full range of indoor and outdoor psychological treatment amenities, allowing us to offer all the traditional family and child community-based clinic services and more. From our indoor consultation offices and play therapy rooms to our adjoining equine therapy stables, small animal handling facilities, recreation and swim areas, to adventures in our forest and farm meadows, practicing psychology moves to a new level of wellness that more traditional settings cannot offer. We provide training and support in our unique equine and animal assisted therapies along with all the traditional training and support a psychology intern needs from a field placement site.

Across all our clinical services, we strive to provide a competitive and comprehensive range of psychological and mental health services for children, youth, adults and their families that are grounded in theory and evidence-based practice, creative, user friendly, and that flexibly respond to clients' needs and interests. In our warm, inviting farm country setting, we seek to enhance each client's dignity, individuality and potential for independence and inter-personal relationships with family and community. The mission statement of our practice is, "To instill love, value, and purpose into our clients, staff, students and volunteers by helping them discover their highest potential."

Dr. Angela Fountain & Associates was originally founded in 1994, in response to the limited psychological assessment and treatment services for children/youth and their families in the Durham Region. Dr. Fountain has built a solid professional reputation in the area and has maintained an increasing stream of client referrals from the Durham community since starting the practice. We receive referrals from a broad range of sources: paediatric and family medicine practitioners; family lawyers and the Court; child welfare professionals; local children's agencies (such as hospitals, Infant Development, Resources for Exceptional Children, Kerry's Place Autism Services, Grandview Treatment Center); Learning Disabilities Association; local schools; parents; as well as word of mouth. Given the breadth of referrals, we provide services to both the general mental health population in the region as well as harder to serve, more complex client challenges.

What distinguishes Dr. Angela Fountain & Associates from other service providers is our creative approach to clinical services, while upholding high standards of care in order to deliver child and family-friendly services that are intrinsically motivating to our clients. Dr. Angela Fountain &

Associates is proud to be recognized for our unique approach to clinical services, having won the Ontario Psychological Association's "2017 Award of Merit" for Innovative Contributions to Children's Mental Health and the 2015 Business Excellence Award from the Oshawa Chamber of Commerce. We are also the first of a kind to integrate a regulated health professional clinic and an accredited Ontario Camp Association facility as a secondary industry to a fully functioning family operated farm.

For additional information about our practice, clinical staff and services offered, please refer to our website: [www.dr.fountain.ca](http://www.dr.fountain.ca).

## **PHILOSOPHY OF TRAINING**

The Internship Program at Dr. Angela Fountain & Associates is intended to help prepare interns for a career as a clinical psychologist. Through individual and group supervision, supplemented by didactic training opportunities, we strive to foster strong clinical skills in assessment and treatment with a diverse range of presenting problems and ages. Interns will also develop their knowledge and experience applying ethical decision-making and professional standards in all aspects of their clinical work. We encourage reflection and self-awareness combined with critical thinking and application of theory and research to support the intern in developing his/her own theory of practice. Interns are integrated within our treatment team and day treatment programs, providing many opportunities to develop multidisciplinary professionalism and consultation skills as well as opportunities for rich learning from the broad range of skills and knowledge from colleagues in other mental health disciplines in our practice.

Being a unique, farm-based psychology practice, we strive to promote creative applications of evidence-based practices through the use of our outdoor and therapeutic farm facilities. We provide training and support in our unique equine and animal assisted therapies in addition to the traditional training and support a psychology intern needs from a field placement site. Interns will be expected to learn and to participate in skills associated with these outdoor and therapeutic farm activities in order to integrate them into their clinical work with clients. Interns are also expected to have appropriate attire and to follow health and safety rules and practices relevant to such activities.

## **INTERNSHIP TRAINING GOALS**

The primary goal of the internship program at Dr. Angela Fountain & Associates is to prepare interns to enter a career as a clinical psychologist working with children, youth and their families. The program is intended to facilitate the development of a breadth of clinical skills in the areas of assessment and treatment with a diverse range of presenting problems and ages. By the end of their internship, trainees are expected to have gained experience and developed skills in the following areas and/or tasks performed by a clinical psychologist:

1. Carrying out a full intake assessment to plan for delivery of psychological services.
2. Carrying and managing a full caseload of clients (children, adolescents and their families) with diverse needs and challenges.

3. Carrying out clinical assessments to formulate mental health diagnoses and/or to develop individualized treatment plans for a broad range of childhood and adolescent psychological difficulties expected in the general practice of a clinical psychologist.
4. Selecting and implementing appropriate therapeutic interventions integrating theory into practice. Treating clients drawing on a range of therapy modalities. Evaluating treatment progress as well as reflecting on process factors (i.e., therapeutic alliance, transference/counter-transference, boundaries, etc.) in treatment.
5. Developing individualized psychological assessment plans based on client needs and referral questions and complete full adolescent and child psychological assessments using standardized assessment instruments that span the areas of general intellectual, achievement, adaptive, social-emotional/behavioural, and personality functioning.
6. Developing skills in diagnostic and clinical formulations as well as performing the controlled act of diagnosis (with supervision as per Ontario regulations).
7. Carrying out full assessment feedback sessions.
8. Writing consultation letters and psychological reports.
9. Completing one oral presentation per quarter (four total) of a client case which includes case formulation, a working hypothesis, discussion of diagnostic impressions, an individualized problem list, a summary of the relevant aspects of treatment planning and implementation specific to the client, measures and outcomes and discussion of the cultural, ethical and applicable legislative standards relevant to the case.
10. Be conversant at an applied level with all the basic ethical and practice standards for the College of Psychologists of Ontario with respect to the day-to-day practice of a clinical psychologist.
11. Be conversant at an applied level with all the federal and provincial legislation governing the practice of a psychologist in Ontario and any applicable client populations being served.
12. Participate, answer questions and be actively be involved in supervisory/professional activities such as but not limited to individual supervision, group supervision, staff/peer discussions and staff training.
13. Can defend his/her competency areas of practice and professionally discuss his/her scope and limits of practice as well as demonstrate an understanding of his/her strengths and weakness as a developing psychologist and when and how to seek supervisory assistance.
14. Interns may have the opportunity to develop supervision skills through supervision of junior trainees in the practice (under supervision of his/her supervisor).

## INTERNSHIP PROGRAM

The internship program will take a developmental approach over the course of the full year to supervise, teach and foster the development of a breadth of clinical skills in psychological assessment and intervention with children, adolescents and their families. Assessment and intervention training will span the full internship training year.

### Program Structure

The internship program is structured into four quarterly periods. The main focus of the **first quarter** includes: orientation to the practice and internship program, building competence in intake assessments, building an intervention caseload, developing initial treatment plans, and establishing individualized internship training goals. The **second and third quarters** will focus on continued growth, competence and independence of skills from the first quarter in addition to managing and carrying a full caseload as well as addressing any areas of need in the intern's training. The **fourth quarter** focuses on the integration and consolidation of clinical, ethical and professional skills developed throughout the internship year. The focus will also shift to preparing to terminate and/or transition clients and supporting the intern in transitioning to the next stage of his/her professional career. The final quarter may also include opportunities for supervision of junior trainees in the summer camp day treatment program.

### Case Presentations

At the end of each quarter, the intern is expected to complete a 'grand rounds' style case presentation to the clinical staff for an assessment or intervention case. The presentation should include presenting the client's background, the intern's formulation or working diagnosis, review relevant theory, treatment or assessment plan, clinical observations and progress as well as clinical challenges and/or ethical dilemmas. The intern will submit a written summary of the case presentation to the supervisor.

### Training Review Meetings

At the end of each quarter, the intern will also complete a training review meeting with the supervisor(s) where the intern and the training supervisor will review and rate the intern's progress on established training goals and make any adjustments as needed. A written evaluation using the 'Intern Evaluation Form' (See Appendix A) will be completed and reviewed with the intern at the end of the second and final quarters of the internship program.

### Communication with Interns' Graduate Programs

At the beginning of the internship, the internship Psychology Training Director (TD) at Dr. Angela Fountain and Associates will contact the intern's university Director of Clinical Training (DCT) with the name and contact information for the intern's primary and secondary supervisors in the program. The intern's primary supervisor will be responsible for communicating with the intern's graduate program DCT about the intern's activities, progress and evaluations at the end of each quarter. The primary supervisor will also share copies of the mid-year and final written evaluations of the intern with the intern's DCT. At any time, if a problem arises that requires sanctions and brings into question the intern's ability to successfully complete the internship program, the internship TD will inform the academic DCT of the sponsoring graduate program. The academic DCT will be encouraged to provide input to assist in resolving the problem.

### **Assessment Training**

The Intern will be expected to perform at least 4-6 comprehensive psychological assessments (i.e., minimum of 1 full psychological assessment per quarter). Comprehensive psychological assessments involve assessment of cognitive, academic, and social-emotional functioning. Interns will also be expected to perform at least 1 clinical/behavioural assessments per quarter. Clinical/behavioural assessments focus on an assessment of social, emotional and behavioural functioning.

All assessment training and supervision includes developing an assessment plan with the supervising psychologist, administering and scoring the psychological tests used, interviewing clients and other collateral resources (i.e., therapists, teachers, other professionals), integrating the multiple sources of data with consideration of developmental and contextual factors, interpretation and formulation with the supervising psychologist, providing feedback in a meaningful manner to the client, communicating diagnoses, and report writing.

The intern will prepare and conduct all testing and will have access to training in a range of measures including the following:

- 1) Standardized measures of intellectual functioning (WPPSI-IV, WISC-V, WAIS-IV)
- 2) Standardized measures of specific cognitive processes (WRAML2, CPT III, Bender, Beery VMI, CTOPP2)
- 3) Standardized measures of academic functioning (WIAT-III)
- 4) Standardized measures of Autism Spectrum Disorder (ADOS-II)
- 5) Projective measures (TAT, Sentence Completion, Projective Drawings)
- 6) Range of standardized questionnaire measures

### **Intervention Training**

The intern will be expected to carry a full caseload of treatment clients (i.e., at least 12 therapy sessions per week for a full-time intern). The intern will have an opportunity to develop psychological intervention skills to address a range of presenting problems (i.e., anxiety, OCD, depression, ADHD, challenges related to ASD, learning problems, emotion and behaviour dysregulation, parenting and family relationship issues, among other presenting issues) among children, adolescents and their families. Through a combination of individual and group supervision as well as applied seminar topics, interns will receive supervision and training in many aspects of psychological intervention: case formulation, developing and monitoring treatment plans, client management skills, session note documentation, working with parents and any collaterals, addressing process factors in the therapeutic relationship, recognizing and appropriate follow-up regarding safety risks and fulfilling any reporting obligations. Interns will receive training in a range of therapeutic modalities including CBT, attachment-focused and emotion-focused therapies. They will also receive training on incorporating play therapy and animal- and equine-assisted therapy techniques into broader treatment plans for their cases. There may be additional opportunities for interns to facilitate group therapy programs and/or participate in the summer camp day treatment program.

### **Sample Schedule**

Please refer to Appendix B for a sample intern schedule. The intern is expected to work at least one evening or weekend shift.

### **\*\*Training During COVID-19 Pandemic\*\***

We strive to minimize the impact of COVID-19 on internship training as much as is safely feasible. As of March 2020, our practice has successfully transitioned to a fully remote practice, delivering telepsychology services via secure videoconference platforms. As of July 2020, the practice has re-opened the option of psychological intervention services in person for equine-assisted and outdoor therapy only; other services remain remote. As of September 1, 2020 in-person psychological assessment will be available as will be selected in-person office based psychotherapy. We will be able to provide internship training remotely as needed, but also via in-person delivery of psychological services, based on emerging recommendations from local public health officials and directives from the College of Psychologists of Ontario (CPO) during the COVID-19 pandemic. In the event of continued or future resumption of remote delivery of psychological services, interns will be fully supported with training in the delivery of services in this manner as well as provision of any necessary technology software and hardware for their successful completion of the internship program. Due to standardization requirements for in-person administration of some assessment measures, assessment training goals may need to be modified in the event of any future directives from local public health officials and CPO regarding in-person delivery of psychological services due to safety concerns related to the COVID-19 pandemic.

In summary at the time of creating this brochure (August 2020), based on emerging recommendations from local public health officials and directives from the CPO regarding in-person delivery of psychological services during the COVID-19 pandemic, Dr. Angela Fountain & Associates will be open for both in-person and virtual services. This means that interns will have the opportunity for in-person work but virtual work will also be a part of the internship for clients and interns at high risk or with accessibility challenges. Additionally, interviews for the 2021-2022 internship training year will be conducted via videoconference.

## **SUPERVISION**

Each intern will receive a combination of regularly scheduled individual (2 hours/week) and group supervision (3 hours/week) throughout the internship year. All aspects of individual and group supervision will adhere to guidelines and standards as outlined by The College of Psychologists of Ontario.

### **Individual Supervision – Intervention**

Each intern will be assigned two doctoral level registered psychologists who will both act as clinical supervisors for psychological intervention for the duration of the internship. In addition to providing ongoing clinical supervision and being responsible for the intervention clinical service delivery of the intern, one of the clinical supervisors will be designated as the 'primary supervisor' for that intern. The additional responsibilities of the 'primary supervisor' include: coordinating with the intern's university as needed to ensure that all university internship expectations (i.e., training objectives, supervision, evaluation, etc.) are met as well as integrating the clinical supervisors' input for the formal written evaluations of the intern. Interns will meet individually for a minimum of one hour/week with each clinical supervisor. The clinical supervisors will also provide any live supervision as needed as well as indirect supervision of the intern's clinical work by reviewing case notes and written letters and reports and providing feedback to the intern. The clinical supervisors may also review any session audiotapes or videotapes as needed and provide feedback to the intern.

### **Group Supervision – Psychological Assessment**

A doctoral level registered psychologist will provide weekly group supervision (1.5 hours/week) to the intern cohort on psychological assessment for the duration of the internship year. The assessment supervisor will be responsible for intake assessment, clinical assessment and psychological assessment service delivery of the interns. In addition to the scheduled group supervision, the assessment supervisor will also provide live supervision of intake and feedback sessions as well as any other assessment activities as needed. The assessment supervisor will also provide indirect supervision of the intern in the form of reviewing case notes, assessment reports, as well as any session audio or videotapes and provide feedback to the intern.

### **Group Supervision – Clinical Team**

On a rotating basis, the clinical supervisors provide weekly group clinical consultation (1.5 hours/week) to the entire team of multidisciplinary clinical staff in the practice. Interns will participate in these weekly meetings as additional clinical supervision. These group supervision sessions provide opportunities for the intern to discuss cases, clinical and ethical issues with other trainees and clinical staff. It also provides opportunities for learning from others, building the intern's skill in inter-professional consultation as well as exposure to different psychologists and clinicians in the practice.

## **EVALUATION OF INTERNS**

The internship program continually assesses each intern's performance and conduct. At the end of each quarter, the clinical supervisors will complete training review meetings with the intern to provide verbal feedback on the trainee's progress in the internship program. In addition, a formal written evaluation of the intern's work using Dr. Angela Fountain & Associate's "Intern Evaluation Form" (Appendix A), will be completed by the primary supervisor and reviewed with the intern at the end of the second and final quarters of the internship program. Any written evaluations completed by the supervisor will be reviewed with the intern and copies will be filed in the intern's personnel and supervision records at the practice and will be shared with the DCT at his/her university. Any concerns or difficulties that are identified in the evaluations or quarterly training review meetings may be addressed using the appropriate steps listed under 'Procedures for Responding to Problematic Performance and/or Conduct' in the "Psychology Intern Due Process Policy".

In addition to formal training review meetings and written evaluations, the supervisor will provide ongoing feedback about the intern's work in regularly scheduled supervision meetings throughout the year. In general, the supervisory assessment for interns will include the following areas:

1. The ability to demonstrate clinical skills with the client, develop and follow treatment plans, conceptualize client concerns, and articulate a theoretical orientation consistent with the chosen treatment plan.
2. The ability to administer psychological tests, inventories, and questionnaires. These tests will assess intellectual, personality, social-emotional, adaptive, and/or academic functioning.



3. The ability to conduct a clinical interview, interpret the tests and questionnaires, integrate test data with relevant material from the interview, and to generate a treatment plan.
4. The ability to integrate all the assessment data in a clear and professional manner and to write reports reflecting this integrated information, in conjunction with establishing treatment plans and developing therapeutic rapport.
5. The ability to interpret the results of assessments in a manner appropriate for client understanding.
6. The ability to conduct self in a manner consistent with the CPO Standards of Professional Conduct and the CPA Code of Ethics as applicable in this treatment setting.
7. The ability to demonstrate knowledge of and appreciation for a client's culture and how these cultural differences may influence or impact participation in the therapeutic process.
8. The ability to establish productive working relationships including accepting and providing responsible feedback.
9. The ability to monitor and recognize one's own limitations, as well as pursuing personal and professional growth in developing a professional identity.
10. The willingness to actively solicit and accept feedback from supervisor, to be assertive in supervision, to complete assignments from the supervisor, and to participate in supervision regularly, as scheduled.

## DIDACTIC TRAINING

The internship program provides two hours per week of formal didactic training throughout the internship training year:

1. **Assessment and Formulation Seminar** (one hour/week): The focus of this seminar is on integrative case formulation from a developmental and multisystemic lens as well as applied clinical topics (i.e., standards of practice in psychology, intake assessments, clinical interviewing, assessment of learning disabilities, risk assessment, etc.) relevant to the practice of psychological assessment with children, adolescents and families. The seminar will be delivered through a combination of relevant readings and application of concepts discussed with the intern's own case material.
2. **Intervention and Animal Assisted Therapy Seminar** (one hour/week): Using both didactic and experiential learning exercises, these trainings focus on evidence-based applications of intervention approaches with children, adolescents and families as well as the use of animals and outdoor space within treatment.

3. **Quarterly Case Presentations:** At the end of each quarter, interns are expected to complete a 'grand rounds' style case presentation to the clinical staff for an assessment and/or intervention case. The presentation should include presenting the client's background, the intern's formulation or working diagnosis, review relevant theory, treatment or assessment plan, clinical observations and progress as well as clinical challenges and/or ethical dilemmas.\*
4. **Greater Toronto Area (GTA) Internship Seminars:** Approximately 4-5 times/training year, the local psychology internship programs within the GTA jointly offer half-day seminars for all the local interns to attend. The GTA seminars cover a range of professional practice topics in psychology presented by supervisors, local university faculty, College of Psychologists' staff or other experts in the field. The interns in our program will participate in these seminars for additional training as well as an opportunity for intern socialization and collegial support with other interns outside of our program. \*
5. **Barbara Wand Series of Webinars provided by the College of Psychologists of Ontario:** Approximately 2 to 3 times per year the College of Psychologists of Ontario (CPO) hosts a live half-day webinar on ethical issues, current professional and jurisprudence issues relevant to the membership of the CPO. The intern will join the clinicians in the practice to attend these seminars.\*

\*This didactic activity will replace any other regularly scheduled didactic activity (i.e., Seminars 1 and 2) on the weeks when this alternate didactic activity is offered.

## PSYCHOLOGY STAFF

The following registered clinical psychologists make up the clinical supervisory team and are assigned to act as a primary/secondary training supervisors for interns:

**Dr. Patricia Zimmerman**, Ph.D., C. Psych. (York University). Psychologist, Psychology Training Director, Psychology Intern Supervisor

**Dr. Angela Fountain**, B.Sc. (O.T.), Ph.D., C. Psych. (York University). Chief Psychologist, Psychology Intern Supervisor

**Dr. Jessica Rosenthal**, Psy.D., C. Psych. (Chicago School of Professional Psychology). Psychologist, Psychology Intern Supervisor

The following additional registered clinical psychologists and psychological associates may be involved with interns through group supervision and/or didactic training opportunities:

**Dr. Arnold Muller**, Ph.D., C. Psych. (University of Pretoria). Psychologist

**Dr. Laura Weinheimer**, Ph.D., C. Psych. (University of Toronto). Psychologist

**Dr. Kathleen Watson MacDonell**, Ph.D., C. Psych. (Supervised Practice) (University of South Carolina). Psychologist (Supervised Practice)

**Ms. Nicole Notarfonzo**, M.Ed. (Counselling Psychology), C.Psych. Assoc. (Supervised Practice) (University of Alberta). Psychological Associate (Supervised Practice).

**Ms. Erin Nimmo**, M.A. (Clinical Psychology), C.Psych. Assoc. (Supervised Practice) (Argosy University, Chicago). Psychological Associate (Supervised Practice).

**Ms. Jenna Read**, M.Psy., C.Psych. Assoc. (Supervised Practice) (Adler Graduate Professional School, Toronto). Psychological Associate (Supervised Practice).

For additional information about our psychology staff, please refer to our practice website at: [www.drffountain.ca](http://www.drffountain.ca).

## POLICIES & PROCEDURES

The interns are required to follow prescribed guidelines regarding assessment, documentation, consultation and intervention as outlined in Dr. Angela Fountain & Associates Policies and Procedures. As a part of the orientation process, interns receive copies of our practice policies. A condition of the intern's employment in the practice is the requirement to have read and to agree to abide by these policies. Advance copies of the practice's policies and procedures will be provided upon request. Interns will receive orientation to the practice policies and operational procedures at the beginning of their placement, and through ongoing supervision with regard to their proper implementation.

All interns are additionally required, at the intern's expense, to complete and submit proof of the following prior to beginning the internship:

- All interns must hold **Professional Liability Insurance, including coverage for equine and animal-assisted therapy**, during the full course of their internship training at the practice. Proof of current Liability Insurance will need to be demonstrated prior to beginning the internship.
- All interns are also required to have a **vulnerable sector police check** completed, at the intern's expense, prior to the beginning of their internship.

## DUE PROCESS POLICY

This policy provides guidelines for managing problematic psychology intern conduct and/or performance. Please refer to Appendix C of this training manual for a full copy of the Intern Due Process Policy.

## GRIEVANCE POLICY

The purpose of the Grievance Policy is to provide a formal process for the intern to raise concerns about problems with a supervisor, the internship Psychology Training Director (TD), staff, other

trainees or other affiliated personnel at Dr. Angela Fountain & Associates, and/or about complaints about the internship program (including but not limited to complaints about evaluations, supervision, salary, sexual harassment, etc.). Please refer to Appendix D of this training manual for a full copy of the Intern Grievance Policy.

## **SALARY & BENEFITS**

Interns at Dr. Angela Fountain & Associates are paid a salary of \$34,000 per annum (paid in biweekly instalments) and work a total of 2000 hours a year. Interns are entitled to two weeks of paid vacation per year and three paid sick days. Interns are also afforded five paid professional days to attend conferences or attend job interviews. In addition, interns receive \$500 toward educational expenses and \$500 towards the costs of 407 Toll Route expenses incurred in travel to and from the office. The number of clients seen will not impact an intern's compensation and evaluation. All mandatory benefits are covered (i.e., CPP, EI, WSIB, EHT). Supplemental health and dental benefits are not provided. All interns must hold Professional Liability Insurance during the full course of their internship training at the practice. Proof of current Liability Insurance will need to be demonstrated prior to beginning the internship.

## **ELIGIBILITY & APPLICANT QUALIFICATIONS**

Applicants must be enrolled in a doctoral program in clinical psychology accredited by the Canadian and/or American Psychological Associations. By the time of application, applicants must have completed the following:

1. A master's degree in clinical psychology or its equivalent.
2. At least 600 practicum hours under the direct supervision of a registered psychologist or psychological associate. These practicum hours must include both psychological assessment of children/youth and report writing as well as psychological treatment with children/youth. *(\*\*Due to possible impact of COVID-19 pandemic on practicum training hours, our review will be flexible in the review of total practicum hours; however, applicants must demonstrate prior supervised experience in both assessment and intervention with children and adolescents to be considered.\*\*)*
3. Completion of all requirements of their doctoral program (i.e., all required doctoral course work, comprehensive examinations), excluding completion of the dissertation.
4. Dissertation proposal must be completed and approved.
5. Completion of previous graduate course work in child development, child psychopathology, and child and adolescent assessment and intervention.

Dr. Angela Fountain & Associates is currently offering two internship positions. Internships are typically completed on a full-time basis for a one-year period beginning in September and ending the following August.

In accordance with Canadian immigration requirements, preference will be given to applicants who are Canadian citizens or permanent residents of Canada.

Equal employment opportunity will be given to all applicants, regardless of cultural or ethnic backgrounds, race, religion, gender, sexual orientation and disability. Applicants who have specific questions about access and accommodations are invited to contact the Training Director so their needs can be addressed.

## APPLICATION PROCESS

Internship applications are to be submitted online using the APPIC Application for Psychology Internship (AAPI). Please do not mail or email any application documents to Dr. Angela Fountain & Associates. The Doctoral Internship Program in Clinical Psychology at Dr. Angela Fountain & Associates is a member of the Association of Psychology Postdoctoral and Internship Centres (APPIC) and participates in the APPIC Match. The Program Code number for Dr. Angela Fountain & Associates for the APPIC Match is **187911**.

Applications for the Doctoral Internship Program in Clinical Psychology at Dr. Angela Fountain & Associates should include the following:

1. AAPI Online Application
2. Cover letter stating the applicant's professional plans and special interest in the internship program at Dr. Angela Fountain & Associates
3. Current Curriculum Vitae
4. Graduate transcripts
5. Three letters of reference from professionals, two of which should be able to attest to the applicant's clinical skills and applied psychology experiences. The third referee should ideally be the applicant's dissertation supervisor or graduate program's Director of Clinical Training who can address the applicant's academic and research experience. Referees must use the APPIC Standardized Reference Form (SRF). Applicants should be aware that the practice's Training Director may directly contact referees who provide letters to obtain further information.
6. Supplemental Material: A fully sanitized copy of a psychological assessment report for a child or adolescent case written by the applicant.

The **application deadline is November 15<sup>th</sup>** each year. Applicants will be notified by December 15<sup>th</sup> if they will be invited for an onsite interview. Interviews will take place in January. Personal interviews are desirable; however, applicants unable to attend in person will be interviewed by telephone and/or videoconference, if possible, without prejudice.

*\*\*Due to COVID-19 pandemic, internship interviews for the 2021-2022 internship year will take place via videoconference.\*\**

Please note that our internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Questions regarding the Doctoral Internship Program or the application process should be directed to:

Dr. Patricia Zimmerman, Ph.D., C. Psych.  
Psychology Training Director

Dr. Angela Fountain & Associates  
1037 Howden Road East  
Oshawa, Ontario L1H 0L7

Phone: (905) 655-5813  
Fax: (905) 635-1180  
Email: [patricia@drfountain.ca](mailto:patricia@drfountain.ca)

## APPENDIX A: INTERN EVALUATION FORM

Name of Intern: \_\_\_\_\_

Evaluation Type (circle): Mid-Year / Final

Evaluation Date: \_\_\_\_\_

Supervisor(s): \_\_\_\_\_

Supervisor Completing Evaluation: \_\_\_\_\_

### Rating Description:

- (1) **Remedial:** Needs remedial work (i.e., upgrading expected knowledge and theory to meet beginning level requirements or requiring intervention with personal and/or interpersonal skills affecting professional performance). Skill level and/or professionalism is insufficient and functioning below expected level. This rating is also given when the intern cannot demonstrate growth beyond a beginning level performance after appropriate intensive supervision is provided.
- (2) **Beginning/Entry Level:** Can perform activity but requires considerable supervision (i.e., ongoing intensive supervision is needed). Minimum level expected at the beginning of internship.
- (3) **Intermediate:** Routine supervision of each activity. Competency development of skill/activity area should remain focus of supervision. Performs activity well at an acceptable and typical level of performance. By end of internship, 90% of ratings should be at or beyond this rating.
- (4) **High Intermediate:** Occasional supervision is needed. Functions competently in all but non-routine or complex cases. Performs activity with more than acceptable and typical level of performance.
- (5) **Advanced:** Skill level comparable to level needed for autonomous practice. Performs activity with outstanding ability, initiative and adaptability
- (N/A) **Not Applicable**

### Psychological Assessment

1.	Accurately perceives, identifies and clarifies nature of client's presenting problem	1	2	3	4	5	N/A
2.	Effectively conducts intake interviews	1	2	3	4	5	N/A
3.	Effectively conducts diagnostic/clinical interviews	1	2	3	4	5	N/A
4.	Makes accurate and relevant clinical observations for assessment purposes.	1	2	3	4	5	N/A
5.	Is able to develop an assessment plan (i.e., select appropriate assessment tools) to address the referral question	1	2	3	4	5	N/A
6.	Is able to integrate information from multiple sources of information to develop clinical and/or diagnostic formulations	1	2	3	4	5	N/A
7.	Is able to demonstrate proficiency with regard to the administration, scoring and interpretation of psychological test data	1	2	3	4	5	N/A
8.	Demonstrates full working knowledge of the DSM V, LDAO criteria for Learning Disability diagnosis and proficiency making diagnostic formulations.	1	2	3	4	5	N/A
9.	Communicates an in-depth understanding of the client's assessment results, interpretation, clinical and diagnostic formulation as well as relevant recommendations effectively in written psychological reports.	1	2	3	4	5	N/A
10.	Is able to effectively communicate the results, interpretation, clinical and diagnostic formulation as well as relevant recommendations in a manner that is understandable to the client in an assessment feedback	1	2	3	4	5	N/A
11.	Is able to effectively address client questions about the assessment feedback results, interpretation and recommendations	1	2	3	4	5	N/A

### Psychological Intervention

1.	Is able to develop accurate case conceptualizations of the client's presenting issues.	1	2	3	4	5	N/A
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2.	Is able to develop a relevant treatment plan and select appropriate interventions based on the clinical case formulation, relevant theory, as well as consideration for interventions that are likely to facilitate client acceptance and change.	1	2	3	4	5	N/A
3.	Effectively communicates the treatment plan to the client.	1	2	3	4	5	N/A
4.	Assures that the treatment plan is implemented with integrity, yet is also sufficiently flexible in implementing the intervention based on emerging clinical needs.	1	2	3	4	5	N/A
5.	Makes accurate and relevant clinical observations for intervention purposes.	1	2	3	4	5	N/A
3.	Is able to effectively develop rapport and establish good quality therapeutic relationships with clients.	1	2	3	4	5	N/A
4.	Is aware of and able to effectively manage transference and countertransference issues.	1	2	3	4	5	N/A
5.	Demonstrates an understanding of group dynamics and proficiency in delivering group-based psychological interventions.	1	2	3	4	5	N/A

### Consultation & Inter-Professional Relationships

1.	Establishes and maintains effective collegial relationships with other professionals. Is able to handle differences openly, tactfully and effectively.	1	2	3	4	5	N/A
2.	Appropriately seeks out and makes effective use of consultation support from colleagues.	1	2	3	4	5	N/A
3.	Demonstrates proficiency in the provision of his/her professional opinion and contributes relevant consultation support to other clinical team members.	1	2	3	4	5	N/A
4.	Effectively communicates clinical material and cases in presentations to the clinical team and to other interns	1	2	3	4	5	N/A
5.	Is receptive to feedback provided by other interns and other clinical staff regarding case formulation and clinical discussions	1	2	3	4	5	N/A

### Professional Ethics

1.	Demonstrates a working knowledge of and adheres to ethical guidelines, legal issues and professional practice standards.	1	2	3	4	5	N/A
2.	Consistently recognizes any ethical, legal and professional issues in clinical practice and proactively seeks supervision and/or consultation as appropriate.	1	2	3	4	5	N/A
3.	Is aware of professional limitations, areas of competence and scope of practice and the need for supervision and/or consultation when appropriate.	1	2	3	4	5	N/A
4.	Demonstrates sensitivity and proficiency responding to individual and cultural differences when assessing, planning and delivering psychological services.	1	2	3	4	5	N/A
5.	Demonstrates appropriate professional demeanour and behavior (i.e., appropriate dress, professional boundaries, general maturity and self-awareness).	1	2	3	4	5	N/A

### Supervision and Administration

1.	Makes effective use of supervision (i.e., demonstrates initiative, preparation, use of theoretical, empirical and practical knowledge, level of participation, identifies and prioritizes goals for supervision).	1	2	3	4	5	N/A
2.	Demonstrates insight and awareness of professional strengths and weakness in supervision.	1	2	3	4	5	N/A
3.	Is open and responsive to feedback and supervisory suggestions. Follows up promptly and appropriately on supervisor directives.	1	2	3	4	5	N/A
4.	Flexibly uses supervision depending on identified needs and is receptive to different forms of supervision (i.e., discussion, live supervision, review audiotapes, etc.).	1	2	3	4	5	N/A
5.	Demonstrates strong time management in writing reports.	1	2	3	4	5	N/A
6.	Prepares timely, thorough and complete client case notes and records.	1	2	3	4	5	N/A

7.	Effectively manages administrative matters related to client care and client management (i.e., maintains updated caseload sheet, scheduling, documentation, phone calls, etc.)	1	2	3	4	5	N/A
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### Learning Skills

1.	Effectively presents and teaches concepts during case presentations.	1	2	3	4	5	N/A
2.	Is consistent and punctual in attendance at supervision, seminar and other professional activities.	1	2	3	4	5	N/A
3.	Is prepared and actively participates in group supervision, seminars and discussions.	1	2	3	4	5	N/A
4.	Demonstrates effective oral communication skills (i.e., ability to present and organize information, integrating theoretical, empirical and practical knowledge to effectively communicate).	1	2	3	4	5	N/A
5.	Demonstrates effective professional writing skills (i.e., ability to present and organize information, utilizing theoretical, empirical and practical knowledge to report effectively.)	1	2	3	4	5	N/A
6.	Displays strong critical thinking skills (i.e., shows initiative and eagerness to learn, identifies areas of needed knowledge and seeks it out appropriately, applies and integrates knowledge to practice).	1	2	3	4	5	N/A
7.	Displays strong time-management and organizational skills (i.e., is able to prioritize tasks and manage work demands independently).	1	2	3	4	5	N/A

### **General Comments**

Please give a general impression of the trainee's level of professional development including particular strengths and weaknesses.

Please note recommendations for further training, noting any areas needing special attention, supervisory problems along with suggested approaches.

Are any remedial training actions needed? Yes / No  
If yes, please outline the remedial training plan.

**Date Reviewed with Intern:** \_\_\_\_\_

**Intern's Signature:** \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_

## APPENDIX B – SAMPLE INTERN SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Prep	Individual Supervision	Individual Supervision	Assessment Direct Testing	Assessment Scoring/writing
9:30					
10:00		Prep			
10:30					
11:00					
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:00					
12:30		Group Supervision	Prep	Group Assessment Supervision	Intake
1:00	Didactic Seminars				
1:30		Therapy		Prep	Prep
2:00					
2:30		Therapy		Therapy	Therapy
3:00	Therapy*		Therapy	Therapy	Therapy
3:30					
4:00	Therapy	Therapy			
4:30					
5:00	Therapy		Therapy		
5:30					
6:00			Therapy		
6:30					

\*Therapy sessions are 50 minutes long

## **APPENDIX C – INTERN DUE PROCESS POLICY**

This policy provides guidelines for managing problematic psychology intern conduct and/or performance. These guidelines emphasize due process and ensure fairness in the program's decision about the intern. There are avenues of appeal that allow the intern to dispute program decisions.

### **General Guidelines:**

Due Process ensures that decisions made about the interns are not arbitrarily or personally based. It requires that the training program identify specific evaluation procedures that are applied to all interns and provide appropriate appeal procedures available to the intern. All steps must be appropriately implemented and documented. The general due process guidelines include the following:

1. Present trainees with the program expectations regarding professional functioning at the start of the training year (i.e., during the orientation process).
2. Specify evaluative procedures, including the time frame and the method.
3. Define “skill deficiencies” and “problematic behavior.”
4. Use input from multiple professional sources, including the primary and secondary supervisors, when making decisions or recommendations regarding the trainee's performance.
5. Communicate early and often with the graduate program about any difficulties and seek input from the programs about how to address the difficulties.
6. Provide a remediation plan for skill deficiencies or problematic behavior, including a time frame for remediation and the consequences of not rectifying the deficiencies or problematic behavior.
7. Provide trainees with a written description of procedures they may use to appeal decisions and to file grievances.
8. Ensure that trainees have sufficient time to respond to any action taken by the program that affects them.
9. Document, in writing and to all relevant parties, the action(s) taken and its (their) rationale.

### **Evaluation Process:**

The internship program continually assesses each intern's performance and conduct. At the end of each quarter, the clinical supervisors will complete training review meetings with the intern to provide verbal feedback on the trainee's progress in the internship program. In addition, a formal written evaluation of the intern's work using Dr. Angela Fountain & Associate's “Intern Evaluation Form” (Appendix A), will be completed by the primary supervisor and reviewed with the intern at the end of the second and final quarters of the internship program. Any written evaluations completed by the supervisor will be reviewed with the intern and copies will be filed in the intern's personnel and supervision records at the practice and will be shared with the Director of Clinical Training (DCT) at his/her university. Any concerns or difficulties that are identified in the evaluations or quarterly training review meetings may be addressed using the appropriate steps listed under ‘Procedures for Responding to Problematic Performance and/or Conduct’ in the “Psychology Intern Due Process Policy”.

### **Communication with Interns' Graduate Programs:**

At the beginning of the internship, the internship Psychology Training Director (TD) at Dr. Angela Fountain and Associates will contact the intern's university DCT with the name and contact information for the intern's primary and secondary supervisors in the program. The intern's primary supervisor will be responsible for communicating with the intern's graduate program DCT about the intern's activities, progress and evaluations at the end of each quarter. The primary supervisor will also share copies of the mid-year and final written evaluations of the intern with the intern's DCT. At any time, if a problem arises that requires sanctions and brings into question the intern's ability to successfully complete the internship program, the internship TD will inform the academic DCT of the sponsoring graduate program. The academic DCT will be encouraged to provide input to assist in resolving the problem.

### **Problem Identification:**

Problematic behavior is defined broadly as personal behaviour or job performance which interferes with professional functioning and 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 behaviour;
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 interferes with professional functioning

Problematic behaviour may include skill deficits, such as poor theoretical, assessment or interpersonal skills, poor clinical judgment, or unprofessional or unethical actions.

A distinction needs to be made between when an intern's behaviors, attitudes, or characteristics are of *concern* versus when they are determined to be *problematic*. Making this distinction requires the professional judgment of the training staff as they identify and document the facts relevant to the observed behaviors that are of concern.

**Concerns** may include an intern's behaviors, attitudes, or characteristics that are revealed in the performance of professional duties that are **not** unexpected or excessive for professionals in training but which require verbal coaching and/or a remediation plan. Concerns should be dealt with at the supervisory level.

Examples of concerns that an intern may demonstrate include the following:

- Lack of punctuality
- Does not keep up with site documentation requirements
- Lack of organization
- Minor areas of skill deficits

**Problems** are typically identified when one or more of the following characteristics are occurring:

1. The intern does not acknowledge, understand, or address the problem when it is identified;

2. The problems are not merely a reflection of a skill deficit which can be rectified by academic, experiential 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;
6. The problematic behaviour has potential for ethical or legal ramifications if not addressed or changed;
7. The intern's behavior does not change as a function of feedback, remediation efforts, and/or time;
8. The intern's personal behaviour or job task performance negatively impacts relationships with peers (intern cohort), supervisors, or other staff in a manner that disrupts normal work activities.

### **Defining Problems:**

Problems are defined broadly as personal behaviours or job performance that interfere with an intern's ability to meet their work responsibilities in an adequate manner. This could include significant skill deficits, major misconduct, unethical or unprofessional behavior.

Problems typically fall into one of two areas:

#### **1. Skill Deficiency**

Skill deficiencies are defined as significantly inadequate academic competencies, professional attitudes, or supervised training experiences to successfully complete the psychology internship training program. Examples of skill deficiencies at the psychology internship level of training may include:

- Insufficient knowledge of ethical principles and practices;
- Prejudicial attitudes toward culturally different client populations;
- Insufficient knowledge of pertinent research within psychology;
- Inadequate skill and experience with test administration and interpretation;
- Difficulty forming therapeutic alliances with patients/clients/students;
- Limited skills in differential diagnosis, conceptualization and intervention with patients/clients/students.

#### **2. Problematic Behaviour**

Intern behaviors are identified as problematic behaviours if they include one or more of the following characteristics:

- The trainee does not adhere to the policies and procedures of the internship training program and/or the policies and procedures of Dr. Angela Fountain & Associates, including attendance, participation, documentation, and evaluation;
- The intern is resistant to appropriate opportunities for supervision and training;
- The intern disregards the direction and guidance of the supervisors or training staff;
- The intern is conducting activities beyond the trainee's ability or scope of practice;
- The intern engages in behaviour which is disruptive of the daily operations of the internship training program and/or the practice of Dr. Angela Fountain & Associates;
- The intern does not acknowledge, understand, or address the problem when it is identified;



- The quality of services delivered by the intern is sufficiently negatively affected;
- A disproportionate amount of time and attention by supervisory and training staff is required for monitoring and remediation;
- The intern's behaviour does not change as a function of feedback, remediation efforts, and/or time;
- The intern engages in unprofessional, unethical, or illegal behaviours
- The intern jeopardizes the safety or welfare of clients, other trainees, staff, supervisors, or other affiliated personnel at Dr. Angela Fountain & Associates.

### **Procedures for Responding to Problematic Performance and/or Conduct:**

If an intern receives a “Remedial/Level 1” rating from his/her supervisor on the “Intern Evaluation Form”, or if the supervisor identifies performance and/or conduct problems about the intern’s behaviors at any time (e.g., ethical or legal violation and professional competence), the following procedures will be initiated:

1. If the intern is not performing at a satisfactory level, the supervisor is expected to discuss this with the intern, increase the intern’s supervision, and direct the intern to other appropriate resources to address the deficit area (e.g., assign readings). The internship TD is notified of the concern at this time, and the supervisor will keep a written record of the discussion and corrective steps agreed upon. In the event the intern’s supervisor is also the internship TD, then the internship program’s Chief Psychologist, Dr. Angela Fountain, will be notified instead and will act in the role of the TD.
2. If the problem addressed in Step 1 persists, or a problem arises that is judged to be a serious violation that cannot be remedied by actions outlined in Step 1, the supervisor will communicate his/her concerns with the internship TD (or Chief Psychologist, in the event the TD is the supervisor). The internship TD will meet with the intern and his/her direct supervisor to discuss the problematic performance and/or conduct and develop a remediation plan (to address the problematic behaviour). A remediation plan is a time-limited, remediation-oriented supervised period of training. It is designed to return the intern to an appropriate functioning level with the full expectation that the intern will complete the internship program.

The following steps will be taken:

### **Written Notice**

Each remediation plan will include the following:

- A description of the intern’s unsatisfactory performance and/or problematic behaviours.
- Recommended actions needed from the intern to correct the identified problems.
- Supportive intervention/modifications made to the intern’s training program (e.g., increase supervision, change focus of supervision, require coursework or readings, reduce caseload and recommend personal therapy).
- A time line for correcting the problem(s). The action to be taken if the problem is not corrected.

If the remediation plan developed in Step 2 is unsuccessful in addressing the problematic performance and/or conduct within the time-frame identified, the internship TD will meet with the clinical supervisory team (Drs. Zimmerman, Fountain and Rosenthal) to discuss further courses of action. Further courses of action recommended by the clinical supervisory team may include

one or more of the following sanctions or actions:

### **Modified Remediation Plan**

It may be determined that continuing the remediation plan with specific modification is the most appropriate intervention (i.e., repeat Step 2). When the problem is considered severe, an intern may be required to complete a remediation plan and concurrently placed on probation.

### **Probation**

The purpose of probation is to assess the intern's ability to complete the internship program and return to an appropriate level of functioning. Probation is time limited and remediation-oriented. During this closely supervised training period, the internship TD and supervisor monitor the degree to which the intern addresses, changes, and/or otherwise improves the problem behaviors. During the probation period, the intern may be suspended from engaging in certain professional activities until there is evidence that the problem behaviours have been rectified.

The intern will be given written notice of the probation that includes the following information:

- A description of the problematic performance and/or conduct
- Specific recommendations for rectifying the problems
- The length of the probation period, during which the problem is expected to be rectified
- Procedures to ascertain whether the problem has been appropriately rectified.

### **Termination from the Internship Program**

When a combination of interventions do not rectify the problematic performance and/or conduct within a reasonable time, or when the trainee seems unable to alter his/her behavior, the clinical supervisory team will consider the possibility of termination from the internship program.

Termination may also occur in cases of violations of the APA/CPA Code of Ethics, in particular, when imminent physical or psychological harm to a client is a major factor or when the intern is unable to complete the internship due to physical, mental or emotional illness. The decision regarding termination will be made by the clinical supervisory team and will be shared with the intern in writing. If termination is decided upon, the intern will be given 2 weeks notice, and will be expected to finish up case notes, reports, and engage in appropriate termination or transfer of clients to the best of their ability in that timeframe. If terminated, interns will be paid for their final two weeks, but will not be offered pay in lieu of unused vacation, sick days or professional development days.

If sanctions interfere with the successful completion of the training hours needed for the internship program, this will be noted in the intern's file and his/her academic program will be notified. If deemed appropriate, special arrangements may be made to address this issue.

In all of the above circumstances, the internship TD will meet with the intern and the intern's supervisor to review the remediation requirements and/or the sanctions. The intern may accept these conditions, or challenge the clinical supervisory team's action as outlined below in the appeals process. In either case, the internship TD will inform the intern's academic program of the problematic performance/conduct and the specified procedures implemented by the clinical supervisory team to address the identified problems. Copies of any written remediation and/or probation plans reviewed with the intern will also be shared with the intern's university's DCT and filed in the intern's supervision and personnel files at Dr. Angela Fountain and Associates.

### **Appeals Process:**

Interns may appeal the program's due process decisions regarding remedial steps or sanctions at any point in the above due process steps by the following procedures:

1. Attempt to address and resolve the problem directly with the individual as soon as possible.
2. If addressing the problem directly is not successful, the individual is unavailable, or the intern prefers not to address the issue with the individual, then he or she may consult with the internship TD. In the event the problem is with the internship TD, the intern is directed to address any concerns to the Chief Psychologist (Dr. Angela Fountain), who will then act in the role of the TD for the matter. The internship TD will assist by taking one or more of the following actions:
  - Serving as a consultant to assist in deciding how best to communicate with the individual;
  - Facilitating a mediation session between the trainee and the individual;
  - Taking the issue to the clinical supervisory team for consultation and problem solving;
  - Consulting with the Chief Psychologist;
  - Requesting assistance from APPIC's Informal Problem Consultation service.
3. If the problem is not resolved directly with the TD (or Chief Psychologist when the issue is with the internship TD) to the intern's satisfaction, or the intern prefers to not address the issue with the internship TD directly, the intern is directed to consult with a third party registered psychologist of his/her choice (i.e., university DCT, graduate program supervisor). The intern can request that the third party registered psychologist of his/her choice participate in discussion with the TD, Chief Psychologist and/or clinical supervisory team to help facilitate discussions and to provide alternate suggestions towards resolution of the intern's appeal. At this step, the clinical supervisory team will meet to review the information and provide a recommended response to the intern's appeal.
4. If the intern is still not satisfied with the outcome, the intern may provide a letter to the internship Psychology Training Director documenting: (a) the date of the event giving rise to the complaint or (b) the date the appeal was raised with the internship TD; and (c) the nature of the intern's appeal and what attempts may already have been made to resolve the issue. Within ten working days after receipt of the letter from the intern, the internship TD will send a letter to the intern with a copy of the appeals process. The letter will include provisions for the intern to hear all material facts and to appear before a Review Panel, and it will provide a reasonable timeline for the clinical supervisory team to respond to the appeal.
5. The internship TD will convene a Review Panel of at least three persons, consisting of members of the clinical supervisory team, Mrs. Lisa Primeau, Human Resources Manager/Consultant, and/or Dr. Ken Kwan, psychologist in private practice with extensive experience supervising psychology interns and trainees. Any persons directly

involved in the appeal will be recused from the Review Panel.

6. The Review Panel will conduct a review hearing at which the trainee's appeal is heard and the evidence presented. The trainee may attend the hearing and respond to any concerns raised. Within ten working days of the completion of the review hearing, the Review Panel will issue a report documenting its findings and recommended response to the appeal. The Review Panel's decision will be final.
7. These findings and the actions taken will be conveyed promptly and in writing to the intern, the clinical supervisory team and other appropriate individuals. If the action involves the intern, their academic institution will be included in this communication.

## **APPENDIX D – INTERN GRIEVANCE POLICY**

The purpose of the Grievance Policy is to provide a formal process for the intern to raise concerns about problems with a supervisor, the internship Psychology Training Director (TD), staff, other trainees or other affiliated personnel at Dr. Angela Fountain & Associates, and/or about complaints about the internship program (including but not limited to complaints about evaluations, supervision, salary, sexual harassment, etc.). In the event the intern has concerns about the internship program, then the intern shall proceed with the following steps for resolution:

1. Attempt to address and resolve the problem directly with the individual as soon as possible.
2. If addressing the problem directly is not successful, the individual is unavailable, or the intern prefers not to address the issue with the individual, then he or she may consult with the internship TD. In the event the problem is with the internship TD, the intern is directed to address any concerns to the Chief Psychologist (Dr. Angela Fountain), who will then act in the role of the TD for the matter. The internship TD will assist by taking one or more of the following actions:
  - Serving as a consultant to assist in deciding how best to communicate with the individual;
  - Facilitating a mediation session between the trainee and the individual;
  - Taking the issue to the clinical supervisory team for consultation and problem solving;
  - Consulting with the Chief Psychologist;
  - Requesting assistance from APPIC's Informal Problem Consultation service.
3. If the problem is not resolved directly with the TD (or Chief Psychologist when the issue is with the internship TD) to the intern's satisfaction, or the intern prefers to not address the issue with the internship TD directly, the intern is directed to consult with a third party registered psychologist of his/her choice (i.e., university DCT, graduate program supervisor). The intern can request that the third party registered psychologist of his/her choice participate in discussion with the TD, Chief Psychologist and/or clinical supervisory team to help facilitate discussions and to provide alternate suggestions towards resolution of the intern's concerns. At this step, the clinical supervisory team will meet to review the information and provide a recommended response to the grievance.
4. If the intern is still not satisfied with the outcome, the intern may provide a letter to the internship Psychology Training Director documenting: (a) the date of the event giving rise to the complaint or (b) the date the problem was raised with the internship TD; and (c) the nature of the grievance and what attempts may already have been made to resolve the issue. Within ten working days after receipt of the letter from the intern, the internship TD will send a letter to the intern outlining the grievance procedure. The letter will include provisions for the intern to hear all material facts and to appear before a Review Panel, and it will provide a reasonable timeline for the clinical supervisory team to respond to the grievance.

5. The internship TD will convene a Review Panel of at least three persons, consisting of members of the clinical supervisory team, Mrs. Lisa Primeau, Human Resources Manager/Consultant, and/or Dr. Ken Kwan, psychologist in private practice with extensive experience supervising psychology interns and trainees. Any persons directly involved in the grievance will be recused from the Review Panel.
6. The Review Panel will conduct a review hearing at which the trainee's grievance is heard and the evidence presented. The trainee may attend the hearing and respond to any concerns raised. Within ten working days of the completion of the review hearing, the Review Panel will issue a report documenting its findings and recommended response to the grievance. The Review Panel's decision will be final.
7. These findings and the actions taken will be conveyed promptly and in writing to the intern, the clinical supervisory team and other appropriate individuals. If the action involves the intern, their academic institution will be included in this communication.

Note: The grievance procedures outlined above are intended to provide the psychology intern with a means to resolve perceived conflicts that cannot be resolved by informal means. Interns who pursue grievances in good faith will not experience any adverse personal or professional consequences.