

Adler Community Health Services

Doctoral Psychology

Internship Application

Information 2027/2028

Welcome to Adler Community Health Services (ACHS)

Enclosed is the Doctoral internship and application information for 2027/2028 with Adler Community Health Services (ACHS) in Vancouver, British Columbia.

The ACHS doctoral psychology internship program prepares interns for practice in the various roles of a clinical psychologist and follows the scholar-practitioner model of doctoral training in professional psychology. ACHS' doctoral psychology internship program is the capstone training component in preparation for professional practice in psychology. The ACHS 2027/2028 internship is a planned, programmed sequence of training with the focus on breadth and quality of professional psychology practice

The program has been designed to provide an organized sequence of learning experiences to broaden knowledge, enhance skills, and facilitate the consolidation and integration of the intern's professional identity in the psychology profession.

ACHS is committed to providing an inclusive learning and clinical environment integrated across all internship activities in which all aspects of human dignity and rights are respected, valued, and affirmed.

If you have any questions about our internship program, please do not hesitate to contact me at delgie@adler.edu

Sincerely,

Damon Elgie, Ph.D., Psychologist

Director of Training

Adler Community Health Services

Adler Community Health Services Vancouver, BC

Doctoral Internship Training Program Overview

General Information

Internship Program Structure

ACHS' Vancouver doctoral psychology internship program will have 3 internship positions for the 2027/2028 training year. Doctoral psychology interns are assigned to 1-2 partner sites where they remain for their entire year. The internship offers no rotations. Interns are matched to sites based on intern interest and experience, and intern learning goals. Interns provide direct client contact services (in-person and telehealth) and supportive psychological services (consultation, etc.) at their assigned sites four-days-per-week. In addition, interns shadow clinical faculty in interprofessional partnership activities such as evaluating care delivery, designing new services, and improving communication and referral processes. As the training year progresses, interns take a more active role in interprofessional partnership activities. Interns are on campus one day per-week (Mondays) to attend didactics, seminars, team building and social activities, practice clinical supervision with externs, and meet with their supervisors for supervision and other activities.

Resources Provided to Interns

Interns can expect to receive the following training resources: Adler University issued laptop, Microsoft 365 account (includes Word, Excel, Teams, OneDrive, etc.), Teams work phone number, ID badge, assigned cubicle space in the ACHS Hub, access to iPads and online assessment test materials and services, physical assessment test kits and protocols, and access to Adler University library services. Additional training resources are listed below for each site where clinical work is performed.

2027/2028 Site Description, Training Activities, and Training Resources at each Partner Site

ACHS has a partnership with 7 different sites:

Steeves Manor

(Telehealth and in-person at 1985 Wallace Street, Vancouver)

Steeves Manor is a BC Housing–managed residential community that provides affordable, independent housing for older adults and adults with disabilities. Residents represent diverse cultural, linguistic, and socioeconomic backgrounds and may present with concerns related to aging, social isolation, grief and loss, life transitions, chronic health conditions, anxiety, depression, trauma, and relationship difficulties. At this partnership site, ACHS offers individual

counselling and psychological services designed to support residents' mental health, well-being, and community connection.

Website: <https://www.seniorsservicessociety.ca/location/steeves-manor/>

Training Activities:

At Steeve's Manor interns provide in-person psychotherapy to clients living in a residential setting and receive individualized one-on-one supervision from licensed psychologists. Training focuses on conducting assessments, developing case conceptualizations, and delivering evidence-based interventions while working with a diverse population. This hands-on experience emphasizes clinical skill development, ethical practice, and cultural competence, offering trainees a supportive environment to build professional expertise and confidence in real-world residence-based community mental health practice.

Training Resources:

At Steeve's Manor interns have access to a range of in-person training resources designed to support clinical development. Interns provide psychotherapy under the close supervision of licensed doctoral psychologists and benefit from individualized one-on-one guidance. They collaborate with the resource director, and have access to therapy rooms, standardized assessment tools, scoring software, and observation materials. Case consultations, professional workshops, and didactic seminars further enhance learning. This resource-rich, residential setting provides a structured environment for developing clinical skills, applying evidence-based practices, and fostering professional growth.

Kitsilano Neighbourhood House (Kits House)

(Telehealth and in-person at 2305 West 7th Avenue, Vancouver)

Kitsilano Neighbourhood House is an inclusive community hub serving children, youth, adults, families, newcomers, and seniors throughout Vancouver's Westside. Its programming includes childcare, family and newcomer supports, food-security initiatives, housing services, community engagement, and programs for older adults. Clients represent diverse cultural, linguistic, and socioeconomic backgrounds and may present with anxiety, depression, stress, social isolation, family and relationship concerns, adjustment difficulties, trauma, and challenges associated with major life transitions. At this partnership site, ACHS offers individual counselling, psychological assessment, and other community-based psychological services. Speaking a language other than English is an asset at this site.

Website: <https://www.kitshouse.org/>

Training Activities

At Kit's Neighborhood house, interns provide in-person individual and group psychotherapy to clients in a community setting and receive individualized one-on-one supervision from licensed psychologists. Training focuses on conducting assessments, developing case conceptualizations, and delivering evidence-based interventions while working with a diverse population. This

hands-on experience emphasizes clinical skill development, ethical practice, and cultural competence, offering trainees a supportive environment to build professional expertise and confidence in real-world community mental health practice.

Training Resources

At Kit's Neighborhood house, interns have access to a range of in-person training resources designed to support clinical development. Interns provide individual and group psychotherapy under the close supervision of licensed doctoral psychologists and benefit from individualized one-on-one guidance. They collaborate with multidisciplinary staff on site, including program coordinators, and have access to therapy rooms, standardized assessment tools, scoring software, and observation materials. Case consultations, professional workshops, and didactic seminars further enhance learning. This resource-rich, community-based setting provides a structured environment for developing clinical skills, applying evidence-based practices, and fostering professional growth.

Mount Pleasant Neighbourhood House (MPNH)

(Telehealth and in-person at 800 East Broadway, Vancouver) MPNH has dedicated and engaged staff who provide programs and services for more than 3,000 people annually, from more than 40 countries of origin. Some examples of programming include childcare, employment services, family resource programs, food programs, literacy programs, youth programs, indigenous gatherings, and Seniors' programs. MPNH has a variety of populations and client presentations including ages 14- 70+ years, multiple culture and languages, newcomers and immigrants, stress, the impact of COVID-19, aging, mental health diagnoses, relationship issues, gender identity focus, family dynamics, etc. At this partnership site, ACHS offers individual counselling, psychological assessment and art therapy. Speaking a language other than English is an asset at this site. (e.g., Arabic, Farsi, Spanish, Mandarin, Cantonese, Urdu).

Website: <https://www.mpnh.org>

Training Activities

At MPNH interns provide in-person individual and group psychotherapy to clients in a community setting and receive individualized one-on-one supervision from licensed psychologists. Training focuses on conducting assessments, developing case conceptualizations, and delivering evidence-based interventions while working with a diverse population. This hands-on experience emphasizes clinical skill development, ethical practice, and cultural competence, offering trainees a supportive environment to build professional expertise and confidence in real-world community mental health practice.

Training Resources

At MPNH interns have access to a range of in-person training resources designed to support clinical development. Interns provide psychotherapy under the close supervision of licensed

doctoral psychologists and benefit from individualized one-on-one guidance. They collaborate with multidisciplinary staff, including program coordinators, and have access to therapy rooms, standardized assessment tools, scoring software, and observation materials. Case consultations, professional workshops, and didactic seminars further enhance learning. This resource-rich, community-based setting provides a structured environment for developing clinical skills, applying evidence-based practices, and fostering professional growth.

Gordon Neighborhood House

Gordon Neighbourhood House is a long-standing community hub in Vancouver's West End (since 1942) that brings neighbours together through a wide range of programs. They provide services for all ages: childcare, youth programs, seniors lunches and social activities, settlement support, and community mental health. A central part of their work is "food justice" offering community kitchens, urban gardens, meals, and advocating for equitable access to healthy, culturally appropriate food. Their mission is about building connection and opportunity, embedding diversity, inclusion, social justice, and sustainability into everything they do.

Website: <https://gordonhouse.org/>

Training Activities

At Gordon Neighborhood House, interns provide in-person individual and group psychotherapy to a diverse community, including geriatric clients, and facilitate group therapy sessions. Interns receive individualized one-on-one supervision from registered psychologists, allowing for feedback and skill development. Training includes conducting assessments, developing case conceptualizations, and delivering evidence-based interventions in both individual and group settings. This hands-on, community-focused experience emphasizes clinical competence, cultural sensitivity, and ethical practice, providing a supportive environment for trainees to grow as skilled mental health professionals.

Training Resources

At Gordon Neighborhood House, interns provide in-person psychotherapy and participate in comprehensive clinical training under the close supervision of licensed doctoral psychologists. Interns work collaboratively with multidisciplinary staff, including program coordinators, Training resources include therapy spaces, standardized assessment tools, scoring software, and observation materials. This immersive, community-focused setting fosters both clinical skill development and professional growth in a real-world environment.

Ayás Mén men – Squamish Nation

Ayás Mén men is the Squamish Nation's child and family services arm, dedicated to supporting the health and wellbeing of Squamish children, youth, and their families. Their work blends cultural teachings with modern supports, offering programs ranging from early childhood services to counselling, parenting resources, and family wellness. The focus is on strengthening identity, healing, and connection to community through culturally grounded practices. They also

lead community wellness initiatives, including food programs that promote health and self-sufficiency.

Website: <https://www.squamish.net/child-family-services>

Training Activities

Interns gain supervised experience administering a range of standardized tests, including cognitive, intellectual, achievement, personality, and neuropsychological measures such as the WAIS, WIAT, MMPI, PAI, BASC, and BDI. They conduct structured and semi-structured interviews with clients, and other relevant informants to collect comprehensive background information and contextualize presenting concerns. In addition, interns engage in careful behavioral observation, recording and integrating client behaviors into their assessment process to inform accurate case conceptualization and recommendations. Interns participate in feedback sessions to review results with Ayás Mén men children and families and often attend care-team meetings to deliver appropriate assessment feedback.

Training Resources

ACHS provides scoring and interpretation software on iPads to generate reports and analyze test data. Interns also have access to assessment manuals and guidelines that detail administration procedures, interpretation, and normative information. Additionally, observation and recording tools are available for behavioral coding, structured observation, and documentation during assessments.

Columbia College

Columbia College in Vancouver is a non-profit college that helps students prepare for and transition into university studies in Canada. It offers two-year associate degrees, first- and second-year university courses, English-language upgrading, and even a small high-school program. The school attracts students from around the world and focuses on personalized support, small classes, and a clear academic pathway toward university transfer. Its main goal is to give learners a strong foundation so they can succeed in higher education.

Website: <https://www.columbiacollege.ca/>

Training Activities

Interns gain supervised experience administering a range of standardized tests, including cognitive, intellectual, achievement, personality, and neuropsychological measures such as the WAIS, WIAT, MMPI, PAI, BASC, and BDI. They conduct structured and semi-structured interviews with clients, and other relevant informants to collect comprehensive background information and contextualize presenting concerns. In addition, interns engage in careful behavioral observation, recording and integrating client behaviors into their assessment process to inform accurate case conceptualization and recommendations. Interns may participate in

feedback sessions to review results with Columbia students and assist in preparing accommodation letters or recommendations for educational or workplace settings.

Training Resources

ACHS provides scoring and interpretation software on iPads to generate reports and analyze test data. Students also have access to assessment manuals and guidelines that detail administration procedures, interpretation, and normative information. Additionally, observation and recording tools are available for behavioral coding, structured observation, and documentation during assessments.

Vancouver Community College

Vancouver Community College is a public institution in Vancouver that focuses on practical, career-oriented education. It offers hands-on training in areas like trades, health care, culinary arts, business, and creative industries. The college serves a wide mix of learners, including adults upgrading their skills, newcomers to Canada, international students, and people preparing for specific careers. Its programs are designed to be flexible and closely connected to industry, helping students move directly into the workforce.

Website: <https://www.vcc.ca/>

Training Activities

Interns gain supervised experience administering a range of standardized tests, including cognitive, intellectual, achievement, personality, and neuropsychological measures such as the WAIS, WIAT, MMPI, PAI, BASC, and BDI. They conduct structured and semi-structured interviews with clients, and other relevant informants to collect comprehensive background information and contextualize presenting concerns. In addition, interns engage in careful behavioral observation, recording and integrating client behaviors into their assessment process to inform accurate case conceptualization and recommendations. In addition, interns participate in feedback sessions to review results with Vancouver Community College students and often assist in preparing accommodation letters or recommendations for educational or workplace settings.

Training Resources

ACHS provides scoring and interpretation software on iPads to generate reports and analyze test data. Interns also have access to assessment manuals and guidelines that detail administration procedures, interpretation, and normative information. Additionally, observation and recording tools are available for behavioral coding, structured observation, and documentation during assessments.

Coast Mental Health

Coast Mental Health is a Vancouver non-profit that helps adults living with mental illness build stability and independence. They offer safe housing, daily living support, outreach services, and opportunities for skill-building, education, and employment. Their approach is community-based and person-centered, meaning clients choose their own goals and are supported in reaching them. At its core, the organization focuses on dignity, compassion, and recovery, helping people reconnect with their communities and move toward healthier, more fulfilling lives.

Training Activities

At Coast Mental Health, Interns provide Telehealth psychotherapy and clinical support directly to staff, supporting their well-being as they serve the community. Training includes conducting assessments, developing case conceptualizations, and delivering evidence-based individual interventions tailored to staff needs. This experience allows interns to build clinical skills while understanding the unique challenges faced by staff working with adults living with serious mental illness.

Website: <https://www.coastmentalhealth.com/>

Training Resources

At Coast Mental Health, interns have access to extensive telehealth training resources to support clinical skill development. Interns provide psychotherapy to staff under the close supervision of registered psychologists and receive individualized one-on-one guidance. The site is currently telehealth only.

Interns provide a range of mental health services that may include individual psychotherapy, assessment and consultation, program development, and intervention and outcome evaluation. Additionally, other ACHS clinical sites may be available for the 2027/2028 internship year based on the interests of the intern cohort, site availability of registered psychologists in BC, and site capacity to meet internship criteria for training in clinical psychology.

Overarching Program Goal

The primary goal of the internship program is to prepare interns for registration-ready, entry level practice in the field of psychology, as established by the standards for internship training in Canada and the province of British Columbia.

Training Model

Professional psychology has been defined by Adler University faculty as the application of psychological knowledge and skills to forward the improvement of the human condition in the broadest sense with an emphasis on the direct delivery of professional services, including the design, implementation, and evaluation of assessment and change strategies as they are applied

to individuals, families, groups, couples and organizations. The internship uses the scholar-practitioner model of training, as articulated by the [National Council of Schools and Programs in Professional Psychology \(NCSPP\)](#) as the base for its training program. The internship has four goals with attendant objectives and competencies that are consistent with the Canadian Psychological Association Standards for Internship Training in Clinical Psychology.

Training Model Goals (achievement of goals are measured across three domains: knowledge, skills, and attitude)

Goal One: Entry-level relationship competency across all professional activities

- Objective One: Entry-level Doctor of Psychology competence in communication and interpersonal skills
- Objective Two: Consistent demonstration of professional values, attitudes, and behaviours

Goal Two: Entry-level competence in the delivery of psychological clinical services

- Objective One: Entry-level Doctor of Psychology performance in psychological assessment & testing
- Objective Two: Entry-level Doctor of Psychology performance in psychotherapy (individual, group, and couple/family)

Goal Three: Entry-level competence in the delivery of psychological professional services

- Objective One: Entry-level Doctor of Psychology performance in supervision
- Objective Two: Entry-level Doctor of Psychology performance in consultation
- Objective Three: Entry-level Doctor of Psychology performance in program development & evaluation

Goal Four: Entry-level competence in professional approach, attitude, and practice commitment to human dignity and human rights

- Objective One: Entry-level Doctor of Psychology performance of respecting and valuing human dignity and rights in the provision of clinical and professional services.
- Objective Two: Entry-level Doctor of Psychology performance in enacting professional standards, ethics, and mental health law.
- Objective Three: Entry-level Doctor of Psychology performance in the application of provincial human rights and federal Charter of Rights and Freedoms across all professional activities.
- Objective Four: Entry-level Doctor of Psychology performance in socially responsible practice

Program Outcomes

Upon completion of the internship, interns are expected to demonstrate entry-level competence as a psychologist in the practice of clinical psychology:

- Entry-level Doctor of Psychology performance in psychological assessment, intervention, consultation, and program development and evaluation.
- Demonstrate skills in developing and sustaining therapeutic relationships, rapport building, and dialogue with a diverse population of clients.
- Effective supervision skills.
- Research and application of the local clinical-scientist model in providing evidence-based clinical services.
- Integration of human rights and dignity in the provision of all psychological services
- Integration of social determinants of health and socially responsible practice in addressing individual and community health resiliency and challenges.
- Demonstrate professional values, attitudes, and behaviours, including individual responsibility, respect, cooperation, and collaboration in working with others.
- Demonstrate standards of professional ethics, lifelong professional development, and transition from student to independent professional.

Internship Training Activities

Interns provide service, receive supervision, and participate in meetings and seminars throughout the internship. Services are provided at community sites that have partnerships with ACHS.

Service	
Direct Client Contact (see below for qualifying activities)	12-15 hours weekly
Indirect Services (interprofessional team meetings, psychoeducation programming, didactics, supervision, consultation, charting, etc.)	25-28 hours weekly
Seminars/Didactics	
Intern Didactics	
Interns participate in eight hours (2 hours a week) of monthly didactic training designed to support their development as culturally responsive and competent clinicians. The didactic curriculum is offered in a series of modules spaced across the training year and includes	8 hours a month

seminars on Socially Responsible Practice and Cultural Safety, Ethics, Trauma-Informed Care, and a range of Clinical Care Models and Interventions. Additional modules focus on Program Evaluation, Research principles, and a wide range of Assessment practices.	
Supervision	
Individual Supervision – Primary Supervisor	2 hours weekly
Individual Supervision – Secondary Supervisor	1 hour weekly
Group Supervision	1 hour weekly
Other Meetings	
Extern Supervision	1 hour weekly
Therapy Didactic Presentation to Supervisor Team	1 hour, three times per year

- Orientation. Introduction to ACHS policies and procedures, documentation, internship goals and individual training goals and objectives- client populations, competencies/criteria and standards for doctoral psychology internship, supervision, health and safety, ethics and risk management, documentation and electronic health records, site introduction, diversity, and team building with peers and faculty.
- Direct Client Contact (minimum 25% of intern's time). Psychotherapy (individual, group, and couple/family therapy), psychoeducation (individual and group); intake assessments; treatment planning with clients; psychological testing (minimum 3 integrative batteries, or 5 mixed batteries of psychoeducational/integrative); crisis interventions (individual and group); program development and evaluation time involving direct contact with program participants and/or stakeholders; aftercare planning with a client/caregiver directly involved; milieu management involving direct contact with clients; and other psychological services not listed here involving clients/caregivers at the discretion of primary supervisor.
- Practice Environments. Averaging 28 hours per week (3-4 days) in the field, including onsite and telehealth psychological service options with ACHS partner organizations. Interns are generally assigned to one site but may be assigned to a second site.
- Didactic and Seminar Programming. Minimum of 2 hours per week of programming to meet entry-level psychologist competencies as defined by the program, accrediting bodies, and the College of Psychologist of British Columbia.
- Interprofessional Practice. Consultation, team huddles, case conference, case management, and program development and evaluation services with each assigned site and as included on individual training plan.
- Human Dignity and Rights. Didactic and experiential programming is based on intern interest and faculty evaluation of cohort learning needs to effectively serve community partner populations in a culturally-responsive manner. Internship program integrates human dignity and rights across learning and clinical activities.

- Supervision. Meet two (2) hours weekly with primary registered psychologist supervisor, one hour (1) weekly with a different registered psychologist supervisor (secondary) and one (1) hour weekly in group supervision with a registered psychologist.
- Supervision of Supervision. Each intern is assigned a minimum of one (1) practicum student to provide weekly supervision services for a minimum of one (1) semester.
- Competency Evaluation of Intern Performance. Evaluations are conducted three (3) times a year (once per semester) including a final cumulative performance evaluation near end of internship.
- Hours Requirement. Minimum of 2080 hours achieved in the 12-month internship year.

Integration of Science and Practice

Interns are encouraged to be involved in science, practice, and research activities. Interns will be required to design and implement a Program Evaluation Project during the year, supported by the Program Evaluation Didactic session. The Program Evaluation Project will be presented to the ACHS community. Interns are also encouraged to publish any research they have conducted and to make presentations at professional conferences. Interns will be required to conduct a needs assessment with a partner site, present results to ACHS and partner site teams, design clinical services, and coordinate for the provision of other non-clinical services if possible.

Supervision

Each intern is assigned one primary registered psychologist who is registered with the College of Health and Care Professionals of BC (CHCPBC). The intern will meet for two (2) hours weekly with a primary registered psychologist supervisor, one (1) hour weekly with a different registered psychologist supervisor (secondary), and one (1) hour weekly in group supervision with a registered psychologist. The intern's primary supervisor is responsible for psychotherapy & intervention cases, and core areas of the individual intern training plan. The second supervisor is responsible for additional supervision, and priorities determined from the individual training plan, and/or for specific psychology training in assessment, supervision of junior graduate students in counselling or clinical psychology or other specific psychology services from the intern's individual training plan. Group supervision alternates weekly between case conference presentations and supervision-of-supervision.

The supervisor of a client is the legal and ethical owner of the client/case. Interns may seek consultation with other registered mental health practitioners within ACHS, but all clinical care decisions about the client remain in the full control of the supervising psychologist of the case.

Supervision Schedule

Supervision is scheduled weekly and totals a minimum of four (4) hours per week. Per British Columbia registration requirements for internship, interns are provided a minimum ratio of one (1) hour of supervision for every four (4) hours of client contact per week of the internship and may exceed four (4) hours of weekly supervision.

In the event an intern encounters difficulties or problems (e.g. poor supervision, unavailability of supervisor, internship pay/benefits, evaluations perceived as unfair, workload issues, personality clashes, other staff conflict) during their training experiences, the intern should follow the below grievance procedures.

As a resource, APPIC offers a neutral consultation service for problems experienced during internship to interns and training programs alike called [Informal Problem Consultation](#). Please review the [Informal Problem Consultation page](#) to read about APPIC's role, their privacy policies, and the consultation process. To request a consultation with APPIC, interns may [fill out this form](#) on the APPIC website.

Due Process Policy

ACHS training placements and programs provide interns with structured and supervised learning activities to obtain and demonstrate skills to meet minimum levels of achievement in profession-wide competencies. This policy outlines rights and responsibilities and due process methods. Interns hold no status as an employee of Adler University - as the internship is considered fulfilling an academic requirement (like practicum) and thus are only in a student role. Adler University's People & Culture department does not have a decision-making role in due process actions.

I. Intern Rights & Responsibilities

Interns have the right to:

A high-quality training experience

- Supervision meeting APPIC, CPA, and licensing (Illinois) or Schedule 8 registration (British Columbia) requirements.
- Access to consistent quality didactic training, mentorship, and evaluation processes that promote competency development.
- Access to sufficient direct patient contact hours to meet internship, licensing (Illinois) or registration (British Columbia) requirements; training goals; and APPIC and CPA standards.

Clear expectations and timely feedback

- Written training goals and competencies.
- Routine verbal and written performance evaluations.
- Access to documentation related to ACHS policies and procedures, and evaluation, remediation, probation, or termination processes and decisions.
- Be offered the opportunity to engage in the Mentoring Intervention process for Learning Needs.

Fair and transparent due process

- Timely notice of concerns regarding performance or conduct.
- Opportunity to respond to concerns.

Reasonable accommodations

- In accordance with Canadian and American law(s), and Adler University student policies.

A clear grievance procedure

- To address concerns about any aspect of the internship, including supervisors, staff, or program decisions.

A workplace free from discrimination, harassment, and retaliation

- Clear institutional policies on discrimination, harassment, and retaliation.
- Interns may raise concerns without fear of punitive action.

Consult with their home graduate program

- Particularly when performance concerns arise or significant actions are taken. Engage with APPIC's Informal Problem Consultation services
- Particularly when performance concerns arise or significant actions are taken.
- Seek guidance around any training program aspect.

Interns are responsible for:

Meeting program expectations

- Adhering to policies, ethical standards, confidentiality laws (HIPAA/PHIPA/etc.), and professional conduct standards.
- Completing clinical documentation, training activities, and supervision requirements as scheduled and on time.

Engaging fully in supervision

- Being open to feedback, reporting concerns, and demonstrating proactive communication.

Maintaining professionalism

- Interacting respectfully and professionally with clients, colleagues, and community partners.

Communicating difficulties early

- Including issues related to performance, health, ability accommodations, or conflicts.

Following the due process and grievance

- procedures • Asking questions early if unclear on processes.
- Submitting concerns or appeals within stated timelines

II. Program Rights & Responsibilities

ACHS has the right to:

Evaluate intern performance

- Using behavioral anchors aligned with Profession-Wide Competencies outlined in the Minimum Levels of Achievement tables located in the Intern Handbook.

Institute remediation, probation, or termination procedures

- When interns do not meet minimum performance expectations.

Modify training activities

- To ensure client welfare, program integrity, and/or intern development. Consult with the intern's home graduate program

- Particularly when performance concerns arise or significant actions are taken.

Consult with APPIC and/or CPA's Office of Program Consultation and Accreditation •

- Particularly when performance concerns arise or significant actions are taken.

- Consideration of any substantive change to training program.

Consult Adler University resources (e.g. intern affairs, legal counsel, etc.) as needed

- When concerns relate to conduct, policy violations, safety, or legal issues

ACHS is responsible for:

Providing a structured training sequence

- Including supervision, didactics, evaluation, and competency-based requirements

Notifying interns promptly when concerns arise

- Notifying interns when ACHS contacts home academic program.
- Including clear documentation and outlined expectations for improvement.

Applying due process consistently

- Following the procedures outlined in this policy. Maintaining accurate documentation
- Of performance, meetings, remediation plans, probation, and decisions

Ensuring fairness

- Taking intern grievances seriously and responding with objective data.
- Allowing interns to respond to concerns and appeal decisions
- Differentiating between a Learning Need and Substandard Performance through objective assessment and clearly defined minimum levels of achievement and exit competencies.

Protecting intern confidentiality

- Except when disclosure is necessary for regulatory, ethical, or academic program requirements.

III. Definitions: "Learning Need" and "Substandard Performance"

For this policy, a "Learning Need" is defined as:

- An intern's competency, behavior, and/or characteristic(s) that are identified as an important area for growth and focused learning.
- Developmentally expected and/or non-extreme for professionals in training
- Is typically solved through a Mentoring Intervention and not subjected to this policy
- An intern who does not maintain a 'satisfactory' or better rating at midyear regarding competency cumulative averages may, at the discretion of the Director of Training and the training team, be deemed to be experiencing a "Learning Need" instead of a "Substandard Performance" based on the criteria listed in this document (see below).

For this policy, “Substandard Performance” is defined broadly as a deficiency in an intern’s professional functioning that is manifested in one or more of the following ways:

- Professional Standards: An inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior. This would include negligent, unethical or unprofessional conduct. Any intern who violates ethical and legal guidelines governing the practice of mental health and substance use prevention, intervention, and aftercare will not be meeting performance standards and may be subject to dismissal and/or failure of the training program. Likewise, failure to abide by University and ACHS rules and policies, if of a serious nature, will be deemed as not meeting performance standards which may also lead to dismissal and/or failure of the training program.
- Skills: An inability to acquire and/or demonstrate sufficient clinical skills to reach an acceptable level of competency in the skill areas outlined in each training program’s Minimum Level of Achievement tables and/or evaluation criteria (found in Extern and Intern Handbooks).
- Personal Functioning: An inability to address personal stress, psychological difficulties, and/or strong emotional reactions such that they substantially interfere with professional functioning.
- Failure to Meet Minimum Levels of Achievement on Evaluations. Interns are expected to meet the minimum levels of achievement outlined in their handbooks and measured on their formal evaluations.

A “Learning Need” typically becomes identified as “Substandard Performance” when the situation includes one or more of the following characteristics:

- The quality of services delivered by the intern is significantly compromised by the problem.
- The intern does not comprehend, acknowledge, and/or address the problem once it has been identified.
- The problem is not a reflection of a skill deficit that can be rectified by academic or didactic training.
- The problem affects multiple areas of clinical or professional functioning.
- A disproportionate amount of attention from training personnel is required because of the problem.
- The intern’s behavior does not change as a function of feedback, remedial attention, and/or time.
- Mid-year competency ratings are deemed to be of sufficient and cumulative quantity that puts the intern at risk of not meeting yearend exit competencies.

Assessment of these criteria may be made at any time during the training period and is incorporated into all evaluations of intern performance and may trigger the Due Process procedures.

IV. Protocol: Substandard Performance

Basic Procedures to Addressing Substandard Performance

In addressing Substandard Performance issues, the ACHS clinical training team must be mindful and balance the needs of the intern in question, the clients involved, members of the intern's training group, the training team, site partner relationships, and the campus community. All evaluative documentation will be maintained in the intern's file. At the discretion of the Training Director, in consultation with ACHS team members, the intern's home academic program may be notified of any of the actions listed below.

If an intern does not agree with any of the notifications, remediation, or sanctions, they should follow the process outlined in section VI Appeal Process.

In keeping with CPA's ethical code, if a substandard performance problem is observed, the person who observed the behavior attempts to address the issue directly with the intern as soon as possible after it is noticed. However, ACHS recognizes that factors such as power differentials between interns, site partner staff unfamiliar with psychological ethical codes, and other factors may limit this ability. The interns' primary supervisor and the Director of Training should be made aware of the substandard performance problem as soon as possible after it is noticed. Substandard performance behaviors may be reported by any person in contact with the intern at any time (e.g., Director of Training, ACHS clinical faculty, fellow interns, patients/clients, site partner staff, etc.).

V. Program Interventions in Response to Substandard Performance

1. Formal Notice of Substandard Performance (Probation)

(Notice) Formal Notice of Sub-Standard Performance (Probation) is a written notice that the intern is in jeopardy of failing their training placement and/or being dismissed from the program. Probation is a time limited, remediation-oriented, closely supervised period. Probation's purpose is to foster development and then assess the ability of the intern to achieve and maintain the required minimum level of achievement for profession-wide and/or program-specific competencies by the end of the training year. Probation may be initiated at the end of an unsuccessful Mentoring Intervention or be initiated on its own due to a previously unobserved serious substandard performance problem.

(Hearing) The primary supervisor and intern meet within one (1) calendar week of the intern's receipt of the Notice to discuss the written Formal Notice of Sub-Standard Performance. The intern can respond to concerns and have their questions answered during the Hearing. The Hearing may also include other ACHS clinical training team members who may have observed the raised concern. The Hearing includes potential steps the internship may take to remedy the problem, including initiating a remediation plan.

Upon conclusion of the Hearing, the training program may choose to initiate a remediation plan (See Appendix B below) within one (1) calendar week and place the intern on probation. Remediation plans are detailed in writing, time-limited, and

behaviorally anchored and may include but are not limited to a work schedule modification, decreased site presence, and/or clinical load reduction. The following steps will be taken:

1. Draft remediation plans will be shared within one (1) calendar week and discussed with the intern to solicit the intern's feedback and understanding of the expectations, timelines, and support/resources they may need. A template of the remediation plan is found in the Appendix section of the ACHS Intern Handbook.
2. Final remediations plans will be reviewed and signed by the intern, supervisor responsible for the remediation plan, and Director of Training within three (3) business days of the draft remediation plan meeting with the intern.
3. The completed and signed probation notice and remediation plan are placed in the interns' training file.
4. The Director of Training will communicate within one (1) business day to the intern's academic program and/or training faculty that a probation notice, and if warranted, a remediation plan has been issued and will share the document when requested. The goal of sharing the probation notice and remediation plan is to have the academic program be of support to the intern to complete the remediation plan successfully.
5. After the completion time in the remediation plan has expired, the clinical faculty/supervisor will complete the ACHS Summary of Remediation Plan Success and present the summary to the intern within one (1) calendar week.
 - a. If the intern successfully completes the remediation plan, the intern is taken off probation and is expected to maintain the remediated behaviors outlined in the plan throughout the remainder of their training year. There will be no second remediation opportunity offered for behaviors outlined in the remediation plan.
 - b. If the intern is not successful in completing the remediation plan, or if those same behaviors are repeated during the remainder of the training year, the supervisor and Director of Training issue a final evaluation noting substandard performance resulting in a failing grade and/or terminating the training placement.

2. Dismissal

On rare occasions, dismissal is invoked without employing the previous intermediary steps. This occurs in cases where ACHS has documented or directly observed behavior of the intern that is a direct and egregious violation of their discipline's ethical code and/or ACHS policies and procedures.

1. **(Notice)** The Director of Training will issue a written notice to the intern explaining the program's intention to dismiss the intern. The Notice will include a description of ACHS' intention to engage APPIC's Problem Consultation process. The Notice will include whether ACHS may suspend the intern from direct service activities or withdraw the intern from all internship program activities during the dismissal process.
2. **(Hearing)** The Director of Training will meet with the intern within one (1) business day of the intern receiving the Notice to explain the potential dismissal and hear from the intern who may respond to the concerns raised and ask questions.

3. If dismissal is determined as the course of action after the Hearing, the Director of Training will immediately notify the intern and intern's academic department training faculty of the dismissal process, engagement with APPIC's Problem Consultation process, and date of dismissal.
4. The Director of Training will immediately engage APPIC's Problem Consultation process.
5. If APPIC agrees to a Match release, the Director of Training will issue a final evaluation to the intern and academic department and offboarding of the intern will complete.
6. If APPIC does not agree to a Match release, the Director of Training will follow guidance issued by APPIC's Problem Consultation process and proceed with the intern's internship program accordingly.

VI. Appeal Process

Interns have the right to appeal any aforementioned notifications, remediation or sanctions on the following grounds:

- presentation of new evidence that was not available at the time of the Hearing meeting that would mitigate the decision, and/or
- program faculty did not materially follow ACHS' Due Process Policy process.

Interns must submit an appeal in writing to the Executive Director within one (1) calendar week from the disciplinary outcome decision meeting date. The Executive Director must receive this by no later than 5 p.m. of the training program's time zone. The Executive Director will investigate the appeal claim and render a decision in writing to the intern, Director of Training, and the intern's academic department training faculty within one (1) calendar week by 5 p.m. of the training program's time zone. The Executive Director's decision is final, and not further appealable. If the Executive Director serves directly as an individual supervisor to the intern in question, the Executive Director will appoint a substitute. Substitutes may only include ACHS Directors of Training not associated with where the intern is located, campus deans, or Provost.

Grievance Policy:

The grievance process to follow is:

1. As a first step, the intern is encouraged to discuss the complaint with the responsible ACHS staff member(s) and/or the Director of Training and try to resolve it informally. If the issue is resolved to the intern's satisfaction, no further action is needed.
2. If the issue cannot be resolved informally, or the intern is dissatisfied with the informal resolution, the intern should prepare a written grievance.
3. The intern will state the complaint in writing along with all supporting documents and submit it to the Director of Training. If the intern is challenging a formal evaluation, the

intern must do so within seven (7) calendar days of the supervision session in which the evaluation was reviewed with the intern.

4. The Director of Training will conduct fact-finding activities and issue a resolution to the aggrieved intern and other involved parties within seven (7) calendar days of receiving the written grievance.
5. If the intern does not agree with the decision, they may appeal the decision to the Executive Director in writing within seven (7) calendar days.
6. The Executive Director will conduct fact-finding activities and issue a resolution to the aggrieved intern and other involved parties within seven (7) calendar days of receiving the written grievance. The Executive Director's decision is final and not appealable.

If the grievance involves the Director of Training:

1. The intern will state the complaint in writing along with all supporting documents and submit it to the Executive Director. If the intern is challenging a formal evaluation, the intern must do so within seven (7) calendar days of the supervision session in which the evaluation was reviewed with the intern.
2. The Executive Director will conduct fact-finding activities and issue a resolution to the aggrieved intern and other involved parties within seven (7) calendar days of receiving the written grievance.
3. If the intern does not agree with the decision, they may appeal the decision to the university Provost in writing within seven (7) calendar days.
4. The Provost will conduct fact-finding activities and issue a resolution to the aggrieved intern and other involved parties within fourteen (14) calendar days of receiving the written grievance. The Provost's decision is final and not appealable.

If the grievance involves the Executive Director:

1. The intern will state the complaint in writing along with all supporting documents and submit it to the university Provost. If the intern is challenging a formal evaluation, the intern must do so within seven (7) calendar days of the supervision session in which the evaluation was reviewed with the intern.
2. The Provost will conduct fact-finding activities and issue a resolution to the aggrieved intern and other involved parties within fourteen (14) calendar days of receiving the written grievance. The Provost's decision is final and not appealable.

All written grievances are stored in perpetuity in the ACHS Hub in a file designated for intern grievances/complaints.

Application to the Doctoral Internship Program

Applicant Requirements, Compensation, and Benefits

Prerequisites

- Passed Comprehensive Exams by the application deadline.
- Successfully defended their dissertation proposal by the application deadline.
- Completed a minimum of 600 practicum hours (300 direct hours)
- Completed at least 3 years of the Psy.D. program.
- Interest in training with vulnerable populations and socially responsible practice.

Intern Compensation and Benefits

- Stipend: \$37,960 Canadian dollars per annum
- 10 paid vacation days
- 10 paid sick days
- Extended Health Benefits
- Paid University Statutory Holidays- scheduled provided for the internship year.

Internship Completion Criteria

- Total time in internship equals 2,080 hours including personal time-off and ACHS closures (e.g. holidays).
- Participation in internship is no less than 12 calendar months (52 weeks).
- Direct client contact meets or exceeds 480 hours.
- Interns attended a minimum of 96 hours of didactic programming.
- Interns received a minimum of 192 supervision hours. • On final evaluation, all major and sub-competencies receive a rating of “3” or above.

The ACHS Internship Program participates in the APPIC Match and uses the AAPI online application. The program adheres to all APPIC Match policies and procedures. Detailed information about the program, eligibility requirements, and application process is available in the APPIC Directory. To receive full consideration, applicants must satisfy the requirements outlined in the directory.

Selection Process

Application materials—including essays, cover letters, curricula vitae, letters of recommendation, and transcripts—are carefully reviewed to assess each applicant’s experience in, and commitment to, providing community-based mental health services across ACHS partner settings. Because ACHS serves communities that have historically experienced marginalization

and barriers to care, applicants must demonstrate a genuine interest in community mental health, along with cultural humility and sensitivity to the diverse populations served.

Particular consideration is given to letters of recommendation from practicum supervisors and practicum seminar leaders, as well as the doctoral program's verification of internship eligibility submitted by the Director of Clinical Training. These materials are reviewed to assess the breadth and depth of each applicant's health service psychology competencies, professional readiness, and commitment to human rights and dignity.

Applicants whose experience, professional values, and training goals appear well aligned with ACHS's community mental health focus, training aims, and competencies are invited to interview. During the interview process, this alignment is explored in greater depth, including the applicant's fit with the program's learning outcomes and training model.