Due Process Policy

The following policies reflect our basic philosophy in our training efforts. First, interns are trained with dignity and respect and they are afforded as much professional responsibility and autonomy as is practical and judicious. Second, just as we expect staff to function professionally with interns, so too do we expect that interns will form respectful and productive professional relationships with their supervisors. Finally, training staff and interns alike are responsible for being direct in expressing concerns and suggesting avenues for solving problems. The third tenet is that most interpersonally-oriented problems should be manageable through open exchange among the relevant parties and solved at an informal level.

This section provides a definition of problematic intern performance and how these situations are handled by the program, as well as a discussion of due process.

The internship program follows due process guidelines to assure that decisions are fair and nondiscriminatory. During their first week as part of the orientation process, interns are given the Policies and Procedures manual and this material is reviewed with the Director of Training.

**Problematic Behaviors**

Problematic behaviors are broadly defined as those behaviors that disrupt the intern’s professional role and ability to perform required job duties, including the quality of: the intern's clinical services; their relationships with peers, supervisors, or other staff; and their ability to comply with appropriate standards of professional and/or ethical behavior. Problematic behaviors may be the result of the intern’s inability or unwillingness to a) acquire professional standards and skills that reach an acceptable level of competency, or b) to control personal issues or stress.

An intern judged by any staff psychologist as failing to meet program expectations in any of the three areas of professional functioning identified above will be informed of this judgment as early as possible (no later than mid-rotation).

***PROCEDURES FOR RESPONDING TO PROBLEMATIC PERFORMANCE AND/OR PROBLEMATIC CONDUCT***

It should be noted that every effort is made to create a climate of access and collegiality within the service. The Director of Training is actively involved in monitoring the training program and frequently checks informally with interns and supervisors regarding interns’ progress and potential problems. In addition, Intern-Director meetings are held once a month to provide another forum for discovery and resolution of potential problems. Interns are also encouraged to raise concerns with the Director of Training as they arise. It is our goal to help each intern reach his/her full potential as a developing professional. Supervisory feedback that facilitates such professional growth is essential to achieving this goal.

We follow a stepped system of intervention. This is meant to deal with problematic performance or conduct at the lowest level first. We have found that rarely an intern is seen as lacking the competence for eventual independent practice due to a serious deficit in skill or knowledge, or due to problematic behaviors that significantly impact their professional functioning. The stepped system of intervention includes the following interventions:

1) Informal or Performance Improvement Plan

2) Formal Remediation Plan

3) Probation (may be considered at any time, with or without formal remediation)

4) Dismissal

1. ***INFORMAL OR PERFORMANCE IMPROVEMENT PLAN***

In the situation when it is recognized that an intern needs performance improvement, a competency assessment form should be filled out **immediately**, prior to any deadline date for evaluation, and shared with the intern. In order to allow the intern to gain competency and meet passing criteria for the rotation, these areas must be addressed *proactively,* and a performance improvement plan needs to be devised and implemented promptly

***Informal*** recommendations for performance improvement will be made to the intern initially by the staff member who has judged the intern’s performance to be deficient. These concerns are initially dealt with in the supervision dyad. If, in the opinion of that staff psychologist, the intern fails to respond to these recommendations adequately, specific written recommendations for performance improvement will be provided to the intern. The Director of Training may be brought in to help with the process. A time frame will be established during which the intern will be expected to make the recommended improvements. The intern will be provided with maximum support of the staff psychologist, and the Director of Training in making these recommended improvements.

Specific recommendation examples to the intern may include:

1. A change in supervision:

a. Increasing the frequency.

b. Changing the format (increase tape review, conduct co-therapy, etc.)

c. Changing the focus (targeting specific client behaviors, etc.)

2. Reducing the size of the intern’s caseload and/or range of responsibilities in order to allow more time for careful planning, case review, etc.

3. Decreasing the complexity of the clinical problems represented in the intern’s caseload.

4. In urgent cases, if an intern identifies a personal issue that interferes with performance or training, referral is made to the Employee Assistance Program for immediate assistance.

In most cases, such recommendations will be sufficient to motivate the intern to make the required improvements in professional functioning.

***FAILURE TO CORRECT PROBLEMS***

Behaviors reach a problematic level when they include one or more of the following characteristics:

* The intern does not acknowledge, understand, or address the problem
* The problem is not merely a deficit in skills, which could be rectified by further instruction and training
* The intern’s behavior does not improve as a function of feedback, remediation, effort, and/or time
* The professional services provided by the intern are negatively affected
* The problem affects more than one area of professional functioning
* The problem requires a disproportionate amount of attention from training supervisors

Some examples of problematic behaviors include:

* Engaging in dual role relationships
* Violating patient confidentiality
* Failure to respect appropriate boundaries
* Failure to identify and report patients' high-risk behaviors
* Failure to complete written work in accordance with supervisor and/or program guidelines
* Treating patients, peers, and/or supervisors in a disrespectful or unprofessional manner
* Plagiarizing the work of others or giving one’s work to others to complete
* Repeated tardiness
* Unauthorized absences

NOTE: this list is not exhaustive. Problematic behaviors also include behaviors discouraged or prohibited by APA's Ethical Guidelines and VA policies and procedures, as outlined during orientation.

1. ***FORMAL REMEDIATION PLAN***

Once an intern’s professional activity and competency level has been judged to reach a problematic level and prior attempts at performance improvement have failed, they will be notified by the Director of Psychology Training that they have been referred for a formal remediation plan. This is part of the *formal process* of dealing with professional competency problems.

The Director of Training has a responsibility to explore thoroughly and to document the intern’s problematic behaviors, with both supervisor and intern. Questions to be asked in this process include:

1. What are the actual behaviors that are of concern and where are they included in the competency evaluation criteria?
2. How and in what settings have these behaviors been evident?
3. What are the negative consequences of these behaviors for the Veterans Administration Medical Center and its patients and clients?
4. Who observed the behaviors in question?
5. Who or what was affected by these behaviors and in what way?
6. What is the frequency of the behaviors?
7. Has the intern been informed fully of the problematic nature of the behaviors? If so, how did their respond to this information?
8. Has the feedback regarding this behavior been documented? In what format?
9. How serious is the behavior on the continuum of ethical and professional behaviors?

The intern and supervisor are informed by the Director of Training that they will need to make a written statement about what has been done to correct the concerns about competency and/or behavior. The Director of Training will meet with the intern to discuss the concerns raised and encourage them in their written response. Both of these written statements will be forwarded to the Training Committee. In addition, the Director of Training writes a statement regarding their evaluation of the issues and summary of what they have learned. The Director of Training is expected to consult with OAA, APPIC, and the Director of Education, as well as other agencies as deemed necessary.

The Director of Training calls for a meeting of the Training Committee to review statements from the supervisor and intern, as well as any supporting documentation.

*Training Committee*—The Training Committee consists of 5 to 7 psychologists that are actively involved in training, including the externship, internship, and post-doctoral fellowship. The Training Committee meets monthly to discuss training issues and trainee performance.

Training Committee Meeting. In this process of addressing training needs, the Training Committee meets. The intern and supervisor are invited to attend. This invitation must come no later than 3 days prior to the meeting. The Director of Clinical Training of the intern’s graduate program will be notified of this concern and consulted regarding input about the problem and remediation. The Training Committee Meeting includes:

* hearing concerns from the supervisor and intern
* review of documentation
* determine the need for a Formal Remediation Plan
* determine the need to place the intern on probation

Decisions may include that there is 1) no need for a Formal Remediation plan; 2) a Formal Remediation Plan is developed; 3) a need for suspension of direct service activities; 4) and/or the intern is placed on probation. Each of these decisions must be explained and documentation provided as needed.

**Formal Remediation** **Plan**– This is a written statement issued to the intern which includes the following information:

* A description of the problematic behavior(s)
* Documentation that the Training Committee is aware of and concerned about the problematic behavior(s) and has discussed these with the intern
* Specific timelines for conclusion, as determined by the Training Committee
* Documentation that intern’s graduate program DCT has been notified
* A remediation plan to address the problem(s) within a specified time frame. Remediation plans set clear objectives and identify procedures for meeting those objectives. Possible remedial steps include but are not limited to:
  + Increased level of supervision, either with the same or other supervisors
  + Additional readings
  + Changes in the format or areas of emphasis in supervision
  + Change in rotation
  + Recommendation or requirement of personal therapy, including clear objectives which the therapy should address
  + Recommendation or requirement for further training to be undertaken
  + Recommendation or requirement of a leave of absence (with time to be made up at no cost to the institution)

The Formal Plan is then presented to the intern by the Training Committee and Training Director. Any additional concerns are discussed in this meeting. Any amendments to the original plan are made and then communicated to the intern’s academic Director of Clinical/Counseling Training. In the case of an intern who is given probationary status, this action will be communicated to the academic graduate program immediately. In addition, communication with that program will occur at each necessary subsequent stage in the process of dealing with the intern’s professional competency problems. Academic program staff will be invited to participate in the process of dealing with the intern.

1. **PROBATION**

**Probation Notice** –A trainee may be placed on probation, by the Training Committee, when: (1) their performance fails to meet the standards set forth in their Formal Remediation Plan, (2) they have not responded satisfactorily to previous interventions, and/or (3) the nature/severity of the problem warrants an immediate action. Probation can be initiated at any time during the course of the training year, if appropriate. Some examples of triggers for immediate probationary action include, but are not limited to, violation of veteran confidentiality, practicing outside of competence areas without proper supervisory input, actions or failure to take actions that may result in veteran harm, or problematic boundaries with veterans. This is a time limited, remediation-oriented, more closely supervised training period. The purpose is to assess the ability of the intern to complete the internship and to return the intern to a more fully functioning state. The intern will be given a written statement that includes the following documentation:

* A description of any previous efforts to rectify the problem(s)
* Specific behaviors that are of concern
* Notification of and/or consultation with the intern's graduate program regarding further courses of action
* Specific recommendations for resolving the problem(s)
* A specified time frame for the probation during which the problem is expected to be rectified and procedures for assessing this.

**Suspension of Direct Service Activities-** This requires a determination that the welfare of the intern's client or supervisee has been jeopardized. Therefore, direct service activities will be suspended for a specified period as determined by the Training Committee in consultation with the Director of Training. At the end of the suspension period, the intern and supervisors involved will meet with the Training Committee to assess the intern's capacity for effective functioning and determine when direct service can be resumed.

The intern and supervisor will report to the Training Committee on a regular basis, as specified in the Formal Remediation Plan (at least twice during a 3-month rotation).

At the conclusion of the time period in the Formal Plan/Probation Notice, the Training Committee, Training Director, Staff Supervisor, and intern will meet again to discuss progress toward the goals set out in the plan. Once the recommended improvements in functioning have been made to the satisfaction of (a) the staff member initially reporting them, (b) the Training Committee, (c) the Director of Training, or (d) the Lead Psychologist (if the Director of Training has been recused), the formal remediation plan will be voted on by the Training Committee. A majority vote is needed to resolve and remove an intern from Formal Remediation and/or Probation.

***ILLEGAL, UNETHICAL, or EGREGIOUS BEHAVIOR***

Illegal, unethical, or egregious conduct by an intern should be brought to the attention of the Training Director in writing.  Any person who observes such behavior, whether staff or intern, has the responsibility to report the incident.

* The Training Director, the Training Committee, the supervisor, and the intern may address infractions of a minor nature.  A written record of the complaint and action become a permanent part of the intern's file.
* Any significant infraction or repeated minor infractions must be documented in writing and submitted to the Training Director, who will notify the intern of the complaint.  The Training Director will call a meeting of the Training Committee to review the concerns, after providing notification to all involved parties, including the intern and Director of Clinical Training of the graduate program.  All involved parties will be encouraged to submit any relevant information that bears on the issue and invited to attend the Training Committee meeting(s).

Examples of significant infractions include but are not limited to:

1. Violation of ethical standards for the discipline, for the training program, or for government employees.
2. Violation of VA regulations or applicable Federal, state, or local laws.
3. Disruptive, abusive, intimidating, or other behavior that disturbs the workplace environment or that interferes or might reasonably be expected to interfere with veteran care. Disruptive behaviors include profane or demeaning language, sexual comments or innuendo, outbursts of anger, throwing objects, serious boundary violations with staff or veterans, inappropriate health record entries, and unethical, illegal, or dishonest behavior.
4. Behavior that may result in harm to the veteran or veteran’s family, by consensus of the Training Committee.

* The Training Director may seek advisement from appropriate Medical Center resources, including District Counsel, as well as the American Psychological Association, VA Office of Academic Affiliation, and Association of Psychology Postdoctoral and Internship Centers.

* As described in the previous section on remediation of problematic performance and/or conduct, at any stage of the process, the intern may request assistance and/or consultation outside of the program and utilize the resources listed in the appendix.
* Following a careful review of the case, the Training Committee may recommend several options, as they deem fit. They may determine that the infraction is remediable and begin the process of Formal Remediation and/or consider probation. They may decide that is it serious and recommend dismissal of the intern.  The third option would be determining that the infraction was not significant, and the intern is returned to training. Recommendation of a probationary period or termination shall include the notice, hearing and appeal procedures described in those sections.
* The Training Committee prepares a report regarding the results and their recommendations. They, along with Training Director, meet with intern to review results and recommendations.

***4. PROCEDURES FOR DISMISSAL AND APPEAL***

When the staff psychologist(s) who initially reported an intern’s failure to meet program expectations and professional competency, the Director of Psychology Training, and the Training Committee, unanimously agree that all reasonable efforts to rectify the intern’s deficits have been made and the intern is unable or unwilling to alter their behavior, then consideration of termination of the intern’s participation in the internship program is appropriate.

**Termination –** if an intern has not improved sufficiently under the conditions specified in the Formal Plan and/or an Illegal/Unethical/Egregious behavior has been determined to warrant dismissal, termination will be discussed by the full Training Committee, Training Director, as well as with the intern’s graduate program, VA OAA, and the facility HR Chief.  The Training Committee may request information from the intern or other relevant parties. An intern may be given the option to choose to withdraw from the program rather than be terminated.

The Training Committee will meet with the intern, Training Director, and supervisor. The final decision regarding the intern's ability to successfully complete internship is made by the Training Committee, after consideration of all materials related to his process. After reviewing all the available information, the Training Committee may choose one of the following actions.

1. Decision is made to take no action
2. Decision is made to return intern to Formal Remediation
3. Decision is made to continue with dismissal

This determination will occur no later than the May Training Committee meeting (only exception would be illegal, unethical, or egregious behavior is found).  If it is decided to terminate the internship, the intern will be informed in writing by Director of Training that he/she will not successfully complete the internship.  The intern and his/her graduate program will be informed of the decision in writing no later than May 15th.

The Director of Psychology Training will take the following steps before the intern is informed of their dismissal.

1. Review the SAVAHCS institutional implications of the decision from legal, personnel, budgetary, and other relevant perspectives. Institutional policies and procedures applicable to dismissal of an individual in the employment category covering Psychology Intern must be followed.
2. Review the proposed action and the corresponding written statements in consultation with the Chief Executive Officer of SAVAHCS or their designee, the Chief of Human Resources Management, VAMC legal counsel, the intern’s sponsoring academic department, the Association of Psychology Postdoctoral and Internship Centers, and the American Psychological Association.
3. Send a letter to the intern reiterating the problematic behavior in question, the intern’s lack of adequate response to requests for change, and the reasons for dismissal. A similar letter will be prepared for the academic department of the intern.
4. Decide how and when the intern’s dismissal will take place. It is unlikely that they will have a clinical caseload, and the departure must be planned in such a way that it causes a minimum of disruption or difficulty for the intern and their clients. During any period between notification of dismissal and the intern’s actual departure from the program, any responsibilities the intern continues to fulfill will be explicitly described in writing and will be different from those of the other interns.
5. Provide the intern an opportunity to appeal the decision to dismiss. This appeal process will conform to due process guidelines applicable at SAVAHCS. If no appeal is initiated, all parties involved will be informed of the exit date of the intern.

The Training Committee and Training Director may confer to determine how the dismissed intern’s peer colleagues will be briefed by the Training Director. In all cases, peer colleagues will be provided with only the minimally necessary information to aid their understanding of the situation.

***APPEAL OF DECISION TO DISMISS AN INTERN***

From the time that the impaired intern is informed of the decision to dismiss them from the internship program, they will have one week to initiate an appeal of that decision. The appeal shall be submitted in writing to the Director of Psychology Training. The appeal shall include a request that a Board of Appeal be established as expeditiously as possible. Within ten days of receipt of the request for appeal, the Lead Psychologist shall form a board consisting of themselves (or a chosen representative), one person selected by the intern to be dismissed and the Training Director of the Phoenix VA, or their representative.

The Director of Training will present the position of the Training Committee to the board. The intern, together with any counsel they may choose, will present the appeal.

In closed session, the Board of Appeal will review the facts of the case as presented by the Director of Psychology Training and the intern. The board will be authorized to return one of three possible decisions:

1. To support the intern’s dismissal.
2. To reinstate the intern in the internship program with no conditions.
3. To deny immediate dismissal but recommend a course of remedial action/training to be completed by the intern by a specified date. If the recommended action or training is not completed by the specified date, dismissal will proceed. The board shall have responsibility for monitoring the intern’s progress in meeting its recommendations.

If dismissal is upheld, the Lead Psychologist will direct HR to suspend the intern’s appointment. If continuation of training is determined, the Director of Training, supervisors, and the intern are responsible for negotiating an acceptable training plan.

If the above process fails to resolve the situation, the intern or the Lead Psychologist can take further action in accordance with SAVAHCS HR policies regarding due process and employee dismissal.

During the interval between written notification to the intern that they will be dismissed and completion of deliberation by the Board of Appeal, the intern is likely to be relieved of all or part of their responsibilities within the Psychology Programs.

Interns are free to discuss any disagreements with the SAVHCS HR service of EEOC staff for formal action above the level of the Psychology training program.

All documentation related to the formal remediation and due process becomes part of the intern's permanent file with the Psychology Internship program. These records are maintained by the Director of Training and kept in secure, locked cabinets.

**Appendix A**

At any stage of the process, the intern may request assistance and/or consultation. Interns may also request assistance and/or consultation outside of the program. Resources for outside consultation include:

* **Association of Psychology Postdoctoral and Internship Centers (APPIC)**

APPIC has established both an [Informal Problem Consultation](https://docs.google.com/a/appic.org/spreadsheet/viewform?usp=drive_web&formkey=dGNpeG9RREJlWkFSNUNTNmg1Wk1uSEE6MQ#gid=0) process and a [Formal Complaint](http://appic.org/Problem-Consultation#Formal) process in order to address issues and concerns that may arise during the internship training year.

<http://appic.org/Problem-Consultation>

* **APA Office of Program Consultation and Accreditation**:

750 First Street, NE

Washington, DC 20002-4242

(202) 336-5979

<http://www.apa.org/ed/accreditation>

* **VA Office of Resolution Management** **(ORM)** –

Department of Veterans Affairs  
Office of Resolution Management (08)  
810 Vermont Avenue, NW, Washington, DC 20420  
Toll Free 1-888- 737-3361

<http://www4.va.gov/orm/>

This department within the VA has responsibility for providing a variety of services and programs to prevent, resolve, and process workplace disputes in a timely and high quality manner. These services and programs include:

**Prevention**: programs that insure that employees and managers understand the characteristics of a healthy work environment and have the tools to address workplace disputes.

**Early Resolution:** ORM serves as a resource for the resolution of workplace disputes.  ORM has been designated as the lead organization for workplace alternative dispute resolution (ADR) within VA. This form of mediation available to all VA employees. Mediation is a process in which an impartial person, the mediator, helps people having a dispute to talk with each other and resolve their differences. The mediator does not decide who is right or wrong but rather assists the persons involved create their own unique solution to their problem. VA mediators are fellow VA employees who have voluntarily agreed to mediate workplace disputes. They are specially trained and skilled in mediation techniques and conflict resolution. In electing to use mediation, an employee does not give up any other rights.

**Equal Employment Opportunity (EEO) Complaint Processing**

* **Independent Legal Counsel**

*Please note that union representation is not available to interns as they are not union members under conditions of their VA term-appointment.*

**Appendix B**

Example Formal Remediation Plan

1. This document summarizes concerns about the XXX date performance review of your XXXX experience, as discussed in your meeting with Drs. XXXX on DATE. A plan for addressing your deficits is also presented.

2. Per ***Psychology Intern Competency Assessment Form***, you have exhibited several areas of *Remedial Performance*, defined as follows: "**Needs remedial work**. May require remediation plan during internship.” Behavioral competencies include:

Seeks current scientific knowledge

Presenting Education and Research

Ethical decision-making

Ethical behavior

Patient diversity: skills

Patient diversity: knowledge

Patient diversity: self-awareness

Uses positive coping strategies

Professional documentation

Efficiency and time management

Seeks Consultation/Supervision

Reflective practice

Use of leadership and collaboration skills

Professional interpersonal behavior

Patient rapport

Case conceptualization and treatment goals

Therapeutic interventions

Effective use of emotional reactions in therapy

Patient risk management and confidentiality

Identifying and addressing sources of ambivalence toward change

Process/Content distinction

Termination of therapy

Group therapy skills and preparation

Test selection, administration, and interpretation

Clinical interviewing skills

Diagnostic skills

Assessment writing skills

Assessment feedback to client or referring clinician

Initiating supervisory relationship

Supervisory skills

Risk management

Termination of supervision

Inter-professional teamwork

Consultative guidance

3. Written descriptive comments regarding the above evaluation include:

4. You have also exhibited several areas of *Passing Performance*, defined as: “**Intermediate Rating**.Should remain a focus of supervision. Routine supervision of most activity. Common rating throughout internship”. Behavioral competencies include:

Seeks current scientific knowledge

Presenting Education and Research

Ethical decision-making

Ethical behavior

Patient diversity: skills

Patient diversity: knowledge

Patient diversity: self-awareness

Uses positive coping strategies

Professional documentation

Efficiency and time management

Seeks Consultation/Supervision

Reflective practice

Use of leadership and collaboration skills

Professional interpersonal behavior

Patient rapport

Case conceptualization and treatment goals

Therapeutic interventions

Effective use of emotional reactions in therapy

Patient risk management and confidentiality

Identifying and addressing sources of ambivalence toward change

Process/Content distinction

Termination of therapy

Group therapy skills and preparation

Test selection, administration, and interpretation

Clinical interviewing skills

Diagnostic skills

Assessment writing skills

Assessment feedback to client or referring clinician

Initiating supervisory relationship

Supervisory skills

Risk management

Termination of supervision

Inter-professional teamwork

Consultative guidance

5. General evaluative comments include the following:

* 1. Summary of strengths:

b. Areas still in need of improvement:

6. You are expected to receive *Successful* ratings in all areas of competency across all rotations to complete your pre-doctoral internship, defined as“**Entry level practice while obtaining licensure**. Competency attained in all but non-routine cases. Common rating at completion of internship.”. These include:

* Seeks current scientific knowledge
* Presenting Education and Research
* Ethical decision-making
* Ethical behavior
* Patient diversity: skills
* Patient diversity: knowledge
* Patient diversity: self-awareness
* Uses positive coping strategies
* Professional documentation
* Efficiency and time management
* Seeks Consultation/Supervision
* Reflective practice
* Use of leadership and collaboration skills
* Professional interpersonal behavior
* Patient rapport
* Case conceptualization and treatment goals
* Therapeutic interventions
* Effective use of emotional reactions in therapy
* Patient risk management and confidentiality
* Identifying and addressing sources of ambivalence toward change
* Process/Content distinction
* Termination of therapy
* Group therapy skills and preparation
* Test selection, administration, and interpretation
* Clinical interviewing skills
* Diagnostic skills
* Assessment writing skills
* Assessment feedback to client or referring clinician
* Initiating supervisory relationship
* Supervisory skills
* Risk management
* Termination of supervision
* Inter-professional teamwork
* Consultative guidance

7. In an effort to remediate your performance deficits and to assist you in transitioning successfully to the next step of your internship, the SAVAHCS Psychology Internship Program will provide you with the following accommodations:

1. Schedule Modification: a time-limited, remediation-oriented, closely supervised period of training designed to return you to a more fully functioning state. These accommodations include:
   * 1. Delaying the commencement of next Major Rotation until DATE
     2. Excusing you from weekly clinical duties until …
     3. Postponing future clinical duties until…
     4. Add other options here
2. Increased Level of Supervision: participating in more frequent, more directive supervision than is typically provided to predoctoral interns. These accommodations include:
   * 1. Meeting with your current supervisor to…
     2. Meeting with your next supervisor to…
     3. Being provided with structured formats for…
     4. Meeting for individual supervision of each case…
     5. Submitting each section of the Neuropsychological/Psychological Assessment report in sections
     6. Add other options here

8. In response to these accommodations, you are expected to:

1. Meet with your primary supervisor to review progress.
2. OPTION: Present a scoring summary sheet of your second assessment by DATE.
3. OPTION: Complete all outstanding neuropsychological assessments and organ transplant evaluations by DATE.
4. OPTION: Complete all future assessments in a timely manner, as agreed upon by your clinical supervisors.
5. OPTION: Record and listen to all tapes of therapy
6. OPTION: compare your recording to requirements of XX therapy
7. Participate in all internship-related activities, with no lapse in other areas of performance. This includes your major rotations, outpatient mental health clients, seminars/didactics, case conferences, intern presentations, and administrative responsibilities.

9. A formal review of your progress will be completed on or around DATE (mid-way through your NEXT Major Rotation) to determine whether you are meeting the above expectations.

1. If you are making satisfactory progress, no further action is necessary; evaluation procedures will return to the standard schedule as noted in your Internship Orientation handbook.
2. If you have not made efforts to improve your skills, or your performance remains significantly below expectations, the following actions are possible:
   * 1. Adjustments to Remediation Plan
     2. Formal Probation
     3. Suspension from Internship
     4. Termination from Internship

10. A copy of this Remediation Plan will be included in your Intern File and a general summary of our concerns will be submitted to the Director of Clinical Training in your graduate program.

Signatures of all parties involved:

Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

TC member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

TC member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

TC member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

TC member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

TC member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

TC member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

TC member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Director of Training:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have reviewed the above remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below

(*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED).*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trainee Name Date

Trainee’s comments (Feel free to use additional pages):

ADDITIONAL CONTACTS-Optional

Home University

*Please list name and address of said*

*establishment* *Date information shared*

|  |  |
| --- | --- |
|  |  |

APPIC

*Name of Specialist and contact*

*Information Date information shared*

|  |  |
| --- | --- |
|  |  |

OAA

*Name of person and contact*

*Information Date information shared*

|  |  |
| --- | --- |
|  |  |

APA

*Name of person and contact*

*Information Date information shared*

|  |  |
| --- | --- |
|  |  |

District Counsel

*Name of person and contact*

*Information Date information shared*

|  |  |
| --- | --- |
|  |  |

ACOS/Education:

*List parties present Date information shared*

|  |  |
| --- | --- |
|  |  |

Human Resources

*Name of Specialist and contact*

*Information Date information shared*

|  |  |
| --- | --- |
|  |  |

Other:

*List parties present Date information shared*

|  |  |
| --- | --- |
|  |  |

**INFORMAL (PERFORMANCE IMPROVEMENT)**

Supervisor/Trainee note performance issues

No

Continue to Formal Remediation

Has performance improved?

Addressed in supervision or written plan completed by supervisor. (may notify Training Director)

YES

YES

NO

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Supervisor | Intern | Training Director | Training Committee |
| Step 1 | Make note of specific competencies that may be lacking. Must contain items from the Intern Competency Evaluation | Continually monitor performance and do self-evaluation. Bring up areas that are of concern/struggle during supervision | Not involved in early steps | Not involved |
| Step 2 | Address concerns directly during supervision with intern. Make deadlines as needed | Respond to concerns and address any questions. |  |  |
| Step 3 | Continually monitor progress | Continually monitor progress |  |  |
| Step 4 | Continued concern exists. Consider written recommendations and a plan with intern. Include deadlines in plan | Develop written plan, along with supervisor to address needs | May involve Training Director for suggestions. |  |
| Step 5 | Review plan with intern regularly. | Work to address concerns in plan and inform supervisor of progress. |  |  |
| Step 6 | If progress is insufficient, notify intern and Training Director |  | Inform intern, supervisor, and Training Committee that Formal remediation is needed. |  |

**FORMAL REMEDIATION**

Meeting of the Training Committee.

* To hear the concerns from supervisor and intern-written and oral.
* To review Training Director’s summary

Deliberate and determine need for a Formal Remediation Plan. Formal Plan is written by Training Committee and Training Director.

Meet and discuss intern’s response to concerns raised. Intern develops a written response

Training Director alerted (if not aware before this).

Call for a formal meeting of the Training Committee to hear these concerns

Prior attempts have failed for improving performance (informal)

Is intern’s performance improved?

YES

NO

Continue to Termination Process

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Supervisor | Intern | Training Director | Training Committee | Administration |
| Step 1 | Determine that prior attempts have failed and inform Training Director |  |  |  |  |
| Step 2 | Supervisor needs to write up the concerns about performance, for the Training Committee meeting. | Intern will need to respond to concerns raised with a written response for the Training Committee meeting. | Training director: 1. Alerts intern about failure and process, 2. Sets up meeting with intern to query concerns and inform intern of written response needed, 3. Calls for a formal meeting of the Training Committee, 4. Informs intern’s graduate DCT, 5. Consult with OAA, APPIC, Director of Education, etc., 6. Prepares a written report for Training Committee meeting | Training Committee determines a time for the meeting. Must allow 3 days’ notice to intern. Supervisor, TD, and intern must be notified of the date and time. |  |
| Step 3 | Supervisor provides input in the hearing. | Intern provides input in the hearing |  | Conducts hearing with intern and supervisor. Reads written reports from Supervisor, Intern, and TD. Deliberate and determine the options: 1) no remediation plan needed, 2)Intern continues with current plan for training, with timeline determined for review, 3) determine that Formal remediation plan is needed. |  |
| Step 4 |  |  | Formal plan is written by TD and Training Committee. This includes changes to address remediation needs and a timeline for completion. | Formal plan is written by TD and Training Committee. This includes changes to address remediation needs and a timeline for completion. |  |
| Step 5 |  | Intern may speak to the Training Committee during this meeting | Joins Training Committee for meeting | Meeting at the determined timeframe, as specified in Formal plan, to review progress. Has intern met training needs as specified in the Formal Training plan? If not, refer to termination process. If yes, return to training as prior. |  |
| Step 6 |  | Intern is notified of Training Committee’s decision | Training director prepares notifications for intern. |  |  |

**Illegal, Unethical, or Egregious Behavior**

Refer to Formal Remediation and develop Formal plan

Refer for Termination

Training Committee

* To hear the concerns from supervisor/staff reporting infraction and intern’s written report.
* Listen to both intern and supervisor/staff
* To review Training Director’s summary

Deliberate to determine the level of infraction: is it remediable? If so, determine need for a Formal Remediation Plan. Formal Plan is written by Training Committee and Training Director.

Meet and discuss intern’s response to concerns raised. Intern develops a written response

Training Director

Calls for meeting of Training Committee

Any significant infraction must be documented in writing and given to Training Director.

REMEDIABLE NOT SERIOUS

SIGNIFICANT

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| --- | --- | --- | --- | --- | --- |
|  | Supervisor | Intern | Training Director | Training Committee | Administration |
| Step 1 | Notification of a perceived infraction is made in writing to the Training Director |  |  |  |  |
| Step 2 |  |  | Training Director receives the notice and 1) notifies the intern, 2) notifies the Training Committee that a meeting is needed, 3) notifies DCT of intern’s graduate program |  |  |
| Step 3 |  | Intern writes response to the complaint, using the Training Director as necessary. | Training Director may seek consultation with Medical Center resources, District Counsel, APA, VA OAA, and APPIC |  | May advise the Training Director regarding statutes and policies that apply |
| Step 4 |  |  |  | Training Committee meets with complainant, intern, and Training Director to review and consider the complaint. Develops written report |  |
| Step 5 |  | Intern receives the written report | Training Director, along with Training Committee meets with intern to review results | Training Committee, along with Training Director meets with intern to review results. |  |

**DISMISSAL**

Failure to meet requirements of Formal Remediation

Serious illegal, unethical, egregious behavior was determined

Training Director

1. Writes letters to graduate DCT and to intern
2. Consults and documents regarding impact
3. Determines how dismissal will occur

Return to Formal Remediation Plan

Dismissal Review

Training Committee reviews recommendations from Training Director, DCT of graduate program, OAA, HR chief or representative.

Meeting of Training committee called

Training Committee meets (includes supervisors and intern. Report prepared.

Decision to

Dismiss

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| --- | --- | --- | --- | --- | --- |
|  | Supervisor | Intern | Training Director | Training Committee | Administration |
| Step 1 |  |  |  | Training Committee has determined that intern has either 1) not met the requirements of the formal remediation plan, or 2) a serious illegal, unethical, or egregious behavior was found and recommended dismissal.  A call for meeting is made. |  |
| Step 2 | Supervisor plans to attend meeting and may include written materials for consideration | Intern prepares written information, as necessary, for the Training Committee meeting |  |  |  |
| Step 3 | Supervisor meets with the Training Committee |  |  | Meeting: includes intern, Training Director and supervisor(s). Review all materials. Choose an action:  1) Take no action, 2) return to intern to Formal Remediation, or 3) continue with dismissal. |  |
| Step 4 |  |  | 1) Review SAVAHCS institutional implications, 2) Consult with CEO, HR chief, Legal counsel, intern’s academic DCT, APPIC, APA about decision, 3) Prepare letter for intern and intern’s academic DCT re. problematic behavior, lack of response, and reason for dismissal, 4) determine how dismissal will occur. | Prepare, along with Training Director written information about decision. | Administrative officials consult with Director of Training about the impact of the decision on the facility. Includes CEO or delegate; HR chief or delegate; intern’s academic DCT; APPIC, and APA |
| Step 5 |  | Inform intern by written letter about dismissal | Inform intern about the appeal process. |  |  |
| Step 6 |  |  |  | Discuss how peer colleagues will be briefed, in consultation with Training Director. |  |

**APPEAL PROCESS**

Intern initiates appeal process, after being informed about dismissal within 7 days. Appeal submitted in writing to Training Director

Dismissal of intern upheld

Remediation plan for intern with no dismissal

Reinstate intern with no conditions

Board of Appeal convenes. Listens to Training Director and Intern. Closed session to review facts.

Lead Psychologist calls a Board of Appeal, within 10 days of appeal notice

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| --- | --- | --- | --- | --- |
|  | Intern | Training Director | Lead Psychologist | Appeals Board |
| Step 1 | Intern initiates appeal process in writing to Training Director (within 1 week of notice of dismissal) |  |  |  |
| Step 2 |  | Training Director notifies Lead Psychologist, sharing the written appeal |  |  |
| Step 3 | Intern works on any additional material they wish to share | Training Director or their representative works with intern regarding process and any additional written statements or counsel they wish to bring | Lead Psychologist calls individuals for Board of Appeals (within 10 days of being notified) |  |
| Step 4 |  |  |  | Appeals Board convenes meeting. Intern and Training Director present case. Closed session the board reviews the facts and makes their decision. |
| Step 5 |  |  | If upheld, Lead Psychologist directs HR to suspend intern’s appointment |  |