



CHEHALEM YOUTH & FAMILY SERVICES

Providing Hope & Healing  
since 1970

## PRE-DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM



ASSOCIATION of PSYCHOLOGY  
POSTDOCTORAL and INTERNSHIP CENTERS





## WELCOME TO NEWBERG & THE CHEHALEM VALLEY

*Home of Chehalem Youth & Family Services (CYFS)*

Newberg is located approximately 25 miles southwest of Portland, Oregon and is home to *George Fox University*, a Christian University of the arts, sciences, and professional studies. George Fox was recently named as one of America's Best Colleges" by *U.S. News & World Report* magazine for the 18th time.



Named for the profusion of wildflowers in its springtime landscape, Chehalem Valley (Valley of the Flowers) is the inspiring gateway to Oregon's wine country. The Chehalem Valley delights visitors with the largest concentration of wineries in the State of Oregon.



The Chehalem Valley Wine Country





## WELCOME TO NEWBERG & THE CHEHALEM VALLEY

Although conveniently situated near the many assets of the Portland metropolitan area, the community retains a distinct physical separation from the metro region, buffered by a greenbelt of rural forests and farmlands. The Chehalem Mountains surrounding the community and the broad Willamette River create a natural bowl, providing a special sense of peace for those who live in and visit Newberg .

The community's strategic location also provides numerous recreational opportunities. A short drive provides access to all the urban resources of Portland. Countless rivers and forests are within easy driving distance, offering boating, fishing, and hiking opportunities.

New on the Oregon Golf Course circuit is the beautiful *Chehalem Glenn Golf Course* in Newberg. Combining the challenge of the sport and the beauty of the course *Chehalem Glenn* creates a comfortable, community atmosphere.



Chehalem Glenn Golf Course

A one-hour drive east will take you to the Cascade Mountains for skiing, camping, fishing and hiking. A one-hour drive west will take you to the breathtaking views of the Pacific coastline, with its many beautiful beaches.



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## GENERAL PROGRAM INFORMATION

### HISTORY

Chehalem Youth and Family Services began as Chehalem House in 1970. At that time it was a home for delinquent girls. In 1976 the Board of Directors voted to change the population of clients served to boys and girls between the ages of 11 and 14 who were both emotionally disturbed and mildly mentally challenged. These children behaved in ways that society considered unacceptable in less restrictive settings. This change was made due to a request by the State of Oregon who already recognized they needed additional resources for this troubled population. Chehalem Youth and Family Services is a non-profit organization which continues to grow and expand in order to provide the highest quality services to children and their families.

### MISSION

It is the intent of Chehalem Youth and Family Services to encourage and empower youth and their families to grow mentally, emotionally, spiritually, and physically, reaching their highest potential through training, counseling, and treatment.

### VALUES

Chehalem Youth and Family Services believes that children and families need a stable, nurturing environment where love, acceptance, and nonjudgmental attitudes provide for dignity, respect, and healing. The diversity that individuals provide gives life richness and depth.

Chehalem Youth and Family Services is an Equal Opportunity Program and does not discriminate against any person in employment or in admission, treatment, or participation in its



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## GENERAL PROGRAM INFORMATION

programs and benefits on the basis of race, color, natural origin, creed, language, handicap, gender, age, or marital status.

### POPULATION SERVED

CYFS residential services are available to children ages 11– 21 years of age whose relationships with their families are such that home placement is not feasible. It has been determined that these children are in need of twenty-four hour care and integrated care planning to address the complex problems they present. These children typically have developmental, social, and/or emotional problems to such a degree that less restrictive placements have been unsuccessful or inappropriate. At the time of admission to CYFS, the referral source in cooperation with CYFS has determined that residential services are appropriate, necessary, and the least restrictive means of caring for the child. The overall goal of CYFS is to provide progressive reintegration and normalization of the child into a family or community living situation. It is recognized that children will be on differing levels of physical, emotional, intellectual, spiritual, and psychological development. Some children will require rehabilitative services while others will require training to learn new skills. CYFS employs highly qualified professionals to assist children in reaching their optimal level of functioning.

CYFS does not typically provide services to children with chemical dependency problems, psychosis, extreme fire setting tendencies, or persistent and serious delinquency problems.



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## GENERAL PROGRAM INFORMATION

### TREATMENT

Chehalem Youth and Family Services is a 24 hour residential treatment facility designed to provide intensive treatment for children and their families. Professionally trained staff make use of a wide variety of treatment modalities which are then individualized to best meet the needs of children and families. Examples of methods used are individual counseling, behavior modification, therapeutic recreation, milieu therapy, group therapy, and family therapy. Whenever possible, family reunification is the goal of treatment. Treatment occurs in a family style atmosphere where professional staff eat, work, and play together. An important treatment component in this atmosphere is teaching life skills such as meal planning and preparation, housekeeping, yard maintenance, hygiene routines, money management, etc. Trained professional staff supervise all activities, applying nurturance and discipline when needed.

Therapeutic recreations are designed to treat the individual, emotional, and social needs of the children. They are scheduled at least once per week and are implemented by Youth Treatment Specialists. Recreation is quite varied and may include camping, fishing, hiking, bowling, swimming, track and field, basketball, and involvement in Special Olympics.

### SERVICES

During the initial thirty days of placement, the needs of the child and his/her family are assessed and an individualized treatment plan is developed. This treatment plan is reviewed monthly by the Chehalem Youth and Family Services treatment team and quarterly by the comprehensive treatment team. Psychological testing is provided as needed. A contracted child psychiatrist



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## GENERAL PROGRAM INFORMATION

meets with the child at regular intervals to provide psychiatric medication management. Other medical needs are provided for by local family practitioners. Any needs which the child has that cannot be met by the professional staff at CYFS will be attended to by professionals outside the agency on an as needed basis.

All children at Chehalem Youth and Family Services will attend school. Each child is to have an Individualized Education Plan which guides placement and educational approach. Children may be placed in the public school system or at Chehalem Academy, depending on their needs.

The average length of stay for children at CYFS is one to two years. CYFS is committed to a team approach and will work with Department of Human Services' Caseworkers and parents to establish an after care plan. The goals of after care planning are to reunite the child with his/her family when possible, to help the child develop independent living skills, and/or to transition the child to a less restrictive living situation.

CYFS contracts with the State Offices of Children, Adults and Families Division and Seniors and Persons with Disabilities. Oversight of funding for mental health services is the responsibility of regional Mental Health Organizations for youth we serve and the State Mental Health Division. In addition to being accountable to each of these organizations, CYFS is accountable to each child's parents or guardians and the Oregon Alliance of Children's Programs. Operational funding is provided by the above organizations, United Way, and the gifts and donations from concerned caring people and organizations.



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## PRE-DOCTORAL PSYCHOLOGY INTERNSHIP PROGRAM

Holly Hetrick, Psy.D.  
Clinical Training Director

Pre-doctoral Internship in Professional Psychology  
Chehalem Youth & Family Services (CYFS)

### OVERVIEW

Chehalem Youth and Family Services (CYFS) offers a 12-month pre-doctoral internship which utilizes the practitioner-scholar model to provide experiential and didactic training. CYFS is an APPIC member program. The clinical staff and administrators of CYFS are committed to training new professionals while providing high quality services accessible to the whole community.

### GOALS OF INTERNSHIP

The overall goal of the internship is prepare and equip interns to be professionally competent psychologists ready for entry level psychological practice. All interns will further develop their competencies as psychologists in clinical service provision, assessment, and professional collaboration and consultation. Interns' opportunities for growth in other areas of competency such as program development and evaluation, providing supervision, policy review and development, and organizational intervention will vary.

A secondary goal of the internship is to foster interns' development of their professional identity through high expectations for professional behavior, challenges from supervisory staff to develop and apply their theoretical orientations, and increasing levels of independence.



A third goal of the internship is to maximize the healthy functioning of the interns. CYFS supports interns' development of healthy living and working habits to foster their ability to maintain a high quality of service provision over time, and has demonstrated flexibility with interns as related to their family and personal needs.

### PROGRAM EXPECTATIONS OF INTERNS

Interns are expected to have knowledge and skill consistent with having successfully completed four years of graduate study in psychology. This includes basic competency in intervention (individual and group), assessment, and report writing/documentation. In addition, it's expected that interns will have knowledge regarding supervision and consultation.

### INTERN DUTIES AND RESPONSIBILITIES

#### **Direct Client Contact**

- Caseload of 9 – 12 residential clients, includes individual and family therapy, consultation with residential staff and case management
- Caseload of 3 – 5 at the Chehalem Community Counseling Center.
- 4 hours a week of Group Therapy for residential program
- Variable schedule of time limited outpatient groups
- Variable schedule of psychological assessments
- Variable schedule of Teen Screen (approximately 6 days across the school year)



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## INTERN DUTIES AND RESPONSIBILITIES (CONTINUED)

### **Supervision/Training**

- 2 hours weekly of Individual Supervision
- 1 hour monthly of Clinical Case Presentation
- 2 hours monthly of Group Supervision of Groups
- 3 hours monthly of Training Seminar
- 2 -4 hours monthly of Specialty Training

### **Other responsibilities**

- Variable schedule of outreach/marketing
- 2 hours of weekly staff meetings
- 30 minutes weekly of Clinical Team meeting
- Additional opportunities: research, training, supervision, and program development

## COMPENSATION PACKAGE FOR INTERNSNSHIP

Full time Interns will receive a stipend of \$16,000 for 12 months of service provision. They will receive the benefit package provided to employees of CYFS including vacation, sick time, and medical and dental health insurance.



## TRAINING/DIDACTIC SCHEDULE

1. Monthly Clinical Case Presentation (60 minutes = 12 hours for the year)  
Rotating Formal Case Presentation with clinical and ethical questions for discussion by the team
2. Group Supervision of Groups (1 hour twice a month for 4 months = 8 hours for the year)
3. Family Therapy Seminar (2 hours biweekly for 4 months = 16 hours) Didactic training, readings, discussion for the first 2 months, Review of recorded sessions, case presentation, discussion
4. Assessment Seminar (1.5 hours biweekly for 4 months = 12 hours) Didactic training, readings, discussion, case presentation, data review, and case discussion
5. Child Therapy Seminar (2 hours biweekly for 4 months = 16 hours) Didactic training, readings, discussion, Recorded session review, case presentation, discussion
6. Specialty Trainings (2 hours once or twice monthly = 32 hours). Topics are subject to change. Interns are invited to present their dissertations or other areas of expertise.

9/11 Crisis Assessment and Intervention

9/11 CYFS Residential Clients (Borderline IQ and Trauma)

10/11 Teen Screen Program

10/11 Legal Issues in the Practice of Psychology in Oregon



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## TRAINING/DIDACTIC SCHEDULE (CONTINUED)

- 11/11 Collaborative Problem Solving Model
- 11/11 Assessment and Treatment of Chronic PTSD
- 12/11 Mental Health Assessment and Treatment of clients with Developmental Disabilities
- 1/12 Assessment and Treatment of Juvenile Sexual Offenders
- 2/12 Forensic Assessment
- 3/12 Interventions with Adoptive Families
- 4/12 Rorschach with Children
- 5/12 Assessment and Treatment of Children involved in Custody Conflicts
- 6/12 Treatment of Chronic Pain – Individual and Family Impact
- 7/12 Licensure Process
- 7/12 Assessment of Adolescent Chemical Dependency
- 8/12 Advanced Issues in Practice of Psychology (self monitoring of competence over time, ethics and marketing, ethics and diagnosis)



**EXAMPLE SCHEDULE\***

<b>Time:</b>	<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
8 am					
9 am	Residential Tx	Group Sup. of Group	Psychological Evaluation	Quarterly Tx Review	Paperwork
10 am	Residential Tx	Clinical Team	(cont.)	(cont.)	(cont.)
11 am	Residential Tx	Paperwork	(cont.)	Lunch	Individual Supervision
12 am	Lunch	Lunch	Lunch	Staffing & Staff Meeting	Lunch
1 pm	Outpatient Tx Intake	Individual Supervision	Residential Tx	(cont.)	Residential Family Tx
2 pm	Outpatient Tx	Residential Tx	Residential Tx	Residential Tx	Residential Family Tx
3 pm	Outpatient Tx	Residential Tx	Residential Group	Paperwork	Residential Group
4 pm	Outpatient Tx	Residential Tx	(cont.)	(cont.)	(cont.)
5 pm	Paperwork			Family Therapy Seminar	
6 pm				(cont.)	

*\*Interns may require additional time to complete their documentation and can work 40 to 50 hours a week.*

**Staffing** – Consultation and Treatment Planning for Residential Clients

**Quarterly Review** – Three month treatment review and case planning meeting. Community members of the Treatment Team are encouraged to attend.

**Team Meetings** – Residential Staff by House



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## TRAINING RESOURCES AVAILABLE

CYFS has several training resources available to interns.

- The George Fox University library is nearby, within walking distance of the CYFS office. Interns frequently access their many resources, journals, and databases.
- CYFS also has a training material library available including DVD's and books.
- CYFS will make assessment instruments and manuals available to interns.
- CYFS will also provide interns with internet access.
- First aid, CPR, and Oregon Intervention System training.

## HOW THE INTERNSHIP IS INTEGRATED INTO CYFS

Interns are integrated into CYFS as essential members and contributors to our team. We value the fresh perspectives that interns bring to our organization. Interns are oriented to the agency, programs and staff. They are provided with internet accessible computers, as well as email and Microsoft Word. CYFS is a relatively small organization, which facilitates the development of relationships. Integrating the interns into agency work is a clear focus of the internship program.



## RIGHTS AND GRIEVANCE POLICIES AND PROCEDURES FOR INTERNS & TRAINING STAFF

### INTERN RIGHTS

Each intern has a right to conditions favorable to learning. Interns have the right to pursue training free from discrimination based on gender, race, ethnicity, religion, marital status, age, sexual orientation, or physical disability. Interns at the Chehalem Youth and Family Services internship enjoy freedom of speech, expression, and association, freedom from harassment, and the right to appeal disciplinary judgments or penalties for alleged misconduct. It is the sincere intent of the Chehalem Youth and Family Services internship to ensure that all interns receive fair and equitable treatment and to provide an easily accessible procedure to resolve grievances in a manner that allows constructive relationships to be maintained within the internship. Chehalem Youth and Family Services internship sexual harassment policies are also found in the Internship Handbook.

The purpose of the Chehalem Youth and Family Services Internship grievance procedures is to resolve grievances in a manner that allows constructive relationships to be maintained within the CYFS internship. **It is the desire of the CYFS community that grievances be resolved on an informal basis whenever possible and, if not resolvable, that the formal grievance procedure is followed.** The Chehalem Youth and Family Services Internship grievance procedures are designed to protect confidentiality for all parties as fully as possible.

The grievance procedure is conducted within the context of the Chehalem Youth and Family Services clinical staff. This



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

procedure has two stages: Informal and Formal. These two procedures are described in detail below. An intern may initiate grievance procedures in the event of any situation in which an intern encounters difficulties or problems with supervisors, staff, or with the program (e.g. poor supervision, unavailability of supervision, evaluations perceived as unfair, workload issues, personality clashes, working conditions, or access to benefits) during his/her training experiences. The following procedure should be followed for both clinical and administrative grievances.

### GRIEVANCE PROCEDURE

1. The intern should discuss the issue with the faculty, supervisor, or staff member(s) involved.
2. If the issue cannot be resolved in a one-on-one discussion, the intern should discuss the concern with the Clinical Training Director.
3. If the Clinical Training Director cannot resolve the issue informally, the intern may formally challenge any action or decision taken by the Clinical Training Director, the supervisor, or any member of the professional training staff by following this procedure:
  - a. The intern should file a formal complaint, in writing and with all supporting documents, with the Clinical Training Director.
  - b. Within 5 business days of a formal complaint, the Clinical Training Director will consult with a member of the Review Panel which consists of: the Executive Director, Human Resources Manager, and all clinical supervisors.
  - c. The Clinical Training Director, with at least one member of the Review Panel, will meet with the intern to review the complaint and work toward resolution.



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

- d. This meeting will take place within 10 business days of the formal complaint. If a successful resolution of the complaint is not reached in this meeting, then it will be reviewed by the full Review Panel.
  - e. The Clinical Training Director will forward the formal complaint to the Review Panel and schedule a hearing to take place within 15 business days of the initial filing of the formal complaint.
4. If the grievance directly involves or relates to the performance of the Clinical Training Director and an informal discussion does not result in a satisfactory resolution, then the intern and Clinical Training Director will invite another clinical supervisor to discuss the concern and provide an alternate perspective.
5. If the intern, Clinical Training Director, and second clinical supervisor are unable to reach a satisfactory resolution of the complaint, then the intern will file a formal, written complaint with the Executive Director. The Executive Director will then follow the procedure for responding to formal complaints as described above.
6. Due to the small size of CYFS and working relationships of the supervisors and administrative team, CYFS would like to state clearly that interns may, at any time, consult with their Directors of Clinical Training from their graduate programs regarding grievances. The Clinical Training Director will offer to include the intern's Director of Clinical Training in the informal response to a grievance and in the formal response to a grievance.

The final level for grievances is the full Review Panel. Even after this level, the Review Panel will hear appeals of its



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

decisions if one or more of the following criteria are met:

- a. There was an error in procedure on the part of the Chehalem Youth and Family Services Internship program.
- b. There is new evidence sufficient to alter a decision.
- c. The sanction(s) imposed was/were not appropriate to the severity of the violation.

If one of these conditions is not met, then the decision of the full Review Panel is final.

It may be appropriate for the parties to consult legal experts *on their own*, but it is not appropriate to have direct representation by legal counsel in the Chehalem Youth and Family Services Internship grievance appeal process. Such direct legal representation would automatically remove the grievance from all Chehalem Youth and Family Services Internship program grievance channels.



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

### PSYCHOLOGY INTERN EVALUATION PROCEDURES STATEMENT OF INTENT

The purpose of the Chehalis Youth and Family Services Psychology Intern evaluation policies is: 1. To maintain high educational standards for professional psychologists so as to prepare interns to become well-qualified to provide professional services; and 2. To inform interns of their performance on an ongoing basis in order to facilitate educational and professional development. Evaluation policies are in conformance with the American Psychological Association Ethical Principles, which describe expectations for standards of competence and emphasize awareness of professional responsibilities to the community and society. The evaluation procedures are designed to provide timely and regular feedback so that interns can be aware of how their performance has been appraised and can have opportunities to improve their performance, if needed. Evaluation policies and procedures support the rights of interns to know when they are functioning well, when their performance requires remediation, when their performance fails to meet the professional standards, and what the consequences are of not meeting professional standards of performance.

### POLICIES

Interns will be provided with ongoing training, direction, and feedback on their performance in the course of their weekly individual supervision. The following policies and procedures delineate the formal evaluation process.

Interns can complete the internship only if they are in good standing. *Good standing* in the CYFS Psychology Internship Program is defined as appropriate interpersonal functioning, sound clinical skills, and appropriate professional/ethical conduct and attitudes. The clinical supervision staff evaluates Interns at least



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

once each semester in each of these areas, three times a year.

Interns are expected to demonstrate behavior consistent with the most current Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association and state and federal law governing the conduct of psychologists. Chehalem Youth and Family Services Internship Program supervisory staff under the direction of the Clinical Training Director, and in accordance with generally accepted professional standards, reserves the right to define professional competence and demeanor, to establish standards of excellence, and to evaluate interns in regard to them. Interns have the responsibility to conduct themselves professionally and help create an atmosphere conducive to learning and service delivery. Interns are expected to uphold professional and personal integrity, to respect the rights of others, to be sensitive to diversity, and to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior that is harmful to themselves, others, or property. Interns must abide by the standards, policies, and regulations of the Chehalem Youth and Family Services Psychology Internship Program. Agreement to abide by the policies and procedures of the Psychology Internship Program is implicitly confirmed when the Intern agrees to accept the internship position. Failure to adhere to Chehalem Youth and Family Services Internship standards may constitute grounds for probation or expulsion from the internship program. The Chehalem Youth and Family Services Psychology Internship Program reserves the right to expel Interns if their performance has fallen below required standards. The program reserves the right to restrict all or part of an Intern's academic and/or clinical activities while a review is pending. As internship is a requirement of completion for doctoral



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

programs in psychology, Chehalem Youth and Family Services requires, as a condition of acceptance into the program, that Interns provide their consent for the exchange of evaluative information between Chehalem Youth and Family Services and their doctoral program. This requirement is clearly communicated to prospective interns in the brochure advertising the internship. It is also stated in the Application Certification Section of the APPIC Application for Psychology Internship. At the program orientation interns will be required to sign a release of information formally providing Chehalem Youth and Family Services and their doctoral program with permission to exchange evaluative information.

### PROCEDURES

All interns will be evaluated in the first, second, and third semester. Sources of information about the Intern's performance and functioning include the Clinical Training Director and other supervising psychologists, any relevant legal and/or administrative documents, the Intern, and any other source the clinical supervisors deem relevant. Clinical skills are assessed in writing by intern supervisors each semester.

At least once per semester the **Supervisory Evaluation of Intern** form is completed by each supervisor and is reviewed with the Intern. If the Intern's performance rating for each competency is acceptable, a Pass grade is assigned. If *any* competency area of the intern's performance is found unacceptable, a No Pass grade will be assigned.

The Clinical Training Director compiles all information and forms. Copies of forms together with a cover letter summarizing the Intern's progress will constitute the feedback given to the home University, at least twice annually.



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

Once each semester the clinical training director and supervising psychologists conduct a summary review of each Intern's progress. Once a summary evaluation has been completed, the intern is then judged to be in good standing or may need to be placed on probation, suspended or expelled.

### CONDITIONS THAT MAY JEOPARDIZE 'GOOD STANDING' STATUS

One or more of the following may jeopardize an intern's good standing:

1. Evidence of behavior that may hinder professional competence or interpersonal or professional relationships.
2. Insufficient progress in the development of clinical skills.
3. Failure to comply with internship rules or procedures.
4. Unprofessional conduct, unethical conduct or illegal conduct.  
Examples include, but are not limited to the following:
  - a. Giving medical or legal advice (i.e., advice outside the scope of practice)
  - b. Failing to meet professional obligations (e.g., repeatedly showing up late for or canceling client sessions, not maintaining records in keeping with agency requirements)
  - c. Allowing personal life problems to unduly interfere with coursework, professional, or clinical risk possibilities
  - d. Allowing prejudices or other unfounded beliefs to unduly affect professional judgment or professional relationships
  - e. Abuse of intoxicants or controlled substances to such extent that the student is incapacitated and unable to form professional duties.
  - f. Violation of any aspect of the APA Ethical Principles and Code of Conduct.



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

- g. Any conduct which constitutes a danger to the health or safety of a client or the public.
- h. Impersonation of a licensed mental health professional or inappropriate use of the license of a mental health professional.
- i. Behavior defined in the criminal statutes.

## TRIGGERED REVIEWS

Chehalem Youth and Family Services Clinical Training Director and supervisors retain the right to initiate a Triggered Review at any time that concerns regarding an intern's performance arise. A Triggered Review will be initiated should any condition that may jeopardize an Intern's standing come to the attention of the Clinical Training Director and supervising psychologists at a time other than when a review is scheduled.

In the event of any evaluation triggered by some condition that may jeopardize an Intern's progress standing, the Intern will be informed in writing that a triggered evaluation will take place and the reasons for it. The Intern is invited to submit a self-evaluation and any information relevant to the reasons for the Triggered Review. Input may be solicited from any relevant sources. In the case of a Triggered Review, the Clinical Training Director and supervising psychologists reserve the right to prohibit an Intern from engaging in specified clinical activities pending the outcome of the evaluation. The Training Director of the home University will be informed if there is a change in the intern's standing and provided with the documentation of the reasons for the change.



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

### PROGRESS STANDINGS

The definitions of each progress standing are as follows:

1. Good Standing: indicates a performance that meets the conditions that qualify for excellence, or that meets acceptable standards.
2. Probation: this indicates the presence of a problem(s) judged to be serious, or potentially serious problem(s), or condition (s) that may jeopardize the Intern's standing. This also includes a problem previously brought to the Intern's attention which has not been corrected. Examples of serious or potentially serious problems include a pattern of late preparation and submission of reports or paperwork, written work that's consistently poor quality, ethical violations, poor interpersonal relationships, poor clinical skills, evidence of poor clinical judgment; evidence of impairment in professional functioning.
3. Expulsion: the Intern is permanently removed from the Internship and *may not be readmitted*. Expulsion from the program is appropriate if a serious breach of ethics or illegal act has occurred or if some impairment in judgment or functioning with respect to academic or clinical activities proves irremediable.
4. Suspension: under certain extenuating circumstances the Intern is placed on probation and is temporarily removed from the internship for a designated period of time and will be on probation upon reassignment to Internship activities.

### PROCEDURE OF HEARING FOR PROBATION

1. Internship faculty evaluation, triggered or scheduled, I identify an Intern is not in good standing.
2. Clinical Training Director of the internship then communicates



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## INTERN RIGHTS AND GRIEVANCE POLICIES (CONTINUED)

in writing to the Intern that a hearing is scheduled to review the Intern's standing. The letter includes information relevant to the hearing and will be copied to the home University's Director of Clinical Training.

3. A hearing is scheduled no sooner than seven days from when the letter was sent to the Intern.
4. The Intern is invited to submit information at the hearing in response to the reasons for the hearing and he/she can complete an optional self evaluation form.
5. The Director of Clinical Training may participate in the hearing if he/she so chooses.
6. The Clinical Training Director may ask for other sources of information and request evaluation forms from supervisors.
7. The hearing will proceed whether or not the intern attends the hearing.
8. The Clinical Training Director and supervising psychologists will render a decision within 14 days and send a letter to the Intern and home University Clinical Training Director notifying them of the Intern's Progress Standing.
9. If a program of remediation is required, the Intern will be provided with a clear written statement of what changes are expected and the timeline for completion of the remediation plan. If the required changes are not completed, then the intern may be considered for suspension or expulsion.
10. The decision of the Clinical Training Director and supervising psychologists is final.

Additional Chehalem Youth and Family Services procedures are available to the Intern if she/he chooses to appeal the decision. These procedures are outlined in the **Rights, Conduct, and Grievance Policies** section.



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## NOTES



## NOTES



THANK YOU

**Providence Health Plan  
Community Benefits Fund**

CHEHALEM YOUTH AND FAMILY SERVICES

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